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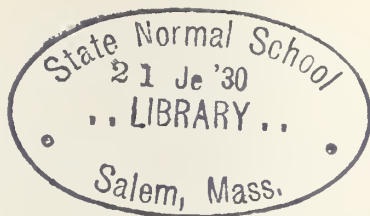


# The Year Book

Class of 1930

State Normal School  
Salem, Massachusetts





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## Foreword

“O World, thou chooshest not the better part!  
It is not wisdom to be only wise,  
And on the inward vision close the eyes,  
But it is wisdom to believe the heart.  
Columbus found a world and had no chart,  
Save one that faith deciphered in the skies;  
To trust the soul's invincible surmise  
Was all his science and his only art.”

The Diamond Jubilee  
Dear Book

dedicated to

Alma Mater

the

Brilliance of whose Learning

is

an Amaranthine Glow

Lighting our Ways

ever

Onward and Upward



NORMAL SCHOOL BUILDING



TRAINING SCHOOL BUILDING

# Morning Chapel





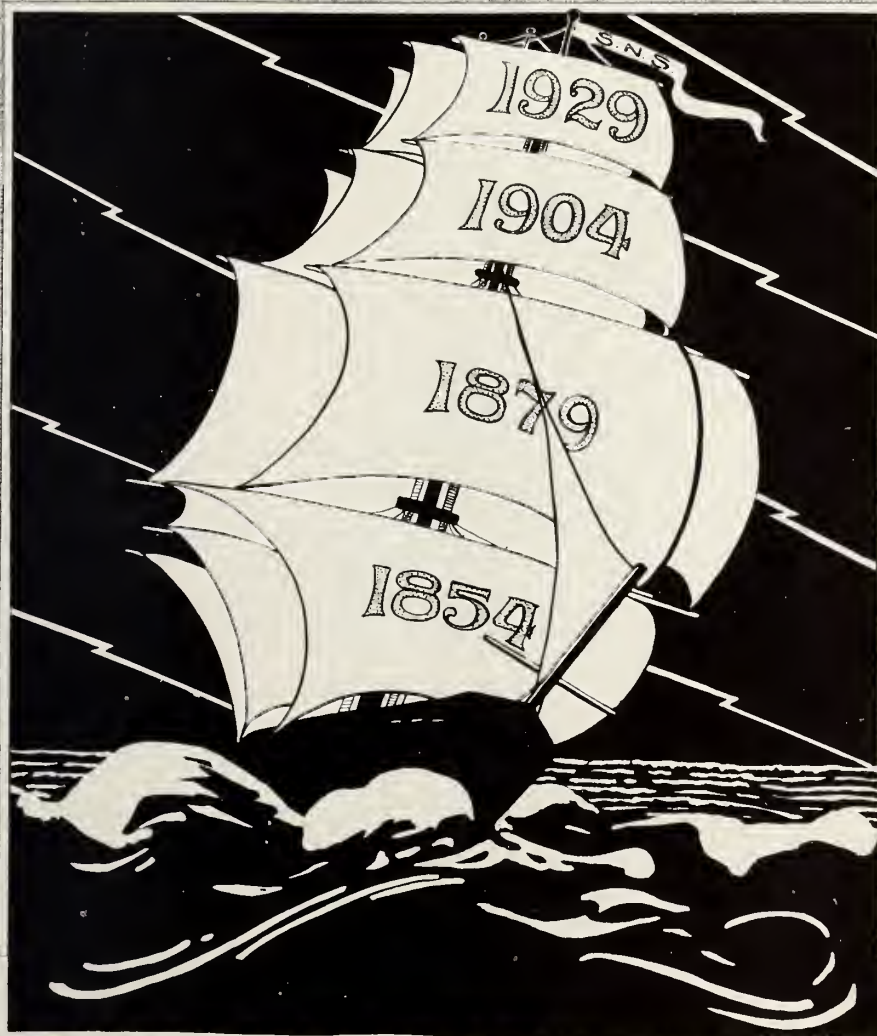
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# 75<sup>th</sup> Anniversary Pageant

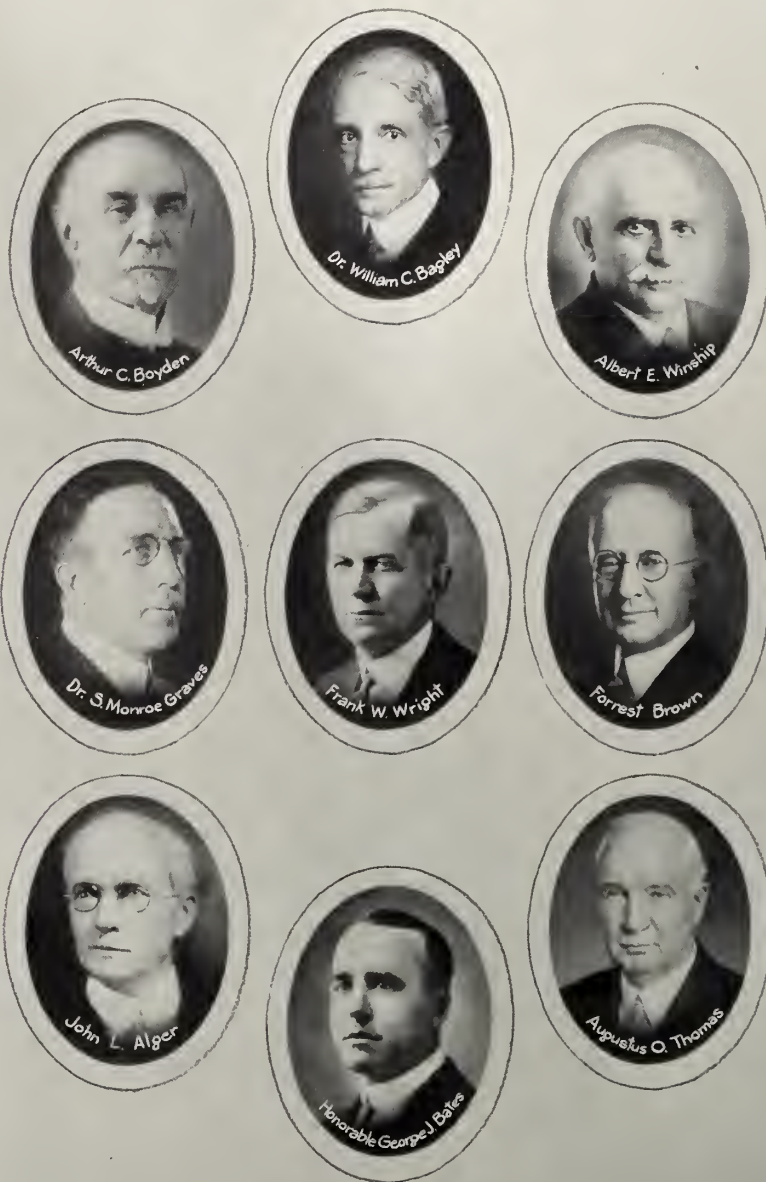


Class of 1929

# 75<sup>th</sup> ANNIVERSARY



Abstracts of Addresses





## The Evolution of the Normal School System of Massachusetts

FRANK W. WRIGHT, *Deputy Commissioner of Education*

IN this historic city the three hundredth anniversary of the coming of the charter of the Massachusetts Bay Colony and the foundation of organized civil government in America is about to be celebrated. It is appropriate that we should gather here to commemorate the evolution of an historic institution, the normal school, that has now become an accepted part of the public school system of every state in the union, and the founding of a school that was a significant contribution to the normal movement. Democratic government and public education are closely allied. Indeed, it may well be said that democracy is the result of public education, and not the cause, as we have so largely heretofore assumed.

In the town of Plymouth stands a house that bears distinction as the home of the first teacher in the Pilgrim colony. In 1635 Philemon Pormort became the first master of the Boston Latin School in the Puritan colony. Significant it is that it required two hundred years to germinate the idea that a teacher should be trained for service before entering the classroom.

In 1850 there were seven state normal schools in existence. Three of these—West Newton (now Framingham), Bridgewater and Westfield—were in Massachusetts and the remaining four were distributed as follows: Albany, founded in 1845; Philadelphia, in 1848; New Britain, Connecticut, in 1849; and Ypsilanti, Michigan, in 1850.

What is known as the period of decline in the schools of Massachusetts immediately preceded the establishment of the State Board of Education and the foundation of normal schools. In a memoir of Edmund Dwight, written about 1850, Professor Francis Bowen of Harvard said that the common school system of New England of the early thirties had degenerated into routine and was starved by parsimony. Any hovel would answer for a schoolhouse, any primer would do for a textbook, and any farmer's apprentice was competent to keep school. From such a condition grew the demand for the improvement of schools at the source—the teacher in the classroom.

To James G. Carter of Lancaster belongs much of the credit for a movement that was to correct the deplorable condition just described. Fifteen years of unremitting effort to secure seminaries for teachers began in 1824 in a series of articles in the *Boston Patriot* under the pen name, "Franklin".

A second name, that of Reverend Charles Brooks of Hingham, will always be remembered in connection with the evolution of the Massachusetts Normal Schools. During a visit to Europe Mr. Brooks became interested in teacher training as carried on in Prussia and France. Upon his return he began an agitation for the establishment of a normal school in the Old Colony. Brooks spoke in all parts of the state, and in the memorable year of 1837, in which the Board of Education was established, he spoke twice in the hall of the House of Representatives. His theme on all these occasions was "As is the Teacher, so is the School".

After the enactment of the law making the first appropriations for State Normal Schools, Brooks renewed his efforts for the establishment of a school in the Old

Colony, and was largely instrumental in founding the State Normal School at Bridgewater. In this connection it is of interest to note that at a meeting, held at Hanover on September 3, 1838, the topic was, "A Normal School in Plymouth County", and the speakers were Horace Mann, Daniel Webster and John Quincy Adams.

With the coming of the Board of Education in 1837, two new champions of the cause of teacher training appeared. Horace Mann, as president of the Senate, signed the act creating the Board of Education. He gave up a career in the law and in politics and accepted the secretary-ship provided in the Act.

An interested observer of what had been going on was Edmund Dwight, a Boston merchant, who donated \$10,000 for the cause of education. Dwight was appointed a member of the first Board of Education, and immediately gave tangible evidence of his belief that normal schools were essential to the improvement of public education in Massachusetts. The Board of Education held its first meeting on June 29, 1837.

Here begins the interesting story of the actual establishment of State Normal Schools in Massachusetts. No more interesting chapter can be written in the annals of American Education.

Four approximate dates mark the evolution of the State Normal Schools in Massachusetts. These dates are: 1839, 1854, 1874, and 1895.

Acting under a legislative resolve empowering the Board of Education to use an amount up to \$20,000 in qualifying teachers for the common schools, half of which was to be state funds, the Board voted to establish three schools which were opened as follows: Lexington (now Framingham) July 3, 1839; Barre (now Westfield) September 14, 1839; and Bridgewater September 9, 1840. These schools, originally called normal schools, were, by legislative resolve, called State Normal Schools in 1845.

Under authority of legislative enactment and subsequent vote by the Board of Education, Horace Mann and Cyrus Peirce of Nantucket, newly elected principal, journeyed out to Lexington to open, just off the Battle Green in a building now used as the Masonic Hall, the first normal school in America. Undramatic indeed is the first entry in the diary of Cyrus Peirce, the first principal of the first normal school. It reads:

Lexington, July 3d, 1839

"This day the Normal School, the first in the country, commenced.

"Three pupils—Misses Hawkins, Smith and Damon, were examined by the Board of visitors and admitted."

The normal school movement in Massachusetts did not develop without vigorous opposition. The period from 1839 to 1845 may well be called the period of experiment and controversy. Opponents of both the Board of Education and the Normal Schools were numerous and active. Two committee reports recommending the abolition of the Board and the Normal Schools were made to the General Court in 1840; the first by a committee on retrenchment (the present discussion of educational costs is not new) and a second by the Committee on Education. Debate on these committee reports brought to the legislature numerous memorials in defense of the Normal Schools and the Board, one from the school committee of Salem which I quote in part:

"The school committee of Salem accordingly beg leave to remonstrate respectfully and earnestly against the passage of the bill which has been

recently reported by the Committee on Education. They desire to express their approbation of all the leading measures of the Board of Education, and so far as their testimony may avail, to shield that distinguished body of faithful and disinterested public servants from any imputation which may injure their official reputations or excite a doubt of the importance and usefulness of their services.

In this crisis, in a letter to the committee of the Whig Convention which notified him of his renomination as a candidate for Governor, Edward Everett helped withstand the attack when he said, "I have given much thought to the subject of education. I believe all persons who have bestowed much attention to this subject are of the opinion that our common schools in general stand in need of great improvement, and that this can take place in no way so effectually as by increasing the qualifications of instructors. Concurring in this opinion I have labored to promote that object; and could not but rejoice in the opportunity afforded by the concurrence of public and private liberality to make a fair experiment of institutions for the education of teachers."

With 184 votes to sustain the committee report, a change of 31 votes in the General Court of 1840 would have abolished the Board of Education and the Normal Schools, and would, according to Henry Barnard, have changed the whole condition of public instruction in this country for half a century, if not forever.

At the end of a probationary, three-year period, the success of the normal schools though moderate, had been such that the legislature appropriated \$6000 annually to carry them on for another three years.

The original discussions of the Board of Education contemplated the possible establishment of four schools, one of which should be in Essex County. Limitation of funds reduced the initial number to three, and the school at Salem was not opened until 1854.

The four remaining State Normal Schools, those at Fitchburg, Lowell, Hyannis, and North Adams, were established by legislative enactment in 1895. Fitchburg was opened in that year. The three remaining schools were opened in 1897.

Through its secretary and the principals of the several schools, the Massachusetts Board of Education had direct administrative control of the normal schools from their establishment in 1839 and subsequent years until the reorganization of the state government under constitutional amendment in 1919. This reorganization brought into existence the Department of Education with an Advisory Board of Education. The department with the advice and counsel of the Advisory Board now carried the executive functions of the earlier Board of Education.

Today the normal school plants in Massachusetts represent an investment in excess of six million dollars. We, in Massachusetts, have not, however, departed from the fundamental purpose of the normal school, the training of teachers for the public schools. Massachusetts very early and very clearly established the idea that normal schools were professional schools, and not secondary schools or colleges of liberal arts.

In 1865 Massachusetts established the two-year normal school course, which is now the standard minimum course for most of the nation. In 1870 a four-year course

was introduced, and a tendency in that direction is most marked. In 1928 and 1929 five of our schools adopted a minimum three-year course in recognition of the need for a longer period of training. In 1894 admission was based upon the completion of a four-year high school course, which has in turn become the standard of the normal schools and teachers colleges. In 1921 legislative sanction was secured for the award of a degree in the state normal schools. The number receiving the degree, in the five institutions now granting it, is increasing with surprising rapidity.

In 1860 four State Normal Schools had been established in Massachusetts and nine schools in the United States. Today, approximately one hundred and seventy state normal schools and teachers' colleges have grown from the seed sown in this Commonwealth ninety years ago. Three students enrolled in the first normal school at Lexington. Three thousand are now enrolled in the State Normal Schools of Massachusetts, and approximately 253,000 in the state normal schools and teachers' colleges of the nation. Ninety years of growth in Massachusetts and seventy-five years in this institution have demonstrated beyond any doubt the fundamental value of the normal school as a major factor in a state program of education. Justifiably proud of her past achievements in this field, Massachusetts looks forward with confidence to the future development of her program for the training of teachers.

### The Salem Normal School; Past, Present and Future

DR. J. ASBURY PITMAN, *Principal, Salem Normal School*

A FULL century has passed since the beginning of the revival of education in Massachusetts which a decade later gave birth to the first normal school in America at Framingham. Then followed, for the remainder of the first quarter of that century, a period of storm and stress in which three professional schools were constantly attacked by public press, platform and pulpit and, most bitterly of all, by organized groups of alleged educators who, in 1840, carried their fight into the State Legislature. The answer to this attack was the opening of the Normal School at Bridgewater, in September of that year; later, increased capacity and more generous provision for this and the two other existing schools; and, in 1846, the erection, at Bridgewater, of the first normal school building in America. The enrollment in these three schools steadily increased, and the question of the establishment of a fourth school soon received serious consideration.

Apparently the first suggestion that this proposed school should be located in Salem was made in August, 1852, by the Honorable Charles W. Upham, then Mayor of the City.

The city of Salem furnished according to agreement the site formerly occupied by the Registry of Deeds, at the corner of Summer and Broad Streets, erected thereon the original building, and furnished the same. The total cost of the building, exclusive of the site which was valued at \$5000, was about \$13,000. Of this sum, \$2000 was contributed by the Eastern Railroad Corporation and \$6000 was appropriated by the State, which later authorized, in addition to this, the expenditure of \$2500 for grading and equipment.

The building was dedicated and the school opened, September 14, 1854. The school opened with a faculty consisting of the principal and one assistant teacher and with seventy-two students, of whom forty-eight were subsequently graduated. Of this first class, Miss Rebecca Manning, of this city,—a cousin of Nathaniel Hawthorne, and Mrs. Josephine (Devereux) Farrar, of Bradford, Mass., are the only surviving members.

Since its establishment there have been enrolled more than nine thousand students of whom nearly six thousand have been graduated. During its history there have been five principals and nearly two hundred and fifty teachers, including those who have taught in the training school.

In consequence of the steadily increasing membership, the original building, which had served the needs of the school until 1870, was enlarged at an expense of \$25,000. This building, now owned by the City of Salem and occupied by the school administration offices of the School Department, continued to serve the purposes of the State until the present building was completed and occupied in September, 1896. From that time until 1912, when the training school building was erected, the elementary school occupied the first floor of the normal school building.

History and biography are inseparable. Not only had this school the advantage of the experience of the earlier normal schools and of a much larger measure of popular support, but it was extremely fortunate in its early leadership. The vigorous and constructive administration of Doctor Edwards attracted wide attention. After having practically established three normal schools, he was successively State Superintendent of Schools of Illinois and President of Blackburn College.

In 1857, Alpheus Crosby, for many years professor of Greek in Dartmouth College, became the successor of Doctor Edwards. He not only magnified the importance of scholarship, but he did much to keep the fires of patriotism burning during the four dark years of the Civil War.

Professor Crosby was succeeded by Doctor Daniel B. Hagar, a scholarly man already widely known in educational circles as the efficient principal of the Jamaica Plain High school. In the language inscribed on the memorial tablet written after thirty-one years of efficient service, he was "A noble teacher—a patriotic citizen—a lover of truth—a Christian gentleman."

In 1896, Doctor Walter P. Beckwith became principal of the school. His ten years of service were conspicuous for a highly practical administration which was the logical sequence of his long experience as a teacher and superintendent of schools.

All of these men and the present principal have been ably supported by faculties of efficient and loyal teachers, many of whom have achieved national prominence as teachers and authors in their respective professional fields.

All available reports of the work of the school in early days indicate excessive emphasis upon the academic element; yet there is abundant evidence of a consistent effort to emerge from this type of education into what we now call professionalized subject matter. The essential facts of psychology were taught, together, with the fundamental principles of teaching, but the application of these principles in the normal schools themselves came but slowly. Training schools were few in number and

in an experimental stage. Preparation for admission was inadequate, and the course of study was short. Specialization was unknown.

Changes came but gradually. The history of this school is typical of the evolution of the whole American system of teacher training. It was not until 1866,—twelve years after the school was established,—that the course was prolonged from one and one-half to two years. Four years later an advanced course of four years was offered. Forty years had passed before high school graduation was required for entrance.

In 1896, the present main building was erected and a training school, occupying the first floor, was gradually developed. The training school building,—a model of its kind, was erected in 1912, one-half of the cost of construction being contributed by the City of Salem, which was equally liberal in the contract governing its operation and maintenance.

In 1908, the commercial department,—probably the first in the country to combine in a functioning manner the technical and the professional training of teachers of the Commercial subjects,—was established. This course has evolved from one of two to one of four years, leading to the degree of bachelor of science in education.

More recently departments for the preparation of teachers for junior high schools and for mentally retarded children have been established. Each of these courses is three years in length. The elementary course has also been prolonged to three years.

After a century of experimentation and slow growth there has evolved a science of education, and teaching is at last generally recognized as a profession; but a thoughtful analysis of the past achievements and a careful inventory of present conditions,—great as our accomplishments have been,—leaves no doubt of the need of further development of our teacher training institutions. What, then, of the future?

Without depreciating the quality of service that is now being rendered by the normal schools of this State and by normal schools and teachers' colleges and university departments of education throughout the country, it is expedient to anticipate, if we may, the future development of these institutions during another period of ninety years. This may seem a bold venture, but there can be no doubt that much more of liberal education; of technical knowledge and experience; and of sound and extensive professional training will be required of our teachers in all fields in the future than has been expected in the past.

Massachusetts has long since adopted the policy of admitting to her normal schools only qualified graduates of secondary schools and of requiring of them not less than two years of professional work. By natural processes of evolution courses of three and four years, the latter leading to the degree of bachelor of science in education, having been established. We are now well on the way toward making three years the minimum amount of time allowed for the preparation of teachers for the elementary school, in all the normal schools of the State. This will naturally lead to the adoption of a four-year curriculum for the junior high school department, as well as for the senior high school department and the several departments engaged in preparing teachers of art, music, household arts, manual arts, the commercial and other special subjects.

The needs of a complex society must be supplied by a more elaborate system of education than that of former years: and there must be a corresponding differentiation in the preparation of teachers. Special needs must be met by more highly specialized training. Longer and more intensive courses of professional training have become imperative. Such professional standards demand a degree of material reward that will attract to, and retain in the profession, teachers of the highest type.

The increasing demand for teachers of physical education should be met by one of our normal schools rather than by private institutions. The courses offered should make liberal provision for instruction in anatomy, physiology and hygiene, carried beyond the elementary stage, as well as for a complete program of instruction in physical training and athletics.

Public school systems are finding employment for school nurses, and but few who have had adequate professional training for this particular form of service are available. One of the normal schools might profitably engage in the preparation of school nurses in cooperation with one or more selected hospitals.

The library facilities in many normal schools throughout the country are inadequate. The library should occupy quarters which will accommodate large numbers of students who will use it as a study hall. The library itself should be carefully chosen, with especial reference to the needs of each department in the school, and the general library should include a large and comprehensive collection of books calculated to meet the general needs of an educational institution of a high grade. It should be under the direction of one or more trained librarians who have sufficient ability as teachers to give instruction in library methods to all students.

There should also be adequate opportunity for graduates in service to secure professional degrees. In part, this may be accomplished by a closer co-ordination between the normal schools and the State Division of University Extension and by establishing closer relations with university departments of education. At least some of the normal schools should at once be authorized to confer the master's degree.

It is a question for careful consideration whether the school year should not be divided into quarters so that the summer quarter, at least in certain schools, may constitute a definite unit of professional work. Such an arrangement of the calendar would facilitate the continuation of professional work by teachers in service, and would be of great assistance in the evaluation of credits.

There is now a marked tendency to require at least the equivalent of a master's degree as a prerequisite for a position as a teacher in a normal school. This degree should be based in large measure upon professional work, unless adequate professional training in addition to four years of academic work is already possessed by the candidate. Obviously, successful experience in teaching should be another requirement; and continued professional training in the service should be encouraged, if not absolutely required. It is apparent that no less professional training should be required of teachers in the training school, since they are the instructors who set definite examples in the technique of teaching and who apply the theory of the normal school in a practical, not to say philosophical, way.

The normal schools ought to be leaders in curricula and selected subject matter as

well as in methods of teaching; and their faculties should contain members especially trained in educational research.

Although expensive, it is highly desirable that each normal school should have at its disposal three somewhat distinct types of elementary schools: a school of observation taught entirely by teachers of outstanding ability in the technique of teaching; a training school in which the most of the teaching is done by normal school students for practice as at present; and a school maintained primarily for the purpose of carrying on long continued experiments in education. With these facilities, there should be a closer co-ordination between the normal schools and the training schools than sometimes exists under present conditions.

A modern normal school plant should provide for the housing of a large proportion of the students in residence halls. This would make possible a well-rounded institutional life, the educative influences of which can be made of the greatest importance in the preparation of teachers.

These suggested improvements in a steadily growing profession imply increased cost, but the American public is ever ready to make real investments in popular education. Because of this spirit, — and only because of it, — have the ideals of Horace Mann and his immediate co-workers and those of the founders of this old school, become realities.

### **Bridgewater, the Mother of Salem**

DR. ARTHUR C. BOYDEN, *Principal of the Bridgewater Normal School*

**B**RIDGEWATER congratulates Salem on its long and splendid career. We are especially proud of the fact that the first principal, Richard Edwards, and his assistant, Miss Martha Kingman, were distinguished graduates of the Bridgewater School.

Salem was founded on the work of these two professionally trained teachers who brought the highest devotion to the school.

It is a noteworthy fact that the Massachusetts Normal Schools were established as *teaching institutions*, not as academies with teaching attachments and not as method institutions built on some system of pedagogy. This was due to two reasons. First, the Massachusetts Schools were established on the general plan of Normal Schools in Prussia and France, where they were distinct institutions established by the government for a specific purpose. The early friends of Normal Schools in Massachusetts wisely insisted upon this new form of teacher-training institution as best adapted to the situation, a decision which was far-reaching in its influence on the whole country.

The second reason for the development of this idea was the fact that the first principals were selected because of their unusual teaching ability.

These two teachers who came to Salem brought the two great essentials of a teacher,—personality and the fine art of teaching. The science of education is today making great advances and will be of invaluable assistance, but nothing can supersede the supreme elements of a teacher which these two persons who built the foundations of the Salem School possessed.

## The Evolution of a New England Teachers' College

DR. JOHN L. ALGER, *President, Rhode Island College of Education*

THE evolution of Normal Schools and Teachers' Colleges has been gradual. The change may be attributed to the eminent teachers who have built these schools.

Henry Barnard shares with Horace Mann the honors paid to American Educators. Through the efforts of Mr. Barnard the act of 1844 was passed in Rhode Island. This required the commissioner to establish "one thoroughly organized normal school."

The question of funds was serious. The ten years before the appropriation was voted were not, however, without progress. Samuel S. Greene was appointed to a professorship in didactics. During the winter of 1851 to 1852, his first normal school classes were taught. The success of the enterprise finally brought, in 1854, the appropriation needed from the State for its support.

The school was discontinued after the Civil War for lack of both students and money. Six years later, in 1871, it was firmly re-established with James C. Greenough as its principal. This time the school was centrally located in Providence with a generous appropriation not only for its running expenses but even for the equalization of the traveling expenses of all its students.

In 1892, William E. Wilson called attention to the need for a training school. Several rooms in a Providence school were used as model schools for observation and demonstration, and other rooms in the same building were used as training schools where students were given practical training in teaching. From 1898 the period of practical training was extended to include for each student a full half year in charge of a single room of the regular public schools.

The first movement toward controlling attendance was made in 1909. It was found impossible to receive students from other states on a basis of free tuition. A little later it was found necessary to provide competitive examinations. For the last five years, admission has been entirely competitive, with an established quota for every town and city in the State.

The change of name for the school was brought about in 1920. This was largely through the efforts of Commissioner Walter E. Ranger.

Soon after the change of name the old course of two and one-half years was changed to three years. Students may still obtain a state certificate after the completion of three years of collegework, but plans are already being made for the time when this certification will be discontinued, and all students will remain for the four-year college course.

It may be well here to say a word regarding the results of the change in name and of the lengthening of the course. First, there is a gain in the desire for admission. This has made possible a better selection. Second, there is incentive for a higher quality of work. Third, the final year brings an inspiration to students based on their increasing power and their growing enthusiasm for their profession. Fourth, there is the gain to the State and to the College through the attendance of thousands of teachers at our afternoon, Saturday, and summer classes.

Our normal schools have all had a record of which we may well be proud, but their future development must keep pace with the times. They are destined to be vastly more than preparatory schools for prospective teachers. They hold now a higher place than ever before in the developing science of education, and they are making themselves ready for greater leadership in moulding the future.

### The Transition from 1870-1890

DR. ALBERT E. WINSHIP, *Editor of New England Journal of Education and Former Member of Massachusetts Board of Education*

THERE are only six things in the history of education that are really vital between 1607 and 1929: colony education; federal education; public education; modern education; professional education and achievement education.

The British colonies magnified chivalry and culture; the Quakers, industry; the Dutch, prosperity; but here in New England our people stabilized civic life in the common schools, locally supported and locally controlled. Then, with the coming of federal education an addition was made. Academies supported and controlled privately were established for the uncommon children.

All through the northern part of the country people were dissatisfied to have private interests controlling the upper part of education. They wanted public taxation. They wanted taxation and legislation to run the schools, but Horace Mann was the only person in the New World who had sensed it. He had taxation and legislation for schools for the blind and for the deaf, and institutions for the insane, and for wayward children. He had educated Massachusetts to taxation and legislation for educational purposes. And he turned it to the public schools when the time came.

The first tryout that Horace Mann had was in trying to legislate the teaching and training of teachers for the public schools. He had the tradition of all the years behind him that legislation was not to meddle at all locally, and the first time that there was any legislation for education peacefully was in Salem Normal School.

Within six years of 1870 public schools became a part of taxation. This was the turning point of education. From that day to this your school at Salem has specialized always in avocation and vocation. It has led all New England in these things. It has led all New England in those things and that wasn't accidental. Salem was twelve years old when she blossomed out in modern education.

Modern education had as one of its weaknesses the fact that because it did have everything legislated, we had the difficulty of the "pull". And we should never have got away from that if we hadn't had professional education with tests and measurements and standards that said you have got to know something before you can get into a common school, and professional education for a quarter of a century did a marvellous thing for the world.

And then came achievement, where standards rising from modern and professional periods are continuing to do so in our present age.

## The Professional Training of Teachers in Maine

BERTRAM E. PACKARD, *Commissioner of Education*

THE professional training of teachers goes back for a period of approximately seventy years. Prior to 1860, for a number of years, the law had provided that county institutes should be held for periods of time ranging from two days to a week during the year, and that at these county institutes a certain amount of normal instruction should be given.

The legislature of 1860 provided that normal schools should be established in connection with eighteen academies in the state. In each academy a normal school should be "kept" for not less than eleven weeks during the spring and fall terms with qualified teachers and suitable accommodations for at least fifty pupils. All pupils applying should be examined in common school branches by a committee, and given a certificate of admission if two terms of instruction would fit the applicant to teach. Rules for the management of the school should be made by the state superintendent. These normal courses were established in the academies designated and were operated for about two years.

A committee of three persons, appointed by the Governor and Council was provided by the legislature of 1863 to locate two normal schools, one in the eastern and the other in the western part of the state.

The aims and purposes of these schools were interesting.

- (1) They shall devote themselves to the training of teachers;
- (2) Courses of study shall consist of such branches essential to mental, moral, and physical education of their pupils;
- (3) The best methods of government and management shall be included;
- (4) The normal schools shall be opened to persons of different religious connections on terms of entire equality.

The superintendent of the common schools acted as superintendent of the normal schools also.

In the meantime, the normal courses in the academies had been abolished and the Western State Normal School was opened at Farmington on August 24, 1864 with an enrollment of fifty-nine students. Three years later on September 7, the Eastern State Normal School was opened at Castine with thirteen pupils enrolled. In the same year, a training school for teachers among the French speaking people of northeastern Maine was provided for. In 1887, the Madawaska Training School was permanently located at Fort Kent.

Since 1900, two other normal schools have been established in Maine, the Washington State Normal School at Machias, and the Aroostook State Normal School at Presque Isle. The attendance of these schools has rapidly increased in recent years. There have also been established professional courses for teachers in Bates College, Colby College, and the University of Maine.

With the exception of the Madawaska Training School, where an equivalent of only one year of normal training is given beyond the high school, the normal schools

of the state maintain regular courses of two years. In addition to these two-year courses, at Gorham Normal School a course of three years in manual arts and one of three years preparatory to junior high school teaching, as well as a two-year course for kindergarten, are offered.

Thus, we can see that, in common with the other New England states, rapid strides have been made in Maine along the lines of professional training for teachers.

### The Professional Training of Teachers in New Hampshire

ERNEST W. BUTTERFIELD, *Commissioner of Education*

FOR a considerable time, we have thoroughly believed that teachers are not a gift, but a crop. When we have given to us some gift, whatever it may be, we feel obliged to cherish it without too great use and keep it always, as long as we live. Teachers are not a gift to be cherished in any such way as that. The State's position is to regard teachers as a crop.

Regarding teachers as a crop, also means that there must be the nurture of the students during their period of preparation. We have two normal schools in New Hampshire. These normal schools must be maintained upon a status that makes it possible for the homes of the state to contribute their daughters without a financial burden that is beyond their power. They must keep within certain standards of living, so that the girls may associate with each other and yet keep life on a somewhat humble status, in order that the standard of living may not become such that many are prevented taking advantage of the opportunity that should be theirs. We also must help them to find positions in the state. And so we give the crop care during the first year or two.

When our first normal school was founded (1870), and our second about 20 years ago, the wisest educational leaders stated what the purpose of normal school was to be. They made this statement in the laws: "That there shall be two courses of study; one which shall include the branches of the common schools, and the second which shall include the branches of the higher schools. You know how the pendulum swings; the pendulum has swung back from its former position and we have had a desire to have it definitely known what the normal school should do. A committee of experts were secured to conduct a survey; a committee of three most excellent men were given the task of determining what the object of professional education might well be. And so the survey was made." The conclusions were three:

"1. We are led to believe that in high vocational subjects there may be a possibility of training teachers, but in such subjects as English and history, never."

"2. Although we are ready to admit the truth of the statement—'The medical college trains doctors, a liberal college does not—'when people make the statement, '—'A normal school trains teachers, a liberal college does not'—we protest."

"3. It is probably true, we agree, that for younger children there is such a thing as a profession of education, but, above the elementary school, absolutely no."

"Question: 'How do you know these things?'"

"Answer: 'Thus saith the Lord.'"

In spite of this, we have seen a tremendous change in our schools through the coming to them of trained teachers. I can speak of that with individual feeling because in the last ten or fifteen years I have seen all of the rural schools made over. And we are going to see, just as soon as we are ready with a supply of teachers fully trained, our high schools reorganized just as our elementary schools have been, and this is not very far in the future.

### The Professional Training of Teachers in Vermont

CLARENCE E. DEMPSEY, *Commissioner of Education*

IT is indeed a privilege that I have in bringing to your institution and to your principal the greetings of the State of Vermont. We all know that the relations of the New England states are very intimate. I had the pleasure of having a model teacher from Johnson in my list of teachers in Malden. Rhode Island must acknowledge its debt to Vermont, for Dr. Alger obtained a good deal of his training and practice in the normal school at Johnson, Vermont. These are two of the many instances of the intimate and interesting contacts and associations which we have had with one another.

I come now to the historical part of my speech. In 1823, Rev. Samuel R. Hall asked to return to his pastorate in Concord, Vermont, stipulated if he did so, he must have the opportunity of establishing a normal school. His request was granted, and his school was the first fairly organized school in the country. He began at once to write treatises on the teaching of arithmetic, English, and other subjects and these were among the first writings that pretended to be a systematic or logical presentation of the art of teaching. Shortly after this the first public state normal school was established in Massachusetts. During the succeeding years of 1823 to 1870 the only teacher training which Vermont could boast was found in the so-called teachers' meetings and conventions.

In 1914-1915 a commission was appointed for the thorough study of the educational system of the state. Among the experts who took part were Dr. Nelo B. Hillegas, and Dr. William C. Bagley. They made a thorough study and offered some very specific recommendations. In 1921 the state legislature passed an act authorizing the State Board of Education to establish courses of teacher training and set up certain standards. That was the year of reorganization. The normal schools have grown in number and efficiency until for the past three years we have had the best system of teacher training in quantity and efficiency that the state has ever enjoyed.

What is Vermont aiming at in its teacher training program? In the first place, that teachers shall have a standard training of at least four years of high school and two years of normal school. Secondly, the course of study must be the best organized in the content of work which can be put together. Thirdly, the objective is to have the training particularly adapted to the work which Vermont should do, not to what Vermont is doing.

Rural Education must be emphasized in the normal schools, but if the normal schools are to be leaders in education, there are two things to be borne in mind: (1)

character and content of school program itself; (2) the belief that the normal schools must be intimately tied up in that program.

The normal schools themselves, build up, follow through, and promote the educational program which is to be carried out. One of Vermont's fundamental conceptions of education is that in order to fulfill its function, the normal school is to help the teachers develop all of the educational activities that will help the children.

### The Normal Schools of Connecticut

DR. ALONZO F. MYERS, *Director, Division of Teacher Preparation of Connecticut*

I AM very happy in having the opportunity of presenting the congratulations of the Connecticut Normal Schools and the Connecticut Board of Education to the Salem Normal School on this occasion.

Appreciation of the contribution of the State of Massachusetts in the field of education, in particular the field of normal school education, might reasonably be expected from those who reside in Connecticut.

One of the chief contributions that the normal schools of Massachusetts have made is that they have held steadfastly to the purpose for which they were established—that of being teacher-training institutions.

Since the present situation in Connecticut is one in which we have more people trying to enter the teaching profession than can be admitted, we will try to promote the idea of elevating the standards of the teaching profession, (1) by careful selection; (2) through securing a much better prepared faculty.

Connecticut is also about to embark upon a step Massachusetts has already taken. In order to handle elementary teaching in Connecticut one must have more than two years' training.

I assure you that we have a very real feeling of indebtedness to Massachusetts and we turn to Massachusetts' normal schools to meet some of these problems.

### Greetings from Maine

DR. AUGUSTUS O. THOMAS, *President of World Federation of Educational Associations*

IT is a great pleasure to participate in the celebration of the Seventy-Fifth Anniversary of the Salem Normal School, and to congratulate the principal, the faculty, and the state itself on the fine service the school has rendered and its high standard of efficiency. The school is to be congratulated on the long service of the Principal, J. Asbury Pitman, a man of fine friendships, of sound education and ideals, and of the utmost integrity.

It seems fitting at this time to speak a word on the achievement of women during the last generation. A few years ago, woman had not emerged from her obscurity. She was not generally deemed worthy of education, and had no political nor property rights. At present, however, they have entered every business or profession which was formerly assigned to men. They own 42% of the property in the United States.

They occupy prominent places in political affairs. It is not amiss to say that the achievement of women, since the doors of the college swung open to them, is the most brilliant page in history.

Just now, there is considerable discussion as to the effeminizing of the generation by having a majority of women teachers in our schools. I have never considered this an effeminate age. Things are being done by this generation that do not evidence timidity, cowardice, or lack of initiative. This is an age of miracles. It requires as much stolid courage to sit at the stick of an airplane as to drive an ox-team. This appeals to me as a virile age. The swift moving pace of our daily life necessitates strength and vigor. I can think of nothing better in the life of the average boy than the influence of a fine woman.

There are two things in present day education that are especially worth mentioning. The first is the fact that a generation ago a woman could not handle the winter term school and not all men were capable of doing it. When the winter came, the woman teacher stepped aside. It is a very great compliment to the youth of to-day that a gentle woman scarcely out of her teens can teach them with higher civility. The youth of the present day is not fully appreciated by his elders. The second important thing in education is that out of our schools comes very little of the juvenile crime. It might be added that the scholarship of today is, in a measure, back of the scientific discoveries and research that are adding so much to the material improvement of our times.

In closing, I wish to congratulate the governing board on establishing a policy or program of permanence in the administrative and teaching ends of the Salem Normal School.

### **The Relationships between the High School and the Normal School**

FORREST BROWN, *President of the Massachusetts High School Principals' Association*

THE Relation of the High School to the Normal School. I interpret this subject to mean a consideration (1) of the obligation of the high school to provide such a program of studies, such instructions, and such guidance, as will enable those of its graduates who gain admission to the Normal School, to relate themselves readily to teacher training; and (2) of the responsibility of the high school principal of recommending for admission to the normal school, only those who have the qualifications requisite to render adequate returns to society in effective teacher service. However, I prefer not to follow the beaten track, but to blaze a trail into the realm of a relationship that exists as a result of new influence.

It is my belief that the relationship existing between the normal school and the high school principals is of a distinctly high ethical, personal, and professional order. Today with a general increased public interest in education, there have developed improved educational organizations, educational agencies, and trained educational leadership that, recognizing the necessity of frequent and varied professional contacts, have created a relationship based upon cooperation and understanding.

Cooperation is a world trend today and the adoption of its policy is being urged in all fields of human activity and relationships. That it does exist between school men is necessary and highly important. But equally significant, equally important, is the fact that this fortunate situation has resulted from very definite influences.

Among the causes and influences operating to bring about an understanding of the necessary relationship towards a better functioning of the high school in its relation to the normal school, may be found:

Improved state department organization.

Summer normal school work.

Annual conferences of principals.

The present plan of admission to the normal schools.

Demand for improved skill and methods of teaching.

Improved facilities and equipment.

Urgent public demand for improved education which shall produce a better school product generally.

A change in attitude toward the broadened curriculum.

With the development of the Commercial Department in the Normal School, the High School principal had to make a new contact with the Normal School. He realized that if his graduates, trained in commercial work in the Normal School, were to be found later teaching in high schools, his own perhaps, that in preparing and recommending pupils for admission to the Normal School, both the obligation of his school and his own responsibility were increased. Closer relationship with the normal school was both necessary and imperative.

The normal schools of Massachusetts, originally designed to train teachers for the grades, today train not only for grade teaching but for Junior and Senior High Schools as well. Originally regarded as independent schools, today these institutions are vitally a part of a great public school system, to the work of which the high school principal must relate himself and his school, understandingly, conscientiously, if the normal schools are to function to provide society with teachers of superior skill and character.

"What the fountain sends forth, returns again to the fountain."

### **The Professional Training of Teachers as Viewed by the Superintendent of Schools**

DR. S. MONROE GRAVES, *President of the Massachusetts Superintendents'  
Association*

FOUR score and ten years ago our educational forefather, Horace Mann, idealized and promulgated a natural but carefully thought-out plan for the professional training of public school teachers. At the present time, however, a new note should be sounded in the educational world and all who would join the truly progressive teaching class must harken to the new call.

For the last two or three decades American schools have been content to make progress more largely in one particular field, a field typifying in every respect similar

progress in the industrial realm. A million, aye, literally millions of boys and girls have passed through the educational mills and like the product of those Detroit factories have become shining examples of the new era. As the highways of civilization stretching out before them have changed so they themselves in the educational process have been transformed partly to meet the possibilities open to them.

There are those persons, however, here and there, real thoughtful persons, who have examined the results with careful scrutiny. They admit the desirability of quick action. They admire the beauty of new developments. They take pleasure in the adaptations of the youth of the land to meet the new situations surrounding them. At the same time they question with considerable degree of assurance the results ultimately to be achieved. They behold a great country, rich beyond dreams in all that wealth can buy or produce, a country which is a veritable empire in its territorial expanse, in its mineral and power resources, a real paradise for great industrial development, yet, withal, dependent upon the youth of the land in its realization of its highest ideals as well as in its most complete unfolding.

In our own beloved country are we building safely for the future or are we constructing a flimsy fabric which shall be torn by disrupting sociological forces and be totally destroyed by unforeseen and unexpected elements in our national life? It is well for us to study this great mass production in the educational systems of our country.

The leading part in this large undertaking must of choice be carried by the teachers of our youth. What, then, do superintendents expect of the professionally trained teachers?

First of all I believe that the superintendent expects of the individual *aptitude* for the work which the individual is to undertake.

Next I would ask of the prospective teacher *thoroughness* and *willingness* to toil assiduously in the chosen profession. Aptitude without hard work never may hope to achieve the full measure of success.

Also every individual going into the teaching profession should have in high degree the quality of *teachableness*.

In a truly successful teacher I also would ask a deep and abiding *interest* both in the children whom he teaches and in the subject which he is presenting to them.

The teacher in our school must be *thrifty*, thrifty in the use of his time, thrifty in using the most economical methods, thrifty in judging his operations as well as his resources.

Equal to the qualities already mentioned but in no way supplanting them, I would ask that the teacher of youth be given the deep *understanding* made sympathetic by close contact with great humanitarians in the world's history; an understanding made keen in its perception by a study of natural forces and natural consequences; an understanding widened in its application by world travel and world contacts; an understanding reverent in its worship of the Creator and His manifestations.

And with understanding I would ask that the teacher possess a real sense of *devotion*, devotion true in its reverence for the best in heaven and earth; a devotion holding sacred the true principles of American democracy; a devotion remaining steadfast in its pledge to the American home and to the opportunities of American child-

hood; a devotion calling for a true pledge to the ethics of the profession followed; a devotion to give all the realization of the best results possible from the talents given into the individual's keeping.

And with all these qualities you will agree with me, I am sure, that there should be found in the schools of our country men and women rich in *educational experience*, men and women, who, having passed under careful supervision through the training classes of our teachers' colleges, shall have ripened during the years of work which they have carried on, so that they may stand out clearly in the future, lighting well the lanes of progress for the younger men and women who may enter the teaching profession.

Summarizing the qualities which I have just considered, you will find that taken together they will spell that one great quality which may be tested with scientific alchemy, and if not found wanting will always mean so much to the successful teacher. A-t-t-i-t-u-d-e. Aptitude, thoroughness, teachableness, interest, thriftiness, understanding, devotion, educational experience, all may be included in the one word, A-t-t-i-t-u-d-e, a word, however, which loses its significance unless properly constructed.

I would have the men and women in charge of the instruction in our schools possess all these qualities developed in high degree; then I believe we can refine our great educational undertaking. I think then our mass production can be crystallized in the process of refinement so as to produce those qualities which the founders of our nation considered very desirable.

### The Training of Teachers in the Science of Education

DR. CHARLES H. JUDD, *Director, School of Education, University of Chicago*

THERE has always been something of an antithesis between two markedly different tendencies. On the one hand there has been the tendency to perpetuate in the next generation that which has been carried on by the earlier generation. Many of the courses given in the American normal schools have been courses in the form of dictated personalities that the younger generation has been told they should adopt. There have been, on the other hand, the teacher training institutions, by themselves the best possible centers for the introduction of new methods, and I can find an example in the educational history of Massachusetts perhaps better than any example that can be found elsewhere which will illustrate what I am saying.

That same educational statesman who contributed so largely to the establishment of the early normal schools in this state, Horace Mann, in a report he made in 1838, introduced a discussion which created very widespread disturbance in his day. He stated that he had consulted the superintendents in charge of the schools in this commonwealth, and he found that eleven out of twelve children in the public schools did not understand the words they read.

He did not stop here, however. He would not have been the leader of American education that he was if he had been so discouraged with the fight that he had given up the profession, or said, "That is the best we can do. The children must be stupid if

eleven out of twelve cannot understand what they are reading." One of the most common practices of teachers is to attribute the difficulties in the schools not to themselves but to their pupils. Horace Mann, however, saw with perfect clearness that the difficulty was not with the pupils, and in other parts of that report and subsequent reports that make him what he was, not only a great educational statesman but a great political statesman as well, he pointed out the fact that we must teach the people of this nation to read if we are to have a substantial democracy, for, as Mr. Wright has said, "Democracy is produced by education," and Horace Mann saw that with clearness. He pointed out that it would be impossible for us to have an intelligent citizenship in this country unless we maintained the teaching of reading, and made it possible through that instruction for all to participate in the thoughts that must be carried on by our legislators if we are to have a safely organized government, so he planned in his mind the question of devising some way in which reading could be successfully taught, and he made a new analysis of the reading process. It is very interesting to see that in that new analysis he did not follow the superficially apparent logic of the others. He did not say, "the printed page is made up of sentences, the sentences made up of words, and the words made up of letters, therefore let us begin with the letters," but he asked a new type of question. He said, "It is the meaningful unit with which we should begin instruction," and he pointed out with perfect clearness in that report that a letter is not a meaningful unit and therefore not a valid unit, and the superficial analysis which had led pedagogues to teach reading by the "a b c" method gave way to an entirely new idea, the idea of a meaningful unit as distinguished from an apparent unit. Horace Mann pointed out that the meaningful unit of this printed page is the word, not the letter, and he said we ought to begin teaching little children meaningful units and we ought to use meaningful units, not only because those are the legitimate units for the teaching of reading, but because those are the units that will excite and arouse in the children themselves the interest necessary to the success of the educational processes. Do you see what Horace Mann did for American education? He took the results that had been established and supposed successful and he scrutinized the results with perfect impersonal justice and willingness to face the consequences which issued from this earlier practice, and when he found it defective, he turned his thought to the discovery of a solution of the problem of a new and valid method. When Horace Mann turned his mind to that type of analysis he made himself the first exponent of a movement that had been going forward, not rapidly at first, but going forward steadily. It is the moment that you and I enjoy in modern form when we measure results and face those results with perfect frankness, and modify our practice as a result. And we try also to discover those new methods of procedure that shall guarantee success in the type of teaching necessary in a democratic school system. Now when you face the analysis in a dogmatic way, as men had proceeded to do in an earlier generation, and the careful analysis of the situation, you have introduced, as I said a moment ago, an antithesis that is of major importance, not only to the history of the past, but also the future; for if we can carry forward the opinion of Horace Mann and if we can study our results with impersonal justice, if we can be willing to face the criticisms of our own failure and then if we can turn courageously to the analysis

of those processes that must be carried on, we shall have a school system that is constantly alive and constructive, and we shall have the type of training of each generation that makes for progress instead of a mere continuation of what has been one of the most fundamental facts in the history of American education.

The science of education in recent years has made an effort to find out, if possible, what are the meaningful procedures to some of these children. Let me give you an illustration. There was a boy who was about to be judged so incompetent in his fourth grade work that he was told by his teacher that he was probably a moron, and couldn't go on. But his father did not believe that. Now, parents don't believe such statements about their children, and the father took this boy, who was going to be a failure in the fourth grade, to a specialist. He said, "Find out what is the matter with this boy; he doesn't look like a moron to me." And he didn't look like one to the specialist either. He could do a great many things that a moron couldn't do. Do you know what the difficulty was? Nobody had told that boy that you read a line of printed matter straight through to the end. He would look at a line and glance back and forth and when he got through that line he went down on the next line or perhaps if he was lucky, every now and then he could read a line and tell you what was in it. That boy was not stupid. We found out the history of that boy finally. Down in the first grade he had been so competent in listening to his classmates and teacher read that he could recite anything that the teacher asked him to read. All he needed to do was to look at the picture on the book, and he knew what was expected of him and he proceeded. He got on pretty well through the first and second grades, and then the water began to get a bit deeper, but the genius knew how to get on. He took his books home and his parents read them to him. He kept on and into the third grade. Then they gave him a geography, and nobody read the geography out loud, and this boy didn't succeed as well in the third grade because the time had come when he had to read or be discovered, and they discovered him and classed him as a moron, a boy that could remember everything that was given him in the first and second grades and got on tolerably well in the third grade. You know who the moron was in this case. Horace Mann was not there.

Now, my friends you can teach reading by the "a b c" method, and eleven out of twelve will not understand what they are pronouncing. You can teach arithmetic as the ancients did, and more children will fail in the third grade than failed in the second, more will fail in the fourth than in the third and so on, or you can turn yourself to the problem of finding out how the human mind does work. When you find this out, you will adapt your methods of procedure to the human mind. You will not insist that pupils minds follow artificial patterns.

Well, now, our normal schools have been oscillating between the science of teaching and the giving of instruction according to rule. I knew a normal school years ago that taught children how to teach school. Those young people were taught exactly how to arrange their blackboards, and what to do the first day school met. They were told to hold the chalk in their hands, and what to do with the children, and the theory on which that normal school proceeded was that everything could be reduced to the reflex art, if you stuck to it long enough. That is true, if you persist in

the matter. And if you went down to that normal school that you can't find, you could identify those teachers the moment you stepped into their classrooms, because everything has proceeded exactly as it ought to proceed, and more children fail in the fourth than in the third etc., and things go forward exactly as they should go forward. You can find classrooms in teachers' colleges, schools of education, and normal schools, where that sort of thing happens today.

Yet, I never see a group of young people just entering this work without realizing the fact that they come with that type of enthusiasm and an eagerness for the profession that is sometimes lost in the somewhat discouraging activities of mature years, when one has been teaching for a time and grown discouraged with the difficulties encountered. We should say to these young people, "Here are the practices that are the best that we know, and these are the reasons why we believe these practices to be valid, and these methods are given to you as the inheritance of the past and are the best that we can contribute to you, and it is your duty to do this progressive thinking and when you find a group of young children approach it with all that the science of education.

The normal school is not a static institution; the educational scheme is not a static scheme. There is nothing about our public practice and private endeavor that can stand still when the great foundation of our social life is that same public education that has made democracy. And, democracy means that wherever you can find improved methods and new ways of doing these things, there is the science of education. That is what has come to rejuvenate all that type of education which is met in this institution and its relatives in all parts of the world.

### **How Normal Schools May Contribute to the Science of Education**

DR. CHARLES H. JUDD

THE achievement period—or the period of the application of the science of education to the modern development of schools—has a relation to the normal schools which I think we ought to try to understand both with reference to the normal schools and teachers' colleges in other sections of the country.

One has to recall that there was this bridge between the common schools and higher schools throughout the earlier period of our national history, as well as the colonial period which preceded it. The common school was not the institution which prepared for entrance to the colleges of the country, and the reason for that is perfectly clear if we examine our history. Our history is based upon the practices of an older civilization where there is a very distinct division between the aristocrats and the common people. Even today in Europe, you will find this distinction between the upper classes and the common people who are supposed to be of a type unable to have the opportunities and advantages that come from a higher education. This distinction existed between the upper classes and the common people who attended the common schools, while the upper classes were prepared for and secured higher education. Common education was at the outset very meager, but it became essential to enlarge it. In this country, democracy was extending the common school which demanded that they

should be taught and controlled by those of adequate special training. As Dr. Winship has said, when Horace Mann came on the stage, everything was ripe, not only in New England, but in the country at large, for a realization of the fuller possibilities and opportunities of the common school, and when the common school expanded upward, it expanded into an institution which was not a college, in the first instance at all. It expanded into a training school for teachers who were to give instruction in the common school. And that higher institution connected with the common schools was absolutely separate in its origin from the higher organizations—the colleges and big universities of this country.

The normal school began as an outgrowth of the demand for an enlargement of the common school, and it did not develop from the higher institutions that were no doubt imitating the medieval universities of Europe. Now all through this eastern part of the country, that distinction between the upper level of the training of the common school, and the universities, persisted for a long period. There was organized in the new Northwest Territory, in the second state that grew out of that territory, a new type of institution. That new type of institution was the University of Michigan. The great Northwest Territory was organized out of that area which we know today as the North Central States. When Michigan organized a state university it was an institution with an entirely new conception of public education. It was to have the relation to public education that we sometimes think of as the ideal relation—a secondary school related to the common school.

It was in 1873 in Michigan that the first great progress was made with regard to tax-supported secondary education. It was found that the finances of the state would not permit the establishment of secondary schools as a branch of the state university, as had been anticipated at the time of the organization of the institution. The secondary schools of the State of Michigan were ultimately organized as independent local institutions growing out of high schools or out of the common schools, but in one of the centers, there were to have been secondary schools related to the state university of Michigan. In the City of Ypsilanti, there grew up an institution for the training of teachers which was thought out as part of the general educational scheme of the state and as related to the university as well as to the common school. This same sort of thing happened throughout the Northwest Territory.

In Missouri, the normal schools were organized as state institutions, and very shortly became rivals of the state universities. They were the highest institutions in the public school system of that area, and because of their desire to excel the state universities, they admitted pupils who were unqualified for the state universities. They admitted a great many people who had no preliminary training for the common conception of college admission. The principals of many of those western normal schools were monarchs in their own domains. They admitted whom they would; not only that, but they graduated whom they would, and we find it necessary to be critical of some of those institutions in recent years because of their utter lack of regard for that which are considered to be legitimate standards of high education.

These normal schools that grew up in the Northwest Territory were from the beginning a part of the higher educational system as well as part of the lower

educational system and today we find all over this country agitation within the domain of the normal training institutions because many of them are demanding full recognition of their work as college work at the the same time that the work is to be recognized as professional work. This demand is vigorously expressed in many of our states.

The results of this history are in the first place when the normal school was associated only with the lower school it was content to consider only those subjects that were to be taught in the common school. On the other hand, the moment these institutions in the Northwest Territory began to rank as higher institutions, they began to demand an opportunity to give to their students all of the subjects that were given in many of the universities and colleges. And so we find extreme emphasis, in some cases, in the normal schools in the Middle West upon the academic subjects. These schools gave higher mathematics, and foreign languages in exactly the same fashion that those subjects were taught in the higher institutions and the struggle was on to maintain in some of these newer normal schools the professional training of teachers. In fact, it has come to be one of the great problems in many quarters whether teachers shall be trained for the common or secondary schools. This ambition to prepare teachers for the secondary schools has come to be one of the ambitions of our institutions to the extent that it is not altogether unusual on the campus for a person to be ashamed to confess that he expects to teach in the elementary schools.

Now in the midst of that situation, it seems that there is an extraordinary opportunity for a new development to be emphasized. There is a possibility of making the training of little children in the elementary schools a subject of the most intense scientific study. There is a possibility of carrying on in a professional school a type of intellectual activity equal in intensity, quality, and virtue to any of those new subjects that are cultural. If there is any subject in the world that deserves scientific study, that calls for human insight, it is the subject that deals with human nature as its material. If the normal schools can realize the fact that they are dealing with one of the most significant phases of civilization and the new type of civilization that is to result from their own efforts, they can develop a body of scientific material that shall equal in importance and significance any scientific material that has ever been cultivated in universities or higher technical institutions.

Let us refer to two or three of the problems that face the science of education. We have found that the higher institutions of learning are dominated in many of their social theories by a science which antedated the social studies. All of those views were cultivated with biology when it operated in somewhat simpler fields than those which we have to deal with when we think of human life. There are a great many students of human life today who have said to us that human life can be explained in exactly the terms that apply to animal life—this cannot be done. No animal has ever had a language, and without a language there is no possibility of the transmission of social institutions. When we rise to the level where we have a general understanding and complete explanation of human life, we shall find that it is necessary to supplement a biological evolution by one that recognizes the major importance of language. If there is any field in which productive activity for human life can be carried on, it is

in the higher investigation of that type of adaptation that goes with the cultivation and use of language.

How are the teacher-training institutions of this country to equip themselves to carry on this higher type of scientific work? The public of the United States understands fully that schools are places where experience and knowledge must be dispensed to the next generation, but the American public does not realize that there must be places where that experience which is to be dispensed is collected and organized. There is no place where that doctrine can be more adequately embodied in actual practice than in our teacher-training institutions. These should be the centers where material is collected and organized for purposes of instruction. We ought to train ourselves in these institutions, and we ought to train the public with which we come in contact to realize that the culture in the schools of the United States depends upon the training of those who shall progressively and continuously bring new and vital material into the curriculum of the schools.

The second thing that we have to recognize is that the teacher-training institutions must become centers for the testing of the results that have been achieved in the schools. We must have as exact a scientific knowledge of the outcome of our practices as we have when we deal with material resources. Our normal schools have got to supply in the localities in which they are located that spirit and attitude of exact determination of the outcome of their education that will make them centers for internal criticism of their own operations. Normal schools will rise to the level of achievement which they desire only when they become scientific, and they can become scientific only when they become productive and critical. To become productive and critical is the ambition of a specialized institution. What we ought to have in the teacher-training institutions of this country is a realization of the fact that the ambition to rival any other institution is legitimate only when it expresses itself in that type of activity that shall refine the work and render those teacher-training institutions higher institutions, because they contribute to the knowledge of the world and control types of activities that no other institutions can afford the time and energy to cultivate in an equal degree. It is the business of the teacher-training institutions to become higher institutions in the largest possible sense by the cultivation of that science which is their natural specialty and their recognized duty.

### **Significant Trends in Teacher-Training**

DR. WILLIAM C. BAGLEY, *Professor of Education, Teachers' College,  
Columbia University*

IT is both a privilege and a pleasure to be present on the occasion of the seventy-fifth anniversary of the founding of the Salem State Normal School. It is a pleasure for me to bring to you the cordial greetings of a sister-institution, the Teachers' College of Columbia University. We wish for you abounding prosperity and a continuance and enlargement of the service that you have rendered and are rendering to the State of Massachusetts and to the cause of education.

I have been asked to discuss with you this afternoon some of the significant trends in the training of teachers. The trends that I have selected for discussion are I think clearly evident in our most progressive American states.

The first is a very significant movement toward higher standards in the normal schools and teachers' colleges. Ten years ago, in most of these institutions, the preparation of teachers for the elementary schools was limited to two years at the most. Today, there are six states that require at least three years of pre-service training for elementary-school teachers while one state and several cities have made four years the minimum, thus doubling the requirement that represented the maximum ten years ago.

This movement toward extending the period of preparation for teachers in the lower schools is particularly significant because of the very low status that our country has held until recently with regard to this important function. As a people we had long been committed to the policy of public education. We were sending even in 1916 a larger proportion of our boys and girls to school than any other nation and keeping them in school much longer. We were far more lavish in our expenditures for school buildings and equipment than any other nation. And yet, taking the country as a whole, we were the most backward among civilized nations in the standards required of those who entered the public-school service as teachers. The present movement toward extending the period of training, then, has long been overdue.

Massachusetts has the oldest and one of the very best systems of State normal schools in the United States. You share with Rhode Island, California, and Arizona the distinction of having the smallest proportion of untrained teachers in your public schools. The wealth and strength of Massachusetts do not lie in her fields or her forests; the wealth and strength of Massachusetts lie and always have lain in the trained intelligence of her people and it is this trained intelligence that the State normal schools by supplying the public schools with trained teachers have done so much to feed and form.

A people whose faith in education is apparently unsurpassed are still fairly insensitive to the fundamental truth that the quality and fiber of the education that is provided depend not primarily upon the machinery of administration and supervision, but primarily and fundamentally upon the character and equipment of those who do the first-hand work of teaching. The present tendency toward the advancement of standards in the normal schools and teachers' colleges is a gratifying symptom that this fundamental truth is beginning to be recognized.

With the extension of the period of training, this weakness can, in a measure, be corrected, and it is gratifying to note that this has been the general policy in the states where a longer preparation is required. It is not alone that the teacher needs a richness of knowledge and breadth of horizon for the personal and individual values that these bring; far more important are the opportunities that this equipment gives him to open new vistas to his pupils, to give them a keener appreciation of the finer things of life, to help them to climb to higher planes of understanding and tolerance and sympathy.

It is my conviction that just in so far as the school, and particularly the elementary school, can take its cue from the good home, just in so far will it be able to sup-

plement the educative influence of such homes and (what is perhaps more important) just in so far will it provide what is lacking in homes of other types and so increase the proportion of good homes in the next generation.

If this inference is correct, it adds tremendous weight to the significance of the teacher. If, in every classroom of the land, we could have a teacher who is cultured in the best sense of that somewhat abused term; if we could have a teacher with a broad outlook on life; a rich acquaintance with what mankind has achieved in science, art, literature, and industry; a clear understanding and a keen appreciation of the social and economic problems that mankind has struggled with in the past and is struggling with today; and a keen desire to have every member of each oncoming generation share this outlook, this acquaintance, this understanding, and this appreciation; if we could have in every classroom of the land such a teacher some of the possibilities that the pioneer leaders of mass-education dreamed of might measurably be realized. The ideal is probably impossible of attainment in the full, but every little step that can be made toward it will count, and for this reason primarily I welcome the present tendency to broaden and enrich the programs of study in our normal schools and teachers' colleges.

And it is this connection that another tendency in the professional education of teachers has its chief significance. I refer to the increasing recognition of the lie of the school itself as forming an important part of the curriculum. The qualities that I have referred to are to be attained not only, perhaps not chiefly, by pursuing formal courses of systematic instruction, important as they are. To achieve the best results, I believe we must enlist more subtle forces, and some of these can be reflected in the life which the students lead during the period of preparation. Many of the dynamic qualities that a good home inculcates are caught rather than taught, and the same is true of the dynamic influence that a good school may exert. The personal and informal contacts of instructors and students may be made a most effective means to this end. It is a distinct advantage for the normal school or teachers' college to have residence halls in order that the life of the school may be organized on a full-time basis, so to speak, and not be limited to the few hours that the students attend classes.

Closely connected with this general problem, too, is the question of selecting students for the normal schools and teachers' colleges. Within the past few years in most of the cities and many of the industrial states there is now a surplus of teachers who are qualified in accordance with prevailing standards. This has been one of the reasons for lengthening the period of training.

In the meantime the normal schools and teachers' colleges are given an increasing amount of attention to the problem of correcting as far as possible those traits in students that have been found to be serious handicaps in teaching. The good teacher, as we all know, must not only have scholarship and character and teaching skill; he or she must also have a most important and elusive quality which we call a "good teaching personality". As a matter of fact, most teachers who fail are not notably deficient in either intellect or scholarship; nor are their failures due to moral defects in the usual sense of the term. Their deficiencies are rather in the lack of such qualities as tact, sympathy, firmness, leadership, courage, and the like. Everyone knows that these

qualities are important, but no one knows just what they are or how to go about to develop them if they are lacking. The problem is being studied, however, and so far the results of experimental procedures in this baffling field are encouraging even if they still fall a long way short of solving the problem.

In an ever-increasing measure our normal schools and teachers' colleges are engaging in the work of preparing teachers for the high schools. In taking up this function these institutions have often been accused of overstepping their boundaries and trespassing upon a field that properly belongs to the liberal-arts colleges and universities.

Within a generation, then, something has happened in America that is entirely unprecedented in history and unparalleled in other countries. Secondary education, by tradition aristocratic, has become thoroughly democratic; heretofore distinctly a phase of class education, it has become a phase of mass-education; heretofore rigidly selective in character, it has become virtually non-selective or open to all. The story is told in the rapid expansion of the high-school enrollment. Since 1890 this enrollment has grown ten times as fast as the population. Within the past fifteen years, the high school enrollment has trebled. Educationally the most that the other enlightened nations of the world have done has been to make elementary education universal, but we are carrying universal education to the secondary level.

This is only another way of saying that, as universal education expands upward, as the higher institutions become mass-schools rather than class schools, the problem of teaching increases in difficulty, and the adequate training of teachers becomes of paramount importance. As long as the high schools and colleges could select the pupils and students who were by nature adapted to the programs that had been long crystallized and the methods of teaching that had become matters of tradition, the professional training of teachers was not an important matter. The institutions could employ teachers who had themselves been "through the mill," who knew their subjects, and could teach their subjects as they had themselves been taught. But with the coming of the masses into these schools and with the responsibility placed upon them to keep and not eliminate these masses, another type of teacher or at least another type of teaching was demanded.

What the future will bring forth in the training of high-school teachers I shall not venture to predict, but it seems fairly clear to all that the strictly professional schools for teachers,—that is, the normal schools and teachers' colleges,—have in their traditions and in their historical background certain assets and advantages which their present day rivals in this field will find it hard to duplicate.

I can not close without again expressing my warm admiration for the service which the Salem Normal and its sister-institutions in Massachusetts have rendered. To these schools have been due in no small measure the educational achievements that this state has to its credit. And these achievements are of no small magnitude. I had occasion a few years ago to compare our forty-eight states on the basis to ten different measures reflecting intelligence, leadership, economic efficiency, and relative freedom from crime. On all of these measures Massachusetts stood very high and on a scale combining all ten measures, she ranked first among the forty-eight states. That Massa-

chusetts has achieved and sustained for so long a time her leadership among American commonwealths is due primarily, I am convinced, to the excellence of her public schools, for this record has been made in the face of an immigration handicap heavier than any other state except one has been called to meet. It is the public school that has turned this handicap in many ways into an asset. And it is the normal school that has made possible this achievement of the public school which in its turn, more than any other force or factor, has made your state what it is today.

### The Normal School of the Future

DR. WILLIAM JOHN COOPER, *United States Commissioner of Education*

“COMMON schools will never prosper without normal schools.” So wrote Horace Mann.

We have a school system started with a religious motive, a teacher training system growing out of a secular motive, and a philosophy of education rapidly developing in this country which discards as injurious both of them, and says that it is the duty of the teacher to study the nature and capacity of each child that comes before her, and to develop that child to his highest possible state of development. Without ever thinking of a religious motive, we have long since accepted that in the public school system. Perhaps our purpose may be described as enabling the child to meet new situations, and perhaps modify the environment with which he comes in contact in an intelligent way.

In 1904 approximately ten percent of the eligible age group to be in high school were in high school. Last year over fifty percent of those eligible to be in high school were in high school, and in one of the states in the union it was very nearly seventy-five percent. No need for me to explain why that was—you know it is due to the better economic condition of our people—due to a greater zeal for education—due to better educated parents—and finally due to the invention of machines which have taken the burden of toil off the backs of men and transferred it to water force and to coal, as they are applied to machines. That is the reason. There will be more people in school next year than last year, and the cost of education will go steadily upward. There is no doubt about it. Does this have any implication concerning the function of the teacher?

It means that at the time this normal school was established few parents had even a high school education. Very rarely was there one with a college education. It means that in the next quarter of a century the teachers who are coming out from this normal school will serve the children of parents practically all of whom have a high school education and great numbers of whom have a college degree, and the normal school which sends out teachers into the schools to teach the children of college people will themselves have to be college trained people.

In a short time all the people in the elementary schools and the kindergartens will hold the bachelor's degree; and the curriculum of that normal school or teachers' college presents very serious problems, because you have the difficulty of attempting to do two things—to have the teacher an educated person reasonably familiar with

astronomy, history, biology, etc. and at the same time trained in this special body of knowledge which is necessary to the practice of the profession.

What are the problems? They are the same old problems which we have been through for the last ten years—the problems of reconstruction, the problem of the old liberal arts college which says we are going to give those things and offer that kind of training which tends to set the person free from his prejudices, and we care not what the end is or what use he makes of it—with the idea of a professional school which says, “We have a specific objective and we reject those things that do not develop that objective.” You are bound to have that conflict between the men and women in the sciences which will constitute a very important element in the teacher’s training; less of it with those who sit in the chairs of the social sciences which constitute an equally important element in the teacher’s training and those who sit in the chairs of education, who have the specific objective of training these people how to teach—that is the work which is ahead or beyond the normal school a quarter of a century if I am seeing at all correctly.

I anticipate great things from these institutions in Massachusetts. They were pioneers. The duty which rests upon those who now administer them and who now teach in their faculties, is not to fall into the way of so many older societies—resting upon laurels of so many families the better part of which are underground, and so to allow some newer community to take the leadership away from you. You are just as much aware of the work that has been done in education as anybody, and you ought to be just as much aware of the unsolved problems in the teaching of many of the subjects that have been in the curriculum a long time. You are teaching history, and most of us are teaching history all over this country, with the Prussian or French idea of inculcating a narrow nationalism. It was put into curriculum for that purpose. We have to revise all of our thinking on the social studies. Who has the courage to do it? Has the Salem Normal School and its faculty the courage to undertake some experiment to point the way? That is the problem as I see it, or the challenge which comes to Massachusetts on occasions of this sort—not merely saying kind words about those who went before—not merely saying things about those who need no praise.

In the light of a new problem, we must develop a system for the next three-quarters of a century. Upon an occasion of this kind, then, let us not only look backward, but let us agree to look at least a part of the distance into the future, and then settle down to just as hard and self-sacrificing effort as the men who founded these institutions, having in mind an enthusiasm and love of our fellow men.



Our  
Faculty





J. ASBURY PITMAN, Ed. D.

Principal

"So mild, so merciful, so strong, so good,  
So patient, peaceful, loyal and loving."

Normal School



GERTRUDE B. GOLDSMITH, M.A.  
Nature Study

"There is but one book for genius, Nature."



CHARLES E. DONER  
Penmanship

"The force of his own merit makes his way."



WALTER G. WHITMAN, A.M.  
Science

"His high-erected thoughts looked down upon  
The smiling valley of his fruitful heart."



VERNA B. FLANDERS, B.S.  
Geography

"The inborn geniality of some people amounts to genius."



LENA G. FITZHUGH, A.B.  
History

"Patience and gentleness are power."



ALEXANDER H. SPROUL, M.S.  
Director Commercial Education

"Good sense, disciplined by experience and inspired by goodness, issues in practical wisdom."



MARIE E. BADGER

Typewriting

"She has the two noblest of things, sweetness and light."



FLORENCE B. CRUTTENDEN, A.M.

History

"Firmness of purpose is one of the most necessary sinews of character and one of the best instruments of success."



MAUD L. HARRIS, A.M.

Literature

"Genteel in personage,  
Conduct and equipage,  
Noble by heritage  
Generous and free."



ALICE H. EDWARDS, A.B.

Shorthand

"Great minds, like heaven, are pleased in doing good."



AMY E. WARE, M.A.

Geography

"Go forth under the open sky, and list  
To Nature's teachings."



CAROLINE E. PORTER, M.A.

Reading

"The woman who is fond of books is usually  
a woman of lofty thought and elevated  
opinions."



HAROLD F. PHILLIPS, M.C.S.  
Accounting

"Ability in a man is knowledge which emanates from divine light."



MILDRED B. STONE, B.S.Ed.  
Arithmetic

"Knowledge exists to be imparted."



MIRA WALLACE  
Physical Education

"A merry heart doeth good like a medicine."



JEAN F. BAIRD, B.S.Ed.  
Drawing

"Affability, mildness, tenderness, and good nature are the bread of mankind, and the staff of life."



LEON H. ROCKWELL, A.M.  
Psychology

"Worth makes the man."



DOROTHY M. LYONS, A.M.  
English

"Deep sighted in intelligences, ideas, atoms, influences."



CLARA M. GALE, M.E.

Drawing

"It is the glory and good of Art that Art remains the one way possible of speaking truth."



C. FRANCIS WOODS

Music

"The song that we hear with our ears is only the song that is sung in our hearts."



VIOLA J. RUST

Physical Education

"Amiability shines by its own light."



LILLIAN M. HOFF, M.A.

Special Education

"The surest way not to fail is to determine to succeed."



ELIZABETH ROBERTS, M.E.

Salesmanship

"Real worth requires no interpreter, its everyday deeds form its blazonry."



LUCY S. BELL, B.S.

Librarian

"She's good that does good to others."

Training School



GEORGE F. MOODY, B.S.Ed.  
Director of Training

"Crowned with all gifts that conquer and endear."



HAZEL E. ROUNDS  
Grade 8

"She looked for the best in others, and gave the best she had."



ESTHER L. SMALL  
Grade 7

"The heart to conceive, the understanding to direct; And the hand to execute."



LILLIAN M. BESSE  
Grade 6

"To those who know thee not, no words can paint; To those who know thee know all words are faint."



MARY L. PERHAM  
Grade 5

"Without earnestness there is nothing to be done in life."



MARY E. HUTCHINGS  
Grade 4

"So well to know Her own, that what she wills to do or say Seems wisest, virtuousest, discreetest, best."



MARY E. JAMES

Grade 3

"Of all the arts, great music is the art  
To raise the earth above all earthly storms."



MARY F. WADE

Grade 2

"Nature has placed nothing so high that  
virtue can not reach it."



SYBIL I. TUCKER

Grade 1

"Kind words are the music of the world."



MARGARET A. HENRY

Assistant Grade 1

"Charms strike the sight but merit wins  
the soul."



ETHEL V. KNIGHT

Kindergarten

"Strew gladness in the paths of men—  
You will not pass this way again."



ELEANOR E. WALKER

Special Class

"Thy purpose firm is equal to the deed;  
Who does his best his circumstance allows,  
Does well, acts nobly, angels could do no  
more."



FLORENCE ADAMS, B.S. ED.

Household Arts

"Whatever's worth doing at all, is worth doing well."



GEORGE W. LITTLE

Practical Arts

"Tact does not remove difficulties, but difficulties melt away under tact."

## Administration



FREDERIKA MOORE, M.D.

"The secret of success is constancy to purpose."



LOUISE C. WELLMAN

Registrar

"The only way to be loved is to possess and display kindness, benevolence, and tenderness."



ANN K. CLARK

Secretary

"The best portion of a woman's life—her little acts of kindness and helpfulness."

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and prophecies.

Miss Gale for art.

Miss Badger for typing.



GRADUATES EQ



**Class Officers**

ANNE WERNICK  
*Treasurer*

JEANNE DOZOIS  
*Secretary*

CARRIE TANGARD  
*Vice-President*

MARY HARRISON  
*President*

## Commercial Seniors

GLADYS BIXBY

September 2 11 Victoria Street, Lowell

*"We saw her charming, but we saw not half  
The charms her downcast modesty concealed."*

Girl Scout Club 2; W. A. A. 1, 2, 3, 4; Ring and Pin Committee; Chairman Class Day Chapel Committee 4; Champion Newcomb Team 4; Captain Champion Volley Ball Team 4; Basketball 4; Geography Club 4.



FLORENCE ISABEL BRADLEY

May 8 18 Beacon Avenue, Newburyport

*"The mildest manners and the gentlest heart."*

Commercial Club 1; W. A. A. 1, 4.



JOHN MURRAY CANTY

May 25 51 Russell Street, Charlestown

*"Where McGregor sits, there is the head of the table."*

President Junior Class; Cooperative Council 1, 2; Editor-in-Chief S. N. S. Handbook 3; Cooperative Council Play 2; Commercial Senior Class Play 4; Commercial Club 1; M. A. A. 1, 2, 3, 4; Secretary 2; Basketball 1, 2, 3, 4; Men's Glee Club 3.



JAMES FRANCIS CARLIN

November 15 16 Warren Street, Peabody

*"Young Jamie, pride of a' the plain,  
Sae gallant, and sae gay a swain."*

Men's Glee Club 3, 4; Commercial Club 1; President 4, Secretary 1; Basketball 1, 2, 3, 4; Captain Basketball 2; Advertising Manager Log 2; Commercial Senior Play 4; Chairman Banquet and Dance Committee Men's A. A. 2, 3, 4; Men's A. A. 1, 2, 3, 4.





ISABEL GERTRUDE CHISHOLM

August 3 Riverside Avenue, North Dighton

*"It's the songs ye sing and the smiles ye wear,  
That's a makin' the sunshine everywhere."*

Trimu 1, 2, 3, 4; Treasurer 2; Girl Scouts 2; W. A. A. 1, 2, 3, 4; Treasurer 4; Commercial Senior Play 4; Basketball, Baseball, Field Ball, Newcomb, Volley Ball 1, 2, 3, 4; Executive Committee Commercial Senior Class 4.



THELMA MAE COOK

May 24 Woonsocket, Rhode Island

*"Apparently so calm and sweet,  
You'd never realize  
That a mischievous little self  
Deep within her lies."*

Trimu 2, 3, 4; Commercial Club 1; Girl Scouts 2, 3; Commercial Senior Play 4; Basketball, Baseball 1, 2, 3; Field Ball 2, 4; Champion Newcomb 2, 4; W. A. A. 1, 2, 3, 4.



ELIZABETH RITA DESMOND

June 18 51 Wildwood Avenue, Newtonville

*"And her modest answer and graceful air,  
Show her wise and good as she is fair."*

W. A. A. 1, 2, 3, 4; Trimu 1, 2, 3, 4; Commercial Club 1; Chapel Committee 4; Newcomb 1, 2, 4; Volley Ball 2, 4; Basketball 3, 4.



JEANNE MARIE DOZOIS

November 29 210 School Street, Lowell

*"When she will, she will and you can depend on't,  
And when she won't, she won't and there's an end on't."*

Senior Class Secretary 4; W. A. A. 1, 2, 3, 4; Head of Tennis 4; Field Ball All Star 2, 4; Basketball All Star 1, 2, 3, 4; Volley Ball, Baseball, 1, 2, 3, 4.

## VIOLA MAY DRISCOLL

July 21 3 Suffolk Street, Cambridge

*"A little woman, though a very little thing,  
Is sweeter far than sugar, or flowers that bloom in spring."*

W. A. A. 1, 2, 3, 4; Log Reporter 4; Assistant Literary Editor  
YEAR BOOK 4; Senior Class Gift Committee 4.



## ABRAHAM SIDNEY GALPER

February 15 7 Harris Street, Salem

*"None but himself can be his parallel."*

M. A. A. 1, 2, 3, 4, Treasurer 4; Basketball 1, 2, 3, 4; Commercial  
Club 1; Geography Club 4; Men's Glee Club 3.



## DORIS ADELINE GILBERT

November 17 19 Wisteria Street, Salem

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

W. A. A. 1, 2, 3, 4; Commercial Club 1; Volley Ball 2; Newcomb  
1, 2, 3, 4; Commercial Senior Play 4.

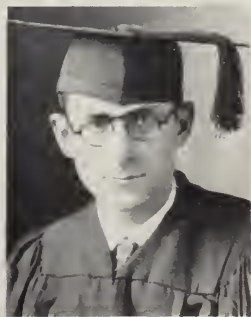


## HYMAN KATZ

April 13 47 North John Street, Pittsfield

*"In his lexicon of youth, there is no such word as 'fail'."*

Commercial Club 1; M. A. A. 1, 2, 3, 4.





MARY THOMASINA LOONEY

July 11

16 Elm Place, Swampscott

*"The king himself has followed her  
When she has walked before."*

W. A. A. 1, 2, 3, 4, Class Gift Committee 4; Chapel Committee 1; Commercial Senior Play 4; Champion Newcomb 2, 4; Commercial Club 1.



AUGUSTUS PAUL MACIONE

January 30

2 South Street, Peabody

*"A happy heart,  
A smiling face  
And some rounds of laughter in between."*

Commercial Club 1; M. A. A. 1, 2, 3, 4, Secretary 4; Basketball 1, 2, 3, 4 Captain 4; Men's Glee Club 3; Executive Committee Commercial Senior Class 4; Council Welfare Committee 2; Middle Class Representative 3.



EVALYN ELIZABETH MANN

July 6

High Street, East Templeton

*"She is gifted with genius who knoweth much by natural talent."*

Girl Scouts 1, 2, 3, 4; Trimu 1, 2, 3, 4; W. A. A. 1, 2, 3, 4; Council 4; Business Manager YEAR BOOK 4.



MARY AGNES MURPHY

January 20

River Road, Topsfield

*"Her steps were watched, her manner was noted,  
Her sayings were extremely quoted."*

Commercial Club 1; W. A. A. 1, 2, 3, 4; Chairman Ring Committee 4; Champion Newcomb 2, 4.

## ALBERT JAMES ORTON

November 16 159 Boston Street, Salem

*"A keen wit, a wise look, and an answer always ready."*

Commercial Club 1; M. A. A. 1, 2, 3, 4, Vice-President 4; Men's Glee Club 3; Basketball 1, 2, 3, 4; Log Reporter 2, 3; Commercial Senior Play 4; Advertising Manager YEAR BOOK 4; Chairman Executive Committee Commercial Senior Class.



## ANNA MARY REGISH

December 5 15 Knipfer Avenue, Easthampton

*"And still they gazed, and still the wonder grew  
That one small head could carry all she knew."*

Trimu 1, 2, 3, 4, Secretary 2; W. A. A. 1, 2, 3, 4; Girl Scouts 2; Business Editor YEAR BOOK 4; Nominating Committee 4; Champion Volley Ball 4; Champion Basketball 4; Champion Newcomb 2, 4; Chapel Committee Secretary 4; Senior Reception Committee 4; Council Constitution Amendment Committee 4; Commercial Club.



## MARION VICTORIA SMITH

May 8 8 Halmstad Street, Worcester

*"Friends she has many,  
Foes,—has she any?"*

Trimu 1, 2, 3, 4, President 4; W. A. A. 1, 2, 3, 4, Treasurer 2; Commercial Representative 3; Field Ball, Newcomb, Volley Ball, Basketball, Baseball 1, 2, 3, 4; Geography Club 4; Council 4.



## RUTH INMAN SMITH

October 15 Great Hill, Marion

*"Who practised what she preached without pretense,  
The first of Yankee virtues, Common Sense."*

W. A. A. 1, 2, 3, 4, President 4; Head of Games 2; Track and Field 3; Trimu 1, 2, 3, 4; Executive Committee Commercial Senior Class 4; Field Ball, Newcomb, Volley Ball, Basketball, Baseball 1, 2, 3, 4.





SAMUEL WAXMAN

November 20 246 Boston Street, Lynn

*"He is a scholar, and a ripe and good one,  
Exceedingly wise, fair-spoken and persuading."*

Commercial Club 1; M. A. A. 1, 2, 3, 4; Business Manager Log 4;  
Chairman Class Day Pageant Committee 4



ANNE WERNICK

December 1 1861 Northampton Street, Holyoke

*"Lovely she was, but half her loveliness  
You never knew until you heard her sing."*

Trimu 1, 2, 3, 4; Orchestra 1; Glee Club 4; W. A. A. 1, 2, 3, 4;  
Commercial Senior Play 4; Field Ball, Newcomb, Basketball,  
Volley Ball, Baseball 1, 2, 3, 4; Student Council 3; Senior Class  
Treasurer 4; "Sunbonnet Girl" 3.

## Van Dyke's Rules for Success in Life

I Learn to desire nothing in the world so much but that you can be happy without it.

II Seek what you desire only by such means as are fair and lawful. This will lead you without bitterness toward men or shame before God.

III Take pleasure in the time you are seeking even tho' you obtain not immediately that which you seek for the purpose of the journey is not only to arrive at the goal, but to find enjoyment on the way.

IV When you obtain that which you desired—think more of the purpose of your future—than of the greatness of your skill.

---

"Training is the discipline that teaches man to set labor above whim: to recognize the connection between present toil and future attainment—so that the hope of future attainment creates pleasure in present toil; to understand that nothing can be mastered without drudgery, and drudgery in preparation for service, is not only respectable but beautiful."—DEAN BRIGGS

---

"The teaching process is the link that unites the undeveloped child on the one hand with his social heritage on the other."—TURNER—*Essentials of Good Teaching*

Junior High Seniors

GRACE ELLSWORTH BATCHELDER

December 18 193 Lynn Street, Peabody

*"The only way to have a friend is to be one."*

Club Activities: General Welfare Committee 1; Chairman 2; Council Representative 2; Geography Club 2, 3; Newcomb 3; W. A. A. 1, 2; Chapel Exercises 1, 2, 3; Class Day Chapel Committee 3.



JULIE MARY CLAIRE BOURBON

May 30 33 Central Avenue, Everett

*"A goodly maid both calm and steady  
Her willing hands are ever ready."*

W. A. A. 1, 2, 3; Art Club Secretary 2; Field Ball 1, 2, 3, All-Star 3; Volley Ball 1, 2; Newcomb 1, 2, 3.



ABBY ELLEN BOYD

April 25 15 Main Street, Essex

*"Honor and conscience are in her  
And she doeth well that which she doeth."*

W. A. A. 1; Log Staff 2; Editor-in-Chief of YEAR BOOK 3.



AGNES MARION BRENNAN

October 17 65 Crescent Avenue, Chelsea

*"Sincerity, truth, faithfulness come into every essence of  
friendship."*

Newcomb 1, 2, 3; Class Day Chapel Committee 3.





SEGRID HELENA CARLSON

March 30 380 Broadway, Saugus

*"The true standard of equality is seated in the mind;  
Those who think nobly are noble."*

W. A. A. 1, 2, 3; Glee Club 2, 3; Newcomb 1, 2, 3; Chapel Choir 3;  
Chapel Exercises 3.



MILDRED ANNA CHAISSON

March 14 27 Blaney Street, Swampscott

*"What takes our heart must merit our esteem."*

W. A. A. 2, 3; Geography Club 2, 3; Field Ball 2, 3; Newcomb 2, 3;  
Volley Ball 2; Basketball 2, 3; Chairman Junior High Party 3;  
Chapel Choir 3.



MARGUERITE MURILLA CONNELL

May 23 8 Washington Avenue, Stoneham

*"There is nothing so kingly as kindness,  
And nothing so royal as truth."*

W. A. A. 1, 2, 3; Newcomb 1, 2; Volley Ball 1, 2; Baseball 1, 2;  
Basketball 3; Camera Club 3.



RUTH CHARLOTTE COREY

April 9 6 Milton Street, Beverly

*"As merry as the day is long."*

W. A. A. 1, 2; Newcomb 3; Daisy Chain 1; Chapel Exercises 1, 2,  
3; Log Staff 2, 3; Geography Club 2, 3.

LILLIAN ANNETTE DAHLIN

July 22 25 Kirtland Street, Lynn

*"Her air, her smile, her motions told of womanly completeness."*

Student Council 1; W. A. A. 1, 2; Newcomb 1, 2; Chapel Exercises 1, 2; Art Club President 2, Camera Club 3, Class Day Luncheon Committee 3.



AGNES KATHRYN DELAY

February 12 26 Marathon Street, Arlington

*"Her smile is like a rainbow  
Flashing from a misty sky."*

W. A. A. 1, 2, 3; Art Club 2; Field Ball 1, 2, 3; Volley Ball 1, 2, 3; Newcomb 1, 2, 3; Baseball 1, Chapel Exercises 2; Ring Committee 3; Basketball 3.



DELFINA ANNA DE STEFANO

August 28 9 Trowbridge Street, Belmont

*"She was made for happy thoughts  
For playful wit and laughter."*

W. A. A. 1, 2, 3; Art Club 2; Newcomb 1, 2, 3; Volley Ball 1, 2, 3; Baseball 1, 2, Manager; Basketball 1, 3; Field Ball 1, 2, 3; All Star 3; Captain 3; Chairman of Class Day Committee; Chapel Exercises 3.



HELEN THERESA DILLON

February 11 383 Highland Avenue, Malden

*"Good health and good sense are two of life's greatest blessings."*

W. A. A. 1, 2, 3; All-Star Field Ball 1, 2, 3; Newcomb 1, 2, 3; Captain 1, 2; Volley Ball 1, 2; Coach 2; Basketball 1, 2, 3; Baseball 1, 2, 3; Class Day Chapel Committee.





DORICE SAFFORD EVANS

December 21                      21 Tyng Street, Newburyport

*"Seasons may roll  
But the true soul  
Burns the same wherever it goes."*

Geography Club 2, 3, Chairman of Senior Reception 3.



MARY CATHERINE FALLON

October 13                      30 Hancock Street, Salem

*"For blessings wait on virtuous deeds,  
And though a late, a sure reward succeeds."*

W. A. A. 1, 2; Camera Club 3.



OLGA GENEVA FERGUSON

October 16                      80 Rockland Street, Roxbury

*"I have a soul that like an ample shield  
Can take in all and verge enough for more."*

Camera Club 2; Newcomb 1, 2, 3.



MARY DOROTHY FINN

March 29                      28 Acorn Street, Lynn

*"Thy smile can make a summer where darkness else would  
be."*

W. A. A. 1, 2, 3; Glee Club 3.





PEARL GOLDBERG

June 5

187 Exchange Street, Athol

*"The music in my heart I bore  
Long after it was heard no more."*

W. A. A. 3; Glee Club 2; 3; Newcomb 3; Log Staff 3; Chapel Choir 3; Chapel Pianist 3.



MARGUERITE GOLDEN

August 1

724 Broadway, Chelsea

*"The best thing a man can have to do is nothing,  
Next to that, perhaps, good work."*

W. A. A. 1; Camera Club 2; Science Club 3; Newcomb 1.



PAULINE ELLA GOLDTHWAITE

November 22

247 Lynn Street, Peabody

*"The true, strong, and sound mind is the mind that can  
embrace equally great things."*

Social Committee 3; Class Representative 3; Geography Club 3; Glee Club 2.



MARTHA YETTA GORDON

November 5

28 Blossom Street, Lynn

*"I never found the companion that was so companionable as  
solitude."*

Geography Club 2; Newcomb 3.

SIDNEY FREMONT GORDON

August 24 52 Poplar Street, Danvers

*"It is tranquil people who accomplish much."*

M. A. A. 1, 2, 3; Basketball 1, 3; Track 3; Glee Club 2.



GRACE ISABELLE HARKINS

August 26 10 Sargent Avenue, Somerville

*"At sight of thee my gloomy soul cheers up  
My hopes revive and gladness dawns within me."*

W. A. A. 1, 2, 3; Field Ball, All-Star 1, 2; Basketball, All-Star 1, 2; Newcomb 1; Volley Ball 1, 3; Log Staff 2, 3; Glee Club 2; Camera Club 3; Chapel Exercises 1, 2; Play Committee 1; Usher at Senior Reception 2; Senior Prom Committee 3.



VERONICA LOUISE HARRINGTON

July 20 29 Mountain Avenue, Melrose

*"Who mixed reason with pleasure and wisdom with mirth."*

Geography Club 2, 3; W. A. A. 1, 2, 3; Field Ball 1, 2, 3; Volley Ball 1, 2, 3; Newcomb, 1, 2, 3; Basketball 1, 2; Chapel Exercises 3.



ELEANOR FRANCES HARTIGAN

September 27 1 King Street, Peabody

*"Her words, like so many nimble and airy servitors, trip  
about her at command."*

Geography Club 2, 3; Chapel Exercises 3.





NELLIE THERESA HORGAN

February 5                                      33 Warren Street, Peabody

*"The mildest manners with the bravest mind."*

W. A. A. 1, 2, 3; Glee Club 1, 2, 3; Newcomb 1, 2, 3; General Welfare 3; Chapel Choir 3.



CONSTANCE FLORENCE JOHNSON

September 30                                      23 Wedgewood Street, Everett

*"Authority becomes her well."*

Glee Club 1, 2; John Burroughs Club, Vice-President 3; Log Staff 1, 3; W. A. A. 2, 3; Vice-President 3; Newcomb 1, 2, 3; Volley Ball 2; Basketball 2, 3; Field Ball 1, 2, 3; Chapel Exercises 1, 2; YEAR BOOK Staff 3; Photograph Editor; Chapel Choir 3.



ALICE AGNES KELLY

November 13                                      64 Essex Street, Salem

*"With affection becoming in one eye and calculation shining out of the other."*

W. A. A. 1, 2, 3; Field Ball, All-Star 1, 2; Basketball All-Star 1, 3; Newcomb 1, 2; Volley Ball 3; Camera Club 2, 3; Log Staff 3; Student Council 3; Chapel Exercises 2; Usher at Senior Prom 2.



KATHERINE C. KILROY

August 28                                      28 Collins Street, Lynn

*"Hang sorrow! Care will kill a cat,  
And therefore let's be merry."*

W. A. A. 1, 2, 3; Field Ball 2; Baseball 2; Camera Club, 2, 3.

CAROLYN GRAY LARKIN

October 4 206 Loring Avenue, Salem

*"A perfect woman, nobly planned  
To warn, to comfort and to command."*

Newcomb 1, 2, 3; Orchestra 1, 2, 3.



MARY JOSEPHINE MARKS

November 13 46 Bassett Street, Lynn

*"'Tis not my talent to conceal my thought."*

Newcomb 1, 2, 3.



DORIS BIRDELLE MARTIN

January 10 80 Rockland Street, Roxbury

*"Music hath charms to sooth the savage breast,  
To soften rocks, to bend a knotted oak."*

Newcomb 1, 2, 3; Camera Club 2.



REBECCA CAROLYN MEKELBURG

June 16 67 Marlboro Street, Chelsea

*"No one is useless in this world who lightens the burden of it  
for any one else."*

W. A. A. 1, 2, 3; Newcomb 1, 3; Girl Scouts 1, 2, Patrol Leader 3;  
Chapel Exercises 1, 2.





MARGARET COSTEY MORRIS

December 27

37 Pearl Street, Quincy

*"She taketh most delight  
In music, instrument, and poetry."*

W. A. A. 1, 2, 3; Trimu 1, 2, 3; Glee Club 1, 2, 3, President 3; Basketball 1, 3; Baseball 1, 2; Newcomb 1, 2, 3; Volley Ball 1, 2, 3; Chapel Choir 3; Field Ball 1, 3; Chapel Exercises 3.



MARION FRANCES MUGRIDGE

November 29

130 Holten Street, Danvers

*"From the crown of her head  
To the sole of her feet  
She is all mirth."*

W. A. A. 1, 2, 3; Newcomb 1, 2, 3; Glee Club 1, 2, 3; President of Cooperative Council 3.



FRANCES ELEANOR MULLEN

June 16

19 Dell Street, Somerville

*"Simplicity of character is no hindrance to subtlety of character."*

Volley Ball 3; Chapel Exercises 3.



EILEEN PATRICIA MURRAY

March 26

11 Webber Avenue, Beverly

*"If she had any faults she has left us in doubt;  
At least in three years we could not find them out."*

W. A. A. 1, 2, 3; Newcomb 1, 2, 3; Social Committee 1; Geography Club 2, 3; Chapel Exercises 1, 2, 3; Daisy Chain 1; Log Staff 2; Editor-in-Chief 3.

## MARY ELEANOR NOLAN

December 12 23 Linden Street, Lynn

*"Blushing is the color of virtue."*

W. A. A. 1, 2, 3; Newcomb 1, 2, 3; Chapel Exercises 3.



## MARIE ELEANOR O'HEARN

July 9 861 Washington Street, Gloucester

*"Fairest garden in her looks  
And, in her mind, the wisest books."*

Art Club 2, 3, YEAR BOOK Staff 3.



## MARY ELIZABETH PETRUCCI

October 9 29 Paine Street, Winthrop

*"How near to good is what is fair."*

W. A. A. 1, 2; Chapel Exercises 2; Camera Club 3; Geography Club 2, Newcomb 1, 2; Volley Ball 1, 2.



## MAE GERTRUDE PRIEST

September 29 8 Stocker Street, East Saugus

*"Fine art is that in which the hand, the head and the heart  
go together."*

W. A. A. 1, 2, 3; Newcomb 2, 3; Chapel Exercises 3; Art Club, Secretary 3.





RUTH ESTELLE RANEN

September 29 125 Lawton Avenue, Lynn

*"Nothing is so useful as reputation, and nothing wins it so surely as merit."*

W. A. A. 1, 2, 3; Girl Scouts 2, 3; Head of Handicraft; Field Ball 1, 2, 3; Baseball Manager 1, 2; Newcomb, Captain 1, 2, 3; Volley Ball 1, 2; Basketball 1, 2.



GLADYS JENNIE READ

November 18 9 Bennett Street, Manchester

*"With the heart to conceive, the understanding to direct and the hand to execute."*

Art Club 2, 3, W. A. A. 1, 2, 3; Newcomb 1, 2.



FRANCES BERNARDINE ROACH

July 29 9 Gould Street, Wakefield

*"When nature has work to be done, she creates a genius to do it."*

W. A. A. 1, 2, 3; Newcomb 1, 2; Manager 3; Geography Club 2, 3; Chapel Exercises 1, 2, 3; Log Staff 1; Literary Editor of YEAR BOOK 3.



HENRIETTA HELEN SHERMAN

May 11 14 Curtis Road, Revere

*"The joy of youth and health her eyes displayed,  
And ease of heart her every look converged."*

W. A. A. 1, 2, 3; Newcomb 1, 2, 3; Geography Club 2, 3; Chapel Exercises 2, 3; Log Staff 2; Literary Editor 3.

CLARICE MARY SMITH

June 8                                      67 President Street, East Lynn

*"Here am I! from care I'm free,  
Why aren't they all contented like me."*

W. A. A. 1, 2, 3; Glee Club 1, 2, 3.



EDITH WILCOCK SMITH

November 3                                89 Andover Street, Lawrence

*"Words are easy, like the wind;  
Faithful friends are hard to find."*

W. A. A. 1, 2, 3; Newcomb 1, 2.



GEORGE LAWRENCE TALBOT

November 18                                87 Bristol Road, Medford

*"Direction of speech is more than eloquence."*

Basketball 1, 2, 3; Captain 2; M. A. A. 1, 2, 3; Representative of Middle Class 2, Freshman Reception Committee.



GLADYS WALKER TILFORD

November 4                                22 Shore Avenue, Salem

*"Your fair discourse hath been as sugar  
Making the hard way sweet and delectable."*

W. A. A. 1, 2, 3; Glee Club 2; Camera Club 3.





JOHN FRANCIS TIVNAN

August 5 32 Japonica Street, Salem

*"A generous man is always a gentleman."*

Student Council 1, 2; M. A. A. 1, 2, 3; Log Staff 1, 2, 3; Basketball 1, 2, 3; John Burroughs Club 2; HAND BOOK and Nominating Committees 1, 2.



CATHERINE VOTTA

October 14 25 Essex Street, East Lynn

*"There's a woman like a dew-drop  
She's so purer than the purest."*

Camera Club 2, 3; Chapel Exercises 2; Ring Committee 3.



LILLIAN MARTIN WALL

March 3 36 Tudor Street, Lynn

*"The noblest mind the best contentment has."*

Glee Club 1, 2, 3; Secretary 3; W. A. A. 1, 2; Newcomb 3; Freshman Reception Committee 1; Class Day Luncheon Committee 3.



SOPHIE WEISSMAN

July 12 174 Congress Avenue, Chelsea

*"Attempt the end and never stand in doubt  
Nothing so hard but search will find it out."*

W. A. A. 1, 2, 3; Girl Scouts 2, 3; Secretary 3; Newcomb 1, 2, 3; Volley Ball 1, 2; Field Ball, All-Star 2; Baseball 1, 2, 3; Basketball 1.

## ESTHER LOUISE WHITEHOUSE

November 19 134 Pearl Street, Reading

*"A day for toil, an hour for sport,  
But for a friend, is life too short?"*

Orchestra 1, 2, 3; Glee Club 3; Chapel Choir 3; W. A. A. 1, 2, 3;  
Pageant Committee 3; Field Ball 1, 2, All-Star Newcomb Captain 1,  
2, 3; Volley Ball 1, 2, 3, Captain; Basketball All-Star 1, 3, Captain;  
Baseball 1, 2, 3, Manager.



## IRENE ANNA WILLIAMS

April 15 Pine Street, North Amherst

*"Neither rhyme nor reason can express  
How much humor she doth possess."*

W. A. A. 1, 2, 3; Newcomb 1, 2, 3; Volley Ball 1, 2, 3, Manager;  
Trimu 1, 2; Senior Class Gift Committee 3; Chapel Exercises 3.



God viewed the work of the Student,  
And said, "It is good."  
He took her hand  
And led her up to the mountain top.  
Below lay the Garden of Children.  
"What do you see?" He asked.  
Her eye pierced the haze  
And she answered:  
"I see a myriad of children  
Happily playing.  
Here and there  
A group, surrounds a teacher, rapt.  
She tells them of the glories of the earth,  
Of the wonders of sky and sea,  
That the road to Heaven is Purity;  
Her face is inspired."

And God, blessing her, said,  
"Go thou, and do likewise."

V. L. H.

### Elementary Seniors



GRACE GEORGIANA ANGELO

November 22 19 Albron Street, Somerville

*"When she appears then dawns the day  
And when she disappears begins the night."*

John Burroughs Club 2.



JULIA ANGELA ARATA

August 29 32 Wilton Street, Somerville

*"It's curious what a sight of good a little thing will do."*

W. A. A. 1, 2; John Burroughs Club 2; Basketball 2; Volley Ball 2; Newcomb 1.



AGNES MARIE BARRY

September 2 67 Mirriam Street, Somerville

*"Your pleasures spring like daises from the grass,  
Cut down and up again as blithe as ever,  
From your lantbe little troubles pass  
Like little ripples down a sunny river."*

Art Club, President W. A. A. 1, 2; Student Council; President of Freshman Class.



MARY RUTH BINGHAM

April 26 179 West Street, Lawrence

*"Sympathy is the golden key that unlocks the hearts of others."*

W. A. A. 2; Log Staff 2.

LOUISE BOYD

December 15 116 Myrtle Street, Lynn

*"Life's a winsome maiden smiling up at you."*

Student Council Representative 1; Glee Club 1; Newcomb 1; Volley Ball 1; John Burroughs Club 2; Basketball 2; Log Reporter 2.



RUTH FRIEDA BRANDE

February 17 88 State Road, Revere

*"I have found that most people are about as happy as they make up their minds to be."*

W. A. A. 1, 2; Glee Club 1, 2; Basketball 1, 2; Volley Ball 1, 2; Chapel Choir 2; Senior Class Gift Committee; Glee Club Revue 2.



ANNA FRANCES BRENNAN

June 3 16 Hooper Street, Chelsea

*"Blessed with that charm, the certainty to please."*

YEAR BOOK Staff 2; W. A. A. 1; Basketball 1; Volley Ball 1; Girl Scout Club 2.



CECILLE DOROTHY BRINK

May 11 10 Forest Street, Salem

*"May our eyes be no keener when we look upon the faults of others than when we survey our own."*

W. A. A. 2; Newcomb 1; Field Ball 1; Basketball 1.





BLANCHE ELEANORA CAMUSO

March 28                      28 Sharon Street, West Medford

*"Cheerfulness is an offshoot of wisdom."*

John Burroughs Club, Basketball 1.



KATHERINE ERNESTINE CLARK

October 26                      48 Holyoke Street, Lynn

*"I find the greatest thing in the world is not so much where we stand as in what direction we are moving."*

Geography Club 2; Volley ball 1.



MARY FLORENCE COBURN

January 19                      8 Hillside Avenue, Bedford

*"I love tranquil solitude and such society  
As is quiet, wise and good."*

W. A. A. 1, 2; Newcomb 1, 2; Basketball 1, 2; Baseball 1; Glee Club 2; Volley Ball 1, 2; Field Ball 1.



ETTA COHEN

December 4                      106 Shawmut Street, Chelsea

*"A girl she seems of cheerful yesterdays  
And confident tomorrows."*

Girl Scouts 2; W. A. A. 1, 2.

DOROTHEA ADAIRE COLBERT

September 30                      16 Andrew Street, Salem

*"There is always sunshine, only we must do our part, we must move into it."*

W. A. A. 1; Volley Ball 1; Art Club 2; Field Ball 1; Newcomb 1; Basketball 1, 2; Chapel Committee for Class Day.



GRACE HELEN CROSBY

November 20                      244 B Massachusetts Avenue, Boston

*"Refined and nice and therefore selected  
To be known as the lady perfected."*

Art Club 2.



ALICE LORRAINE DAVIS

January 16                      20 Fairmount Street, Medford

*"Full of gentle kindness  
Her looks and language are."*

W. A. A. 2; Art Club 2.



MADELINE AGNES DAY

December 26                      26 Jefferson Street, Lynn

*"The roughest road often leads to the smoothest fortune."*

Glee Club 1; John Burroughs Club 2; Basketball 2; Volley Ball 1, 2; Newcomb 1.





SHIRLEY REID DELANO

February 21 182 Henry Avenue, Lynn

*"Fearless minds climb soonest unto crowns."*

Glee Club 1; Art Club 2; W. A. A. 2; Council Representative 2.



CATHERINE MARY DINEEN

September 2 24 Rowe Street, Lawrence

*"Her voice was ever soft,  
Gentle and low, an excellent thing in woman."*

Art Club 2; W. A. A. 2.



MARGARET ELIZABETH DONOVAN

July 8 82 Wallace Street, Somerville

*"Unselfish because she never remembers herself,  
Dignified because she never forgets herself."*

W. A. A. 1, 2; Newcomb 1; Basketball, Volley Ball 1; Trimu 1; 2; Art Club 2.



ETHEL FRANCES DOOLING

December 10 27½ Jacobs Street, Peabody

*"And frame your mind to mirth and merriment,  
Which bars a thousand harms, and lengthens life."*

Basketball 1, 2; Newcomb 1, 2; Volley Ball 1; Baseball 1, 2; Chapel Committee 2; Art Club 2; Field Ball 1; W. A. A. 2.

## DOROTHY FRANCES DOYLE

September 6      286 Washington Street, Peabody

*"Her eyes as stars of twilight fair,  
Like twilight's too, her dusky hair,  
But all things else about her drawn  
From May-time and the cheerful dawn."*

W. A. A. 1, 2; John Burroughs Club 2



## HELEN MARIE DOYLE

July 5      6 King Street, Peabody

*"Were I so tall to measure the pole,  
Or grasp the ocean with my span  
I must lie, measured by my soul,  
The mind's the standard of the man."*

Newcomb 1, 2; Basketball 1; W. A. A. 1, 2; Art Club 2; Ring Committee 2.



## ABBIE JOHANNA DRAGO

February 18      22 Elmwood Street, Somerville

*"A cheerful life is what the Muses love,  
A soaring spirit is their prime delight."*

Trimu 2; Newcomb 2; W. A. A. 1, 2; Geography Club 2.



## DOROTHY LOUISE EELLS

August 9      7 Orchard Street, Revere

*"Something is learned every time a book is opened."*

W. A. A. 2; Newcomb 1, 2; Basketball 1; Volley Ball 1; Geography Club 2





MILDRED LOUISE EVANS

February 25

Assonet

*"The joy of youth and health  
Her eyes displayed."*

Trimu 1, 2; John Burroughs Club 2; Newcomb 2.



ETHEL LAURENA FITZGERALD

March 1

715 Broadway, Chelsea

*"A contented spirit is the sweetness of existence."*

W. A. A. 1; Basketball 1; Newcomb 1; Volley Ball 1.



DOROTHY MARY FLANNIGAN

April 1

20 Pleasant Street, Wakefield

*"What hand and brain went ever paired  
What heart alike conceived and dared?"*

W. A. A. 1, 2; Newcomb, Captain 1; Volley Ball Manager 1; Basketball 1; Art Club 2; Nominating Committee 2; Chapel Exercises 2.



GLADYS MAY GIBBONS

May 21

18 Baxter Street, Melrose

*"Our deeds still travel with us from afar  
And what we have been makes us what we are."*

W. A. A. 1, 2; Newcomb 1, 2; Basketball 1; Art Club 2; Volley Ball 1.

MARGUERITE ARLYNE GILHOOLEY

April 4 15 Cushing Street, Salem

*"Gold that buys health can never be ill spent,  
Nor hours laid out in harmless merriment."*

W. A. A. 1; Art Club 2.



IDA GILMAN

August 6 7 Willow Avenue, Salem

*"That load is light that is cheerfully borne."*

W. A. A. 2.



RUTH MARION GIRARD

January 13 119 Cushing Avenue, Dorchester

*"To be of use in the world is the only way to be happy."*

W. A. A. 1; Newcomb 1; Glee Club 1, 2; Chapel Choir 2; Trimu 1, 2; Field Ball 1.



MIRIAM ANITA GLAZIER

March 23 138 Walnut Avenue, Revere

*"Sunshine broken in the rill  
Though turned astray—in sunshine still."*

W. A. A. 1, 2; Glee Club 1, 2; Chapel Choir 2; Basketball 2; Volley Ball 2; Glee Club Revue 2.





RUTH GORIN

October 3 82 Pearl Street, Chelsea

*"Positiveness is a good quality."*

Glee Club 1, 2; W. A. A. 1, 2; Field Ball 1, 2.



MARION CAROL GRAYCE

April 6 141 Main Street, Rockport

*"She is light-hearted and gay  
A general favorite so they say."*

Log Reporter 1; W. A. A. 1, 2; Glee Club 1, 2; Newcomb 1, 2;  
Manager Newcomb 1; Chapel Choir 2.



RUTH GERALDINE HARRINGTON

October 4 1 Carver Street, Somerville

*"Thy smile is like the sunshine stealing through the clouds."*

W. A. A. 1, 2; Glee Club 1; Art Club 2; Field Ball 1.



MARY HARRISON

November 27 49 Boylston Street, Malden

*"She has a world of ready wealth,  
Our minds and hearts to bless,—  
Spontaneous wisdom breathed by health,  
Truth breathed by cheerfulness."*

President of Senior Class 2; Glee Club 1, 2; Literary Managing Editor of Log 1.

ADELINE MARIE INCOLLINGO

February 25      216 Pleasant Valley Street, Methuen

*"Born for success she seemed,  
With grace to win, with heart to hold,  
With shining gifts that took all eyes."*

Glee Club 1, 2; W. A. A. 1, 2; Class Day Chapel Committee;  
Chapel Choir 2.



HELEN ELIZABETH JOHNSON

August 29                      11 Forest Street, Rockport

*"Light is light whoever holds the candlestick."*

W. A. A. 1; Basketball 1, 2; Glee Club 2.



HELEN GLYNN KANE

July 24                      11 Thorpe Street, Somerville

*"You have a nimble wit; I think it was made of Atalanta's  
beels."*

W. A. A. 1; Pageant Committee 2.



GRACE MARY KEITH

October 28                      3 Willard Street, Everett

*"So unaffected, so composed a mind,  
Firm and soft, yet so refined."*

W. A. A. 1; Basketball 1; Volley Ball 1; Newcomb 1; Field Ball 1.





HELENE CECILIA KELLY

March 25 32 Appleton Street, Arlington

*"Only he who lives a life of his own  
Can help the lives of other men."*

Council 1; W. A. A. 1, 2 Geography Club 2; Basketball 1.



LUCY FAUSTINA KELLEY

June 28 60 Harwood Street, Lynn

*"Her ways are ways of pleasantness,  
And all her paths are peace."*

Geography Club 2; W. A. A. 2; Field Ball, Newcomb, Volley Ball 2.



RUTH MARIAN KELLEY

May 9 250 Willow Avenue, Somerville

*"Silence and modesty are the best ornaments of women."*

W. A. A. 1, 2; Volley Ball 1; John Burroughs Club 2.



GRACE MARY KILFOILE

March 5 Stockbridge

*"Then doth thy sweet and quiet eye  
Look through its fringes to the sky,  
Blue,—blue,—as if the sky let fall  
A flower from its cerulean wall."*

Trimu 1, 2; W. A. A. 1, 2; Recording Secretary 2.

## HELEN PRICE LEARY

November 3                      21 Peirce Street, Arlington

*"And thy deep eyes, amid the gloom  
Shine like jewelry in a shroud."*

W. A. A. 1, 2; Glee Club 1, Field Ball 1.



## BERTHA BEATRICE LEVENSON

June 30                      104 Washington Ave., Chelsea

*"The glass of fashion and  
The mould of form  
The observed of all observers."*

Glee Club 1, 2; W. A. A. 1; Associate Editor of YEAR BOOK, 2.



## JEANNETTE DOROTHY LEWIS

May 4                      23k Washington Avenue, Chelsea

*"Nothing great was ever achieved without enthusiasm."*

W. A. A. 1, 2.



## ISABELLA MARGARET LEYDEN

July 5                      21 Magnus Avenue, Somerville

*"But O, she dances such a way!  
No sun upon an Easter day  
Is half so fine a sight."*

W. A. A. 1, 2; Basketball 1, Newcomb 1, 2; Volley Ball 1; Art Club 2.





KATHERINE CHARLOTTE LITTLE

June 6 151 Edgemere Road, Lynn

*"Character—a reserved force which acts directly by presence and without means."*

W. A. A. 1; Newcomb 2; Glee Club 1, 2; Chapel Choir 2.



GRACE ELSIE LOVEJOY

April 26 21 Lovejoy Road, Andover

*"Wealth, I ask not hope nor love,  
Nor a friend to know me;  
All I ask—the heavens above  
And the road below me."*

John Burroughs Club 2; Cooperative Council 2; Chairman of Assembly Committee.



ANNA RITA McCAFFREY

February 20 71 Endicott Avenue, Revere

*"I count it best when things go wrong  
To hum a tune and sing a song."*

Class Day Pageant Committee; W. A. A. 1, 2; Newcomb 1; Basketball 2; John Burroughs Club 2; Council Representative 1, 2.



ANNA LOUISE McCARTHY

November 24 21 Morgan Street, Peabody

*"How blest the maid whose heart yet free."*

Treasurer of John Burroughs Club, W. A. A. 1, 2.

## KATHERINE MAY McCARTHY

May 30                      288 Washington Street, Peabody

*"That best portion of a good man's life—  
His little, nameless, unremembered acts of kindness and  
of love."*

W. A. A. 1; Newcomb 1, Basketball 1; John Burroughs Club 2.



## HELEN FRANCES McKAY

August 20                      35 Oak Street, Somerville

*"Life is a jest, and all things show it,  
I thought so once, but now I know it."*

W. A. A. 1, 2, Basketball 1, 2; Field Ball 1, 2; Baseball 1, 2;  
Volley Ball 1; Newcomb 1, 2; Art Club 2.



## KATHERINE JOSEPHINE McMAHON

September 5                      18 Proctor Street, Peabody

*"A laugh is worth a hundred groans in any market."*

W. A. A. 1; Newcomb 1; Basketball 1, 2; Glee Club 2; Welfare  
Committee 1.



## CELIA MADELINE MARCUS

March 7                      62 Thornton Street, Revere

*"I met a little cottage girl;  
She was quite young she said;  
Her hair was thick with many a curl  
That clustered round her head."*

W. A. A. 2; Geography Club 2.





ELEANOR IDA MASKELL

September 11                      77 Campbell Ave., Revere

*"I would rather have the affectionate regard of my fellow men than I would have heaps and mines of gold."*

Glee Club 1, 2; Chapel Choir 2; W. A. A. 1, 2.



EDITH FLORENCE MAYBUSH

September 16                      52 Fayette Street, Cambridge

*"Our greatest glory consists not in never falling but in rising every time we fall."*

W. A. A. 1; Art Club 2; Chairman of Art Lecture Committee.



MARY ROSE MINGOLELLI

December 17                      298 A Highland Avenue, Somerville

*"One loses all the time that he might employ to better purpose."*

W. A. A. 1, 2; Volley Ball 1, 2; Newcomb 1, 2; Vice-President Art Club 2.



MINNIE MARCH MORAN

March 19                              Revere Street, Malden

*"Life is a quarry out of which we mold and chisel and complete a character."*

W. A. A. 2; Glee Club 1, 2.

ESTHER NAKASHIAN

June 23 14 Princeton Street, Medford

*"Interesting, dependable, industrious,  
A combination rarely found."*

Art Club 2.



DOROTHY ELIZABETH NEWCOMB

November 3 70 School Street, Salem

*"The unspoken word never does harm  
Speech is great, silence greater."*

Art Club 2; W. A. A. 1.



MARY AGNES O'DONNELL

September 9 8 Ridge Avenue, West Lynn

*"Be wiser than other people if you can; but do not tell them  
so."*

John Burroughs Club 2; W. A. A. 2; Field Ball, Newcomb, Volley Ball 2; Log Reporter 1.



LUCY ELIZABETH OLIVER

April 12 14 Columbia Street, Gloucester

*"Play up, play up, and play the game."*

W. A. A. 1, 2; Field Ball All Star Team 1, 2, Captain 2; Newcomb, Volley Ball 1, 2; Basketball All Star Team 1, 2, Captain 2; Baseball 1; Geography Club 2.





RUTH MILDRED OSTREICHER

July 28 17 Elmwood Park, Malden

*"You can never lead unless you lift."*

Geography Club 2; Log distributor 1; W. A. A. 1, 2.



MARTHA HODGKINS PATTEN

November 17 61 Revere Street, Gloucester

*"Kindness is the golden chain by which society is bound together."*

Associate Editor of YEAR BOOK.



ANNIE KAREN PEDERSON

December 2 37 Grafton Street, Greenwood

*"Let her speak, and whatever she says  
Methinks I should love her more."*

W. A. A. 2; Newcomb 1, 2; Volley Ball 1, 2; Basketball 1, 2;  
Geography Club 2.



BELLA PERLMUTTER

May 14 62 Locust Street, Winthrop

*"Wise to resolve and patient to perform."*

Glee Club 2; Chapel Choir 2; W. A. A. Field Ball, Newcomb,  
Volley Ball, Basketball 2.

IRENE MARSHALL PETERS

November 4 88 Hamilton Avenue, Lynn

*"The past's written!  
Close the book  
On pages sad and gay  
Within the future do not look,  
But live today, today."*

Glee Club 1, W. A. A. 1; Basketball 1; Field Ball 1; John Burroughs Club 2; Associate Editor of YEAR BOOK 2.



MILDRED ROSE POLANSKY

May 28 23 Chester Street, Melrose

*"There is more gold in one star than in all the dust of the earth—Look up!"*

W. A. A. 1, 2; Newcomb 1; Geography Club 2; Associate Editor of YEAR BOOK 2.



ANNE MARGARET PRENDERGAST

December 15 20 Crescent Street, Lynn

*"Justice, sir, is the great interest of man on earth."*

Art Club 2; W. A. A. 1, 2; Field Ball All-Star Team 2; Newcomb 1, 2; Volley Ball 1; Basketball All-Star Team 2.



EDNA ELIZABETH QUIGLEY

October 19 2 Harvard Street, Gloucester

*"Good nature gives one a well desired place in the world."*

W. A. A. 2; Newcomb 1, 2; Volley Ball 2; Geography Club 2; Basketball 1; Council 2; Art Editor of YEAR BOOK 2.





JOSEPHINE FRANCES RANDO

November 19

29 Archer Street, Lynn

*"The dimple that thy chin contains  
Has beauty in its round,  
That never has been fathomed, yet  
By myriad thoughts profound."*

W. A. A. 2; Geography Club 2.



MARION FRANCES RICH

November 5

16 Robinson Street, Lynn

*"My wealth is health and perfect ease;  
My conscience clear by chief defense;  
I never seek by bribes to please,  
Nor by desert to give offence."*

Glee Club 1, 2; Reception Committee 2; Executive Board of  
W. A. A. 2.



MURIEL DOROTHY RUST

June 3

Wenham Road, Topsfield

*"A violet by a mossy stone,  
Half hidden from the eye;  
Fair as a star when only one  
Is shining in the sky."*

Treasurer of Art Club 2.



MARY RUTKAUSKAS

November 29

7 Jefferson Street, Cambridge

*"Perseverance is more prevailing than violence."*

W. A. A. 2; Volley Ball 1, 2; Newcomb 1, 2; Glee Club 2.

EILEEN FLORENCE SHUTE

April 1                      West Main Street, Georgetown

*"You have a merry heart,  
Yea, my Lord; I thank it,  
It keeps on the windy side of care."*

Newcomb 1, 2.



CELIA SILVERMAN

July 28                      83 Walnut Avenue, Revere

*"Whose little body lodg'd a mighty mind."*

Glee Club 2, Chapel Choir 2.



FAY EUNICE SILVERSMITH

February 14                283 Tappan Street, Brookline

*"Sound of vernal showers  
On the twinkling grass,  
Rain-awakened flowers, all that ever was  
Joyous, and clear, and fresh, thy music doth surpass."*

W. A. A. 1, 2; Glee Club 1, 2; S. N. S. Revue 2; Chapel Choir.



RUTH IDA SINGER

May 15                      61 Fourth Street, Chelsea

*"Just of thy word, in every thought sincere  
Who knew no wish but what the world might bear."*

W. A. A. 1, 2; John Burroughs Club 2; Log Distributor 1.





PAULINE SOROKA

August 15

49 Linden Street, Lynn

*"For I have learned to look on life,  
Not as in the hour of thoughtless youth,  
But to write oftentimes  
Of the still, sad music of humanity."*

Glee Club 1, 2; W. A. A. 1, 2; YEAR BOOK Staff.



ESTHER STALLER

April 23

45 Tewksbury Street, Winthrop

*"Genius begins great works;  
Labor alone finishes them."*

Art Club 2.



SOPHIE LEAH STALLER

August 18

45 Tewksbury Street, Winthrop

*"Her heart was ever in her work."*

Art Club 2.



EDITH LOUISE STAPLES

September 17

57 Essex Street, Beverly

*"Ambition is the germ from which  
All growth of nobleness proceeds."*

Art Club 2; W. A. A. 2; Newcomb 1.

## DORA SUPOWITZ

June 8 64 Garland Street, Chelsea

*"Be silent or let thy words be worth more than silence."*

Glee Club 2.



## CARRIE HELENA TANGARD

November 16 15 Library Street, Chelsea

*"For she can so inform  
The mind that is within us, so impress  
With quietness and beauty, and so feed  
With lofty thought."*

Vice-president of Senior Class 2; Council Representative 1, 2;  
W. A. A. 1, 2.



## SARAH TASHJIAN

June 4 21 Bolton Street, Somerville

*"Good nature is the beauty of the mind."*

W. A. A. 1, 2; Art Club 2;



## EDNA MELISSA THOMPSON

September 18 Gould Road, Andover

*"Love goes toward school as school boys  
From their books,  
But love from love toward school  
With heavy looks."*

Art Club 2; W. A. A. 1, 2; Volley Ball 2.





BEATRICE ISABELLE TOSSELL

November 29                    4 Burwood Street, Gloucester

*"I laugh not at another's loss,  
I grudge not at another's gain;  
No worldly wave my mind can toss  
A brook that is another's bane."*

Art Club 2.



DORIS MARIE VEZINA

February 5                    7 Wheatland Avenue, Dorchester

*"May we always look forward to better things but never be  
discontented with the present."*

Art Club 2; Log Staff 1, 2.



ANNIE VIZNICK

March 15                    20 Highland Street, Gloucester

*"Your silence most offends me,  
And to be merry best becomes you;  
For out of question, you were born  
In a merry hour."*

Glee Club 2; W. A. A. 1, 2; Newcomb 1, 2.



MARGARET CECELIA WALSH

February 21                    139 Otis Street, Cambridge

*"Persuasive speech and more persuasive sighs  
Silence that spoke and eloquence of eyes."*

W. A. A. 2; Newcomb 1; Manager of Newcomb 2.

NORA MARIAN WHELAN

June 9 95 Cottage Street, Lynn

*"Her face, ab call it fair, not pale!"*

W. A. A. 2; Basketball All Star Team 1; Art Club 2.



ANNA ELIZABETH WISCHMANN

February 1 21 Bowdoin Street, Somerville

*"Success does not depend so much upon eternal help as on self-reliance."*

W. A. A. 1, 2; Newcomb 1, 2; Basketball 1, 2; Art Club 2.



HELEN JEAN WITTENHAGEN

May 31 20 Rantoul Street, Beverly

*"Let us not be weary in well-doing."*

W. A. A. 2; Basketball 1; Newcomb 1, 2; John Burroughs Club 2.



HELEN WOODBURY

February 14 50 Howard Street, Salem

*"They are never alone who are accompanied with noble thoughts."*

Art Club 2; Newcomb 2; YEAR BOOK Staff 2.





FAYE VIRGINIA WOODWARD

October 10

36 Loughton Street, Lynn

*"The reason firm, the temperate will,  
Endurance, foresight, strength and skill."*

Council Representative 2; Associate Editor of YEAR BOOK 2;  
Chairman of Ivy Committee 2.

### THE LIGHT GATHERER

When I have freed my spirit of a song,  
And feel its pulsing cadence at my lips,  
I know that I have lived a thousand years  
Within some quaint and quiet place,  
One with the birds, the flowers, the warm, sweet earth,  
Yet restless,—turning ever towards the sun  
And all things bright with granted radiance.

Perhaps some day I shall go back  
And gather light from their deep splendors.

### ETERNAL

Youth . . . and dreaming  
Hopes . . . and gleaming, changing with the sky.

Youth . . . and marching  
Life . . . and laughing, whirling by.

Youth . . . and reaching  
Soul . . . and sweeping, lifting high.

Youth . . . and growing older year by year,  
Full measured with its laughter, love, and tears.

H. S.

## Special Education

GERTRUDE FRANCES DEVINE

December 5                      5 Cottage Street, Marblehead

*"The intent and not the deed  
Is in our power, and therefore who dares greatly  
Does greatly."*



LORETTA CATHERINE EICHORN

October 17                      52 West Selden Street, Mattapan

*"Exceedingly fair she was not and yet fair  
In that she never studied to be fairer  
Than nature made her; beauty cost her nothing  
Her virtues were so rare."*



AVIS BLENNERHASSET FINCH

April 10                              57 Lee Street, Marblehead

*"True happiness (if understood)  
Consists alone in doing good."*



MABEL ELIZABETH HANSEN

January 10                      844 Eastern Avenue, Malden

*"What good I see I seek to do  
And live obedient to the law, in trust  
That what will come and must come,  
Shall come well."*





MRS. EULALIA CATHERINE JOHNSON  
April 13                      19 Crosby Street, Great Barrington

*"Would you both please and be instructed too,  
Watch well the rage of shining to subdue,  
Hear every man upon his favorite theme  
And ever be more knowing than you seem."*



RORA TOURAINE MELVILLE  
November 8                  82 Prichard Avenue, West Somerville

*"Earth's noblest thing, a woman perfected."*



SYBIL AVA WOOD  
September 5                      20 Alderman Park, Lynn

*"In idle wishes fools supinely stay,  
Be there a will, and wisdom finds a way."*



ARDELLE SEAMAN WOODS  
January 24                      48 Chase Street, Danvers

*"Who never doubted, never half believed,  
Where doubt there truth is—'tis her shadow."*



COMMERCIAL



Row 4: J. Canty, E. Desmond, R. Smith, S. Waxman, M. Smith, G. Bixby, A. Orton  
Row 3: A. Macione, T. Cook, A. Wernick, F. Bradley, H. Katz  
Row 2: J. Carlin, M. Looney, M. Murphy, V. Driscoll, A. Regish, A. Galper  
Row 1: D. Gilbert, J. Dozois, Mr. Sproul, E. Mann, I. Chisholm

## Commercial Class 1930

### Preface

IT is essential that the milestones of the lives of men be tabulated by their contemporaries in order that their heirs may be able to account for the social phenomena about them. With this thought in mind:—the Commercial Seniors being the subjects of this tabulation, and the Commercial Underclassmen and prospective commercial students being the beneficiaries of this compilation of facts,—we set forth our thoughts and ideals as expressed through our actions and deeds. Further, the Commercial Seniors merely narrate the events of their lives at Salem Normal School in chronological order without attempting to analyze them as to their cause and effect. Until the events have been analyzed and classified this chronicle cannot be truthfully called a history.

### PART THE FIRST

On the 15th day of the seventh month of the Roman Calendar, the ninth month of the Gregorian Calendar in the year of Our Lord 1926, forty-eight youths of both sexes, unduly apportioned in favor of the sex immortalized by Shakespeare when he said "Frailty, thy name is woman," approached the portals of that institution known as Salem Normal School. In other words, on September 15, 1926, 48 freshmen composed

of 11 men and 37 ladies, came to Salem Normal School. Not unlike the plebes of other years and of other institutions, this group in its new environment was perplexed at the new surroundings. For a time the members of the group were the subjects of the taunts of their older schoolmates. Was not a male member of the group directed to the women's locker room when he asked where he should go? Again on the 29th day of this same month was not the entire group subjected to mockery and satire under the direction of the seniors in the presence of their judges, the faculty? Of course, some of the group had voluntarily gone through clownish antics before, but never of necessity. Such humiliation:—singing queer songs, drinking from a nursing bottle, publicly proposing marriage to an imaginary sweetheart, even being tormented and anguished on that proverbial ghost walk. Ah, but that was only the price of participation in the dancing and entertainment that was to follow.

NOVEMBER. Along about this time we knew how we fared in our studies. Much to our chagrin our parents also knew. No, we didn't tell them, but Miss Wellman with the help of the U. S. Mail told them.

STILL NOVEMBER.

Apropos this time of the year the following:—

"One, two, three, four, tra-la-la. Get that rhythm class."

"Don't write until I tell you, then either write true or false."

"Aye, Aye, Class."

"Breathe from the diaphragm, no-ne-na-nay-no."

"I don't know what I'm going to do with you people if you don't get your word signs."

"When I was down south, we had fried chicken and hominy cakes, etc.," and so on far far into the night.

"How many pounds of steam can you get out of a quart of milk and a furnace, etc."

"Respiration, inHALEation, circulation and proper rations are necessary to good health."

"I wish you people would tie it up with Gras."

"An examination should not be a test of ability to grind and to work unusually hard but rather . . ."

JANUARY 13. the annual feud of the alumni and male members of the school took place in the form of a basketball game followed by a banquet and dance.

FEBRUARY 11. Until this time, no noticeable despondencies were occasioned; but on this fatal day the semester report cards sounded their toll and started the rampage in sustaining the theory of the "Survival of the fittest." These demon edicts lessened our numbers. Sadness and gloom were dispelled in the evening however, when the freshmen reciprocated the goodwill of the seniors in the form of a reception. Hey-hey—, what a night:—entertainment, refreshments, dancing and what have you.

MAY 15. That memorable trip to Baker's Island conducted by the Commercial Club. This was probably the origin of the now famous toasted hot dogs.

JUNE. Then June came along (as it does every year) and our faculty still insisted that there were too many "deadwood" among us. They proceeded to burn it in the usual manner: viz. through the median of deficiencies. But, what of it, there are other places to go and other things to do, so let us make merry tonight at the Class Day dance on the tennis courts, for tomorrow our friends the seniors, those exalted personages, will be leaving us forever.

NOTE:

It is well nigh impossible to make complete annotations of the daily events of the year. Even so, Part I would not be complete without a word as to the affinities some members of the class were having for one another. Did not that eternal cherub, Dan Cupid, take his place among us and continue to nurture these affinities during these years at school?

## PART THE SECOND

SEPTEMBER 14. Three years to go boys, three years to go,—second downcoming. What has happened to the membership of our band-wagon. Look how many have slipped off. That bump we went over must have been worse than we thought. Only 29 left. We had better watch our step for we are encamped among the enemy. But we ought to know the best defence by now. A lot of chatter in the class room, a lot of fancy work on our projects, we, the ennobled suffermores, will join in the chorus, although prematurely, of "I'll get by."

OCTOBER 3. Teacher-navigators were we, as we sailed down Boston Harbor on the Geography trip. Such an experience for some of us who thought a voyage on the ocean was a trip around the Public Gardens on a swan-boat.

OCTOBER 28. Revenge is sweet, even though it is exacted at the expense of an innocent party. The newfledged yearlings receive their floggings. That's the story, tonight is initiation night. You're right, it all depends on the point of view. We'll do the initiating, thank you.

NOVEMBER 23. What's the sense of writing down every thing that goes on up in that Geography class, and have to typewrite it and surrender it in the form of a note book?

DECEMBER 2. There we go, twenty-nine salesmen. Maybe we won't sell Henry Ford a Buick, or Edison a kerosene lamp, and Mr. Sproul a McKinsey bookkeeping text. Perhaps we won't at that, anyhow who cares? We had a month's vacation.

JANUARY 19. Here comes Miss Wellman with those report cards. Why does she bother to take so much time and waste so much paper just to let us know what the teachers think we are worth?

MARCH 14. "Oh, doesn't she look cute." "I just love that dress." Such are the comments at the style show under the direction of Miss Brennan. Of course we were well able to furnish our own models although the clothes were loaned by R. H. White Company.

APRIL 12. "Turn to the Right" if you like but that's the way the Council raised the money to send two delegates to the annual convention in New York.

JUNE 13-14. Our inevitable pursuers, report cards, are with us again. But who cares, we won't see them for another year. Don't contradict me. I said another year and not a half-year as you might think. Don't we go out to work for a half-year? Good-bye Salem until January 1929, we'll be seeing you in our dreams. Who wants to hire a good secretary or bookkeeper?

### PART THE THIRD

JANUARY 28. The worldly experience must have been too much for six of the class because we only had 23 come back. Perhaps it was some other reason. Who knows except that august body of jurors known as the faculty?

FEBRUARY 8 AND 15. What social lions we turned out to be since we left school last June. Glee Club concert and Men's A. A. dance all in a week. But, didn't we work for a while to obtain—those means as would allow us to do such?

MARCH 15. Another mercenary act was performed by the Commercial class of '30 welfare workers. The *Log* finances were considerably enhanced by the proceeds of the Annual Style show.

APRIL 23. It's about time Mr. Phillips kept his promise. We've been going to take a trip to Boston for three years. At last Ginn and Company, Ford Company and The Boston Stock Exchange were given a treat by being honored with the presence of 22 Commercial Juniors.

MAY 9. It cost us twenty-five cents to walk to the Salem Laundry to see how soiled clothing is freshened. What became of our 23 pieces of silver is still a mystery, but we at least know that we don't need to travel to China because we can get our laundry done just as cheaply in Salem.

MAY 29. Everybody happy? That Tri-Mu dance over at Pickman Park Manor was a huge success.

JUNE 20. This is the last group of seniors we will watch graduate because we will be the center of attraction next year. Well, this year is over, but next year, aha and ahem, we will be the monarchs of all we survey excepting of course that on which the faculty has a prior lien.

### PART THE FOURTH

SEPTEMBER 11. Briggs certainly knew how to animate his cartoons when he said, "What a grand and glorious feeling." Them's our sentiments as seniors. Just

imagine, by our tenure of office we are now the pets of the faculty, the envy of the juniors, the pride of the sophomores and the inspiration of the freshmen.

SEPTEMBER 19-20. It sets us back a bit when we find that dear old S. N. S. is 75 years old this week, and we have only been here four years. But didn't we contribute materially to its progress and advancement? I don't know, did we?

OCTOBER 25. Here is our last chance to avenge the humiliation we received as freshmen. Maybe we didn't respond to the opportunity. Ask the freshies. Or, don't ask them, just look at them.

NOVEMBER 1. We certainly are a useful group. Mr. Sproul thinks so. Weren't we ushers and everything else at the Convention of the New England Commercial Teachers' Association here at school.

DECEMBER 13. The inauguration of the first real basketball schedule of the Men's A. A. and incidentally the Annual dance of the same. Such support as was given the men by the loyal Commercial Seniors. Oh what fun it is to ride in one of Michaud's busses.

DECEMBER 18. A merry group of seniors and faculty took their places in the lunch room for the Annual Commercial Senior Luncheon. After the meal was over gifts were distributed in true Christmas fashion.

JANUARY 16. We had to make our second trip to Boston because everybody didn't see us the first time. The Federal Reserve was fortunate in having us as its guests. Then, that's where our money goes, two theaters in one day. The Metropolitan and the Tremont. Oh yes, we had luncheon at Durgin Park's Restaurant. Remember standing in Dock Square trying to decide how to spend the afternoon.

FEBRUARY 18. Mr. Phillips opened his house to us and we certainly disposed of those waffles and cupcakes.

MARCH 21. Ah, the application of our course in drama, "And Mary Did" and how, and who helped and all that. How did you like it? Oh, you did, did you, well that's fine.

MAY 12. Practice teaching is what it is called but some of us can think of better names for it. We'll do better when we aren't supervised.

JUNE 13. Our story is almost ended. We, as a class, are about to become a memory. Tomorrow, we will be a fading apparition. Let us strive on and cherish those four years which we spent together and which we meant to spend well. Let us ever remain the Commercial class of 1930 and dwell in its spirit. We of the Cap and Gown must leave to take up the work of the day at every point of the compass. Graduation tolls the knell of our parting school days. Good Bye, schoolmates and friends, we leave you to cherish our memories and traditions, we depart most reluctantly.

J. M. C.

## Class Will

WE, the commercial senior class of 1930, being of sound mind, due to that group of people, sitting on the platform in chapel, sometimes held in awe and bewilderment by the freshmen, the nemeses of many sophomores, the despair of the juniors, and often the inspiration, subjects of admiration and causes of expirations of many seniors, and of sound body, through the efforts of the physical education department, the milk squad, the boarding house chefs, the lunch room epicures, the W. A. A.'s rigid requirements for numerals and the Men's A. A.'s equally rigid requirements for nothing, do this 18th day of December, one thousand nine hundred and twenty-nine A.D., about to depart from this habitation of study, mental stress and distress, to enter peacefully or forcefully the realm of the elusive medium of exchange known as the dollar, to take our rightful places among men in search of a superintendent who will allow us to satiate our desires of proclaiming to the world and to our classes, "Marry the fellow you love and let him support you," and "You fellows marry the girl who sits next to you whether or not her father is in the dough," do hereby declare this our last will and testament.

The intent of the individual testators is herein contained and will be presently disclosed, followed by their joint bequests.

1. Gladys Bixby leaves a retiring nature with an abundance of undisclosed knowledge, which if it can be obtained will prove beneficial to any underclass recipient. She is known to possess the aforesaid knowledge only through her effectively written theses and never through oral vaunting or loquacity.

2. Florence Bradley leaves to the underclassmen the sublime confidence she has maintained for four years in Mary Austin. To that underclassman who possesses the self-complacency of Miss Bradley's venerable executive, Bossy Gillis, she leaves her present abode, that the legatee may be better able to understand what a newspaper headline will do for a person.

3. James Carlin, due to a greater incentive and at a great sacrifice, expects to cancel his negotiations with the Boston and Maine Railroad between Peabody and Swampscott, as he will be at home to friends henceforth, now, and forever at the latter town. In consequence of the above change of address he surrenders the remaining three rides of his 12-ride ticket to that person who like himself can be convinced that there is another town in Essex County beside the one Mr. Carlin has faithfully worked to put upon the tongues of all students and faculty members of S. N. S.

4. Isabel Chisholm bequeaths her capability of filling the office of class committee worker, to that person who will promise not to make known the name of his or her home town if it is as small or smaller than the town of the aforementioned benefactor. No, you have been misinformed, Miss Chisholm does not live in Easthampton.

5. Jeanne Dozois leaves one powerful left arm to be used in competitive activities such as tennis and baseball to maintain the prestige of the commercial champions, and to subordinate the supposedly good male athletes. She leaves also, an equally good right arm to be used for cultural purposes and for training in motor activity such as penmanship and shorthand, but cannot be used so effectively in Old English writing.

The legatee can only receive these bequests upon proof that she bears a name as difficult for Miss Ware to pronounce as was Jeanne's.

6. Thelma Cook leaves an ardent desire that boarding student's home boy friends will be better able to commute in the future to the social functions of S. N. S. thus saving inconvenience and worry to the consumers of the "Sweet Mystery of Life" and "Army Rations", i.e., hash and beans and soup respectively.

7. Elizabeth Desmond grants a willingness to adhere to the rules of the Milk squad, in order that the beneficiaries may be better able to cope with the strenuous demands of the Commercial teachers on freshmen, and in addition she *grants* to some worthy underclassman an insatiable inquisitiveness as to what the class is always laughing at.

8. Viola Driscoll bequeaths a well tested and proven-of-its-worth vocabulary to be used in conjunction with the course in education, a vacant chair in chapel which has been dedicated to her by the Commercial Seniors, one-third of the rear seat in Broderick's depot taxi, and the privilege of being the first in the class to adopt the innovations from Paris such as the new style long dress. (Note,—When the chapel seat is vacant the taxi seat is occupied, and vice versa.)

9. Abraham Galper, leaves his stock of Scotch jokes and conundrums, his ability to modify the latest eccentricities of the Terpsichorean art which he considers worthy use of leisure time, and his ability to extract dues from seemingly defunct members of the Men's A. A.

10. Doris Gilbert bequeaths her unassuming nature coupled with the poise obtained from her constant attention to educational ideals, and one crop of perfectly blond hair set aside six months ago to be used by the S. N. S. Dramatic club. If Dot becomes boisterous before the execution of this will we shall have to retract the above bequests.

11. Hyman Katz leaves his skill in adapting his body to ill-shaped seats in the various classrooms by such means as only a professional contortionist might use, thus assuring himself of the utmost comfort and relaxation in those classes where it is often necessary to allow the body to become dormant in order that its possible restlessness will not tax the mind and curb its alertness.

12. Mary Looney, contrary to the purposes of this will, leaves no material or tangible grants to the underclassmen. She takes with her Peabody's contribution to S. N. S. for better or for best. It is her earnest hope and sincere wish that any underclasswoman will never suffer her fate of being left alone at a social affair while her better half is busying himself performing the administrative duties.

13. Evalyn Mann bequeaths the honor of representing the Commercial Seniors in the student council and on the year book staff, and in other capacities upon consideration that her successor will uphold and maintain the accepted bestowals by volunteering in the class recitation when the rest of the class has exhausted its knowledge of the subject.

14. Augustus Macione solemnly bequeaths to any student who owns, maintains and propels his own Model T and can keep the same in running condition when all

other backyard chariots fail to locomote, that spot of hallowed ground on the campus next to Mr. Pitman's parking area. Of course the beneficiary of the above bequest cannot expect to inherit Gus's "Happiness" as she will depart from these portals at the same time and in company of the above donor.

15. Mary Murphy concedes to underclassmen who spend week-ends away from home, a portfolio of excuses likely to be accepted by Miss Wellman for absences on Mondays. All interested parties who wish to compete for this concession must be able to prove before a notary that he or she actually heard or knows of someone who actually heard Miss Murphy voluntarily recite in any class.

16. Albert Orton confers his salesmanship line now in use at a local market place and his ability to confirm and approve of all statements, especially when asked "Isn't that right, Mr. Orton?" For sufficient consideration in the form of a promise never to be outsung, Mr. Orton leaves to a certain Junior a voice which is heard in chapel (when Mr. Orton is present) above all others, a voice as melodious as any heard in the school, and which is sometimes thought by those on the other side of the hall to be that of the Marblehead fish monger.

17. Anna Regish grants to Mr. Doner the privilege of exhibiting her budgets to the prospective penmen of S. N. S., and to Mr. Phillips the right to exhibit (but not to publish) her bookkeeping, organization, and banking themes. To the underclassman who proves herself to merit it, Miss Regish will relinquish a most prized possession, a complimentary ticket to the A. O. H. coffee party, such merit will be in the form of rendering a solo to the approval of the class, entitled "I'll Get By." Furthermore the legatee must claim Easthampton as her home town and be ever willing to acknowledge the fact.

18. Marion Smith transmits to some worthy underclassman two well used and slightly depleted front seats, namely, in Mr. Phillips' room and in an aforementioned person's car. The former conveys the privilege of having the first call on all stencils and books which are to be distributed and the latter is but a figure of speech. The title "Happiness" is to be left to that girl who bears an expression indicative of the name and who is so designated by Mr. Sproul when he asks some such question as, "Mr. M. have you found your happiness?" "Is she your happiness?"

19. Ruth Smith bequeaths two dimples and a ruddy complexion the latter obtained from her many years of research in an attempt to solve that great household problem of what makes Ivory soap float. Also, any student of S. N. S. bearing the name of Smith becomes the beneficiary of Ruth's athletic and scholastic ability, one-half the Cough drop twin's bed, the other front seat, the administrative duties of the W. A. A. and the necessity of hurrying down Lafayette Street at noon time to prepare the rations for emaciated non-commuters of S. N. S.

20. Samuel Waxman imparts his convincing argumentative abilities, and his individualism in reflective thinking, the keynote of which may be found in his ubiquitous briefcase. The recipient of the latter may find all of the above qualities and many other potentialities therein contained, if such be the case he will know neither sorrow nor grief at the time when others are unpropitious recipients of deficiencies.

21. Ann Wernick confers her ability to master her subjects and her self-assurance to effectively put across her assertions even though a bit confused. The above carries with it the right to obtain and infer new sayings for the compilation which is now being prepared for publication and will later be entered in this testament. Also, Ann transmits her skill in manipulating that machine made famous by Rangora and her interest in the works of Eugene O'Neil.

Jointly and collectively do we the Commercial Senior Class bequeath to the following:

1. To the Commercial Juniors we leave one Gilt-edged volume of Famous Sayings, which is to be elaborated and expatiated by them until it will be necessary to revise it and publish it in two volumes, thence it is to occupy a conspicuous place in the school library. We do also transfer to these our faithful proteges the keys to the desks in the bookkeeping room, the room itself, its contents and environs that they may make diligent use of them for study purposes only, as we have done, and lastly do we transfer our twenty-two front seats in chapel that they may always be occupied in the future as they have been by their predecessors.

2. To the present sophomores, we bequeath the right of freedom of debate in all classes which right we fully exercised and set aside a fund for the purchase of midnight Edison oil, that they may prepare themselves for the concentration on canned knowledge during their junior year.

3. To the present freshmen, we bequeath our professional attitudes, the privileges of typing perfect budgets, of taking shorthand speed tests, of writing acceptable lesson plans, of preparing a new Department of Agriculture *Year Book* in the form of a geography notebook, and any other nightmares which may be new in the curriculum.

4. To the incoming freshmen, we bequeath deficiency slips after class conferences, projects (look up the definition and see if your teachers agree on it), full and unrestrained privilege of keeping the typewriters clean, and the prerogative of coming to school on the 7:04 train and going home on the 5:46, thus accompanying Mac to and from his work.

Last but by no means the least among our bequeaths, placed at the end because of the time needed to choose appropriate ones, we grant the following to our faculty.

1. To Mr. Pitman, we do give and bequeath the honor of sharing in our ideals, traditions and memories and in addition a fund, the interest of which is to be used for the payment of police protection in order that he might have full and unrestrained use of a certain spot on the campus to park his car, and also a fence is to be erected enclosing this spot, said fence is to bear a tablet with the following inscription:

"This spot was the joint parking space of Mr. Pitman and Mr. Macione, from 1926 to 1930, but now is to be occupied only by the former."

2. To Mr. Sproul, we leave our edition of *What Education Will Be After We Modify It*. We leave to him as to our other teachers the sacred memory of having been affiliated with us the future "Paragons of Righteousness," "Directors of Learning," "Storehouses of Knowledge" and other terminologies which our prospective students will consider more fitting and appropriate.

3. To Miss Edwards we do give and bequeath a new office training worker; i.e. a capable young man who can be trained to move office and school furniture and fixtures at her many social affairs.

4. To Miss Harris we do give and bequeath our certificates of birth stating our nationalities and ancestries.

5. To Miss Cruttenden we bequeath full rights and title to furnace number three in the boiler room to be used expressly for the cremation and disposition of the dead-wood.

6. To Miss Badger we do give and bequeath some latest jazz records to arouse the ideals and interests of her freshmen in the staccato touch.

7. To Mr. Doner, we grant the right to exhibit our papers, mention our names or use any other methods which will make his students strive to become the penmen we are.

8. To Mr. Phillips, we grant the right to find new ways of upholding and maintaining his Scotch methods of saving money or evading payment, providing he forwards to us the methods employed.

9. To Mr. Woods, we grant the right to deviate from all conventions and rename the Men's Glee Club, replacing the word glee with some such antonym as Agony.

10. To Miss Rust, we grant the right to find a place in the curriculum for a Men's gym class, that they may attain more graceful postures, and at the same time she will cause to be lessened the after dinner tardinesses due to the men's conceptions of what a gym class should be.

Lastly, we do appoint J. M. Canty, executor of this our last will and testament.

In witness whereof, we have hereunto set our hand, but for undivulged reasons not our fingerprints, this 18th day of December in the year of our Lord, one thousand nine hundred and twenty-nine.

*Witnesses*

Frederick Lumley  
 Samuel Chester Parker  
 Roy B. Kester  
 Frank Chandler  
 William Zaner  
 John Robert Gregg  
 Edward Harned

J. M. CANTY, *Executor*  
 WILL ROGERS, *Notary Public*



## The Commercial Senior Play

### “And Mary Did”

#### THE CAST

MARY STERLING, a modern Joan of Arc	Mary Murphy
LAWRENCE GREY, a modern Launcelot	John Canty
MRS. STERLING, an understanding mother	Anne Wernick
DRESSA RAND, a girl that men remember	Mary Looney
DANIEL GREY, an ambitious father	James Carlin
EDITH SMITH, Mary's chum	Evalyn Mann
WILLIE STERLING, Mary's little brother	Anna Regish
BETTY STERLING, Mary's little sister	Doris Gilbert
O. G. WITTAKER, a modern Carrie Nation	Thelma Cook
MATILDA, Mrs. Sterling's housekeeper	Isabel Chisholm
HENRY, the gardener	Albert Orton

ACT I—The Sterlings' Living Room. Late Spring

ACT II—The Same. Late Summer

ACT III—The Same. Late Fall

TIME: The present

PLACE: Marysvale

**A**ND MARY DID, a three-act comedy drama, was presented at the Training School Hall by the Commercial Seniors, March 21, 1930.

The scene of the story is laid in the little town of Marysvale where Lawrence Grey and Mary Sterling have grown up together and are practically engaged. Mr. Grey, Lawrence's father, desires to see his son elected mayor of the city. At this time, Dressa Rand, a young heiress, returns to Marysvale after a few years' stay in Boston. Mr. Grey, Lawrence's father, much impressed by Dressa, secretly hopes that his son will forget Mary and confine his attentions to the young heiress, since a marriage to her would mean social, as well as political success.

Mary, aroused by Mr. Grey's attitude and by Lawrence's apparent preference for Dressa, determines to win Larry. She makes a proposition to Mr. Grey that Larry be sent away on a vacation and that, during his absence, she conduct his mayoralty campaign for him. If Larry is successful and really cares for her, they are free to marry. If, on the other hand, Larry is defeated, Mary agrees to give Larry up. This proposition appeals to Mr. Grey's sporting blood and he agrees to the wager.

Mary proves a success in making political speeches. She is ably assisted in this by Mr. Evans, the mysterious "Gentleman from Georgia" who has come to board with the Sterlings. Mr. Evans is as eager as Mary for Larry's victory and makes such eloquent speeches in that candidate's behalf that he is invited to be the principal speaker at the rally to be held the night before election.

On the evening of the rally, Dressa demands that Mr. Evans take her to a night club for dinner. By her scheme, Mr. Evans will be prevented from making his speech at the rally. This will mean the failure of Larry's entire campaign. Mary, however, learning of this, races to the club and gets Mr. Evans out just before the police raid. They return immediately to the rally where Mr. Evans delivers such a forceful address that Larry is elected mayor.

The following day Larry makes his appearance and reveals himself as the "Gentleman from Georgia." Mary has won her wager from Mr. Grey and Larry, like Barkis, is "willin'."

Mary Murphy, as charming Mary Sterling, was a lovely heroine. Her clear, sweet voice and graceful manner received much well-deserved praise from the appreciative audience.

John Canty proved again that he was a versatile actor by his splendid portrayal of Lawrence Grey and the "Gentleman from Georgia." The ease and artistry with which he played his part is to be commended.

Anne Wernick was a dignified and convincing "Mother Sterling." Her efforts to curb the antics of her "angels" were greatly appreciated.

Mary Looney left nothing to be desired in her portrayal of Dressa Rand. Stun-ningly attired, calmly poised, infinitely sophisticated, she was a distinct success in her role.

Daniel Grey was admirably played by James Carlin as was the part of Edith Smith by Evalyn Mann. The comedy parts taken by Albert Orton and Isabel Chisholm could not have been improved. Betty and Willy, as played by Doris Gilbert and Anna Regish, were a pair of lively, mischievous rascals.

The entire cast is to be complimented upon the excellency of the performance.



# Commercial



Note the Berets



"Our Pal"



"Coughdrops"



"They'll Get By"



The Male Element



A Smiling "Seventh"



Disgusted?



A Mixed SEXtet



Co-eds



Evolution



How Much?



Our Mary's



Trimu Trimmings



Who's Scotch?

# Seniors



The A.O.H.



"Leap Frog"



Two for one



"Happiness"



All aboard?



"Gus"



Clowning



The Female Element



Shocked!



"Jack"



A la carte!



"Smitty"



Take your tinger out of your mouth



"Incidentally"?



Goldfish

## Commercial Senior Prophecy

*Place:* REVERE BEACH

*Time:* 1940

"COME closer, come closer, my voice won't carry far," announced the barker. "What's in a name?" For twenty-five cents, one quarter of a dollar every name known, since the time of John Smith and Pocohantas, is diagnosed in this miniature Treasure Island." — this and all the rest of the spieling that goes along with the tactics of such novelty salesmen. "You can't go wrong for a quarter. What do you want to know about your friends? Will they marry or will they have a clear divorce court record? Will they be wealthy or will they be immune from the income tax collectors? Every conceivable question pertaining to your friends' futures is embodied in this stupendous, unequivocating volume."

"Sold," says I, and my companion and I sought out a secluded spot and set about to see what this intimate seer had to say about the future of our classmates.

First, on the class role, came Gladys Bixby. Strange to say she just came out first, according to our analysis, in secret service examinations, and was appointed to that bureau. "She was always good on civil service exams, anyway," said my friend, "besides being secretive in many ways."

Next was Flossy Bradley. She just culminated a practice made perfect by her four years experience in Normal School by winning an endurance contest. She sat still for seven days without saying a word. "Flossy never wasted words while at school, but she sure could write in our English class," I said to my companion.

Now for Jack Canty. He's writing books on accounting and conducts a business college. Evie thinks he teaches rhythm in typewriting here by playing a harmonica which he learned to play in his early years on his Charlestown farm. He just bought a barn to run a few dances for his business college students. "I wonder where Jack is going Friday night," said I. "Fishing?"

Isabel Chisholm, who'd a thunk it, is now the president of the Dighton Cooperative Bank. She gained her banking knowledge at home and in school. As for the cooperation part, you'll have to search far and wide to find anyone so willing to help any and all in anything.

Oh gee whittaker, Thelma Cook is next. She's at Marblehead. It doesn't mean that she has a marble head; she met someone in Marblehead previous to her practice teaching, saw that person more during her practice teaching, and decided to make it her place of permanent abode.

Betty Desmond is playing the part of the leading lady in the new show hit, "That Happy Go Lucky Girl." They could hardly get a better girl to take that part. Just previous to this the University of Chicago School of Education picked her for a type study. Their topic was "A half-inch memory in a two-yard girl."

Jeanne Dozois is the director of physical education in a girls' high school. Her famous "left-hook" arm has made her famous among tennis notables. "I wonder if she

still can get mad in less than a second's time, if she disagrees with what is said?" I inquired of my friend.

Next is the mighty atom, Ted Driscoll. She's in the same show with Betty, and although she only walks across the stage, that cute little walk has won for her much fame.

Since the retirement of Bozo Snyder, Sid Galper has become the uncrowned king of The Great Comedians of the "Illegitimate Stage." Sid started to get homesick once, so he had one of the girls pull him around by his tie; this cured him of his homesickness and recalled to him that day we took snapshots with "Ann" posed on the "hot box."

Dot Gilbert, who was teaching in New York, took an extension course at Columbia to gain her Doctor's Degree but she did not succeed in this because the references she used in working out her final thesis were rejected by the board of examiners. Who could forget that day in class when Dot smiled so sweetly although her report was torn to threads by criticisms for the same reason. Her present address is now "Some Place, 'n the South West, near the Great Divide."

Hy Katz is working as a model in Chicago. He poses as Lincoln, and when not doing this, he poses for Earl Leiderman, the physical culture expert, giving a perfect example of incorrect posture while sitting.

The Peabody woods have become the Mecca of the antiquarians of the world. Gus Macione as proprietor of the great "Happiness" museum got his start with the old Model T that blocked the passage of many a Rolls Rough on the S. N. S. campus.

Evalyn Mann has risen high in girl scout ranks. She believes in that old idea that a uniform attracts the opposite sex, and it also gives her an excuse for hiking in the hope that she'll lose a little between New York and Baltimore.

Mary Murphy, the girl from the little village, but one who possessed big ideas, is teaching her favorite subject, History, in Topsfield Night School. My companion remarked, "I wonder if she still has the sniff, sniff habit or does she use the red bandanna given to her by the Senior class?"

Al Orton, All America hard luck champ, just can't seem to eliminate the perpetual deficit of the bank account, due to a wreck here, a flat tire there, and a stolen car, goodness-knows-where. My friend then said, "Wonder if Al is still willing to welcome any Cinderella with open arms?"

Ann Regish was elected to the House of Representatives from her district for two reasons. First, because she could draw up those lengthy reports on tariff and other subjects and do it in such a way that it would convince an ordinary citizen that he knew nothing of the subject; and second, being a Democrat and in the minority, she made up for this fact in a vote of Ayes and Nayes. She could yell Aye or Nay louder than twenty Republicans. I wonder if they have A. O. H. Coffee Parties in Washington or has she found some other amusement to take the place of her nightly dance.

Marion Smith is still Gus' "Happiness" which is proven by the fact that he named his museum after her and has made her sole manager of his domestic responsibilities.

Ruth Smith just won a trip to Europe as a prize for her ascending mentality in a reaction test. During the year she teaches "Personality" in one of the leading New York high schools.

Sam Waxman is TAKING another course. "I wonder if it is free," was my remark to my companion at this point. Sam's mind, similar to many of the streets in the big cities, only ran one way, but we will have to admit that that way was usually right.

Ann Wernick is touring the country giving lectures on "Sophisticated, Bored and Superior Looks." Her characteristic saying appears many times in her lectures "It seems to me," but she still has her charming smile which overcomes many things.

"Well what do you think of the results?" I inquired of my companion. "Never mind what I think, but I have an idea what some of the classmates would think if they could see them," she said. "Well if they should ever see them they must remember that they were derived from a twenty-five cent book, and too much cannot be expected from a source such as that," was my reply. We then set out for the penny arcade to go in for a little squandering.

M. T. L.  
J. F. C.





C. Read

# JUNIOR HIGH

EQ



JUNIOR HIGH SENIOR I

Row 3: L. Dahlin, G. Tilford, A. Brennan, A. Boyd, M. Petrucci, R. Mekelburg, J. Fogel, M. Connell, M. Fallon.

Row 2: S. Gordon, J. Tivnan, L. Wall, C. Votta, S. Weismann, M. Chaisson, F. Roach, A. Gilman, G. Talbot, Mr. Whitman.

Row 1: C. Johnson, G. Batchelder, C. Corey, D. Foster, A. Kelly, G. Harkins, R. Ranen, M. Golden, H. Dillon.



JUNIOR HIGH SENIOR II

Row 5: E. Smith, E. O'Hearn, E. Murray, C. Larkin, J. Marks, M. Finn, A. Delay, V. Harrington.

Row 4: M. Mugridge, M. Priest, C. Smith, I. Williams, D. Martin, F. Mullen.

Row 3: M. Morris, N. Horgan, M. Nolan, S. Carlson, M. Fitzgerald, O. Ferguson.

Row 2: D. DeStefano, P. Goldberg, H. Sherman, Miss Ware, P. Goldthwaite, E. Whitehouse, M. Gordon.

Row 1: J. Bourlon, D. Evans, F. Hartigan.

## Junior High Class History

### ACT I

WITH faltering steps, an awkward, unsophisticated group of seventy-two "prospective teachers" made its way to the portals of this revered institution one gloomy morning in early September. Inside the building, they eyed one another apprehensively and then stared open-mouthed at the lively spectacle before them. Suave, well-polished upperclassmen strolled by nonchalantly, calling out greetings to acquaintances and casting glances of ill-concealed amusement at these gawky newcomers. Once arrived in chapel the group sat spell-bound gazing at the grim faculty, the serious upperclassmen and the kindly principal who bestowed on them some words of valuable information, regarding the school and the studies thereof. The next few weeks flew by on rosy wings. The freshmen regained their lost confidence and assumed a cloak of blasé worldliness and ultra sophistication.

But alas, pride goeth before a fall. The freshmen fell with a sickening thud. They were invited to a welcome party to be tendered them by the haughty Junior High Seniors. They attended en masse, much to their horror and disillusionment. Ghostly figures clutched the unsuspecting ones with cold and clammy hands, and whispered dread tidings of imminent misfortune to one and all. Shrieking phantoms glided through the darkened gym leaving in their ghoulish wake a trail of quavering, gibbering freshmen who inwardly vowed eternal vengeance on these malicious upperclassmen. Their better nature rose to the front, however, and returning good for evil, in characteristic manner, the two divisions united to give a delightful party for these same vicious seniors, entertaining them with a mirth provoking play and stuffing the greedy ones with all kinds of tempting refreshments.

Two months passed; gaunt, haggard freshmen tottered through the dark and dismal corridors. Dark circles, sunken eyes, drawn faces, stooping shoulders—all bore mute testimony of the countless hours spent toiling through the intricate mazes of new subjects. The grim grey shadow of Marks stalked into the midst, breathing its dread spell over all and claiming a few of the unprepared for its victims.

The annual rock test was given with the usual disastrous results. Fertile minds labored long and diligently, producing by the sweat of furrowed brows, original, astounding and even breath taking history charts. Feverish, wild-eyed freshmen wracked seething brains in quest of startling inspirations for English themes. Panting, exhausted groups lurched and stumbled through deserted fields or on the top of precipitous hills searching for evidences of glacial drift and igneous rock.

### ACT II

The curtain rose on a joyous scene. Merry shrieks of greeting, laughing, joking groups, tanned, sunburned, freckled faces instead of the white strained ones of the previous spring. Yet underlying the frivolity and hilarity was a reserve, a dignity

that hitherto had been lacking. Gone forever were the giggling, scatter-brained freshmen of the previous year, and in their place stood the Junior High Sophomores, calm, steady, prepared for any emergency. They beheld with preoccupied looks the childish antics of the Freshmen, who capered about like lost souls. As workers, their capabilities knew no bounds. Their masterly themes caused all readers to shake their heads at the brilliant wit and analytical powers these gifted Sophomores displayed. The beautifully tinted and minutely detailed garden plans, over which they spent painful hours, astounded even the most exacting observer. Their prowess, however, was not only of any intellectual nature—their athletic abilities were a source of continued admiration and wonderment for all. Ingeniously contrived chapel programs, pedagogically perfect lesson plans, unique parties—all flowed with equal ease from their powerful, ever-productive brains.

Again springtime breezed around and with her came Class Day. The pageant depicting eloquently the story of Salem Normal School from its founding, was a model of dramatic, as well as Terpsichorean art. Needless to say, the Junior High School Sophomores featured prominently in their elaborate production.

### ACT III

The Junior High School Seniors—fifty-eight strong—entered with a flurry, accompanied by the clashing of cymbals and the blaring of trumpets. After much due deliberation and consideration they had divided into two groups. The one—historically and geographically inclined; the other—with a natural bent for science and biology. Together they struggled through Drama in its most intricate form, they scaled intrepidly the lofty heights of Spelling and Appreciation lesson plans. Gloriously united, they resisted the persistent foe, marks, and the enemy retreated in ignominious defeat. The dread obstacle of Training presented itself, but the dauntless seniors, summoning their whole strength, remained invincible to the end.

The struggle is over, Healing Spring casts her soothing spell over all. Reluctantly the Seniors watch their eventful stay at Normal School draw to a close. Class Day—a green Campus thronged with admiring parents and marveling freshmen, who watch with unswerving attention a beautifully enacted pageant describing the illustrious history of Salem Normal School Graduation—serious young graduates, precious diplomas, tearful farewells.

How pleasant now seems the insignificant tasks, over which they had groaned so long and loudly. Grimly and purposefully they set their faces to meet the uncertain future, with a firm resolution to profit by all that their Alma Mater had revealed, with a gracious gesture.

Curtain

## Junior High Class Will

DISTRICT COURT OF SOUTHERN ESSEX

**L**EST ye forget we, the Junior High School Class of 1930 at Salem Normal School, in the Commonwealth of Massachusetts, being of sound mind and memory, do hereby declare this to be our last will and testament.

TO OUR MOST PATIENT, COOPERATIVE AND SYMPATHETIC PRINCIPAL AND TEACHERS

We leave our most profound expression of gratitude for their sincere aid in leading us to our professional goal. They are also to be endowed with our fondest hope that they will find, in the course of time, a class as efficient and original as the said Class of 1930. Apart from our creative power and our legislative ability, we feel an inner urge to also bequeath to them a Mack Truck into which may be piled a written testimony of their weighty and comprehensive opinions of said class.

TO OUR CAPABLE AND DEPENDABLE FRIEND, MISS WELLMAN

We feel justified in bequeathing our appreciation for the joyous delivery of the famous potato from the well known Aroostock County to Miss Ware the day before our Christmas vacation.

TO MISS CLARK

We bequeath everlasting memories of her earnest endeavors to collect our ten dollar entrance fees.

TO THE FACULTY

1. *To Miss Harris*—A copy of all creative work which our fertile brains produced during our sojourn at this institution.
2. *To Miss Wallace*—we leave our Class motto, "There's always room at the top"—the top of the ropes.
3. *To Miss Flanders*—an elevator express to the third floor.
4. *To Miss Ware*—we leave a complete laboratory capable of quenching the ever increasing thirst for knowledge of the biology students.
5. *To Mr. Whitman*—realizing fully that we cannot carry them with us we leave our cherished pieces of work,—including a somewhat battered steam engine; a telephone instrument—seventeen pieces including the cord; a conglomeration of screws and nuts, the only mortal remains of a once perfectly good flatiron. To him we also bequeath a telegraph outfit provided he find it hidden among the many drawers and cabinets in the chemistry room, away from the prying fingers of would-be telegraphers.
6. *To Miss Bell*—A sound proof library.
7. *To Miss Goldsmith*—All material begged or borrowed for use in biology.

8. *To Miss Stone*—Our geometry and algebra work books with which to cheer incoming seniors.
9. *To Miss Cruttenden*—scattered memories of our spontaneous recitations on STORCK and FLICK.
10. *To Mr. Moody*—the other fellow's viewpoint.
11. *To Miss Lyons*—a bottle of Sheaffer's Skrip and a workable fountain pen so that she may write her impressions of the Junior High Senior Class.
12. *To all the faculty*—an unlimited supply of A's to be distributed generously among the students.

TO THE SOPHOMORES:

1. The front rows in chapel.
2. Sixty pairs of wings to be used while endeavoring to climb the ropes.
3. Reserved tables in the lunchroom.
4. A miscellaneous assortment of charts, graphs, themes, second-hand books over which we spent many painful hours.
5. An abundant supply of health material.
6. Autographed copies of the book on "How and Where to Obtain Gym Outfits," by Harkins and Kelly.
7. Irene Williams and Esther Whitehouse leave their athletic prowess.
8. Abe, Jack, George and Sid leave their enviable places as the only men in the class to Ted Nolan and Leo Lecker.
9. Pearl Goldberg leaves an advantageous place before the locker room mirror.
10. To anyone so desiring Dot Foster leaves her penchant for teaching science in the training school.
11. To underweight freshmen, Vera Harrington and Clarice Smith joyfully bequeath several pounds of surplus weight.
12. Ruth Ranen leaves her originality in chart making to future hygiene classes.

TO THE FRESHMEN:

We leave lots of grit and determination to succeed in reaching the dignified state attained by us—that of haunting various teachers agencies.

In testimony whereof, we hereunto set our hand and seal this thirteenth day of June in the year Our Lord one thousand nine hundred and thirty. In the presence of said witnesses we hereby declare this to be our last will and testament.

Signed

THE JUNIOR HIGH CLASS OF 1930

E. P. M.

A. M. B.

## Junior High Prophecy

IT is a warm spring afternoon in the year 1954. Stately buildings rear their proud and lofty heads into a tranquil, blue sky. Shrieks of gayety and laughter suddenly interrupt the drowsy stillness that envelops all. Groups of rollicking students are making their blithesome way across the smooth Campus; some burdened with golf equipment, are hastening to the links; a few are rushing to the newly-constructed hangar to obtain their gliders, which will carry them off into the blue expanse of sky; others while away the golden afternoon by revelling in the warm sunlight.

Suddenly, a figure is seen approaching the main building, slowly, hesitatingly, as if he were treading on unfamiliar ground. A smothered cry escapes us. It is none other than our Mr. Pitman, former principal of the school. Two frolicking children dash up to the stranger who regards them in a puzzled way. These children are the promising and enterprising offspring of one of our gifted members, Mr. Abraham Gilman. In answer to his inquiries, Mr. Pitman discovers to his evident chagrin and dismay that this immense community is the much-discussed Salem Abnormal School, which was erected on the site of that ancient temple of learning, Salem Normal School.

Mr. Pitman begs the children to lead him to the President of the school; to his astonishment, he learns that the School is without a head—it is controlled and directed by the complete jurisdiction of the student body. Although he realizes that his request will end in disaster, he implores the children to conduct him through the remarkable school. Slowly and with faltering steps he accompanies the little Gilmans, gleaning from their childish prattle the cold facts of the case.

Abraham Gilman, father of these little ones, is the Dean of the girls, and, from all accounts, he is doing nobly by his job. His wife, the former Mary Petrucci, acts as psychology instructor in the school and performs all manner of interesting experiments on the children, this accounting for their very noticeable eccentricities of speech and appearance. Alice Kelly, grown buxom and stalwart, is the revered Dean of the boys, the reasons for girls, attending Normal School, having increased to immense proportions.

As for the faculty—Mary Nolan and M. Josephine Marks have blended their talents and lyric voices and are the heads of the promising music department (Mary takes care of the radio while Ted cranks the Victrola). Doris Martin and Olga Ferguson, well-known in bird circles, head the nature study and biology departments. Professors Sophie Weissman and Ruth Ranen lord it over all in the geology classes, save when they become excited and hurl rocks from their famous collection at the innocent bystander.

Up in the art department Jack Tivnan, who has delighted us all with his clever chalk talks, holds sway with the able assistance of Pearl Goldberg. Mary Fallon can be seen at all hours washing the paint brushes which Jack, while in the throes of artistic temperament, strews around.

Agnes Delay and Del DeStafano preside in the math room and throngs gather each noon to catch the pearls of wisdom which fall from their lips. George Talbot, and Katherine Kilroy, always shining lights, daily expound their wild and erratic ideas in the history room to a startled, and somewhat bewildered, group of students. Down in the gym a class in rope climbing is in progress and, under the expert supervision of exuberant Mae Priest and vivacious Eleanor O'Hearn the class has learned to climb up and down the ropes with ape-like agility. In the spacious, brilliantly illuminated ball room, Peg Fitzgerald, who has at last forsaken the footlights, is giving an exhibition of clog dancing for a crowd of amazed underclassmen.

Downstairs in an elaborately equipped suite of rooms, Mrs. Edward Cody, nee Lillian Wall, explains her theories on the science of home making; while, in the wood-working room, those two master cabinet makers, Lillian Dahlin and Gladys Tilford, explain the intricate details of manual training to an open-mouthed freshman class. A placard on the bulletin board draws our attention to the pleasing and unique opportunities offered by the Plumber Farm School for Boys and Girls, a summer camp owned and operated by Irene Williams, Esther Whitehouse, and Marguerite Connell.

The elevator, which whirls us up to the third floor, is under the expert control of Edith and Clarice Smith, who present a box of Smith Sisters cough drops to all passengers. A sudden sneeze or cough annoys these girls considerably and they have been known to froth at the mouth when thus aroused.

Helen Dillon, pinch hitting for Miss Wellman, holds sway in the office and performs everything, from dashing up and down stairs with the attendance book to remonstrating with irate educators. Over in one corner of the office, surrounded by a battery of telephones and newspaper reporters, Frances Hartigan informs a waiting world as to the hourly progress of this unique institution.

Margaret Morris reigns supreme in the luxurious, book-lined library. Dorothy Foster and Frances Mullen expert guidance teachers (also the Dorothy Dix and the Mildred Champagne of the school) in their remote sequestered corner, hand out advice to the love lorn, the impecunious, or what have you. The once shy, retiring Martha Gordon has blossomed forth into a fiery magnetic orator. Her classes in public speaking are thronged.

Mary Finn, presides over the peaceful and immaculate rest room, comforting both the sick of mind and body by a flash of her radiant smile. Two determined figures stride along the cheerful corridor. They are Charlotte Corey and Pauline Goldthwaite, who, formidably armed with vacuum cleaners and dusters form the efficient janitor corps. Woe betide him who unthinkingly drops a candy wrapper!

Down in the well ventilated, airy cafeteria an appetizing luncheon is being prepared by Chefs Marion Mugridge and Grace Batchelder. The vegetables used in this up-to-date kitchen all come from the thriving school farm of which Sigrid Carlson, alias, the girl from Saugus, is the manager.

Out on the campus we see a group of nymph-like maidens darting hither and yon in graceful abandon; it is the aesthetic dancing class taught by Marguerite Golden, the Anna Pavlowa of the age. Across the lawn comes a dignified figure—a man in a bowler

hat with a flowing mustache. We recognize Sidney Gordon as the school detective. Detective Gordon can trace everything from a lost airplane to a misplaced eyebrow.

Signs of disturbance are noticed under one of the spreading trees. The omnipresent Julie Bourlon, well known woman pacifist, is forcefully pleading the cause of that time worn subject—Disarmament. A grim looking person marches up to the unsuspecting Julie and chides her for disturbing the peace. You might have known that Eileen Murray, the formidable guard of the institution, would be on the spot to quell any suspicious characters.

Grace Harkins, Principal of the Training School, hastens across the green. Hot at her heels are two irate parents—Mrs. Philip Schwartz and Mrs. Benjamin Garber (the former Julia Fogel and Rebecca Mekelburg). Julia and Becky pay at least one visit a day to Grace to reprimand her for abusing their offspring.

A low slung roadster drives up to the door of one of the dormitories, carrying Gladys Read and Agnes Brennan, those promising and piquant chorus girls, who are out on the road with "Hit the Dock." Abby Boyd and Catherine Votta, one and inseparable, rush out to greet their favored proteges—Abby and Catherine are the House mothers of the dormitory.

Up the street comes a noisy, bulky contraption—the school bus, operated by Nellie Horgan and Henrietta Sherman. Nellie collects the fares while Henry presides at the wheel. Of course, whenever Henry gets an inspiration for a poem, bus service is suspended until the agony is over.

Over on our right is the little drug store into which Carolyn Larkin and Mildred Chaisson, chief soda jerkers, concoct delicacies to tempt the palate of the most exacting connoisseur. Vera Harrington and Dorice Evans are chatting here, over some unknown mixture. Vera is the chaperon at all school activities (many a culprit has bitter remembrances of Vera's horny hand tweaking his ear). Dorice, on the other hand, is the Texas Guinan of the school—no function would be complete without her lively presence.

Into our view stagger two pathetic figures—Frances Roach who is joting meaningless nothings down on a pad of paper and Connie Johnson with her inevitable camera. The task of working on the year book proved too much for them and their minds gave way under such a tremendous strain.

Mr. Pitman gives a last long lingering look at the scene of his former happiness. His face grows old and haggard, his shoulders are stooped, his jaunty air is gone. He groans aloud, sighs, and totters down the street.

# Junior High



Off for Training



Famous Quintet



2 Lills and Tillie



"Bugology"



Billy with our Paderewski



We Us + Co.



"The Boss"



"Buddies"



"Skippy"



"Babe"



The Results of Nature Study



What Strenuous Exercise Does for Us



Our Mr + Mrs. Stit



"Topsy" 5



Our Males Plus



"Boots" 8

# Seniors



"Fran" and "Dorice"



Our Better Half



Evils of New York  
Ruthie, Irene, Esther



Our Baby Days



"One Price"



"Another Price"



Three Musquitters



Asleep at the  
Switch



"Cooperation Sallies"



"Fran" from the Rear



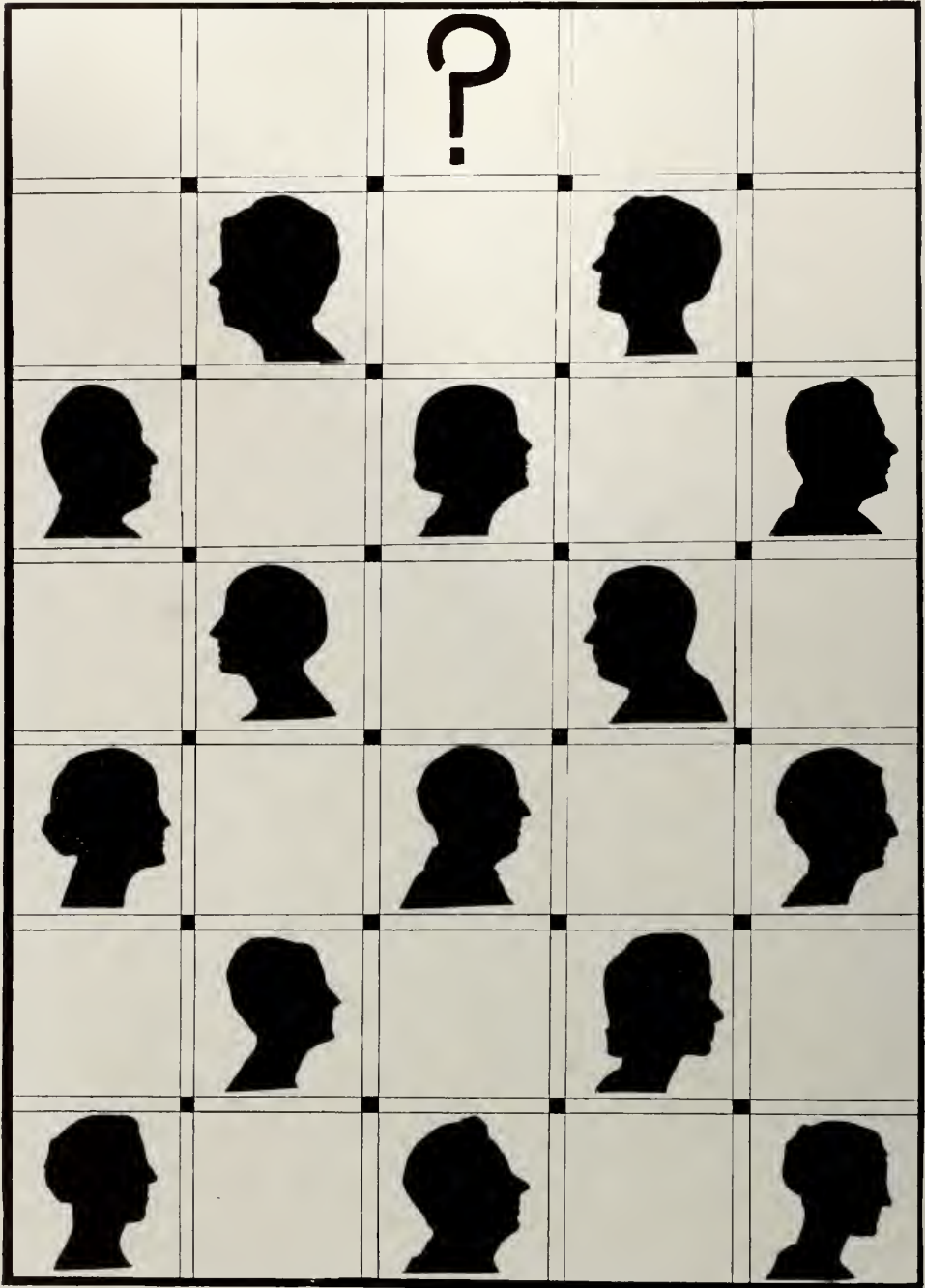
"Are We Blue"



After a Geography Test



Three of the 4





D Vezina

ELEMENTARY<sup>EQ</sup>



ELEMENTARY SENIOR I

*Row 3:* M. Polansky, R. Ostreicher, M. Patten, R. Braude, I. Peters, D. Vezina, K. McCarthy.

*Row 2:* D. Colbert, M. Day, E. Maskell, L. Boyd, A. Wischmann, R. Girard, M. Glazier.

*Row 1:* A. Clark, H. Kelly, E. Fitzgerald, A. McCaffrey, K. McMahon, H. Johnson, M. Bingham, J. Arata.



ELEMENTARY SENIOR II

*Row 4:* I. Leyden, J. Lewis, R. Kelley, B. Camuso, A. Brennan, D. Eells, G. Crosby.

*Row 3:* K. Little, H. Leary, H. Kane, I. Gilman, C. Dineen, A. Incollingo.

*Row 2:* R. Harrington, H. Wittenhagen, E. Dooling, S. Delano, G. Angelo.

*Row 1:* C. Marcus, M. O'Donnell, B. Perlmutter, Miss Harris, H. McKay, D. Supowitz, C. Silverman.



## ELEMENTARY SENIOR III

Row 4: G. Lovejoy, C. Tangard, P. Soroka, B. Levenson, M. Harrison, M. Evans.  
 Row 3: M. Walsh, E. Shute, A. Visnick, R. Singer, R. Gorin, L. McCarthy, D. Doyle.  
 Row 2: D. Flannigan, M. Rich, S. Tashjian, I. Tossell, E. Thompson, G. Kilfoile.  
 Row 1: J. Rando, E. Cohen, F. Silversmith, Mr. Woods, D. Rust, A. Drago, A. Barry.



## ELEMENTARY SENIOR IV

Row 3: E. Quigley, H. Woodbury, M. Coburn, S. Staller, M. Moran, L. Oliver, A. Pederson.  
 Row 2: G. Keith, M. Rutkauskas, M. Mingoelli, G. Gibbons, M. Donovan, A. Prendergast, H. Doyle.  
 Row 1: E. Nakashian, E. Staller, M. Gilholey, M. Grayce, D. Newcomb, A. Davis.

## History of the Elementaries

### PART ONE

CAME the great day when we must arise, clad ourselves in armor, gird on our sword of knowledge, and go forth to win. Were we not "Freshmen" at "Salem Normal School?" No longer lordly seniors we, but—mightiest of mighties—professional beginners. A little of the mightiness was lost when we had to ask the way to class in the next room, and when the haughty upperclassmen answered in a hopeless tone, "Oh you, freshies. Next door."

Still we survived it and came through very well. We learned in time that a flight of stairs always leads to the same place, and that the bookstore was permanently located on the right. On the whole we were a normal class—flunked the usual number of exams, gave the usual excuses for unpreparedness, and lost the full quota of locker keys.

Time passed, and pleasantly enough. What energy we could spare from our studies went into sports and one heard such remarks as these: "I've walked every day but one this week. Does that count?" "Field Ball practice this P.M." "Going out for Newcomb?" or "See you at the gym." Breathes there a woman who gossips so little that she does not know that Freshman 3 was the League Winner in Basketball? If so—hear it now.

Lest old times be forgot, let me chronicle the social events. We made our debut in a reception and tea sponsored by the seniors—one would not imagine that these lordly ones could be such delightful hostesses. At this time we were presented to the faculty. Our next social effort was a Christmas party—we again being the guests of the seniors.

Let us margin this next chronicle in black, for a time of mourning fell upon us, and there was much weeping and gnashing of teeth. We were beset on every side by marks. They dealt us a vicious blow, but it was not fatal, and as time went on our unconquerable spirit was again in the ascendancy.

Then again were caught in the whirl of engagements. Our glee club gave a joint concert with the Technology musical clubs. The glee club was good, the audience delighted and we surely made the most of a good thing.

After a while came that curse of humanity, spring fever. It was a time when every student revolted at the thought of studying and the very soul seemed called by every breath of warm air. Finally—the last day of school with its rush and hurry, fond farewells, frantic exchanges of addresses, and rash promises to write. Everyone was asking everyone else what she was going to wear to the coming festivities, where they were going for the summer, and—if they were coming back.

Class Day came and went with its glorious pageant. Those of us who saw it reveled in its vivid portrayal of old Salem Normal School.

Then with a little farewell to the Campus, and a last lingering look, we put our babyhood forever behind us—we were onward and upward!

## PART TWO

School again. Once more we entered Salem Normal School in quest of knowledge. A crowd of girls rushed up to us with "Oh, how good to see you back." "Has anyone seen Helen?" "Did you have a pleasant summer?"

Another group came up to us with, "Can you tell me where the reception committee is?" "Where can I find my locker?" "Has anyone seen my Senior?" Was it possible that we were once as green as that? "Of course not," remarked a senior near me, "we were different." With a daily decreasing cheer and energy we pointed out rooms, hunted up lockers, and scattered consolation freely.

Our first diversion was the Welcome Party, where everybody met everybody else, and all had a good time.

Then Senior I came back, and they were the reigning powers overflowing with enthusiasm and professional dignity, on all sides they expounded the latest pedagogical theories. Questions concerning Discipline, that monster which strikes fear into the hearts of all seniors, were answered in a superior way by the all-knowing ones.

The next glittering event was the Man Dance. How we thrill when we hear those magic words. To us they spell a good time on the Great White Way, which we shall not forget.

At the other side of the Delectable Mountains we fell into the Slough of Despond, called by the ruling sovereigns, "deficiencies." This slough, although most of us succeeded in wallowing through, left its murky traces on many.

But the darkest hour came just before the dawn. Christmas was the dawn of our hopes. Senior III presented a beautiful Christmas Pageant in the Training School. The dramatic and musical talent of this class were utilized to their fullest extent and the result was charmingly effective.

There was also a party in the gym. The mirth provoking favors, delicious refreshments and irresistible music can tell the tale more eloquently by far than we. The grand finale was a visit from Santa Claus, in person. Although he was not as buxom as usual and his whiskers seemed to be precariously unstable, we certainly gave him a jolly welcome.

It has been said that "coming events cast their shadows before." Not in vain was it said. For a week the air seemed like one huge bubble, ready to burst if you breathed freely, and marks, the master whiphand, reigned supreme. "Sink or swim," said the frivolous. "Survival of the fittest," and "the struggle for existence," Miss Goldsmith's classes said, gravely shaking their heads while perusing a ponderous volume of Darwin's. Finally we bearded the lion in his den, learned the worst, and Salem Normal became again a normal school.

Then came the real excitement—the official photographer. His presence was felt more than seen. Seniors were inevitably fluffing their hair, straightening collars and asking weary friends for the three millionth time if they looked all right. Results were awaited with high hopes. However, it shall not go down in history whether or not they were satisfactory. Personal opinions are the only "positive proof."

With Class Day, Graduation and the Senior Reception looming on the near hor-

izon, what more can we ask of life? What a new world they will open up to be conquered!

We regret leaving the many friends who have made our Normal School life pleasant and profitable. We thank Mr. Pitman and the Faculty for their guidance and the encouragement they have given. Our sincere hope is—may they never have a worse class.

“The end has come, as come it must  
To all things; in the sweet June days,  
The teacher and the scholar trust  
Their parting feet to separate ways.

They part; but in the years to be  
Shall pleasant memories cling to each.  
As shells bear inland from the sea  
The murmur of the beach.”

C. B.

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### Elementary Class Prophecy

**B**RRHUNN—We leave the roof of the New World Building and swing down to the strata of air passage allotted to the Archer Street Air Service. Using the “telcharoscope,” I survey the icicle like structures between which we fly. Man in this new era of building has successfully combatted germs by condensing sunshine through tempered glass. My instrument pierces the shield of this scintillating material and leaves to my penetrating glance the problem of analyzing the Normal School Alumnae of the Elementary Class of 1930. A flashing glitter strikes the lenses: something shining, glowing—ah!—:—focused!

The Aerovox Theatre—Ruth Girard, the captivating star of “Hello Min.” is combing her golden tresses again. There is Elly—still singing her mammy songs and (Can I Believe my eyes?) she has in her chorus of vivacious girls Helen Johnson, Miriam Glazier and Cecille Brink. In the audience is Madeline Day, now Mrs. Van Cult wife of the famous Darwinian evolutionist. There is Anna Wishmann wearing big black goggles—a regular schoolteacher. Doris Vezina has just strutted past on Flo Ziegfeld’s arm. He starred her in his last show, “Whoa,” in which Dot Colbert did a spectacular Egyptian dance.

Shifting the position of the telcharoscope, we look south and behold Helene Kelley and Ethel Fitzgerald who are earning their living by being chained together and diving from a two-foot platform into an ocean of tea. Look at Ruth Ostreicher, now known as Professor Humdrum, lecturing to the starving Indians on “Why the Breath Should Be Preserved.” Her two assistants are Mildred Polansky, who acts as press agent, and Louise Boyd, who entertains the lonesome Indian chiefs with her stories from “Travels to Lynn” written by Katherine Clark.

Speaking of lectures, Kay McCarthy, the world famous debater and Mary Birmingham, are giving a course on "How and When to Speakeasy," in the palatial home of Kitty McMahan. Kitty married immediately after graduating from Salem Normal School and settled down to a peaceful life in Vermont. That reminds me—The Pine Tree Limited has just been purchased by Ruth Braude, who takes great delight in travelling back and forth to the wilds of Vermont.

Edith Maybush is busy in Constantinople compiling material for her new book, "Why Do They Pack Sardines So Tightly?" She and Julia Arata have just received their F. I. S. H. degree. Accompanying them is Irene Peters the only old maid out of the whole class. Irene operates a home for wandering goldfishes in China; Martha Patten, famous statistician, has discovered that bananas are known by same name in California, that grapefruit still squirts in your eye, and that Bologna is a composite substance. There is Anna Mack, well known woman scientist, who has just completed her book, "The Value of the B. T. U. as Applied to Swiss Cheese."

Here comes Anna Brennan, Editor of *Hooper's Magazine*; Anna employs Dorothy Eells to locate back numbers. An article in this magazine states that Blanche Camuso and Grace Angelo are tracing the genealogy of a potato bug. There is also an article by Helen Whittenhagen, who has recently returned from a flight over the Continental countries. While on her travels, she found the eminent archaeologist, Ruth Kelley, unearthing gondolas. From Ruth, Helen obtained much information concerning her former classmates. All this appears in her article:

"Adeline Incollingo and Madeline Marcus are designing interiors for transatlantic planes. Helen Kane and Isabelle Leyden are taking the place of Amos 'n Andy; while Helen McKay has become a world famous ballet dancer, Bella Perlmutter is negotiating for the Inter-Planetary Peace Conference. Other officials are Helen Leary and Ruth Harrington. Lucy Kelley and Mary O'Donnell, supervisors of modern education, are advocating field trips to Mars. For this reason Jeanette Lewis and Grace Crosby are revising the curriculum. Those two scientists, Ida Gilman and Dora Supowitz, are the only advocates of the 'Come Down to Earth' theory. They are the incomprehensibles of this day and age."

We must continue on our trip. In the cabin of the plane, the members of the Intellectual Club are offering a varied programme. Carrie Tangard acts as hostess; while Mary Harrison, known to the world as Ethel Leginska II, presides at the piano. Edna Thompson tells us the heart rending story of "The Lone Star Ranger" with whom she sympathizes deeply. Eileen Shute keeps the passengers in gales of laughter by her amusing stories. The pilot of the ship, Katherine Little, overcome with laughter, barely misses the tower of Barry, Doyle and Colbert Company, well-known manufacturers of cosmetics.

Our attention is called to a large building looming up in front of us. As we draw near, we recognize the Bell Library, of which Mildred Evans is the Chief Librarian. Entering the beautiful building are Grace Kilfoile, Bertha Levenson, Anna McCarthy, Sarah Tashjian and Helen Woodbury. They head for the magazine department to obtain the latest number of the *Wise Crack Magazine*, edited by Fay Silversmith and

Celia Silverman. Mary Rutkauskas and Edna Quigley are hard at work in the art room; Dorothy Newcomb and Marguerite Gilhooley are singing lustily in the music room; Mary Coburn, Alice Davis and Esther Nakasian are in the nature department studying the evolution of the mechanical man. In their midst we see March Moran showering them with questions. In the dramatic department is Marion Grayce looking up a play which has been suggested by Mary Mingoelli for the benefit of the Deaf Children's Institution. This play is to feature Gladys Gibbons and the Staller Sisters in a dance trio.

Listen to Etta Cohen and Ruth Gorin discussing the revised edition of "Dr. Johnson's Life" by Fay Woodward. Abbie Drago is telling Dorothy Flannigan, Grace Lovejoy, Dorothy Rust, Pauline Soroka and Isabelle Tossell about her amazing teaching experiences in Vladivostok. As we sail on, Josephine Rando points out to us her flourishing department Store in which Ruth Singer demonstrates sewing machines. Her best customers are Ann Visnick, Margaret Walsh, Nora Whelan, Grace Keith and Margaret Donovan.

Our fuel is running low, so we must head back from our enjoyable trip to the Archer Street Air Service. This voyage has been made possible through the kind generosity of Marion Rich.

K. L.

G. C.

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### Elementary Class Will

**K**NOW ALL MEN BY THESE PRESENTS that we, the Elementary Seniors of the Class of 1930, at the Salem Normal School in the Commonwealth of Massachusetts, being of sound mind and memory and realizing the uncertainty of life upon this planet, do make and devise this document as our last will and testament.

TO THE FRESHMEN WE BEQUEATH

1. The sacred duty of upholding the dignity and spiritual attentiveness which we have maintained in chapel at all times.
3. Our ability to produce effective and educational chapel programs at a moment's notice.
3. Pillows, to place on the assembly hall chairs, guaranteed to relieve the aching spots on the spinal column.
4. The courage and fortitude to burst forth loudly on the "Amen" in the morning hymn.
5. A comfortable, luxuriously upholstered Davenport, to be placed in front of the library for the benefit of the careworn and emaciated Seniors.
6. A pair of elevators to be installed for those unfortunate individuals who lose a pound a day by chasing frantically upstairs and down.

7. A dozen pencil sharpeners, supplied with handles, guaranteed to work; if addressed in a coaxing way.
8. Clocks placed in convenient positions so that restless students may consult them without any undue craning of necks—these clocks will give the correct time by courtesy of the Pullover Watch Company.
9. A complete set of debater's manuals to enable the would-be Senior to break into fiery and eloquent speeches when arguing with Mr. Moody.
10. Anything your heart desires—even unto the furnishing of a new plumbing system so that the locker room faucets will bubble forth in a sparkling rush of aqua pura, instead of the tantalizing trickle which has so often brought tears to our eyes.

TO THE FACULTY WE BEQUEATH

1. Many other classes as deeply appreciative and as uniquely gifted as the one that now stands so gracefully poised on the threshold of this institution.
2. *To Miss Harris*—A sound-proof room for the teaching of poetry; also a supply of adjustable windows and curtain shades.
3. *To Miss Wallace*—A piano for the gym. (This piano can be played if the proper amount of coercion and perseverance is used).
4. *To Miss Goldsmith*—A dozen boxes of bird seed, in order that those slightly time-worn and moth eaten specimens in her museum may wax brawny and buxom.
5. *To Mr. Whitman*—An electric dish washer for the benefit of the test tubes, beakers and flasks that soak from generation to generation.
6. *To Miss Gale*—A room equipped with a heating apparatus that heats. (In the event that this is impossible, we bequeath her a set of heating pipes that can at least syncopate.)

In testimony whereof we hereunto set our hands and seals, and in the present of the witnesses herein named, declare this to be our last will and testament. Dated at Salem, Massachusetts this thirteenth day of June in the year of our Lord, One Thousand, Nine Hundred and Thirty.

*Witnesses*  
 Clotho  
 Lachesis  
 Atropos

Signed:  
 Last of the Biennials

# Elementary



"Sweeter than Sweet"



Time Will Tell



Athletes



Dot



"Min"



Madeline



"Kollege Kickups"



Friends



Elementary Srs.



"pete"



Blanche



Resting



"Our Gang"



"Happy Days"



Helen



"Gladie"



Old Times



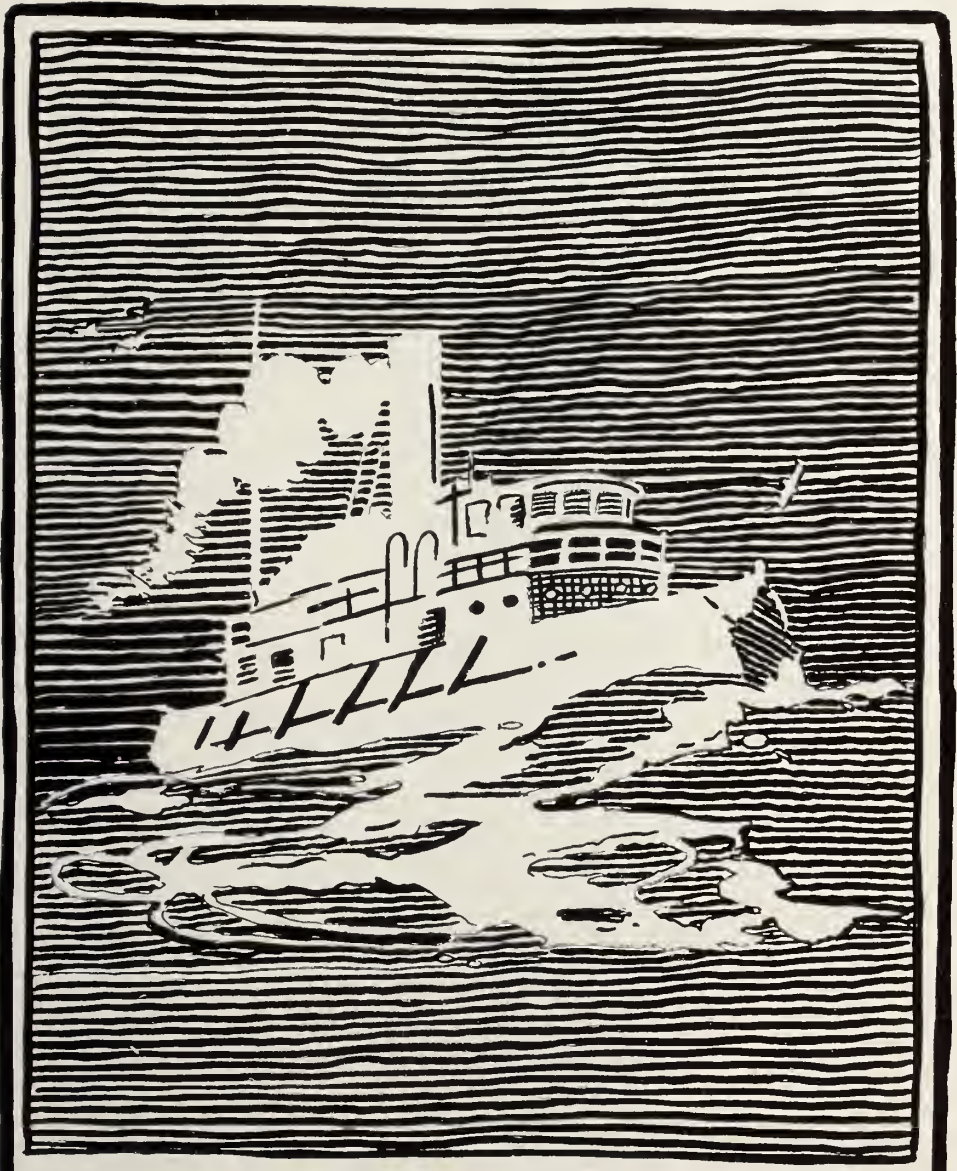
"Smiles"



Faye



Celia



J. Fogel

SPECIAL EDUCATION

E. G.



Row 2: S. Wood, M. Hansen, Miss Walker, E. Johnson, A. Finch, M. Crocker.  
Row 1: A. Woods, R. Melville, Miss Hoff, L. Eichorn, G. Divine.

### Special Education Class

Among the dates which are gems in our memory of S. N. S. are:—

OCTOBER	2	Visit to the Centre School in Salem.
OCTOBER	16	Hallowe'en party and meeting of the Fernald Club at Arlington.
NOVEMBER	1	Visit to special classes in Boston.
DECEMBER	2	Visit to Walter E. Fernald Institute at Waverley.
DECEMBER	17	Christmas party in Miss Walker's room.
MARCH	20	Convention of Special Class teachers in Boston.
MAY	3	Visit to Lawrence Training School.

### The Tug Boat

THE tug boat chugs in and out of the harbor, helping the large, unwieldy vessels to dock safely. Occasionally a smaller vessel, maimed or perhaps without fuel, needs the service of the little tug to tow it into dock. The Special Education Department is one of the tug boats helping along the smaller boats in the large open harbor which we call Life. It selects the less able children, gives them an opportunity under kind, scientific guidance to organize all their forces, to utilize the native equipment with which they have been gifted, to build up and better habits, to give them confidence, hope, and encouragement, so that they can effectively and cheerfully carry on their work.

## Last Will and Testament of the Special Education Students of 1930

WE, the members of the first Special Education class of the Salem Normal School, do make, publish and declare this our last will and testament.

To the incoming members of the Special Education Class, our followers in this great service, we bequeath:

1. The honor, dignity and wisdom which rightfully belong to them as members of such an esteemed course.
2. The unrestricted use of the noisiest lockers in the corridor.
3. Unreserved rights to the table which is nearest the windows in the sunny pedagogy room.
4. All books from which we obtained the professional wisdom and knowledge with which we are going forth to serve.
5. Five periods to be spent each day in the pleasant and inspiring company of the faculty members of the Special Education Course.

To the six members of the faculty, who guided us through our joyful year, we make the following bequests:

To Miss Hoff—The sole right to use any room in the building at any time, without fear of having to vacate.

To Miss Walker—A class composed of budding Edisons, Steinmetzs, or what have you, interspersed with a few Mme. Coues and Clara Bows.

To Mr. Little—One dozen patterns and detailed directions on the subject of truck-making, using box construction, so that the students may not suffer nervous disorder due to the use of too much originality.

To Miss Adams—A class as highly domesticated and uniquely original as the one now leaving.

To Miss Gale—The hope that upon receiving a gift at any future luncheon given by our esteemed successors, she will remain calm and face the issue squarely.

To Miss Rust—A bigger and better gym class than she has had the privilege of struggling with this year.

In testimony whereof, we do set our hands and seals, and in the presence of three witnesses declare this our last will and testament, this thirteenth day of June in the year one thousand, nine hundred and thirty.

*Witnesses*  
M. I. Blue  
Chess Chew  
Hap-P-Days

Special Education Class  
L. E.

# Special Education



Fitz-what?



The Happy morons!



Projects



Lucky One



Ship Ahoy!



A Rival?



Mr. Little's Nightmare!



Sitting Pretty



The Three



more Projects



Who's Hiding?



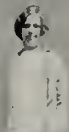
All Tell Time



Leap Year



Gert



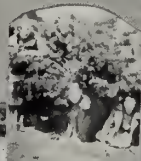
Special



Who's The Teacher?



Hello!



All in Bloom



After the Week-end is Over At Marble head



Gone To Their Heads



Did I Say Heavy?



Miss Walker's Class



Waltham



# UNDERGRADUATES

L. Quigley



Row 3: W. Weinstein, W. Polishook, G. Cosgrove, N. Goodman, B. Weinstein.  
Row 2: M. Sears, D. Kimball, G. Kantrovitz, P. Little, C. Flynn, R. Johnson, B. Arthur, E. Smith.  
Row 1: G. Bates, T. Garrison, E. Marx, E. Bacevice, Miss Gale, H. Carmel.

### Commercial Juniors

WITH the opening of school in September, 1929, seven stalwart representatives of the class of '31 appeared on the scene anticipating the work of their elected group, while the remaining classmates explored the mysteries of the business world.

We had not long to wait to see again the happy countenances of our "Jolly Juniors" for many of them, lured by the memories of their own initiation, returned to enjoy the similar plight of the present freshmen, and to see how well their seven members could entertain without them. The mock minstrel satisfied their expectations and displayed much talent. After a lapse of several weeks, the group from the business world joined forces with the "seven," making a small but courageous group of nineteen to carry on the standards of the class of '31.

The first undertaking as a class was our chapel program under the supervision of Miss Gale, our newly elected faculty advisor. A presentation of famous paintings portrayed by members of the class, was given. Such a program was in keeping with the wide range of interests which the well-known Juniors possess.

The drug store was ever a noon hour gathering place for the motley group, as well as those orchestral lockers on the first floor corridor, which seemed to delight in tuning in with the rhythmic beat of the individual mastication of much enjoyed edibles, at almost any hour of the day. We dare say first floor classes, and especially members of the faculty, will breathe a sigh of relief to know that these lockers will not be in possession of "our gang" next year.



Row 4: D. Ernst, N. Suzedell, C. Santamaria, M. MacDonald, M. Rose, H. Henderson, M. Horrigan.

Row 3: I. Cohen, E. Murphy, S. Baranowski, A. Kiember, E. Brown, A. Chaisson, R. Muniz.

Row 2: D. Lucia, C. Connelly, F. Altieri, M. Conley, R. Goren, H. Donahue.

Row 1: M. Russin, C. Powers, Mr. Phillips, L. Tenenbaum, E. Goldman, E. Michelson.

### Commercial Sophomores

THE COMMERCIAL CLIPPER, 1929 and 1930, presents you with the following excerpts from the records of the class of 1932:

"We were suddenly plunged into a pitch black cavern from whose dark recesses merciless ghosts emerged and clutched us with their clammy fingers. The tea given for us by our senior sisters was a gala event at which we assumed a new polish and dignity which became us greatly. Athletics sounded its annual call and among those who answered were E. Murphy, Kay Powers, C. Connelly, M. P. Conley and Roy Gordon. To the next big item of the school year, the Typewriting Accuracy Contest, our class contributed its share, since the second prize went to 'Mac'.

"On the second lap of our journey, we boarded a seaworthy 'vessel' and set out to investigate Boston Harbor. For the benefit of the newcomers who had joined us, we presented a bit of football practice which proved a sensation. Another exploit was the compiling of a history booklet on the French Revolution. While we traveled in spirit to France, Alice Kiember and Esther Michelson, traveled in body to New York, and brought back an interesting account of their experiences. Soon after this, New York was again visited by another member of our class, Mary Horrigan, newly-elected treasurer of the Co-operative Council, who graced the Great City as our representative. It was our class also which brought to public light the life and work of John Dewey. As for him, 'So much has been said and so well said that . . .'. If in doubt about the finish, seek the proper authority.



## COMMERCIAL FRESHMEN

Row 5: G. Hillman, B. Tourtrillot, E. Tourville, E. Hardin, M. Donellan, M. Simpson, M. Gates, A. Cadigan, M. Dillon.

Row 4: M. McGowan, L. Bates, B. Gray, E. Henchel, A. Despotopolus, F. Fingold, P. Zawacki, E. Sargeant. Row 3: C. Riley, B. Mamber, L. McLaughlin, Miss Badger, L. Caldwell, H. Webber, B. Christopherson, H. Garvey.

Row 2: M. Collins, A. Leahy, E. Kosmosky, R. Arthur, M. Slobodkin, R. Boyjian, G. Hansen, D. Freeman.

Row 1: S. Solmer, C. Kaner, L. Butler, J. Murphy, M. Cohen, J. L. Doucette.

## '33 Commercials Board Ship

ON September 11, 1929, the freshman commercial class set sail for a four years cruise in the deeper waters of knowledge. We had never before taken such a trip. There were new teachers, new classmates to know, and new adjustments to make.

After a few days out at sea, all the freshmen were invited to an acquaintance party in their honor. We felt quite elated, and of course every one of us attended. It was in the form of a tea, with an entertainment and dancing afterwards.

To celebrate Hallowe'en aboard the ship, we were obliged to provide entertainment in the lower deck for the ship's crew. They insisted that we dress as "young children" and perform stunts, even to "walking the plank."

Later on a contest in typewriting was decided upon. We were divided into two teams, the Orange and the Brown. The vanquished "Browns" were obliged to present the victorious "Oranges" with unique presents at Christmas time.

One day some of us left the good ship and spent the afternoon visiting the Art Museum in Boston. We were very fortunate in hearing Dr. Reisner, who spoke on "Excavations in Egypt."

During the remainder of the voyage, we all hope to be successful in our undertakings and in three years from now to dock in the home port with our ambitions realized.

M. D.



JUNIOR HIGH SOPHOMORE I

Row 3: M. McAuley, G. Lane, F. Gwinn, C. Macdonald, F. Randazzo, R. Goff, M. Bilicki.  
 Row 2: M. Perry, M. Thoren, Miss Stone, H. Burke, M. Grodzicki, R. McCarthy.  
 Row 1: G. Kennedy, E. Fleet, D. LeLacheur, A. Shirks, M. Flynn, R. Serrilla, O. Motyka.



JUNIOR HIGH SOPHOMORE II

Row 3: H. McManamin, F. McManus, B. Nutter, M. Murray, M. Morse, P. Spolke, G. Griffin, Mr. Whitman.  
 Row 2: L. Lecker, M. Shea, R. Shnirman, I. Walner, E. Welch, M. Shea, L. Nolan.  
 Row 1: I. Lappas, A. Ciolek, S. Ciolek, E. Johnson, L. Gauthier, H. Welch.



JUNIOR HIGH FRESHMEN IV

- Row 4: L. Cogswell, W. Belknap, E. Coleman, G. Hamilton, F. Carlton, M. Richardson, R. Herlihy, K. Carroll.  
Row 3: J. Bickford, K. Bernard, S. Kobos, A. Gutman, K. Sweeney, E. Blanchard, M. Boyle.  
Row 2: M. Herwitz, D. Doroff, E. Aisner, A. Callum, M. Dodson, M. Evans, C. Dudley.  
Row 1: J. Donnelly, E. Capone, D. Goldsmith, Mr. Rockwell, H. Knowlton, I. DiGuisto, I. Bagnulo.



JUNIOR HIGH FRESHMEN V

- Row 5: L. Theriault, E. Lamprey, J. McNulty, W. Ready, M. LeMaire, E. Sullivan, R. Simons, J. Pierce.  
Row 4: M. Williams, E. Walsh, M. Maselli, R. Turner, H. Rogers, D. Rogers.  
Row 3: N. Spediacci, P. Peabody, B. Morse, M. Linsky, M. Toomey.  
Row 2: G. Sherry, N. Stanwood, S. Zylka, Miss Cruttenden, M. McCarthy, M. Vecchioni, I. Polischuck, T. Paskowski.  
Row 1: E. Murphy, J. Donovan, J. Ryan, W. Foley, C. Hinkley.



ELEMENTARY FRESHMEN I

- Row 4: M. Connolly, E. Burke, T. Bradley, G. Driscoll, T. Benton, M. Appelbe, A. Barry, C. Ciani.  
 Row 3: M. Conway, G. Butler, G. Ciolek, B. Curtis, L. Ginsberg, M. Dunn.  
 Row 2: H. Finlayson, E. Freuold, F. Fingold, C. Ciampa, D. Bohner, F. Freedman.  
 Row 1: M. Greenberg, L. D'Agostino, D. Cohen, M. Costello, G. Brattin, E. Cooper, A. Barron, P. Evans.



ELEMENTARY FRESHMEN II

- Row 3: T. Jacobson, D. Kunian, A. Hamilton, R. Messenger, D. Maloney, I. Mazer, F. MacKinnon, H. Houlihan, A. McCourt.  
 Row 2: D. Lawson, P. Knox, E. Leavitt, C. Levy, M. Mulligan, M. Hennessey, R. Keyes, H. Heifitz, H. MacKinnon, J. LeBoeuf.  
 Row 1: M. Johnson, M. Connelly, F. Landergan, D. Moses, Miss Rust, R. Manuel, T. Linsenmeyer, C. Mackie, M. Lord.



ELEMENTARY FRESHMEN III

- Row 5: H. Sheehan, D. Vorhees, G. Ridell, E. O'Donnell, R. Schofield, H. Parmenter.  
Row 4: T. Savage, H. Quinlan, D. Protzman, S. Rutstein, F. Wright, M. Poole, F. Ross.  
Row 3: L. Ranta, M. Wills, W. Wendell, M. Spofford, E. Fisher, B. Sykes, A. Palmer.  
Row 2: A. Zion, L. Romig, M. Hughes, Mr. Moody, V. Cairnes, L. Towne, P. Davidoff.  
Row 1: I. Polansky, C. Rando, M. Stanley, D. Powers, M. Sweeney.



MR. FRANK W. CARLETON, the school engineer for twelve years, will be long remembered by the graduates of Salem Normal School as the kindly soul to whom all fled in their hour of need. His virtues were manifold and his accomplishments countless. With equal ease and agility, he repaired flat tires, put up the tops of our luxurious cars when the elements were unkind, replaced the heels on mistreated shoes, and what is more, obligingly posed for photographs. He has devoted a long faithful period of service to the school. His untiring cheerfulness and cooperative spirit have endeared him to all.

# HUMOR



LEST YOU FORGET



MUSIC  
inferiority complex!



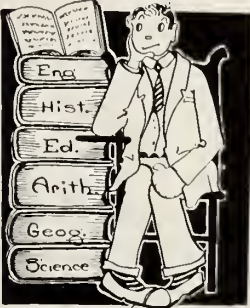
Trying to keep track of your locker key!



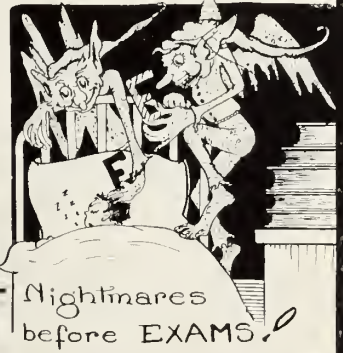
Having a class on the 3rd floor after GYM!

Luey - A. Towne

# REMEMBER



**HOMEWORK**



Nightmares  
before EXAMS!



Nature  
Study  
Spooks



Miscellaneous



Our Team



The  
Popular  
Commercial  
Senior  
?



What a  
grand and  
glorious feelin'.



Lucy A. Towne

Where have we heard these before?

- "If in doubt—omit."  
"What can Literature Do for Me—C."  
*Alphonso Smith*  
"That's a good point to take up with children."  
"Why don't you sing the song the way it's written."  
"How would you like—a party, class?"  
"There's a small boy at my house who—"  
"What's the unusual feature of water."  
"Get out! Go out doors."  
"Girls, wear rubber heels, please."

TEACHER: "Now tell me, what is the opposite of 'misery'?"  
"Happiness," said the class in union.  
"And of sadness?" she asked.  
"Gladness."  
"And the opposite of 'woe'?"  
"Giddap!" shouted the enthusiastic class.

'Twas not an act of chivalry  
Nor yet the fear of scorn;  
He offered her his street car seat  
To keep her off his corn.

Pearls come from oysters but some girls get diamonds from nuts.

"Bertie," said mother sorrowfully, "every time you're naughty I get another gray hair."

"My word," replied Bertie, "you must have been a terror. Look at grandma!"

DENTIST: "Pardon me, I must have a drill."

S. N. S. STUDENT (*in agony*): "Gosh, can't I have a tooth filled without a rehearsal."

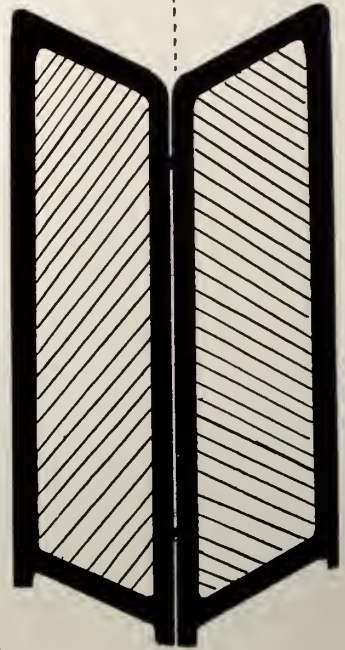
MISS FLANDERS: "How can you tell the approach of winter?"

STUDENT: "It begins to get late earlier."

#### WHAT SHOULD ONE DO IN A CASE LIKE THIS?

DEAR MISS (*wrote a loving mother to a teacher*): "Don't whip our Tommy. He isn't used to it. We never hit him at home except in self-defense."

Come hither  
Come hither  
Come hither!



TEACHER (*trying to get children to remember to prove their work*): "What are we going to do when we finish our addition examples?"

PUPIL: "Check and double check."

He who knows not and knows that he knows not—Freshman

He who knows not but knows not that he knows not—Sophomore

He who knows and knows not that he knows—Junior

He who knows and knows he knows—Senior

FAY: "If I said I am handsome, what tense would that be?"

RAY: "Pretense—pretense."

TEACHER: "How many children file their nails?"

ROBERT: "I don't file 'em. I throw 'em away."

TEACHER (*coming to end of letter*): "How shall we close this letter?"

PUPIL: "Fold it."

MISS G: "Can you identify all these trees and birds?"

STUDENT: "Yes, I can."

MISS G: "Can you give the theories of all the famous evolutionists?"

STUDENT: "Yes, am I going to receive an 'A'?"

MISS G.: "No, I'm going to put you in a museum."

They tell of a Scotchman who went to a restaurant and ate six plates of asparagus. He didn't even leave a tip.

SENIOR: "I got zero in science today."

FRESHMAN: "That's nothing."

SENIOR: "What's nothing?"

FRESHMAN: "Zero."

AN ABSENT MINDED PROFESSOR (*going through revolving doors*):

"Dear me, I can't remember whether I was going in or coming out."

TEACHER TO PUPIL: "I ain't gone home. That's wrong, isn't it, John?"

JOHN: "Yes."

TEACHER: "What is wrong with it?"

JOHN: "You ain't gone yet."



Red  
or  
White  
Cedar?

Funny how many cars some peoples' fathers own!!!  
S.M.S or Break!!! Gee - I wonder if chapel's out ???



#### A GEM FROM OUR LITERATURE CLASSES

"That was Brutish," said Caesar, as he felt the knife between his ribs.

A certain Elementary Senior suggests that the expression "I have suffered too much to fail" be changed to "I have failed too much to suffer!"

"Doesn't your little brother swear terribly?"

"Yes. He has a good vocabulary, but absolutely no expression."

WELL-MEANING TOURIST: "Little Indian girl likum ice-cream cone muchum?"

L. I. G.: "Oh, yes, my dear. I'm passionately fond of them."

FIRST SCIENTIST: "Who made the first nitride?"

SECOND DITTO: "Paul Revere."

MR. WOODS: "What is an operetta?"

BRILLIANT FRESHMAN: "One who works for the Telephone Company."

AGGIE: "Abby broke her ankle in three places."

CATHERINE: "I bet she won't go to those places any more."

Little Kenneth, aged 4, had thoughtlessly left a thumbtack on father's easy chair and his daddy was gently upbraiding him with a crowbar.

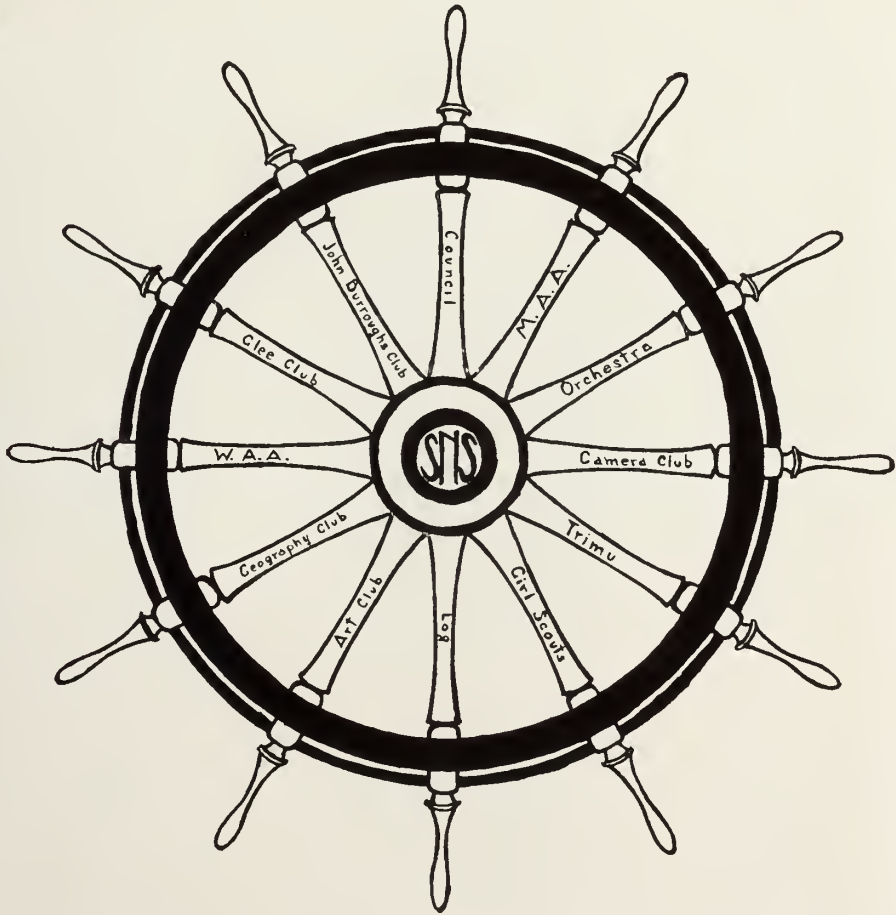
"You && \$Q, you blankety blank so and so! I'll teach you to do that again, you XX \$'&."

Kenneth looked up at his doting parent with dog-like devotion shining from his big black eyes and murmured, "Yes, daddy, but aren't we all?"

IMAGINE WHAT WOULD HAPPEN IF . . .

Etta Cohen became parted from her bag,  
And Annie Visnick were sad,  
If Isabelle Tossell didn't blush,  
And Irene Peters wasn't in a rush;  
Ellie Maskell forgot to sing "Mammy,"  
And Helen Johnson didn't have a "Rudy,"  
If Carrie Tangard forgot to say "honey"  
And Lucy Oliver didn't look sunny.  
Imagine what it would be like,  
If Dorothy Colbert didn't lose her . . . in gym,  
And Ruth Ostreicher didn't have a him.  
If Mary Harrison couldn't dance,  
And Helene Kelly had a man in France.  
If Edith Maybush lost her smile,  
And Marion Grayce did homework once in a while!  
If Anna McCaffrey lost her "it,"  
And Bella Perlmutter forgot to throw a fit.  
If Julia grew large and tall,  
And Kitty McMahan weren't here at all!!

M. P.



# ORGANIZATIONS

M. Polansky



Row 2: M. Smith, A. Kiember, G. Bates, M. McCarthy, A. Kelly, E. Desmond, E. Welch, L. Romig, D. Goldsmith, G. Kennedy, E. Burke, S. Delano.  
 Row 1: A. McCaffrey, E. Quigley, Miss Fitzhugh, M. Mugridge, Miss Ware, P. Goldthwaite, L. Bates, D. Moses.

## Cooperative Council

**D**URING the school year 1929-1930, in addition to the regular business meetings scheduled for the third Thursday of each month, the Cooperative Council held monthly teas where informal discussions of problems were carried on. These problems of the school were referred to various committees.

The Council cooperated with the *Log* staff in making appeals for the payment of dues; with the Senior Class in giving a Christmas party; and with other Normal Schools in exchanging ideas and suggestions for more efficient Student Council Associations. A mass meeting was held in December at which time over twenty-five dollars was collected for the disabled veterans of the World War.

Two of the important events sponsored by the Council were the securing of Edwin Markham who lectured to the student body in February, and the sending of a representative to the New York Conference in April.

The officers for the year 1929-1930 are: President, Marion Mugridge; Secretary, Alice Kiember; Treasurer, Pauline Goldthwaite; Chairman of social committee, Elizabeth Welch; Chairman of welfare committee, Louise Bates; Chairman of chapel committee, Grace Lovejoy. Our advisors are Miss Ware, Miss Fitzhugh, and Mr. Woods.



Row 3: F. Randazzo, F. Gwynn, M. Harrison, M. Murray, N. Horgan, M. Fitzgerald, Mr. Woods, R. Braude, E. Maskell, M. Coburn, K. Little, M. Moran, E. Sullivan, M. Williams, A. Incollingo.  
 Row 2: P. Goldberg, E. Tourville, M. Rurkauskas, D. Supowitz, J. Fogel, M. Morris, L. Wall, R. Gorin, M. Grayce, S. Carlson, E. Whitehouse.  
 Row 1: C. MacDonald, M. Lemaire, L. Theriault, C. Tangard, D. LeLacheur, M. Flynn, C. Silverman, R. Girard, K. MacMahon, B. Perlmutter, A. Wernick, R. Spalke, M. Glazier.

## Girls' Glee Club

ONE of the most progressive organizations in the school is the Girls' Glee Club. During the celebration of the seventy-fifth anniversary of the Salem Normal School, the Glee Club was called upon to render several musical programs. Later in the year, at a meeting of the Women's Club in the Tabernacle Church, Salem, the Glee Club presented an interesting musical program.

By far the most important undertaking of the Glee Club was a joint-concert with the Banjo-Mandolin Clubs of Harvard University. The entertainment was followed by general dancing in the gymnasium.

The officers of the club are: Margaret Morris, president; Lillian Wall, secretary; Barbara Nutter, treasurer; Segrid Carlson, librarian; Evelyn Tourville, assistant librarian; and Marion MacDonald, pianist. Mr. Woods is the conductor of the Girls' Glee Club.



Row 3: L. Nolan, D. Foster, M. Day, L. Boyd, Miss Goldsmith, B. Camuso, G. Angelo, K. McCarthy, A. McCaffrey.  
Row 2: R. Singer, D. Doyle, L. Gauthier, H. Wittenhagen, I. Lappus, I. Peters, M. O'Donnel, J. Arata.  
Row 1: A. McCarthy, E. Johnson, A. Ciolek, S. Ciolek, L. Leckar, C. Johnson, R. Kelley.

### John Burroughs Club

THE John Burroughs Club of 1930 had a very successful and interesting year under the leadership of Leo Leckar as President; Constance Johnson, Vice-President; Stella Ciolek, Secretary; Anna McCarthy, Treasurer; and Dorothy Doyle and Evelyne Johnson as members of the executive board. Miss Goldsmith served as advisor.

As the purpose of this club is nature work, most of its activity was directly related to that subject and field trips were an important feature. The members enjoyed an afternoon at the Ropes Memorial greenhouse and several trips to the Peabody Museum. Mr. Whitney, as the guest of the club, gave a lecture on Personal Experiences with Birds, after which he and the faculty attended a tea given by the members. At an afternoon social the club entertained their friends. Two members represented the club at the meeting of the Northeastern Bird Banding Association in Boston.

According to its custom, the entire membership spent a whole day in Boston, the morning being spent at the Museum of Natural History and the afternoon at the Arnold Arboretum. We spent many happy hours together which we will long remember.



*Row 5:* K. Powers, G. Cosgrove, E. Murphy, Miss Ware, A. Galper, N. Goodman.  
*Row 4:* C. Corey, D. Ernst, K. Clark, M. MacCauley, B. Weinstein, M. Egan, D. Buffum.  
*Row 3:* G. Batchelder, H. Kelley, R. Ostriecher, M. Polansky, M. Perry, A. Kiember.  
*Row 2:* F. Hartigan, D. Evans, F. Roach, M. Chaisson, M. Marcus, D. Eells, A. Pedersen.  
*Row 1:* E. Michelson, G. Bixby, M. Smith, E. Quigley, L. Kelly, L. Oliver.

## The Geography Club

THE Geography Club was organized in 1924 under the leadership of Miss Ware and Miss Flanders. The work this year has been tied up largely with geographic field trips. The Club visited the Sosis Farm in Marblehead, the bakery of J. B. Blood's in Lynn, the Polish section of Salem which included the interesting classes held at the House of Seven Gables, and Gloucester and Rockport. Before each trip a speaker from outside came and talked to the Club about the section to be visited next. Miss Porter and Miss Goldsmith presented the Club with a very interesting and instructive program on Alaska.

The Club sponsored a trip to New York during the week of March 1, and, with the Biology Department, one to the White Mountains in June.

This year the Club has initiated the plan of an annual award to two worthy students of the school. This award is to be applied to the field trip to New York or to the White Mountains.

The Book Store still continues as one of the important phases of the Club's work.



Row 3: B. Arthur, F. Ross, A. Brennan, R. Makelburg, R. Goff, M. Billicki, G. Lane.

Row 2: E. Mann, U. Cairns, R. Spoffard, Miss Cruttenden, Miss Stone, R. Goren, D. Goldsmith, B. Arthur.

Row 1: G. Kantrovitz, S. Weissman, E. Fleet, H. Burke, R. Ranen, D. Boehner.

## Girl Scout Club

THE Girl Scouts have every reason to believe that their club has been a success this year. In order to train our members to become scout leaders, four girls were sent to the Edith Macy Training Camp in New York where they took courses in handicraft, pageantry, nature and pioneering.

Classes corresponding to these courses have been formed in our club and are proving to be both interesting and beneficial.

Four girls were afforded the opportunity to spend a week at the College Club Camp at Cedar Hill. Here ideas were exchanged between the Normal School and College representatives.

Ursula Cairns represented our club at the Girl Scout Conference at Brookline while Evalyn Mann, Betty Fleet and Dorothy Boehner spent a week-end at the Girl Scout College Conference at Cedar Hill. While attending these conferences, the girls realized more than ever the wonderful spirit of scouting.

It has always been the aim of the Girl Scouts to render as much useful service as possible wherever needed. This past Christmas we contributed to the fund for the Disabled Veterans and the Animal Rescue League.



Row 4: E. Sargeant, A. Despotopolus, M. Gates, B. Gray, L. Bates, I. Chisholm, A. Regish, D. Gilbert, T. Cook, A. Kiember, O. Motvka, E. Tourville.  
 Row 3: M. McGowan, E. Marx, R. Johnson, E. Desmond, G. Kennedy, R. Smith, R. Goren, E. Mann.  
 Row 2: M. Russin, L. McLaughlin, E. Fisher, P. Zawacki, E. Henchel, D. Lucia, D. Freeman, J. Donnelly, N. Suzedell, A. Wernick, S. Baranowski.  
 Row 1: H. Henderson, B. Arthur, D. Kimball, C. Flynn, M. Horrigan, M. Smith, Miss Stone, M. Thoren, H. Carmel, G. Bates, M. Rose.

## Trimu

THE purpose of Trimu is to promote good fellowship among its members and to uphold those standards which the club has set in the form of the triple M—mind, muscle and morals. These ideals have been realized to some extent in comparatively few years through the social functions which the club has successfully sponsored. Boarding students and students living in Salem are invited to join. This year we were indeed glad to welcome into our club Miss Stone as faculty advisor.

In the fall, the first meeting consisted of an initiation of new members at Ipswich Neck. This was enjoyed by the victims as well as the spectators. Another activity that will long remain in the memory of this happy group was the annual formal dance held in May. The outing to Bakers Island in June concluded the program for the year. Besides these outstanding events there were other activities such as house parties, hikes to neighboring towns, handicraft work, visits to historical centers, and lectures, all of which contributed their share in making the life of a Trimu a varied one.

Officers: Miss Stone, Faculty Advisor; Marion Smith, President; Margaret Thoren, Treasurer; Mary Horrigan, Secretary.



Row 3: A. Barry, Mr. Whitney, S. Delano, G. Crosby, E. Nakashian, Miss Gale, H. Woodbury, I. Tossell, E. O'Hearn, G. Read.  
Row 2: A. Wischmann, M. Mingoelli, C. Dineen, A. Davis, M. Priest.  
Row 1: M. Gilhouley, D. Newcomb, E. Staller, E. Maybush, D. Rust.

## Art Club

**T**HIRTY-SIX students met with Miss Gale on Thursday, October 10 and organized the Art Club for the school year 1929-1930. The following officers were elected: President, Agnes M. Barry, Vice-President, Mary Mingoelli, Secretary, Mae Priest, Treasurer, Dorothy Rust.

The club members have enjoyed various activities throughout the year. On Thursday, October 14, a tour of Boston's art centers was conducted by Miss Gale. This tour included visits to the Massachusetts School of Art, the Vose Galleries, Marguerite Pearson's Studio and the Gardner Museum.

Another interesting club project was an exhibition of twelve original water paintings by Charles H. Woodbury, which was hung in the art room, November 5, 6, 7.

On January 23, Mr. Gordon Reynolds gave an interesting and instructive demonstration of the making of an etching. Mrs. Pitman, Mr. Whitman and the Camera Club were guests. A tea followed Mr. Reynolds' talk.

The club anticipates more field trips, and talks upon wood block printing and stain glass making.



Row 2: C. Johnson, L. Leckar, L. Nolan, G. Bates, C. Corey, G. Cosgrove, M. MacDonald, J. Tivnan, D. Vezina, A. Kelly, B. Weinstein, N. Goodman.  
 Row 1: G. Harkins, Miss Porter, D. Kimball, E. Murray, H. Sherman, S. Waxman, P. Goldberg, V. Driscoll.

### The Log

DURING the past year the *Log* has achieved several of its original aims. The financial condition has improved. There is now a new method of paying *Log* and Council dues together. With sufficient money and an efficient staff, many new features have been added. The Letter Box, through which alumni members are kept in touch with their classmates and with undergraduates, has been introduced. Cartoons and pictures have increased the human interest of its pages. Several large issues have appeared. Among the best was the Anniversary number, featuring the speeches, pictures and reports of Salem Normal's Seventy-Fifth Anniversary.

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*Humor Editor*

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*Assistant Club Reporter*

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*Business Advisor:* MISS EDWARDS



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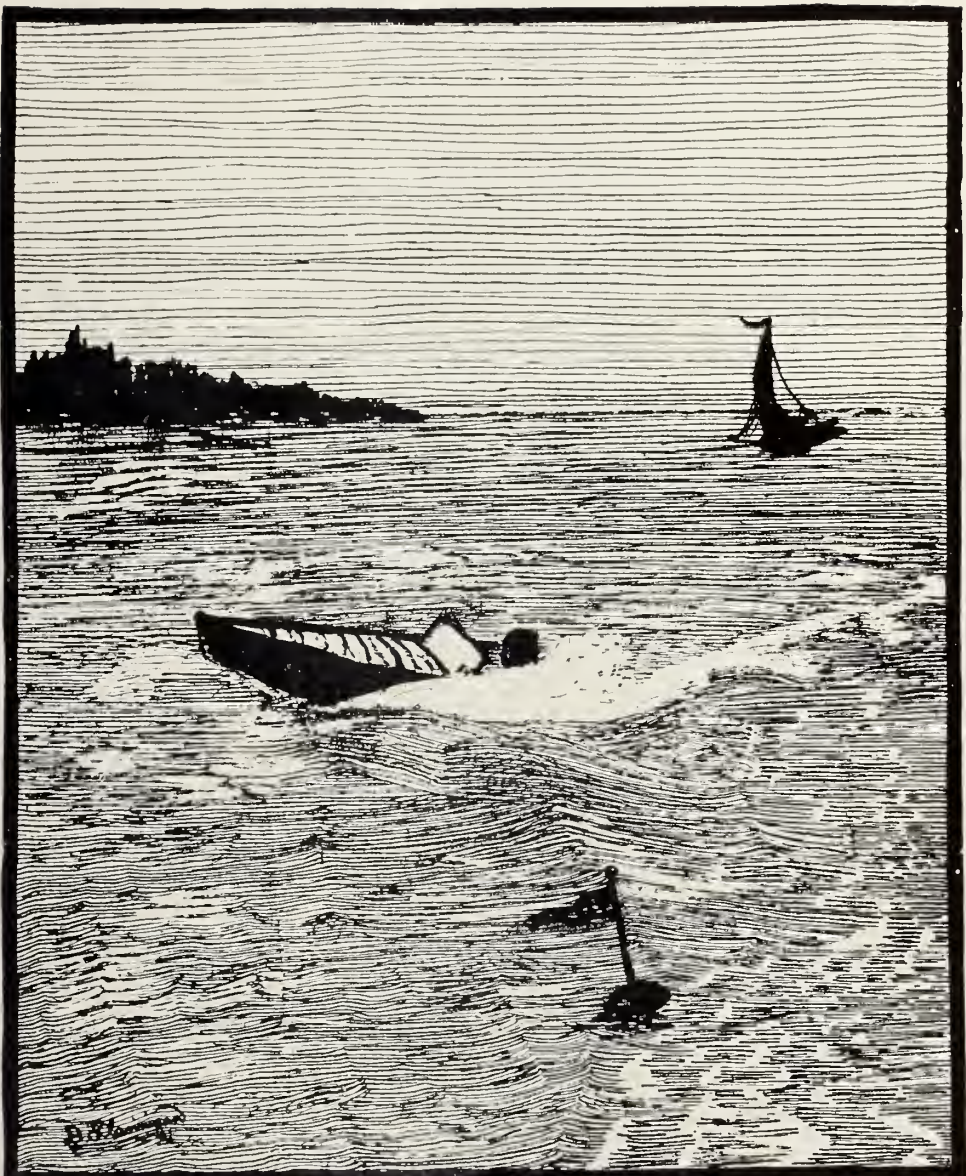
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D. Fiannigan  
**ATHLETICS** E.Q.



Row 2: M. Morris, J. Dozois, R. Manuel, G. Kilfoile, L. Oliver, S. Ciolek.  
Row 1: I. Chisholm, Miss Wallace, R. Smith, C. Johnson.

### Woman's Athletic Association

THE W. A. A. membership drive was held as usual at the beginning of the year. Although membership is not compulsory, the drive met with good success among students both active and inactive in athletics.

Sports began almost immediately with Field Ball, and many turned out to start earning points for the coveted triangle, numerals, insignia, and W. A. A. gold pin. The technique classes were conducted by Miss Wallace in Volley Ball and Basketball, as usual, and underclassmen had to be turned away from the classes in order to give seniors the opportunity to coach and referee.

In addition to the awards presented in accordance with the point system, there is the Final Award inscribed with the words, Scholarship, Sportsmanship, and Honor, which is given to three seniors who have not only earned their insignia but are also worthy of it in reference to scholarship and character. This award last year was presented to three girls in the commercial course, Marjorie Obear, Helen Hawley, and Marion Perry. Every year this presentation is an important part of the final meeting of the organization and it is looked forward to this year with special enthusiasm. It seems as if many seniors will be eligible for it.



Row 3: M. Gates, M. LeMaire, A. Ciolek, S. Ciolek, G. Griffin, R. Serilla.

Row 2: E. Henchel, A. Prendergast, R. Smith, Miss Rust, M. Smith, M. Conway.

Row 1: M. Chaisson, H. Dillon, I. Chisholm, L. Oliver, A. Regish, D. DeStafano, J. Dozois.

## Field Ball

IN September, the second week after school started, the call was given for all who were interested in field ball to come out for practice. Our new instructor in Physical Education, Miss Rust, had charge of the practice which lasted about three weeks. When teams were finally chosen there were four: two upperclassmen teams and two freshmen teams. After these games were played off, the two all star teams, the Army and Navy, were chosen and played a very close game for the championship. Much interest was manifest during the field ball season, and we did not have the usually muddy field which seemed to be our "lot" in past years.



Row 3: G. Bixby, E. Mann, A. Wernick, C. Flynn, E. Desmond, M. Looney.  
Row 2: A. Regish, I. Chisholm, Miss Rust, J. Dozois, T. Cook.  
Row 1: R. Smith, M. Smith.

## Newcomb

AN unusually large group of enthusiastic and interested students welcomed the opening of our indoor sport season by participating in the Newcomb league games. Every division in the school was represented. Twelve teams divided into three leagues were formed. The Junior High Senior A, Junior High Senior B, and Commercial Seniors were winners of their respective leagues.

After a hard battle the Commercial Seniors won the championship game by playing the two Junior High Senior teams. Throughout the whole time it was a toss-up to decide who would be victorious. The Commercial Seniors took advantage of every opportunity to puzzle their opponents by their accurate placement of the ball, while the Junior High Teams used cannon-ball speed behind their throws. The championship game brought the Newcomb season to a close.



Row 2: R. Smith, A. Wernick, Miss Rust, E. Desmond, M. Smith.  
Row 1: I. Chisholm, A. Regish, G. Bixby, J. Dozois.

## Volley Ball

**A**N enthusiastic group of girls reported for the second indoor sport, namely, Volley Ball. The student coaches who had successfully passed the technique course coached at the practices under the direction of Miss Rust. The students also refereed the games. Enough interest was shown so that each class was represented by a team.

In determining the championship it was found that the Junior High Seniors and the Commercial Seniors were tied for first place. This necessitated adding the points scored in previous games in order to name the winner. The Commercial Seniors were awarded the championship.



## Basketball

**B**ASKETBALL, usually thought of as the major sport, was responded to by a large majority from each section. Conforming with our aim to have "a team for every girl and every girl on a team," everyone who came out for practice was placed on a team. During the games, played with friendly rivalry, the Commercials came through undefeated although many of the games were a "nip and tuck" battle until the whistle blew.

Much to the regret of the enthusiastic followers, basketball season closed comparatively early with the game by the picked players, the Army-Navy game. The line-up was as follows: Army: Oliver, Kantrovitz, Prendergast, Whitehouse, Chisholm, Gates, and R. Smith, captain; Navy: M. Smith, Simons, Kelly, Wernick, Dooling, Conway, and Dozois, captain. The Navy score led throughout the entire game although in the last quarter the Army slowly gained headway but had not time enough to even the score. The game ended with score in Navy's favor, 24-19.

## Other Activities

### BOWLING

**B**ASKETBALL season ended early in order to introduce bowling into the activities of the W. A. A. before the baseball season. Bowling teams and leagues were formed and a definite schedule followed. This brought out many girls who were not interested in any other sport of the year.

### BASEBALL AND TENNIS

The last sports of the year are played out of doors, Baseball and Tennis. Points may be earned for participating at baseball practices and in the games, but there is no arrangement made for earning tennis points unless a tournament is held. We are looking forward to crowning the victor, "Salem Normal's Helen Wills."

### BANQUET

Although the banquet is hardly grouped with sports as an activity of the W. A. A. we hope it will become a permanent annual affair.

This year about 125 students attended as well as many of the alumni who were actively interested in the W. A. A. while at school. Mr. Carl Schrader, State Supervisor of Physical Education in Massachusetts, was the guest speaker of the evening. The President also called upon past presidents, Jennie Jenson, '26, and Peg Cook, '28 to give a word of greeting. All awards earned were presented; the presentation of the "750" pins to six seniors by Miss Wallace marked the high point in this part of the program.



Row 5: W. Polishook.

Row 4: J. Murphy, J. L. Doucette, G. Talbot, J. Tivnan, W. Weinstein, A. Macione, S. Solmer

Row 3: Mr. Woods, M. Cohen, L. Butler, B. Weinstein, J. Canty, N. Goodman.

Row 2: E. Murphy, J. Ryan, C. Kaner, S. Waxman, G. Cosgrove, A. Galper.

Row 1: Mr. Phillips, J. Donovan, J. Carlin, A. Orton, H. Katz.

## Men's Athletic Association

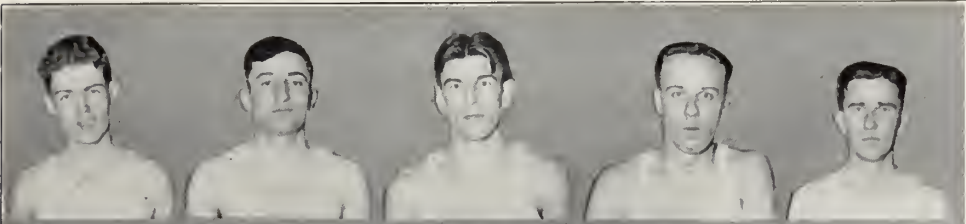
NINETEEN TWENTY-NINE—NINETEEN THIRTY has been one of the best seasons in the history of the association. The manager set out early in the season to arrange a schedule that, when completed, consisted of twenty games. On December thirteenth, the annual alumni banquet and dance followed a game in which the future teachers showed the full-fledged teachers how basketball should be played. Including this game, the Normal team was victorious in five out of the six home games on the schedule. A few of the outstanding games won away from home were: Salem High, Middlesex Pre-Medical, Revere High, and Farmington Normal of Maine.

On March second, the team set out for Maine where it played Farmington and Gorham Normal Schools. The team then proceeded to Manchester, N. H., where it encountered St. Anslem's College.

Sidney Gordon represented the association, in the B. A. A. Marathon in which his ability as a runner was shown to good advantage.

The unusual success, this year, of the association is due in no small way to the efforts of Mr. Woods, coach; Mr. Phillips, assistant coach and financial adviser; James Carlin, president; Albert Orton, vice-president; Sidney Galper, treasurer; Joseph Ryan, secretary; and Augustus Macione, captain.

Men's Athletic Association



JIM CARLIN  
High Scorer  
L.F.

BARNEY WEINSTEIN  
A Real Stonewall  
L.G.

CAPTAIN MACIONE  
Most Aggressive  
C.

JACK CANTY  
Best all Around  
R.G.

"FLASH" TALBOT  
Passer and Dribbler  
R.F.



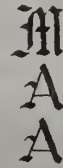
MR. WOODS  
Coach



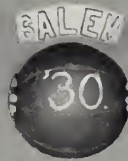
"ABE" GILMAN  
Manager



MR. PHILLIPS  
Adviser



Three Horsemen And A Load Of Deadwood



Cold Storage (Y)eggs



Coming Events Cast Their Shadows Before



Need Anything Be Said?



Waiting here for Chickens



Shales Not Life Preservers Needed Here



point by branching out



That Maine Trip and that Old Gang of Mine

## L'Envoi

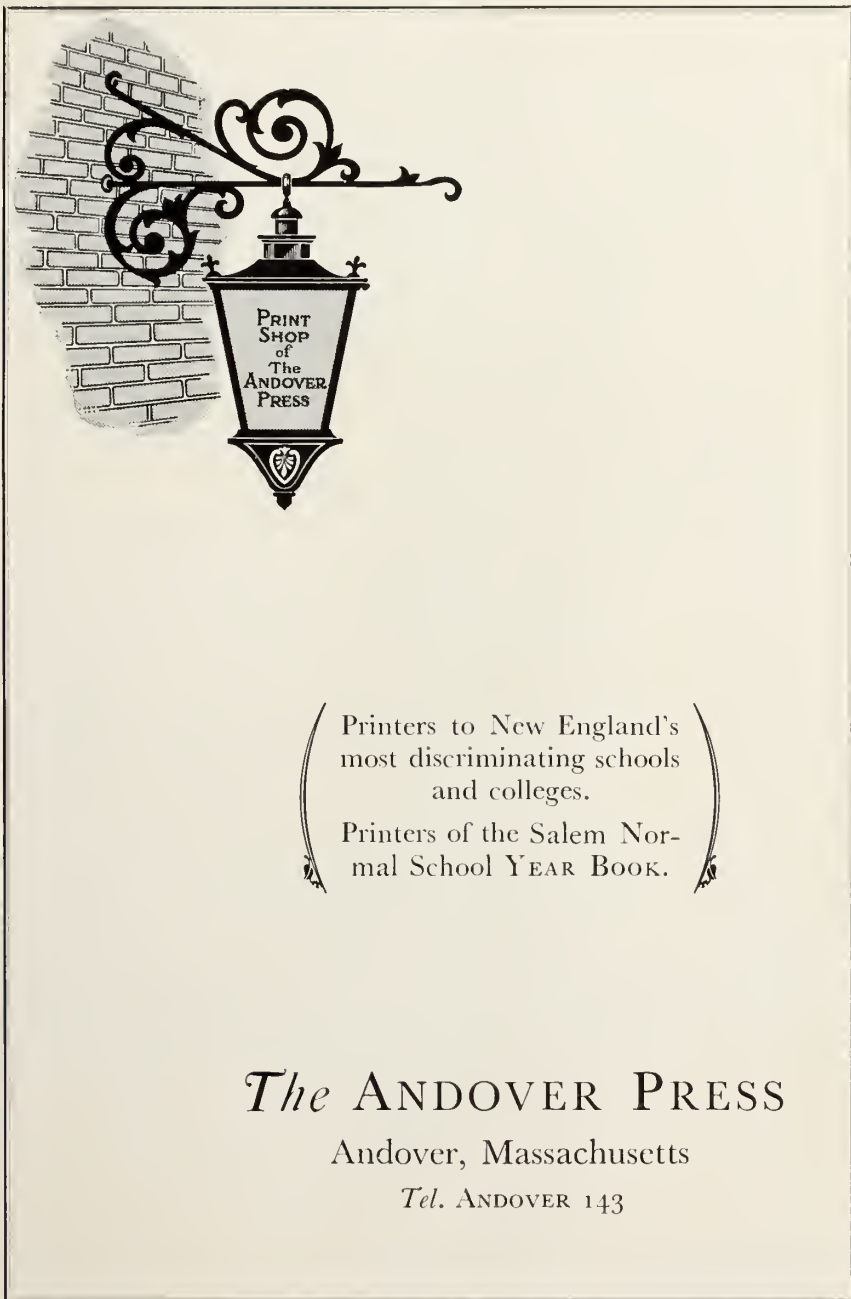
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That lights the pathway but one step ahead  
Across a void of mystery and dread.  
Bid, then, the tender light of faith to shine  
By which alone the mortal heart is led  
Unto the thinking of the thought divine.”



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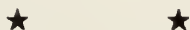
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