



STATE TEACHERS COLLEGE SALEM, MASSACHUSETTS



SEVENTY-EIGHTH YEAR

1931-1932

JUNE 1932



TEACHERS COLLEGE BUILDING

Salem State College
Library Archives

P1

Catalog, Day College.
1931-1932. c.3.



THE DEPARTMENT OF EDUCATION

PAYSON SMITH, Commissioner of Education
FRANK W. WRIGHT, Director, Division of Elementary
and Secondary Education and Teachers Colleges
GEORGE H. VARNEY, Business Agent
ARTHUR B. LORD, Supervisor of Office Organization

INSTRUCTORS

THE TEACHERS COLLEGE

JOSEPH ASBURY PITMAN, Ed.D.	President
GERTRUDE BROWN GOLDSMITH, M.A.	Nature study, biology
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 BADGER	Office training, typewriting
FLORENCE BARNES CRUTTENDEN, B.S., A.M.	History and social science
MAUDE 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
CHARLES FRANCIS WOODS	Music
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
L. GERTRUDE BUNTON, B.S., A.M.	Education
FLORENCE G. PERRY	Drawing and handwork
GERTRUDE BURNHAM, A.B., A.M.	English
SALLIE HARDING SAUNDERS, M.D.	School Physician
ANN KEENAN CLARK	Bookkeeper and secretary
JANET SMITH, A.B., B.S.	Registrar

THE TRAINING SCHOOL

GEORGE FALLOWS MOODY, B.S. in Ed., AM.	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

*Leave of absence 1931-1932. Place taken by George Sibley Corfield, B.S. in Ed.; M.A.

†Resigned November, 1931. Place taken by Doris A. Cambridge.

‡Resigned February, 1932. Place taken by Gladys E. Morehouse, B.S. in Ed.

CALENDAR

1932

January 4, Monday	Recess ends at 9.30 A.M.
January 25, 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.
March, 25, Friday	Good Friday; a holiday
April 19, Tuesday	Patriot's Day; 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* }	Entrance examinations
June 3, Friday* }	
June 16, Thursday	Class day
June 17, Friday	Graduation exercises at 10.30 A.M.
June 24, Friday	Training School closes
September 12, Monday	Training School opens
September 12, Monday* }	Entrance examinations
September 13, Tuesday* }	
September 14, Wednesday	Academic year begins at 9.30 A.M.
October 12, Wednesday	Columbus Day; a holiday
November 11, Friday	Armistice Day; a holiday
November 23, Wednesday	Recess begins at 12.25 P.M.
November 28, Monday	Recess ends at 9.30 A.M.
December 23, Friday	Recess begins at the close of school

1933

January 3, Tuesday	Recess ends at 9.30 A.M.
January 23, Monday	Second semester begins
February 22, Wednesday	Washington's birthday; a holiday
February 25, Saturday	Recess begins
March 6, Monday	Recess ends at 9.30 A.M.
	Good Friday, a holiday
April 19, Wednesday	Patriot's Day; a holiday
April 29, Saturday	Recess begins
May 8, Monday	Recess ends at 9.30 A.M.
May 30, Tuesday	Memorial Day; a holiday
June 1, Thursday* }	Entrance examinations
June 2, Friday* }	
June 15, Thursday	Class Day
June 16, Friday	Graduation exercises at 10.30 A.M.
June 23, 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 teachers college and the training school is on Saturday.

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

The president'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 2 AND MONDAY, SEPTEMBER 12, 1932

8.30-10.30 English literature and composition 3 units

Foreign Language	{	Latin	2, 3 or 4 units
Commercial Subjects		Stenography (including typewriting)	1 unit
		Bookkeeping	1 unit
		10.30-12.30 Commercial geography	$\frac{1}{2}$ or 1 unit
		Commercial law	$\frac{1}{2}$ unit

Social Studies	{	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
		1.30-4.30 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 3 AND TUESDAY, SEPTEMBER 13, 1932

Mathematics	{	Algebra	1 unit
		8.30-10.30 Arithmetic	1 unit
		Geometry	1 unit
		College review mathematics	1 unit

Foreign Language	{	French	2 or 3 units
		10.30-12.30 Spanish	2 units
		German	2 or 3 units

Science	{	General science	$\frac{1}{2}$ or 1 unit
		Biology, botany, or zoology	$\frac{1}{2}$ or 1 unit
		1.30-4.00 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	{	Home economics	1 unit
		3.30-5.00 Manual training*	1 unit
		Drawing	$\frac{1}{2}$ or 1 unit
		Music	$\frac{1}{2}$ 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 TEACHERS COLLEGE

SALEM, MASSACHUSETTS

AIMS AND PURPOSES

The aim of the teachers college is distinctly professional. Teachers colleges 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 teachers college who does not give reasonable promise of developing into an efficient teacher.

The institution 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 teachers college 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 institution. All credentials must be in the office of the teachers college before June 15.

On July 1 a statement will be mailed to each candidate: that he is admitted; that he is on the waiting list of qualified applicants; or that he has failed to qualify. Candidates who, after being informed that they have qualified, decide not to enter the teachers college 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 14, 1932, unless he has the previous permission of the president 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 teachers college is required to fill out a blank entitled Application for Admission to a State Teachers College and send it to the president of the teachers college that he desires to enter. This blank may be secured from the principal of the high school or the teachers college, 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 teachers colleges 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 PRINCIPAL¹.—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 president of the teachers college 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 teachers college 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 president of the teachers college, warrant the admission of the candidate.

IV. SCHOLARSHIP REQUIREMENTS IN 1932.—(For changes to go into effect in 1933, see page 7.) Of the fifteen units presented for admission, 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, one in American history and civics, one in mathematics and one in science. (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.

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.

V. LIST OF SUBJECTS FOR CERTIFICATION OR EXAMINATION
Prescribed (6 units)

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

Limited electives (4 units)

The candidate may make up the total of four 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 seven fields shall be one unit.

English, 1 unit	Units
Literature and Composition	1 unit
Foreign language, 2 to 4 units	
Latin	2, 3 or 4
French	2 or 3
Spanish	2
German	2 or 3
History and social science, 1 or 2 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
Mathematics, 1 or 2 units	
Algebra	1
Geometry	1
Arithmetic	1
College review mathematics	1
Science, 1 or 2 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
Fine and practical arts, 1 unit	
Home economics	1
Manual training*	1
Drawing†	$\frac{1}{2}$ or 1
Music	$\frac{1}{2}$ or 1
Commercial subjects, 1 unit	
Stenography (including typewriting)	1
Bookkeeping	1
Commercial law	$\frac{1}{2}$
Commercial geography	$\frac{1}{2}$ 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 teachers college (includ-

ing 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

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 (page 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.

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.

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

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

In 1933: Unless a candidate is certified for at least 5 units, examinations must be taken in the entire 12 units required; if certified in 5 or more units, examinations must be taken to cover enough additional units to make the necessary 12 units.

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)

VII. ADMISSION AS ADVANCED STUDENTS.—A graduate of a teachers college or other 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 teachers college.

VIII. ADMISSION OF SPECIAL STUDENTS.—When any teachers college, 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 president 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 teachers college preparatory curriculum: For the most successful pursuit of work in a state teachers college 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 teachers colleges 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 Manual 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 teachers college 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 teachers colleges.

Each student who has faithfully and honorably completed a full course of study in a teachers college, shall, upon recommendation of the president of the teachers college, 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 teachers colleges 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 teachers college. 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 to their mental attainments." The State Teachers College 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 three-year course in the Elementary Department (see the curriculum, page 11) and



TRAINING SCHOOL BUILDING

an additional year which includes specialized courses in psychology, methods, mental testing, general science, physical education, music, industrial arts, manual arts and domestic arts. 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 Chelsea, Danvers, Everett, Lynn, Medford and Salem. There will be opportunity to visit the Walter E. Fernald State School at Waverly and other schools and classes for mentally retarded children. Normal school and teachers college graduates and experienced teachers may also enroll for the year of specialized work. The degree of bachelor of science in education will be awarded to those students who have completed the three-year elementary course, or its equivalent, and the fourth year of specialized work providing a satisfactory number of credits have been earned. Students who have completed the curriculum prescribed for the first two years of the elementary course may enroll in the Special Education Department for one year of specialized work and receive a three-year diploma, providing a satisfactory number of credits have been earned.

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 teachers college 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 teachers college, 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 teachers college 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 teachers college, to the end that its methods may exemplify the theory given in the teachers college courses. A considerable part of the instruction in the training school is either supervised or actually given by teachers college instructors, and the work in the teachers college 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 teachers college. 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 junior 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 teachers college.

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.

11
CURRICULA

A period is fifty minutes in length

E. 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>			
Education 101	18	4	4
Education 102	18	4	4
English 101	18	2	2
English 102	18	2	2
English 103	18	1	1
Library Study 101	18	1	1
History 101	18	3	3
Science 101	36	3	3
Mathematics 101	18	3	3
Art 101	36	2	2
Music 101	36	1	1
Music 102	36	1	0
Physical Education 101	36	2	0
Physical Education 102	36	1	1
<i>Second Year</i>			
Education 201	36	4	3
English 201	18	3	3
English 202	18	2	2
Literature 201	18	3	3
Geography 201	36	2	2
Science 201	18	2	2
Science 202	18	2	2
Mathematics 201	18	2	2
Art 201	18	2	2
Art 202	18	2	2
Music 201	36	1	1
Music 202	36	1	0
Physical Education 201	36	2	0
Physical Education 202	36	1	1
<i>Third Year</i>			
Education 301	18	3	3
Education 302	9	Full time	
Education 303*	9		3
Education 304	27	1	1
English 301	27	2	2
Literature 302	27	1	1
History 302	27	2	2
Mathematics 301	27	2	2
Geography 301	27	3	3
Science 301	27	2	2
Art 301	18	2	2
Music 301	27	1	1
Music 302	27	1	0
Physical Education 301	27	2	0
Physical Education 302	27	1	1

*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.

J. 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
First year identical with first year of E, page 11.			
Second Year			
Education 201	36	3	3
English 202	18	2	2
Literature 201	36	3	3
Geography 201	36	2	2
Science 201	36	2	2
Mathematics 201	18	2	2
History 201	36	2	2
Art 201	18	2	2
Art 202	18	2	2
Music 201	36	1	1
Music 202	36	1	0
Physical Education 201 . . .	36	2	0
Physical Education 202 . . .	36	1	1
Third Year			
English 301	27	2	2
Literature 301	27	2	2
Social Science 301	27	2	2
Education 301*	9	3	3
Education 302	9	Full time	
Education 303	18		3
Education 304	27	1	1
Music 301	27	1	1
Music 302	27	1	0
Mathematics 301	27	2	2
Geography 301	27	3	3
Science 301	27	4	4
Physical Education 301 . . .	27	2	0
Physical Education 302 . . .	27	1	1
Fourth Year			
Literature 401	27	2	2
English 401	18	2	2
Social Science 401	27	2	2
Music 402	27	1	0
Music 403	18	1	1
Mathematics 401	27	2	2
Education 402	27	1	1
Education 403	27	1	1
Education 404	As assigned		
Physical Education 401 . . .		27	2
Electives			
Literature 411	27	2	2
Literature 412	27	2	2
History 411	27	4	4
Geography 411	27	3	3

*During the quarter in the training school.

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 101	36	2	2
Shorthand 101	36	4	4
Typewriting 101	36	4	0
History 101	36	3	3
Geography 101	36	2	2
General Science 101	36	2	2
Bookkeeping 101	36	3	3
Education 101	36	2	2
English 103	36	1	1
Music 102	36	1	0
Physical Education 101	36	1	0
Physical Education 102	36	1	1
Typewriting 101a*	36	2	0
Office Training 101*	36	4	2
Business 101†	18	Full time	
<i>Second Year</i>			
English 201	32	2	2
Shorthand 201	32	3	3
Typewriting 201	32	3	1
History 201	32	2	2
Mathematics 201	32	2	2
Geography 201	32	4	4
Bookkeeping 201	32	3	3
Salesmanship 201	14	3	3
(First Semester)			
Store experience	4	Full time	
Education 201	18	3	3
(Second Semester)			
Music 202	32	1	0
Physical Education 201	32	1	0
<i>Third Year, first semester</i>			
History 301	18	3	3
English 303	18	1	1
Bookkeeping 301	18	2	2
Business 301	18	3	3
Business 302	18	2	2
Education 301	18	2	2
Education 302	18	2	2
Music 302	18	1	0
Physical Education 301	18	1	0
and either			
English 311	18	2	2
or			
Salesmanship 311	18	2	2
Office Training 311	18	2	1

*Under certain conditions, these courses may be substituted for Shorthand 101 and Typewriting 101. See pages 34-35.

†See foot note, page 14.

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>			
Social Science 301	18	3	3
Social Science 302	18	3	3
English 303	18	1	1
Education 303	18	3	3
Education 304	18	2	2
Education 305	18	2	2
Music 302	18	1	0
Physical Education 301	18	1	0
and either			
Office Training 312	18	6	2
or			
Bookkeeping 311	18	3	3
with one of the following			
Bookkeeping 312	18	2	2
Salesmanship 312	18	2	2
<i>Fourth Year</i>			
Literature 401	30	2	2
English 401	30	1	1
English 402	30	1	1
English 403	30	1	1
Social Science 401	30	2	2
Education 401	30	4	4
Education 402	6	Full time	
Business 401	30		2
Shorthand 401	18		2
Typewriting 401	18		2
Music 402	30	1	0
Physical Education 401	30	1	0
and either			
Business 411	18	3	3
Business 412	12	3	3
Bookkeeping 411	30	4	4
or			
Office Training 411	30	4	4

†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.

S. SPECIAL EDUCATION DEPARTMENT

Designed for students preparing to teach in special classes and in schools for the deaf, and leading to the degree of bachelor of science in education. (See page 9.)

Name and Number of Course	Number of Weeks	Periods weekly of	
		Class Work	Outside Preparation
FOR SPECIAL CLASSES			
<i>First, second and third years are identical with first, second, and third years of E, page 11.</i>			
<i>Fourth Year</i>			
Education 401	27	4	4
Education 402	27	4	4
Education 403	27	3	3
Education 404	9	Full time	
General Science 401	27	2	1
Music 402	27	1	0
Industrial Arts 401	27	2	As required by the several instructors.
Manual Arts 402	27	2	
Domestic Arts 403	27	2	
Physical Education 401	27	1	1

Continued directed observation and practice in the special class.

For Schools for the Deaf

First, second and third years.—Identical with E, 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 Clarke School for the Deaf will be elected.

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

In the following pages, courses for elementary school teachers are marked E; for junior high school teachers, J; for commercial teachers, C; for teachers of atypical children, S.

ENGLISH LANGUAGE

The entire field of English is designed to promote the student's understanding of English usage, both as respects personal improvement and the development of the essentials of good English with school children.

ENGLISH 101. (E, J) ORAL EXPRESSION AND STORY TELLING—MISS PORTER.

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

This is a foundation course to improve the student's personal use of oral English and to establish ideal standards of accurate and effective expression. The content of the course will be story materials suitable for classroom use.

ENGLISH 102. (E, J) ENGLISH COMPOSITION—MISS BURNHAM.

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

A study of the practices of effective English composition. Application through written expression of the principles of grammar, syntax, phraseology, style, emphasis, and purpose. The content of the course includes much professional material such as letters, book reviews, outline forms, subject-matter development, articles for professional presentation, and the like.

ENGLISH 103. (E, J) PENMANSHIP FUNDAMENTALS—MR. DONER.

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

This course aims to establish correct habits of handwriting, including posture, penholding, movement, rhythm, relaxation, ease and fluency. Correlation with all written work of the first year should be required.

ENGLISH 201. (E) PRIMARY READING—MISS PORTER.

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

The aim of this course is to discover how children learn to read; to gain a working knowledge of various manuals, phonetics, correctives and tests; how to develop good oral reading. The reading problems are emphasized by means of observation, discussion, and practical plan-making.

ENGLISH 202. (E, J) ENGLISH COMPOSITION—MISS BURNHAM.

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

A continuation of English 102 (E, J).

ENGLISH 301. (E) TEACHING OF ENGLISH IN THE FIRST SIX GRADES—MISS BURNHAM.

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

A study of the methods of teaching oral and written expression in the first six grades. It includes knowledge of content suitable for each grade; training in vocabulary increase; syllabication and use of dictionaries by children; letter-writing and outline making. Practice in sentence and paragraph construction; methods of teaching spelling; devices and tests; observation of language teaching; and the analysis and planning of typical lessons on varying levels.

ENGLISH 303. (E) METHODS OF TEACHING PENMANSHIP—MR. DONER.

Third year. Nine weeks. Two class periods and two hours of preparation weekly. (Not to be offered in 1932-1933.)

A study of current methods of teaching penmanship in the grades; black-board writing; use of standard tests for measuring handwriting; class demonstrations; methods of remedial instruction.

JUNIOR HIGH SCHOOL DEPARTMENT

For a description of the English courses offered in the first and second years of the Junior High School Course, see the descriptions of courses offered in the first and second years of the Elementary Course as follows:

101 (E, J); 102 (E, J); 103 (E, J); 202 (E, J).

ENGLISH 301. (J) TEACHING OF ENGLISH IN GRADES SEVEN AND EIGHT AND IN THE JUNIOR HIGH SCHOOL—MISS BURNHAM.

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

A companion course to English 301 (E). Emphasis is on particular problems of upper grades and junior high school.

ENGLISH 401. (J) ADVANCED COMPOSITION—MISS BURNHAM.

Fourth year. Eighteen weeks. Two class periods and at least two hours of preparation weekly.

This course aims to improve writing technique; to encourage development of creative power; to remove, as far as possible, individual difficulties and limitations. Carried on largely through projects involving expression. One weekly theme, two long term papers, two oral presentations in class and two projects in research. Frequent conferences.

COMMERCIAL DEPARTMENT

ENGLISH 101. (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 103. (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 201. (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 303. (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 311. (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 401. (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 402. (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 403. (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.

LITERATURE

ELEMENTARY DEPARTMENT

LITERATURE 201. (E) CHILDREN'S LITERATURE—MISS PORTER.

Second year, eighteen weeks. Three class periods and three hours of preparation 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 301. (E) AMERICAN AND ENGLISH LITERATURE—MISS HARRIS.

Third year. Two class periods and two hours of preparation weekly. (Not to be offered in 1932-1933.)

The course includes a survey of American and English literature by means of the examination of representative masterpieces of different periods, a study of different types of literature, and investigation of the best and latest thought and usage of literature in the education of children. Methods, tests, lesson planning and the like should be included with reference to literature in the grades.

LITERATURE 302. (E) 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.

JUNIOR HIGH SCHOOL DEPARTMENT

LITERATURE 201. (J) TEACHING OF LITERATURE IN GRADES 7 AND 8 AND JUNIOR HIGH SCHOOL—MISS HARRIS.

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

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

LITERATURE 301. (J) EIGHTEENTH AND NINETEENTH CENTURY POETRY AND PROSE—MISS HARRIS.

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 401. (J) 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 411. (J) 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 mediaeval prose romancers to the twentieth century. Novels of significance from the various periods will be read.

LITERATURE 412. (J) 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.

COMMERCIAL DEPARTMENT

LITERATURE 401. (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.

LIBRARY STUDY

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

First year, eighteen weeks. 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

ELEMENTARY DEPARTMENT

HISTORY 101. (E, J) HISTORY OF CIVILIZATION—MISS FITZHUGH.

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

A study to show how some of the world's major institutions have developed and what cultural forces have resulted during the progress of civilization from the Stone Age to the present.

HISTORY 301. (E) AMERICAN HISTORY—MISS FITZHUGH.

Third year, eighteen weeks. Two class periods and two hours of preparation weekly. (Not to be offered in 1932-1933.)

The establishment and growth of the United States as a nation; the growth of democratic institutions in the United States; and the interpretation of great periods of national development.

HISTORY 302. (E) HISTORY OF CIVILIZATION—MISS FITZHUGH.

Third year. Two class periods and two hours of preparation weekly. (To be offered only in 1932-1933.)

Content of course similar to that of History 101 E.

JUNIOR HIGH SCHOOL DEPARTMENT

HISTORY 101. (J) HISTORY OF CIVILIZATION—MISS FITZHUGH.

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

For a description of the course see History 101 E.

HISTORY 201. (J) 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 411. (J) WORLD HISTORY, PRESENT ERA—MISS CRUTTENDEN.
Elective.

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

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

COMMERCIAL DEPARTMENT

HISTORY 101. (C) INTRODUCTION TO WORLD HISTORY—MISS CRUTTENDEN.

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

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 201. (C) HISTORY OF EUROPE, 1500-1815—MISS CRUTTENDEN.

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

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 301. (C) WORLD HISTORY, PRESENT ERA—MISS CRUTTENDEN.

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

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

SOCIAL SCIENCE

ELEMENTARY DEPARTMENT

SOCIAL SCIENCE 301. (E) ELEMENTARY ECONOMICS—MISS FITZHUGH.

Third year, eighteen weeks. Two class periods and two hours of preparation weekly. (Not to be offered in 1932-1933.)

A study of fundamental principles of economy and their everyday application. Such topics as: production, consumption, distribution, and exchange; supply in relation to demand; human relations in industry and their relation to the whole system of society.

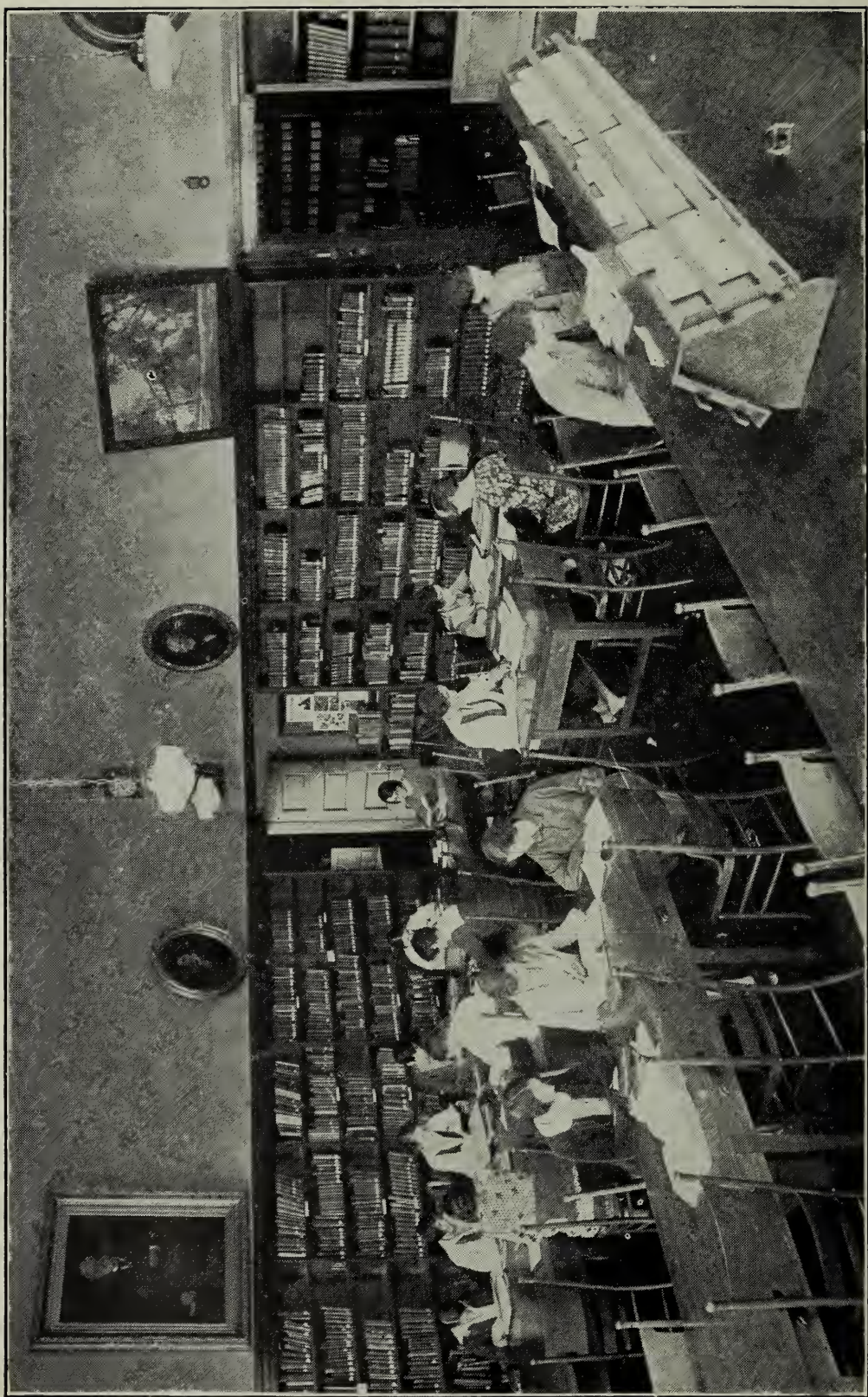
SOCIAL SCIENCE 302. (E) CIVIC EDUCATION—MISS FITZHUGH.

Third year, nine weeks. Two class periods and two hours of preparation weekly. (Not to be offered in 1932-1933.)

Study of school programs for developing character and good citizenship. The teacher's responsibilities in helping to solve problems of America's political and social life.

SOCIAL SCIENCE 401. (E) ELEMENTARY SOCIOLOGY.

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



THE LIBRARY

A study of present day social forms and their evolution. Special attention to such units as: migration and immigration; race; means of social control; family; poverty; crime; defectives; social laws.

JUNIOR HIGH SCHOOL DEPARTMENT

SOCIAL SCIENCE 301. (J) SOCIOLOGY—MISS CRUTTENDEN.

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

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.

SOCIAL SCIENCE 401. (J) ECONOMICS. CONTEMPORARY ECONOMIC PROBLEMS—MISS CRUTTENDEN.

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

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

COMMERCIAL DEPARTMENT

SOCIAL SCIENCE 301. (C) ECONOMICS. CONTEMPORARY ECONOMIC PROBLEMS—MISS CRUTTENDEN.

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

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

SOCIAL SCIENCE 302. (C) COMMERCIAL LAW—MR. PHILLIPS.

Third year, eighteen weeks. 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.

SOCIAL SCIENCE 401. (C) SOCIOLOGY—MISS CRUTTENDEN.

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

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

ELEMENTARY DEPARTMENT

EDUCATION 101 (E, J) INTRODUCTION TO EDUCATION—MR. ROCKWELL.

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

The course should include a consideration of the qualifications and preparation for teaching; opportunities in teaching as a profession; modern objectives in education; essentials of good teaching practice as related to the teacher; types of schools and school systems; characteristics of good elementary schools; consideration of a professional curriculum; observation of superior teaching should parallel the class work.

EDUCATION 102. (E, J) EDUCATIONAL PSYCHOLOGY AND OBSERVATION—MR. ROCKWELL.

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

A beginning course in psychology, with related and graded observation and participation in the training school classrooms. The content of the course should include an analysis of mental mechanisms; the characteristics of instincts; the laws of their operation and modification; learning mechanisms and the primary and secondary laws of learning; forms of learning and the rela-

tion of interest to motivation, retention, and memoriter, visual, and auditory mastery.

EDUCATION 201. (E) TECHNIQUE OF TEACHING AND CLASSROOM MANAGEMENT AND OBSERVATION—MISS BUNTON AND MR. MOODY.

Second year. Three class periods plus one period of observation and three hours of preparation weekly.

The content of this course includes the organization of classrooms for efficiency in teaching; problems of program construction; correlation of work for the most efficient teaching; arrangement of work for the development of desirable skills; analysis of various types of lessons in terms of their objectives and results; methods of dealing with children as individuals, in groups and in classroom units in order to bring about individual development, group participation and socialization. Observations in the training school parallel the class work.

EDUCATION 301. (E) PSYCHOLOGY AND MEASUREMENT—MISS BUNTON.

Third year, eighteen weeks. Three class periods and three hours of preparation weekly. (To be offered in 1932-1933 only.)

Advanced problems in educational psychology. Application of the psychology of the learning process to teaching situations and the presentation of subject matter. Place of testing in the educational program. Selection of intelligence and educational achievement tests; technique of administering tests; scoring and tabulating results. Uses of standard tests with particular emphasis upon their diagnostic value in improving instruction. Remedial work. Technique of making objective short-type tests; their values and weaknesses.

EDUCATION 302. (E) PRACTICE TEACHING.

Third year, nine weeks.

EDUCATION 303. (E) SCHOOL ORGANIZATION AND MANAGEMENT—MR. MOODY.

Third year, nine weeks. Three class periods weekly while in training.

A course designed to be given parallel with and at the same time as the course in practice teaching. The course should include considerations of school records and bookkeeping; the administration of schoolroom materials and equipment; the maintenance of school supplies and supplementary materials; the relations of the teacher with other teachers, supervisors, principals, the school officials, parents, and the public in general.

EDUCATION 304. (E) PROFESSIONAL ETHICS—MR. PITMAN.

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

A course designed to follow the main provisions of the syllabus provided by the State Department of Education.

EDUCATION 401. (E) PRACTICE TEACHING.

Fourth year. Eighteen weeks. Six hours weekly.

Provision is made during the fourth year, for two half days per week (six clock hours) for one semester, or one half-day per week for two semesters (three clock hours each) for practice teaching supplementary to that of the third year. The time can also be concentrated in one six-week or two three-week periods.

JUNIOR HIGH SCHOOL DEPARTMENT

For a description of the Education courses offered in the first year of the Junior High School Course, see the description of courses offered in the first year of the Elementary Course as follows:

101 (E, J); 102 (E, J).

EDUCATION 201. (J) SECONDARY SCHOOL METHODS—MISS BUNTON.

Second year. Two class periods plus one period of observation and two hours of preparation weekly.

This course deals with the fundamental principles of teaching, based upon the psychology of the learning process. The following topics will be studied: aims and functions of secondary education with special reference to meeting the needs of adolescents; selection of subject matter; best methods of directing learning; analysis of different types of classroom procedure, paralleled with observations in the training school; the function of the teacher; organization of teaching materials; lesson planning; directed study; the assignment; questioning; measuring results.

EDUCATION 301. (J) SCHOOL ORGANIZATION AND MANAGEMENT—MR. MOODY.

Third year, nine weeks. Three class periods weekly while in training.

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 302. (J) PRACTICE TEACHING.

Third year, nine weeks.

EDUCATION 303. (J) JUNIOR HIGH SCHOOL ORGANIZATION—MISS BUNTON.

Third year, eighteen weeks. Three class periods and three hours of preparation weekly. (To be offered in 1932-1933 only.)

Application of modern educational theory to the problems of junior high school teaching. Topics studied: aims of junior high school; the junior high school pupil; selection, organization and presentation of subject matter; provision for individual differences; differentiated curricula; organization of exploratory courses; directed study; relation of extra-curricula activities to classroom teaching; technique of educational and intelligence tests; uses of tests for classification and for the improvement of instruction; guidance.

EDUCATION 304. (J) PROFESSIONAL ETHICS—MR. PITMAN.

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

For a description of the course see Education 304 (E).

EDUCATION 402. (J) 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 403. (J) EDUCATIONAL SOCIOLOGY.

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

EDUCATION 404. (J) PRACTICE TEACHING.

Fourth year. As assigned.

COMMERCIAL DEPARTMENT

EDUCATION 101. (C) FIRST COURSE IN PSYCHOLOGY—MR. SPROUL.

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

This 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 201. (C) EDUCATIONAL PSYCHOLOGY—MR. SPROUL.

Second year, eighteen weeks. 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 organiza-

tion of teaching materials; in the evaluation of school work; in evaluating personality.

EDUCATION 301. (C) SURVEY COURSE—MISS ROBERTS.

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

Aim: to acquaint students 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 302. (C) JUNIOR HIGH SCHOOL ORGANIZATION—MISS ROBERTS.

Third year, eighteen weeks. 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 303. (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 304. (C) EDUCATIONAL AND VOCATIONAL GUIDANCE—MISS ROBERTS.

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

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 305. (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 401. (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 402. (C) PRACTICE TEACHING.

Fourth year, six weeks.

SPECIAL EDUCATION DEPARTMENT

EDUCATION 401. (S) PSYCHOLOGY OF SUBNORMAL CHILDREN—MISS HOFF.

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

First half: The first part of the course aims to give a fundamental knowledge of individual differences. History of the care and treatment of mental defect-

ives; definition; identification; classification; physical and psychological development of the normal child contrasted with scientific studies of mental defectives; causes of mental deficiency; social aspects; educational possibilities.

The remainder of the course aims to enable the teacher to recognize, diagnose, and treat behavior difficulties of children. Psychological development of the normal adult; adolescence; deviations from normal development; types of maladjustment and their development; defense reactions of the high grade feeble-minded: identification; correction.

EDUCATION 402. (S) SPECIAL CLASS METHODS—MISS HOFF AND MISS WALKER.

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

Organization of special schools and classes; educational aims; daily program; curriculum; equipment; materials; methods; class projects and activities appropriate for various mental levels and types of classes; visits to selected special schools and classes; observation and practice in the special class in the training school; diagnosis of individual disabilities and remedial procedures applicable in academic subjects; speech correction.

EDUCATION 403. (S) MENTAL TESTING—MISS HOFF AND MISS WALKER.

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

Theory and development of intelligence tests; observation and some practice in administering, scoring and interpreting the Stanford Revision of the Binet-Simon Individual Intelligence Tests; standardized group intelligence tests, achievement and diagnostic tests; knowledge of simple statistics; interpretation of graphical presentation of statistical data found in current educational literature.

EDUCATION 404. (S) PRACTICE TEACHING.

Fourth year, nine weeks.

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

MUSIC

MUSIC 101. (E, J) ELEMENTARY THEORY—MR. WOODS.

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

Should develop the ability to produce a good singing tone and to carry a tune; ability to read the music of the first six grades; knowledge of the meaning of expression and tempo; and an understanding of all scale intervals and chromatics, rhythmic forms, common and compound time, and the names of keys, writing of key signature, and the writing of simple melodies in period form; the bass clef.

MUSIC 102. (E, J) CHORUS AND MUSIC INTERPRETATION—MR. WOODS.

First year. One class period weekly.

Development of ability to listen to music with pleasure and discriminating intelligence; recognition of themes, rhythms, mood, style and form; life and work of the masters of music from Bach to Brahms; chorus practice for all students.

MUSIC 201. (E) TEACHING MUSIC IN ELEMENTARY SCHOOLS—MR. WOODS.

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

A study of the child voice and the course of study for the first six grades; development of the ability to correct common tonal faults; a minimum rote song repertory; ability to conduct a school chorus; the making of school lesson plans for music.

MUSIC 202. (E, J) CHORUS AND MUSIC APPRECIATION FOR ELEMENTARY SCHOOLS—MR. WOODS.

Second year. One class period weekly.

Development of the ability to teach various types of music appreciation through the use of texts and other materials (piano, radio, phonograph, etc.); continuation of general school chorus activities for local school purposes.

MUSIC 301. (E) SURVEY OF MUSIC IN ELEMENTARY SCHOOLS—MR. WOODS.
Third year. One class period and one hour of preparation weekly.

Development of increased song repertory, ability to make desirable programs for school occasions; study of teaching methods; development of familiarity with school texts; the literature of music education and the investigation of music current events.

MUSIC 302. (E) CHORUS AND MUSIC APPRECIATION—MR. WOODS.

Third year. One class period weekly.

A continuation of Music 202 (E).

MUSIC 402. (E) CHORUS AND MUSIC APPRECIATION—MR. WOODS.

Fourth year. One class period weekly.

A continuation of Music 202 (E) and Music 302 (E).

MUSIC 403. (E) MR. WOODS.

See description of Music 403 (J).

JUNIOR HIGH SCHOOL DEPARTMENT

For a description of the Music courses offered in the first and second years of the Junior High School Course, see the descriptions of courses offered in the first and second years of the Elementary Course as follows:

101 (E, J); 102 (E, J); 202 (E, J).

MUSIC 201. (J) MR. WOODS.

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

In addition to the work of Music 201 (E) some of the problems of the junior high school are studied.

MUSIC 301. (J) MR. WOODS.

Third year. One class period and one hour of preparation for 18 weeks; one class period without preparation for 9 weeks.

MUSIC 302. (J) CHORUS—MR. WOODS.

Third year. One class period weekly.

MUSIC 402. (J) CHORUS—MR. WOODS.

Fourth year. One class period weekly.

MUSIC 403. (J) MR. WOODS.

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

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.

COMMERCIAL DEPARTMENT

MUSIC 102. (C) CHORUS—MR. WOODS.

First year. One class period weekly.

MUSIC 202. (C) CHORUS—MR. WOODS.

Second year. One class period weekly.

MUSIC 302. (C) CHORUS—MR. WOODS.

Third year. One class period weekly.

MUSIC 402. (C) CHORUS—MR. WOODS.

Fourth year. One class period weekly.

MUSIC 402. (S) CHORUS—MR. WOODS.

Fourth year. One class period weekly.

ART

ART 101. (E, J) INTRODUCTION TO ART—MISS PERRY.

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

This is a general survey course to develop an understanding and appreciation of the essential art principles of line, form, and color; to acquaint the students with the possibilities of various media; to train them in careful observation; and to stimulate and develop creative work through the different art activities. Practical problems followed by discussions and criticism lead to ability to use art as a means of expression, give the student a working vocabulary of terms in common use in the field of art and handwork, and help to establish standards of judgment and good taste.

ART 201. (E, J) ELEMENTARY ART—MISS PERRY.

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

This course is planned to develop further interest, appreciation, and ability in the various fields of art. Problems in representation, design, and handwork give opportunity to use and understand the simple art principles. The study of color is emphasized. Through varied experiences in the use of pencil, crayon, ink, watercolor, tempera, clay, etc., the students gain a better understanding and appreciation of the possible fields of art activity for school work.

ART 202. (E, J) ADAPTATION AND APPLICATION—MISS PERRY.

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

Art principles and practices are studied in their relationship to the interests, aims, and methods of the elementary grades and junior high school. Opportunities are given for presenting single art lessons and developing original units of work. Experimentation, demonstration, discussion, and criticism of problems involving the principles of good design and color lay a foundation for a purposeful art program that can enrich other school subjects.

ART 301. (E) APPRECIATION OF ART—MISS PERRY.

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

This course provides for an intensive study of art as it tends to enrich the many phases of modern life in the school, home, and community. The aim is to stimulate an interest and appreciation in beauty of line, fine proportion, pleasing space arrangements, and harmonious color combinations. Research work, illustrated talks, and regular class discussions are supplemented by visits to exhibitions, museums, professional work shops, etc. The need for art in the schools as a force working toward the development of a finer public taste is emphasized.

ART 401. (E) HISTORY OF ART.

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

A knowledge and appreciation of the development of art throughout the ages, to be gained through a study of the histories of painting, sculpture and architecture, with the reading of prescribed books, the study of pictures and art objects and visits to museums and galleries. Application should be made to the teaching of art history in the grades as a necessity in the development of a more complete artistic appreciation. Special emphasis could well be placed on the development and understanding of American and English art forms in silverware, glass, china, wall papers, homes and home decoration.

JUNIOR HIGH SCHOOL COURSE

For a description of the Art Courses offered in the first and second years of the Junior High School Course, see the descriptions of courses offered in the first and second years of the Elementary Course as follows:

101 (E, J); 201 (E, J); 202 (E, J).

SPECIAL EDUCATION COURSE

ART 401. (S) INDUSTRIAL ARTS FOR TEACHERS OF SUBNORMAL CHILDREN—MISS PERRY.

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

Plain and pattern weaving using various types of looms; reed and raffia basketry; bookbinding: making pamphlets, portfolios, sewed books, decorative covers and end papers; wood and linoleum block printing applied to textiles, bookplates, cards and covers; modeling in clay; dyeing; gesso; applied design using various media; a variety of projects for subnormal children in which the above industrial activities and others to be suggested are interrelated with academic content and other school interests.

ART 402. (S) MANUAL ARTS FOR TEACHERS OF SUBNORMAL CHILDREN—MR. LITTLE.

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

Design and construction in wood; design and construction in cement; simple metal work; printing; barbering; chair caning and simple household repairs; gardening.

ART 403. (S) DOMESTIC ARTS—MISS ADAMS.

Fourth 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

ELEMENTARY DEPARTMENT

MATHEMATICS 101. (E, J) FUNDAMENTALS OF ARITHMETIC IN THE ELEMENTARY SCHOOL—MISS STONE.

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

This course covers the historical and psychological bases of number concepts; the social and economic justifications for the teaching of fundamental number concepts; the differentiation of primary and intermediate school content in arithmetic; the problems and sequences of teaching mathematics in the primary grades; diagnostic and learning procedures applied to computation and problem solving.

MATHEMATICS 201. (E, J) TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL—MISS STONE.

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

This course includes problems and sequences of teaching mathematics in the intermediate grades; organization of units of work and planning single lessons; group and individual instruction; evaluating text books; knowledge of results of educational research.

MATHEMATICS 301. (E) TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL—MISS STONE.

Third year. Two class periods and two hours of preparation weekly.
Continuation of Mathematics 201 (E).

MATHEMATICS 401. (E) GENERAL MATHEMATICS—MISS STONE.

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

This course consists of a survey of algebraic skills; the derivation of formulas; quadratic equations; exponents and roots; uses and value of intuitive geometry; study of trigonometric functions and their application to right triangles.

JUNIOR HIGH SCHOOL DEPARTMENT

For a description of the Mathematics Courses offered in the first and second years of the Junior High School Course, see the descriptions of courses offered in the first and second years of the Elementary Course as follows:

101 (E, J); 201 (E, J).

MATHEMATICS 301. (J) 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.

COMMERCIAL DEPARTMENT

MATHEMATICS 201. (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.

GEOGRAPHY

ELEMENTARY DEPARTMENT

GEOGRAPHY 201. (E) PRINCIPLES OF GEOGRAPHY—MISS FLANDERS.

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

The purpose of this course is to establish a background of the fundamental principles of geography with special emphasis on those most needed by the teacher in the elementary grades. The course deals with some of the simpler relationships between man's activities and his natural environment and the adaptation of this material to geography in grades I-VI. The student is made acquainted with texts, readers and visual aid materials.

GEOGRAPHY 301. (E) REGIONAL GEOGRAPHY OF THE WESTERN HEMISPHERE—MISS WARE.

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

Regional studies are made of selected areas of the Western Hemisphere with special emphasis upon the geography of the United States and Massachusetts.

GEOGRAPHY 401. (E) CONTINENTAL GEOGRAPHY—MISS WARE.

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

Regional studies embracing more varied and complex relationships than those studied in previous years are made. As this course is particularly designed to prepare for teaching in the fifth and sixth grades the continent of Eurasia is stressed.

JUNIOR HIGH SCHOOL DEPARTMENT

GEOGRAPHY 201. (J) ELEMENTS OF GEOGRAPHY—MISS FLANDERS.

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

This is a foundation course, hence it covers the principles of physiography and their influence upon human activity. Type environments are studied in detail by the problem method. Professional nature of the course is due to: selection of subject matter; frequent reference to use of this material in the junior high school grades; methods used; acquaintance with modern text books, readers, maps, and illustrative material.

GEOGRAPHY 301. (J) CONTINENTAL GEOGRAPHY—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 411. (J) ECONOMIC GEOGRAPHY—MISS WARE.

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

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.

COMMERCIAL DEPARTMENT

GEOGRAPHY 101. (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 201. (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.

SCIENCE

ELEMENTARY DEPARTMENT

SCIENCE 101. (E, J) GENERAL BIOLOGICAL SCIENCE—MISS GOLDSMITH.

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

This course deals with the fundamental principles of biology and includes a study of the habitats of life and the plants and animals living in them, with a consideration of as many of the following topics as is possible in the time available: the structures of living things and the functions of such structures; the responses, protection and associations of living things; the generation, dispersion and balance of life; the variations and progression of life and the conservation and improvement of life.

These various topics furnish abundant opportunities for special study of common plants and animals, an acquaintance with which is necessary for successful teaching in the grades. So far as possible the study should be based on direct experience with living things in field, garden, greenhouse and laboratory.

SCIENCE 201. (E) GENERAL PHYSICAL SCIENCE—MISS FLANDERS.

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

This course deals with the important principles of physical science. The more elementary phases of the sciences which are commonly treated as chemistry and physics are brought together in a unified consideration of energy as expressed in radiation, electricity and atomic structure. The chemical processes involved in the transformation of matter, the chemical elements and some elementary chemical principles will be considered. Much attention will also be given to the ways in which air, water, fire, electricity, magnetism and other natural agencies are utilized by men.

SCIENCE 202. (E) PROFESSIONALIZED ELEMENTARY SCIENCE—MISS GOLD-SMITH.

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

This is entirely a professionalized course and draws upon content material of the science courses given during the first and second years. Several courses of study recently prepared and studied are discussed. Instruction is given in the methods of teaching both nature study and physical science material appropriate to each of the first six grades. Special attention will be given to prepare the student to teach the course of study in elementary science just prepared by a State Committee for use in the first six grades of the State. It is expected that students will prepare lessons and be given an opportunity to teach them in the training school.

SCIENCE 301. (E) PROFESSIONALIZED ELEMENTARY SCIENCE—MISS GOLD-SMITH.

Third year. Two class periods and two hours of preparation weekly. (To be offered in 1932-1933 only.)

The work deals particularly with material and methods adapted to grades I to VI. Laboratory or observation periods may be substituted for recitation periods and occasional papers required. Individual and class projects.

JUNIOR HIGH SCHOOL DEPARTMENT

For a description of the Science courses offered the first year in the Junior High School Course see the descriptions of courses offered in the first year of the Elementary Course as follows:

101 (E, J).

SCIENCE 201. (J) GENERAL PHYSICAL SCIENCE—MR. WHITMAN.

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

This course deals with the important principles of physical science. The more elementary phases of the sciences which are commonly treated as chemistry and physics are brought together in a unified consideration of energy as expressed in radiation, electricity and atomic structure. The chemical processes involved in the transformation of matter, the chemical elements and some elementary chemical principles will be considered. Much attention will also be given to the ways in which air, water, fire, electricity, magnetism and other natural agencies are utilized by man.

SCIENCE 301. (J) GENERAL SCIENCE—MR. WHITMAN.

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.

COMMERCIAL DEPARTMENT

SCIENCE 101. (C) GENERAL SCIENCE—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.

SPECIAL EDUCATION DEPARTMENT

SCIENCE 401. (S) GENERAL SCIENCE—MR. WHITMAN.

Fourth 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.

PHYSICAL EDUCATION

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

ELEMENTARY COURSE

PHYSICAL EDUCATION 101. (E, J) 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 102. (E, J) 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 201. (E, J) PHYSICAL TRAINING—MISS WALLACE AND MISS RUST.

Second year. 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 202. (E, J) GENERAL HYGIENE—MISS WALLACE.

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

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 301. (E) PHYSICAL TRAINING—MISS WALLACE.

Third year. Two gymnasium periods weekly.

This course is a continuation of 201 (E, J).



TYPEWRITING ROOM

PHYSICAL EDUCATION 302. (E) THEORY OF PHYSICAL EDUCATION—MISS WALLACE.

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

Theory of physical activities of school children, including forms of activities suited to each grade. Organization of program, methods of conducting contests, play days, etc.; community recreation, festivals, and pageants.

PHYSICAL EDUCATION 401. (E) PHYSICAL RECREATION.

Every student should be required during the fourth year to participate in some definite recreational formal or informal physical activity to the extent of at least two clock hours per week, after regular school hours. This can include major sports, hockey, baseball, soccer, etc., or minor sports and group games, hiking, or direct participation in the work of local Girl Scout, Camp Fire Girls, or Y. W. C. A. groups.

JUNIOR HIGH SCHOOL COURSE

For a description of the Physical Education courses offered in the first and second years of the Junior High School Course, see the descriptions of courses offered in the first and second years of the Elementary Course as follows:

101 (E, J); 102 (E, J); 201 (E, J); 202 (E, J).

PHYSICAL EDUCATION 301. (J) PHYSICAL TRAINING—MISS WALLACE.

Third year. Two gymnasium periods weekly.

The type of work follows that of Physical Education 101. 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 302. (J) THEORY OF PHYSICAL EDUCATION—MISS WALLACE.

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

Theory of physical activities of school children, including forms of activities suited to each grade of the junior high school. Organization of programs, methods of conducting contests, play days, etc.; community recreation, festivals, and pageants.

PHYSICAL EDUCATION 401. (J) PHYSICAL TRAINING.

Fourth year. See Physical Education 401 (E).

COMMERCIAL DEPARTMENT

PHYSICAL EDUCATION 101. (C) PHYSICAL TRAINING—MISS RUST.

First year. 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 102. (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 201 (C) PHYSICAL TRAINING—MISS RUST.

See Physical Education 101 (C).

PHYSICAL EDUCATION 301. (C) PHYSICAL TRAINING—MISS RUST.

Third year. One gymnasium period weekly.

The work of 101 (C) is continued with opportunities for teaching organized games and sports.

PHYSICAL EDUCATION 401. (C) PHYSICAL TRAINING—MISS RUST.
Fourth year. One gymnasium period weekly.
See Physical Education 301 (C).

SPECIAL EDUCATION COURSE

PHYSICAL EDUCATION 401. (S) PHYSICAL TRAINING—MISS RUST.
Fourth 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.

COMMERCIAL DEPARTMENT

SHORTHAND

✓ SHORTHAND 101. (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 101a and Office Training 101.)

✓ SHORTHAND 201. (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 401. (C) GREGG. METHODS COURSE—MISS EDWARDS.

Fourth year, first semester. Two class periods and two 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 101. (C) FOUNDATION COURSE 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 101a and Office Training 101.)

✓ TYPEWRITING 101a. (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 101, for Shorthand 101 and Typewriting 101.)

TYPEWRITING 201. (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 401. (C) METHODS COURSE—MISS BADGER.**

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

This course discusses the work of Typewriting 101 and Typewriting 201 from the professional viewpoint. General methods are considered; text books are examined and criticized; courses of study, adapted to different groups of students, are planned.

OFFICE TRAINING✓ **OFFICE TRAINING 101. (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 101a for Shorthand 101 and Typewriting 101.

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 311. (C) MACHINE OPERATION—MISS EDWARDS.**

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

Methods of operating the common office machines such as the various kinds of calculating and duplicating machines. *Note:* this course should be elected by commercial students who do not take Office Training 101 or 312.

✓ **OFFICE TRAINING 312. (C) APPLIED SHORTHAND AND MACHINE OPERATION—MISS EDWARDS.**

Third year, eighteen weeks. Six class periods and two hours of preparation weekly.

The application of shorthand and typewriting, at a constantly increasing speed, to the work of a business office; methods of operating the common office machines, with the development of as much skill and speed as time permits.

✓ **OFFICE TRAINING 411. (C) SECRETARIAL TECHNIQUE—MISS EDWARDS.**

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

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 101. (C) INTRODUCTORY COURSE—MR. PHILLIPS AND MISS ROBERTS.**

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 201. (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 301. (C) PROBLEMS IN PRINCIPLES; METHODS OF PRESENTATION—MR. PHILLIPS.

Third year, first semester. Two class periods and two 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 311. (C) ELEMENTARY ACCOUNTING—MR. PHILLIPS.

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

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

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.

✓ BOOKKEEPING 411. (C) ADVANCED ACCOUNTING—MR. PHILLIPS.

Fourth year. 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.

SALESMANSHIP

✓ SALESMANSHIP 201. (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 311. (C) ADVANCED SALESMANSHIP—MISS ROBERTS.

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

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.

7 SALESMANSHIP 312. (C) SELLING COURSES IN HIGH SCHOOLS—MISS ROBERTS.

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

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 101. (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.

✓ BUSINESS 301. (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 302. (C) STATISTICS—MR. SPOUL.

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 401. (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 411. (C) MARKETING AND FOREIGN TRADE—MR. SPOUL.

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

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 412. (C) TRANSPORTATION—MR. SPOUL.

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

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.

THE MANAGEMENT OF THE TEACHERS COLLEGE

Students in an institution 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 teachers college. 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 teachers college are referred for consideration to the council. This is a representative body, consisting of the president, 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 institution, and also assume their share of the responsibility for its success.

REGULATIONS

1. Regular and prompt attendance at all sessions of the teachers college is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the president. For all avoidable absence—including that for teaching as substitutes—the permission of the president must be obtained in advance.

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

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

4. Although the teachers college 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 teachers college; 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 teachers college are required to live in the houses recommended by the president. 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 president of the teachers college 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 president. No change in room or in boarding place may be made by any student without the previous approval of the president.

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 president. 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 president.

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 president 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 two 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 twenty dollars will be charged all students attending State Teachers Colleges. One-half of this sum (\$10) is due on the first day of the school year in September and must be paid immediately. The other half is due February 1. 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 teachers college 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 president, 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.

SCHOLARSHIPS AND LOAN FUNDS—Through the generosity of members of the faculty and graduates of the institution the following funds have been established, the interest of which may be used as scholarships for the purpose of helping students to meet their expenses while continuing their studies in the teachers college:

Susan Marvin Barker Scholarship Fund
 Walter Parker Beckwith Scholarship Fund
 Ella Franklin Carr Memorial Fund
 Alpheus Crosby Memorial Fund
 Ellen Maria Dodge Scholarship Fund
 Richard Edwards Memorial Association Fund
 Daniel Barnard Hagar Memorial Fund
 Haverhill Salem Normal Club Scholarship Fund
 Harriet Laura Martin Memorial Fund
 The Pitman Fund

The total amount of these funds is now nearly twenty thousand dollars. The president and the alumni associations will be glad to receive and credit to their respective funds such contributions as graduates and friends of the school may be disposed to make.

It is also possible to obtain loans while attending teachers college. Students may borrow reasonable sums of money with which to meet their expenses during their connection with the institution and repay such loans after they have graduated.

Applications for scholarships and loans should be made to the president.

EMPLOYMENT OF GRADUATES

Although the teachers college 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 teachers college 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 president 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 teachers college, opportunities for professional advancement.

The co-operation of school officials in keeping the president 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 teachers college in the United States.

Practically all New England colleges give suitable credit to graduates of the teachers college 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 teachers college, 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 president 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 Teachers College at Salem was opened to students September 12, 1854. It was the fourth teachers college 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 teachers college, 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 teachers college 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 forty assistant teachers. The development of the training schools began in 1897, and with them one hundred eight persons have been connected as teachers. Twenty-five teachers are now required in the teachers college and fourteen in the training school.

More than ninety-six 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 Marblehead 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 1931-1932:

Commencement address: The School and the City	Judge Alden P. White
Alcoholism	Miss Cora Stannard Cobb
Cultural Renaissance in the East . .	Mr. R. V. Gogate
Birds in This Vicinity	L. R. Talbot, Massachusetts Audubon Society
Piano recital	Howard White
Disarmament	C. Douglas Booth
Concert	Hampton Institute Quartet
Tuberculosis Prevention	Dr. Paul Wakefield
Lincoln, The Prophetic American . .	Edward Howard Griggs
George Washington the Schoolmaster of the Nation	Albert Bushnell Hart
Safety Education	Ida E. Scheib
Lecture	Charles Frederick Whitney
Banks and Banking	Harry P. Gifford
My Dream Museum	Lorado Taft
Alaska	Gertrude B. Goldsmith
Mental Health	Clarence A. Bonner, M.D.*
Practical Applications of Mental Health	Sybil Foster
Operetta: Anita	The Glee Club

PICTURE EXHIBITIONS AND LECTURES

For several years the teachers college has been utilizing the reflectoscope, the stereopticon, and the motion-picture machine to attain educational ends. Nearly every subject taught in the teachers college 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 teachers college.

STUDENT ORGANIZATIONS

In order to promote a spirit of unity and good fellowship, to insure student participation in problems of general interest in the teachers college, 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 teachers college 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.

*Two lectures given by Dr. Bonner.

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.

INTERNATIONAL RELATIONS CLUB. Organized under the auspices of the Carnegie Endowment Fund for International Peace, the International Relations Club of the State Teachers College at Salem is one of many such clubs in universities, colleges and normal schools throughout the world. Every year some speaker of renown is sent by the Endowment Fund to confer with members of the club on important problems of the day. Books and pamphlets are also supplied to aid the members in their serious study of world affairs. Every spring in some New England college a sectional Model Assembly of the League is assembled. Delegates from this club attend. Upper classmen of approved academic standing are eligible.

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 teachers college, and gives an annual concert. An orchestra is also one of the musical activities of the teachers college.

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 teachers college 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 teachers college. 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

1931-1932

GRADUATES—CLASS CXVII—JUNE 12, 1931

JUNIOR HIGH COURSE—THREE YEARS

Bilicki, 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	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 Hellen	Lynn
Welch, Elizabeth Anne	Beverly
Welch, Helen Dorothea	Revere

COMMERCIAL COURSE—FOUR YEARS

Arthur, Beatrice May	North Plymouth
Bacevice, Ethel Agatha	Lynn
Bates, Gladys Elizabeth	Williamstown
Carmel, Helene Virginia	Pittsfield
Cosgrove, George William	Lynn
Donnelly, Evelyn Sarah	Everett
Dudley, Louise Edith	Milford
Flynn, Katherine Clare	Worcester
Flynn, Mary Alice	Salem
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, Dorothy Anne Magdalene	Danvers
Sears, Margaret Frances	Rockport
Smith, Eleanor Lee	Malden
Weinstein, Barney	Salem
Weinstein, William Louis	Peabody

CERTIFICATE FOR ONE YEAR'S WORK

SPECIAL EDUCATION COURSE

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

MEMBERSHIP FOR THE YEAR 1931-1932

ELEMENTARY DEPARTMENT

SENIOR CLASS

Appelbe, Harriet Maude	Lynn
Barron, Anna Mary	Hamilton
Barry, Agnes Claire	Lynn
Benton, Emma Thelma	Everett
Bradley, Thelma Coombs	Chelsea
Burke, Elisabeth	Lynn
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
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
Jacobson, Thelma Irma	Malden
Keyes, Ruth Louise	Danvers
Knox, Marjorie Pauline	Saugus
Lawson, Dorothy Inez*	Haverhill
LeBoeuf, Janet Marie	Salem
Levitt, Eva	Beachmont
Levy, Carol Toby	Malden
Lewis, Ruth	Chelsea
Linsenmeyer, Theresa Frances	Lynn
MacKinnon, Florence Lillian	Winchester
MacKinnon, Helen Alda	Winchester
Maloney, Doris Elizabeth Claire	South Peabody
Manuel, Ruth Wilma	Lynn
Mazer, Ida Pauline	Chelsea

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

McCourt, Agnes Elizabeth	Salem
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
Rutstein, Selma Charlotte	Chelsea
Savage, Thelma Martha	South Peabody
Sheehan, Helen Marie	Chelsea
Spofford, Marion Louise	Cliftondale
Stanley, Martha	Beverly
Sweeney, Mary Agnes	Peabody
Towne, Lucy Almira	East Lynn
Voorhees, Dorothy Marie	Lynn
Wells, Mary Priscilla	Lynn
Wendell, Violette Pauline	Lynn
Zion, Annette	Revere

SOPHOMORE CLASS

Adleberg, Anne	Lynn
Ainsworth, Sydnia*	Marblehead
Bissett, Mildred Blanche	Lynn
Blackwood, Alice Annette	Medford
Brooks, Pauline Jane	Cambridge
Buccelli, Philomena Mary	Somerville
Butler, Thelma Elizabeth	Somerville
Cameron, Eleanor	Saugus
Castle, Catherine Frances	Boston
Chase, Margaret Louise	Saugus
Chick, Doris Mae	Wakefield
Cooper, Evelyn Pearl	Beach Bluff
Cunningham, Margaret Mary	South Boston
Dimlich, Erma Augusta Marion	Methuen
Doran, Anna Jeannette	Charlestown
D'Ovideo, Olga Mary Grace	Lynn
Dullea, Hazel Gertrude	Lynn
Feldman, Celia	Chelsea
Fisher, Louise Parkhurst	Revere
Fleming, Ann Elizabeth	Salem
Gaudet, Rena Mary	Lynn
Gershaw, Anna	Lynn
Gesner, Dorothy Agnes	Everett
Gordon, Helen	Lynn
Hill, Miriam Louise	Lynn
Johnson, Mildred	Arlington
Kane, Eleanor Marjorie	Peabody
Kelly, Louise Mary	Beverly
Langan, Veronica Catherine	Peabody
Lebman, Dorothy	Newburyport
Litchman, Dorothy Bartlett	Marblehead
MacDonald, Frances Marguerite	Peabody
Manuel, Edith Estella	Lynn
Maybush, Rose	Cambridge
McCormick, Phyllis Edwina	Rowley
Mongeau, Yvonne Laura	Lynn
Moran, Marguerite Louise	Peabody
Parsons, Carolyn Eleanor	Newburyport
Pethybridge, Lois Carter	Topsfield
Pritchard, Marian Elizabeth	Franklin Park
Revaleon, Suzanne Elizabeth	Cambridge

*Was a member of the school only during the first semester.

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
Wilder, Hazel Jean	Wakefield
Wilson, Florence Louise	South Essex

FRESHMAN CLASS

Andelman, Ruth Leah	Cambridge
Anderson, Helena Beatrice	Chelsea
Bates, Eleanor Mary	Somerville
Berkeley, Margaret Theresa	Cambridge
Boyajian, Flora	Melrose
Boyd, Gwendolyn Ada	Lynn
Butters, Jean	Greenwood
Cann, Mildred Louise	Danvers
Carens, Mary Elizabeth	Everett
Childs, Shirley Madeline	Somerville
Chorlian, Lillian Elsie	Revere
Cleverly, Ruth Gertrude	Cambridge
Cohen, Doris	Somerville
Condon, Helen Elizabeth	Lynn
Connor, Marguerite Elizabeth	Brighton
Cooney, Carolan Pauline	Danvers
Daly, Julia Marie	Andover
Davis, Alice Lucille	Somerville
DiBattista, Eletta	Revere
Dillon, Mary Rose	Everett
Donnine, Doris M.	Somerville
Downs, Frances Helen	Cambridge
Durgin, Alice Merrill	Danvers
Fitzgerald, Margaret Ann	Somerville
Fitzpatrick, Alice Catherine	Somerville
Flint, Olive Atwood	Beverly
Gauld, Cora Elizabeth	West Gloucester
Gaunt, Rowena Mildred	Holyoke
Geary, Loretta T.	South Boston
Gibbons, June Dorothy	Melrose
Gilman, Eleanor L.	Chelsea
Glugeth, Lillian	Arlington
Goldthwait, Ruth Alice	Everett
Goulart, Emma Sousa	Arlington
Gouzoules, Christine	Lynn
Hampton, Margaret Mary	Greenwood
Hinden, Charlotte	Brookline
Holmes, Frances Christina	Lynn
Hooker, Dorothy Anne	Cambridge
Johnson, Mary Elizabeth	Gloucester
Kadis, Marion Edith	Somerville
Kazazian, Alice Margaret	Somerville
Keith, Evelyn Lorraine	Revere
Key, Regina Barbara	Cambridge
King, Claire Virginia	Somerville
Laitinen, Louise Eleanora	Peabody
Leavitt, Ruth	Lynn
Levine, Rhoda	Lynn
Licciardello, Rose Irene	Lawrence
Maloney, Anna Ruth	Wakefield
Marcus, Ruth Dorothy	Revere
Marshall, Charlotte Rigby	West Newbury
McCaffrey, Margaret Anne	Cambridge
McEachern, Florence	Gloucester

McKenna, Bernice Mildred	Boston
McKinnon, Dorothy A.	Malden
Millay, Mary Alma	Lynn
Morson, Clara Ellen	Wenham
Moses, Ruth Elizabeth	Malden
Murphy, Anna Catherine	Lynn
Neal, Elsie Doris	Lynn
Okerson, Ruth Boynton	Rockport
Osborne, Elizabeth Proctor	Peabody
Palmer, Ruth Emogene	Lynn
Pierotti, Mary Julia	West Everett
Quirk, Mary Marjorie	Watertown
Rand, Lois Althea	Danvers
Richardson, Christine Winter	Gloucester
Ronan, Theresa Edith	Somerville
Rosenbaum, Gladys	Revere
Rudenstein, Bella	Malden
Rudin, Celia	Everett
Russell, Helen Weston	Salem
Russell, Mary Eleanor	Revere
Scanlon, Mary Kathleen	Somerville
Seavey, Polly Elizabeth	Lynn
Shaughnessy, Mary Alice	Malden
Shea, Eunice Catherine	Saugus
Snow, Laura Melissa	Cliftondale
Solomon, Mildred	Salem
Southwick, Ruth Lavinia	Salem
Spirito, Genevieve Caroline	Lynn
Sprague, Doris Margaret	Bridgewater
Stanley, Barbara Larcum	Marblehead
Sullivan, Edith	Somerville
Sullivan, Esther Marie	Danvers
Webb, Marian Cole	Beverly
Wellington, Helen Marjorie	Somerville
Wells, Marion	Saugus
White, Rita Patricia	Revere
Worthylake, Mary Thelma	Beverly

JUNIOR HIGH DEPARTMENT

SENIOR CLASS

Aisner, Eleanor	Revere
Bagnulo, Irene Anna	Medford
Belknap, Wilhelmina Frances	Medford
Bernard, Mary Katherine	Gloucester
Bickford, Jean Chamberlain	Lynn
Blanchard, Elizabeth Louise	East Lynn
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
DiGiusto, Irma Louise	Somerville
Donovan, John Joseph	Lynn
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, Sophie Gertrude	Ipswich
Lamprey, Elizabeth Wesson	Greenwood

Lemaire, Marjorie Ethel	Lynn
Linskey, Miriam Eilene	Salem
Maselli, Mary Jane	Revere
McCarthy, Mary Veronica	Somerville
McNulty, Julia Veronica	Somerville
Morse, Bessie Howland	Beverly
Murphy, Edward Joseph	Beverly
Paskowski, Theresa	Salem
Peabody, Priscilla	Beverly
Pierce, Julia Josephine	Lynn
Poleschuck, 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, Genevieve 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	Gloucester
Williams, Mary Leocadia	Danvers
Zylka, Stella Stephanie	Ipswich

SOPHOMORE 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, Sarah Louise	Salem
Douglass, Gladys Marie	Wakefield
Dutra, Marian Emelia	Belmont
Eaton, Leverett Gordon	Danvers
Fink, Florence	Revere
Goldstein, Sara Clare	Peabody
Hazen, Emma Carolyn	Georgetown
Joyce, Virginia Clifford	Salem
Keane, Augustine Aloysius	Lynn
Kiernan, Marjorie Ellen	Marblehead
Murphy, Grace Mary	Somerville
Myers, Sylvia	Salem
Neville, Marion Claire	Woburn
Osterman, John Manet	Boston
Parker, Marian Jeanette	Rockport
Parvanian, Annie	Lynn
Rawnsley, Myra Alice	Malden
Ready, Josephine Esther	Saugus
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
Willson, Emma Mary	Marblehead
Wilson, Eleanor Miller	Rockport

FRESHMAN CLASS

Briggs, Dudley Towle	Danvers
Brock, Jannette Frances	Rockport
Brown, Dorothea Edith	Chelsea
Brown, Robert Henry	Chelsea
Buck, Marjorie Charline	Lynn
Burke, Natalie Elizabeth	Arlington
Castle, Edith Elizabeth	Springfield
Chamberlain, Edna Lily	Lynn
Chartier, Evelyn Eugenia	Lynn
Cohen, Ida	Peabody
Crowley, Thomas Edward	South Boston
Cullinane, Helen Genevieve Rita	East Boston
Cummings, Charlotte Freeman	East Lynn
Cunningham, John Patriquin	Gloucester
Dahlen, Bernice Amelia	Saugus
Daigle, Doris Mae	Lynn
Daniels, Muriel Janet	Lexington
Driscoll, Margaret Frances	Somerville
Eade, Dorothy May	Peabody
Eade, Hazel Louise	Peabody
Enos, Margaret Alice	Gloucester
Flewelling, Ruth Elizabeth	Ipswich
Folsom, Lorinda Mary	Salem
Gillie, Mary Eleanor	Gloucester
Habalow, Zelma Lois	Malden
Hammond, Helen Priscilla	Marblehead
Haverty, Mary	Salem
Hayes, Margaret Patricia	Danvers
Henry, Cecelia Kathryn	Salem
Holt, Gertrude Emma	Lawrence
Hosker, Lucy Mary	Lynn
Joyce, Hilda Gertrude	Salem
Joyce, Mary F.	Salem
Keefe, Mary Teresa	Arlington
Lally, Margaret Mary	East Boston
MacDonald, Carolyn Elizabeth	Salem
MacLennan, Margaret Helen	Topsfield
McGovern, James Phillip*	Lynn
McNulty, Eleanor Joan	Roslindale
Moakley, Janet	Watertown
Murray, Ralph Vernon	West Lynn
Neagle, Dorothy Claire	West Somerville
Nolan, William Francis	Lynn
O'Hanley, Mary Evelyn	Gloucester
O'Hara, Marguerite Mary	Salem
Papamechail, Vaso	Danvers
Patten, Rebecca Colby	Newburyport
Pulsifer, Augusta Cecilia	Malden
Robinson, Phyllis	Dedham
Rousseau, Alfred Heald	Lynn
Smith, Lillian Helen	Woburn
Stern, Goldie Esther	Malden
Tahany, Dorothy Elizabeth	Salem
Thompson, Dorothy	Greenwood
Thompson, Sarah Carol	East Boston
Titcomb, Eleanor	Marblehead
Topkins, Helen Elizabeth	Gloucester
Wolff, Lena Audrey	Roxbury
Woodason, Evelyn Mae	Wenham

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

COMMERCIAL DEPARTMENT

SENIOR CLASS

Altieri, Virginia Frances	Newton
Baranowski, Sophie Bernada	Easthampton
Chaisson, Anne Elizabeth	Norwood
Cohen, Israel	Salem
Conley, Mary Patricia	Danvers
Connelly, Catherine Bernice	Jamaica Plain
Donahue, Helen Theresa	Lawrence
Ernst, Dorothy Ruth	Gloucester
Goldman, Elizabeth	Lynn
Goren, Rose	Dorchester
Henderson, Helen Adelaide	Orange
Horrigan, Mary Leahy Catherine	Gardner
Kiember, Alice Anna Mary	Holyoke
Lucia, Dorothea Belinda	Marblehead
Macdonald, Marion Nunn	Gloucester
Michelson, Esther**	Haverhill
Muniz, Roland Francis	Gloucester
Murphy, Evelyn Anne	Gloucester
Powers, Catherine Alice	Gloucester
Rose, Mildred	Gardner
Russin, Mamie	Hudson
Santamaria, Catherine	Revere

JUNIOR CLASS

Arthur, Ruth Beatrice	Ipswich
Boyjian, Rose Anna	Newburyport
Butler, Lyman Everett, Jr.	Gloucester
Cadigan, Alice Janette	Lowell
Caldwell, Lillian May	Lowell
Christopherson, Beatrice Hall	Gloucester
Despotopulos, Alice	Clinton
Dillon, Miriam Louise	Lowell
Donnellan, Mildred Cecelia	West Medford
Doucette, John Lewis	Gloucester
Freeman, Dorothy Angela	Salem
Gates, Margaret Louise	Orange
Gray, Beatrice Ella	North Grafton
Hansen, Gertrude Ellen	Everett
Henchel, Elsa Helene	Greenfield
Hillman, Genevieve Leah	Peabody
Kaner, Charles	Roxbury
Kosmosky, Eleanor Mary	Mattapan
McLaughlin, Louise Gertrude	Quincy
Mamber, Beatrice Anne	Lynn
Riley, Camille Magdeline	Lowell
Sargent, Eleanor May	Salem
Simpson, Marion Jean	Lawrence
Slobodkin, Mildred Harriet	Malden
Tourville, Evelyn Catherine	Ludlow

SOPHOMORE CLASS

Borys, Victoria Sophie	Saugus
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

**Was a member of the school only during the first semester.

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

Gill, Evelyn Maralyn	Haverhill
Gorodnitsky, Hyman	Lynn
Hanson, Esther Johanna	Wakefield
Horenstein, Sadie Alice	Revere
Irving, Hester Cecilia	Hopedale
Lappas, Eta Hariclea	Haverhill
Leavitt, Edna May	Lynn
List, Florence Miriam	East Boston
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
Sacco, Helen Claire	Everett
Sidmore, Mildred Dorothea	Danvers
Szydlowski, Helena Catherine	New Bedford
Tinkham, Genevieve Gonzalva	Danvers
Welch, Marguerite Mary	Beverly
Wheeler, Marion	Revere
White, Florence Evelyn	Dorchester

FRESHMAN CLASS

Brown, Helen McIntire	Ipswich
Chudleigh, Vera Leona	Salem
Colby, Daniel John	Lynn
Conway, Mary Marcella	Lowell
Cornwell, Lillian Eunice	Millington
Dalton, James Joseph	Lynnfield
DelCiello, Filomena Elda	Lynn
Demsey, Norton Eugene, Jr.	Danvers
Doyle, Barbara Marie	Lowell
Ehler, Ethel Harriet	Gloucester
Gay, Blanche Munnun	Plainville
Goldberg, Molly Louise	Swampscott
Greenberg, Mary	Manchester
Griffin, Isabelle Frances	Lynn
Grimes, Mary Helen	Lynn
Husson, George Edwin Parsons, Jr.	Lynn
Jolma, Lilja Helena	Chester
Larrabee, Phyllis Muriel	East Lynn
Lee, Barbara Florence	Amesbury
LeLacheur, Elmer Ivan	Danvers
Littlehale, Dorothy Alice	Lowell
Mooney, Catherine Winifred	Lowell
Morrison, Edna I.	Swampscott
O'Loughlin, Agnes Claire	Lowell
Partanen, Alli	Clinton
Peabody, Esther H.	Lexington
Phelan, Catherine Eleanor	North Andover
Richardson, Sibyl Frances	Dracut
Rock, Earl Francis George	East Boston
Root, Frances Averill**	Athol
Russell, Grace Ella	Ballard Vale
Ryan, Elizabeth Agnes	Cambridge
Skandalis, Arthur George	Lowell
Skornik, Helen	Salem
Stanwood, Helen	Easthampton
Staples, Miriam Harriet	Beverly
Sullivan, Eileen Agnes	Lowell
Szczepanska, Gertrude	Cambridge
Tolchinsky, Sara	Quincy
Vaughan, Virginia Louise	Cambridge
Waldman, Sara Rose	Lynn

*Was a member of the school only during the first semester.

Ward, Lillian Catherine	Lowell
Warren, Agnes Crosby	Deerfield
Whitmore, Mary Ursula	Fitchburg
Whitney, Ruth A.	Beverly

SPECIAL STUDENT

Fisher, Myron C., Jr.	Somerville
-------------------------------	------------

SPECIAL EDUCATION DEPARTMENT

Cairns, Ursula Hepzybeth	Somerville
Curry, Frances Regina	Charlestown
Duffy, Katharine Jeanette	Wenham
Falvey, Laura Patricia	Charlestown
Fowler, Hazel Mae	West Newbury
Johnson, Marjorie Rebecca	Amesbury
Kennedy, Grace Magdalen	Lawrence
Lemaire, Maude Marion	East Lynn
Lund, Marion Gertrude	Malden
Meade, Frances Aloyse	New Bedford
Messinger, Rose	Peabody
Schofield, Mary Ruth	Somerville
Sykes, Bertha Mildred	Medford

SUMMARY

	Returning	Entering	Totals by Classes	Totals by Depart- ments
Elementary Department:				
Senior class	62	0	62	
Sophomore class	49	2	51	
Freshman class	0	91	91	204
Junior High Department:				
Senior class	51	0	51	
Sophomore class	41	1	42	
Freshman class	0	59	59	152
Commercial Department:				
Senior class	22	0	22	
Junior class	24	1	25	
Sophomore class	32	0	32	
Freshman class	0	45	45	
Special	0	1	1	125
Special Education Department:				
For the year	6	7	13	13
Total	287	207	494	494

Whole number of students from opening of school	9664
Whole number of graduates	5854 ¹
Number of certificates for one, two, or three years	215 ²
Total enrollment in the training school for the year ending June 30, 1931	417

¹Of whom 10 have received two diplomas.

²Of whom 2 received two certificates, and 46 received diplomas and are included in the total number of graduates.

53
OFFICERS OF THE SALEM NORMAL ASSOCIATION
1931-1934

		CLASS
<i>President</i>	EDNA S. EVANS 33 Walter Street, Salem	103
<i>Vice-President</i>	BERTHA DAVIS 43 East Emerson Street, Melrose	90
<i>Recording Secretary</i>	MRS. MOSES KNOWLTON 17 Whitney Avenue, Beverly	
<i>Corresponding Secretary</i>	MRS. HELEN SCHALLENBACH (Helen Dennett) 11 Dearborn Street, Salem	85
<i>Treasurer</i>	WINIFRED UPTON 10 Highland Avenue, Beverly	89
<i>Custodian of Records</i>	JESSIE P. LEAROYD 13 Oak Street, Danvers	51
<i>Auditor</i>	GILMAN C. HARVEY 17 Leonard Street, Annisquam	103
<i>Directors</i>	OLIVE M. ADAMS 102 Cabot Street, Beverly	92
	ANNIE L. BERRY 35 Osgood Street, Salem	102
	MRS. EDWARD COTTON (Ruth Williams Woodberry) Evans Road, Marblehead . .	99
	MRS. MARGARET S. O'KEEFE (Margaret Sheedy) 77 Orchard Street, Salem . . .	110
	MRS. ARTHUR L. SWASEY (Edna Tutt) . .	91
	83 Green Street, Marblehead	
	GERTRUDE B. GOLDSMITH, Chairman . . .	87
	12 Lincoln Street, Manchester	
	EMILY M. ELLISON	84
	176 Williams Avenue, Lynn	
<i>Nominating Committee</i>	MARY D. HARTIGAN	113
	30 Toppan Street, Roslindale	
	MARY E. PENDER	112
	39 Tracy Street, Peabody	
	MIRIAM A. TIGHE	92
	116 Lafayette Street, Salem	

The Association holds a triennial meeting. The next meeting takes place in June 1934.

