

1880

State Normal and Training School Catalog and Circular 1879-1880

State Normal and Training School

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Ms. B. 1.
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1882.
2.

CATALOGUE AND CIRCULAR
OF THE
STATE
NORMAL AND TRAINING SCHOOL
AT
GORHAM, MAINE,
FOR THE YEAR ENDING JANUARY 20, 1880.



AUGUSTA
E. F. PILLSBURY AND COMPANY, STATE PRINTERS.
1879



Gorham Normal and Training School.

1879-1880.

TRUSTEES.

GOVERNOR ALONZO GARCELON,
EX OFFICIO.

EDWARD S. MORRIS, State Superintendent of Common Schools.
EX OFFICIO.

DAVID H. CHANDLER.....Farmington.
AMOS W. PLUMMER.....Kenduskeag.
A. A. WOODBRIDGE.....Rockland.
CHARLES J. WHITING.....Castine.
SULLIVAN C. ANDREWS.....Portland.

INSPECTORY COMMITTEE OF TRUSTEES.

SULLIVAN C. ANDREWS.....Portland.
A. A. WOODBRIDGE.....Rockland.
DAVID H. CHANDLER.....Farmington.

TEACHERS.

WM. J. CORTHELL.....	}	Normal School.
HELEN M. KIMBALL.....		
CHARLES W. FENN.....		
HARRIET E. DEERING.....		
BESSIE A. READ.....	}	Model Department.
GRACE J. HAYNES.....		
HUMPHREY COUSENS.....		Janitor.

State Normal and Training School.

GORHAM, MAINE.

This institution was established by the State for training teachers by the following act :

STATE OF MAINE.

In the year of Our Lord one thousand eight hundred and seventy-eight.

AN ACT to establish an additional Normal School.

Be it enacted by the Senate and House of Representatives, in Legislature assembled, as follows :

SECTION 1. There is hereby established another Normal School upon such plan as the Board of Trustees of Normal Schools may direct.

SECTION 2. Said Normal School shall be located at Gorham, in the county of Cumberland, provided and upon condition that there be conveyed to the State by the proper authorities, for the use and purposes of such a school, land and buildings thereon, situated in said town, such as shall be, in the judgment of the Trustees of the Normal Schools, of sufficient capacity and in such condition as to meet fully the demands of said school. And said Trustees, upon such conveyance, are authorized to procure teachers and put in operation such school, and cause the same to be conducted at a cost per year not greater than that of either of the present Normal Schools, such cost to be deducted and paid from the public school fund.

In accordance with the provisions of the above act, the people of Gorham raised by loan and private subscription twenty-seven thousand five hundred eleven dollars and seventy-one cents, to carry out the purposes set forth in the above act, and the plans of the Trustees of the Normal Schools. The town appointed a

building committee who purchased a beautifully located lot of five acres, and proceeded to build thereon a school building, of which the following is a description: "The style of the building is modern Gothic. The entire edifice rests on a solid ledge. The foundations are two feet thick, and laid in cement mortar. The underpinning, outside steps and buttresses are of granite. All of the exterior walls and main partitions are of brick, fourteen inches in thickness. The outside course of the exterior walls is of face brick. All the window and door trimmings, belt and string courses are of Nova Scotia freestone. The general ground plan of the building is in the form of a cross, the vestibule and dressing rooms forming the head, the main building making the two arms, and two model school rooms the foot. The principal entrance opens into a vestibule 33x19 feet, in which are two flights of wide stairs leading to the second and third stories. On the right and left of the vestibule are the dressing rooms, each 10x19 feet. From the vestibule there is a corridor 10 feet wide, running through the main building, and communicating with the entrances to the model school rooms. On the right of the corridor is a class room 24x27 feet, and a laboratory also 24x27 feet. On the left of the corridor are three class rooms, one 17x34, the other two 12x27 feet each. All can be thrown into one room by sliding partitions.

Each of the model school rooms is 22x26 feet. Each has an outside entrance opening into a corridor 9 feet wide, running at right angles to the main corridor and connecting with it, thereby giving three spacious entrances to the building on the ground floor.

The second floor contains a staircase, hall 33x17 feet, the main hall and schoolroom 48x70 feet. In the rear over the model school rooms, are a class room 34x22 feet, teachers' rooms 17x22 feet, library 17x22.

The first floor is 14 feet high in the clear; the second 16 feet.

In the basement are located the steam boiler, cisterns, water tanks and water closets. The third story is unfinished.

All the interior finish is of Michigan pine, oiled and varnished. The floors throughout are Georgia pine.

The whole building is thoroughly heated by steam."

The school rooms are furnished with the "Hartford" desks and seats, and with settees, teachers' tables and desks. The building, so finished and furnished, together with the school boarding house,

a brick building, containing forty rooms, for students, the same newly papered, painted and repaired, and furnished with a steam heating apparatus, with some five acres of ground around the said boarding house, was conveyed to the State by deeds, from the town of Gorham and citizens thereof. The Trustees in behalf of the State accepted the same, and having furnished the school with maps, charts, books of reference and other needed appliances, elected a board of teachers and opened the first term of school on the 29th of January, 1879. Eighty-five pupils were accepted after examination, at the beginning of the first term.

The following tables contain the names and residences of the pupils in the school during the year.





Gorham Normal School.

SPRING TERM—1879.

B CLASS.

NAMES.	P. O. ADDRESS.
Allen, Genevieve	Portland, 28 Munroe St.
Allen, Lucy S.	Saccarappa.
Adams, Priscilla	Hiram.
Bacon, Frank E.	Gorham.
Barrows, Edith M.	Portland, 22 Parris St.
Bragdon, Abbie S.	Buxton Center.
Brooks, Susan	Buxton Center.
Burleigh, Clara M.	Fairfield Center.
Burleigh, Kate H.	Fairfield Center.
Burke, Carrie B.	Kennebunk Depot.
Chadbourne, Helen S.	Gorham.
Chadbourne, Osbourne F.	East Baldwin.
Chaplin, Cynthia W.	Bridgton.
Clapp, Carrie S.	Snow's Falls, Paris.
Clark, Georgie M.	Cumberland Mills.
Clay, Linnie C.	Buxton Center.
Cobb, Mary B.	Buxton Center.
Cordwell, Fannie F.	Cumberland Mills.
Cressey, Ernest W.	Buxton Center.
Davis, Lulu A.	Buxton Center.

NAMES.	P. O. ADDRESS.
Dike, John L.	Sebago.
Dow, Marshall C.	West Baldwin.
Elden, Mary P.	Buxton.
Evans, Mildred	Portland, 119 State St.
Files, Carrie B.	Saccarappa.
Files, Emma A.	Gorham.
Files, Everett E.	West Gorham.
Gay, Henrietta L.	Saco.
Gerrish, Ella F.	East Lebanon.
Goodwin, Alice L.	Gorham.
Goold, Clara A.	Portland.
Guptill, Edward W.	Saccarappa.
Hamblen, Isabelle	Portland, 4 Alder St.
Hamblen, Maria C.	Gorham.
Hamblen, Lewis A.	Gorham.
Hamlin, Elvira B.	Sweden.
Hanson, Charles O.	Buxton Centre.
Harmon, Thomas G.	Portland.
Higgins, Helen M.	Standish.
Hill, Addie	Buxton Center.
Hunt, Alice R.	Deering.
Johnson, Annie C.	Gorham.
Josephs, Susan	Portland, 33 Hanover St.
Knight, Erving J.	Windham Center.
Knight, Mary H.	Gorham.
Libby, Mary A.	Limerick.
Libby, Mary E.	Portland, 12 St. Law'ce St
Libby, Harlan L. P.	Gorham.
Libby, John W.	Limerick.
Lowell, Lucy	Gorham.
Luce, Maggie	Saccarappa.
Merrill, Cora A.	Harpswell.
Murch, Marietta S.	Portland, 103 Elm St.
Murray, Florence	Lebanon.
Owen, Fred P.	Buxton Center.
Owen, Lincoln	Buxton Center.
Pennell, Jennie F.	Saccarappa.
Pennell, Nellie S.	Cumberland Mills.
Parkhurst, Leonard W.	Gorham.

NAMES.	P. O. ADDRESS.
Pike, Emma A.	Cornish.
Pingree, Cynthia E.	Denmark.
Plaisted, George P.	Gorham.
Pride, Sarah E.	Saccarappa.
Roberts, Una G.	East Waterboro.
Rounds, Georgianna	Buxton Center.
Simonton, Josephine A.	Portland, 469 Cumb'l'd St
Short, Josephine H.	Saccarappa.
Skinner, Charles O.	South Casco.
Smith, Thomas V.	Buxton Center.
Spear, Addie J.	Standish.
Spinney, George R.	West Gorham.
Sturdivant, Margaret S.	Cumberland.
Suckling, John F.	Bingham.
Stiles, Leonard B.	Saccarappa.
Tucker, Martha H.	Steep Falls.
Varney, Walter S.	Windham Center.
Wentworth, Belle H.	West Newfield.
Whitely, Lucy A.	Portland, 32 Melbourne St
Whitehouse, Julia M.	Sweden.
Whitney, Alston V.	Sebago Lake.
Whitney, Eva L.	Sebago Lake.
Whitney, Frank L.	Gorham.
Whitney, Fred I.	Gorham.
Witham, Cynthia E.	East Jefferson.

TOTAL FOR SPRING TERM, 84.

FALL TERM—1879.

A. CLASS.

NAMES.	P. O. ADDRESS.
Allen, Genevieve	Portland, 28 Munroe St.
Allen, Lucy S.	Saccarappa,
Bacon, Frank E.	Gorham,

NAMES.	P. O. ADDRESS.
Barrows, Edith M.	Portland, 22 Paris St.
Burleigh, Clara M.	Fairfield Center.
Burleigh, Kate H.	Fairfield Center.
Chadbourne, Helen S.	Gorham.
Chadbourne, Osbourne F.	East Baldwin.
Clapp, Carrie S.	Snow's Falls, Paris.
Clark, Georgie M.	Cumberland Mills.
Cobb, Mary B.	Buxton Center.
Cordwell, Fannie F.	Cumberland Mills.
Cressey, Ernest W.	Buxton Center.
Dike, John L.	Sebago.
Dow, Marshall C.	West Baldwin.
Elden, Mary P.	Buxton.
Evans, Mildred	Portland, 119 State St.
Files, Carrie B.	Saccarappa.
Files, Emma A.	Gorham.
Files, Everett E.	West Gorham.
Gay, Henrietta L.	Saco.
Goodwin, Alice L.	Gorham.
Goold, Clara A.	Portland.
Guptill, Edward W.	Saccarappa.
Hamblen, Isabelle	Portland, 4 Alder St.
Hamblen, Lewis A.	Gorham.
Hamlin, Elvira B.	Sweden.
Higgins, Helen M.	Standish.
Hill, Addie	Buxton Center.
Johnson, Annie C.	Gorham.
Josephs, Susan	Portland, 33 Hanover St.
Knight, Erving J.	Windham Center.
Knight, Mary H.	Gorham.
Libbey, Mary A.	Limerick.
Libbey, Mary E.	Portland, 12 St. Lawrence
Luce, Maggie	Saccarappa,
Murch, Marietta S.	Portland, 103 Elm St.
Pennell, Jennie F.	Saccarappa.
Pike, Emma A.	Cornish.
Pingree, Cynthia E.	Denmark.
Roberts, Una G.	East Waterboro,
Rounds, Georgianna	Buxton Center,

NAMES.	P. O ADDRESS.
Simonton, Josephine A.	Portland, 469 Cumberland
Short, Josephine H.	Saccarappa.
Skinner, Charles O.	South Casco.
Smith, Thomas V.	Buxton Center.
Spear, Addie J.	Standish.
Spinney, George R.	West Gorham.
Sturdivant, Margaret S.	Cumberland.
Suckling, John F.	Brigham.
Stiles, Leonard B.	Saccarappa.
Varney, Walter S.	Windham Center.
Wentworth, Belle H.	West Newfield.
Whitely, Lucy A.	Portland, 32 Melbourne St
Whitehouse, Julia M.	Sweden.
Whitney, Alston V.	Sebago Lake.
Whitney, Eva L.	Sebago Lake.

NUMBER OF PUPILS—57.

B CLASS.

NAMES.	P. O. ADDRESS.
Allen, Jennie E.	Windham Center.
Barron, Frances G.	Topsham.
Blake, Mildred E.	East Deering.
Chadbourne, Bertha M.	Gorham.
Dolley, Emma J.	Windham.
Dow, Jane A.	Falmouth.
Dow, Lorenzo E.	Dry Mills.
Drummond, Florence L.	Waterville.
Eaton, Maggie B.	Buxton.
Elwell, Everett P.	Buxton Center.
Evans, Jennie	Portland, 119 State St.
Evans, Winfield	Norway.
Fulton, Sumner D.	Gorham.
Gay, Minnie H.	South Casco.
Hall, Alice W.	Windham Center.
Hodgdon, Lizzie A.	Waterville.
Holmes, Susan A.	Foxcroft,

NAMES.	P. O. ADDRESS.
Hopkinson, Fannie E.	Limington.
Ingalls, Kate F.	Denmark.
Jenkins, Gertrude	Portland, 195 Franklin St.
Libbey, Mary A.	Gorham.
Littlefield, Jessie G.	Alfred.
Mariner, Julia A.	Auburn.
Moody, Anna P.	Steep Falls.
Moulton, James S.	Hiram.
Parker, E. Louise	North Gorham.
Paine, Fannie C. B.	Portland, 2 Marie's Ter.
Pingree, Minnie J.	Denmark.
Ricker, Annie L.	South Berwick.
Weeks, Mary G.	Gorham.
Wescott, Jennie S.	North Gorham.
Wickwire, Rebecca A.	Portland, 51 State St.
Witham, Cynthia E.	East Jefferson.
Walker, Flora M.	Windham.

NUMBER OF PUPILS—34.

TOTAL FOR FALL TERM—91.

NO. OF DIFFERENT PUPILS DURING YEAR—117.



Pupils in Model Schools.

PRIMARY GRADE.

FIRST TERM.

Carrie Hanson,
Sarah McDonough,
Cyrus Foy,
Willie Hinkley,
Fred Harding,
John Foy,
Henry Hamblen,
Berty Higgins,
Lydia Fulton,
Era McLellan,
Minnie Winslow,
Angie Weeks,
Delia McDonough,
Alice Demeritt,
Fred McLellan,
Fred Bernell,
Thomas Feeny,
Charley Harding,
George Estes,
Leister Roberts,
John Marlin,

J. Marshall Jones,
Eddie Drown,
Fred Shaw,
Philip Shaw,
Lillie Parker,
Cornelia Huntington,
Laura Dow,
Clara Cobourne,
Mary Feeny,
Frank Cobourne,
Webster Farr,
Abbie McDonough,
Jessie Lumbert,
Fred Whitney,
Fred Floyd,
Joseph Shaw,
Stanley Higgins,
Eva Libby,
Fanny Libby,
Gracie McLellan,
Fred Feeny.

PRIMARY GRADE.

SECOND TERM.

Angie Weeks,
Minnie Winslow,
Era McLellan,
Lillie Parker,
Fred Shaw,
Berty Higgins,
Little Fulton,
Laura Dow,
Leister Roberts,
Philip Shaw,
Sarah McDonough,
Delia McDonough,
Harry Files,
Willie Hinkley,
John Lane,
Frank Cobourne,
Fred Burnell,
Fred Feeny,
George Estes,
Thomas Feeny,
Cornelia Huntington,
Annie Summersides,

Mary Feeny,
Carrie Cobourne,
Harry Sturgis,
Fred Stickney,
Earnest Dresser.
Howard Usher,
Gracie McLellan,
Ethel Hearsey,
Harry Loring,
Paul Luce,
Mary Harmon,
Fred Yacht,
Stanley Higgins,
Willie Alexander,
Hattie Rolfe,
Lillie Bacon,
Joe Shaw,
Abbie McDonough,
Jessie Lumbert,
George Perce,
Cyrus Foy,
Eddie Drown.



INTERMEDIATE GRADE.

FIRST TERM—1879.

Fred Alexander,
Charles Billings,
Herbert Billings,
Earnest Cressey,
Melvin Cressey,
Fred Dow,
Moses Eastman,
John Feeney,
William Feeney,
Vane Files,
Harry Harding,
Edward Smith,
Therza Buck,
Rose Burnell,
Alice Carson,
Hattie Crockett,
Alice Demeritt,
Nellie Dow,
Clara Estes,
Minnie Floyd,
Lucy Fulton,
Lizzie Harding,
Mary Harding,
Lillie Hamblen,
Etta Wood,

Stephen Hinkley,
Edwin Kane,
Herbert Lombard,
John Loring,
Edward Merrill,
George Merrill,
Arthur McLellan,
Erving Osborne,
Sumner Osborne,
Elmer Roberts,
Edward Skillings,
Edith Higgins,
Annie Kane,
Hannah Kelley,
Hannah Keeley,
Kate Kelley,
Cora Libby,
Larinda Libby,
Annie Lowell,
Nellie Lowell,
Gertrude Moody,
Lena Paine,
Ella Parkhurst,
Lucy Waterman.

SECOND TERM—1879.

Fred Alexander,
Charles Billings,
Herbert Billings,
Byron Coburn,
Earnest Cressey,
Melvin Cressey,
Fred Dow,
John Feeney,
Willie Feeney,

Henry Whitney,
Rose Burnell,
Alice Carson,
Hattie Crockett,
Nellie Dow,
Kate Feeney,
Minnie Floyd,
Clara Estes,
Lucy Fulton,

Colman Flaherty,
John Hanson,
John Hanscom,
Harry Harding,
Louis Hezleton,
Stephen Hinkley,
Eddie Kane,
Arthur McLellan,
Bartlett McDonough,
Willie McDonough,
Eddie Merrill,
George Merrill,
Ervine Osborne,
Sumner Osborne,
Elmer Roberts,
Edward Skillings,

Mary Harding,
Lizzie Harding,
Lillie Hamblen,
Edith Higgins,
Hannah Kelley,
Kate Kelley,
Annie Kane,
Cora Libby,
Larinda Libby,
Annie Lowell,
Gertrude Moody,
Tilda Newcomb,
Lena Paine,
Mattie Rolfe,
Lucy Waterman,
Etta Wood,



Circular.

A distinguished French statesman lately said "The nation which has the best schools is the first nation. If it is not so to-day it will be so to-morrow." The saying is doubtless true. The *first* nation is so, not on account of national resources, but through the character of its citizens. That nation will have the best citizens which has the best schools. But that nation will have the best schools which has the best teachers. The teacher makes the school. The adage is old but true "as is the teacher so is the school." Upon the character of a nation's teachers, then, will depend the quality of its citizenship, and hence the rank it will occupy among other nations.

Therefore, all nations and states, which have provided for the education of the people, have established special schools for training teachers. Maine has three such schools, established as the law creating them declares. To be thoroughly devoted to the work of training teachers for their professional labors; that the course of study shall include the common English branches in thorough reviews, and such other branches as are especially adapted to prepare teachers to conduct the education of their pupils; and that the art of school management, including the best methods of government and instruction, shall have a prominent place in the daily exercises of the school."

The law establishing this school, places the course of study and general regulations in the hands of the board of trustees of the Normal Schools. The board, recognizing the fact that the legitimate work of the Normal School is professional, and not academical training fixed the course in this school at one year. Believing that the best way to train to professional skill is by obser-

vation and practice in teaching under careful and intelligent criticism, the board established two model schools in connection with the Normal School. These schools are part of the Normal School, in all their regulations, management and discipline under the control of the principal of the school. They are of two grades, primary and intermediate. Each grade has three classes of one year each, making a course for the pupils of six years. They furnish the pupil teachers of the Normal School, types of the schools they will find in all the larger towns and villages of the state. In the model schools each pupil teacher is required to do actual teaching, having entire charge of the school for such portion of the day as she is employed in the room. Each pupil teacher, thus is trained, by real work, in the methods theoretically taught in the Normal School. The experience of this year proves the excellence of the plan. It is expected that the other schools of the village will soon be brought into such relations to the Normal School as to afford model schools of all grades below the high school.



Course of Study.

The course of study includes the following named branches, taken up in the order indicated.

Pedagogics, through the year, daily lessons.

1. Psychology. Nature of man; intellectual powers; perception; the senses; memory; imagination; comparison; judgment; reason; the intuitive powers; sensibilities; volition.

2. Didactics. *a*—Objects of education; methods; limitations; means; methods of teaching particular subjects, as reading, spelling, geography, language, arithmetic, etc. *b*—School economy, including preparation on the part of the teacher; programme; assignment of lessons; movement of classes; study; motives; manner; recitations; methods; essential rules; school arrangements; discipline and government; relations of the teacher to the pupils, to the parents, to the profession; school law. *c*—Moral science; methods of training pupils in morals and manners.

Language; through three quarters, two recitations each week for the first quarter, three lessons a week during the second quarter, daily lessons the third quarter. First quarter, grammar, with analysis and written exercises; second quarter, same: third quarter, Shakspeare's Julius Cæsar; life and writings of Shakspeare; story of the play; reading and study of the play as a whole; origin and derivation of words; peculiar words and idioms; figures of rhetoric; different kinds of style; quotations and transpositions; written work.

Geography.—Daily lessons two quarters. The earth as a whole, its form, dimensions, motions, and measurements.

Parts of the earth's surface, land and water forms, relief and drainage.

The atmosphere—Its composition, movements, temperature, and moisture.

Animal and vegetable life upon the earth. Topical study of one or more grand divisions.

Geometry.—Daily lessons one quarter. Study of the relations and properties of geometrical magnitudes. Demonstration of theorems and geometrical construction.

Drawing.—Two lessons a week through the year. Freehand copying, dictation exercises, drawing from models, and elementary perspective.

Botany.—Daily lessons one quarter. The life of a plant from the seed to maturity, studied, as far as possible, from the plants themselves.

COURSE IN READING.—Two lessons a week through the year. Constant practice in class-room under criticism, and occasional recitations in the school hall.

Discussion of the principles of articulation, inflection and modulation.

Frequent and varied vocal exercises to promote flexibility of the vocal organs, and a right use of the same in reading and speaking.

Arithmetic.—First quarter, daily lessons. Review of fundamental rules, methods of proof, and abbreviated processes.

Properties of numbers.

Common and decimal fractions, methods of teaching the same, and frequent development lessons by pupil teachers.

Mensuration.

Second quarter, daily lessons. Denominate numbers, including methods of teaching the metric system, and longitude and time.

The four cases of per centage, and application of same to profit and loss, commission and brokerage, capital and stock, etc.

Invoition and evolution.

Especial attention throughout to mental work, analysis, and methods of development.

Algebra.—Daily lessons, third quarter. Equations with development of definitions and principles.

Review of fundamental rules, with demonstration of propositions.

Factoring.

Review of fractions.

Involution and evolution.

Elimination.

Physics.—Daily lessons, first quarter. General motions of matter; its universal properties, its changes, both physical and chemical, and the states in which it exists.

Investigation by experiment of force and motion, and the principle of the mechanical powers.

Development of the important laws of liquids and gases.

Investigation of the cause, transmission, reflection and refraction of sound, and development of the important laws, characteristics of musical sounds and musical instruments.

Heat—Its nature and communication. Latent and specific heat. Mechanical equivalent of heat.

Light—Its nature, sources and velocity. Analogies of heat, light and sound. Optical instruments.

Investigation of the laws of electricity under magnetism. Static and dynamical electricity, and study of apparatus dependent upon electro magnets.

Frequent experiments by the pupil in the derivation and verification of laws. Also, frequent teaching exercises by the pupils upon the topics of the lessons.

Chemistry.—Daily lessons, second quarter. Aims of study.

Composition of air, and the characteristic properties of its ingredients.

Divisions of matter and classification of attractive forces.

Chemical and physical properties of hydrogen, and its relation to the composition of water.

Water—Its composition as shown by analysis and synthesis.

Compounds of nitrogen, classification of compounds, and method of naming binaries, formation of acids and salts.

Carbon—Investigation of the properties of its allotropic forms and of its compounds so far as related to combustion. Combustion, chemistry of a burning candle.

The atmosphere.

Important properties of chlorine, bromine and iodine, and the relation of chlorine to bleaching.

Properties, silicon, sulphur, phosphorus, potassium, and sodium. The common metals and the important processes connected with them.

Daily practice in the laboratory in experiment and exposition before the class of the truths derived at the table.

Physiology.—Daily lessons, third quarter. Starting with the skeleton, attention is given to the description of the location, structure, composition, and functions of the most important sets of bones and muscles.

Requirements of food for the body, and an investigation of the nutritious properties of the common varieties.

Location, structure and functions of the principal organs involved in digestion, absorption, respiration, and the circulation.

Structure and function of the nerves in general, and in detail so far as necessary to the study of the nerves of special sense.

Nerves of special sense.—Special attention given to the hygienic principles involved, and the discussion of those points in anatomy and physiology best affording material for elementary instruction.

Course of Study and Work for the Model Schools.

PRIMARY GRADE.

FIRST YEAR.

Reading—Sentence method. Munroe's Chart and Primer.
Consonant and short vowel sounds.

Number—Developing ideas of number to ten.

Operations upon numbers not exceeding ten.

(Use of objects and practical examples.)

Language—Reading. Simple and definite language required of pupils. Careful oral correction of wrong forms of speech.

Printing—Reproduction of reading lessons upon slates and black-board.

Objects—Familiar Objects. I. Naming parts. II. Naming and numbering parts.

Color—Distinguishing and naming primary colors. Applying same to objects.

Human Body—Distinguishing and naming principal parts of human body.

Place—Position of objects. I. Pupils imitating teacher. II. Pupils placing objects from memory. III. Relative position of objects.

Size—Developing general idea of size.

Lessons on extension in different directions.

Terms applied to objects.

Form—Developing general idea of form.

Ideas of surface; kinds of surface; faces, kinds of faces; edges; corners; straight and curved lines; (without definitions.)

Drawing—Invention with straight lines. Dictation exercises using straight lines.

SECOND YEAR.

Reading—Munroe's First Reader. Double consonant and long vowel sounds.

Number—Arabic Characters. Developing ideas of numbers from 10 to 100. Writing same. Addition and subtraction of numbers not exceeding 100. All the tables in each series. Using objects for the first exercises on each table and for the correction of errors.

Language—Same as first year. Recitations monthly.

Printing—Reproduction of reading and object lessons. Script lessons during last term.

Spelling—All words of reading lessons.

Objects—Familiar Objects. I. Naming and giving position of parts. II. Naming and giving uses of parts.

Color—Distinguishing and naming tints and shades of primary colors.

Zoology—Common Animals. I. Naming parts. II. Naming and numbering parts. III. Naming and giving position of parts.

Place—I. Relative position of objects.

II. Cardinal points.

III. Semi-cardinal points.

IV. Representation of table on slates and black-board.

Size—Work of first year continued.

Form—Angles, kinds of angles, and common forms, cube, oblong, square.

Drawing—Invention with straight lines. Combining different kinds of angles into triangles. Copying figures of straight lines. Following dictation of outlines of objects composed of straight lines.

THIRD YEAR.

Reading—Monroe's Second Reader. Part I. Remaining vowel and diphthong sounds.

Number—Work of second year reviewed. Multiplication and division of numbers not exceeding 100. Use of objects and practical examples continued.

Language—Work of first and second years continued. Forming and answering questions on reading lessons. Giving short sentences showing correct use of common words.

Writing—Short sentences, words and letters on slates and on paper with lead pencils.

Spelling—Words of reading lessons and names used in object lessons.

Objects—Essential and distinctive qualities of objects developed. Objects distinguished by simple and familiar qualities.

Color—Work of second year continued and hues of primary colors taught.

Zoology—Principal and secondary parts. Adaptation of parts to habits.

Botany—Distinguishing and naming common plants. Naming principal parts of plant.

Place—Work of second year reviewed. Representation of school-room and school-ground on slates and black-board.

Drawing—Combination of straight and curved lines. Copying and dictation exercises given.

INTERMEDIATE GRADES.

FIRST YEAR.

Reading—Munroe's Second Reader, Part II. Review sounds of vowels and consonants, diphthongs and triphthongs.

Spelling—All words in *all* lessons.

Arithmetic—Read, write, add, subtract, multiply and divide numbers to 1000. Learn Roman characters and laws of same. Much practice in rapid counting, mental work and simple analysis.

Writing—No. 1 Spencerian System.

Language—Reproduction of lessons. Sentences containing new words. Correction of incorrect expressions. Name words. Particular name words. Statement. Rules for beginning and ending a statement.

Geography—School-yard, giving distance and scale of map. Village. Town. County. Shape of earth. Size. Natural divisions of land and water.

Objects—Qualities of objects.

Color—Secondary from primary colors. Harmony of colors.

Drawing—Intermediate No. 1.

Plants—Principal parts, uses of parts. Manner of growth. Roots.

Human Body—Review of parts. Principal. Secondary. Uses of parts. Cause of growth. Blood. Stomach. Teeth.

Animals—Characteristic parts. Mode of life. Uses.

SECOND YEAR.

Reading—Munroe's Third Reader.

Spelling—Words of *all* lessons.

Arithmetic—Fundamental rules. Analysis. Much mental work, rapid counting, &c.]

Writing—No. 2 Spencerian System.

Language—Kinds of words. Sentences. Reproduction of lessons. Correction of incorrect expressions, &c.

Geography—Maine. United States. Latitude. Longitude.

Objects—Qualities and uses, material and structure.

Drawing—Intermediate No. 2.

Plants—Stem. Leaves. Flower. Fruit.

Human Body—Circulation. Breathing. Brain. Nerves.

Animals—Clothing. Habitation. Peculiar characteristics. Similar characteristics of animals.

THIRD YEAR.

Reading—Munroe's Fourth Reader. Sounds¹.

Spelling—Words of all lessons.

Arithmetic—Analysis. Properties of numbers Fractions. Much mental work. Many practical problems.

Writing—No. 3 Spencerian System.

Language—Sentences and parts of. Parts of speech and uses of, with work of second year.

Geography—North America. Europe. Motions of earth and results of same.

Objects—Classification of objects and qualities.

Drawing—No. 3 Intermediate.

Plants—Classification. Families.

Man—Senses. Bones. Muscles. Review.

Animals—Tools. Instruments of defence and attack. Classification. Families.



Terms of Admission.

Students are admitted at the beginning of each term. The examination for entrance takes place on Tuesday, the day before the beginning of each term. The next examination will take place on Tuesday, February 4th, 1880, beginning at 9 A. M. Applicants will be examined in reading, grammar, geography, arithmetic, physiology, book-keeping, and history. Applicants must be eighteen years of age; must present a certificate of good character; must declare their intention to complete the course, and to remain the full term in which they enter. They must pledge themselves, if they graduate, to teach at least two years in the schools of the State. The following questions were used in the first examination, January 26, 1879. Those used afterwards have been and will be in future of the same grade.

READING.

1. Define articulation. Name the consonants.
2. What is inflection? Define rising and falling inflections.
3. Write a sentence in which the circumflex is proper.
4. What are meant by tone, pitch and rate in reading?
5. Define emphasis.
6. "On a bridge I was standing, one morning,
And watching the current roll by,
When suddenly into the water
There fell an unfortunate fly."

Mark the emphatic words.

NOTE.—In all these exercises deductions to be made for bad spelling and writing.

GEOGRAPHY.

1. What is meant by the axis of the earth? If produced, where would it meet the northern heavens? How would you teach a child to find the north star? Mention any groups of stars which never set in this latitude. Around what star do they seem to revolve, and in what direction?

2. Name the five systems into which the rivers in North America may be grouped, and the principal river in each.

3. Name the countries of Europe with their capitals.

4. Trace the water route from San Francisco to New York, thence to the largest city in Europe.

5. Give the boundaries and width of each zone. What determines the place of these boundaries?

6. Draw a map of North America, putting in boundaries of countries, location of capitals, chief rivers and mountains.

7. Draw map of Maine. Put in chief towns, rivers and highways.

NOTE.—The 6th and 7th count as much as the other five.

ARITHMETIC.

1. Define abstract and concrete numbers; prime and composite numbers; prime factors.

2. Write in Roman numerals, 1818, 69, 1013, and give the law of increase and decrease in Roman numerals.

3. What factors make up the least common multiple of several numbers, and what factors make the greatest common divisor of several numbers?

4. Multiply $2\frac{2}{3} \times 3\frac{1}{5}$, and explain in full.

5. Multiply four hundredths by four millionths. Give the explanation of the pointing. Divide the four hundredths by four millionths. Give the explanation of the pointing.

6. What is the difference in the products of $3\frac{1}{10}$ by $2\frac{1}{9}$, and $2\frac{1}{10}$ by $3\frac{1}{9}$?

7. What difference in time does a difference of one degree of longitude make, and why?

8. Analyze fully: If \$7 $\frac{3}{4}$ pay for 2 $\frac{2}{3}$ yards, how many yards can be bought for \$4 $\frac{5}{8}$?

9. A man bought 320 acres of land for \$16.37 $\frac{1}{2}$ per acre. He kept it a year and sold it for \$6,172.72. What per cent. did he make?

10. Interest of \$1,728 for two years, 7 months, at 7 $\frac{3}{10}$ per cent.?

MENTAL ARITHMETIC.

1. A ship in four hours sails 24 miles. How long will it take her to sail 150 miles?
2. How many times is 3-7 contained in 2-3?
3. What number increased by its half, its fourth and 18, will be doubled?
4. One man builds 10 rods of wall while another builds 3 1-2 rods. How many rods can the first build while the second builds 20 rods?
5. John can do a piece of work in two days; James in four days. In what time can both do it?
6. If \$40 worth of provisions lasts 10 men 12 days, how long will \$50 worth last 15 men?
7. What cost 20 pears at two for three cents?
8. 20 is 5 per cent. of what number?
9. Interest of \$125 for seven years, at 7 per cent.
10. 4-5 of a post is above and 12 feet below the ground. What is the length?

GRAMMAR AND ANALYSIS.

1. Give the analysis of the following :
*"All worldly shapes shall melt in gloom,
 The sun himself must die,
 Before this mortal shall assume
 Its immortality."*
2. Parse the italicized words.
3. Classify the words light, round, square, die, use, farther, so.
4. Write the plural of lady, man, ox, pea, chimney, roof, genius, axis.
5. Give the past indicative, and past participle of lay, choose, hang, lie, set, be.
6. Inflect the personal pronouns of the 1st and 2d persons, and the 3d person feminine.
7. When several possessives are connected, to how many of them must the sign be annexed? Illustrate.
8. Correct or justify the following expressions :
 - a. "Peace of mind is easier lost than gained."
 - b. "His brother's offense is not his."
 - c. "The work has been finished last week."
 - d. "He laid down to rest."

- e. "There remain two points to be settled."
- f. "Those sort of people should be avoided."
- g. "The committee were divided in their opinions."

9. Write a brief, but complete composition on the following outline: Two boys walking in woods. A squirrel runs into his nest. Boys dig it out. Take his winter store of nuts. Despair of the old squirrel. Sufferings of the young squirrels.

10. Separate into syllables ten of the words used in your composition; mark the accented syllables and make each vowel with its proper sign.

HISTORY.

1. State the difference in the first colonists of Virginia and New England.
2. Some account of the causes of the French and Indian War.
3. Some account of the battles of Bunker Hill and Yorktown.
4. What was the "Stamp Act," "Right of Search," "Missouri Compromise," "Monroe Doctrine?"
5. Of what was the "Right of Search" one of the principal causes? Describe the last battle of that war.
6. Name causes of Mexican war.
7. Name causes of the Rebellion. Name five leading generals of the rebels. Five of the loyal troops.
8. Name some results of the rebellion.
9. What were the "Alabama Claims," and how settled?
10. What is meant by the "Resumption Act?"

PHYSIOLOGY.

1. Define the terms absorption, secretion, nutrition and respiration.
2. What gives color to the blood?
3. What are voluntary and involuntary muscles? How do the teeth differ from the other bones?
4. State the position and use of the liver. What is the epiglottis, and what its use?
5. What fluids must be mixed with food before it can nourish the body? Where are these fluids secreted?
6. Why is more food needed in winter than in summer?
7. Describe the mechanism by which the blood is returned to the heart through the veins.

8. By what means is the chest enlarged and contracted in breathing. Trace the change in the air inhaled in the act of breathing.

9. By what means is animal heat generated and maintained?

10. Name the organs concerned in the process of digestion.

BOOK-KEEPING.

1. Write a negotiable note on demand.

2. Write a negotiable note due in six months.

3. Write a receipt for money, on wages.

4. Make a bill for services as teacher.

5. Write an order on a person for money.

6. Make a bill for goods, and receipt it properly.

7. Enter on day book the following account of transaction:

I bought of Joe. Smith, 14 yds. prints at 12 cents; 41 lbs. sugar at 10 1-2 cents; 1 pair shoes at \$2.25. Sold him 3 cords wood at \$5.00.

8. Post the same into Ledger.

9. Write a note for balance.

10. Close up the account in the books.

TEXT BOOKS.

Text books in Reading, Grammar, Geography and Arithmetic are owned by the school and loaned to the pupils free of cost. Norton's Physics, Norton's Chemistry, Dalton's Physiology, Olney's Algebra, Evan's Geometry, Martin's Civil Government and Smith's Drawing Books are used in the several subjects named. The above named books are to be provided by each pupil. They can be purchased at the school at as low a price as in any book store. Pupils should bring the text books which they have, as they are very desirable for reference.

A well selected library of over one thousand volumes is in the school building to which the students have free access. In addition the school owns, for the use of pupils, a large number of the most approved professional books.

The apparatus for teaching chemistry, physics and physiology

is full and of excellent quality. A large cabinet of minerals affords the means of a real study of mineralogy. Globes, maps, charts and models are provided to aid in the study and teaching of geography, botany and drawing.

BOARD, FEES, ETC.

A good school boarding house is connected with the school. Young ladies pay \$2.75 per week when two occupy the same room. One rooming alone pays \$3.00. Students find their own bed clothes, towels, table napkins and toilet soap. All other necessities are furnished by the house. Bed clothes washed by the house. Student's personal washing, twenty-five cents per dozen. Young ladies are required to board at the school boarding house, unless boarding in their own families.

Young gentlemen can have table board at the boarding house at \$2.50 per week. They can find board in private families from \$3.00 to \$3.50 per week. Rooms for self boarding can be had from 75 cents to \$1.00 per week. Opportunities can be found for the formations of clubs of young gentlemen, to make the expense of boarding come as low as possible, compatible with suitable food.

DISCIPLINE.

Such regulations only are adopted as experience has shown to be necessary for the best interests of the school. Every pupil is expected to show a ready and cheerful compliance with these requirements. In short, pupils are in all cases presumed to be ladies and gentlemen, and treated as such. Whenever any pupil shows that presumption to be false he will be required to leave the school.

CALENDAR.

First term began January 29, 1879; closed June 24, 1879. Second term began August 27, 1879; will close January 20, 1880. January 19, 1880, examination of the B. class. January 20, 1880, examination and graduation of the A. class. Examination of candidates for entrance, Tuesday, February 3, 1880. Next term begins February 4, 1880; closes June 29, 1880. Next term begins September 1, 1880; closes January 18, 1881.

CORRESPONDENCE.

All parties requiring the services of well qualified teachers, able and ready to do good work in school, are requested to write to W. J. Corthell, Gorham. All persons wishing further information about the school are requested to write to W. J. Corthell or Col. Humphrey Cousens, Gorham.

LOCATION.

Gorham is one of the pleasantest villages of Maine. Its social culture is of the very highest order. It has very good religious privileges. It is easy of access on the P. & R. R. R., one-half hour's ride from Portland. The people of the town proved their interest in the school by the noble gift of the school building, second to none in the state. They have evinced their continued interest by uniform courtesy and active kindness, through which the life of the pupils, while at the school, has been made very pleasant.



