

**SALEM
SCHOOL**

**NORMAL
1920**

YEAR

BOOK

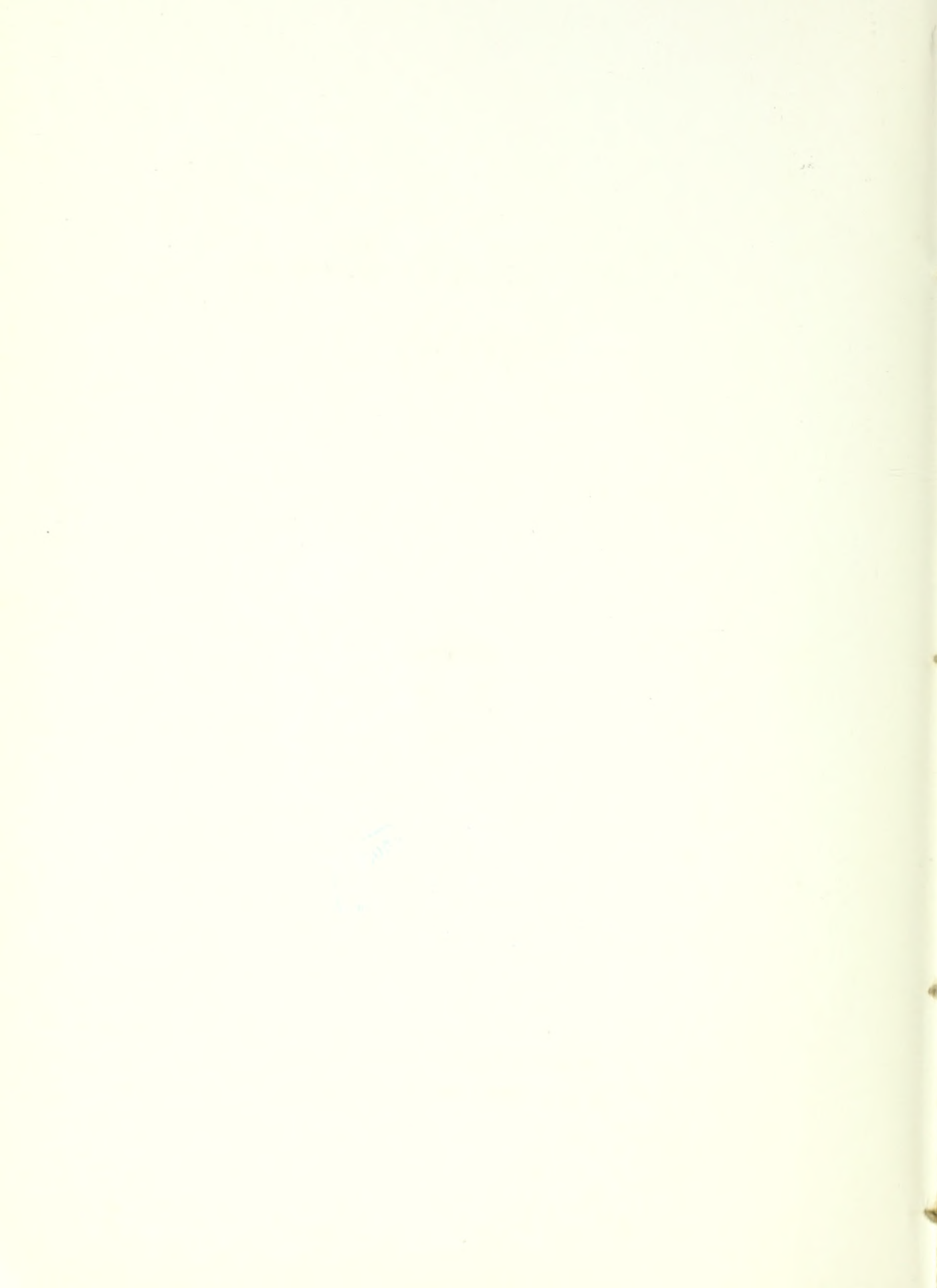


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The Year Book 1920



Published by the Senior Class
Salem State Normal School



Sumner Webster Cushing.

When influences try to come into your life that tend to prevent the development of a sound body, a clear mind, and a noble character, you will say with the immortal brave, "They shall not pass".

Sumner Webster Cushing

Mr. Cushing was born in Norwell, Massachusetts, Decembér 30, 1879, the son of Webster A. and Amanda Cushing. He was graduated from the Brockton High School and the State Normal School at Bridgewater. In 1903, after a two years' course at Harvard University, he received the degree of B. S. He then taught, in successive years, the subjects of science, mathematics, and physical geography in the high schools of Wakefield, Waterbury, Connecticut, and Providence. While in Providence he studied for his master's degree at Brown University, which he later received.

In 1907 he became the head of the geography department at the State Normal School, Salem. In addition to his classes in geography in the normal school, he supervised the work in the training school, made out a course of study for the guidance of the student teachers and the supervisors of the grades, and kept in close touch with the work of the children. His field trips and excursions to industrial plants added greatly to the interest in the subject both to the children and to the students in the normal school. His students will never forget the delightful trips to Devereux Beach, nor the more strenuous excursions in tracing the course of Forest River. He was untiring in his plans to present subjects of general interest to the entire school by lectures, lantern slides, and motion pictures. In every possible way he strove to make the subject of geography alive and to show its importance in understanding the trend of civilization in a country, and he succeeded in an unusual degree, for his students speak of him as a wonderful teacher. In addition to his work in his own department, he was actively associated with many phases of the school life, especially with the men's athletics and with their fraternity—the Kappa Delta Phi—of which he organized the Salem chapter.

While he was carrying on so successfully his teaching at the normal school, he did a great deal in scientific study and in teaching elsewhere. In 1907 he attended the summer session at Harvard. The next summer he spent in research work in the Central Plateau of France under the direction of his former professors, W. M. Davis and D. W. Johnson. He devoted the following summer to a study of the coastal features of Maine, covering about fifteen hundred miles. His statement of the results of his work before the Geological Conference at Harvard led to his securing a Sheldon traveling fellowship from the Harvard Graduate School, so that in 1910-1911, on leave of absence from Salem, he was able to do research work in India. He spent some months in investigation of a special problem in the region of Madras. His report was recognized as superior to any previous description of the region, and it was published in several technical bulletins and journals. It gave him an assured position as a professional geographer.

In the autumn of 1912, Mr. Cushing was an invited member of the transeontinental excursion of European and American geographers, given by the American Geographical Society of New York. For several successive summers he gave courses in geography at Columbia University, the University of Illinois, and Miami University at Oxford, Ohio; he conducted winter courses at Wellesley College in 1911 and 1912.

In 1913 he married Miss Frances B. Deane, who had been closely associated with the normal school, first as secretary and then as teacher of history. The marriage brought to him the devotion and aid of a woman of superior ability. With her help, he not only carried on his work with even greater efficiency, but he was able to establish a home whose generous hospitality and inspiration were the joy of many friends.

Mr. Cushing served in the war as captain in the Military Intelligence Division of the General Staff in Washington from July, 1918 to July, 1919. He assisted in the preparation of military handbooks and monographs giving geographical information for the use of the American Expeditionary Forces in France, and he served on various government committees. These documents were designed to give to the commanding officers all available data concerning their field of operations so that they could lay sound strategical plans and order successful tactical movements, and to assist the offi-

cers in the administration of occupied territory. Mr. Cushing showed unusually expert knowledge of the regions occupied by the troops, and he was therefore able to give invaluable assistance in the preparation of the pamphlets. His scientific training and his clearness and conciseness in writing make his work highly important.

Upon his return to Salem in September, he resumed his school duties and was also occupied in the preparation of two textbooks,—Human Geography for normal schools and colleges, and Commercial and Industrial Geography for junior high schools, in association with Dr. Huntington of Yale; in the supervision of a wall map of Europe, in association with his former teacher, Professor Davis of Harvard; and in the writing of a report upon the teaching of geography in the normal schools of the United States, which was completed for the St. Louis meeting of the Association of American Geographers in December.

After a brief illness of two months, which terminated in broncho-pneumonia, Mr. Cushing died February 29, 1920.

Mr. Cushing was a man of a type of which the world will never have too many. He possessed all the instincts of a scholar and a scientist, and he was a teacher of exceptional ability. These facts are too well known to require comment. In a few years, through his untiring devotion to the work to which he gave his life, he had won a national reputation.

But those of us who knew him best valued him most highly as a man. He was always and everywhere a gentleman; his politeness was the natural outcome of a kind heart. He was an optimist; he always looked for the best in people, and he never failed to find it. He invariably sought to promote harmonious relations among his associates; he always stood ready to carry his full share of the common burden—and more; he never spared himself, and he never failed to respond to a call to service whether it were personal, social, or patriotic. He was a man of faith, and his faith found expression in his personal life, in his relations with men, in his works. Counted by years, his was a short life, yet it was a life of wonderful completeness and of large service. We who were most intimately associated with him have lost a friend, but he has left us a valuable heritage,—precious memories, an inspiring example, and an influence which will go on in ever widening circles. It is through such lives as his that the teaching profession is dignified and enriched and life itself exalted. From J. ASBURY PITMAN

The number of trained geographers is small. Mr. Cushing combined to an exceptional degree a truly scientific spirit and much experience in studious travel, with a pleasant clearness as a writer, unusual expertness as a teacher, and a warm-hearted sympathy as a companion. From Professor WILLIAM M. DAVIS, Harvard

Mr. Cushing was the most valuable of the members of the staff of the Monograph Section of the Military Intelligence Division. He had an ideal training in all phases of geography. There was no member more faithful and earnest or more ready to do more than his share. He was easy to work with, helpful, and inspiring.

From ELLSWORTH HUNTINGTON, Major, U. S. A.

As we review the life of Mr. Cushing, one thing is in all our thoughts,—the completeness of his life, more than is given to most lives to accomplish in twice the span allotted him. Education—to which under the blessing of this country the paths lie open before us all—was with him constantly sought and freely added upon. Travel's opportunities—and eyes of wisdom and appreciation for the great wonders of the many parts of our country and lands far away and different from our own,—travel not for pleasure merely but in search of knowledge. There was thus another satisfaction in the completeness of his experience, the pursuit of scientific truth, then contribution of it, and a position of recognized worth in the field which he had found so pleasant. As he pursued truth successfully, so he imparted it with skill, in the classroom and on the printed page, guiding, influencing, molding the minds of the young persons who should go forth to influence other lives. Added to these accomplishments was the great satis-

faction of service for his country. With an intensity of interest in her welfare, he gave unstintingly his all—his very life. In all the ways of life of these few years, he showed the zest that life may have when lived to the full.

Not only was there completeness of experience, but completeness of character,—integrity, high ideals, a belief in the place of religion in life, faithfulness of living, capacity for friendship, graciousness of manner, and heartiness in life's work and play which betokened the right, clean, loving heart. In his life was unselfish and consecrated devotion not only to the cause of science and of his country, but to the immediate and most intimate relationships of life. So we may say, "Here was a man!"

From Reverend EDWARD D. JOHNSON, First Church, Salem

GOOD-NIGHT SONGS FOR CHILDREN

I.

Did you ever visit Tree-top Land
'Most up into the sky?
The little leaves keep you company,
And the birds go singing by.
The Lady Moon, in her long white robe
Shines a soft "Good-night" to you;
And the star children, all tucked in their beds
Wink out from their coverlet blue.

II.

Rock-a-bye, birdies, up in your cradles,
The soft wind will lull you to sleep.
Night's mantle 'round you,
The stars up above you,
Mother guarding your slumber so deep.

III.

Come, little stars, come home, come home,
The day will be breaking soon.
Come and let mother rock you to sleep
In your cradle of the moon.
The cradle's lined with silver thread
And glistens in the sky.
Come now, and mother will sing you to sleep
With a gentle rock-a-bye.

IV.

When it is almost supper-time
(In winter long before)
The skymother gathers up the sun
And gently shuts the door.
She wraps him in a blanket cloud
And tucks him in so deep;
Then kisses him a good night kiss
And off he goes to sleep.

V.

Swinging and swaying, all misty with sleep,
The Dream Angel gathers us up with a sweep.
And off we drift to dreamy-land low,
So softly and gently we go.

BERTHA W. BROWNE. '20.

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EDITORIAL



Our country is in danger! And it is not from strikes, Bolshevists, nor the high cost of living. It is a danger which threatens not only this generation but future generations in such a way that it is a menace to the unusually high standard of our country. The greatest danger comes from lack of teachers! Never has the need of teachers been more imperative than it is now. The situation has been serious for some time and promises to become worse unless something is done to stimulate interest in the teaching profession. Last year twenty-two per cent of all the teachers in the United States resigned. Ten per cent of those who remained are below standard. Recent figures compiled by the National Education Association indicate that there are one hundred thousand teaching positions without teachers or else supplied with teachers who are not qualified to teach. The situation is bad for the children and equally hard for the teachers now employed. Classes have been doubled up, giving the teachers a larger number of pupils than they can attend to, and giving the children only one-half of the instruction and attention that they should have. In New York State alone for some time fifty thousand children were sent home every week because there was no one to teach them. Since the schools opened last September, nine hundred ninety-three teachers have resigned. In New York city, there are two hundred thirty-two thousand children in the elementary schools on part time or double-shift. In Philadelphia, twenty thousand children are reported to be constantly on half-sessions and a changing group of five thousand were last year without teachers.

What is to be done? Measures have already been taken to remedy the situation, but more must be done before we can really accomplish that to which we are now looking forward. Teachers' wages have been increased and the outlook for a still greater increase is very bright. Teachers are soon going to receive for their work salaries in proportion to those received for other kinds of work. Our normal schools are ready to receive students eager to enter the teaching profession, and the schools can almost positively guarantee positions with a salary comparing well with that in other occupations.

The normal school does more than prepare a girl to teach. All of the finest qualities a girl possesses are brought out in the course of the work. She gains confidence in her own powers, learns to know children, and becomes a successful leader of groups of children. All these things and more will the normal school do for the girl who wishes to make the most of herself and to choose the finest things in life.

The project method is a phase of work now being tried out extensively in the schools. Professor William H. Kilpatrick, in his pamphlet entitled "The Project Method," says that a project is a "purposeful act," that is, a scheme or plan of a practical nature which appeals to the doer as worth while. The child's school life is to be connected as closely as possible with his life outside the schoolroom. He may be led to see that, if he has a worthy purpose, he may carry out a worthy project. That is what comes to our minds when we think of a project. First, have we a definite purpose; then, is it worthy of careful thought and planning? In all of our projects, we must note the presence of a dominating purpose and work toward it. Illustrations of individual projects are making a dress or a bookcase, getting out a school newspaper, or making a business proposition of a garden. In the household arts course, when the project given is the making of a dress, the purpose is to make the dress as well as possible so that it may be a source of satisfaction to the wearer. The child will thus realize that it is worthy of thought and doing. The next thing to be considered is the child's motive for producing a well-made dress. Some children may be interested in the process, but many may think of the project merely as a task. Motives which would appeal to children are (1) to have the class vote for the neatest and best looking dress in the class; (2) to produce a dress that could be displayed at an exhibition to be given at the end of the year.

In planning the projects for the school, we have to deal with different types of children. Some will carry out the project merely for the sake of being credited with the work, others for the product, while others will work because new problems will come up which will require reason and skill. Then as difficulties are overcome, the children will present new ideas and problems, which may develop into original projects.

Group projects are as valuable to each child as are individual projects. The chief benefit is the training for co-operation and leadership. The child learns to work with others, to take orders, and perhaps to give orders. As a leader, the child learns to take the initiative; to find out what is to be done, and to see that it is done. As a member of a group, he learns to combine his ideas with those of others, using the material best suited to the purpose of the project. In group projects, such as presenting a play or organizing a baseball nine, the motive may be competition of several groups, the choice of the best group, and the presentation of the work by that group.

In the course of this book, we have given an account of several projects on the subject of book-making for the children in the grammar grades, or the junior high school. The first thing to do is to get the children's interest; and then to have the children obtain information concerning the subject, to make their plan, and to work out the project; in general, to arouse the children to self-activity. If the children feel that they are doing the work themselves, the interest will be much greater and the finished product of a better quality and a source of greater satisfaction.

The members of the editorial staff wish to thank the teachers and the students for giving their time and valuable assistance to help make the Class Book of 1920 a success. Special mention should be made of the hearty cooperation of the undergraduates. Never before have the members of the other classes supported the senior class so generously in literary contributions and subscriptions.

Class History

1918

SEPTEMBER 9. Entrance to 'Normal School.'

OCTOBER. Field trips of the Junior divisions to West Beach, Raymond's Hill, and Devereaux Beach to study local geography.

JANUARY. Formation of Geography Club by Miss Flanders.

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JANUARY 11. Junior V entertained by Junior I. Presentation of "A Country Wedding."

FEBRUARY 7. Presentation by Dramatic Club of "A Salem Captain's Commercial Expedition in the Middle of the Eighteenth Century" and of "Joint Owners in Spain," written by one of the former students.

FEBRUARY 12. Concert by Tuft's College Musical Clubs with S. N. S. Glee Club.

FEBRUARY 18. Art Club lecture, "The Artistic Value of the Study of Poetry" by John B. Willis.

FEBRUARY 19. Party given by Junior I to Junior III. Costumes represented well-known songs.

FEBRUARY 28. Junior V entertained Senior I. "A School for Queer Children" given.

MARCH 13. Art Club lecture, an illustrated talk by Mr. Pitman on "City Community Planning."

MARCH 14. Glee Club concert. Pemberton Whitney, pianist, and Mr. Archibald, soloist.

MARCH 19. Visit of Dramatic Club to Hollis St. Theatre to see "A Well-Remembered Voice," by J. M. Barrie.

MARCH 19. Presentation of "A Saturday Morning in an Office" by the Commercial class for the benefit of the Thrift Stamp Drive.

MARCH 21. Joint Glee Club concert with the Framingham Normal School at Framingham.

MARCH 26. First of a series of five lectures on "Americanization" by Charles F. Towne, agent of Department of University Extension, State Board of Education.

MARCH 28. Lecture by E. Howard Griggs on "The Future of Democracy: the Program of Reconstruction."

APRIL 14. Art Club lecture, "Indian Lore" by Mr. Whitney.

APRIL 17. Joint recital. Mr. Archibald, baritone, and Pemberton Whitney, pianist.

APRIL 20. Lecture, "Free Public Library Commission," by John A. Lowe.

MAY 6. Visit of Art Club to Boston Museum of Fine Arts.

MAY 9. Lecture, "The Culture of the Commonplace" by Rev. W. H. Spence.

MAY 15. Art Club lecture, "English Cathedrals" by Miss Peet.

MAY 16. Junior reception to Seniors

MAY 19. Trip of Senior I to Forest River with Miss Flanders.

MAY 29. Dramatic Club presents "The Florist Shop." Dancing afterwards.

JUNE 3. Trip to Salem Public Library with Mrs. Blake.

JUNE 9. Trip to historical parts of Salem with Miss FitzHugh.

JUNE 25. Class Day—tennis tournament and Glee Club pageant in morning, class luncheon, entertainment by different Senior classes and clubs in afternoon. Miss Peet presented with a leather writing case by Junior V, her only Junior division.

SEPTEMBER 10. Opening of school.

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

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

OCTOBER 31. Hallowe'en Party given by Senior I to the teachers of the training school.

NOVEMBER 3-7. Better Speech Week.

NOVEMBER 5. Readings by Miss Mary J. Guerber.

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

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

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

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

NOVEMBER 21. Senior reception to the Juniors.

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

DECEMBER 19. Christmas party to the faculty. Students of the normal school assisted by children of the training school. Mr. Archibald, soloist and director. Preparations made by Mr. Whitney in his art classes. All members of the faculty presented with gifts made by the students and placed in two large Christmas pies, special features of interest, in which were found card cases, leather shoe polishers, leather-topped blotters, twine holders and scissors, and raffia bags. Students presented Mr. Whitney and Miss Burnham with large boxes of candy "harmoniously arranged." Students received Christmas cards, on which were printed views of the school.

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

JANUARY 30. Basket-ball game.

FEBRUARY 5. 11½ feet of snow; no session.

FEBRUARY 6. Sleet; no session; 28 girls present.

FEBRUARY 7. Rain, clearing at night; 1.6 inches of snow.

FEBRUARY 10-13. 3.8 inches of snow.

FEBRUARY 19. 2.8 inches of snow; one session only.

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

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

MARCH 6-9. Rain, snow, sleet. No traffic on Georgetown branch, Newburyport Branch, and Saugus Branch.

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

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

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

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

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

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

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

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

APRIL 16. Illustrated lecture by Mrs. A. W. Sandwall, Health Instructor on Foods from the State Department of Health. Subject "Food and Its Relation to Health."

APRIL 16. Dance in the Training School Hall under the auspices of the Intermediate Seniors for the benefit of the Year Book.

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

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

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

APRIL 27. Lecture by Miss Amy Rachael Whittier, "Illustrations of Children's Stories."

APRIL 28. Lecture by David Snedden, professor of educational sociology, Columbia University, formerly commissioner of education of Massachusetts. Subject, "Outlook in the Teaching Profession."

MAY. Lecture to Commercials, "Women and Finance" by Edna Hassett.

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

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

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

JUNE 14. Class Day.

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

DEAR FRIENDS AT THE SALEM NORMAL SCHOOL.

Since I came to Cambridge in October I have continued some writing begun during the summer, and, in addition, have been doing research work in educational measurements under the direction of Professor Dearborn of the Department of Education at Harvard. It has been interesting to follow the later developments in this field. At first there was a good deal of injustice done by rating the work of classes irrespective of the native intelligence of the children. A teacher who was doing superior work with a slow class would be ranked lower than a teacher who was doing comparatively poor work with a class of children who were unusually bright. To do away with this injustice, the movement is toward measuring the achievement of pupils in the light of an intelligence test which gives the mental status of the pupils.

The first experiments in scientific measurements naturally laid the emphasis on mechanical accomplishment. Another improvement is the broadening out of the field so as to include appreciation in the tests. For example, I came across a test the other day in the appreciation of poetry. Each part of the test consisted of several stanzas. One stanza was taken from a great poet. The other stanzas gave the same thought and imagery, but worked them out in different ways. One stanza was over-dramatic, another had a rhythm too marked for the thought, and another was too commonplace in its meter. The stanzas were so cleverly written that it took close thinking to select the one that was really the best. I thought of you girls and wondered how many of you had developed the fine discrimination necessary to pass the test. I have no doubt that most of you have.

Many of you will soon be teaching. You are undoubtedly looking forward to it with high hopes. I do not need to say that I wish you all success in your work, and much richness of experience and happiness in your lives.

Sincerely yours,

- Cambridge, Massachusetts, April, 1920.

HARRIET E. PEET.

The Faculty





The Faculty

Name	Nickname	Favorite Expression	Noted for	Apparent hobby.
Mr. Allen Mr. Archibald	Allen Archie	Well, now, what is it? For heaven's sake, girls, look pleasant when you sing!	His dramatic ability Scaring the Juniors.	Testing our intelligence. "Doublecrossing" Salem and Framingham.
Miss Badger	Badger	It's good practice for you.	Her smile and her lovely hair.	Looking for "eats."
Mrs. Blake	Dean	Is it proper?	Stunning appearance.	Being Johnny-on-the- spot.
Miss Barnham	Betty	What do you think about it?	Her diamond ring.	Making hygiene charts and art posters.
Miss Cruttenden	Cruttie	Girls, I'm not used to this!	Drawing deep breaths.	Keeping her room as quiet as the study hall.
Mr. Doner	Doner	Do you see?	His perfect penmanship.	Having a joke for every occasion.
Miss Eaton	Eaton	Are your excuses up-to- date?	Giving a lot of work.	Giving attendance slips to pupils too soon.
Miss FitzHugh	Fitzie	As prospective teachers etc.	Grasping imaginary de- tails from the air.	Quoting Miss Learoyd.
Miss Flanders	Verna B.	You're so complacent, girls!	Her sarcasm, sympathy and wit.	Going early and coming late.
Miss Goldsmith	Goldie	Two cents, please.	Quarterly themes and flower gardens.	Having everything scien- tifically correct.
Miss Harris	Miss Lit.	Delightful, is it not?	her romancing.	Being helpful to every- one.
Miss Learoyd	Jessie P.	Have I ever told you this?	Teaching not English but Normal School pupils.	Making rash bets.
Miss Peet Mr. Pitman	Harriet J. Asbury	Glad to see you. We will now take up the day's work	Collecting notebooks. His shaking laugh.	Being a study in violet. Skipping lectures.
Miss Rogers	Miss Lit.	Try to ask thought ques- tions.	Showing when she is pleased with a lesson.	Helping girls make les- son plans.
Miss Rollinson	Rollie	Notice how I do it.	Giving D's.	Being one of the "400"
Miss Sperry	Bertha	Don't—you—think—so?	Her many pairs of new shoes.	Making sure we have practical problems.
Mr. Sproul	Sproul	Bless your heart!	His sociability.	Giving and receiving smiles.
Miss Warren	"Gym"	Are you my friends?	Teaching the Portland Fancy.	Imparting knowledge on all occasions.
Miss Wellman	Miss Wellman	What is it, please?	Signing yellow slips.	Being agreeable to every- one.
Mr. Whitman	Mr.	Who will give the next talk?	Sitting back and letting the pupils work.	Giving electric shocks.
Mr. Whitney	Science Whitney	Bully, girls, very har- monious.	Teaching art for art's sake.	Looking distinguished.

1920



SENIORS

Intermediate Seniors

ISABEL BLANCHE BREED

IZZIE

18 Autumn St., East Lynn

Sept. 1

“Where are you going, my pretty maid?”
“To Salem Normal, sir,” she said.
“What do you take there, tell me pray?”
“My lunch box, spats, and my crochet.”

Tennis Club; Liberty Club; Dramatic Club; Art Club; Vice-President of Middle Intermediate Class.



H. PEARL BROWN

BROWNIE

126 Washington St., Marblehead

Nov. 15

Here's Hannah Pearl, our fat one,
From Marblehead so small;
Oh, she's our dictionary,—
Believe me, that “ain't” all!

Glee Club; Tennis Club; Dramatic Club; Art Club.



HAZEL ANNETTA CLERKE

CLERKY

19 Burrill Ave., East Lynn

March 24

Surely Hazel with all the cares and responsibilities of editorship on her shoulders, can appreciate the feelings of Atlas, supporting the world.

Liberty Club; Art Club; President of Dramatic Club; Editor-in-Chief of Year Book.



ANNA CATHERINE DONLAN

CORINCHA

54 Robinson St., West Lynn

May 20

Not on a single question
Could we Anna Donlan “stall”;
But it really is a pity
That she knows she knows it all.

Secretary of Liberty Club; Art Club; Dramatic Club Coach; Tennis Club; Art Editor of Year Book.





CATHERINE TERESA DONOVAN

KATRINA

7 Massachusetts Ave., East Lynn

March 19

Catherine pretends to study hard.—
Whenever she has a chance;
But if you wish to know the truth,
She's thinking of last night's dance.

Liberty Club; President of Middle Year Class; Dramatic Club;
Student Council.



REGINA CAROLYN DONOVAN

'GINA

42 Sargent St., North Andover

April 26

Here is a maid 'most everyone knows
By the tortoise shell glasses upon her nose.
Quiet is she— and ever you'll find
She spends all her strength in diligent grind.

Tennis Club; Liberty Club; Dramatic Club.



MARGARET FRANCES DOUGLASS

DOUGIE

19 Cedar St., Wakefield

Sept. 14

Here is the maid with the "movie" name,
Which caused her quick rise into fame;
The children, always up to pranks
Joined doughty "Douglas" to "Fairbanks."

Tennis Club; Liberty Club; Dramatic Club.



HELEN CAMERON EASTLAND

HELEN

15 High St., Marblehead

May 6

Helen likes to exercise
Every single limb;
Play and dance are her delight,
For she's in love with "gym."

Tennis Club; Dramatic Club; Liberty Club.



MARION DILLON FLANAGAN

MARY ANN

183 Tracy Ave., East Lynn

March 21

Marion knows a new method by which to add a cubit to her stature—
Whenever she desires to look tall, she wears her mother's high-
heeled shoes to school.

Treasurer of Glee Club; Liberty Club; Dramatic Club.

ELIZABETH DA COSTA GETCHELL

LIBBY

18 Church St., Salem

Sept. 1

Our good friend, Libby Getchell,
Seemed studious as the rest;
We found the book she studied,
Entitled "The Hope Chest."

Liberty Club; Dramatic Club; Art Club.



MARIA CECILIA HEDLUND

MIA

54 Lowden Ave., West Somerville

Feb. 28

You ask why you never see Mia in school after 2.25? Didn't you know there was a train at 2.40?

Liberty Club; Dramatic Club; Tennis Club.



MARION JULIA FINNIN

MARION

437 Broadway, Somerville

Jan. 3

Her expressions are quite comical,
And forcible her facts;
She uses words discreetly,
When she subject matter lacks.

Liberty Club; Dramatic Club; Tennis Club.



EUNICE SNOW HIGGINS

EUNICE

25 Berkeley St., Somerville

May 21

Eunice's designs are enough to make even Billy, the boy artist, sit up and rub his eyes. Tell us, please, Eunice, what art books you use.

Glee Club; Art Club; Treasurer of Dramatic Club; Liberty Club.



ELIZABETH JAMES

LIZBETH

25 Green St., Ipswich

July 11

Where'er you find our "Slizzie,"
You'll find she's always busy.
We'll admit she's no shirk,
Yet the mere thought of work
Always makes poor "Lizbeth" dizzy!

Tennis Club; Student Council; Liberty Club; Secretary of Dramatic Club.





MILDRED LOUISE JOHNSON

MILLY

21 Rockwell Terrace, Malden

Sept. 23

If we should open Milly's purse,
How few would be the nickels!
We know she spends them, every one,
In buying juicy pickles.

Glee Club; Liberty Club; Tennis Club; Dramatic Club.



HAZEL KILLAM

HAZEL

30 Webster St., East Lynn

Sept. 1

Hazel is our singer,
What further can be said?
If ever she should reach high C,
I'm sure we'd all drop dead.

Librarian of Orchestra; Liberty Club; Tennis Club; Dramatic Club.



LEO RAYMOND McKINNON

MACK

22 Richardson St., Woburn

Sept. 25

Let a teacher express an opinion free,
And Leo with her will disagree;
He can talk about anything under the sun.
Please tell us, Leo, how it is done!

Basketball Team; President of Kappa Delta Phi.



RENA MAUD MILES

RENA

14 Savoy Road, Salem

July 7

Did the author of "Smiles" ever see Rena Miles? She has the
"finest collection in captivity" and will demonstrate at any time.

Tennis Club; Art Club; Dramatic Club.



RACHEL ELIZABETH MUFFIN

RAY

Byfield

Aug. 14

In your program for the day,
'Tis well to mix both work and play;
And Rachel, Rachel, 'tis not right
To sit and study all the night.

Secretary and Treasurer of Art Club; Dramatic Club; Liberty
Club; Student Council; Assistant Editor of Year Book.

ELEANOR MAE RHODES

RHODY

28 Arlington St., Lynn

June 8

Eleanor seems quiet in a crowd, but when she and Mae "start gossiping," you'd be surprised!

Liberty Club; Art Club; Dramatic Club; Tennis Club.



ALICE KIMBALL RICHARDSON

AL

44 South Main St., Middleton

Aug. 24

Our class meetings have acquired a lot of snap since Alice started to "run" them. That's just what she does,—conducts them on the run.

Glee Club; Liberty Club; Tennis Club; Art Club; Dramatic Club; Vice-President of Senior Class.



MURIEL GLADYS RICKER

MEW

40 Phillips Ave., East Lynn

Jan. 10

The best part of the day?
Here's Muriel's reply:
"It's riding on the train."—
We keep on wondering why.

Vice-President of Art Club; Dramatic Club; Tennis Club; Liberty Club.



MARY BARTLETT ROBBINS

ROBBY

48 Arlington St., Lynn

April 23

A West Lynnmer, sobriquet Mae,
Said, "I like work in its place any day!"
But she would not admit
Just where work did fit;
She was too busy "stalling" to say.

Liberty Club; Glee Club; Art Club; Dramatic Club.



EVELYN RUSSELL

EV

63 Irving St., Everett

Jan. 10

Evelyn, the careful,
Evelyn, the wise,—
She gets the best report cards
And flaunts them in our eyes.

Liberty Club.



MURIEL HOPE SHAW

CHICK

7 Park Road, Everett

July 27



She got "A" in hygiene, "A" in lit., and "A"
in geography, too.
The card she took home,
Was a perfect "pome,"—
Almost too good to be true!

Liberty Club.

MARY MARGARET TIERNEY

MARY

28 Hobart St., Danvers

April 10



If you like Mary's rosy cheeks,
Take this advice from me:
Retire each night at half-past eight,
And you will healthy be!

Tennis Club; Liberty Club; Dramatic Club.

DORIS ELLIOTT WOODBURY

DOT

McLeod Road, Topsfield

Nov. 13



How does Doris ever find time to write daily "billet-doux" with
so much work to do?

Liberty Club; Custodian of Tennis Club; Dramatic Club; Art
Club.

Now here's to the class with such scholarly names
As Leo, and Tierney, Ricker, and James!
You think they're all girls with men only one?
Well, there's John—son, you know, and our dear Richard—son,
They're pupils for sport and they often tramp Miles
Down the Rhodes to the Hedlund, with faces all smiles,
With a Clarke for the class of the very best Breed,
With Wood-berries to eat and fine Muffin for feed,
While the Robbins perch on the branches so Brown
And sing of the East-land—they never can frown;
Then, too, there are dons, not from over the seas,
But Donlan and Donovans, better than these,
So what if there is not so many a man?
There's Higgins and Getchell and one Flanagan,
And one man to teach you what he knows of art
So "Here's to the Seniors with all of my heart!"

MR. WHITNEY.

Oh, fair "Inter" class of '20!
Of bright wit you have a plenty,
But when you teach school
Don't do it by rule
And never have pupils "far niente!"

MR. WHITMAN

Commercial Seniors

GRACE L. BARDSLEY

392 Birch St., Fall River

Aug. 27

Grace has had the back corner seat for three years and has found the devotional period a good time for a "last look." She hopes to get a professional attitude next year.

Fen Club; Parliamentary Law Club; Dramatic Club.



RUTH FOSTER COLCLOUGH

COLLIE

36 Spring St., Malden

Feb. 17

"Rich in saving common sense."

Collie's favorite expression is "Sh!" and this goes well with her elderly air.

Fen Club; Parliamentary Law Club; Dramatic Club.



RUBY ISABELLA COOMBS

22 Linden St., Salem

July 9

Ruby may look shy, but looks are deceiving, for "fun" is her middle name.

Fen Club; Dramatic Club; Parliamentary Law Club; Tennis Club.



HELEN NICHOLS DAMON

206 North St., Salem

Jan. 31

Work, work, work; the world was made for work.
Favorite habit: Opening the S. N. S. mornings.

Fen Club; Dramatic Club; Parliamentary Law Club.



MARGARET ELIZABETH DOLAN

South Street, Foxboro

Sept. 27

"A friend in need is a friend indeed."

Margaret is a good pal. Her smile and helping hand are for every one who would take them.

Fen Club; Tennis Club; Parliamentary Law Club; Dramatic Club.





WALTER HENRY DONAHUE
DUNNIE

27 Hudson St., Stow

Dec. 3

“A lion among the ladies”

There are some disadvantages in being an expert penman—friends like to have their penmanship done in his writing.

Athletic Association; Fen Club; Dramatic Club; Parliamentary Law Club; Kappa Delta Phi.



DAISY ERNESTINE EHLER

16 Davis St., Gloucester

Sept. 5

“I am a woman, but not the weakest of my sex.”

When Daisy gets started, she has lots of “pep”. Her originality in all classes was a treat to everyone.

Fen Club; Parliamentary Law Club; Dramatic Club.



RALPH WILLARD HOWARD

31 Spring St., Fitchburg

Nov. 22

“My favorite book. pocket book.”

From this, one can see that Ralph had money on the brain, but some Seniors are “tight-fisted.” Figuring profits on his candy sales was an awful job!

Athletic Association; Parliamentary Law Club; Dramatic Club.
Business Manager Year Book.



MARY CATHERINE HYNES
MARIE

146 Allen Ave., Lynn

Feb. 5

“I may look demure, but you don’t know me.”

Marie is liked by everyone, the teachers not excepted. She likes to get good marks, but is always ready to join in the fun of the class.

Fen Club; Parliamentary Law Club; Dramatic Club.



HELEN JOHNSON

51 Arlington Street, Lynn

Jan. 1

“Infinite riches in a little room.”

A result of burning the midnight oil.

A reason for her long stay in Ipswich.

Fen Club; Parliamentary Law Club; Dramatic Club.

RICHARD AIDAN McCARTHY

DICK

Oak Street, Ayer

March 5

“Methought I heard a voice cry, ‘Sleep no more’ ”

“I am monarch of all I survey.” Dick has his own fixed ideas on pedagogical discourses. Is his business air assumed?

Kappa Delta Phi; Dramatic Club; Athletic Association; Parliamentary Law Club; Fen Club.



VIOLA MARIE SCANLON

VI

87 Avon St., Lawrence

Aug. 12

“Her voice was soft, gentle, low.”

Vi tries hard to get here early, but the B. & M. runs so slowly that the second hour teacher welcomes her every day.

Fen Club; Tennis Club; Dramatic Club; Parliamentary Law Club.



MARJORIE VIRGINIA STONE

14 Mineral St., Ipswich

Nov. 25

An occupation she adores—presiding in the Parliamentary Law Club.

Marjorie loves to tell us about “last year in the office where I worked.”

Fen Club; Parliamentary Law Club; Dramatic Club; Glee Club.



MAURICE A. TWOMEY

MORRIE

911 Western Ave., Lynn

March 27

“Friends, Romans, Country-men, lend me your ears.”

Morrie can talk on any subject, with or without preparation. When he settles down, we expect he will make a fine leader.

Kappa Delta Phi; Athletic Association; Fen Club; Dramatic Club; Parliamentary Law Club.

Oh, Ye Seniors, the future's now in view;
No more the faculty has work for you to do.
Whether you succeed or fail,
From your work you must not quail.
Know your business thoroughly;
Help the other fellow loyally;
Remember while you build air castles new,
'Tis only you can make your dreams come true.

MR. SPROUL

Elementary Seniors



MARY C. BERGSTROM
MARY

976 Washington St., Gloucester

Aug. 8

One may rush and always be in great haste; yet some quiet person who is moving leisurely along and without anxious haste, is probably accomplishing twice as much.



IDA PEARL BOCHOLTZ
IDA

29 Essex St., Malden

June 11

We think Ida's motto must be, "Laugh and grow fat."

Geography Club; Dramatic Club.



ELIZABETH AURELIA BOX
ELIZABETH

19 Linden Ave., Beverly

April 19

Our Beth is little and full of fun,
She always has her lessons done;
And though the rest may sometimes shirk,
She's always ready to do her work.

Geography Club; Tennis Club.



HELEN BERNADETTE BOX
HELEN

19 Linden Ave., Beverly

Aug. 20

In "nature" Helen is very bright,
To talk on evolution is her delight,
A better talker has never been found;
But my, how she bosses her sister around!

Geography Club; Tennis Club.



CATHERINE MARY BRAY
KITTY

171 Central Ave., Medford

Aug. 31

She comes in late 'most every day,
She's cunning, little Kitty Bray!
From morn till night she laughs and talks,
And goodness me, how fast she walks!

Geography Club; Tennis Club

BERTHA WARD BROWNE

BROWNIE

48 Nahant St., Wakefield

June 26

She's as smart as a whip, and as bright as a dollar,
And you bet she knows she's an excellent scholar;
And she works and she studies till lessons are done,—
She's really an asset to gay Senior One.

Glee Club; Junior Club; Bird Club; Dramatic Club.



ANGELYN RUTH CHASE

ANGIE

145 Maple St., Danvers

April 13

She's sweet and pretty and full of grace,—
Of course you know it's Angie Chase.

Geography Club; Tennis Club.



HELEN CHEEVER

HELEN

14 Bridge St., Manchester

Feb. 6

A lady by word, by act, and by deed;
Wherever there's need, she takes the lead.

Glee Club; President of Bird Club; Tennis Club; Vice-President
of Junior Class.



ELGIE CLUCAS

ELGIE

7 Putnam St., Cliftondale

July 19

Elgie talks from morn till night,
Questions are her great delight;
In stars and planets she used to shine,
Now her hobby's another line.

Geography Club; Dramatic Club.



PHYLLIS MILDRED COANE

PHYLLIS

1 Dane St., Beverly

Feb. 11

"My heart contains the crown, not my head;
It is not decked with diamonds and Indian stones,
Nor to be seen; my crown is called content;
A crown it is that seldom kings enjoy."

Geography Club; Orchestra.





ELIZABETH FROST COGSWELL

ELIZABETH

Martin St., Essex

Oct. 8

“Happy am I! From care I’m free!
Why aren’t they all contented like me?”

Geography Club; Glee Club; Art Club; President of Tennis Club;
Dramatic Club.



LILLIAN MARY COUGHLIN

LILLIAN

11 Beandry Terrace, Lynn

May 31

Seen every morning in the locker room before school, combing
her hair.

Geography Club; Tennis Club.



IRENE ELIZABETH COUHGIG

IRENE

22 Giles Ave., Beverly

June 6

Short are her dresses,
Dark are her tresses,
Light is her step,
Chuck full of pep!

Geography Club.



WILHELMINA MARGUERITA CROSSON

BILLY

28 Greenwich Park, Boston

April 26

Wilhelmina’s the marathon racer of the class;
Her physical activities we cannot surpass.

Tennis Club; Dramatic Club; Bird Club; Basketball Club.



LESLIE CLIBERT

LESLIE

238 Greenwood Ave., Beverly Farms

Sept. 21

At answering questions, Leslie’s not slow;
Her favorite answer is “I don’t know.”

Tennis Club; Geography Club.

MORNA B. DAVIS

MORNA

Annisquam Light

June 17

A little girl with a sweet disposition,
She'll have no trouble getting a position.



FRANCES IRENE DODGE

FRANCES

39 Balcomb St., Salem

July 11

Frances is quiet and very sedate,
She never would think of coming in late;
And when she's a teacher, you will find
That she is one of the very best kind.

Geography Club



MARY WINIFRED DUNLEVY

LEVY

9 Edmund St., Malden

June 20

If it were not for "Levy"
With needle and thread all ready,—
I'll leave it to you
As to what we should do.

Glee Club; Dramatic Club.



HELEN MARGARET ELLIS

HELLIE

8 Stevens St., Peabody

July 4

Hellie, Hellie, always in trouble!
How I should hate to be your double!

Geography Club.



MARIAN LOUISE ELMER

MARIAN

3 Clifton St., Cliftondale

Dec. 4

Studious and conscientious, too;
She's the real "stuff," she's true blue!

Geography Club; Associate Editor of Year Book.





GRACE MARGARET FARRELL

SHORTY

60 King St., Swampscott

June 16

Watch your grammar when Grace is around;
She'll find a mistake if there's one to be found;
And when she is teaching, her children I know,
Will open their mouths and correct English will flow.

Geography Club; Glee Club.



LENA LORETTA GORDON

LENA

52 Essex St., Chelsea

July 14

We wonder if Lena will attempt to teach hygiene and yet continue her present styles in dress and hair.

Glee Club; Dramatic Club; Bird Club; Tennis Club.



FLORENCE EVELYN GOULD

FLORENCE

370 Locust St., Danvers

March 13

Sternly she watches the lines file in,
And woe to him who commits a sin,
Wide open are her eyes; they stare

As if to say, "Look out! don't dare!"



CORA GUARNACCLA

CORA

7 Brook Ave., Wakefield

Dec. 21

Go to Cora if you're blue,
When discouraged with work you do,
She'll help by telling you, "Honest and true,
That's truly dandy from my point of view!"

Geography Club; Associate Editor Year Book.



RUTH ARMSTRONG HERRICK

RUTH

12 Vine St., Manchester

Feb. 7

A "Don't Worry" society was organized in New York not long ago; it is, however, just as well suited to other latitudes and longitudes. At present it has gained headway in Manchester and has Ruth at the head. Its motto is, "Laugh and grow fat."

Geography Club; Bird Club.

EMELINE VERONICA HOLOHAN

EM

31 Massachusetts Ave., Arlington

July 3



A copy of Em's very frequent excuse in the attendance book: "It wasn't my fault; the train was late."

Geography Club; Glee Club; Orchestra.

RUTH MADELON HURT

RUTH

42 Buffum St., Salem

Oct. 22



Ruthie is like a little doll,
Bouncing about like a rubber ball.

Geography Club.

EFFIE C. JOHNSON

7 Hillside Court, Gloucester

May 11

Effie's fair and smart
And jolly at that;
And this is her motto,
"Laugh and grow fat."

Geography Club; Tennis Club; Glee Club.



MARION CARNEY JOSEPH

MARION

Western Ave., Essex

Jan. 28

"Why don't you laugh, and make us all laugh, too,
And keep us mortals all from getting blue?
A laugh will always win;
If you can't laugh, just grin,—
Come on, let's all join in! Why don't you laugh?"

Geography Club.



HELEN FRANCES KEITH

HELEN

3 Willard St., Everett

Jan. 5

Helen has always been quite frank;
She's hardly what you'd call a crank.
A pleasanter girl is hard to find,
For she is sweet, sincere, and kind.

Geography Club; Glee Club.





JENNIE FRANCES KELLEY

JANE

Pleasant St., West Rutland, Vt.

March 8

Ever ready with a smile,
Helping with her thoughts the while.

Geography Club; Tennis Club.



ESTHER NAOMI KIMBALL

ESTHER

Elm St., Salisbury

March 3

Esther was always quite a bluff,
In history, science, and all such "stuff;"
And outside of class 'twas her delight
To talk of "him" from morn till night.

Geography Club; Tennis Club; Secretary of Bird Club; Dramatic Club.



LILLIAN MATHILDA LARSON

LIL

30 Albion St., Salem

Jan. 9

Stalwart of frame and meek of voice.

Geography Club; Tennis Club.



PRISCILLA MAY MACAULEY

PRISCILLA

23 Riggs St., Gloucester

Aug. 28

Priscilla is our president and dear to us all. A friend to everybody, but dearest of all to Senior Two.

President of Senior Class; Geography Club; Tennis Club.



ETHEL OLIVE MACDONALD

ETHEL

Newbury St., West Peabody

Oct. 8

Ethel tries to take it all in. Every day she has to decide whether she will attend school or some social affair. When does she accomplish her school duties?

Dramatic Club.

EDITH MITTEL
MITTIE

179 Lothrop St., Beverly

Aug. 10

Met Mittie in the hall one day
And this is what I heard her say,
"In Normal School I made a name,
In Training School I lost my fame."

Geography Club; Bird Club; Tennis Club; Dramatic Club.



GLADYS CYNTHIA MOORE
GLAD

Boxford

Aug. 23

When it comes to science, "Glad" has some difficulty in making her brains work. She wasn't born a scientist anyway!

Bird Club; Tennis Club; Dramatic Club.



BEATRICE ASHBY MURPHY
BEE

Groton

July 16

B's voice is so sweet,
Her fortune she'll meet;
While her smile we'll agree
A great asset will be.

Geography Club; Dramatic Club.



ROSE CATHERINE MURPHY
ROSE

Rear 3½ Allen St., Salem

Oct. 11

Whenever you wish to see Rose, just go down to the gym. She is most likely to be there at any time between 9.30 A. M. and 3.10 P. M.

Dramatic Club.



ABBIE MARIE NELSON
ABBIE

27 Willard St., Chelsea

Sept. 28

Abby startled us all one day
When to several girls she did say,
"I'm to start my vacation briskly you know;"
She began by attending a movie show.

Glee Club; Geography Club; Tennis Club.





INEZ GERTRUDE NOYES
NOISY

11 Bromfield St., Newburyport

Oct. 26

How gracefully and quietly she walks to each class!

Geography Club.



LENORE HELENE O'KEEFE
NORE

45 Warner St., Gloucester

July 11

To prove evolution and such to Lenore
Just show her some records, nothing more.

Geography Club.



ELIZABETH PAULINE PICKARD
ELIZABETH

111 Main St., Groveland

Jan. 2

We have come to the conclusion that Elizabeth would make a fine electrician, if she would only try. She can give every detail of a power-house as no expert can.

Geography Club; Civics Club; Glee Club; Tennis Club.



LENA GRACE PICKARD
LENA

16 Harvard St., Everett

July 7

With light blue eyes and golden hair,
She's neat and trim as she can be;
Which all combines to make her fair,
I think you'll quite agree with me.

Geography Club; Glee Club.



BLANCHE PISMO
BLANCHE

52 Addison St., Chelsea

Feb. 12

Next comes our dark-haired lass,
With eyes which shine and flash,
Do red ideas and Bolshevik ways
Fill all of Blanche's ambitious days!

Geography Club; Tennis Club; Dramatic Club.

DOROTHY SAVERY PITMAN
DOROTHY

South Foxboro

May 6

Dorothy talks a great deal about the farm that she left behind. We cannot understand why she should not be satisfied with the farming that we do in connection with nature study,—we are!

Geography Club; Tennis Club.



MARY A. PLUMMER
MARY

26 Walter St., Salem

Feb. 13

Mary must be storing up pep for her first day of teaching. That is the only reason that will account for her lack of alertness.

Bird Club; Geography Club.



ELIZABETH GORHAM POOLE
BETTY

150 Essex Ave., Gloucester

Nov. 17

We wonder where you get all your information concerning automobiles, Betty. Why don't you start an automobile supply shop?

Tennis Club; Glee Club; Art Club; Dramatic Club.



ELIZABETH F. QUINLAN
BESSIE

12 Harris St., Salem

May 12

What would happen if Bessie didn't shift her responsibility?

Bird Club; Geography Club.



STELLA MARY ROSS
STELLA

1513 Washington St., Boston

April 19

Stella Ross is fair and tall,
The greatest scholar of us all.
In "Training School" she won an "A."—
It should be more than **that**, we'll say.

Geography Club; Tennis Club; Associate Editor of Year Book.





ETHEL FLORENCE RUDD

ETHEL

46 Franklin St., Somerville

Sept. 20

Tall, and lithe, and willowy!
Doesn't it sound romantic?
We've always wondered why she says,
"It's only a leap-year antic."

Geography Club; Treasurer of Bird Club.



CATHERINE ALICE RUSSELL

KITTY

49 Hathorne St., Salem

Dec. 2

She isn't very large,
But she always looks so neat,—
Just one harmonious color scheme,
From the crown of her head to her feet.

Geography Club; Bird Club; Dramatic Club.



CELIA SAVEL

CELE

381 Eastern Ave., Malden

Oct. 31

To tiny "Cele," life's ever a song,
She never worries when things go wrong;
When she misses her train she will always say,
"What excuse shall I write for Miss Eaton today?"

Geography Club; Tennis Club; Bird Club; Dramatic Club.



ISABELLE RUTH SIMPSON

BILLY

4 Bridge St., Beverly

Mar. 31

The girls all call her "Billy,"
But to us she's just "class tease,"
The teachers say, "Miss Simpson,"—
Just call her what you please.

Geography Club; Vice-President of Bird Club; Tennis Club; Dramatic Club; Associate Editor of Year Book.



MARION EDITH SCARS

MARION

17 Payson St., Newburyport

May 12

"Is she the pretty one?" he said,
"Why, yes," I replied with a nod of my head.
"In class she wears a saintly expression,
But to us she sometimes makes a startling confession."

Geography Club; Tennis Club; Bird Club; Dramatic Club.

MARION HELLEN SPROAT

MARION

83 Conant St., Danvers

May 3

“See a pin and pick it up,
All the day you’ll have good luck,”
Is Marion’s motto. Hear her say,
“Oh, girls, I’ve found eight pins today!”

Bird Club; Dramatic Club.



GERTRUDE ELIZABETH SULLIVAN

GERT

50 Bates Ave., Winthrop

November 4

Have you ever wondered
Why Gertrude’s smiles are many?
They’re just to show her dimples,
To the girls who haven’t any.

Geography Club; Dramatic Club; Bird Club; Tennis Club.



ELLEN LOUISE TOWNSEND

ELLEN

16 Bellevue Ave., Revere

Oct. 18

When she talks she is at her best,—
And she’s never at her worst;
If our Ellen couldn’t talk,
I’m sure she’d surely burst.

Geography Club; Glee Club; Bird Club; Dramatic Club; Tennis Club.



HELEN FRANCES WALSH

HELEN

20 Orne St., Salem

Feb. 27

Blue-eyed Helen is tall and slender,
Her glances are melting and always tender.
Did you ever wonder why this is so?
Deep down in your heart I think you know.

Geography Club; Bird Club; Dramatic Club.



KATHERINE CHRISTINA WALSH

CASEY

71 Northend St., Peabody

Dec. 24

K. C. Walsh and H. F. Walsh
Were always getting mixed:
So we had to call her “Casey,”
And how a nickname sticks!

Geography Club; Dramatic Club; Bird Club.





MARJORIE BRADLEY WARD

MARJ

15 Phillips St., Marblehead

Nov. 8

Marjorie is the tomboy
Of Senior One, you know,
But in "class" it's fun to watch her
Solemn and sober grow.

Geography Club; Tennis Club; Bird Club; Dramatic Club.



GERTRUDE MARY WEBBER

GERTIE

75 Pearl Ave., Revere

March 15

"Little Gertie" is tiny and sweet,
The pet of Senior One,
Always laughing and always neat,—
Almost a paragon.

Tennis Club; Secretary of Glee Club; Geography Club; Bird Club; Dramatic Club.



GRACE EVELYN WENTWORTH

EVVIE

281 Maple St., Danvers

Jan. 13

She has rosy cheeks, and eyes of blue,
And hair that won't stay done;
Should you happen to hold her hands,
She'd have to hold her tongue.

Geography Club; Bird Club; Dramatic Club.



MARY JANE WYNN

MAY

92 Lowell St., Methuen

Sept. 7

Mary deigns to come to school,
'Most every other day,
But when she's here, she's full of cheer,
And laughs all cares away.

Geography Club; Bird Club; Dramatic Club.

SENIOR ONE

Superior, Enthusiastic, Nature-loving, Irresistible, Orderly, Resourceful
Open-minded, Never-tiring, Ever-progressing. Miss PEET.

SENIOR TWO

"You are as wise as you are beautiful." Miss CRUTTENDEN.

SENIOR THREE

Faithful their work in the lesson scheme,
With never a complaint about its theme;
Earnest the effort to grasp the thought
And to attain the end so steadily sought.

MISS WARREN.

SENIOR FOUR

"True wisdom consists not in seeing what is immediately before our eyes but in
foreseeing what is to come." MISS HARRIS.



The Glee Club

The Glee Club was first organized about eleven years ago, for the purpose of giving those students who had special musical abilities an opportunity to get additional enjoyment, training, and inspiration from singing with a chosen group under the leadership of Mr. Archibald.

This year the Glee Club held its first meeting on October 16, 1919, and the following officers were elected: Marion D. Flanagan, Treasurer; Gertrude M. Webber, Secretary; Dawn E. Seavey, Librarian; Naomi Atkins, Assistant Librarian.

Preparation was begun at once for the joint concert with the Framingham Glee Club, given in Salem. To help meet the expenses of this concert, the club held dances and in other ways raised some money. The concert, given March 19, proved a great success, through the help of Mr. Archibald, director of the club, and Mr. Allen, business manager.

The Glee Club is a valuable organization. It furnishes music for the school at graduation and on other special occasions. It helps its members cultivate an appreciation of good music and gives them training which will help them in conducting chorus work in the public schools, and all the advantages of singing under the direction of Mr. Archibald. Socially, it helps the students to get acquainted with one another, and through the annual concert with Framingham, to meet the members of the Framingham Glee Club.





The Art Club

The Art Club is one of the oldest organizations formed and supported by the student body of the Salem Normal School. It had its inception years ago among a group of pupils who were anxious to pursue the study of art to a greater extent than that which the regular course in the school afforded.

The organization and by-laws then established have continued to the present time, and the interest and enthusiasm among its members remains unabated. The work of the club has been varied from time to time. In the past, papers were written by members of the club, on different artists, periods of art, art projects, etc. Work along some advanced line of art study has always been a major feature. A trip to Boston with visits to the Museum of Fine Arts, studios, galleries, and the Normal Art School, has been an annual feature.

During the past year our organization has been most prosperous and our work most satisfactory. Our officers are Miss Elisabeth Burnham, president; Muriel G. Rieker, vice-president; Rachel E. Muffin, secretary and treasurer. Our Art Club Bulletin in the west corridor gives weekly a new inspiration. This year the course offered included lectures by Mr. Whitney on Indian Lore, A Study of Casts and Pictures in Our Building, and Harmonious Color in Dress and in the Home. Mr. Frederick W. Reid gave a lecture entitled Craftsmanship in Summer Schools. Others scheduled are The Art of Seeing Pictures, Mr. Herbert T. Kenyon; Rambles in Italy, Miss Gertrude B. Goldsmith; Illustrations of Children's Stories, Miss Amy Rachel Whittier; and Art in Public Prints by Mr. James Frederick Hopkins.

Our excursions have been sketching trips to various picturesque spots, a stroll about historic Salem, a visit to the Institute, and the annual outing at the home of Mr. and Mrs. Whitney. Our social functions included a tea by Mrs. Whitney, Miss Wellman, and Miss Goldsmith in February and another tea by Miss Rollinson, Miss Sperry and Miss Flanders. The Library Club also gave a tea to the faculty and members of the Art Club at the close of Miss Whittier's lecture.

The projects thus far this season have been: the first, the making of books involving color study, design, leather tooling, and book-binding; the second, the binding of pamphlets, catalogues, etc., using the cobbler's binding; the third, serving trays of flat splints and glass; the fourth, design and color projects on fabrics in batik.

We appreciate this opportunity of learning some of the fundamental and underlying qualities of the great works of art; something of their history, and relation to design and construction even in the most familiar objects by which we are surrounded; of the value of harmonious color, form and design in our homes and schools; and of the help we have gained toward better taste and discriminating judgment. All of the benefits which we have enjoyed we owe to the efforts of Mr. Whitney, the director, who has always guided us in our work and been our source of inspiration.

Honorable Mention of Cover Designs for the Year Book:

Eunice S. Higgins
Dorothy A. Sears

Evelyn Russell
Ethel O. MacDonald

Anna C. Donlan



Our School Orchestra

We speak at times of the musical clubs of the Salem Normal School. Sometimes, because the Glee Club is so prominent, we forget about its sister organization, the orchestra. At other times, particularly at concerts or dances in the training school hall, we are justly proud. Just as Thursday afternoon means Glee Club rehearsal to some of us, to others, Friday afternoon means Orchestra practice with Mr. Archibald.

It takes all kinds of people to make society, and all kinds of instruments to make an orchestra. At present the instruments in our orchestra range from violin, flute, and clarinet to piano, drums, and bells. We have been somewhat handicapped, however, because of the lack of players on the viola, violincello, cornet and drums.

The members of our orchestra are—First Violin, Phyllis M. Coane, Hazel Killam; Librarian, Ingrid Liukkonen; Flute, Olive G. Hodgkins, Leader; Bells, Wilhelmina M. Crosson; Second Violin, Madeline Littlefield, Rose L. Standley, Rovena M. Sylvester; Piano, Emeline V. Holohan; Clarinet, Lyman R. Allen.

Beta Chapter

The fraternity has felt keenly the lack of men in the school this year. It appeals to its graduate members to increase the loyalty of young men for their alma mater. During the year the organization suffered the great loss of one of its loyal members, Mr. Cushing.

1920

J. Asbury Pitman, Honorary Member.
Leo R. McKinnon
Maurice A. Twomey

Walter H. Donahue
Richard A. McCarthy
Leverett T. Holder, Undergraduate



The Dramatic Club

The Dramatic Club was reorganized this year under the direction of H. Pearl Brown. The purpose of the club is to give several dramas during the year and in this way bring the students together and create a social atmosphere. Seniors and middle year students are eligible for membership in the club.

The officers for the year are Hazel A. Clerke, President; Dorothy C. Pease, Vice-President; Elizabeth James, Secretary; Eunice S. Higgins, Treasurer.

ELIZABETH JAMES, '20

Parliamentary Law Club

The Parliamentary Law Club was formed by the Commercial Seniors in the late fall of 1919 under the supervision of Mr. Sproul. The purpose of this club was to gain knowledge of parliamentary law and skill in the application thereof.

Meetings were held weekly. Officers were elected for a period of five weeks; thus every member had an opportunity to hold some office during the year.

After the regular business had been disposed of, a period of parliamentary practice followed. Each person had to take the chair for five minutes and conduct the meeting. In this way knowledge and skill were acquired, so that when occasion demands, the members will be able to conduct assemblies according to parliamentary rules and usages.



The Tennis Club

The Tennis Club closed the season of 1918-1919 by a tournament on Class Day. The final players were Almira Knowlton and Elizabeth Cogswell, and Mr. Whitman was the referee. After a close game, the loving cup was given to Elizabeth Cogswell.

Early in the fall of 1919 the Club reorganized with the following officers: Elizabeth Cogswell, President; Naomi Atkins, Vice-President; Dawn E. Seavey, Treasurer; Leah E. Bennett, Secretary; Doris E. Woodbury, Keeper.

Much interest has been shown in the organization, and a total membership of ninety-two was secured, composed of teachers and students.

LEAH E. BENNETT, '22

Physical Training

It was in our "gym" period that we had the most lively lessons in "Normal," jumping, dancing, laughing,—all good fun, and then a shower to refresh our spirits, and make us ready for the next period. The shower was necessary!

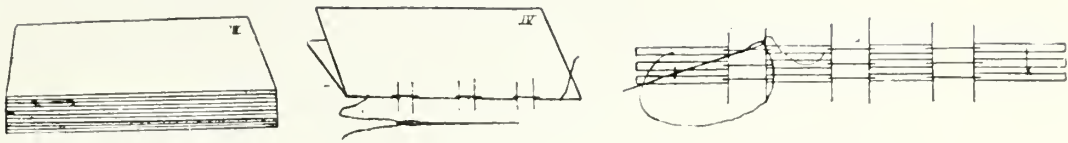
Of course our gym lesson was not all play. The work was two-fold: first, to develop in the student a sense of correct posture, Miss Warren's greatest concern, and to arouse a general enthusiasm for wholesome bodily activity; secondly, to train the student to encourage the development of growing children. We enjoyed our gym, and it was necessary to make the children in the training school like the work as well as we did, for this was Miss Warren's aim. Every morning before school, some of us taught either gym exercises or games to the children. We grew more interested in children than we otherwise would have been, because we saw them under less restraint. We played volley ball with them, captain ball, and German bat ball. Every game was full of life and activity. Learning to hold a bat, throw a ball, and serve a volley ball are some of the greatest delights of gym work with the children. Practice with the children leads to an appreciation of the pleasures of teaching them.

Physical training in the schools is a recognized means of educating school children for upright citizenship. Vigorous men and women are the nation's greatest asset. A Physical Education Bill has been passed by many of the states, making compulsory the setting apart of a definite amount of time for physical activities, as well as for thorough instruction in hygiene in every school of the state. According to this bill, only a limited amount of time is given to formal gym work. Rhythmic exercises, folk dancing, games, and athletics have a special place in the weekly program. Making each one of the various kinds of work effective necessitates a thorough understanding of principles on the part of the teacher, and sympathetic leadership of children. We got this training during our two years' course at the normal school.

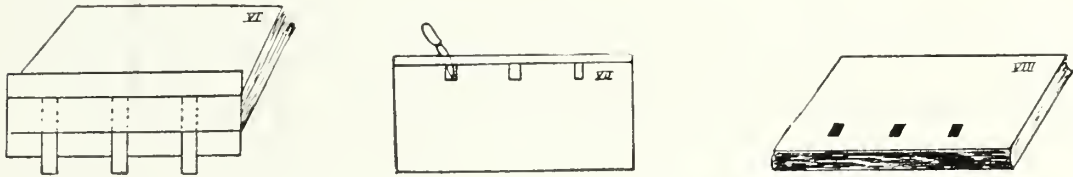


I gaze in the Crystal and what do I see?
 A bunch of five girls, S. N. S. Senior Three,
 There's Holahan, Quintan, Coaling and Hurt,
 Some realized to be modest, others quite pert,
 I, still, other cases I've been sadly fooled,
 But not about Larson nor Piscoy nor Gould,
 Misses Davis and Elnoy and Coughlin, I see,
 All should be marked A but are sometimes marked B
 Miss Brodultz, Miss Crosson and Miss Cleever, too,
 Like art, we were sorry when receding was through,
 They part, those with Ellis and Kelley and Noyes
 With you in character, outlook, and poise,
 I don't gaze in crystals forever, you see
 But remember always that bunch, Senior Three.

MR. WHITSY.

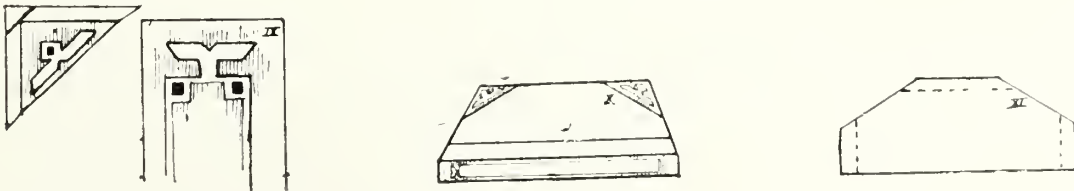


The side and bottom edges of the book were next "deckled." We placed the book in a vise and filed the edges with a coarse file. The top edge we cut smooth in the cutting machine. In the next few processes it was necessary to use glue, a fact we are not likely to forget; for the glue had a decided tendency to stick to us more often than to the book. It had to be heated before using, also, and this made its odor one never to be forgotten. We rubbed the glue into the back of the book, making the signatures adhere firmly together; and we then put on our "super", allowing an even margin on each side and rubbing in more glue. The super was then slit, and the tapes slipped through as in illustration six. We prepared the cardboard for the tapes by cutting and slitting an opening for them, as in illustration seven. We then poked the ends of the tapes through, and glued them down to the cardboard, as in illustration eight.



We next made a design for each one of the leather corners. This design had to be made in the unit of a triangle, smaller than the corner itself, in order to have a "space of silence" and some leather to turn under in putting the corner on. We also tooled a design with similar units for the back of the book, as in illustration nine. Then we "scived" the leather. In this process, we thinned down the leather on the wrong side with a very sharp knife, so that it would turn easily. After measuring on the cardboard the right placing of each corner, we glued each one on firmly. In order to make them adhere more thoroughly, we placed the book in the press for a short time. Then the pieces of leather that protruded beyond the book were turned under and glued. The leather for the back was put on in the same way, and turned under at the top and bottom. The book then looked like illustration ten.

Lastly, we cut some "oak-tag" to cover the parts of the cardboard showing, as in illustration eleven. This was to give a foundation to the "butting" of the vellum. The vellum was cut in the same way, using the oak-tag as a pattern; then both vellum and oak-tag were pasted to the book. The protruding edges were turned under and pasted. Finally, we covered the first page of the book with paste, smoothing down the super at the same time; and closed the outer cover firmly for a few seconds. We opened the cover, made sure the lining was smooth, and then put our finished book into the press.



A VISIT TO THE SALEM NEWS

We were interested in the subject of printing, but we could not clearly understand the technical terms and processes described in books. Therefore we decided to visit the Salem News establishment to see some of the things we had read about. Those in charge of the various departments at the News were very cordial. We were first conducted through the "composing" room. The manner of operation of each type of machine and the results were carefully and interestingly explained to us, and we understood, even through the noise and grumble in the room. The manager showed us the evolution of printing from job cases to the complex linotype (long "i," please). In the "stereotyping" room, we saw how the cast type is made into half cylindrical plates for use in the printing press. To see how these plates were used, we went down to the press itself. It was a massive, complicated structure, but its operation was made very clear to us. We saw a great roll of heavy white wrapping paper go under and over huge cylinders covered with the plates and come out printed, cut, and folded, a newspaper ready to be thrown down at our doors. With this personal experience added to our reading, we had a wider view and better conception of the subject of printing. When we came to report on our subject, we were able to present it more effectively. We saw, also, what a class of children would get through a trip of this sort.

A TRIP TO THE ATHENAEUM PRESS

In order to help us in our study of book-making, we made a visit to the Athenaeum Press, the publishing plant of Ginn and Company, on First Street, Cambridge. The trip had been arranged by Miss Ricker, a member of our class. Although we had made books in our art work, largely by hand, of course, we had no idea of the many complicated processes through which a book must go before it reaches the reader.

Among these processes were the setting of type, making of plates, printing of the sheets, folding and cutting of the sheets, assembling and sewing of the signatures, pasting the binding, making and stamping the covers, and lastly pressing the book itself.

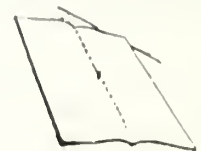
PROJECTS FOR THE GRADES ARTS

The purpose of projects in the schools is to give the child a chance actually to do things that seem to him worth while. In all human beings there seems to be an impulse to construct. From the time the child begins to pile up blocks till men construct houses and bridges, the constructive instinct is prominent. The child delights in action. Moreover, if properly taught, he forms certain habits, as neatness, accuracy, power to judge and concentrate, and he develops the constructive and aesthetic traits. The close relation between printing and bookbinding and color study, design and space divisions must be kept in mind. The following are a few of the many projects which might be used in the upper grades in printing, bookbinding, and woodwork. A book which has been very helpful in this work is "Printing and Bookbinding" by S. J. Vaughn.

1. Sixth grade.

A. Printing 1. Processes learned: (1) preparation of copy; (2) setting of stick (use of terms as picas, leads, sticks, set, case); (3) composition; (4) "proofing" of matter; (5) "making-ready"; (6) printing. 2. Problems: (1) single sheet; (2) folded sheet. 3. Things produced: mottoes, tickets, notices, posters, programs, booklets, poems, ballads, patriotic songs, Christmas and Easter cards, letter heads, office blanks, card index, etc. (Design and arrangement must be considered.)

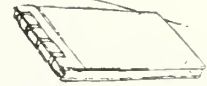
1. Simple pamphlets: books made by folding and sewing; (1) punching; (2) sewing and tying; (3) folding and pressing. (Fig. 1.)



2. One section book with cloth case covers; (1) single end sheets; (2) cords or tapes for fastening.

3. Loose-leaf note cover: (1) two pieces of cardboard covered; (2) rings used.

4. Spelling book cover: (1) single leaves with separate boards covered with vellum. Top board cut into two parts, leaving a flexible hinge near the back. Boards lined with cover paper. Tied through any number of punctures by Japanese method. (Fig. 2.)



5. Loose-leaf note book cover: (1) half cloth. Narrow boards, leaving wide limp back of vellum. Back reinforced with super and boards lined with cover paper. Two or three holes punched from side to side and tied with heavy cord or fastened with rings.

6. Japanese book: book part made by folding a long piece of paper first one way and then the other until it is all folded accordion fashion. Boards are covered with cover paper and pasted to the first and last pages.

7. Portfolio for clippings: (1) made of one piece of heavy cover or light manila board. Rectangle a little longer than half the body of the envelope and folded over and pasted.

8. Sewed book: (1) preparing signatures; (2) pricking or sawing and sewing on tapes or twine; (3) pasting super on; (4) fitting it into cover and glueing; (5) lining. (See diagrams in the article "Making of a Book.")

9. Rebinding book: (1) taking off old covers; (2) cutting sections apart; (3) cleaning and mending; (4) using coarse rasp for deckle and cutting machine for smooth edges; (5) cutting new end papers; (6) putting together.

II. Seventh grade.

A. Printing.

1. Newspaper or single monthly sheets assembled in a folder for the purpose (produced by seventh and eighth grades together).

B. Bookbinding.

1. Projects of same nature as sixth grade, if not taken there.

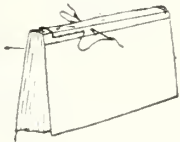
2. Card index case, record case, etc.

3. One section book: (1) large sheet folded and cut to proper size; sewing through five punctures; (2) super pasted on; (3) bound; (4) first and last leaves pasted to covers by closing the cover on the end papers.

4. Post card book.

5. Binding from original printed sheets; original signature from printer's sewed by children; same method used in binding.

6. Cobbler's binding: (1) signatures assembled; (2) book marked for punctures to be made with awl one-half inch from each end and every inch along the side and about one-fourth of an inch from the back; (3) needle put on each end of a long linen thread or twine. (4) with thread lying in the head puncture, needles is inserted from each side into the head punctures and the thread drawn tightly; (5) needle run through each hole crossing each other; (6) book finished as other books. (See fig. 3).



III. Eighth grade.

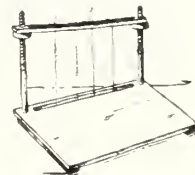
A. Printing.

1. Newspaper or magazine (mentioned before.)

2. Work of same nature as other two grades—mottoes, slogans, tickets, etc.

B. Woodwork.

1. Book binding frame: (1) materials; the size desired; for example—1 board 24''x12''x $\frac{3}{4}$ ''; 2 boards 12''x2''x $\frac{3}{4}$ ''; 1 strip 24''x $\frac{3}{4}$ ''x $\frac{1}{2}$ ''; 2 posts 16''x1''; round piece of wood 4'' in diameter. (2) Steps: a. boards and strips cut; b. planing and sand papering; c. holes drilled in strips for screws; d. opening made by chisel; e. filing and sandpapering; f. making threads on posts; g. hole bored and threads made in round piece of wood; h. staining and finishing. (See fig. 4.)



2. Woodcuts or block printing.

(1) design traced in reverse by carbon paper on wood or linoleum; (2) design outlined by veining tool; (3) background is cut away with chisel or knife point.

3. Metal plates: (1) design traced on metal; (2) parts of design to be left in relief are printed with asphaltum varnish; (3) acid bath.

C. Bookbinding.

1. Combination of work of other grades.

2. Books for mounting drawings: (1) every third or fourth leaf cut out one inch from center of book so as to allow for thickness of mounted pictures; (2) same processes in the making of the book as have been mentioned before.

3. Book-covers to preserve research work on "book-making."

ENGLISH

These exercises may be used in the sixth, seventh, and eighth grades, according to the ability of the pupils and the occasions which demand such work.

I. Printing.

In printing period.

A. Explanation of the mechanical processes: (1) for a child who has missed the work by absence; (2) for the girls who may be invited to visit the printshop by groups, with the boys as guides to explain the processes. This exercise would be especially good if the boys were preparing something in which the girls were interested, as printing tickets or programs for an entertainment to be given by the class or school.

B. Explanations used in printing improved during the English period.

Note: If the children find difficulty in making clear explanations of the processes because of the technical terms, training in explanation of terms, or definition, may be given in the English class; or if the process is not clear, explanation may be made through co-operative exercises with outlines on the board, followed by oral or written explanations according to the outlines. Emphasis should be laid on the necessity for clear, logical, and definite explanations, and on the value of diagrams, pictures, etc.

C. Planning of projects in printing by informal discussion.

E. Tickets, programs, notices, posters.

a. Planning the information necessary to give: selection of what is most important.

b. Arrangement of this material from the artistic point of view (as to spacing, kind of type, etc.) and from the point of view of emphasis on ideas (as to placing of important words, etc.)

c. Wise use of punctuation and capitalization.

Note 1: In the case of posters, there would be an opportunity in a campaign to appoint one or two from the class to explain the use and types of posters, and to work up some enthusiasm on the part of the pupils who are to make them.

Note 2: The boys may write a letter to a friend concerning projects in printing.

2. Card index.

a. Planning a card index.

b. Letter writing: As a motive, each girl may write a letter to a friend to accompany the gift of a card index, explaining its value.

II. Bookbinding.

A. Explanation of processes as in printing, in similar situations.

B. Discussion on appreciation of binding of books which teacher and pupils bring in, so that pupils may be able to recognize the difference between books which are well and poorly bound, in case of purchase.

C. Explanation: how to handle a new book: (1) oral, with demonstration, so that the audience may see its practical value; (2) written: writing a story, to give an account of what two children did with their Christmas gifts. One of the children knew how to handle his books, the other did not.

D. Letter in connection with binding: Pupil writes to a friend, telling how easily and cheaply a snapshot album can be made, as almost everyone desires to keep the snapshots which he has taken.

E. Interpretation and explanation of a diagram on the board for making a notebook cover. Perhaps a child has made the plan, and wishes to present it to the rest of the class for criticism.

III. Book-making.

Publishing a school paper in grades below the seventh, preparatory to publishing a magazine in the seventh and eighth grades.

A Study of a newspaper: (1) discussion of various sections, as news, advertisements, editorials, etc.; (2) research work: how material is obtained, how the newspaper is put together, and a general idea of business management; (3) comparison with magazine and book as to purpose and care; (4) practice in writing simple news articles, advertisements, etc.; (5) printing of news sheet. Aim: to lead the children to understand and appreciate the amount of thought and work put into a paper; later, to learn how to read a newspaper.

B. Research work on book-making. (Topics enumerated elsewhere) Aim: to give training in gathering and organizing material, and in speaking before an audience.

C. Publication of a magazine.

1. Discussion of plans: (a) Aims: (1) to keep parents and friends informed concerning what the school is doing along athletic, literary, and social lines; (2) to give to pupils of each grade an idea of what the rest of the class is doing; (b) Contents: the class tell what they would like to have the book include, and what it must contain to interest others, in and outside of school, thus deciding on sections; (c) Price: reasonable, yet sufficient to cover cost; how proceeds to be raised and used (chance for practical arithmetic); (d) Frequency of publication: reasons. This gives pupils training in expressing opinions, and forming judgments.

2. Choosing of editor-in-chief, staff, artists, business manager, and reporters. Aim: to have as many of class as possible connected with the work, so that interest and co-operation of all may be enlisted.

Directions for writing manuscript: deciding how it is to be written (on one side of paper, in good form, clearly, etc.); planning and comparing the various articles; writing the articles in manuscript form for printing.

4. Proof-reading: Children do their own proof-reading, perhaps examining work of other pupils, to whose mistakes they are more sensitive. If the boys do the printing, girls may do part of the reading of proof. The teacher is a guide and checks up the work.

RESEARCH WORK AND TALKS

(For an eighth grade)

The children should receive training in the lower grades so that they are fitted for simple research work and the giving of instructive and entertaining talks when they reach the junior high school. They must learn how to gather material, sift it, organize it, and present it.

Beginning with the kindergarten the children have practice in telling and dramatizing stories, singing and dancing before the class so that they gain a certain degree of confidence and ease. In the fourth grade, the paragraph idea and simple outline work begin, and this training is continued through the grades. The children are trained to find facts in geography and history first in one book; to help form a simple outline of main topics on the board; and to tell what they know about a topic in history and in geography, hygiene and nature study. Occasionally a child gives a special talk on some topic with which he is familiar, but which is new to the class. In this way, then, the children learn to enjoy their talks and feel at ease in presenting them.

In the junior high school, the children are prepared to do very simple research work. Given a subject, such as the making of a book, they can gather materials from all valuable sources, organize it, and present it to the class.

After the children and the teacher have brought in different sources of material, as books, magazines, and information from relatives and personal experiences, they may need help in using the material to the best advantage. If, for instance, they

want to gather information about the paper which is used in the making of a book, and one child suggests looking in the geography book to find this, the teacher may tell all the children to take their books, ask them where they are going to look, and show them the use of the index. When they have found the material and have read it, the class may need further help in selecting the details which are most closely related to the subject and in deciding which are the most important. Selecting details and weighing their relative importance require the exercise of the child's judgment, and a great deal of practice in doing this is necessary.

By giving the class paragraphs containing information on a certain point in the making of a book, or in history, science, or geography, and asking the children to pick out the details bearing directly on the point, they will gradually gain power along this line. At first these exercises should be co-operative, but later, individual.

After the children have selected their material they will need help in organizing it. The children give topics on book-making which they have found individually and these are placed on the board. After they have given all the topics they have found, the teacher may ask what new points they need to look up. As they are given, the teacher writes them on the board, and then asks the children to arrange the topics in a logical form. Here again, they must use their judgment in deciding what topics may be combined or omitted, and their relative importance. At first this work in organization is class work, but after each one has looked up material on one of the new topics, he will be expected to organize it individually or with others in the class who are working on the same topic, and contribute his points to the outline which the whole class is preparing. Such a series of topics as given below might be the result of this co-operative work.

The child, having gathered the material for his talk and organized it, must realize that it is his problem to present that material in such a way that the class will enjoy it. Ask the child how he is going to do this. He will probably say, although not in these words, that he must have an interesting beginning to his talk, a definite central thought logically and clearly developed, that he must connect his sentences and paragraphs, use special devices to make the talk interesting, and must have a suitable ending. If all these points are not given, the teacher can get them by asking questions. It will be necessary to discuss in connection with the first topic, ways of beginning, as stating what you are going to talk about, asking a question, and making a striking statement. By studying the beginnings of different paragraphs in books, these ways will be brought out. Then ask each child to decide how he is going to begin his talk. The class must also consider ways of making the talks clear and interesting, as arranging the facts in a logical order, using pictures, diagrams and other special devices, and having a good ending. The children cannot be expected to grasp all these points at once, but one point must be taken and established, before considering the others.

In order to show that the pupils have profited by giving their talks and receiving helpful suggestions, they may write an account of one phase of the subject. This theme is an exercise in penmanship, typewriting, or printing. The class may appoint a committee to collect these papers, make the necessary corrections with the teacher's help, and arrange them in book form, as a permanent record. Such questions about the essentials of a book as the index, the introduction, dedication, illustrations, title page, table of contents and the cover must be decided, and different groups may be appointed to plan these details.

As an illustration of research work in book-making for an eighth grade, let us take one topic, book binding. Having approached the subject through the modern binding, its use as protection and a source of pleasure, the teacher may lead the class to an interest in the origin of the custom of binding records. By reading and inquiry, they may discover the following steps: (1) wooden tablets covered with wax and fastened with leather thongs or hinges; (2) tablets fastened with leaden rings; (3) rolls of papyrus, vellum, or paper, kept in cylindrical cases of vellum, one kind first indicating pages held together by thongs; (4) boards placed on each side of pages, pages stitched at back over leather strips, one long piece of leather placed over the back and overlap-

ping the edge of the boards; (5) and finally strips at the back covered the boards entirely in mediaeval times. The development of binding in different countries is also interesting, chiefly for differences in materials used and in ornamentations. The study of the modern process may be partly through actual work in binding in the schools and partly through visits to a modern press and binding establishment.

In a similar manner, the following topics may be finally developed and presented to the classes by groups: (1) use of covers; (2) early efforts for protection; (3) efforts for ornamentation; (4) differences in value of certain materials, as leather, cloth, paper, vellum, for protection and ornamentation; (5) modern processes by hand and by machinery; (6) proper methods of handling a book; (7) study of bindings from point of view of utility and art.

PREPARATION FOR WORK WITH CHILDREN ART

For Juniors:

1. Paper dyeing.
2. Structural drawings.
3. Book making: envelopes, folios, simple vellum bindings, Japanese bindings.
4. Contents in preparation for grades: paper cutting; illustrative sketching; color charts; structural designs for books, sand table projects, baskets; objects; printing and lettering; nature drawings; elementary design; patterns for projects in other studies.

For Seniors:

1. Paper dyeing.
2. Structural drawing: development of pattern, projection.
3. Lettering and printing.
4. Design.
5. Cement projects for holding specimens.
6. Book making.
 - a. Subjects: tree study, the wayside, school projects, etc.
 - b. Contents, including (1) title page; (2) structural drawings; (3) study of many trees or plants in pencil, values, color; (4) object drawing from books, specimen holders, baskets, fruits, etc.; (5) color harmonies found in nature and applied to the book-making and design; (6) principles of design observed in nature, history, art, industry, and original applied design; (7) design from tree, leaf, and flower units, and applied to projects; (8) illustrated topics, such as civics, lumbering, tree conservation, forestry, historic trees, trees in art, trees about the home, etc.; (9) printing of collected quotations appropriate to nature study.

For Intermediates:

Same as above with addition of structural drawings for sewing frames, book ends, etc.; more advanced object drawing and composition in color, house planning, and working out school outlines.



The Library Club

The Library Club was organized on March 22, 1920, with a membership of thirty-six. It was formed for two purposes: first, to increase the interest in books in the normal school library and other libraries; secondly,—that's a secret at present to non-members.

The club paid an interesting visit to the State Library, where the members were kindly received by the State Librarian. The Boston Public Library was visited by the club on the same day. The members were received in the Trustees' Room, by Mr. Belden, the Librarian, who gave an exceedingly interesting talk on library work. During the visit of the club to the Boys and Girls Bookshop on Boylston Street, a reading by Henry B. Boston was heard from his book, "The Firelight Fairy Book;" also a recitation by Abbie Farwell Brown.

On April 27, the club spent a delightful hour entertaining the members of the Faculty and the Art Club at tea in the school library, where an exhibit of beautifully illustrated books for children had been arranged.

The officers of the Club are Ina R. Littlefield, President; Madeline C. Littlefield, Vice-President; Elsie M. Larkin, Secretary; Ingrid I. Liukkonen, Treasurer; Agnes C. Blake, Faculty representative.

ELSIE M. LARKIN, '21.

WHOSE IS IT?

She has a little note book
That goes in and out with her,
And what can be the use of it,
I'll leave you to infer.

She leaves it in the locker room,
She leaves it in the gym,
She leaves it in the drawing room,
Or anywhere she's been

No rings or pegs has this old book,
And what a wild and "rakish" look,—
Reading here, hist'ry there,
Any subject, anywhere.

But when the cap comes "Notebooks in!"
The "lil' ole" owner starts to grin;
She hands in the papers, and when they're read,
Marks come out—and she's ahead!

EDNA B. CARNES, '21

Junior Who's Who

ELEMENTARY JUNIORS

Rosa Aberle
 Dorothy Ahearne
 Naomi Atkins
 Mary Barry
 Evelyn Bates
 Ruth Brown
 Dorothy Burke
 Alice Burnham
 Florence Burns
 Edna Cairnes
 Annabel Charles
 Dorothy Cheney
 Marie Cloran
 Dorothy Coffee
 Dorothy Corballis
 Grace Cole
 Helen Coyle
 Myrta Crawford
 Johanna Daly
 Louise Daley
 Mary Daly
 Thelma Damon
 Emma Dondero
 Mary Dower
 Annuncia Farina
 Nellie Farmer
 Rose Finkelstein
 Catherine Fitzgerald
 Alice Gahagan
 Gertrude Heron
 Frank Reynolds
 Emily Higgins
 Edna Hodgkins
 Alice Hunting
 Ita Kelley
 Mary Koen
 Edith Kolb
 Queenie Lacey
 Elsie Larkin
 Fanny Laitinen
 Ina Littlefield
 Madeline Littlefield
 Ingrid Liukkonen
 Victoria Lulejian
 Evangeline Lynch
 Harriet Lyons
 Gertrude Larnard
 Grace Meehan
 Mary Monahan

Dame Solemnity
 Miss Loiterer
 Miss Nightingale
 Dame Trustworthy
 Milady Smiles
 Miss Satisfaction
 Sis Mary Ann Gadabout
 Miss Busy-bee
 Dame Constancy
 Miss Once-in-a-while
 Mistress Neat-as-a-pin
 Miss Optimist
 Miss Best-beloved
 Miss Friendliness
 Miss Athlete
 Miss Capability
 Miss Merriment
 Dame Precision
 Miss Perseverance
 Miss Distracted
 Dame Confidence
 Miss Meekness
 Miss Bewilderment
 Miss Courage
 Miss Sweetness
 Miss Stick-to-it
 Mistress Cheer
 Miss Common Sense
 Dame Apprehension
 Miss Perturbation
 Mr. Knowledge
 Miss Wonderment
 Miss Ever-heard
 Miss Faithful
 Miss Sometimes-ready
 Milady Light-heart
 Mistress Prudence
 Miss Royalty
 Miss Promising
 Miss Endeavor
 Miss Wide-awake
 Sis Tip-toes
 Dame Fuss-budget
 Miss Vanity
 Dame Silence
 Miss Persistence
 Miss Competence
 Miss Happy-go-lucky
 Miss Mirth

Beatrice Monroe
 Lillian Morris
 Assunta Mosca
 Anna Murphy
 Frances Murray
 Agnes Nunes
 Doris Nutter
 Ellen O'Brien
 Lois Perkins
 Louie Perkins
 Pauline Prime
 Genevieve Quinlan
 Margaret Reilly
 Mary Rossell
 Margaret Haley
 Marion Herbert
 Ethel Saunders
 Lucille Scott
 Gertrude Shallow
 Elfrieda Sisson
 Marion Smith
 Marion Spencer
 Rose Stadlen
 Helen Stevens
 Delia Sullivan
 Helen Walsh
 Sarah Walsh
 Anne Wetmore
 Sarah Wolfe

Miss Suggestion
 Miss Conscientiousness
 Dame Busybody
 Miss Inquirer
 Miss Demure
 Mistress Fun
 Miss Efficiency
 Miss Lilliput
 Miss Tall-girl
 Miss What-is-it?
 Miss Flippancy
 Milady Fair
 Miss Superiority
 Miss Studiosity
 Miss Composure
 Miss Vivacity
 Miss Conscience
 Mistress Gracefulness
 Miss Humming-bird
 Miss Lend-a-hand
 Sis Giggles
 Miss Care-free
 Miss Ambition
 Miss Sunshine
 Miss I-don't-care
 Miss Always-have-it-doi
 Miss Somewhere
 Sis Chatterbox
 Mistress Tease

COMMERCIAL FRESHMAN

Coquettish
 Overgrown
 Melancholy
 Mournful
 Eloquent
 Ridiculous
 Cross
 Irate
 Ambitious
 Lazy
 Fairylike
 Retiring
 Excitable
 Swift
 Heedless
 Matchless
 Easy-going
 Noisy

Annie Jackson
 Eva Rosenberg
 Mary Driscoll
 Alice Coskren
 Maud Cogswell
 Rovena Sylvester
 Isabel Denney
 Edith McCarthy
 Mary Kennelly
 Lucy Harney
 Olive Hodgkins
 Elizabeth Enright
 Marion Smith
 Ellen Kapples
 Doris Nutton
 All of us
 Irene Hapgood
 Thelma Gage

"Boosting" S. N. S.

Operettas would be given twice a year by the enthusiastic glee club and orchestra.
Notebooks would be neat and clean.
Every student would be a member of the "Good English Army" and the Bird Club, Art Club, or Glee Club.
Hall would be quiet during study periods.
Unkind remarks would not be heard in the corridors.
No cliques would be formed.
Dormitories would be built.
Recitations would be full of life and vigor.
E's and D's would not appear on the report cards.
Desks and lockers would always be in order.
Parties would be a pleasure, if each student would see that all the other girls had a
Every student would have his lessons prepared on time. [good time.
Records would be kept correctly.
Committees would do everything before the last minute.
Each student would do everything to make the school 100%.
No student would fail to be loyal.
Then hundreds would enter next year.

ANNABEL P. CHARLES, '21

IF

(Apologies to Rudyard Kipling)
If you can study
While all about you,
Girls are talking, laughing, joking,
Regardless of the fact
That on the morrow, must ensue
A theme for English,
And one for history, too—
If you can think
And keep your thoughts
Connected link by link,
Instead of interwoven
With discussions free and open
About the latest news
Or the reason for the 'blues'—
If all these things
And more you can accomplish,
You are laying well
Foundations for the future
Of being a real teacher,
Loved and honored,
Staunch and true

MARION E. SMITH, '23

THE ATTENDANCE BOOK

This year the faculty introduced an
Attendance Book.
The students had to carry it
From one room to another,
And after every period had begun, you met
Distracted students rushing back after
Attendance sheets!
And I had to carry it two weeks
And after two weeks I had lost
Ten pounds
Because I had run back after that
Attendance sheet
Every period.
And I hope next year they
Won't have one,
And if they do, that it will be carried by
The Faculty,
And then perhaps
We won't have one.

LUCY J. HARNEY, '23.

In Senior Three science:

Debate—gas vs. electric lighting.

A strong odor of gas penetrated the air of the room all during the debate.

Mr. Whitman, after electric side had won. During this period, we have had at least one strong argument against gas lighting.

(It looked suspicious for those on the electric side, didn't it?)

IF YOU ARE NOT
Already a Depositor in This Bank

We Would Be Pleased to Have
You Become One



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An Absolutely Perfect Duplication of Plate Engraving

We are introducing the new relief engraving for Commencement, Graduation, Wedding, and Party Invitations, for calling cards, and business cards and announcements. The remarkable process by which these cards are done makes it practically impossible for anyone to detect the difference between them and genuine plate engraving.

— SPECIAL OFFER —

100 CALLING CARDS

Correct sizes for Men, Women, and Misses, and a selection of fourteen styles of type

SPECIAL PRICE \$2.39



Almy, Bigelow & Washburn, Inc.

SALEM, MASSACHUSETTS

"IT PAYS TO CROSS OVER"

We take this opportunity of thanking the students of the Salem Normal School for their patronage during the year; and those who return next fall, together with the new students, will find us here with a full line of Drugs, Candy, Ice Cream, Toilet Articles, etc.

SPECIAL ATTENTION GIVEN TO PRESCRIPTION WORK

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**Forest River Pharmacy, 335 Lafayette Street
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Daily Circulation over **20,000**

The *NEWS* is a real metropolitan newspaper—the only one in this part of Essex County. It has a big mechanical equipment, Associated Press wires running to its editorial rooms, and is in every way an up-to-date journal.

ADVERTISERS FIND "THE NEWS" VERY PROFITABLE

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M. J. CALLAHAN, Proprietor

FIRESTONE
TIRES

DIAMOND
TIRES . . .

AUTOMOBILES BOUGHT,
SOLD AND EXCHANGED

SUPPLIES STORAGE,
RENTING, REPAIRING

WHAT IS THE BIG IDEA

in Shorthand? In the history of the Stenographic Art there have been just three ideas that have attracted more than mere passing notice and that are in any sense alive to-day.

I. **The Gabelsbergerian Idea.** This is the German idea. Its graphic basis lies in the elements of longhand script. It prevails widely in some European countries, and attempts have been made to adapt it to English; but up to this time it has not made a dent on the shorthand consciousness of the English-speaking world. You may as well forget all about it.

II. **The Duployan Idea.** This is the French idea. It is the shade-less, position-less idea, with its encumbrance of joined signs for vowel-groups and not enough consonant-signs to go 'round. Persistent efforts have been made to adapt it to English by a long line of "inventors"—Permin, Sloan, Malone, Gregg, Mosher, Lichtentag, etc., but it remains the same old *minus system*—a failure for any real shorthand purpose.

III. **The Pitmanic Idea.** This is the Anglo-American idea. It is a true phonetic shorthand, with shaded strokes to distinguish voiced from whispered consonants; detached vowel-signs that may be used or not as needed, and position-writing that saves the need of using vowel-signs. **Pitmanic Phonography** is the

REAL SHORTHAND

that is used by the *real shorthand writers* of the English-speaking world today. It is the Big Idea. In the U. S. A. it is written by

77.3 per cent of the shorthand clerks in the Government Departments at Washington.

82.6 per cent of the official shorthand court reporters of the state of Indiana.

91.2 per cent of all the official shorthand court reporters of the United States.

98 per cent of the official court reporters of the state of New York.

These are *official figures* and not "home-made statistics."

Pitmanic Phonography is published by

The Phonographic Institute Company

CINCINNATI, OHIO

BENN PITMAN, *Founder.*

JEROME B. HOWARD, *President.*

Who's Who in the Commercial Sophomore Class

Whose footsteps are always heard in the corridors?	Alice Flynn
Who is always borrowing books and papers?	Dorothy Sears
Who is the most accommodating girl in the class?	Leah Bennett
Who is the girl who is always typewriting?	Dawn Seavey
Who is always asking if you can see her ear through her hair?	Irene Doyle
Who is forever worrying?	Julia Condon
Who says she has nothing done, but always appears to know her lesson?	Hazel Fitts
Who 'visits' our class two or three times a week?	Marjorie Darling
Who always has her lessons done?	Esther Hoffman
Who "loves" to write English themes?	Marjorie Vradenburgh
Who is always "wondering"?	Helen Gooch
Who is always frowning?	Beulah Goodwin

"NORMAL" BAGS

Every "Normal" girl has one, a well worn, usually dark brown, regulation Boston leather bag, packed to its capacity, for who could go to S. N. S. without her bag of valuable wares?

Protruding above the top is the inevitable green notebook, containing copious notes on all subjects, a box of lunch, a pocketbook, manicuring articles, powder-puff, hair-padding, curlers, handkerchiefs, rubber bands, erasers, clips, safety pins, odd buttons, "Doner" pen-points, gym shoes, bathing caps, neck-ties, soap, cold cream, rulers, pencils, "paints," spectacles, paste, plans, gum, movie tickets, car checks, snapshots, precious letters, nature specimens, and red ink. It is not to be doubted that they weigh heavily, for there is hardly room for even germs to move about, and the sag of the shoulder and the lagging gait tell that they are no light burden.

A class assembles and with a bang these numerous bags are dropped on the desks, on the table, and especially in the middle of the aisle, and occasionally some "step-quick-and-trip" stumbles headlong and the conglomeration of maidenly possessions scatters broadcast on the class room floor,—to the disgust of the faculty member in charge and the reddening embarrassment of the young offender.

ESTHER M. HOFFMAN, '22

THE NORMAL LIFE

We twelve Commercial Middlers
Find the 'Normal' life's no play;
We hurry, rush, and hustle
Through every single day.

From eight o'clock till ten p. m.
All day we think and work,
For we've five lessons to recite,
And there's not one that we can shirk.

Our troubles start on Monday,
For we have a lot to do;
We get to school by eight o'clock
To start the week anew.

Every single day's like this one,
And if this is the life that is 'normal,'
However others may like it
Pray give us the life that's 'abnormal.'

LEAH E. BENNETT, '22

MAGAZINES

Outlook: Graduation exercises.
Review of Reviews: Our marks.
Smart Set: Commercial.
Short Stories: The Attendance Sheet.
Judge: Mr. Pitman.
Life: Living in Salem.
Saturday Evening Post: Your friend's house.
Independent: People who do not board in Salem.

TEACHERS

DO YOU KNOW THAT



Gregg Shorthand



is taught in Boston University, and in eight of the twelve high schools in the city of Boston?

Among the important high schools in the State of Massachusetts teaching Gregg Shorthand are Brookline, Cambridge, Chelsea, Fall River, Lowell, Medford, Pittsfield, etc.

The system is taught in 83% of the high schools of the United States; the other 17% is divided among thirty-eight other systems and textbooks.

THE GREGG PUBLISHING COMPANY

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SAN FRANCISCO

Have you mastered these *new* words?

vitamine	Bolsheviki	escadrille	ace	Taube
Freudian	camouflage	fourth arm	tank	Boche
Rotarian	ukulele	Soviet	lorry	brisance

and hundreds of others are defined and pronounced in

Webster's New International Dictionary

"The Supreme Authority"



Are you still uncertain, and are you embarrassed when called upon to use these *new* words, and to pronounce them? Why not overcome this lack of information and class yourself with those who *know*; those who win success in all lines of activity? *Why not let the New International serve you?*

400,000 Vocabulary Terms
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6,000 Illustrations and 2,700 Pages
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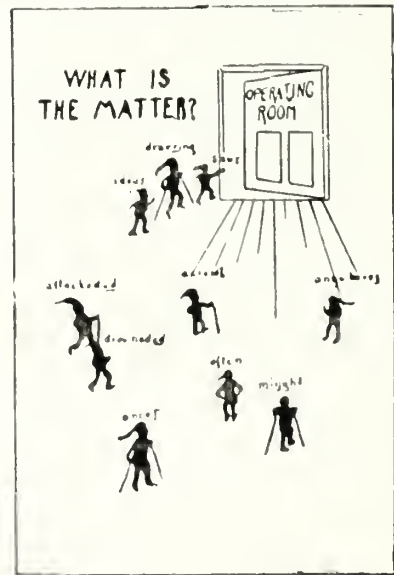
G. & C. MERRIAM CO., Springfield, Mass.

Better Speech Week

“One duty lies on old and young—
With filial piety to guard
As on its greenest native sward
The glory of the English tongue!”

The first week of last November was observed as “Better Speech Week.” In general, the aims were to emphasize the idea of “Better English for better Americans,” to arouse the interest of each student in the effort to eradicate the common errors and the slang which have crept into his speech, and to gain power in speech.

Under Mr. Whitney’s supervision, the students in the art department spent their time making posters, which were a source of inspiration, for they presented graphically the value of good English in our every-day life, and emphasized common errors.



The following song was composed by one of the students in the commercial department:

Oh, people dear and did you hear the news that's going round?
Such words as "younn" and "aint" and "jest" will soon no more be found,
For we are on a pilgrimage to fight imperfect speech
And when ourselves we say what's right, then others we will teach.
If we should hear a person say, "Them boys will all be drowned"
We're all prepared to tell him how illiterate it sounded.
And if a word like "busted" some thoughtless one employed,
There's only one safe place for him—and that's with Miss Leavroyd.
If you ever hear a person say, "I wisht you'd gimme some,"
Or even worse, "I haven't saw," or "he aint got no gun,"
Just put him in the class with those who eat meat with a "spoon."
And also those who ride a "hoss" will join the same,
And there are also certain ones who pmetnate with "er,"
And likewise those who always wish the distance "warn't so fer,"
While some there are who always start a speech with "well," "look," "say."
And surely they must be looked up if we would win the day.

Now if you know that you are one who says such frightful things,
Just list to us and note results that education brings.

Winship
Teachers'
Agency

NORMAL GRADUATES AND
COMMERCIAL TEACHERS

Are in Constant Demand

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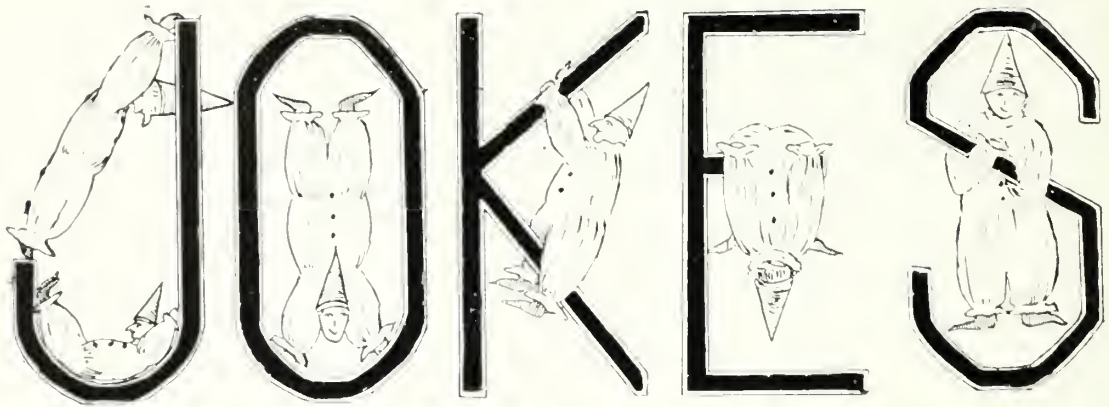
Chicago, Ill. 23 Jackson Blvd.

Denver, Col. 317 Masonic Temple

Portland, Ore. 604 Journal Bldg.

Berkeley, Cal. 2161 Shattuck Ave.

Los Angeles, Cal. 510 Spring St.



If you study, you're a "grind."
 If you don't study, you're a "flunker."
 If you're smart, you're conceited.
 If you're not smart, you're a "bone head."
 If you're pretty, you're vain.
 If you're homely, you're funny-looking.
 If you're stylish, you're "stuck-up."
 If you're not stylish, you're a regular schoolma'm.
 If you're fat, you should reduce.
 If you're thin, you're a bag of bones.
 If you dance, you're frivolous.
 If you don't dance, you're a wallflower.
 If you talk a lot, you're a scatterbrain.
 If you keep still, you're a grinch.
 If you giggle, you're a "silly thing."
 If you don't giggle, you're an "old crab."
 If you attend school affairs, you're a gadabout.
 If you don't attend them, you're too stiff.
 If you have opinions, you're obstinate.
 If you don't have opinions, you're of no account.
 If you take offence easily, you're hot-headed.
 If you don't, you're thick-skinned.
 If you're nice to teachers, you're a "soup."
 If you're not nice to teachers, you get them down on the class.
 If you try to run things, you're always butting in.
 If you don't try, you lack initiative.
 If the children in the Training School like you, you're too familiar.
 If they don't like you, you're "stand offish."
 If you pass your exams, you're lucky.
 If you don't, it's your own fault.
 If you wear ear-puffs, you're a "sight."
 If you don't, you're a "thing of beauty."
 What's the use of it all?

First girl: I'm going to substitute to-day.

Second girl: Well, what do you know?

First girl: To tell the truth, I don't know anything.

Salem Five Cents Savings Bank

210 Essex Street, Salem, Massachusetts

OFFICERS

President HENRY A. HALE

Treasurer HARRY P. GIFFORD

Asst. Treas. ORLANDO S. LEIGHTON

Hours: 8.45 A. M. to 1.15 P. M. Daily, Saturday Evenings from 6 to 8 for Deposits

DEPOSIT FREQUENTLY

and withdraw seldom—those are the maxims that make a man wealthy if he perseveres in saving.

If you aim to be rich don't despise small beginnings. Remember dollars accumulate quickly if deposited in *Our Savings Department*.

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217 ESSEX STREET, SALEM.

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GEORGE A. VICKERY, Vice President and Secretary

ROBERT M. MAHONEY, Vice President.

W. O. CHAPMAN, Treasurer

Salem Savings Bank

Opposite the Post Office

Money begins Interest the 15th of each month.

Dividends are payable on the 16th of April and October.

Deposits from \$1.00 to \$2,000 will be accepted.

Assets====Over \$13,000,000

BANK HOURS:

Daily, 8.45 A. M. to 1.15 P. M.

Saturday Evenings, 6 to 8 o'clock.

"A Savings Bank for more than 100 Years."

At The Faculty Meeting

When news of a faculty meet came out,
We wondered what it was all about;
When teachers left their occupation,
This was our private estimation
Of what went on:—

Mr. Whitney began by calling the roll,
But he noticed the absence of A. H. Sproul;
Achi-ba(w)ld, (such a time he did make!)
And in every heart was a miserabl-ake,—
They missed him so!

Miss Sperry said she left Miss Crut-
Tenden' to pupils who lessons forgot,
Mr. Allen observing a ring near his shoe,
Said "Well-man, you're in luck; it exactly Fitz Hugh!"
But dissension arose!

A Goldsmith among them caused Warr—in a minute;
She said it was hers: her initials were in it,
The finder decided to be a kind Doner,
And with a faint sigh 'twas returned to the owner,
Then all went well.

Mr. Sproul came at 3.41.
Miss Flanders remarked, "You appear-all-in.—son;
Your Harr-is askew, and where is your Wit-man?
Such a way to appear before Mr. Pitman!"
Thus time went on.

Miss Rogers remarked to her friend, Miss Learoyd,
"Miss Burnh-am anxious that lunch be enjoyed."
Said Miss Badger, "Of chairs there should be one more,
But no one is willing to Eaton the floor."
Thus endeth the tale.

OLIVE G. HODGKINS, '23

SENIOR FOUR

'Tis said among the learned folk
Who teach at S. N. S.,
That Senior Four is very slow,—
Slow, even at our best.

We're unresponsive in a class,
We lack both snap and pep;
'Tis said we move about the halls
With slow and moderate step.

We work "real" hard from morn 'till night,
Our lessons we must get;
And if you'll just believe our word,
We're going to get there yet.

For some day, full of wonderment,
They'll chance to look our way,
And all at once they'll realize,
That we have saved the day.

So if you chance to wonder
Why we're slow in getting there
Just call to mind the fable
Of the "Tortoise and the Hare."

BEATRICE A. MURPHY, '20.

At Salem Normal there's a class,
Whose girls no others can surpass,
In writing special drills and such
For penmanship—hard work?—not much.

MR. DONER.

Ivy Corset Shop

143 Essex Street

Corsets in
Coutil Elastic
Broche Satin
\$1.50 - \$20.00

High Grade
Silk and Lisle
Hosiery

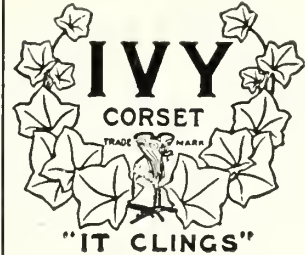


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The Smartest Corset Made

Individualized Tailor Fitting
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Endorsement of a wide circle of promi-
nent, influential, enthusiastic people.



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PEABODY, MASS.

Hours:—8 A. M. to 1.30 P. M. Saturdays, 7 to 9 P. M.

H. W. Peters Company

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W. T. WALKE, PROPRIETOR.

Miss Harris (taking the attendance): It seems to me there is a big gap in the class today.

Voice: Oh, yes, Pearl Brown is absent.

A. Donlan: Miss Harris says I hava Scotch jaw.

Mr. Allen: How did she tell,—by sound or appearance?

(Note: Miss Donlan is the class talking-machine. She always has a record on!)

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