1917

Semicentennial of 1917: Speeches, General History, Faculty Roster & Illustrations

Brockport Normal School

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DANIEL HOLMES
Secretary and Treasurer of Local Board of Managers.
The Only Surviving Member of the First Board.
PREFACE

“Our slender life runs rippling by,
And glides
Into the silent hollow of the past;
What is there that abides
To make the next age better
For the last?”

This little book has been prepared for the purpose of putting into permanent form such material relating to the history of the Brockport State Normal School as could be secured.

It should have been published a year ago immediately after the semicentennial exercises and Fiftieth Commencement but funds were not available at that time. However, as a history of the school and as a souvenir, it will have a value quite as great and a welcome just as warm, as though it had appeared a few months earlier.

Many different ones have helped to secure and prepare the material which has gone into this book. Most of the matter contained in the Quarter Centennial History compiled by Mr. Daniel Holmes in 1892 has been used. Annual circulars of the school, newspapers, letters and personal reminiscences have all furnished their quota.

It is expected that many inaccuracies and defects will be discovered and it is hoped that corrections and suggestions will be sent to the school for record. Upon the whole it is believed that this Semicentennial record will be found reliable and of interest to the alumni, former students and friends of the school.

It was impossible to issue at this time a volume large enough to include the history of the school’s activities and its organizations. The volume with its present contents has gone beyond the allowance. At any rate in its present abbreviated form it will serve as a book of reference and will help to revive memories of days which,

“As a sweet dream passed o’er my youthful years,
Leaving me with purposes and plans of life.”
SEMICENTENNIAL EXERCISES

AND

FIFTIETH COMMENCEMENT

Prayer

Rev. Emmons Parkman Burrill

Pilgrim's Chorus from Tannhauser

Wagner

School Chorus

ADDRESS

Hon. Charles S. Whitman, LL. D.
Governor of the State

ADDRESS

Hon. Albert Vander Veer, M. D., LL. D.
Vice Chancellor of the Board of Regents

ADDRESS

Hon. William R. Willcox, LL. D.
Class of 1882, B. N. S.

O'er the Waters Gliding (From Tales of Hoffman)

Offenbach

School Chorus

BRIEF ADDRESSES

Hon. Adelbert Moot, LL. D. and Hon. Charles B. Alexander, LL. D.
Regents of the University of the State of New York, and Hon.
Thomas E. Finegan, LL. D. Deputy Commissioner of Education.

The Wanderer

Schubert

Miss Cummings

Presentation of Class Windows

Mr. Arthur V. Fagan, Class President

Acceptance for the School

HON. HENRY HARRISON
President of the Local Board of Managers

Presentation of Diplomas

Tune, Gotteschalk's "Last Hope"

School Chorus

NORMAL HALL

June twenty-sixth

1917 at ten
ADDRESS

HON. CHARLES S. WHITMAN, LL. D.

Governor of the State

These exercises lack the uncertainties that mark the usual Commencement, for you are not as those who are launched upon the sea of life without other direction than that indicated by the changing ardors of youth. Your course is charted, your compass set, and you sail under open orders that leave no doubt as to duties and the port of destination.

You have elected, as your life work, to serve democracy, in a very vital and important way, and the state, as its part of this free and unforced bargain, has afforded you rare and special advantages in order that your services may be efficient in the very highest sense of a much abused word.

Since you entered this institution, a very tremendous decision has been made by the United States. That civilization may be saved from destruction, and that the peace of the world may be built anew on enduring foundations, America has accepted the insolent challenge of the Imperial German Government, and a war-hating nation is now massing its strength to put an end to war.

The record is clear. The neutrality of two and a half years stands as a proof of our despairing attempt to preserve the role of mediator against the day when embattled Europe might be willing to substitute reason for armed force. Our resort to the sword proceeds from recognition of the bitter truth that the world's one hope of peace and justice lies in the utter destruction of the monstrous philosophy that crazes the mind and governs the actions of the Teuton autocracy.

Because the record is indeed so clear, because the call of America reaches to the soul of our people as well as to the quick impulses of the heart, there has been a response so general as to be almost unanimous. Out of the conviction of America's absolute unselfishness, purity of purpose, and generous championship of humanity, Americans have answered in one tremendous body.

This very unanimity of martial purpose, however, is the nation's difficulty even as it is the nation's pride. It is not by any means the case to-day that national service is expressed entirely in military service. Warfare has changed materially since the days of the sword and foray and forage. For every man on the firing line, four men are needed in the factories that supply the army with its munitions and equipment, and the navy with its ships and guns. Then too, there is the matter of food supply and manufacture, calling for patriotic service in the field and on the farm equal in importance, if not in dramatic value, to the patriotic service at the front.

It is to meet this difficulty that the nation has discarded the volunteer system and written into law the great principle of the universal obligation of citizens to serve the common welfare in the manner that may
be deemed best adapted to the common defense. There is no greater lie than that the selective draft law has as its purpose the mere compulsion of the cowardly or indifferent. As a matter of fact, it is peculiarly designed to restrain ardor, or rather to direct the patriotism of the nation along lines of effectiveness. It was not America's fear that Americans would not rally to her need, but that a wholesale, ill-considered rush to the colors would dislocate and perhaps destroy the social and industrial life of the nation.

This new view of national service has a very particular application to you. No fact of war must be permitted to hinder or weaken the educational system of America. The school must be kept open, the sacred fires upon the altars of learning must be tended today with even greater care than ever before.

I urge upon you a greater realization of the true importance of the task that is entrusted to you for solemn discharge. When bugles blow, and soldiers go marching by,—when women hurry about in this or that uniform, or else take ship for hospital and ambulance service, there will be a very strong temptation to quit your posts for those things that seem to bear more intimate relations to war. Yet not even the soldier or the sailor or the nurse is rendering any more important service to the nation than those who preside over the school rooms of the country, rearing the new generation to succeed to the work of struggle and high aspiration.

It is democracy that we are fighting for, and the soul of democracy is found in the school house. Whether the pioneer's hut or the costly modern structure, the school house stands, and has ever stood, as the expression of America's ideal and aspiration.

Autocracies look to the present only, and exist to ensure the felicities of the favored few. Democracies are concerned with the welfare and happiness of all, and it is always to the future that they are looking. Popular government has its foundations in the spirit of progress and its enthusiasms are never so completely expressed as when the task in hand is some tremendous enterprise of social regeneration calculated to make tomorrow better than today. The school house is the votive shrine of democracy, testifying to a free people's devotion to advancement and love of progress.

With us, my friends, education is not a privilege but a responsibility. America is not interested in learning as an individual advantage but as a national asset. We spend our millions, not that life may mean more to the citizen but that the citizen may mean more to life: not that the educated man may take more out of the common struggle, but that he may put more into it.

Take away the school therefore, and America is robbed of meaning, aim and purpose. You may see from these things, how important is your calling, how honorable and necessary the duties that you are called upon to discharge. In a sense you may be said to be the foster parents of the nation. The boys and girls of America, throughout their forma-
The very fact that you have selected teaching as your work in life is in itself a sign that you are worthy of the high trust that a democracy reposes in you. It is a profession in which the financial regards are far from large. There is no possibility that wealth will come to you; it follows that an utter lack of sordidness stamps your choice of occupation as noble and unselfish. It is in such choices—bold and splendid preference of service rather than avarice, that the spirit of America finds its most complete and glorious expression. We have been called a nation of money-grabbers, a race of dollar-worshippers. The answer to this is found in the annals of our national life. The high honors of America have never been conferred upon men famous for their wealth, but always upon men who have had little interest in being merely rich. Those who order their lives in the interests of humanity live forever in the hearts of millions.

And so I say, to you, speaking as the governor of a great Common-wealth, that the blare of bugles and the march of men in martial khaki must work no disturbance in your minds or the slightest lessening in your pride of calling. You have that to do which is as important as the things that they must do. It is your high duty to make the meaning of America clear to the boys and girls who will succeed to the American inheritance and the historic mission of Democracy. Particularly, at the present time, you are called upon to be the interpretative factor in American life as far as our youth is concerned. It is through you that they will learn why we fight and die; through you that they will come to an understanding of the great truths and tremendous principles that are back of America and responsible for America. In a very definite sense, you are the guardians of the future as well as the custodians of the present. This war will not last forever; and when it is over, when the nation gathers to assess damages and estimate repairs, the task of reconstruction will largely fall upon those who are the boys and girls of today—upon the generation now at school and under your care.

It is a heroic time. That which has proved to be evil, unjust, and oppressive, is doomed to destruction. New foundations are being laid for the building of a new order, and the blood of free men hallows the cornerstone of a temple of peace against which the powers of darkness shall not prevail. You have no mean part in this great drama of liberty. Play it well. Upon the efforts of each of us, upon our courage and devotion in the discharge of the duties to which the nation assigns us, hang the fate of free institutions, the progress of popular government, the ideals and aspirations of humanity, the very hope of civilization itself.
ADDRESS OF REGENT VANDER VEER

ADDRESS

HON. ALBERT VANDER VEER, M. D., LL. D.
Vice Chancellor of the Board of Regents

Mr. President, Ladies and Gentlemen:

I am not unmindful of my embarrassment in following our worthy Governor, who has given us such an exceedingly clear, forceful and patriotic address. We regret, today, the absence of our beloved Chancellor, Dr. Sexton, who is unavoidably prevented from being with us, and sharing the keen enjoyment of this occasion. We regret also, that our most efficient Commissioner of Education, and President of the University, Dr. Finley, is detained by important duties elsewhere.

Dr. Finley is now probably on his way home, too late, however, to give us that brilliance of thought that is so impressive, and of so much value at such a time as this. The Regents authorized him to visit France in order to see how the universities and schools of that country have borne themselves under the exigencies of the war, how the students have been mobilized, and what lessons of helpfulness their experiences and their sacrifices may have for the schools of America. It is to be noted that President Finley has received a most cordial welcome from the President of the French Republic, and from every department in their system of school instruction. There are many, very many, who, in our prayers, are wishing him, and Regent Elkus, our Ambassador to Turkey, a safe return to their dear America.

You are to be congratulated upon having with you to-day the Governor of this great state, who, in his administration of its affairs, and particularly in relation to educational duties, has had few equals. During the past session of the Legislature, in signing the laws regarding the rural schools, the city school bills, and bills providing the necessary appropriation for special types of education for mentally retarded, and physically defective children, he has enabled you and other educational workers, to do your work in the future on a higher plane than in the past. Governor Whitman has given you an example of "preparedness" of the highest order.

Very soon after the close of the Civil War it was evident that educational questions were to receive marked attention. This condition was not confined to one portion of the Union, but prevailed in all sections, and was especially to be noticed in reference to primary and elementary studies connected with our common school system; to be extended along lines of higher education in our secondary schools, as well as collegiate work, and, ultimately to be applied largely to our professional institutions. It would be a source of considerable interest to us all to have this subject reviewed more elaborately;—The methods of bringing it about were earnestly discussed, at times with considerable energy, in this state, apparently focussing about the Legislature, and Board of Regents, in the years 1865 and 1866, when charters were granted to two institutions, each destined to develop splendid work, and
to fulfill the many promises and prophecies made by their loyal, diligent friends, who, at that time, labored so earnestly for their success. These two institutions, brought into existence, and given the power to proceed with their duties, were Cornell University and the Brockport Normal School. Through Senator Cornell I was personally cognizant of the work being done in behalf of each; and it is very proper for me to refer more fully to the outcome of this discussion, which exhausted all the pros and cons as to whether the training of teachers for conducting the schools in this state, was to be encouraged in the existing academies, or by the establishment of State Normal Schools. The friends of the latter were in the majority, which fact resulted in establishing three other schools at the same time. Then, a few years later, the Legislature authorized the organization of six more such schools.

We are gathered here to-day in a somewhat reminiscent mood, to celebrate the half-century mark of your existence. A half-century means much in the life of an institution, coming constantly under the approving or disapproving eye of the public. At times it means praise for work found to be imperfect, censure for work really well done but not understood, but in rounding up this period of time if it can be proven that a good reputation has been established, and maintained, the future is secure. In the analysis of your work, the credit given for faithful discharge of your duties is largely in excess of detrimental criticism. You have been weighed, from time to time, in the balance and not found wanting. Remember you cannot live in the future upon the good report of the past—steady, persistent effort must be continued if you are to reach another half century and meet the earnest commendation that is yours to-day.

In the carrying out of a very large part of the progress that has been made in the instruction of our children, and the people of this state, much has been entrusted to the Board of Regents; and, at no time in our history—dating back to a few years after the Revolutionary War—has so great an amount of work been accomplished, and in so thoroughly a satisfactory manner, as at present, a fact largely due to the helpful legislation enacted at the Capitol, from time to time. This is especially true as regards the work of the last session in relation to the wise and beneficial laws enacted which, as I have stated, received the endorsement of our most excellent Governor. For a much greater period than a century it has been the custom of this body to meet in the City of Albany, but a few years ago, it was decided to convene occasionally in some other city of the state, and, if possible, to have our meetings at a time like this when some formal ceremonies were being carried out, in connection with the work of such an institution as is represented here to-day. When you and your associates, voicing the sentiment of your people, and so many graduates, decided to have this celebration, the Board of Regents arranged to hold their June meeting here. At the same time, most of our official work was transacted yesterday, at Rochester, so that we might have to-day to fraternize with you here.
ADDRESS OF REGENT VANDER VEER

It is not out of place for me to say that the State Normal Schools are very precious to us as a Board. A few days ago, in a very excellent address, delivered by Regent Alexander at the Commencement exercises of the Teachers' College, in Albany, he referred to the organization of the first normal school, which occurred in that city, and which gave the members of the Board their initial great absorbing interest in such educational work. Others have joined the ranks of that splendid, pioneer institution, and your fine organization has been looked upon, somewhat as an offshoot, carrying with it the traditions of the first school established in this state. I say offshoot, for I am aware of the labors performed by that vigorous teacher, who for a period of four years was President of the State Normal School, whose influence radiated for many years from the centre of his early work, not far from here, and who, for so long a time, was the Secretary of our State Board of Regents, Samuel B. Woolworth, LL. D.

These meetings of the Regents to which I have referred, have brought us in closer contact with those forming the educational ground work of this great Commonwealth, and have given us much valuable information. On more than one occasion they have afforded us a keen pleasure that has strengthened us in our further efforts to serve the state. We have been stimulated to greater activity and inspired more earnestly to do our full duty. I feel we are all greatly impressed—since our meeting of last evening, as well as with what we have observed thus far—with the thought that we shall leave here with a more concise, better understanding of the excellent record you are making, bringing you the commendation of your friends, as well as the determination of one and all to make your future history even greater and better than it has been up to the present time.

As I have said, my earliest recollection of your existence is the discussion as to whether granting a charter to Cornell would lessen the possibility of your obtaining the passage by the Legislature of certain laws that would enable you to bring into force your work of teaching, and it made a very strong impression upon my mind at that time. The Senators and Assemblmen of that day were sufficiently broad-minded to realize that there was room for both classes of institutions. That room still exists. The work of the normal school has not lessened in value—to the people at large, nor has that of any college or university, yet the worth of your instructions to-day brings you a greater responsibility than ever before. There has never been a time in the life of this institution when there was greater necessity for the continuance of every effort for the fullest instruction of our youth, than there will be in the immediate future. The fight for the principles of our Government will carry many of our best educated youths to their reward, and in time, their places must be filled from your working ranks. The success with which those places are filled will depend largely upon the energy with which you perform your duties. We bring to you an expression of our great confidence in the work you are accomplishing. For the past year, or more, at a time like this we have made great use of the
word "preparedness," both in military, civil, and professional circles, and I must say our observations here, regarding your fifty years of labor, lead us to the strong belief that you have certainly made preparation for doing better work in the future than in your splendid past. Fifty-four and five years ago, your grandmothers—possibly some of your mothers—were engaged in preparing dressings for the wounded soldiers. Grandmother's linen was of great service. It was used for the preparation of the lint, and the scraping of the latter was done with a good deal of vigor during the afternoon gatherings of many of the women of that day. After the battles around Richmond, and somewhat later, the supplies that had been forwarded became exhausted, and it was a source of great joy when the United States Sanitary Commission brought to City Point, Harrison's Landing, and other places on the James River, additional much-needed dressings. In those days we did not have such a bountiful supply as at present: it was only during the last year of the Civil War that absorbent cotton was made use of. It must be recognized that after the introduction of aseptic surgery, surgical dressings became much more expensive, and I want to say a word in these, my closing remarks, in reference to the work that is being done in behalf of the Red Cross. I must congratulate you, in the central part of the state, upon the fact that in Rochester, and radiating out to Brockport, and other surrounding towns, in raising your allotment to the $100,000,000 you have far exceeded it, nearly doubling the assignment, and, if I am correctly informed, with one exception, you are ahead of any other portion of the state. You have done splendid work of which every citizen in the state should feel proud and thankful.

Others of the Board are to follow me, one very near to me, and for whom you have great respect, Regent Moot, who has some pleasant thoughts to offer you, and good wishes for your welfare, and the statement applies to Regent Alexander, of New York, one of the most fertile, vigorous, life-saving speakers on our Board.

REMARKS OF WILLIAM R. WILCOX, LL. D., AT THE SEMI-CENTENNIAL OF THE BROCKPORT NORMAL SCHOOL, JUNE 1917

We come together to-day not only to felicitate the graduating class upon the completion of their labors here but also to join in the interesting ceremony of celebration incident to the Semicentennial of this institution.

Two years after the close of the Civil War, this school became a part of the educational system of the State. At about the same time, several other Normal Schools were established in different parts of the State. The Commonwealth recognized in this establishment the fact that teaching is a profession and that the same attention and advantages must be given to those who train the minds of the children in our schools as is provided in our institutions designed to train those who care for the bodies.
ADDRESS OF HON. WILLIAM R. WILLCOX

We were fortunate in our beginnings. The first Principal, Dr. Malcom McVicar, was a trained educator, a man of culture and of wide vision. The foundations of the institution were firmly and securely laid; and although Dr. McVicar remained as principal for but a short time, the organization perfected under his masterful leadership was so complete that it stood the school in good stead for many years thereafter. Associated with him were other teachers who became prominent in the educational field of the State. Dr. Milne and Dr. Palmer, who were here in those early days, both became principals of Normal Schools in our State.

There are many in this noble band of instructors who have been here during these fifty years, of whom special mention should be made, for, after all, an institution of learning in the wider sense is what its teachers make it. The love and affection felt for this school by its alumni is in no small measure due to their respect, admiration and love for those who have constituted the faculty. The chief service of the teacher is to lead to the formation of proper ideals and to the realization of possibilities for future usefulness. The able manner in which these services were rendered by the faculty here when I was a student has always had my admiration and warm appreciation. No pupil who had the privilege of sitting as a student in the classroom of Professor John Franklin Forbes can ever forget the enthusiasm with which he awakened his pupils not only to the lessons of the day but to the duties and possibilities of the future.

Those who have been here as students, whether present to-day, or scattered over the country in their various fields of activity, are rejoicing over the great measure of prosperity which has attended this school. We are glad that we were permitted to glean of its benefits. We are thankful for the inspiration given to us in these surroundings, and for the associations of this place which have meant so much to us through life.

To-day we celebrate the fiftieth anniversary of our alma mater. Never did we have more reason to be proud of her standing as an institution of learning than now. Did time permit, we could trace the steady growth from those early beginnings, not only in numbers but in buildings, laboratory and general equipment. It would be a pleasure to recall the splendid work performed by our graduates in all their fields of activity, but this is not possible, nor is it necessary.

The particular place of the Normal School in our educational system is too well-known to require elaboration; and in that field the work of our own institution is equally well-known and appreciated.

As I said in the beginning, this school was founded shortly after the close of the Civil War, at the time when the questions incident to the settlement of that great conflict were uppermost in the thoughts of our people. As we gather here to-day, fifty years afterward, it is at the period of a world war into which America has been forced, on account of the deplorable and yet unavoidable conflict between the united autocracies of Europe on the one hand and the united democracies of the
world on the other hand. This is a war for civilization and for world peace. It calls for patriotism in the sense of a consecration of all they hold dear by citizens on the altar of humanity's needs. We go forth to wage a conflict against the destruction of weaker nations by the stronger ones for their own aggrandizement. We go forth to war that has become a holocaust, in which the sense of right and humanity has been lost. This is not a selfish war on our part; it is a holy cause in which America is engaged. Patriotism is therefore needed, which is a consecration to the noble championship of Humanity's rights.

The patriotism of the hour demands great sacrifices on the part of men and women. Soldiers must be trained and fitted for their arduous duties, but the nation must first be trained to become heroic. In this contest there must be in our country no division of counsels; no partisan advantage should be sought, and no partisan politics should have a place in the consideration of these momentous questions. We are united as a people in the support of the Government engaged in pushing this war to a successful issue and at the earliest possible time.

We are glad to-day to have with us so many representatives of the Regents of the University. We are also happy to have with us the Governor of the Commonwealth. In the midst of his arduous duties incident to the present conflict we know the great demands upon his time and energy. It is a matter of pride to us all that in the work of preparation and mobilization of the resources of the State for this great conflict, our own Commonwealth under the generalship of Governor Whitman has led all the rest. In meeting with us to-day Governor Whitman has not come into an unfamiliar atmosphere. He was once a teacher in an academy in Brooklyn at the beginning of his career, and showed there the same qualities as an administrator which have made his record as Governor such a notable and brilliant one.

In behalf of the Alumni I desire to thank Dr. Thompson, the Principal, and his associates in the faculty, and also the members of the local board, for the opportunity which they have afforded to us of coming here to take part in this semi-centennial celebration. We are proud of the school, of all it has done, and all it stands for and we pledge our unswerving loyalty to its interest in all the years to come.

ABSTRACT OF ADDRESS BY HON. ADELBERT MOOT, LL. D.
Regent of the University of the State of New York

Dr. Moot conveyed the congratulations of the Regents, stated that he was a Normalite from the Geneseo Normal School, and had the benefit of training under Dr. William J. Milne formerly of this school.

Dr. Moot referred to the fact that the Normal Schools are not perfect. He said: "Much money has been spent upon them of late to furnish bricks and mortar, paint and putty. That means good buildings in which to do work, but the system of paying Normal School teachers has become chaotic, in that one may get double what another receives for
teaching the same subject in another Normal School, under like circumstances. The Regents have long been in favor of a reform in this respect, so that the Normal School teachers shall be paid adequate salaries, upon a graded basis, that will be at least as good as those paid in our great cities. Then Normal School teachers would know what to expect, and the State could keep its very best teachers in Normal Schools, training teachers, for there can be no more important work in the world than the work of training teachers."

Dr. Moot complimented the Governor's statement that the soul of democracy is in the schools, and showed that the task of the teacher is the most important of all, in that the teacher trains the soul of democracy. He said, "The work of the sculptor with marble, or the work of any artist, or of any professional man or woman, is quite secondary to the work of the teacher, who receives bright children and trains them for their life work in a great democracy.

In the work of training the soul of democracy, stress should be laid upon the correct teaching of history, especially with respect to one's own country, so that the pupils will not think that some of our Indian wars, and our war with Mexico, were prompted by right motives, whereas pupils should be taught to look with pride upon our struggle for liberty in the Revolution, for the liberty of the downtrodden slaves in the Civil War, and for the liberty of the oppressed people of Cuba, in the war with Spain. I cannot find in the schools and colleges of Germany, in five hundred years' time, that the young of that country have ever been taught the simple, plain right and wrong of wars, or the plain principles of right and wrong, as Abraham Lincoln showed them and applied them in the Rebellion. Democracy, being a human brotherhood, must be controlled by plain principles of right and wrong, and the teacher in our schools must train the rising generation for self-government along these lines. If the teachers succeed in this task, democracy will not undertake such unjust wars as that undertaken by Germany in 1914, and the result will be permanent peace, through the rule of reason, and the domination of right over wrong, through international law and international courts."

In conclusion he wished the graduates well in this great work.

ADDRESS
CHARLES BEATTY ALEXANDER, LL. D., LITT. D.,
Regent of the University of the State of New York

Your Excellency, the Governor, Mr. Vice Chancellor, Mr. President, Mr. Chairman Willcox, members of the Board of Regents, the Faculty, the Graduating Class, Ladies and Gentlemen:—

After the very kind words which have been spoken to me by the Vice Chancellor, and the promise he has made as to the kind of speech which he expects me to make, you may imagine my feelings when I
think of the contrast between the promises of the Vice Chancellor and the reality of the performance.

When I was asked to come up here to-day, I did what all wise Regents do and "got up" the subject of Brockport Normal School, and to do this I studied that unique and invaluable work prepared by Deputy Commissioner Finegan, "Teacher Training Agencies"—"Historical Review of the Various Agencies of the State of New York employed in Training and Preparing Teachers for the Public Schools of the State." I found much to interest me in the history of Brockport. In the first place, I was struck with the fact that its first building had been built by the Baptists. This is true of many institutions of the country, and I was reminded of the time when I stopped at a town in the West and asked a man who was sitting on the porch of the hotel what denomination the church opposite was, and he said:—"She wor a Baptist, but they don't run her now." I was also much surprised at the fact that in 1869 the entire collection of the museum of the school consisted of a bushel of stones, "most of which were worthless and were thrown out the window." As Chairman of the Committee on Museums and Scientific Work of the Regents, I wish to say that at this time no stones are considered worthless, and that had the great Dr. Clarke, the head of our scientific work, been in the neighborhood, I am sure he would have shown the students the value, not only of those which were retained, but those which were thrown out the window. I do not suppose that the building in which these early stones were deposited was made of glass; otherwise the proverb might well be applied. I am wondering even now if these stones, which were doubtless indestructible, could be gathered by one of your classes in scientific research and restored to the museum, and then Dr. Clarke can come up here and explain their value.

Coming down later in its history, I was somewhat interested to see that this school was early in the field of the development of our agricultural resources; for in the same book I saw a picture of a beautiful lady student cultivating lettuce in the garden of the school. I hope you will go on in these charming agricultural pursuits.

It is not without great significance to me that the original money contributed for this school was raised here in the year after the close of the Civil War at a time when there was great lack of funds and times were poor; it is to the glory of the people of Brockport that they contributed in money and property about $106,000 at that time, and it gives good promise for the future to think that perhaps when the present war is over, the people of our State will turn to education and adequately develop it.

I heard with pleasure the Governor assure you that those who in this war are unable to serve in the fighting line, if they are faithful in the service of the cause, are entitled to equal praise with those at the front. This was the view taken by King David when he returned from the slaughter of the Amalakites. You remember that "certain men of Belial" insisted on depriving those who had not actually been in the
ADDRESS OF REGENT ALEXANDER

battle, of a share of the spoil, but David decided "as his part is that
goeth down to the battle, so shall his part be that tarryeth by the
stuff," and he made it a statute and an ordinance unto this day. When
you are serving in the Y. M. C. A. and Y. W. C. A. huts, in the play-
ground societies' work, in the canteen, in the base and field hospitals,
you can think of the words of King David and Governor Whitman.

I have been interested also in what has been said of the Governor's
part in this year's legislation. I am opposed to him in politics, while
those who have heretofore spoken are of his party and you may imagine
that they spoke with some prejudice; but I feel bound to say that the
Governor carried through more constructive legislation for the good
of the schools than has ever been done in any year by any Governor
of the past; and I may say that it probably exceeded what any ruler of
any country ever accomplished for education in the course of a year.
I allude particularly to the Township Bill and the City School Bill,
which have now become laws. I myself was in that fight, and the
powers of evil seemed to be arrayed against the bills, but the Governor
never flinched, facing political injury and attack, in his determination to
benefit the children and young people of the State.

I am delighted to see Dr. Willcox, Chairman of the Republican
National Committee, present to-day, and to learn that he is a graduate
of this institution. I have often wondered where the wonderful mathe-
matical powers of Republican National Committees were derived, and to-
day I was taken to the fountain head, where I gazed upon the room in
which the Chairman of the Republican National Committee learned his
arithmetic. This is not said in criticism of his arithmetic. I would say
to him that we too have mathematicians in our party.

Reference has been made to the Red Cross, and I rejoice to see
its emblem on many in this gathering. I do not care to think of its
adoption forty years ago having been suggested by simply transposing
the Swiss flag. The Red Cross, as a badge of service for suffering men,
has been in use for three centuries. There was a man named Camillus
de Lellis, who, on being released from a pest house in Rome, devoted
himself to suffering humanity, and he said of his followers: "They shall
wear a red cross upon their breasts to remind them of the sufferings of
our Lord Christ. This will give them strength and encouragement."
On the day dedicated to his memory, the 18th of July, in half the
Churches in Christendom, there is a celebration in his honor. At that
service, his favorite verse and motto is said or chanted. It is murmured
in the lazarettos of the East, the prison camps of Germany, the trenches
of Flanders. It is exemplified in the story of the heroes who may not
be wearing the red cross, but who have merited the Croix de Guerre
and the Victoria Cross, and whose lives may be ebbing away, from
wounds received in the defense of a comrade. Dear friends, as we give
faithful service in support of this war, we are each fulfilling its spirit
of sacrifice. It is this: "Greater love hath no man than this; that he
lay down his life for his friend."
ADDRESS

HON. THOMAS E. FINEGAN, LL. D.

Deputy Commissioner of Education

Governor Whitman, Mr. Chairman, Mr. Chancellor, Members of the Board of Regents, Members of the Local Board and of the Faculty, Members of the Graduating Class and Friends of the School:

Don't you sympathize with me at this time? Having heard such inspiring addresses from the Governor of the State, from the Chancellor of the University, from perhaps the most distinguished alumnus of this institution, and from two distinguished members of the Board of Regents, you should not have inflicted upon you an address from one who is just an ordinary worker in the Education Department. It requires some courage to follow men of the type you have already heard, and particularly after they have delivered such addresses as those to which you have just listened. One of the Regents had evidently carefully observed the program, and to add to my embarrassment, he asked me just a moment ago, if I could explain why the program had been arranged so that Miss Cummings should sing "The Wanderer" immediately after I had spoken. I tried to get a little comfort out of the thought that, in arranging the program, the names of two Regents were associated with my name in the same paragraph and even in the same kind of type immediately preceding this announcement but, after listening to the addresses which they have given, it is necessary to give some other explanation of the arrangement of this program.

I should like to point out to you young ladies, who constitute the great majority of this graduating class, the opportunities which the future holds for you. You heard Governor Whitman state this morning that, in his early career, he was a teacher. You heard the distinguished lawyer, an alumnus of this school who has brought honor to the institution for many years, state that he also was a teacher in his early days. The Chancellor of the University was a professor for a long period of time in one of the distinguished educational institutions of the State and one of the other Regents had his early experience as a teacher. I should like you to know that I also served as a teacher. There are great prospects ahead of you young people. If you are as faithful in your work as teachers as these men you have heard this morning have been, your class may become a notable one by furnishing to the State a governor, a chancellor, a public service commissioner, regents of the University, and even a deputy commissioner of education.

This is a great day for the Brockport State Normal School. I should even like to say that it is a red-letter day for your institution. I am, however, barred from using that expression here in the presence of the Board of Regents. That body has just officially authorized the issuance of a new English syllabus and, in their presence, all employees of the Education Department must conform to the standards of that syllabus in the language which they use. I may say therefore that this
is to be one of the conspicuous days in the history of this institution. It is a day on which public recognition is given to the fifty years of service which this school has rendered to the public school system of the State. During this period of time, this institution has graduated two thousand men and women who have entered the teaching service of the public schools. There have also been in attendance two thousand other young men and women, who for various reasons, were unable to complete their courses, but who took part of such courses, became teachers in the schools and rendered years of valuable service to the State. This is a fine record for one institution. The money expended for the maintenance of this normal school was a wise investment on the part of the State and it has yielded ample returns in the service which these four thousand men and women have rendered as teachers.

The service rendered by this institution to the State is not limited, however, to the men and women it has trained for the teaching profession. An examination of the records will show that many of its graduates, after teaching for some years, prepared for other work, entered the professions of law, medicine, or theology and attained eminent success in their respective professions.

But aside from all this, if no account were to be taken of the services rendered by these teachers and other eminent men in their professional life, the State could have well afforded to expend the funds which have been necessary for the maintenance of this school to educate and give to the State and to the Nation a man who has set such high standards in professional and official life and who has given such ideals to the political life of the Nation as those of your distinguished alumnus, Mr. Willcox.

You have heard several of the speakers state that the authorization of the establishment of this school was made in 1866 and that the institution has just rounded out fifty years of service. There is a reason why this school has just rounded out fifty years of service. It is not wholly a local reason and is not wholly associated with the work of the old academy. The authority for its organization was given in the year when the schools of the State were made absolutely free. The public school system was then to mean more for the State than ever before. Its work was to be developed and extended. The expansion of the school system created a demand for trained teachers, and four additional normal schools were established. The people of Brockport, as well as the State, are fortunate that one of these schools was located in this village. Public education was not in so high favor with all classes of people fifty years ago as it is to-day. There is something in our record of this matter which is rather humiliating now as we look back upon it. Only a few years before this school was organized, the people of the State voted upon the proposition as to whether or not the public schools of the State should be made free. It will be as surprising perhaps as it is humiliating for you to know that in forty-seven counties of the State, a majority of the voters registered themselves as opposed to free schools. With a voting population of a little
over four hundred thousand, one hundred eighty-three thousand men went to the polls and voted against the free school proposition. When we visualize the types of schools which are operated all through our State to-day, we can hardly understand how it was that so many of the people of that time should be opposed to the maintenance of free schools.

I want to contrast still further the state of the public mind on education to-day with that of fifty years ago. Within a dozen years after this institution had been established, a governor of the State sent a message to the Legislature in which he not only stated that normal schools were unnecessary and should be abolished but went so far as to say that it was an injustice to the taxpayers of the State to maintain free high schools. With the attitude of that governor, I wish to contrast the attitude of the governor who has addressed you this morning. No governor ever occupied the Executive Chamber of this State and no governor ever occupied the gubernatorial office in any State of the Union who has given executive approval to more important educational measures than Governor Whitman has during the three years which he has served as Governor of New York State. Any one of the great measures which he has approved would have made his administration remembered for generations by the educational leaders of the country; but when you consider the great number of far-reaching important educational measures which Governor Whitman not only approved but to which he gave his support while they were pending in the Legislature, and which could not have been enacted into law without his support, you will recognize that I have not over-stated the services which he has rendered to the public schools of the State and therefore to the nation itself. Let me briefly enumerate some of these measures, so that you may have a full appreciation of the truthfulness of what I have just said. Among the important measures approved by Governor Whitman were the following:

1. The Physical Training law enacted one year ago, which gives promise of great beneficial results to the people of the State within the next few years.

2. The teachers retirement law for the City of New York, which shows the personal interest which Governor Whitman has in the men and women who are engaged in the teaching service.

3. The two great companion acts,—the one known as the "township law" which reorganizes the rural school system of the State, and the other, "the city school law" which will effect a reorganization of the school system maintained in the cities of the State. Governor Whitman knew that the Constitution of the State which has been adopted by vote of the people made it the duty of the Legislature to provide for "a system of free common schools, wherein all the children of the State may be educated." His knowledge of law enabled him to interpret this provision of the Constitution as meaning that each boy and girl in the State was entitled to receive equal educational opportunities so far as might be possible. The enactment of these two laws will ef-
fect that result as nearly as any legislative acts are capable of effecting the same.

4. Laws providing for the enumeration of the mentally retarded children and the physically defective children, requiring the segregation of such children, and the establishment of courses of study adapted to their special needs.

5. Provision was made for additional compulsory attendance inspectors, for the proper enforcement of the compulsory attendance law, for additional medical inspectors and trained nurses, for the proper enforcement of the medical inspection law, and for the establishment of a bureau for the education of adult illiterates.

No governor who has served an American state can point to a greater record of educational legislation than Governor Whitman has to his credit during his service as Governor of our State.

In view of what Regent Moot so earnestly and truthfully stated, I feel constrained to say a word in relation to the salaries of members of the faculties of the state normal schools. Governor Whitman, one-fourth of all the members of the faculty of this institution resigned this year because they were offered larger salaries in high schools in cities and villages in this and adjoining states. Other normal schools are experiencing the same embarrassment. One member of this faculty was offered an increase of $250.00 to do similar work in a high school in a small city. She very properly accepted the place. The principal of the school asked me if I could recommend a teacher to fill the vacancy. I happened to know of a teacher, well qualified by training and experience to fill the position, and opened up negotiations with her. She expressed a desire to work in a state normal school. She was interested in the training of teachers and quite willing to come to Brockport. When requested to state the terms on which she would come, she said, "I will come at the same salary I am now receiving. I am now paid $1400.00 and my salary will be increased $100.00 next year." The negotiations closed right there as the State could offer her but $950.00 to fill the vacant position at Brockport.

We are not attempting, Governor Whitman, to prejudice you in this matter: we know how useless such action would be. We do, however, wish to present to you the bare, naked truths which were so clearly and forcibly stated by Regent Moot. We read in the papers nearly every day, and our public men upon all occasions state that, in the great impending crisis, democracy must be saved. But who is to save democracy? If democracy is to be saved, it must be done through the agencies pointed out by the Governor, Regent Moot and others. Democracy is to be saved through the education of the coming generations and the great instrumentality in the achievement of this result must be the teacher in the public schools. I have no fear, therefore, that a governor who has accomplished for public education what Governor Whitman has achieved, will be willing to retire from the office until he has accomplished the one great remaining step so vital to the successful administration of our vast school system,—the
establishment of a salary schedule for the normal institutions of the State which will enable those charged with the administration of such schools to select for the faculties of these normal schools the best-trained and the most successful teachers that may be found anywhere in our country.

ADDRESS

ARTHUR V. FAGAN

President of the Class of 1917

Mr. President, and Members of the Local Board of Managers:

On behalf of the class of 1917, it is my pleasant duty and privilege to present to the school at this time a gift in token of our appreciation of the advantages we have enjoyed here. In doing this, it has seemed to us best to continue the custom initiated seven years ago of placing an art glass window in our assembly hall. Each window is one of a series designed not only to beautify the hall but also to show something of the history of art, architecture and historic ornament. The window on the left, presented by the class of 1911, shows Greek architecture, that of 1912 is Egyptian, 1915, is Roman; of those on the right, 1913 is Moorish, 1914 Byzantine, 1916 Romanesque. The one we have chosen is likewise Byzantine. It represents the famous cathedral of St. Mark's at Venice, which was consecrated about 1094. Only a Ruskin can describe its beauty. He says there are "a multitude of pillars and white domes clustered into a long low pyramid of colored light." In the midst of a wealth of ornament, some of which is Gothic, are "the solemn forms of angels, sceptred and robed to the feet, and leaning to each other across the gates. In the broad archivols is a continuous chain of language and of life, and above these another range of glittering pinnacles mixed with white arches edged with scarlet flowers,—a confusion of delight, amidst which the breasts of the Greek horses are seen blazing in their breadth of golden strength, and the St. Mark's lion lifted on a blue field covered with stars."

Mr. President, it gives me great pleasure, speaking for the class of 1917, to present to you for the school this art glass window.

ADDRESS

HON. HENRY HARRISON

President of the Local Board of Managers

I congratulate the members of the class of 1917 on having completed their course in this school with credit to themselves and to the satisfaction of the faculty. I congratulate them on their good fortune in graduating this year, when we are celebrating our Fiftieth Anniversary, for they have the great and unusual honor of the presence of the Governor of our great State, the members of the State Board of Regents, the Deputy Commissioner of Public Education, and very many of our Alumni. As you look back on your life here, I am sure you will
ADDRESS OF THE PRESIDENT OF THE LOCAL BOARD

recall with much satisfaction and pride that your class was so signally honored. You are to be congratulated also on your choice of a class motto, which is particularly appropriate at this time. "One for all— all for one," carries with it the spirit of loyalty and mutual service—two things greatly needed at this crisis in our national life. While your motto was intended to apply to your class relations, I am sure you have it in your hearts and will make a broader application of it. The fact that young men of your class promptly responded to the President's call, and placed their names on the honor roll with those who were willing to fight for the principles and ideals for which our country has always stood, is sufficient evidence that you will not limit the application of your class motto. One of the dominant motives in the lives of right thinking men to-day is that of service—service to those with whom they associate, service to the communities in which they live, service to their state and their country. This idea, which has been slowly taking root in our national life, is growing rapidly in this time of strife and danger. There is a stronger tendency to-day, than ever before, in all relations of life, toward mutual helpfulness, towards the recognition of the rights of the "other fellow." We see it in professional life, in business life, in personal relations, and I believe in political life. The great weakness in our American citizenship is that while we are tenacious of our rights, and clamor loudly for them, too many of us have failed to realize that being an American citizen involves duties and obligations as well as rights.

The members of the Class of 1917 can render no better service to their country than, as they pass along to others the results of their training in this school, by impressing upon the minds of those committed to their charge this idea of service, together with that sense of the duties and obligations of citizenship which is the basis of true loyalty and true patriotism.

The custom started by the Class of 1911, and followed by each succeeding class, of presenting a memorial window to their Alma Mater, is very gratifying to the faculty and Local Board. It is an indication of the splendid spirit that exists in this school to-day and reflects credit upon students and faculty alike.

In this hour of separation we do not feel that you are severing relations with us; you are simply passing from the student class to the ranks of the Alumni, where you will find the same loyal spirit that exists in our student body. Our Alumni are loyal. While they are absorbed in active duties of life, we know that in their hearts is a deep and abiding affection for the "Old Lady" we all love so well.

Mr. Fagan, it is my privilege and very pleasant duty, in behalf of the Local Board, to accept the gift of this beautiful window as an expression of your affection for your Alma Mater. We will always cherish it in grateful memory of the class of 1917. I assure you that as you leave us to take up new work and new duties, you carry with you the best wishes of every member of the faculty and local board for your success and happiness.
On the site now covered by the Brockport State Normal School in the years 1830-1836 the Baptist Missionary Convention of the State of New York erected a stone building 60x100 feet in size, and four stories high. The land was given and a part of the money was contributed by Hiel Brockway in honor of whose family Brockport had been named. Mr. Brockway's gift was $1000 and six acres of land. The building cost about $20,000.00. It was intended to found a College and the building was used for this purpose for a short time, but the Convention failing to complete it, the design was abandoned. During the next few years two or three private schools were started and discontinued. In the first catalogue issued, it is stated that "In July 1841, a meeting of the citizens of Brockport was called to ascertain if it were not possible to make some use of this noble edifice. They succeeded in making a purchase of the property. Trustees were then appointed who repaired and completed the building, spending about $2000.00, and opened a school December 1, 1841." During the first term there were one hundred thirty students, four of whom are known to be living at the present time.

In February of the next year, 1842, the Brockport Collegiate Institute was incorporated by the Regents of the University of the State of New York. In the first catalogue, 1842, it was announced that "a teacher's class would be formed which would receive particular attention." This was the inception of the normal school in Brockport, if not in the State.

From the list of textbooks to be used, it is learned that Webster's Dictionary was then, as now, the prescribed authority of pronunciation in the school.

On April 2, 1854, the building was burned. The next day the trustees met and voted to rebuild immediately. Additional stock was offered for sale and every effort made to secure the necessary funds. Meantime the work of rebuilding was begun and pushed forward so vigorously that the school was reopened in November, 1855, though the building was far from completed. This structure consisted of a central part, 50x75 feet, four stories high, and two wings, each 40x75 feet, three stories high. It forms part of the present Normal School, that part in which are located the offices, the reception room, the music room, the library and the museum. It cost about $25,000.

The Collegiate Institute was for years the pride of the village; it flourished with various degrees of success; it was always a good school and well conducted, but financially it rarely afforded an adequate support to its managers. In 1866 it was virtually bankrupt. Its real estate was mortgaged to the extent of $10,000.00 and there was no money to pay the mortgage. It had been sold on an execution by the sheriff, and it seemed then that the school must be abandoned, for it was useless to ask the people to lift the debt by subscription, and no other adequate means was suggested.
At this time the Legislature passed the act establishing the new Normal Schools, authorizing proposals to be received by the commission appointed for that purpose from the corporate authorities of any village, or from the Board of Trustees of any academy, for their establishment. The trustees of the Collegiate Institute at once resolved to avail themselves of this privilege, and in conjunction with the village authorities, they presented the subject to the people for their consideration. The proposition was for the village to raise by taxation a sufficient sum, about $50,000.00, to pay off the encumbrance, and to enlarge the buildings by erecting wings to the same and to present it to the State for the purposes of a Normal School.

The subject was thoroughly discussed in all its bearings, and a bitter contest raged during the entire season. The friends of the school were ardent, enthusiastic, wide-awake, and thoroughly in earnest. Under the able leadership of Professor Malcom McVicar, at that time the Principal of the School, every effort was made to convince the people of the expediency of the proposed measure. It was submitted to the taxpayers for their votes, and carried by a handsome majority.

"If to some commons’ fenceless limits strayed,
He drives his flocks to pick the scanty blade,
Those fenceless fields the sons of wealth divide,
And even the bare-worn common is denied."

To the average High School student of to-day, Goldsmith’s complaint in behalf of the poor villagers, whom he considered cruelly wronged by the law compelling the sale of common grazing-grounds, voices a remote and shadowy grievance; yet not much more than fifty years ago, that very grievance was rankling in the hearts of the citizens of Brockport. Professor Lennon loved to tell how, when the campus was first taken over as state property, thriftily inclined Brockporters drove their cows there to pasture, considering it common grazing-ground, for, they argued, the State owns the Campus; we constitute the State; therefore, we own the Campus. The only objection to this beautifully logical conclusion was, that in accordance with early Victorian standards of female behaviour, the “young ladies” did so quake and tremble at sight of these ferocious bovine monsters that they preferred to forego the privileges of the Higher Education, rather than walk past the cows; so that on almost any school day morning, Professor Lennon might have been seen rescuing damsels in distress; and the thrifty villagers, on being asked to remove the offending cattle, declined; in fact, they consented to take them away only after lawsuits had been held, and some of the cows impounded. Times do change. To-day, from April till November, the campus is infested with fierce fiery monsters, puffing fire and smoke; yet there is not one single case recorded, where a young lady’s education has been interrupted by reason of her terror of the ferocious Ford.

Two additional wings were erected, each 50x80 feet, with three stories and a basement. In one of these is now the science depart-
ment and in the other is the drawing-room. The entire cost of the property to the village was $50,000. When it was given to the State, it was valued by the State engineer at $106,000.

The new south wing was used entirely for normal school work. On the first floor were five classrooms; on the second three, and three other rooms, designed respectively for apparatus, a museum and a chemical laboratory. There was, however, virtually no apparatus, either chemical or physical, and no collection. The third floor was undivided and was used as a study room, a classroom and a chapel. In the corresponding wing on the north, the training school occupied the basement and first floor; the academic department the second and third floors.

Few changes were necessary to adapt the old building to the new requirements. An office was fitted up where the Board room now is. Cloak rooms for the women of the faculty and for the normal students occupied the space now devoted to the music room. A narrow hall was opened through the central portion. The space on the east of this is now used as a reception room and Board room; that on the west was divided into two rooms—the south one, after a time, used as a society room by Gamma Sigma, the other for the same purpose by Arethusa. Professor William J. Milne had rooms where the present offices are; and Professor Burlingame, the rooms on the opposite side of the hall. Later Professor McLean and his family occupied all these rooms. All other portions of the building remained unchanged.

Originally all the stairways were of the spiral type. Four or five years after the opening of the Normal School these were replaced by straight flights with a landing in the middle. At first the entire building was heated by coal stoves, of which there were more than one hundred in use. In 1881 these were replaced by steam. The property was turned over to the State March 20, 1867, and Normal work was begun in the following April.

For several years the desirability of a new assembly room and a new training school had been recognized, but it was not until 1888 that definite plans were adopted and ground broken for a new building adjoining the north wing. This was completed in 1889. It contained an assembly hall, now the gymnasium, the training school and several classrooms, together with the necessary cloak rooms. The completion of this building was followed by radical changes. The old chapel was cut up into society and music rooms. A large chemical laboratory was fitted up on the first floor of the south wing, and the Philaletheans were given a society room. The north wing was fitted up as it is to-day. The old cloak rooms were converted into a reading room. All classes except those in science had rooms in the north end of the building.

In 1897 an appropriation was made and plans drawn for a gymnasium to be located south of the science department. This was abandoned and in 1900 the corner stone of the east building was laid and in 1902 the edifice was completed. This provided ample accom-
modation for the training school, together with a play room, a domestic science department and a large assembly hall.

In the meantime the State had ordered the dormitories closed, leaving a large amount of space, which it was decided to use for a library and other much needed rooms. In 1903 the library and Gamma Sigma rooms were removed to temporary quarters and a fine corridor constructed extending the whole length of the original building. The offices were enlarged and room obtained for a geographical laboratory. Two years later the second and third floors were remodeled. The library occupies the entire central part of the building, 50x75 feet, and the height of the second and third stories, the third floor having been removed. South of the library is a large museum; and north of it, a teachers' reading room and a seminar room. Above these are the Gamma Sigma and Philalethean society rooms. The rooms vacated by the intermediate department when the training school was removed to its present quarters are used for manual training, and the rooms under the gymnasium are fitted up as locker rooms, bath rooms, etc.

It only remains to state a little more specifically the changes which some parts have undergone: Four rooms have been occupied at different times as a chapel. For a short time after the opening of the Normal School, a room was used, a part of which is now the reception room. In September, 1867, the third floor of the south wing was ready for use. It was seated with double desks and the rostrum was at the west end. At Commencement the desks were replaced by wooden settees, some of which may still be seen in the gallery of the gymnasium. This was used for twenty-two years. In June 1889, the last rhetorical exercises were held here, a special program having been provided for the occasion, and the school bade farewell to a place endeared to very many. The Commencement exercises that year were held in the new hall. This was seated with opera chairs and was never used as a study hall. Thirteen years later, on the completion of the present hall, it was converted into a gymnasium.

At first the library was located in a part of the present corridor, just south of the statue of Demosthenes. It contained few volumes other than textbooks. In the early eighties a partition between it and the adjoining room was removed. The enlarged room was provided with new cases, a great improvement on the rude shelving which had been used. At this time several hundred volumes of miscellaneous books were added. This was the beginning of the present library, since which there has been a steady growth until at present there are more than fifteen thousand well selected volumes.

The museum has had a varied history. In 1869 the collection comprised about a bushel of stones, lying on the floor in one corner of the room said to be designed for a cabinet. Less than a half dozen of these were of any value—the rest were thrown out of the window. By the latter part of the seventies quite a collection had been gathered and a room on the first floor was fitted up for it. Two or three years later, this room was wanted for the library and the collection was re-
moved to a room adjoining the science lecture room. This was provided with suitable cases and here it remained for many years, gradually outgrowing its quarters. In 1906 it was placed in its present commodious room. The collection now contains more than ten thousand specimens accumulated with little expense to the State.

In the early days the classrooms were seated with wooden settees. The teacher's desk, when there was one, was of the most primitive form. The walls were bare. Every available space was utilized for blackboards. There was not a thermometer in the building, nor a picture in any part devoted to school work. And yet the school was as well equipped as most schools and much better than those from which a majority of the students had come.

LOCAL BOARD OF MANAGERS

The first Local Board, appointed by the Superintendent of Public Instruction, Hon. Victor M. Rice, consisted of the following members: Dr. M. B. Anderson, Hon. Jerome Fuller, Thomas Cornes, Henry Seymour, Augustus Brainerd, Byron E. Huntley, Daniel Holmes, Eliphalet Whitney, John A. Latta, Timothy Frye, J. Durand Decker, Joseph A. Tozier, and Elijah Chriswell. This board immediately organized and elected the following permanent officers: Jerome Fuller, President; Eliphalet Whitney, Vice President; Daniel Holmes, Secretary; and J. D. Decker, Treasurer. As originally organized the Board consisted of thirteen members. In 1871 the number was reduced by an act of the legislature to nine, and in 1872 by a like act two more were added, leaving the number eleven. Of the original members only the Secretary, Daniel Holmes remains. The service given by Mr. Holmes to the school has been most valuable. He was elected secretary of the board of trustees of the Collegiate Institute about 1854. In this capacity he served the institute and later the state normal school without any financial compensation whatever until November 1, 1899, when he was elected treasurer of the local board of managers. From this date an allowance of two hundred dollars a year was given him to pay the incidental expenses of his office as secretary and treasurer.

Following is a complete list of the members of the Local Board from the beginning, with the presidents:

PRESIDENTS OF LOCAL BOARD FROM BEGINNING

Jerome Fuller, 1867-1880
Dayton S. Morgan, 1882-1890
George H. Allen, 1891-1892
John D. Burns, 1897 March 1, 1917
Henry Harrison, March 1, 1917 to date

Eliphalet Whitney was chairman pro tem from beginning until his death
MEMBERS OF LOCAL BOARD FROM BEGINNING

Jerome Fuller, 1867-1880
Daniel Holmes, 1867 to date
J. Durand Decker, 1867-1891
Timothy Frye, 1867-1871
Henry W. Seymour, 1867-1874
Joseph A. Tozier, 1867-1894
Elijah C. Chriswell, 1867-1909
M. B. Anderson, 1867-1888
Thomas Cornes, 1867-1871
Augustus F. Brainerd, 1867-1878
Eliphalet Whitney, 1867-1900
Byron E. Huntley, 1867-1900
John A. Latta, 1867-1891
Aaron N. Braman, 1872-1883
Dayton S. Morgan, 1874-1890
George H. Allen, 1878-1892
John H. Kingsbury, 1880-1902
Edgar Benedict, 1885-1897
John D. Burns, 1888-1917
Horace Belden, 1892-1895
Thomas H. Dobson, 1892 to date
George B. Harmon, 1896-1910
Wilson H. Moore, 1897-1907
Edward Harrison, 1894-1916
Henry Harrison, 1891 to date
Henry S. Madden, 1891-1917
Alfred M. White, 1908 to date
Cuthbert P. Lane, 1917 to date
Dr. Horace J. Mann, 1917 to date
Gifford Morgan, 1917 to date
Mrs. Ida M. Gordon, 1917 to date
Mrs. Manley A. Shafer, 1917 to date

THE FACULTY

At the first meeting of the Local Board, March 22, 1867, Professor Malcom McVicar was elected Principal; Professor C. D. McLean, Mathematics; Professor Oliver Arey, Natural Sciences; Mrs. H. E. G. Arey, Preceptress, the Assistants being Miss Sarah M. Effner, Miss Lucy A. Mead and Miss Helen Roby; and in the Training School the following: Principal, not appointed; Assistant, Miss Lucena J. Grant; Object Teacher, Miss Sarah M. Haskell; Vocal Music, Miss Elizabeth S. Richmond; Drawing, Miss Martha Stark; Instrumental Music, Mrs. Fidelia Alling (later Mrs. Merritt); April 8, 1867, W. J. Milne was chosen Principal of the Academic Department and Professor of Ancient Languages, and on July 12, Miss M. J. Thompson was elected Teacher
of Primary Department; and Miss C. M. Chriswell, Teacher in Academic Department.

Following is a complete list of those who have served on the faculty of the school to the present time:

**PRINCIPALS**

Malcom McVicar, March 22, 1867—Dec. 23, 1867
Charles D. MacLean, Dec. 23, 1867—June, 1898
David Eugene Smith, June, 1898—June, 1901
Charles T. McFarlane, June, 1901—June, 1910
Alfred C. Thompson, June, 1910—

**SCIENCE DEPARTMENT**

Oliver Arey, March 22, 1867—Dec. 31, 1867
James H. Hoose, Dec. 31, 1867—July 13, 1869
William H. Lennon, Sept. 15, 1869—June, 1911. (Died March 8, 1913)
Charles O. Beaman, Sept. 1911—

**MATHEMATICS**

Charles D. MacLean, March 22, 1867—Dec. 23, 1867
When he was appointed to the principalship of the school in place of Principal McVicar, resigned.
Herman G. Burlingame, August 11, 1868—Feb. 19, 1891.
(This is the date of Professor Burlingame’s death; he had leave of absence for some time before his death).
Charles W. Smith, July 28, 1890 (temporarily)
At Professor Burlingame’s death Professor Smith was elected permanently. He resigned June, 1900.
Lambert L. Jackson, June, 1900—June, 1906
(During 1903-4 Professor Jackson had leave of absence when Mr. A. R. Taylor supplied his place).
William L. Vosburgh, June, 1906—Jan. 1913
Leon D. Taggart, Feb. 1913—June, 1913
Henry J. Lathrop, Sept. 1913—

**ANCIENT LANGUAGES**

William J. Milne, April 8, 1867—Sept. 4, 1871
(Also Principal of Academic Department).
Francis B. Palmer, Sept. 4, 1871—1878
(Transferred from principalship of training department).
J. F. Forbes, Nov. 4, 1878—June, 1885
Charles D. Seely, August 27, 1885—Died, May 22, 1915
Sherman M. Smith, June, 1915—

**PRECEPTRESS**

Mrs. H. E. G. Arey, March 22, 1867—April 15, 1868
(Teacher of Modern Languages and Composition).
THE FACULTY

Mrs. W. C. Sylla, April 15, 1868—Jan. 16, 1880
Miss Mary P. Rhoades, June 16, 1880—June, 1911

ASSISTANT IN MATHEMATICS

Miss Helen Roby, March 22, 1867—Sept. 4, 1871
Miss Jane E. Lowery, Sept. 4, 1871—Sept. 7, 1903
(Also assistant in Latin)
Miss Mary Lillas Richardson, Sept. 1903—June, 1904
Louise Glennie, September, 1904—September, 1905
when she was transferred to the position of assistant in English.
Frances L. W. Stiles, April 1, 1904—September, 1907
(Miss Stiles was transferred to this position from the training school which she entered as a teacher, April 1, 1904).
Also history.
Mary F. Coble, September, 1907—June, 1909
Latin and history only, mathematics dropped
Adelaide Lewis, September, 1912—
German and mathematics. French dropped.
Ruth K. Todd, September, 1909-1912.
Latin and history. (Transferred from training school September, 1906).

TEACHERS OF GRAMMAR AND ENGLISH

Lucy A. Mead, March 22, 1867—Sept. 29, 1868
C. Minerva Chriswell, October 26, 1868—November 20, 1898
Lucia E. Wood, 1898—September, 1900.
Emma Louise Reed, September, 1900—During year '01-'02
Bertha Brown, During year 1901-2—September 1904
Luella Townley, Sept: 1904—Sept. 1905
Louise Glennie, September, 1905—September, 1908
(Miss Glennie was transferred to this position from the department of Mathematics and Latin).
Alletta C. Edwards, September, 1908—
Claire Williams, September, 1911—
In place of Miss Edwards promoted.
Elizabeth M. Osborne, September, 1916—
Assistant English and Mathematics

MUSIC, INSTRUMENTAL

Mrs. F. C. Alling, March 23, 1867-1892

INSTRUMENTAL MUSIC AND FRENCH

Elizabeth B. Allen, June, 1894—June, 1905

FRENCH AND ASSISTANT GERMAN TEACHER

Alice Sinclair, September, 1905—April, 1906
Ruth E. Russam, April, 1906—June, 1909
Adelaide Lewis, September, 1909—June, 1912
French dropped and mathematics added
BROCKPORT STATE NORMAL SCHOOL

FRENCH AND LATIN
Helen F. Smith, September, 1912—June, 1917
Katherine M. Rowley, September, 1917—

GERMAN AND HISTORY
Flora C. Willsea, November 13, 1877—September, 1912
Elizabeth Briggs, September, 1912—
Transferred from Training School, Grade 6

SECRETARY AND LIBRARIAN
S. Janette Reynolds, 1892—
Miss Reynolds was Secretary only until 1894, when she was
appointed assistant Librarian also. In 1900 she gave up the
position of secretary to take that of librarian and teacher of
library science.

SECRETARY
Helen E. Kirby, 1900—January, 1903
Sarah L. Turner, January, 1903—June, 1903
Helen E. Kirby, reappointed, June, 1903—1911
Sarah A. Wygant, 1911-1912
Helen I. Mercer, September, 1912—

METHOD DEPARTMENT
Miss M. J. Thompson, March 28, 1867—June, 1894
Mrs. Sara D. Jenkins, June, 1894—June, 1895

DRAWING DEPARTMENT
Martha Stark, March 22, 1867 probably to Sept. 1868
Belle Randall, September 29, 1868—September 15, 1869
Fannie C. Barnett, September 15, 1869—August 27, 1885
Mary C. Norse, August 27, 1885—February 2, 1886
Alice M. Atwater, February 2, 1886—September, 1888.
Emiline A. Dunn, September 24, 1888—July 28, 1890
Miss Isabel Gilmore acted temporarily as teacher of drawing
during the latter part of Miss Dunn's term, as Miss Dunn had
leave of absence on account of health.
Bertha H. Coleman, 1890—1904
Miss Emma L. Randlett took Miss Coleman's place during the
school year, '92-'93 during her leave of absence for study in
Europe.
Elizabeth F. Palmer, 1904—June, 1910
Jean Corser, June, 1910—1912
May E. Marsden, March, 1912—1917
Alice Elois Yale, September, 1917

READING AND ELOCUTION
Sarah L. Kinne, February 21, 1868
(We have no means of knowing how long Miss Kinne held
the position; probably a few months). Miss Elizabeth Richmond of the Music Department took charge of this department with her own until the appointment of Clara J. Brown in 1890.

Clara J. Brown, August 8, 1890—June, 1892
(Also Assistant to the Preceptress).

Fanchon W. Smith, June, 1892—June, 1893
L. May Nash, June, 1893—June, 1900
Claire M. DeLano, June, 1900—June, 1903

Miss Edith Haddock took Miss Drew's position during a part of this time as Miss Drew had leave of absence on account of her health.

Minnie B. Bradford, June, 1903—June, 1904
Erminia Tucker, June, 1904—June, 1910

VOCAL MUSIC DEPARTMENT

Elizabeth S. Richmond, March 23, 1867—June, 1901
(During most of this time Miss Richmond also had charge of the reading and elocution).

Mrs. Harriet B. DeRevere, September, 1901—September, 1902

Edith V. Sharpe, September, 1902—September, 1908
Effie W. Wilson, September, 1908—June, 1909
Caroline E. Blodgett, September, 1909—June, 1912
Lillian A. Cummings, September, 1912—June, 1917
Marion E. Hebbard, September, 1917—

Sara M. Effner, March 22, 1867—June, 1896
Miss Effner also taught history and later French. Upon Miss Effner's resignation her work was divided up among the other teachers, except the French which was dropped from the course until the appointment of Miss Allen.

Alice L. Lennon, June, 1896—June, 1904
Miss Lennon was employed as assistant in Natural Science and English Literature; afterward science assistant alone.

Lloyd B. Tenny took Miss Lennon's place during her leave of absence (1900-01) while she was taking advanced work at Cornell University.

Hannah V. Harding, September, 1904—September, 1905
Miss Harding was then transferred to the Training Department which she left March, 1909

Anna I. Pope, June, 1905—June, 1907
Lois B. White, June, 1907—June, 1909
Nina M. Gage, September, 1909—February, 1913
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Bertha M. Kelsey, February, 1913—June, 1917
Ellen F. Watson, September, 1917

PHYSICAL CULTURE AND MANUAL TRAINING
Charles R. Bostwick, September, 1903—June, 1906
In 1904 Manual Training was introduced
Fred A. Belland, September, 1906—June, 1914
Herbert G. Salisbury, September, 1914—

ACADEMIC DEPARTMENT

MATHEMATICS AND COMMERCIAL DEPARTMENT
C. B. Fairchild, 1869—September, 1871
James Knox, September, 1871—February 3, 1873
Truman E. Burlingame, February 3, 1873—April, 1882
Henry E. Pease, April, 1882—June, 1882
(A temporary appointment)
Robert Simpson, Jr., September, 1882—June, 1884
(Also Principal of the Academic Department)
Arthur A. Tooley, June, 1884—June, 1903
(Also Principal of the Academic Department and later Physical culture for men)

PENMANSHIP—ACADEMIC DEPARTMENT
R. J. Gordon, June 29, 1868 until 1871 or 1872.
During a large part of this time this was included in the mathematical and commercial department.
When the high school took the place of the academy, Miss Elizabeth F. Palmer of the drawing department was given this subject.

FIRST ASSISTANT—ACADEMIC DEPARTMENT
Eliza J. Gates, January 7, 1871—November 6, 1871
Miss E. M. Jonson, November 6, 1871—November 13, 1877
Flora C. Willsea, November 13, 1877
Also teacher of German; afterward history in the normal department.

TRAINING DEPARTMENT
Dr. Francis B. Palmer, August 1, 1868—September 4, 1871
Principal of the Training Department
Sara A. Saunders, June 1895—September, 1911
Superintendent of the Training Department
Charles D. Cooper, September, 1911—
Superintendent of the Training Department
Lucena J. Grant, March 22, 1867—April 10, 1868
Assistant
Sarah M. Haskell, March 22, 1867—January 4, 1869
Object teacher
Miss M. J. Thompson, July 12, 1867—June, 1894
Head teacher of Primary Department until July 2, 1874 when she was appointed teacher of Methods and Critic in the Primary Department.
Clara Roby, April 10, 1868—July 2, 1874
Critic and Principal Primary Department in place of Miss Grant, resigned.
Mrs. Mary A. Cady, January 4, 1869—June, 1894
Critic and object teacher in place of Miss Haskell. July 28, 1873, she was promoted to the position of Critic and Teacher of Methods July, 1881, made Principal of the Intermediate Department.
Nellie L. Jones, September 4, 1871—July 28, 1873
Critic and Method teacher
Kate S. Brennan, November 6, 1871—July 28, 1873

**CRITIC PRIMARY DEPARTMENT**

Alice E. Brama, July 28, 1873—August 6, 1885
Critic, Primary Department in place of Miss Brennan resigned. July 27, 1873, Miss Brennan was promoted to the Principalship of the Primary Department.
Harriett Gillett, July 28, 1873—June, 1881
Critic in intermediate department in place of Mrs. Cady promoted.
July 2, 1874, Miss Gillett was promoted to Principalship of intermediate department in place of Miss Clara Roby, resigned
Stella Harris, July 27, 1874—June, 1881
Critic in Primary Department in place of Miss Branan promoted July, 1880, to Mrs. Cady's place as critic in intermediate department.
Mrs. R. A. Palmer, July 6, 1880
Left some time during same year. Critic in Primary Department in place of Miss Harris, promoted. After she left other Critics took her work for the rest of the year.
Mrs. Stella M. Cottrell (Miss Stella Harris) July 10, 1883—August 11, 1885
Reappointed critic in primary August 6, 1885, promoted to principalship of primary
Mrs. Louise C. Williams, August 6, 1885—June, 1900
Critic in Primary Department in place of Mrs. Cottrell, promoted. July 6th, 1891 promoted Principal of Primary Department.
Ellen F. Mason, August 21, 1886—June, 1891
Principal of Primary Department
L. Virginia Chappell, July 6, 1891—June, 1892
Critic in primary department
Josephine Twitchell, June, 1892—June, 1895
Critic in primary department

C. Leora Read, June, 1894—June, 1897
Principal Intermediate Department in Mrs. Cady's place

Mary O. White, June, 1881—June, 1902
Appointed assistant in Intermediate. June, 1897 appointed Principal of Intermediate.

Fannie L. Avery, June, 1895—June, 1904
Critic of Primary Department, June, 1902, Critic in grades three and four.

Eliza P. Knowles, June, 1897—Dec. 1906
Critic in intermediate department, June, 1902, Critic in grades seven and eight

Marion S. Coan, June, 1902—April 1, 1904
Ninth grade in High School.

Margery B. Loughran, June, 1900—June, 1903
Fifth and sixth grades

Virgilia Schmelz, June, 1900—April, 1904
First and second grades

Anna T. Bridgman, June, 1903—June, 1904
Fifth and Sixth grades

Mary F. Harrison, June, 1903—June, 1905
Grades, 9, 10, 11 in High School

Florence Gilliland, June, 1904—June, 1908
Grades 3 and 4

Ethelind Clapp, April, 1904—Spring of 1906
First and second grades

Martha Burnett, June, 1904—June, 1906
Fifth and Sixth Grades

Anna I. Pope, June, 1904—June, 1907
Critic and model teacher, High School, 1905, transferred to assistant in science department

Alice Sinclair, June, 1904—April, 1906
Critic and model teacher in High School. September, 1906, French and assistant German teacher

Frances L. W. Stiles, April 1, 1904—June, 1907
Critic and Model teacher in high school. Assistant in Latin and Mathematics. Sept. 1906

EIGHTH GRADE

Ruth K. Todd, June, 1906—1909
Transferred to High School Department

Catherine Cavanaugh, September, 1909—June, 1910
Laura T. Cooper, September, 1910—June, 1912
Mabel W. Vanderhook, September, 1912

SEVENTH GRADE

Mabel Vanderhook, September, 1907—June, 1912
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Angeline Finney, September, 1912—1915
Edith G. Hagen, 1915—

SIXTH GRADE
Hannah V. Harding, June, 1905—March, 1909
Elizabeth Briggs, June, 1910—November, 1911
Mary C. Thomas, November, 1911—February, 1913
Gertrude J. Nichols, February, 1913—

FIFTH GRADE
Mabel Wombough, June, 1906—February, 1912
Angeline Finney, February, 1912—June, 1912
Transferred to seventh grade
Anna I. Pease, September, 1912—May, 1914
Mary V. Rowley, September, 1914

FOURTH GRADE
Elta Loomis, January, 1908—June, 1908
Florence Blades, September, 1908—June, 1910
Transferred to sixth grade September, 1909
Eleanor B. Forman, September, 1909—June, 1910
Grace Strowger, September, 1910—April, 1912
Sabra M. Hayden, April, 1912—June, 1914
Ada E. Jones, September, 1914—June, 1916
Ora M. VanSlyke, September, 1916

THIRD GRADE
Lucy N. Tomkins, September, 1908—November, 1911
Amelia Wensel, November, 1911

SECOND GRADE
Jane A. Barnard, January, 1908—June, 1909
Second grade, domestic science and art. After June, 1908, only domestic science and art
Lillian L. Crafts, June, 1908,—June, 1910
May A. Williams, September, 1910—

FIRST GRADE
Amy F. Arey, June, 1906—June, 1910
Adelaide Crim, September, 1910—November, 1911
Lucy N. Tomkins, November, 1911—June, 1912
Transferred from third grade
Grace L. Neff, September, 1912

DOMESTIC SCIENCE AND ART
Jane A. Barnard, June, 1908—June, 1909
Margaret Barnard, September, 1909—June, 1910
Ida C. Wadsworth, September, 1910—November, 1912
Hilda Smith, November, 1912—June, 1917
Wilhelmine A. Lawton, September, 1917—
NUMBER OF GRADUATES

Since 1867, when this institution became a State Normal School, from the Normal Department there have been graduated 2086, from the old academic department 228, from the High School department since 1905, 183 (June 1917). Many of the graduates have attained eminent success, serving as principals, school commissioners, and city superintendents. Several are now district superintendents. Others have become distinguished in the ministry, law, medicine, engineering, journalism, and other professions. The alumni have been represented in the State legislature, and in diplomatic and other governmental positions. During its history the institution has contributed to the education of many more than its regular graduates.

The school has furnished to other normal schools of the State a large number of teachers. Dr. McVicar, the first Principal, assumed a similar position at the Potsdam Normal School; Dr. William J. Milne, the first Professor of Ancient Languages, was transferred to the Principalship of the Geneseo Normal School, and later to that of the Albany Normal College; Dr. John M. Milne, a student of this school of the class of 1871, became Principal of the Geneseo Normal School; Dr. F. D. Palmer, Professor of Ancient Languages and Vice-Principal, was made Principal of the Fredonia Normal School; Professor James H. Hoose, Professor of Natural Sciences, became Principal of the Cortland Normal School; Frank S. Capen, of the class of 1864, became Principal of the New Paltz Normal School; James M. Milne, of the class of 1872, became Principal of the Oneonta Normal School; Miss Helen Roby, Teacher of Mathematics, became preceptress at the Geneseo Normal School; Miss Lucy A. Mead, one of the first Assistants, assumed a similar position in Potsdam Normal School; Miss Gloria Bennett, of the class of 1872, became a teacher in the Geneseo Normal School; Andrew Y. Freeman, of the class of 1873, became Principal of the Training Department in the Fredonia Normal School; Miss Thankful M. Knight, of the class of 1875, became preceptress in the Plattsburg Normal School; Miss Jessie E. Hillman, of the class of 1878, became Principal of the Musical Department of the Fredonia Normal School; William C. Chriswell, class of 1892, became a teacher in the Potsdam Normal School; and Miss Mary E. Wilcox, class of 1897, became a teacher in the Geneseo Normal School. Probably there are others whose names are not recorded.

In common with the other normal schools of the state this normal school has a fine record of service. The class which the school graduated in June, 1914, was the largest the school has graduated in its entire history, which indicates an increasing usefulness to the State.