

1883

State Normal and Training School at Gorham Maine Catalog 1883-1884

State Normal and Training School

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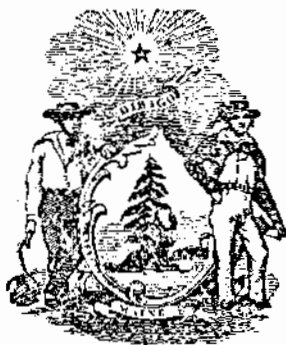
CATALOGUE

OF THE

State Normal and Training School,

AT

GORHAM, MAINE,



For the Year Ending July 2, 1884.

AUGUSTA :

SPRAGUE & SON, PRINTERS TO THE STATE.

1884.

TRUSTEES.

Gov. FREDERICK ROBIE, *Ex-officio*.
NELSON A. LUCE,
State Supt. of Common Schools, *Ex-officio*.
AMOS W. PLUMMER, Bangor.
ALBERT F. RICHARDSON, Fryeburg.
LUTHER G. PHILBROOK, Castine.
STEPHEN HINKLEY, Gorham.
I. WARREN MERRILL, Farmington.

TEACHERS.

W. J. CORTHELL,
HORACE M. ESTABROOKE,
VIOLA M. WHITE,
GRACE J. HAYNES.

TEACHERS IN MODEL SCHOOLS :

BESSIE A. READ,
ROSIE CHUTE.

TEACHER OF MUSIC :

W. L. FITCH.

JANITOR :

HUMPHREY COUSINS.

STATE NORMAL AND TRAINING SCHOOL.

WINTER TERM, 1883.

NAMES.

P. O. ADDRESS.

A CLASS.

Balentine, Josie C.,
Brown, Louise S.,
Fickett, Hattie L.,
Gowen, Addie P.,
Griggs, Winnifred,
Goodwyne, Florence E.,
Lord, Jennie C.,
Pillsbury, Annie,
Shaw, Carrie A.,

Waterville.
Saccarappa.
Millbridge.
Duck Pond.
Saccarappa.
West Newfield.
East Lebanon.
West Scarborough.
Springvale.

B CLASS

Clay, Cora E.,
Cobb, Lizzie B.,
Foster, Alice H.,
Hamlin, Lucy J.,
Jordan, Jennie E.,
Leighton, Nora A.,
Leighton, Mary,
Perley, Alice L.,
Pettigrew, Susan E.,
Priest, Alice G.,
Shenault, Nellie M.,

Cumberland Mills.
Deering.
Cumberland Mills.
Standish.
Portland.
Sheepscot Bridge.
Duck Pond.
East North Yarmouth.
Kittery.
North Vassalboro'.
Duck Pond.

NAMES.

P. O. ADDRESS.

C CLASS.

Abrams, Anna A.,
Bailey, D. L.,
Colby, Jennie M.,
Crockett, Carrie C.,
Cutter, Dana B.,
Deering, N. J.,
Edgecomb, Julia A.,
Hayes, Estelle,
Higgins, Margaret,
Haley, Celia A.,
Hobson, Fannie E.,
Jenkins, Mabel,
Loring, Alice J.,
Moody, Mary G.,
Remick, Addie S.,
Shaw, Maria H.,
Snow, Geo. P.,
Soule, Fannie I.,

Kittery.
Saccarappa.
South Eliot.
East Raymond.
Saccarappa.
Gorham.
West Buxton.
Kittery.
Standish.
West Buxton.
Wiscasset.
Kittery.
Perry.
Westbrook.
Kittery.
Springvale.
Saccarappa.
Phillips.

D CLASS.

Barrell, Mary Elizabeth,
Bradbury, Lizzie B.,
Chase, Louise,
Cook, Annabel,
Danforth, Florence E.,
Day, Tina,
Dodge, Mary G.,
Floyd, Eliza E.,
Glew, Mary E.,
Hall, Mary Lizzie,
Harmon, Lucia E.,
Hodgdon, Emma A.,
Johnson, Etta F.,
Jones, Mary C.,
Littlefield, Linnie M.,

York.
Limington.
Woodford's.
North Vassalboro'.
Cornish.
Woodford's.
Bridgton.
Woodford's.
Gorham.
Bangor.
Buxton Center.
Waterville.
Gorham.
Durham, N. H.
Alfred.

NAMES.	P. O. ADDRESS.
Lincoln, Hattie, Montgomery, Charlotte W., Moody, Gertrude F., Pike, Susie S., Reed, Grace, Remick, Isabel B., Robinson, Mary E., Soule, Edith C., Stone, Hannah F., Thomes, Lizzie E., Spear, Alice M., Thorpe, Hattie M., Thurlow, Mary E., White, Kate A.,	Gorham. Woodford's. Gorham. Lubec. Woodford's. South Eliot. Gorham. Woodford's. Gorham. Gorham. Ferry Village. Woodford's. Richmond. Winchester, Mass.



 SPRING TERM, 1884.

NAMES.

P. O. ADDRESS.

 A CLASS.

Chase, Louise,	Woodford's.
Clay, Cora E.,	Cumberland Mills.
Cobb, Lizzie B.,	Deering.
Danforth, Florence E.,	Cornish.
Day, Tina,	Woodford's.
Dodge, Mary G.,	Bridgton.
Foster, Alice H.,	Cumberland Mills.
Hamlin, Lucy,	Sebago Lake.
Hodgdon, Emma A.,	Waterville.
Jordan, Jennie E.,	Portland.
Leighton, Nora A.,	Sheepscot Bridge.
Leighton, Mary.	Duck Pond.
Montgomery, Charlotte W.,	Woodford's.
Perley, Alice L.,	East North Yarmouth.
Pettigrew, Susan E.,	Kittery.
Priest, Alice G.,	North Vassalboro'.
Reed, Grace,	Woodford's.
Shenault, Nellie M.,	Duck Pond.
Thorpe, Hattie M.,	Woodford's.
Thurlow, Mary E.,	Richmond.
White, Kate A.,	Winchester, Mass.

B CLASS.

Abrams, Anna A.,	Kittery.
Bailey, D. L.,	Saccarappa.
Colby, Jennie M.,	South Eliot.
Cutter, Dana B.,	Saccarappa.
Edgecomb, Julia A.,	West Buxton.

NAMES.	P. O. ADDRESS.
Haley, Celia A.,	West Buxton.
Hobson, Fannie E.,	Wiscasset.
Jenkins, Mabel I.,	Kittery.
Jewett, Carrie M.,	Westport.
Loring, Alice J.,	Perry.
Moody, Mary G.,	North Windham.
Remick, Addie S.,	Kittery.
Snow, Geo. P.,	Saccarappa.
Soule, Fannie I.,	Phillips.
Trafton, Alice E.,	Durham.

C CLASS.

Barrell, Mary E.,	York.
Cook, Annabel,	North Vassalboro'.
Crockett, Carrie C.,	Raymond.
Glew, Mary E.,	Gorham.
Hall, Mary L.,	Bangor.
Harmon, Lucia E.,	Buxton.
Hayes, Estelle P.,	Kittery.
Johnson, Ella F.,	Gorham.
Jones, Mary C.,	Durham, N. H.
Moody, Gertrude F.,	Gorham.
Remick, Isabel B.,	South Eliot.
Soule, Edith C.,	Woodford's.
Stone, Hannah F.,	Gorham.
Spear, Alice M.,	Ferry Village.
Thomes, Lizzie E.,	Gorham.

D CLASS.

Clark, Anna B.,	Georgetown.
Cary, Isabella A.,	Fort Fairfield.
Chesley, Alice M. M.,	Chester, N. H.
Cloudman, Nellie,	Gorham.
Dorman, Lucy Evelyn,	Bolster's Mills.
Dorman, Rena B.,	Bolster's Mills.
Drown, Fannie B.,	Gorham.
Dyer, Clara I.,	Knightville.

NAMES.

P. O. ADDRESS.

Fuller, Minnie H.,
Glew, Agnes A.,
Grant, Melvina H.,
Hawley, Anna C.,
Hayes, Alberta P.,
Irish, Emma S.,
Ketchum, Myrtle L.,
Marston, Emma F.,
Perry, Emma A.,
Phinney, Jenny E.,
Poor, Lizzie O.,
Remick, Fannie C.,
Richards, Kate F.,
Robbins, Alice M.,
Staniels, Annie L.,
Webb, Lillian M.,

Seal Cove.
Gorham.
Spruce Head.
Portland.
Kittery.
South Bridgton.
Fort Fairfield.
East North Yarmouth.
Phippsburg Center.
South Windham.
Sebago.
Kittery.
Winthrop.
Winthrop.
Saccarappa.
Westbrook.



FACTS ABOUT THE SCHOOL.

First class entered January, 1879. First graduation in January, 1880. Classes have graduated in the years 1880, 1881, 1882, 1883 and 1884. Whole number graduated, 199. Average each year, 39. Twelve of the young ladies have married; two have died. Deducting from the whole number of graduates the 12 married, the two that are dead, and the 20 graduated in July, 1884, of the remaining 166 one hundred and forty-seven are known to have been teaching during the current year.

State Normal School, Gorham, Maine.

This institution is one of three State normal schools established by the State of Maine for "training teachers for their *professional labors*." It was established by the co-operation of the people of Gorham and the authorities of the State, and received its first class on January 19, 1879. The number of pupils who have been admitted is 360. The number of graduates is 199.

CONDITIONS OF ADMISSION.

Candidates for admission, proposing to become teachers in the public schools, must have attained the age of seventeen years complete, if gentlemen, and sixteen years complete, if ladies. They must present, on the day of examination, a satisfactory certificate of good mental ability and high moral character; must declare their intention of remaining in the school the full term in which they enter; of faithfully observing the regulations of the school while members of it; and of afterwards teaching in the public schools of Maine. They must pass a satisfactory examination in Reading, Spelling, Writing, Arithmetic, Geography and English Grammar.

A greater age and higher attainments than those prescribed above, with some experience in teaching, make the course of study in the school much more valuable to the pupils who are preparing themselves for teachers. Pupils of the age and qualifications prescribed above, who do not intend to teach, will be admitted to the school on payment of tuition.

The examination for admission takes place on Tuesday, the first day of each term, beginning at 9 o'clock A. M.

The next examination for admission takes place on Tuesday, September 2d, 1884.

THE DESIGN OF THE SCHOOL AND COURSE OF STUDIES.

The *design* of normal schools is strictly *professional*; that is, to prepare, in the best possible manner, the pupils of said schools for the work of organizing, governing and teaching the *common* schools of the State.

To this end, there must be the most thorough knowledge: *first*, of the branches of learning required to be taught in the schools; and *second*, of the best methods of teaching those branches. The first, it is the business of any school to give — the second, it is the *distinctive* work of the normal school to impart.

The time of the course extends through a period of two years, and each year is divided into two terms of twenty weeks each, with daily sessions of not less than five days each week.

STUDIES.

The half-yearly terms are divided, by a rest of one week, into quarters of ten weeks each; eight constituting the full course of two years. The figure after each subject indicates the number of quarters during which such subject is to be studied:

Language, 8; Pedagogics, 4; Geometry, 3; Physics, 2; History, 2; Chemistry, 2; Arithmetic, 3; Geography, 3; Algebra, 2; Botany, 1; Physiology, 1; Civil Polity, 1; Mineralogy, 2; Zoology, 2; Book-Keeping, 4. While Reading, Drawing, Writing, Spelling and Music will extend through the course.



Order, Distribution and Range of Studies.

FIRST YEAR.

First Quarter.—History, 5;* topics on, discoveries, settlements, governments, with maps drawn to illustrate points studied. Language, 5; aim to master the thought of the author studied; to paraphrase, transpose and punctuate its expression. Physics, 5; objectively, properties of matter; force; motion; mechanics; fluids; use of apparatus. Geometry, 5; form; fundamental facts; applications, including inventions and constructions. Reading, 1; voice culture. Writing 1; position; movements; principles; one-space letters. Drawing, 1; free-hand, dictation and black-board. Book-Keeping, 1; simple accounts; common forms; single entry.

Second Quarter.—History, 5; political. Language, 5; abstracts; topical analysis; word study; figurative language. Physics, 5; sound; heat; light; electricity; practice in laboratory; making simple apparatus. Geometry, 5; truths of plane geometry demonstrated and applied; analysis of theorems and original demonstrations. Reading, 2; vocal expression. Writing, 1; small letters. Drawing, 1; as first quarter. Book-Keeping, 1; single entry.

Third Quarter.—Language, 4; Grammar, development of sentence, forms of, classes, parts of. Composition, 1; analysis of subjects. Chemistry, 5; specific properties of elements; laboratory practice; laws of chemical combination. Geometry, 5; review; original demonstrations; methods of teaching. Arithmetic, 5; principles developed; problems. Reading, 1; narration and description. Writing, 1; capitals. Drawing, 1; free-hand, object-drawing. Book-Keeping, 1; double entry.

Fourth Quarter.—Language, Grammar, 4; development of parts of speech; clausal analysis. Composition, 1; parts of discourses; practice. Chemistry, 5; properties of elements concluded; practice in laboratory for each student. Geography, 3; Earth as a whole, form, size, motions, measurement. Arithmetic, 5; development of principles and formulas; solution of problems. Reading, 1; expression. Writing, 1; all letters. Botany, 2; organs of vegetation; structure of plants. Drawing, 1; as last quarter, perspective. Book-Keeping, 1; double entry.

SECOND YEAR.

First Quarter.—Pedagogics, 5; mental faculties; intellectual powers; development and training of. Physiology, 5; human body; systems of anatomical models; use of microscope; preparation of illustrations; hygiene. Physical Geography, 5; structure of earth; surface; relief; drainage; ocean currents; atmosphere. Arithmetic, 5; development of principles, formulas and rules. Reading, 1; recitative. Writing, 1; methods of teaching. Drawing, 1; parallel perspective; design. Mineralogy, 2; study of specimens; qualities of chief minerals.

* Figures show the number of recitations each week.

Second Quarter.—Pedagogics, 5; principles of teaching developed; methods; details of methods in reading and number; work in model rooms. Language, 5; rhetoric; composition; invention, style. Algebra, 5; equations, development of definition and rules; fundamental operations; fractions. Geography, 5; grand divisions; map-drawing and moulding; methods of teaching. Reading, 1; as before. Writing, 1; as before. Drawing, 1; as last quarter. Zoology, 2; system of classification.

Third Quarter.—Pedagogics, 5; methods in language, geography and objective teaching; practice in model schools; school management. Language, 5; careful study of the works of a few representative authors. Algebra, 5; involution and evolution; radicals; quadratics; progressions. Botany, 5; organs of reproduction; plant description and analysis. Reading, 1; as before. Writing, 1; as before. Drawing, 1; angular perspective; object-drawing. Zoology, 2; collection and study of specimens for classification.

Fourth Quarter.—Pedagogics, 5; Ethics, History of Education. Language, 5; study of some of Shakespeare's plays. Civil Government, 5; principles; Government of Maine; Constitution of United States. Composition, 2. Drawing, 1; as last quarter, methods of teaching. Mineralogy, 1.



PROFESSIONAL COURSE.

For graduates of colleges, or others whose maturity in age, intellectual development and training warrants it, a professional course of one year is arranged.

OBJECTS, METHODS AND MEANS OF THE SCHOOL.

The ultimate object of the school is to make each pupil an agent for the education of others, of the highest degree of efficiency compatible with his natural endowments, his acquired knowledge on entering the school and the time of his continuance in the same.

The school aims to give the pupil a definite idea of the true object and the principles of education, and thus enable him to devise methods in accordance with such object and principles. It aims to secure to him a thorough knowledge of the subjects he will be called to teach, and such a degree of skill in the application of principles as will enable him to organize and govern a school.

Education has a two-fold object; first, to secure the development, the growth, the perfection of all the faculties; and, incidentally, the acquisition of knowledge.

The teacher must know what the mental and moral powers are, the relative time of their development, the means of securing their growth and the methods of bringing them into activity. He must be able also to understand how these general laws of mind are modified by the peculiar circumstances of each of his pupils. He must know the kind of knowledge adapted as an instrument to the development of each mental faculty, and the consequent order and method of acquisition of each kind of knowledge. Each pupil must be trained to habitual self-control, so that he may be master of his desires and affections, and may thus be able to govern his pupils and train them to habits of self-government.

Examinations are instituted to determine whether the pupil proposing to enter the school has a thorough knowledge of the subjects he will be called to teach. Such knowledge can be gained in any school, or by private study without the aid of any school. If the pupil has such knowledge, less time will be required in this school to secure the results sought. Some pupils are found, on examination, not to possess this knowledge. Hence, a course of study is adopted

to supply the lack. This course must be adapted to the order of mental development. It must bring the observing powers into activity and train them to patience and keenness in action. It must lead the pupil to discover facts ; must make him discriminate accurately, and judge correctly. Again, the course must address the reflective powers, teaching principles, training the pupil to reason logically, and deduce from the study of facts, general laws.

The principles of education are derived from the laws of mind. All methods are determined by these principles. The school can not give detailed methods as part of its legitimate work. Such methods will be evolved by each teacher, from general principles, but will, necessarily, be modified in each case, by the individuality of the teacher and pupil, and by the peculiar surroundings of each teacher and pupil. The method is, so far as possible, objective. By skillful questioning the pupil is led to discover facts and relations, and from these deduce principles and definitions. Nothing is to be done for the pupil which he can be led, with reasonable readiness, to do for himself. Lessons are conducted on the topical plan. The pupil is led to make these topics. They are derived in logical order from the object or subject of study. The lesson thus topically arranged is assigned to the class for study and preparation. Pupils are then called to teach the topics, under the criticism of the class and the teacher. This secures mastery of the subject, on the part of the pupils. It trains to clearness and correctness of expression. It gives the power of connected and logical thinking, so necessary to the teacher. Each day a review of the preceding lessons is given, the pupils leading in the review under the criticism of teacher and class. Written reviews are made of each general division of a subject to give a clear idea of the connection of its subordinate parts, and a general review of each subject at the close of its study, to show the logical connection of the parts in their relation to each other.

Text-books are used as books of reference in the preparation of the lessons. Statements of principles and definitions are required to be memorized. Committing text-books to memory is avoided, the object being to train the pupil to see and think for himself, rather than depend upon words.

During the last term the pupils are required to do teaching in the model rooms. Subjects are assigned by the teachers in charge of

these rooms ; the pupil-teacher then makes a plan of his lessons ; this is submitted to the Principal for examination and criticism. When it is satisfactory to him, as in accordance with the principles of education, the pupil-teacher takes the class in the model room and teaches the lesson, subject to the subsequent criticism of the teacher in charge. The theories of the school are tried in practice.

MEANS.

A well selected library for general reading, with a good reference and professional library, both open to all the pupils.

Apparatus for illustrating physics, chemistry, geography, physiology, mineralogy and zoology, also for teaching form, color, &c., in primary departments.

Excellent model schools affording the pupil-teachers an opportunity to test theories by actual practice.

MODEL SCHOOLS.

There are two model schools, a primary and intermediate. In each school are three grades, thus giving the pupil-teachers drill as teachers in six grades. It is hoped that the village school will be brought into such connection with the normal school as to give pupil-teachers an opportunity to work in all grades below the high.

The special aim of model schools, so far as the pupils of such schools are concerned, is to secure intelligence and a thorough drill in *reading, writing, spelling, language*, and the *fundamental operations* of arithmetic ; so far as the pupil-teachers of the normal school are concerned, to show them well arranged schools of these grades, to give them a clear idea of the order and importance of the elementary studies, to illustrate by actual *practice*, with classes of real children, *all the theories* taught in the normal school, and by actual teaching in those schools to test the pupil-teacher's power to teach and hold classes.

ADVANTAGES OF A NORMAL COURSE.

1. It enables its graduates to enter upon the work of teaching with very great advantages. They have carefully studied the subject of the intellect ; the manner, means and order of development of its several powers ; the relative activity of these powers at different periods of the child's life ; the proper stimulant for securing

such activity. They have considered the principles of education as deduced from the laws of mind and have learned to test all proposed or invented methods of teaching by these principles. They have seen clearly how methods, deduced from principles which are changeless, must themselves vary with the character and surroundings of the pupil. The arrangement of school, in all its details, has been made familiar. This theoretical study has been made real and practical by its application to classes of children, which they have seen taught and trained and which the pupil-teachers themselves have been called to teach and train. Detailed methods of teaching the elementary subjects have been given in theory, the theory then shown in practice with classes of children, and then the pupil-teachers called to take such classes and show that they understand the theories given and know how to apply them in practice. The whole range of school work is thus made familiar to them.

2. It develops mental power; holding that the first purpose of education is growth, not knowledge, it adapts all its methods to this end. Text-books are means, not ends; memory an accessory of, not a substitute for, reason; the pupil, the active agent, the investigator, the discoverer; the teacher only the guide.

3. It is thus eminently practical, giving the pupil in the highest degree the mastery of his own powers and enabling him to apply those powers under any circumstances, so as to secure the best results.

WHO NEED ITS ADVANTAGES.

1. All who teach, who have not acquired skill in the costly school of experience—costly to both teacher and pupil.

2. Those who, as parents or superintendents, have to direct the education of others, though not in the school-room.

3. Those who, not having access to strictly technical schools, need a preparation for the practical work of life in its various industrial occupations.

THE CALL FOR THE GRADUATES.

Each year makes greater demands upon the school to supply teachers for the schools in the State. There is a wide-spread and increasing feeling among parents and school officers that better teaching must be had in our public schools; hence the constantly

increasing demand for trained teachers. More teachers have been called for from the normal schools this year than ever before, and more than the schools could supply. It is obvious to those who watch the signs of the times that the demand will be greater in each coming year, as a more intelligent appreciation of good teaching shall prevail.

EXAMINATION, GRADUATION.

Examinations are held from time to time, by the teacher in charge, in each department of study. These serve, as all written work rightly managed does, to secure clearness of thought and accuracy of expression. They serve also, with the daily work of the pupil, to enable the teachers to form a just estimate of the pupil's power and growth. No regular daily marking is kept for the inspection of the pupils, and no appeal to this as a motive is allowed. Rank, as a motive, has no place in the school. If any pupil is manifestly unfit for a teacher, through physical, mental or moral lack, he is advised to leave the school and find some other work. Those pupils who exhibit such character and attainment as, in the opinion of the teachers, will render them efficient instructors, receive the diploma of the school.

EXPENSES.

Tuition is free to all who pledge themselves to teach in the schools of Maine, wherever they may have been their previous residence. Those who do not wish to pledge themselves so to teach will pay a tuition of ten dollars a half-year.

All pupils pay an incidental fee of \$2.50 at the beginning of each half-year.

All books in the elementary studies lent to the pupils free of cost. Books in the other studies can be bought here at less than the retail prices.

BOARD.

All young ladies attending the school will board in the boarding-house, unless excused by the principal, and must apply to the principal and get his permission before making any arrangements to board elsewhere. Under its present management the boarding-house is made a pleasant home, entirely satisfactory to the pupils and the teachers of the normal school who board there.

Board, \$2.75 per week when two pupils occupy one room. Students furnish their own bed-clothes, towels, napkins and toilet soap. Students' private washing extra—this can be had at twenty-five cents a dozen. Bed-clothes, towels and napkins washed by the house. Students sweep and dust their rooms and make their own beds. Washing rooms and care of lights done by the house.

Young gentlemen can get board at about \$3.00 per week. Rooms for self-boarding, furnished with table, chairs, lamp, oil can, stove and bedstead, can be had for fifty cents per week.

For information as to board, rooms, etc., address W. J. Corthell, Gorham, Me.

BOOKS.

Pupils should bring with them the books which they have on the various subjects in the course of study. They will be of very great use for reference. Each student needs a bible and dictionary.

LOCATION.

Gorham is not surpassed in "beauty of situation" by any inland village in the State. Its people are distinguished for social and literary culture. Its religious privileges excellent. It is easy of access from all parts of the State. Its nearness to Portland (only a half hour's ride distant) is very advantageous to the school. It affords the pupils an opportunity to study graded school work in one of the best arranged and best conducted school systems of New England. This privilege is freely used and is greatly beneficial.

MANAGEMENT.

Pupils coming to a normal school need no school government in the general meaning of the term. They are mature in years and character, and have a definite purpose in view. Certain requirements are made of them, without an observance of which no school could prosper. Observance of these is expected. Any moral delinquency would indicate that the pupil was unfit to be a teacher, and so would make it useless that his connection with the school should be continued longer.

Course of Study—Model Schools.

FIRST YEAR.

SUBJECTS.	
Observation Lessons.	I. Lessons to teach ideas of—1, Color: Red, orange, yellow, green, blue. 2, Form: Cube, solid rectangle, sphere, cylinder. 3, Place: On, above, under, before, behind, left, right. 4, Size: Large, small, long, short. 5, Qualities: Rough, smooth, sweet, sour.
Language Expression, Oral and Written. Reading and Writing.	I. Oral Lessons: Drawn from reading and observation lessons; pictures and stories. II. Reading: Sentence, phonic or phonetic. Reading from board. Elementary sounds and the forms which represent them, learned and associated. Reading from book of first grade. A few gems of poetry learned and recited. III. Writing: Copying sentences and words from board and from books. The forms of letters. Short sentences written from dictation.
Number.	IV. Numbers from one to five inclusive—1, Adding and subtracting with objects, <i>a</i> without marks, <i>b</i> with marks, <i>c</i> with figures and signs 2, Multiplying and dividing, <i>a</i> without figures, <i>b</i> with figures and signs.
Drawing.	V. Drawing—1, Straight lines, their positions, relations, names. 2, The divisions of straight lines into equal parts. 3, Their combination into simple plane figures. 4, Measuring the length of given lines.
Music.	VI. Scales by numerals and syllables. Rote songs.
Physical Exercise.	VII. Some simple, pleasing exercise in concert once each session.

SECOND YEAR.

Observation Lessons.	I. 1, Color: Violet, gray, brown, white, black. 2, Form: Triangular prism; surfaces, faces, edges, lines, angles; square, oblong, triangle, circle. 3, Place: Left, right, far, near, &c., representation of the relative position on a desk or table and in the room. 4, Size: larger, largest; measurement of objects in school-room. 5, Qualities: Brittle, tough, porous, elastic, opaque, transparent. II. Lessons on the human body—1, Parts of the body, uses and movements; care of. III. Conversational, objective lessons on—1, Familiar Plants: Seed, root, stem, leaf, bud, flower, fruit, seed. 2, Animals: Cat, dog, sheep, cow, horse, hen, duck, sparrow. IV. Observation of nature—1, Sky, clouds, rain, snow. 2, Sun, moon, stars. 3, Ground, rocks, water.
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SECOND YEAR—CONCLUDED.

SUBJECTS.	
Language.	<p>I. Expression, oral and written—1, Stories read or told to pupils, re-produced by them orally. 2, Thoughts suggested by pictures and observation lessons, re-produced in writing.</p> <p>II. Reading—1, From the class-book of second grade. 2, Supplementary reading of same grade. 3, Phonic analysis and exercises in articulation. 4, Pieces of poetry learned and recited. 5, Spelling.</p> <p>III. Writing—1, Copying from reading lessons. 2, Words; short sentences from dictation.</p>
Number.	<p>I. Numbers from one to ten inclusive—1, Adding, subtracting, multiplying and dividing, objectively and abstractly, with figures and signs and without figures. 2, Writing and reading any number to fifty, as a unit, without any notion of units and tens. 3, Roman numerals to forty. 4, Coins, as cent, &c., to half dollars. 4, Inch, foot; pint, quart; day, week.</p>
Drawing.	<p>I. Drawing, from dictation, of forms—1, Simple curves. 2, Symmetrical arrangement of curves with straight lines in combination to fill squares and triangles.</p>
Music.	<p>I. Review—1, Sounds of scales by numerals, syllables and pitch names. 2, Rote songs.</p>
Physical Exercise.	<p>I. Once each session, calisthenic exercise in concert.</p>

THIRD YEAR.

Observation Lessons.	<p>I. Lessons on—1, Color: Hues, tints, and shades distinguished; scales of color arranged. 2, Form: Cone, pyramid; kinds of angles; kinds of triangles; circumference, center, diameter, radius of a circle, ellipse and oval. 3, Place: Direction and distance, the cardinal points of the compass, the semi-cardinal points. 4, Plans of table-top and room, drawn on scale. 5, Qualities: Liquid, solid, gaseous.</p> <p>II. Human body—1, Special senses: How we move; why we eat; office of the blood; how we breathe; need of pure air.</p> <p>III. Lessons on Plants and Animals—1, Families of animals, as cat family, dog family, ox family, &c; families of plants. In preparation for geography, animals that live on land, in water, in hot countries, in cold countries. Same of plants.</p> <p>IV. Observation of nature: Air, wind, dew, frost, hail, snow; hill, brook, stream.</p>
Language.	<p>I. Expression—1, Stories read silently, re-produced orally or in writing. 2, Stories written from pictures.</p> <p>II. Reading—1, From book of third grade. 2, Supplementary reading of same grade. 3, Phonic analysis and exercises in articulation and pronunciation. 4, Recitation of appropriate pieces. 5, Spelling.</p> <p>III. Writing—1, Copying from board and reader. 2, Writing from dictation.</p>
Number.	<p>I. Numbers, from one to a hundred—1, Adding, subtracting, multiplying and dividing numbers from one to a hundred inclusive, with figures and without figures. 2, Writing and reading all numbers to one hundred as simple numbers, with no reference to units and tens. 3, Coins continued. 4, Roman numerals to one hundred. 5, Quart, peck, bushel; inch, foot, rod; hour, day; ounce, pound.</p>

THIRD YEAR—CONCLUDED.

SUBJECTS.	
Drawing.	I. Development of various plane figures.
Music.	I. Scale practice, by singing and writing. Rote Singing.
Physical Exercises.	I. Calisthenics once each session.

FOURTH YEAR.

Observation Lessons.	I. Preparatory to study of geography—1, Plants useful for food, clothing, fuel, lumber; studied from the objects. 2, Animals useful for labor, food and clothing; studied from pictures or objects. 3, Useful metals and minerals; studied objectively. 4, April to July—growth of seedlings.
Language.	I. Expression, oral and written. Material—1, Observation lessons. 2, Supplementary reading. 3, Pictures. II. Work—1, Facts observed, expressed orally and by writing. 2, Stories read by the pupils, re-produced orally and in writing. 3, Stories written from pictures. 4, Letter writing. III. Reading—1, From the fourth grade reader. 2, Supplementary reading of same grade. 3, Drill in articulation. 4, Recitation of suitable pieces. 5, Spelling. IV. Writing—1, Arm, hand and finger movements. 2, One writing-book each term.
Arithmetic.	1, Writing and reading numbers to hundred thousands. 2, Addition and subtraction of numbers to hundred thousands. 3, Multiplication and division of numbers to ten thousands. 4, Objective illustration of fractions, writing and reading $\frac{1}{2}$, $\frac{1}{4}$. 5, Writing and reading United States money to mills. 6, The units of long and liquid measure.
Geography.	I. First stage of the study—1, Previous lessons re-called; plants, animals, people of different countries and climates, mode of living, &c. 2, Child-like notion of the earth—as a great ball, with land and water surface, surrounded by air, lighted by the sun, and with two motions. 3, Natural features taught objectively; land and water forms—by seeing them, if possible; by moulding board, by pictures, by maps drawn by teacher on board. 4, Review of primary lessons on distance, direction, points of compass, with representation on scale, on circumference, in room and on the ground. 5, Study of map of the town, drawn by teacher on black-board. 6, Maps of natural features moulded. 7, Practice in reading conventional map-symbols from outline maps. 8, Study of globe and maps, hemispheres, continents, grand divisions, oceans and largest islands—relative position and size.
Drawing.	I. Drawing-book No. 1.
Music.	I. Writing scales. Rote singing. Time.

FIFTH YEAR.

SUBJECTS.	
Science.	<p>I. Plants, September to December, objectively—1, Fruits, seeds, roots, leaf-buds, and May to July unfolding of buds; growth; tree blossoms.</p> <p>II. Animals—1, Oyster, clam, snail, lobster, typical insects, vertebrates. 2, Simple grouping.</p> <p>III. Nature—1, Sun, moon, stars. 2, Kinds of soil.</p>
Language.	<p>I. Oral and written expression—1, Material and work, as in last year. 2, Special attention to right oral expression. 3, Oral and written description of familiar objects and places.</p> <p>II. Reading from authorized class-book. 2, Drill in right use of organs of speech, distinct articulation, proper pronunciation. 3, Supplementary reading. 4, Recitation of gems of prose and poetry. 5, Spelling.</p> <p>III. Writing—1, One writing-book a term. 2, Practice for free movements of arm, hand, fingers. 3, Writing in blank-books; exercises dictated.</p>
Arithmetic.	<p>I. Addition, subtraction, multiplication and division, including simple numbers and United States money. Writing and reading, adding and subtracting simple decimals to two places, without theory. 2, Units of dry measure and avoirdupois weight. 3, Simple oral problems in fractions, with halves, thirds, fourths, fifths and sixths. 4, Oral arithmetic and operations at sight.</p>
Geography.	<p>I. Simple study of the <i>important countries</i> of each grand division—1, Position in the grand division; natural features, climate, productions; people, occupations, manners and customs, governments; noted localities; historical stories; moulding board, and map drawing from the book. Our State and country first; time given to sections of our own, and to other countries according to importance.</p>
Drawing.	I. Book No. 2.
Music.	Chromatic scale in singing and writing. Rote singing.

SIXTH YEAR.

Science.	<p>I. Minerals—1, Specimens of native minerals which can be obtained. 2, Simple metals. 3, Non-metals. 4, Gasses; must be objectively taught as the end is to train the pupil's powers.</p> <p>II. Common compounds.</p> <p>III. Nature related to geography—1, Apparent movements of sun, moon and stars. 2, Difference in sun's heat at different times of day. 3, Noon marks. 4, Length of noon shadows at different times of year. 5, Changes of weather, wind and seasons.</p>
Language.	<p>I. Oral and written expression as before—1, More oral and written description of persons, objects and places. 2, Studies for stories.</p> <p>II. Reading, as before.</p> <p>III. Writing, as before; add original and dictated exercises; poetry from memory.</p>

SIXTH YEAR—CONCLUDED.

SUBJECTS.	
Arithmetic.	I. Common fractions, using small fractions, and depending on practice rather than theory; work by inspection. 2, Oral and sight exercises in arithmetic.
Geometry.	I. Relation of lines and angles—2, Measurements, by scale and dividers
Geography.	I. The earth as a globe—1, Form, size, parallels, meridians, motions, zones, climates. II. Grand divisions reviewed—1, Add elevations, drainage, river systems, location of cities, lines of travel.
Drawing.	I. 1, Book 3. 2, Geometrical relations.
Music.	I. Singing in different keys.

CALENDAR.

Fall term begins Tuesday, September 2, 1884.

Recess from November 11 to November 18, 1884.

Fall term closes January 23, 1885.

Spring terms begins Tuesday, February 10, 1885.

Recess from April 18 to April 28, 1885.

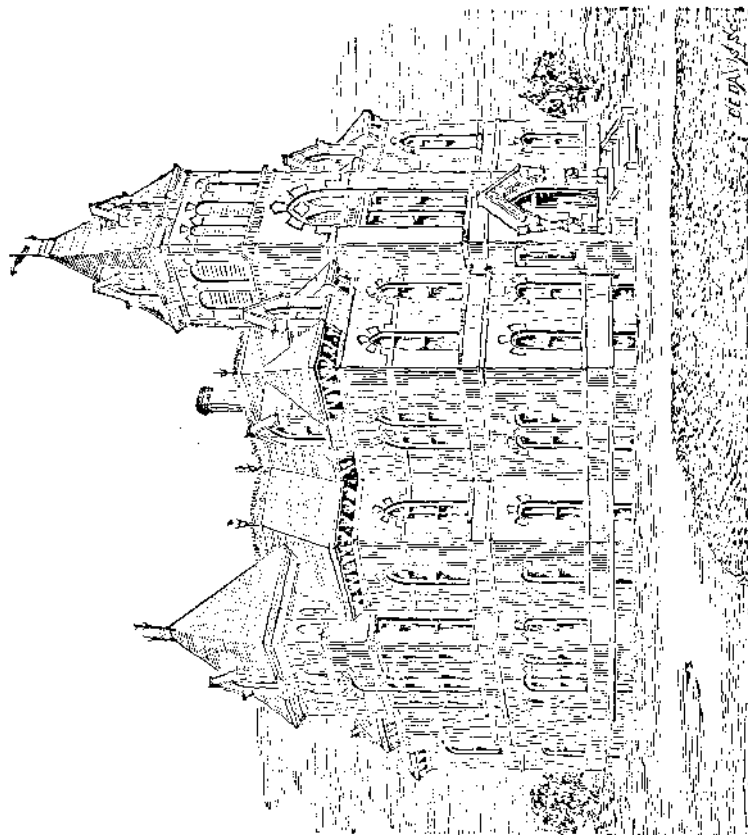
Term closes June 30, 1885.

CORRESPONDENCE, &c.

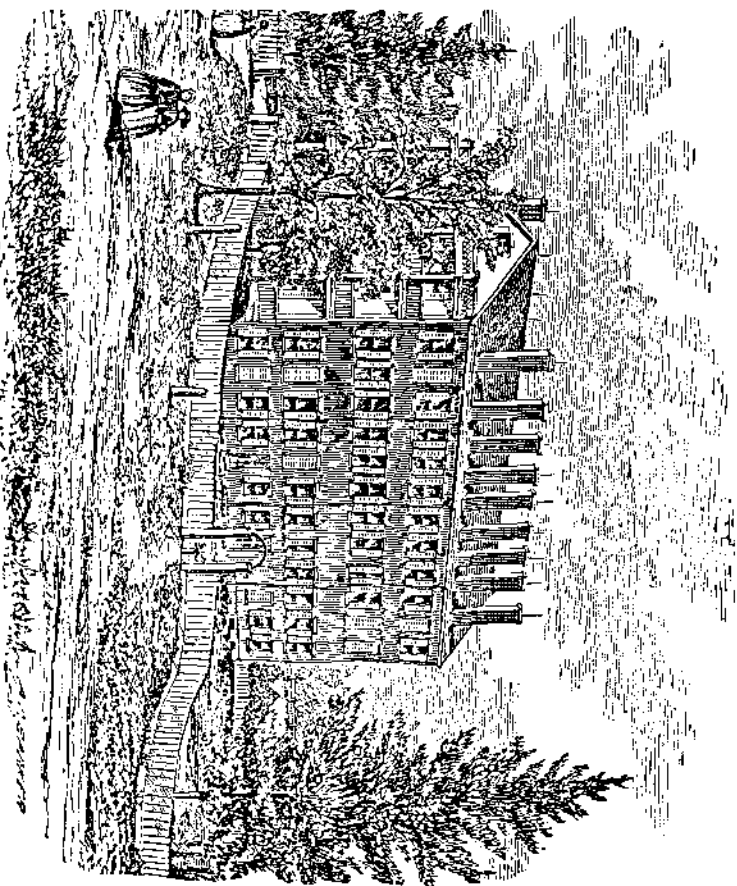
All parties interested in education are cordially invited to visit the school and inspect its work. School committees are specially urged to visit the school; and if they approve its work, to urge some from their towns to attend. Correspondence with school officers and teachers invited. For any information concerning the school and its work, address

W. J. CORTHELL,

GORHAM, MAINE.



Western Normal School Building, Gorham.



Normal School Boarding Hall, Gorham.

