This lesson plan is designed to help students explore the SAH Archipedia Classic Buildings, an open access website that features more than 100 Michigan’s most significant buildings. Students will identify and discuss the principles of Horace Mann and the American education system by analyzing how architectural elements of school buildings enforce those principles.

Grade 8 Lesson Plan

Project Objectives and Goals

Students will be able to describe the key principles of Horace Mann’s public education system.

Students will be able to identify specific architectural elements in schools and explain their significance.

Students will be able to compare the principles of Horace Mann to contemporary principles in education.

Students will be able to apply their knowledge of educational principles and architectural elements to redesign their own school so that it would better represent those principles.

Materials
- Project Overview
- Project Steps
- Horace Mann & American Education Teaching Guide
- Anaylzing Architectural Elements Teaching Guide
- Sample Student Answers
- Architecture and American Education Student Packet
- Glossary of Architectural Terms
- Information, photos, and plans of your school
ARCHITECTURE & AMERICAN EDUCATION

ASSESSMENT POINTS
Summarize historical opinions.
Analyze architectural elements.
Compare and contrast historical and contemporary principles.
Create architectural elements that represent principles.

Project Steps

1. Handout...
   - The *Architecture and American Education Packet* packet to the class.
   - Discuss the project and its goals using *Architecture in American Education (S.1)* overview.
   Prep: Print and copy *Architecture and American Education Packet*
   Time: 5-10 minutes

2. Discuss...
   - Horace Mann’s campaign for free, compulsory education and the origins of the American education system.
   - Horace Mann’s six principles for public education.
   Prep: *Horace Mann and American Education (T.3)*
   Students will complete *Horace Mann and American Education (T.4)*.
   Time: 10-15 minutes

3. Explain...
   - The architectural design of three Michigan School buildings.
   - Direct students to the SAH Archipedia [www.sah-archipedia.org](http://www.sah-archipedia.org) to view a selection of schools.
   - Relate the principles of Horace Mann to different aspects of architectural design and layout.
   Prep: *Architectural Design and Layout (T.4-5)*
   Students will complete worksheets, *Architectural Design (S.5-10)*
   Time: 10-15 minutes

4. Discuss...
   - Contemporary principles in American Education.
   - Compare contemporary principles to the principles of Horace Mann.
   Students will work in groups to complete the worksheet, *Principles in Education (S.11)*.
   Time: 10-15 minutes

5. Explain...
   - Handout *School Design (S.10)*
   - Explain the goals and expectations of the school redesign project.
   Prep: Add pictures and information about your school building and to the *School Design (S.12)* worksheet.
   Students will complete an independent project redesigning their school building to make it more representative of their principles for education.
   Time: 5-10 minutes

6. Present...
   - Students will present their designs to the class.
   Time: 5-10 minutes per student
This teaching guide provides some background on Horace Mann and his contributions to American education. There are also discussion points related to what students would be learning.

Horace Mann & American Education

1. After Serving in the Massachusetts legislature from 1827-1837, Horace Mann was appointed the first Massachusetts Secretary of the Board of Education in 1837, which he held until 1848.

2. Horace Mann was inspired by the Prussian school system, a government funded, mandatory and standardized school system that taught civic virtues as well as academics. Mann visited Germany during his tenure and his reports about his trip lead to the system being adopted in numerous other states.

3. Horace Mann lead the Board of Education using six principles he established for public education:
   1. The public should no longer remain ignorant;
   2. That such education should be paid for controlled and sustained by an interested public;
   3. That this education will be best provided in schools that embrace children from a variety of backgrounds;
   4. That this education must be non-sectarian;
   5. That this education must be taught by the spirit, methods and discipline of a free society;
   6. That education should be provided by well-trained, professional teachers.

4. These principles lead Mann to create numerous schools throughout Massachusetts, serving both rich and poor families in both urban and rural areas. In addition Mann created the first Normal Schools to train new teachers with standardized knowledge and skills. These schools were open to women and provided a new opportunity for educated young women to enter the workforce.

5. Mann also fought hard to keep his schools non-sectarian. He worked diligently to keep specific religious influences out of public schools despite considerable pressure at the time.

DISCUSSION POINTS

How might Mann’s principles have been shaped by the current values in Massachusetts before the Civil War?

What were some lasting effects of Mann’s educational principles?

How have principles of education changed or stayed the same since Horace Mann?

PRIMARY SOURCES

Horace Mann’s journals were published after his death by his wife and are now available in the public domain under the title the Life of Horace Mann by Mary Tyler Peabody Mann. They contain records of his travels through Germany, as well as his efforts and difficulties in establishing his new schools.
This teaching guide helps you to understand how to identify and compare architectural design and layout in various school buildings. It will also explain how these elements relate to principles in public education. There are also discussion points about what students should be learning.

**School Design**

**Port Oneida Schoolhouse**
Many of the early school buildings in Michigan and elsewhere were once room *primary district* schools that served all ages of children in one room. These buildings served Horace Mann’s goal of having all children of different backgrounds and abilities learning together, in this case in just one classroom. These one room schoolhouses, like the Port Oneida Schoolhouses, also often had single central door, usually highlighted by a gable roof or porch, which had all students entering on equal footing. The simple bell towers that topped most of these schools provided both a visual and audible symbol of the schools prominence in the community, much the same as church steeples.

The symmetry of the buildings relates to Greek ideals of logic and natural order which formed the basis of democratic Greek society. This symmetry, as well as the triangular gable roof, was common in Greek temples and other ceremonial buildings. For more information on the Hackley School Administration Building see the *SAH Archipedia Classic Buildings* website at [www.sah-archipedia.org](http://www.sah-archipedia.org).

**Discussion Points**

- What architectural elements are common in early school designs?
- What architectural elements remain the same as schools grow?
- How do these elements reflect educational principles?
- How might Horace Mann’s work in education have inspired the design of these schools?

**Other Sources**
The Michigan Historical Center’s *An Honor and an Ornament: Public School Buildings in Michigan* provides an excellent primer on the architecture of both historical and contemporary school building. It includes explanations of different school types, as well as different school designs and architectural styles.
School Design

Arvon Township School
Later, multiple primary districts were merged into ward schools which still provided education for all ages in one building, but divided ages among multiple classrooms. This provided the same interaction among ages and abilities, but allowed for more specialized teaching, while also accommodating growing districts. The Arvon Township School shows many elements common in ward schools. It maintains the central ornamented door, with a triangular pediment, which is again reminiscent of Greek buildings and gives prominence to the entrance. The bell tower is even more prominent and stands as a symbol of education for the town. The Greek symmetry is also maintained. For more information on the Hackley School Administration Building see the SAH Archipedia Classic Buildings website at www.sah-archipedia.org.

School Design

Hackley School Administration Building
Individual high schools became common in the middle and late 19th century, and quickly became symbols of an urban centers growth. They were often larger and more ornate, showing a communities pride in their educational facilities. The Hackley School Building, is built with a very prominent bell and clock tower that is highly visible. It also marks the main entrance continuing the equal footing found even in the one room schoolhouses. It also has same symmetry that points to principles of equality and democracy. The building has Roman arches, which were one of the major technological advancements in architecture. This shows a more sophisticated and advanced building celebrating students skills. For more information on the Hackley School Administration Building see the SAH Archipedia Classic Buildings website at www.sah-archipedia.org.
EXAMPLES & STUDENT RESPONSES

AMERICAN EDUCATION Principles of Horace Mann

Horace Mann (1796-1859) Summarize in your own words Horace Mann's six principles for public education?

1. **The public should no longer remain ignorant:**
2. **That such education should be paid for controlled and sustained by an interested public:**
3. **That this education will be best provided in schools that embrace children from a variety of backgrounds:**
4. **That this education must be non-sectarian:**
5. **That this education must be taught by the spirit, methods and discipline of a free society:**
6. **That education should be provided by well-trained, professional teachers.**

Horace Mann (May 4, 1796 - August 2, 1859) was the first Massachusetts Secretary of the Board of Education.

In this position he became one of the major supporters of free, compulsory public education.

He was inspired by the Prussian educational system in Germany and even went there on an official trip.

Horace Mann’s dedication to education was essential to adopting many standard educational practices today, such as professional teachers, the end to corporal punishment, and non-sectarian curriculum, to limited specific religious influences. These accomplishments would lead Mann to be called the Father of American Education.

How did Horace Mann’s principles affects one of his actions as Secretary of the Massachusetts Board of Education?

1. **Answers may vary.**
Examples & Student Responses

Based on the above diagrams describe how three of the architectural elements address the principles of Horace Mann.

1. The symmetry of the Port Oneida Schoolhouse symbolizes the equality of Greek democracy, which connects to Horace Mann’s principle that education must be taught by the spirit, methods and discipline of a free society and that the schools should embrace all children.

2. The single room floor plan, shows Horace Mann’s principle that schools should embrace children of all backgrounds.

3. The bell tower shows the prominence of the building in the town and reflects the support and importance of it to the town.

ARCHITECTURAL DESIGN Port Oneida Schoolhouse

The Port Oneida Schoolhouses is a one room schoolhouse. Its single room keeps all students together, so students of different backgrounds, ages, and abilities work together. It also has a single central door, highlighted by a Greek pediment, which has all students entering on equal footing. The simple bell tower provided both a visual and audible symbol of the schools prominence in the community, much the same as church steeples. The symmetry of the building relates to Greek ideals of logic and natural order which formed the basis of democratic Greek society.
Based on the above diagrams describe how three of the architectural elements address the principles of Horace Mann.

1. **The symmetry of the Arvon Township School symbolizes the equality of Greek democracy, which connects to Horace Mann’s principle that education must be taught by the spirit, methods and discipline of a free society and that the schools should embrace all children.**

2. **The pediment on the Arvon Township School emphasizes the single main entrance which treats all children as equal no matter their background.**

3. **The prominent bell tower shows the importance of the school to the town and the support that it provides.**
Based on the above diagrams describe how three of the architectural elements address the principles of Horace Mann.

1. **The turrets and tower show the importance of the school in the town and support that the town has for it.**

2. **The symmetry of the Hackley School Building symbolizes the equality of Greek democracy and represents Horace Mann’s principles that education must be taught by the spirit, methods and discipline of a free society and that the schools should embrace all children.**

3. **The Roman Arches represent the technology and skills of the students that show Mann’s principles that the public should not remain ignorant.**
# PRINCIPLES OF EDUCATION Yesterday and Today

1. Summarize how the principles of Horace Mann influenced the growth of American education, including the design of Michigan Schools.

   *The principles of Horace Mann helped push for more schools to provide education for every student. It led to the creation of normal schools to provide teachers with more training and promoted a more equal environment within the schools. The creation of compulsory education greatly increased the number of schools needed to provide education for all. In addition, the schools were often designed using Mann’s principles in physical features such as symmetry, prominent towers, and pediments which relate to the equality expressed in Classic Greek Architecture.*

2. Describe the current principles and priorities of American education.

   *Some current principles and priorities in American education include professional teachers, non-sectarian schools, community support and tax funding, as well as separate classrooms for different ages and sometimes different abilities.*

3. Compare the principles of Horace Mann to the present day principles in education.

   *Many of the principles are similar such as professional teachers, non-sectarian schools, and community support and funding, but the separation of students by age and ability differs from Mann’s principles.*

4. Using your comparison of educational principles and your knowledge of architectural elements suggest changes to your own school to better embody the current educational ideals.

   *Answers will vary.*
Architecture in American Education
Horace Mann and American Education

By ____________________________
You will learn about the principles of Horace Mann and the origins of American education system, and analyze how the design of school buildings reflects those principles. To do so you will analyze three early Michigan schools. Afterwards, you will compare the principles of Horace Mann to current principles in education.

**Project Objectives and Goals**

1. Identify and describe how the principles of *Horace Mann* influenced the American educational system.

2. Identify *architectural elements* of schools and describe how they relate to Mann’s ideals for education visit [www.sah-archipedia.org](http://www.sah-archipedia.org) to see a selection of schools.

3. Compare Mann’s principles of public education to contemporary principles of public education.

4. Analyze your own school and identify if and how it might fulfill the ideas of a public education and suggest changes so that it fulfills those principles better.

**What to Turn In**

- [ ] Completed *P.1 American Education and Horace Mann*
- [ ] Completed *P.2 Architectural Elements*
Horace Mann (May 4, 1796 - August 2, 1859) *Horace Mann* was a politician and educator, whose work as the secretary of the *Massachusetts Board of Education* helped bring free, compulsory education to the United States.

Horace Mann began his political career in the Massachusetts House of Representatives, where he served from 1827-1833. He was then elected to the Massachusetts State Senate from 1834-1837. After serving in the legislature he was appointed to be the first secretary of the newly formed Massachusetts Board of Education, the first state board of education in the United States. Below is an excerpt from the *Life and Works of Horace Mann*, by Felix Pecant, published shortly after Mann’s death, which relates his reasons for public education.

*Mr. Mann’s wish was to restore the good old custom of having the rich and the poor educated together; and for that end he desired to make the public schools as good as schools could be made, so that he rich and the poor might not necessarily be coincident with the educated and the ignorant. As long as poverty necessitates ignorance, society will always be divided on a wrong principle.*

Horace Mann dedicated the next ten years of his life to improving the Massachusetts school system and achieve those goals. He established free, *compulsory education*, making education a requirement for children up to a certain age but also making it free for everyone. He was inspired by the *Prussian School System* in modern day Germany, which was a government financed education system that required attendance and taught civic virtues as well as academics. Mann visited Prussia while he was secretary and the report he wrote was influential the Prussian School System being adopted by Massachusetts as well as many other states.
During his time as secretary, Horace Mann established six principles for education:

1. The public should no longer remain ignorant;
2. That such education should be paid for controlled and sustained by an interested public;
3. That this education will be best provided in schools that embrace children from a variety of backgrounds;
4. That this education must be non-sectarian;
5. That this education must be taught by the spirit, methods and discipline of a free society;
6. That education should be provided by well-trained, professional teachers.

These principles lead Mann to establish many standards for public education which remain today. He created normal schools to train professional teachers and standardize the practices and skills of the teachers throughout Massachusetts. His normal schools were also open to women providing new opportunities for educated women. He also ended corporal punishment after facing opposition from many teachers. In addition he fought hard to maintain non-sectarian teaching in public schools, limiting specific religious influences on teaching and curriculum.

Horace Mann’s principles meshed well with the principles of American democracy. His belief in equal education for all children, as well as his belief that the education should be in the spirit of a free society. In addition, he believed in a non-sectarian curriculum that reflects the American separation of church and state.

Horace Mann’s work as the secretary of the Massachusetts Board of Education helped shape the current public education system and his often remembered as the father of American education. After working for the Board of Education he would serve in the United States House of Representatives, where he would argue strongly against slavery. Later he would serve as the president of Antioch College.
Horace Mann (1796-1859)

Summarize in your own words Horace Mann’s six principles for public education?
1. __________________________________________
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2. __________________________________________
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3. __________________________________________
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4. __________________________________________
   __________________________________________
5. __________________________________________
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6. __________________________________________
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Horace Mann (May 4, 1796 - August 2, 1859) was the first ________________________________.
In this position he became one of the major supporters of free, compulsory _________________.
He was inspired by the _________________ educational system in Germany and even went there on an official trip.

Horace Mann’s dedication to education was essential in the adopting of many standard educational practices today, such as _______________________, _______________________, and ________________________ to limited specific religious influences. These accomplishments would lead Mann to be called the Father of American Education.

How did Horace Mann’s principles reflect the principles of American Democracy?
_______________________________________________________________________________
_______________________________________________________________________________
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Daguerreotype of Horace Mann, 1850
From the west side of Port Oneida Road that once led to the dock on Lake Michigan and across from Kelderhouse Cemetery, a long path runs to the simple end-gable Port Oneida Schoolhouse. Its broad shed-roof porch shelters the front entrance, and a bell within a roof-mounted tower called students from the surrounding farms. With only one room in which all ages were taught at the same time, the little wooden building stands at the very heart of Port Oneida. It served as the school until the early 1940s, and then as the Port Oneida Community Club. Today the Glen Lake School District owns and maintains the building for use as a community gathering place.

Farming at the Water’s Edge: An Assessment of Agricultural and Cultural Landscape Resources in the Proposed Port Oneida Rural District at Sleeping Bear Dunes National Lakeshore, Michigan (1995) notes that the school is sited in the glacial meltwater channel, at the base of a ridge that students used as a sledding hill. During an Arbor Day celebration in about 1900, they planted the sugar maples that grow in a row on the southern edge of the schoolyard; the Kelderhouse family, who lived across the road, tapped the mature trees to make syrup in the spring. Two privies and a hand water pump survive nearby.
The Port Oneida Schoolhouse is a one room schoolhouse. Its single room keeps all students together, so students of different backgrounds, ages, and abilities work together. It also has a single central door, highlighted by a Greek pediment, which has all students entering on equal footing. The simple bell tower provided both a visual and audible symbol of the school's prominence in the community, much the same as church steeples. The symmetry of the building relates to Greek ideals of logic and natural order which formed the basis of democratic Greek society.

Based on the above diagrams describe how three of the architectural elements address the principles of Horace Mann.

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3.________________________________________________________________________
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Arvon Township Hall
1915, Charles W. Maass. Lower Skanee Rd. and encircled by Park Rd.
The Arvon Township Hall is one of a pair of two-story, wood-frame and shingled hipped-roof buildings with cupola designed by a Houghton architect and used by the people of Skanee for over ninety-five years. The broad-fronted, sunny Colonial Revival building has a central pedimented entrance pavilion in which is recessed a porch supported by square piers. Situated on Huron Bay, and named for the Swedish province of Skone, Skanee was a shipping and business center for the Huron Bay Iron and Slate Company in the 1870s and 1880s and for lumber companies. As Scandinavian fishermen and farmers prospered, it grew. The town hall has served township government with offices, kitchen, meeting hall, and assembly room. It is a companion piece to the Arvon Township School, with its cupola, built five years earlier (Skanee Road, 1 mile east of Town Road). Although now covered with aluminum siding, the school still holds four classrooms.
The Arvon Township School divided ages among multiple classrooms but still provided the same interaction between students of different backgrounds and abilities, but allowed for specialized teaching and more students. It maintains the central door, with a triangular pediment which gives prominence to the entrance and has every student entering as equal. The bell tower is even more prominent and stands as a symbol of education for the town. The Greek symmetry is also maintained as a symbol of order and equality.

Based on the above diagrams describe how three of the architectural elements address the principles of Horace Mann.

1. ______________________________________________________________________
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2. ______________________________________________________________________
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3. ______________________________________________________________________
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Hackley School Administration Building
(Hackley School)
1891-1892, F. S. Allen. 349 W. Webster Ave.
This stone Richardsonian Romanesque school is based on H. H. Richardson’s Allegheny County Courthouse (1883-1888) in Pittsburgh and resembles the Old Duluth Central High School in Duluth, Minnesota, by Palmer and Hall, also built in 1891-1892. From the center front of the school, a square tower soars to extreme heights over Hackley Park and the city. The building combines in a bulky asymmetrical mass every other Richardsonian ingredient--gables, towers, turrets, round arches, and rock-faced masonry. After the Muskegon High School, which preceded this building, burned in 1891, the school board was unable to secure the funds needed for its reconstruction. Many of the lumber mills had closed or were closing, and the citizenry was unable to pay the increased tax to build a new school. Following several futile months of trying to raise the funds needed, Charles H. Hackley offered the city financial assistance to rebuild the school. F.S. Allen of Illinois, architect for many schools in that state, designed the school. The school currently serves as the administration building for the Muskegon Public Schools.
The Hackley School Building is built with a prominent bell and clock tower that is highly visible. It also marks the main entrance continuing the equal entrance found in the one room schoolhouses. It also has the same symmetry that points to principles of equality and democracy. The Hackley School Building also has Roman arches, which were one of the major technological advancements in architecture. This gives the building a more sophisticated structure which emphasizes the pursuit of knowledge.

Based on the above diagrams describe how three of the architectural elements address the principles of Horace Mann.

1._____________________________________________________________________
   ___________________________________________________________________

2._____________________________________________________________________
   ___________________________________________________________________

3._____________________________________________________________________
   ___________________________________________________________________
PRINCIPLES OF EDUCATION Yesterday and Today

1. Summarize how the principles of Horace Mann influenced the growth of American education, including the design of Michigan Schools.

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2. Describe the current principles and priorities of American education.

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3. Compare the principles of Horace Mann to the present day principles in education.

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4. Using your comparison of educational principles and your knowledge of architectural elements suggest changes to your own school to better embody the current educational ideals.

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All rights reserved © 2012 Society of Architectural Historians www.sah-archipedia.org  Principles of Education | S.11
SCHOOL DESIGN Architecture Embodying Principles

Expand your suggested changes into a full redesign of your school. You may describe your new school building using essays, drawings, a physical model or a combination of multiple methods. You will then present your new design to the class.
Many buildings are inspired by classical Greek and Roman architecture that still stands today. These buildings were made up of specific parts, which all had specific names and many of those parts would be used to design new buildings hundreds and even thousands of years later. Below are some examples to help you understand Greek and Roman architectural elements.

**Pediment**
The pediment is the triangular space on the end of a peaked or gabled roof. In classic architecture it is often used as a space for statues and other decorations depicting scenes from Greek or Roman mythology. In contemporary buildings they are often found above windows or doors as decoration. There are pediments above the doors of both the Port Oneida Schoolhouse and the Arvon Township School.

**Symmetry**
Symmetry was very important in Classical Greek architecture where it symbolized the equality and order that was the basis for Greek democracy. Today many classically inspired buildings are symmetrical. Many schools and other government buildings in the United States use symmetry to suggest the ideals of equality and democracy that dates back to ancient Greece.

**Columns**
Columns were the major vertical structural elements in classical architecture, and were especially common in temples and other public buildings. In addition to supporting the roof and pediment, many columns had ornate tops or capitals. Columns are also common in contemporary buildings where they are often used to symbolize strength and importance.

**Stylobate**
The stylobate is a three layered base that supports the building where it meets the ground. They helped to elevate classical temples and public buildings to show their importance. The layers of the Stylobate often formed a grand staircase, an element that is common in important public buildings today. The Port Oneida Schoolhouse and Arvon Township School both have stairs up to their main entrance.

**Roman Arch**
Thick stone and brick arches were first used in classical architecture by the Romans. It was a major technological achievement that allowed Roman buildings to be much larger and more open. Arches were so important to the Romans they built freestanding ones in newly conquered towns and cities to celebrate their victories. Arches are common in buildings inspired by Roman architecture, such as the Hackly School Building, where they often symbolize importance and technical achievement.
### GLOSSARY Architectural Terms & Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Architectural Elements</td>
<td>Specific parts of a building that serve a decorative or functional purpose.</td>
</tr>
<tr>
<td>Column</td>
<td>A vertical supporting element, usually cylindrical and slightly tapering, consisting of a base (except in the Greek Doric order), a tall shaft, and capital.</td>
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<tr>
<td>Compulsory Education</td>
<td>The requirement that all students attend school until a certain age.</td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td>The physical punishment of students for misbehavior.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>The specific content and skills that are taught in a class or school.</td>
</tr>
<tr>
<td>Colonial Revival</td>
<td>Generally understood to mean the revival of forms from British colonial design. The Colonial Revival began in New England in the 1860s, flourished after the U.S. Centennial in 1876, and continues nationwide into the present, especially in houses. Typical elements include classically derived pediments, cornices, and dormers.</td>
</tr>
<tr>
<td>Greek Revival</td>
<td>A movement in Europe and North America devoted to reviving the forms and spirit of classical Greek architecture, sculpture, and decorative arts. It originated in the mid-eighteenth century, culminated in the 1830s, and continued into the 1850s. Its most recognizable architectural feature is the pedimented temple front. Sometimes viewed as the first popular style in the United States, where it was used frequently in public buildings and private residences.</td>
</tr>
<tr>
<td>Horace Mann</td>
<td>The first secretary of the Massachusetts Board of Education, whose work helped establish free, compulsory education in the United States.</td>
</tr>
<tr>
<td>Massachusetts Board of Education</td>
<td>The first state board of education formed in 1837 that is responsible for overseeing the schools, standards and teachers in Massachusetts.</td>
</tr>
<tr>
<td>Non-sectarian</td>
<td>Not having to do with any specific religion or group.</td>
</tr>
<tr>
<td>Normal Schools</td>
<td>Schools for professional teachers which established standardized ways of teaching.</td>
</tr>
</tbody>
</table>
GLOSSARY Architectural Terms & Definitions

PEDIMENT  
In classical architecture, the low triangular gable end of the roof, framed by raking cornices along the inclined edges of the roof and by a horizontal cornice below.

PRUSSIAN SCHOOL SYSTEM  
A tax financed, mandatory school system that taught civic virtues as well as academics and formed the basis for Mann’s educational reforms.

RICHARDSONIAN ROMANESQUE  
A style of architecture of the late nineteenth century that shows the influence of Henry Hobson Richardson (1838-1886). It is characterized by the eclectic use of round arches, rustication, and Romanesque details and frequently features prominent masonry and asymmetrical compositions. The style was especially popular for public buildings such as courthouses and libraries.

STYLOBATE  
The three levels of finished stone that act as a base for the columns in a classical Greek or Roman Temple.

ROMAN ARCH  
A curved construction spanning an opening. A masonry arch consists of a series of wedge-shaped parts (voussoirs) that press together toward the center while being restrained from spreading outward by the surrounding wall or the adjacent arch.