

1890

State Normal and Training School at Gorham Maine Catalog 1890-1891

State Normal and Training School

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CATALOGUE

OF THE

State Normal and Training School

AT

GORHAM. MAINE,



For the Year Ending June 18, 1891.

AUGUSTA, MAINE:
BURLEIGH & FLYNT, STATE PRINTERS.
1891.

TRUSTEES.

Gov. EDWIN C. BURLEIGH, *Ex-officio*.

NELSON A. LUCE,

State Sup't of Common Schools, *Ex-officio*.

LUTHER G. PHILBROOK, Castine.

JOHN A. HINKLEY, Gorham.

I. WARREN MERRILL, Farmington.

OLIVER B. CLASON, Gardiner.

HENRY L. CHAPMAN, Brunswick.

TEACHERS.

W. J. CORTHELL,

HORACE M. ESTABROOKE,

GRACE J. HAYNES,

VIOLA M. WHITE,

MARY E. WHITTEN.

TEACHERS IN MODEL SCHOOLS:

JENNIE M. COLBY,

FLORA BARTON, Fall and Winter Term.

NELLIE CLOUDMAN, Spring Term.

TEACHER OF MUSIC:

CHARLES K. HINKLEY.

JANITOR.

HUMPHREY COUSINS.

FALL TERM—August 26, 1890.

A CLASS.

NAMES.	P. O. ADDRESS.
Brackett, John W.,	New Harbor.
Lindsey, William,	Hull's Cove.
Libbey, Henrietta M.,	Durham.
Rand, Julia S.,	Alfred.
Tait Minnie,	Calais.
Toothaker, Cora A.,	Berwick.
Walker, Clara E.,	Wiscasset.
Walker, M. Maud,	Kittery Depot.

8

B CLASS.

Blake, Grace A.,	Yarmouthville.
Brackett, Grace L.,	Westbrook.
Bragdon, Sadie F.,	Limington.
Colley, Lizzie M.,	Westbrook.
Dorman, Cora B.,	Sanford.
Harlow, Maud E.,	Richmond.
Hayes, Lizzie,	Leeds Junction.
Higgins, Fannie L.,	West Gorham.
Hill, Nellie D.,	Woodford's.
Horr, Marian L.,	Portland.
Hoxie, Lizzie C.,	North Fairfield.
Libbey, Kate F.,	Scarboro'.
Maxfield, Lillian E.,	Deering.
Metcalf, Margaret F.,	Damariscotta.
Mitchell, Bessie C.,	Newcastle.

NAMES	P. O. ADDRESS.
Nutter, Mamie P.,	Alfred.
Parker, Lillie May,	Gorham.
Phelan, Gertrude A.,	Portland.
Plummer, Caroline P.,	Scarboro'
Roberts, Mabelle H.,	Goodwin's Mills.
Roberts, Sadie F.,	Alfred.
Robbins, Hattie E.,	Belfast.
Russell, Maud A.,	East Deering.
Stackpole, Alice D ,	Saccarappa.
Tarbell, Mary E.,	Waterville.
Taylor, Ida M.,	Bridgton.
Tozier, Mabel E ,	Fairfield Center.
Trask, Grace M ,	Cumberland Mills.
Tyler, Harriet N.,	Machias.
Wells, Fannie E.,	Danville.
Woodbridge, Matie A.,	North Newcastle.

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C CLASS.

Glidden, Avis E.,	Woodford's.
Newman, Vina G.,	Dixfield Village.
Stone, Susie,	Cape Porpoise.
Strout, Grace,	Gorham.
True, Maria A.,	New Gloucester.

5

D CLASS.

Cobb, Sadie J.,	East Poland.
Curtis, Julia A.,	New Gloucester.
Holmes, Charles S.,	Standish.
Johnson, Mildred B.,	Portland, 216 Cumber-
	land St.
Hilton, Hattie,	North Anson.
Lowell, Grace M.,	Westbrook.
Mitchell, Ida M.,	Deering.
Milliken, Fannie E.,	Bar Mills.
Pride, Marguerite,	Cumberland Mills.

NAMES.

P. O. ADDRESS.

Reed, Wilma E.,
 Smith, Ida M.,
 Waite, Mabelle E.,

12

Winnegance.
 Denmark.
 Falmouth

E CLASS.

Abbott, Eulalie M.,
 Abbott, Nettie L.,
 Brackett, Abby M. M.,
 Brooks, Annie L.,
 Brown, Maybon E.,
 Burns, Mary E.,
 Conrey, Mary A.,
 Cannell, Bertha L.,
 Coombs, Pheemie E.,
 Carseley, Ella R.,
 Drown, Mabel F.,
 Gordon, Mabel C.,
 Goudy, Anna Belle,
 Goudy, Adelle M.,
 Edwards, Annie B.,
 Greenlaw, Lucy E.,
 Gowen, Winnifred C.,
 Fulsom, Olivia O.,
 Goodell, Louisa A.,
 Hupper, Musa M.,
 Gray, Ida G.,
 Hatch, Clara.
 Hodgdon, Gertrude L.,
 Hicks, Hattie L.,
 Jones, Nettie W.,
 Johnson, Alice L.,
 Kelsey, Hattie M.,
 Lowell, Lillian E.,
 Lane, Iola E.,
 Leavitt, Eva G.,
 Madacks, Grace D.,

Berwick.
 East Waterboro.
 Gorham.
 Woodford's.
 Poland.
 Machias.
 Saccarappa.
 Duck Pond.
 Winn.
 Maysville Center.
 Gorham.
 Duck Pond.
 West Bristol.
 West Bristol.
 South Windham.
 Cumberland Mills.
 Duck Pond.
 Limerick.
 Cumberland Mills.
 Martinsville.
 Limerick.
 Pemaquid
 Boothbay Harbor.
 White Rock.
 Alna.
 Stroudwater.
 South Bristol.
 Duck Pond.
 West Auburn.
 Stroudwater.
 Boothbay Harbor.

NAMES.	P. O. ADDRESS.
McNamara, Alice F., McIntire, Lottie G., Mann, Emma L ,	Rockland. Winnegance. Portland, 22 Fessenden Street.
Milliken, Maggie M., Murch, Annie G., Pride, Grace G., Prindall, Lizzie I., Pulsifer, Grace L., Ricker, Ida A., Rowe, Inez M., Trickey, Mabel G., Wood, May M.,	Duck Pond. Dayton. Duck Pond. Brunswick. Poland. Brighton, Mass. Cumberland Center. Saccarappa. Eastport.

WINTER TERM—November 11, 1890.

A CLASS.

NAMES.	P. O. ADDRESS.
Brackett, John W.,	New Harbor.
Lindsey, William,	Hull's Cove.
Libbey, Henrietta,	Durham.
Rand, Julia S.,	Alfred.
Tait, Minnie,	Calais.
Toothaker, Cora A.,	Berwick.
Walker, Clara E.,	Wiscasset.
Walker, M. Maud.	Kittery Depot.

8

B CLASS.

Blake, Grace A.,	Yarmouthville.
Brackett, Grace L.,	Westbrook.
Bragdon, Sadie F.,	Limington.
Colley, Lizzie M.,	Westbrook.
Dorman, Cora B.,	Sanford.
Flood, Ida M.,	Clinton.
Glidden, Avis E.,	Woodford's.
Harlow, Maud E.,	Richmond.
Hayes, Lizzie,	Leeds Junction.
Higgins, Fannie L.,	West Gorham.
Hill, Nellie D.,	Woodford's.
Horr, Marion L.,	Portland.
Hoxie, Lizzie C.,	North Fairfield.
Johnson, Mildred B.,	Portland, 216 Cumberland St.

NAMES.	P. O. ADDRESS.
Holmes, Charles S ,	Standish.
Libbey, Kate F.,	Scarboro'.
Maxfield, Lillian E.,	Deering.
Metcalf, Margaret F.,	Damariscotta.
Mitchell, Bessie C ,	Newcastle.
Newman, Vina G ,	Dixfield Village.
Nutter, Mamie P.,	Alfred.
Parker, Lillian M.,	Gorham,
Phelan, Gertrude A.,	Portland, 48 Alder St.
Plummer, Carrie P.,	Scarboro'.
Roberts, Mabelle H.,	Goodwin's Mills.
Roberts, Sadie F.,	Alfred.
Robbins, Hattie E ,	Belfast
Rolfe, Harriet,	West Gorham.
Russell, Maud A.,	East Deering.
Stackpole, Alice D.,	Saccarappa.
Smith, Ida M.,	Denmark.
Tarbell, Mary E ,	Waterville.
Taylor, Ida M.,	Bridgton.
Tozier, Mabel E ,	Fairfield Center.
Trask, Grace M.,	Cumberland Mills.
True, Maria A.,	New Gloucester.
Tukey, Melvin M.,	Pemaquid.
Tyler, Harriet N.,	Machias
Wells, Fannie E.,	Danville.
Woodbridge, Matie A.,	North Newcastle.

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C CLASS.

Allen, Mary E.,	Freeport.
Coffin, Alice J.,	Freeport.
Cobb, Sadie J.,	East Poland.
Curtis, Julia A.,	New Gloucester.
Hilton, Hattie,	North Anson.
Harriman, Clarinda,	Berlin Falls, N. H.
Lowell, Grace M.,	Westbrook.
Miller, Lena M.,	South Cushing.

NAMES.	P. O. ADDRESS.
Mitchell, Ida M.,	Deering
Pride, Marguerite,	Cumberland Mills.
Reed, Wilma E ,	Winnegance.
Robinson, Nina M.,	Machiasport.
Waite, Mabelle E.,	Falmouth.

13

D CLASS.

Abbott, Eulalia M.,	Berwick.
Abbott, Nettie L ,	East Waterboro'.
Brackett, Abby M. M.,	Gorham
Brown, Mybon E.,	Poland.
Burns, Mary E.,	Machias
Coombs, Pheemie E.,	Winn.
Cannell, Bertha L.,	Duck Pond.
Conrey, Mary A ,	Saccarappa.
Carseley, Ella R.,	Maysville Center.
Drown, Mabel F.,	Gorham
Goodell, Louisa A.,	Cumberland Mills.
Gordon, Mabel C.,	Duck Pond.
Gray, Ida G ,	Limerick.
Goudy, Annie B ,	West Bristol.
Goudy, Adelle M ,	West Bristol.
Edwards, Annie M.,	South Windham.
Gowen, Winnifred C.,	Duck Pond.
Fulsom, Olivia O.,	Limerick.
Hupper, Musa M.,	Martinsville.
Hodgdon, Gertrude L.,	Boothbay Harbor.
Hicks, Hattie L ,	White Rock.
Johnson, Alice L ,	Stroudwater.
Kelsey, Hattie M.,	South Bristol.
Lowell, Lillian E.,	Duck Pond.
Lane, Iola E ,	West Auburn.
Leavitt, Eva G.,	Stroudwater.
Mann, Emma L.,	Portland, 22 Fessenden
	Street.
McNamara, Alice F.,	Rockland.

NAMES.	P. O. ADDRESS.
Pulsifer, Grace L ,	East Poland.
Rowe, Inez M.,	Cumberland Center.
Ricker, Ida A.,	Brighton, Mass.
Trickey, Mabel G.,	Saccarappa.
Way, Susan G.,	Gorham.
Wood, May M.,	Eastport.

34

E CLASS.

Bishop, Gertrude F.,	Winthrop.
Bragdon, Edith A.,	Cumberland Mills.
Byrne, Laura,	Robbinston.
Corliss, Stella F.,	Bath.
Driscoll, Mae L ,	Tremont.
Gould, Francis L.,	Skowhegan.
Hill, Inez E.,	Augusta.
Hillton, Jennie,	North Anson.
Hillton, Winnifred V.,	North Anson.
Lowell, Carrie Bell,	Sheepscot Bridge.
Melcher, Ella M.,	Cumberland Mills.
Milliken, Maggie M.,	Duck Pond.
Milliken, Bertha L.,	Hollis.
Milliken, Grace E.,	Hollis.
Pride, Grace G.,	Duck Pond.
Shute, Millie E.,	Belfast
Thwing, Lillie,	West Woolwich.
Walker, Addie L.,	North Anson.
Whittum, Blanche C.,	Searsport.

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SPRING TERM—January 27, 1891.

A CLASS.

NAMES.	P. O. ADDRESS.
Blake. Grace A..	Yarmouthville.
Brackett, Grace L .	Westbrook.
Bragdon, Sadie F.,	Limington.
Colly, Lizzie M..	Westbrook.
Dorman, Cora B.,	Sanford.
Flood, Ida M .	Clinton.
Glidden, Avis E.,	Woodford's.
Goodwin, Mae,	Skowhegan.
Harlow. Maud E..	Richmond.
Hayes. Lizzie.	Leeds Junction.
Higgins, Fannie L..	Gorham.
Hill. Nellie D..	Woodford's.
Holmes. Charles S.,	Standish
Hoxie, Lizzie C.,	North Fairfield.
Judkins, Bertha M.,	Newport.
Johnson, Mildred B.,	Portland. 216 Cumber- land St.
Lancaster. George W..	North Lubec
Libbey, Kate F.,	North Scarborough.
Maxfield, Lillian E..	Deering.
Metcalf, Margaret F..	Damariscotta.
Mitchell, Bessie C.,	Newcastle.
Morton, Georgia C..	Friendship.
Newman, Vina G ,	Dixfield Village.
Nutter. Mary P..	Alfred.
Parker, Lillian M..	Gorham.

NAMES.	P. O. ADDRESS.
Phelan, Gertrude A.,	Portland. 48 Alder St.
Plummer, Carrie P.,	Scarboro'.
Roberts, Mabelle H.,	Goodwin's Mills.
Roberts. Sadie F.,	Alfred
Robbins, Hattie E ,	Belfast.
Rolfe. Harriet.	West Gorham.
Russell. Maud A.,	East Deering.
Stackpole. Alice D.,	Saccarappa.
Smith. Ida M ,	Denmark.
Stinson. Mary E..	East Harpswell.
Tarbell Mary E.,	Waterville.
Taylor, Ida M.,	Bridgton.
Tozier, Mabel E.,	Fairfield Center.
Trask, Grace M.,	Cumberland Mills.
True. Maria A.,	New Gloucester.
Tukey. Melvin M.,	Pemaquid.
Tyler. Harriet N.,	Machias.
Wells. Fannie E.,	Danville.
Woodbridge, Matie A.,	North Newcastle.

44

B CLASS.

Allen, Mary E.,	Freeport.
Coffin. Alice J ,	Freeport
Cobb, Sadie J.,	East Poland.
Curtis. Julia A ,	New Gloucester.
Hilton, Hattie.	North Anson.
Horr. Marian L.,	Portland.
Harriman, Clarinda,	Berlin Falls, N. H.
Lowell, Grace M.,	Westbrook.
Miller, Lena M.,	South Cushing.
Mitchell. Ida M.,	Deering.
Pride, Marguerite,	Cumberland Mills.
Ricker, Ida A.,	Brighton, Mass.
Waite, Mabelle E ,	Falmouth.
Wood, May M.,	Eastport.

14

C CLASS.

NAMES.	P. O. ADDRESS.
Abbott, Eulalia M.,	Berwick.
Abbott, Nettie L.,	East Waterboro'.
Brackett, Abby M. M.,	Gorham.
Brown, Maybon E.,	Poland.
Burns, Mary E.,	Machias.
Cannell, Bertha L.,	Duck Pond.
Carseley, Ella R.,	Maysville Center.
Conrey, Mary A.,	Saccarappa.
Drown, Mabel F.,	Gorham.
Edwards, Annie B.,	South Windham.
Gordon, Mabel C.,	Duck Pond.
Goudy, Annie B.,	West Bristol.
Goudy, Adelle M.,	West Bristol.
Gowen, Winnifred C.,	Duck Pond.
Goodell, Louisa A.,	Cumberland Mills
Fulsom, Olivia O.,	Limerick.
Hupper, Musa M.,	Martinsville.
Hodgdon, Gertrude L.,	Boothbay Harbor.
Hicks, Hattie L.,	White Rock.
Johnson, Alice L.,	Stroudwater.
Jones, Nettie W.,	Alna
Kelsey, Hattie M.,	South Bristol.
Lowell, Lillian E.,	Duck Pond.
Lane, Iola E.,	West Auburn.
Leavitt, Eva G.,	Stroudwater.
Mann, Emma L.,	Portland, 22 Fessenden Street.
McNamara, Alice F.,	Rockland.
Pulsifer, Grace L.,	East Poland.
Rowe, Inez M.,	Cumberland Center.
Trickey, Mabel G.,	Saccarappa.
Trufant, William D.,	West Durham.
Trufant, Mary S.,	East Harpswell.
Way, Susan G.,	Gorham.

D CLASS.

NAMES.	P. O. ADDRESS.
Byrne, Laura,	Robbinston.
Corliss, Stella F.,	Bath.
Driscoll, Mae L.,	Tremont.
Hillton, Jennie,	North Anson.
Hillton, Winnifred,	North Anson.
Lowell, Carrie B ,	Sheepscot Bridge.
Melcher, Ella M.,	Cumberland Mills.
Milliken, Bertha M.,	Hollis.
Milliken, Grace E.,	Hollis.
Pride, Grace G.,	Duck Pond.
Shute, Nellie E ,	Belfast.
Thwing, Lillie.	West Woolwich.
Walker, Addie L ,	North Anson.

13

E CLASS.

Antill Avis,	Skowhegan
Avery. Clarence,	North Lubec,
Baker, Annie,	Ellsworth
Barrows, Lucy C.,	Bolster's Mills.
Bartlett. Nettie M ,	Gorham.
Bowker. Sadie H.,	Phippsburg.
Clark, Ida May.	Hollis
Cushing, Ruth C ,	Skowhegan.
Day. Dora A.,	South Hiram.
Doring. Jessie,	Perry.
Eastman. Edith A ,	North Conway. N. H.
Gilman, Annie M.,	Newport.
Hupper. Musa M.,	Martinsville
Harding. Lizzie M.,	Gorham.
Hatch. Ella,	Bristol
Jones. Vinetta A.,	Bingham.
Jones, Nettie W.,	Alna.
Kelley, Elizabeth,	Belfast.
Kelley, Nellie L.,	Phippsburg.

NAMES	P. O. ADDRESS.
Kemp, Jessie B.,	White Rock.
Lewis, Mattie H.,	North Conway, N. H.
Maddocks, Grace D.,	Boothbay Harbor.
Moody, Hattie,	Bunker Hill.
McLellan, Evelina D.,	Gorham
Reynolds, Clinton B.,	North Lubec.
Roberts, Laura,	West Scarboro'.
Sheehy, Ruth M.,	Lisbon Falls.
Strout, Etta J.,	Cumberland.
Stinson, Weston R.,	East Harpswell.
Whittum, Blanche C.,	Searsport.

State Normal School, Gorham, Maine.

This institution is one of the 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.

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 attainment 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.

No pupil received for less time than one quarter.

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 *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.

Pupils begin the course at the beginning of the quarter, in August, January and November. This arrangement enables those who are compelled to teach during the course, to leave at the end of a full quarter's work.

STUDIES.

The half-yearly terms are divided, by a rest of one week, into quarters of nine and one-half 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 Policy, 1; Mineralogy, 2; Zoology, 2; Book-Keeping, 4; while Reading, Drawing, Writing, Spelling and Music will extend through the course.

Order and Distribution of Studies.

[The figures show the number of hours per week.]

History, first three quarters, 5. Language. Elementary English, three quarters. Literature, fourth and fifth quarters. Rhetoric, sixth quarter. English Grammar, seventh and eighth quarters, 5. Physics, first two quarters, 5. Geometry, first three quarters, 5. Reading, eight quarters, 1. Writing, six quarters, 1. Book-keeping, three quarters, 1. Drawing through the course, 1. Chemistry, two quarters, 5. Arithmetic, three quarters, 5. Geography, three quarters, 5. Algebra, two quarters, 5. Botany, one quarter, 5. Physiology, one quarter, 5. Mineralogy, two quarters, 3. Zoology, two quarters, 3. Music through the course, 2. Pedagogics five quarters, 5.

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 laws of mind. All methods are determined by these principles. The school cannot give detailed methods as a 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 pupils, 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 lesson 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 grammar, with three grades in the primary and six in the grammar, thus giving the pupil and teachers an opportunity to observe and work in all grades below the high school.

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 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 stimulants 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 pupils. 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 discover; 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 NEEDS ITS ADVANTAGES.

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

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 have watched 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 to teach will pay a tuition of ten dollars each 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.

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 pupil 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.

CALENDAR.

Fall term begins September 1, 1891.

Recess from November 6 to November 17, 1891.

Fall term closes January 22, 1892.

Spring term begins February 2, 1892.

Recess from April 7 to April 18, 1892.

Term closes June 23, 1892.

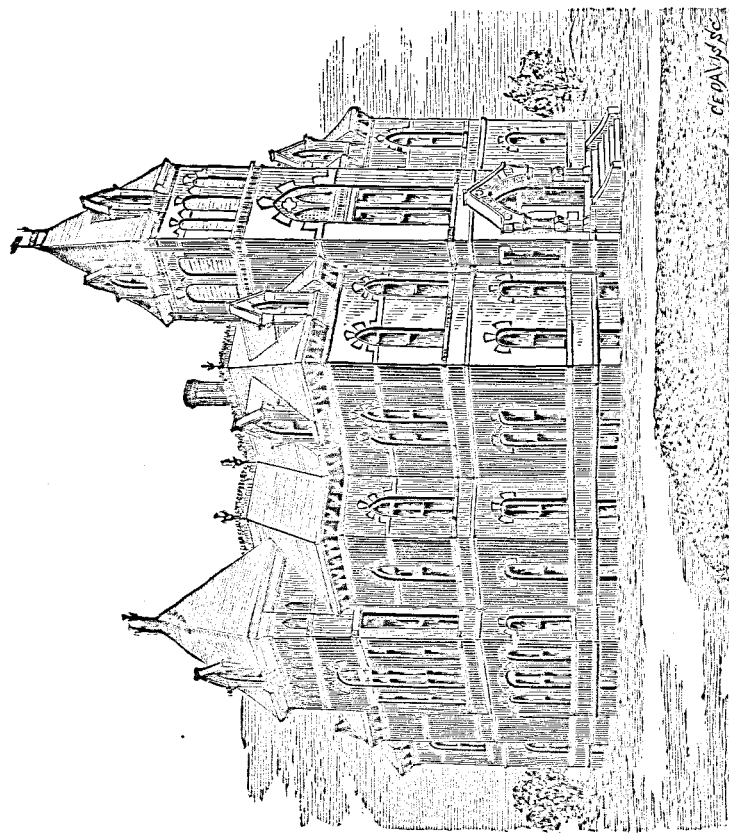
CORRESPONDENCE, &c.

All parties interested in education are cordially invited to visit the school and inspect its work. School committees are especially invited to visit the school. Correspondence with school officers and teachers invited. All graduates of the school are earnestly invited to inform the teachers of their employment as teachers and if they desire to secure other places. The teachers can often help them to good positions if thus informed of the present address and desires of the graduates.

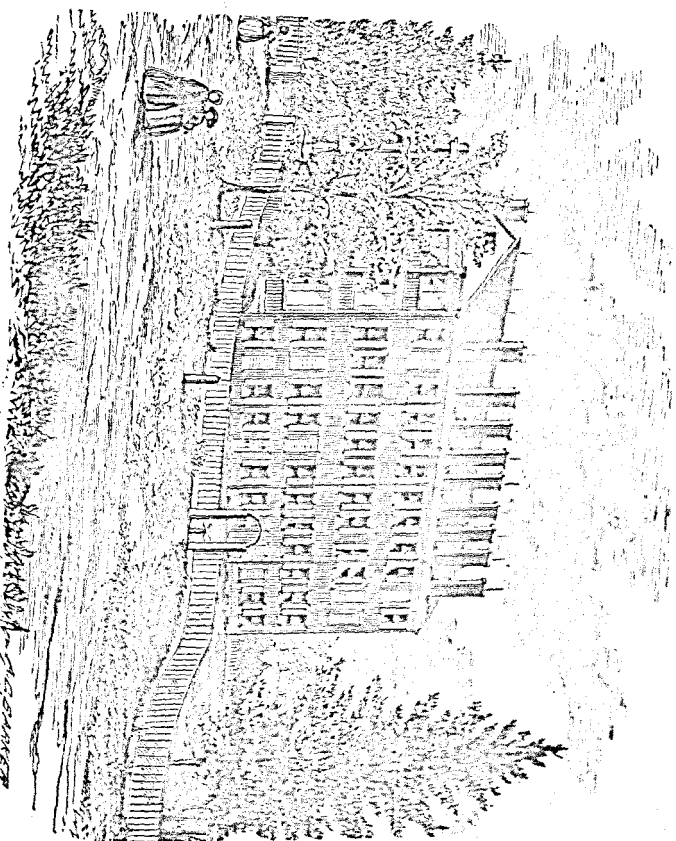
Information concerning the school will be gladly furnished on application to

W. J. CORTHELL,

GORHAM, MAINE.



Western Normal School Building, Gorham.



Normal School Boarding Hall, Gorham.

