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DISCIPLINE.

The management and discipline of the school are committed, without formal rules, to the Principal, and to him all instructors and pupils are directly responsible. The Local Board have immediate control of all matters pertaining to the school, and will hold the Principal responsible for carrying out their instructions, and for the efficiency and good conduct of all departments. They announce this general principle as a guide for the Faculty and the students: *the deportment of the school in all departments and at all times must be such as becomes a school of teachers.*

The State Superintendent of Public Instruction is the official visitor of the school, and all done in it must be done with his sanction and to his approval.

TEXT BOOKS.

Such books will be used in the various branches of study as shall be adopted for use by the Board on consultation with the Principal, and those only.

Persons intending to enter the school are requested to communicate directly with the Principal, to whom all inquiries for further information should be addressed.

WILLIAM H. GREENE,
Secretary Local Board.

BUFFALO, N. Y., July 15th, 1871.

M. H. G.

C I R C U L A R

OF THE

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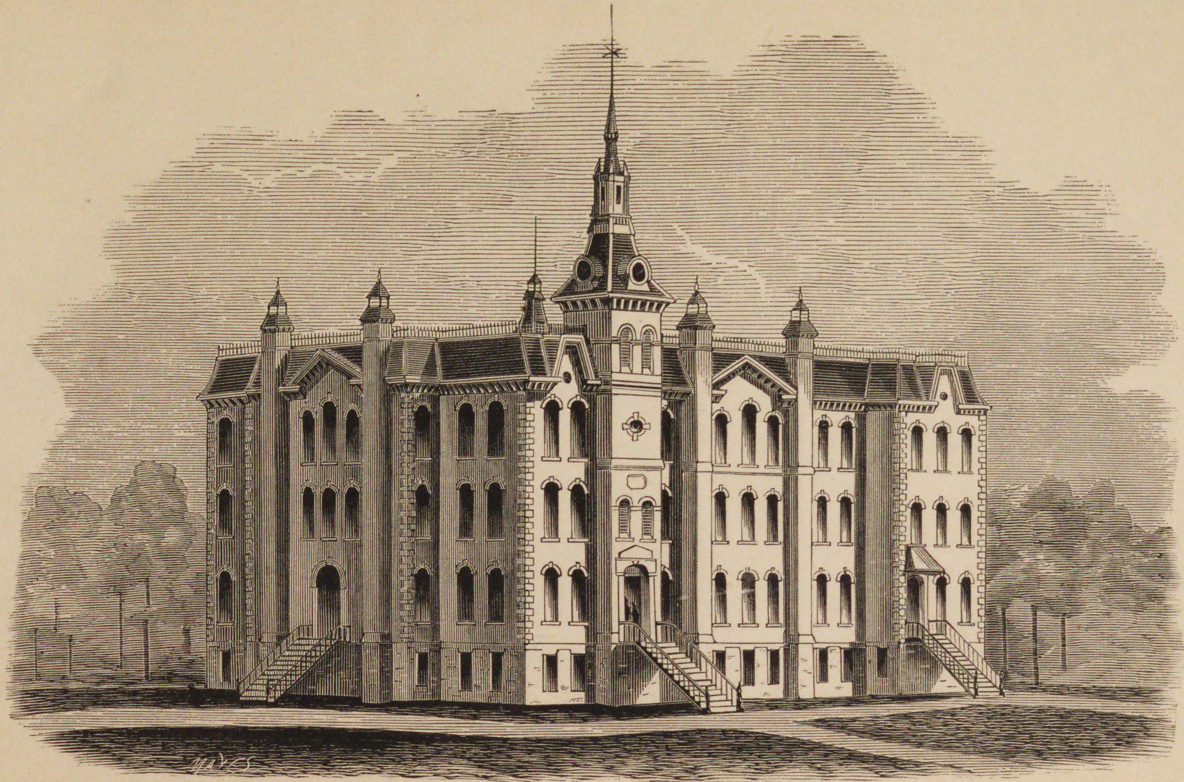
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C O L L E G E

A T B U F F A L O , N . Y .

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BUFFALO:
WARREN, JOHNSON & CO., PRINTERS.
Office of the Daily Courier, 197 Main Street.
1872.



BUFFALO STATE NORMAL SCHOOL AND COLLEGE.

CIRCULAR

STATE NORMAL SCHOOL

COLLEGE

AT BUFFALO, N. Y.

BUFFALO:

WARREN, JOHNSON & CO., PRINTERS

Office of the Press located at Main Street.

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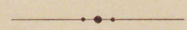
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STATE NORMAL SCHOOL

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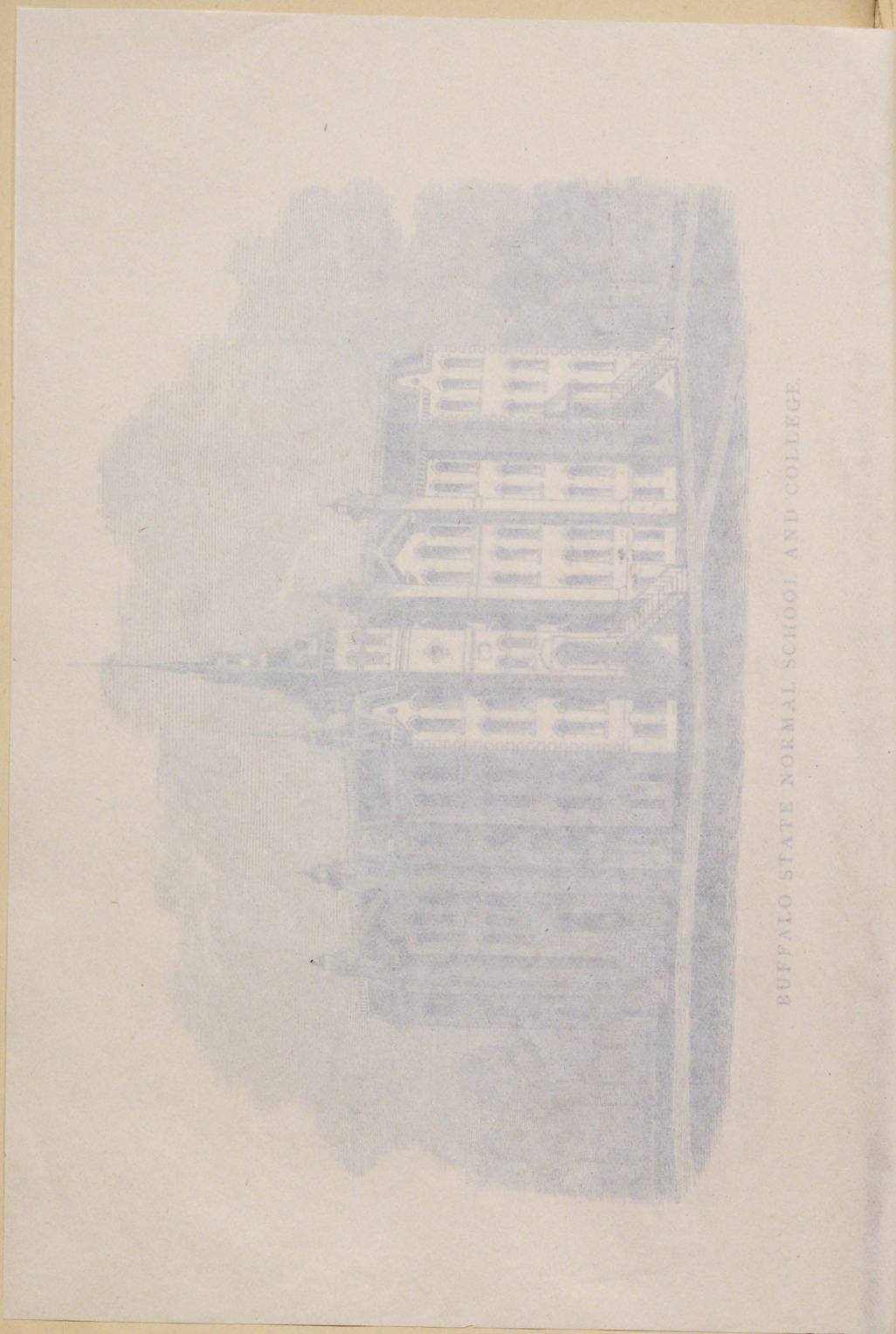
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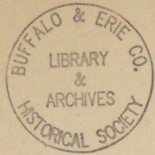
Office of the Daily Courier, 197 Main Street.

1872.



BUFFALO STATE NORMAL SCHOOL AND COLLEGE.

LD
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State Department of Public Instruction.

HON. ABRAM B. WEAVER, SUPERINTENDENT.
EDWARD DANFORTH, DEPUTY SUPT.

Local Board of Trustees.

NATHAN K. HALL, *Buffalo*, PRESIDENT.
WILLIAM H. GREENE, *Buffalo*, SECRETARY.
JOSEPH WARREN, *Buffalo*, TREASURER.
THOMAS F. ROCHESTER, *Buffalo*. FRANCIS H. ROOT, *Buffalo*.
GROVER CLEVELAND, *Buffalo*. ALBERT H. TRACY, *Buffalo*.
HENRY LAPP, M. D., *Clarence*. ALLEN POTTER, *East Hamburg*.

Executive Committee of the Board.

NATHAN K. HALL.
JOSEPH WARREN. WILLIAM H. GREENE.
THOMAS F. ROCHESTER. FRANCIS H. ROOT.

HENRY B. BUCKHAM, A. M. PRINCIPAL.

Faculty of Instruction.

HENRY B. BUCKHAM, A. M.,
English Language, Philosophy and Didactics.

WILLIAM B. WRIGHT, A. M.,
Ancient and Modern Languages.

CALVIN PATTERSON,
Pure and Applied Mathematics.

MARY J. HARMON,
Elocution, Rhetoric and Composition.

SARAH BOSTWICK,
Geography, and Elementary Methods.

CHARLES W. SYKES,
Vocal Music.

GEORGE HADLEY, M. D.,
Chemistry, Mineralogy and Geology.

DAVID S. KELLICOTT, B. S.,
Natural Philosophy, Physiology, etc.

LAURA G. LOVELL,
English and Mathematics.

SUSAN HOXIE,
Second General Assistant.

MARK M. MAYCOCK,
Penmanship and Drawing.

School of Practice.

FLORA E. CRANDALL,
First Grade.

ADA M. KENYON,
Second and Third Grades.

NELLIE E. WILLIAMS,
Third and Fourth Grades.

SUSAN HOXIE,
Fifth and Sixth Grades.

ISABELLA GIBSON,
Seventh and Eighth Grades.

MARY M. WILLIAMS,
Ninth and Tenth Grades.

State of New York,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, July 15th, 1871.

To School Commissioners and City Superintendents of Schools:

Your attention is respectfully invited to the following announcement of the Local Board of the State Normal and Training School at Buffalo.

The design of the school is to furnish competent teachers for the Public Schools of this State.

Each county is entitled to twice as many pupils as it has representatives in the Assembly. For the want of qualified candidates the quotas of some counties may not be filled, while the number of eligible applicants from other counties may be greater than their quotas. Therefore, you need not limit your recommendations to any prescribed number, but encourage worthy and aspiring young men and women, who are qualified, and intend to make teaching their vocation, to attend this school.

To gain admission to the school, pupils must be at least sixteen years of age, and must possess good health, good moral character, and average abilities. They must pass a fair examination in Reading, Spelling, Geography, and Arithmetic (as far as the roots), and be able to analyze and parse simple sentences.

All appointments for admission are made by the State Superintendent of Public Instruction, subject to the required examination, upon the recommendation of the several School Commissioners or City Superintendents of Schools, whose duty it is to use every reasonable means to secure the selection of suitable candidates.

It is suggested that you advertise where you will meet and examine applicants for appointment, at a time not later than fifteen days before the opening of the term. Recommendations should be made as early as practicable, and mailed promptly to the Superintendent of Public Instruction at Albany. Blank forms of recommendation, like the following, will be furnished on application:

FORM OF RECOMMENDATION.

To the Superintendent of Public Instruction:

..... hereby recommend as possessing the health, scholarship, mental ability, and moral character, requisite for an appointment to the State Normal and Training School at Buffalo.

(Date.)

..... } *School Com'r of County,*
..... } *or*
..... } *Sup't of Schools of*

I respectfully urge you to use all proper means to extend information in regard to this school, that young persons, who possess the requisite qualifications, may be induced to participate in its benefits. Your experience must bear witness that the greatest need of the Common Schools is the service of more teachers who are thoroughly qualified; and I confidently trust that you will give a cheerful and prompt response to this call for your official action.

ABRAM B. WEAVER, *Sup't of Public Instruction.*

CIRCULAR.

ORGANIZATION AND COURSES OF STUDY.

THE school is organized in two departments, a Normal and a Training School. In the Normal School regular courses of study are pursued, the theory of teaching is learned, and instruction is given in methods of teaching and in the management of schools. In the Training School pupils put into practice the principles of education they have learned, and have the opportunity of testing the value of these principles; of ascertaining, in a measure, their own capabilities, and of acquiring a little of that practical skill which comes only from experience, before they assume the direct responsibility of a school. This Training School is composed of a class of twenty pupils of each grade of the Public Schools of Buffalo, and is known by the name of "School of Practice." It is under the care of permanent teachers, who are approved by both the Normal Board and the Superintendent of the schools of the city. These permanent teachers are *critics of teaching* for the Normal pupils. The Public Schools of the city are, by arrangement with the Superintendent of Education, open to the graduating class of the Normal School, that the methods of instruction and discipline practiced in them may be carefully observed and compared with the theories learned in the Normal School. The Trustees regard this school, with all its accessories, as a very important part of the Normal School, as by this means theory and practice must reciprocally correct and perfect each other. They are happy to announce that the Superintendent of Education has cordially responded to the wishes of the Principal of the Normal School in the establishment and management of a School of Practice.

In order to graduation, pupils must have finished one of the courses of study given below, and must have taught in the School of Practice. The diploma of the school will testify to knowledge of subjects and to ability to teach and to control classes, and evidence of both these facts must be given here. The only exception to this will be in the case of those who may come from another Normal School in this State. Such pupils will be admitted to their standing in the school they leave on proper certificate of the Principal of that school. The Trustees are anxious to graduate competent teachers of thorough education rather than *many* teachers, and will, therefore, neither encourage nor permit any to graduate except those whom they may judge to be qualified in point of education and promising in point of "aptness to teach."

As announced in the "Prospectus," the Trustees desire to build up in connection with the school a Scientific and Collegiate Department. A course of study for the first year of these, together with subjects preparatory to each, is given below. Pupils will be received into the preparatory department or into the regular course at the beginning of the next term.

The reader is referred to the addresses made by Joseph Warren, Esq., and the Principal, at the formal opening of the school, and to the agreement with the City School Department, for a statement of the general purpose and spirit of the school as the Trustees desire it shall become. (See Appendix A.)

Tuition in the Normal Department is free, and text-books are furnished to students. In the other departments tuition is charged at the rate of fifteen dollars a quarter of ten weeks, bills not being made for less than that time.

SCIENTIFIC COURSE.

Students desiring to pursue this course will pass the entrance examination of the Normal course; that is, they must show a fair knowledge of grammar, arithmetic and geography, be able to read and spell with tolerable accuracy, and to write a good hand. The classes will recite, so far as it is convenient for them to do so, with the Normal classes, and they will take part in the same rhetorical, musical, and all general exercises of the school.

As already announced, the Trustees desire to establish in the end a scientific school of high grade. In order to this they are prepared to do the necessary elementary work, and now mark out such a course as they judge will meet present wants. They do not, therefore, present that given below as a full scientific course, properly so called, but as a beginning of such a course. They presume that many young men in Buffalo and the vicinity would avail themselves of such opportunities as are offered in it, and that some of them would go on to special and more advanced studies. They prefer to begin at the foundation instead of marking out an ideal plan at the start, and they promise to enlarge the scheme as circumstances shall justify.

They wish to call attention to the fact that the philosophical and chemical apparatus of the school is all new, is composed of articles good of their kind and all available for use in the class room. It is tolerably complete, and needed additions will be made. For surveying and engineering and other departments necessary instruments will be purchased as soon as any classes require them for use. They can confidently promise thorough practical instruction in all the branches indicated in the scheme of studies.

It must be understood, however, that they do not invite young students to come with the notion of choosing their own studies and of being made skilled engineers, chemists, &c., without patient labor, or without the fundamental studies on which scientific pursuits must be based. Students must enter the course, if need be, at the beginning of the preparatory studies, and will be required to master the subjects they pass over, going from one to another by regular examination.

COLLEGIATE COURSE.

The same general remarks apply to this as to the preceding. In order to enter the preparatory classes the same examination will be passed as in the Normal and the Scientific classes. Students will then go on to such part of the following scheme of studies as a further examination may show them to be prepared for.

COURSES OF STUDY.

(A.) NORMAL COURSES.					CLASSICAL COURSE.					(C.) SCIENTIFIC COURSE.				
ELEMENTARY ENGLISH COURSE.					YEAR I.					PREPARATORY SUBJECTS.				
YEAR I.					YEAR II.					YEAR I.				
YEAR II.					YEAR III.					YEAR II.				
Half Terms of Ten weeks each.					Half Terms of Ten weeks each.					Half Terms of Ten weeks each.				
1 2 3 4					1 2 3 4					1 2 3 4				
Arithmetic.....	+	+	+		Algebra.....	+	+	+		Arithmetic.....	+	+	+	
Grammar and Analysis.....	+	+	+		Geometry and Plane Trigonometry.....	+	+	+		Geography.....	+	+		
Geography.....	+	+			Harkness' First Latin Book and Cæsar.....	+	+	+	+	History of the United States.....	+	+	+	+
History of United States.....	+	+			Rhetoric and Composition.....	+	+			English Grammar or German.....	+	+	+	+
Reading.....	+	+			General History.....	+	+			Reading.....	+	+		
Spelling and Composition.....	+	+			Civil Government.....	+				Spelling and Composition.....	+	+		
Linear Drawing.....	+	+			YEAR II.					Linear Drawing.....	+	+		
Botany.....	+	+			Natural Philosophy.....	+	+			Penmanship.....	+			
Physiology and Zoology.....	+	+			Chemistry.....	+	+			YEAR II.				
Vocal Music.....	+	+			Astronomy.....	+	+			Algebra.....	+	+	+	
YEAR II.					Latin Grammar and Virgil.....	+	+	+		Geometry.....	+	+		
Philosophy of Education.....	+	+			First Greek Book.....	+	+			Book-keeping.....	+			
School Economy.....	+	+			Greek Grammar and Xenophon.....	+	+			Civil Government.....	+			
School Law.....	+	+			YEAR III.					Elementary Natural Philosophy.....	+	+		
School Hygiene.....	+	+			Cicero.....	+	+			Elementary Chemistry.....	+	+		
Methods of giving Object Lessons.....	+	+			Xenophon.....	+	+			German, or General History and Literature.....	+	+	+	+
Methods of Teaching Elementary Subjects.....	+	+			*Philosophy of Education.....	+	+							
Teaching in School of Practice.....	+	+			*Elementary and Higher Methods.....	+	+							
Model Lessons with Normal Classes.....	+	+			*Teaching in School of Practice.....	+	+							
Visiting Schools.....	+	+			Mineralogy and Geology.....	+	+							

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(A.) ADVANCED ENGLISH COURSE.					(B.) COLLEGIATE COURSE.					(C.) SUBJECTS OF THE FIRST YEAR.				
YEAR I.					SUBJECTS OF THE FIRST YEAR.					SUBJECTS OF THE FIRST YEAR.				
YEAR II.					SUBJECTS OF THE FIRST YEAR.					SUBJECTS OF THE FIRST YEAR.				
Half Terms of Ten weeks each.					Half Terms of Ten weeks each.					Half Terms of Ten weeks each.				
1 2 3 4					1 2 3 4					1 2 3 4				
Algebra.....	+	+	+		Arnold's Prose Composition and Livy.....	+	+	+	+	Geometry.....	+			
Geometry and Plane Trigonometry.....	+	+	+		Herodotus.....	+	+			Trigonometry.....	+	+		
Natural Philosophy.....	+	+			Odyssey.....	+	+			Land Surveying.....	+			
Chemistry.....	+	+			Algebra.....	+	+			Mensuration.....	+			
Composition and Rhetoric.....	+	+			Geometry and Trigonometry.....	+	+			Mechanics.....	+	+	+	
General History.....	+	+			Rhetoric and Composition.....	+	+			Perspective Drawing.....	+			
Civil Government.....	+	+			Roman History.....	+	+			Drawing from Models.....	+	+	+	
Astronomy.....	+	+			Grecian History.....	+	+			Physiology and Zoology.....	+	+		
Perspective Drawing.....	+	+			NOTES.—The Classical Course is the preparatory course for the Collegiate Department except that for the subjects marked * the study of Latin and Greek will be continued through the year, and any needed reviews of the subjects of the elementary course will be made.					Botany.....	+	+		
Vocal Music.....	+	+			German may be substituted for Greek in this course.									
YEAR II.					Compositions, Declamations and Selected Readings for the Public Rhetorical Exercises will be required from all the Classes in turn.									
Philosophy of Education.....	+	+												
School Economy.....	+	+												
School Law.....	+	+												
School Hygiene.....	+	+												
Methods of giving Object Lessons.....	+	+												
Methods of Teaching Elementary Subjects.....	+	+												
Methods of Teaching Advanced Subjects.....	+	+												
Teaching in School of Practice.....	+	+												
Model Lessons with Normal Classes.....	+	+												
Visiting Schools.....	+	+												
Mineralogy and Geology.....	+	+												
Moral Philosophy.....	+	+												
General Literature.....	+	+												

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ADMISSION.

To the Normal Department.—Candidates must procure from a Commissioner of Schools or City Superintendent the recommendation given on page 4.

These are forwarded to the Hon. A. B. WEAVER, Superintendent of Public Instruction, by whom all appointments are made. Candidates are subject to such examination, on their arrival at the school, as the Faculty shall direct. A fair knowledge of the common studies will not fail to secure admission, but the Normal School cannot undertake to do any considerable part of the work of the Grammar School of the city or the mixed school of the country. These appointments hold good till the desired course of study is completed. Students are not expected to join the school with the intention of remaining less than a full term, and they may return at any time to finish the course of instruction. It is very much to the advantage of the Student to be present on the first day of the term, but pupils will be received at any time if they can, with profit to themselves, join the classes already formed.

To the Scientific and other Departments.—Candidates must present proper discharges or certificates if they come from other schools; must present, when required to do so, satisfactory evidence of good character and proper motives in entering the school, and must pass such examination as the Faculty shall direct.

Students in all departments alike will be under such general regulations as the Faculty shall deem necessary, and will be in all respects on equal footing. It is expected further that all who enter the school will pursue one or other of the prescribed courses of study.

METHODS OF INSTRUCTION.

Every recitation and exercise in a Normal School should be a model for the pupil who is to become a teacher. It will be the aim of each instructor to do his work in the best possible manner, rather than do it in any unvarying or prescribed way. No one method, such as that commonly called the objective method, or that which goes by the name of the topical method, is adopted exclusively. It

will be the constant aim of the instructor to improve upon himself and to teach in such a way that the observant pupil cannot fail of learning something of method in each exercise, and in such a spirit that the sympathetic student must be encouraged and stimulated to do his best. In addition to this, attention will be paid to the following points:

Posture in the class.

Courtesy of manner among the pupils and between the teacher and the pupil.

Correct use of language.

Promptness, energy and neatness in all that is done and said.

Sharpness and politeness of criticism.

Cultivation of a feeling of individual responsibility on the part of each pupil.

Examinations will occur every five weeks on the parts of subjects passed over during that time, and at the end of each term or half year, on the entire subject. These examinations, together with the daily recitations, will determine the classification and the standing of the student. They will be in writing, except that the examinations of the graduating class may be, in part, oral.

DISCIPLINE.

The management and discipline of the school are committed, without formal rules, to the Principal, and to him all instructors and pupils are directly responsible. The Local Board have immediate control of all matters pertaining to the school, and will hold the Principal responsible for carrying out their instructions, and for the efficiency and good conduct of all departments. They announce this general principle as a guide for the Faculty and the students; *the deportment of the school in all departments and at all times must be such as becomes a school of teachers.*

The State Superintendent of Public Instruction is the official visitor of the school, and all done in it must be done with his sanction and to his approval.

In accordance with the principles stated in above extract from the Prospectus of the school, the attention of those who propose to enter the Normal School is directed to these particulars.

Students should come with the definite purpose of preparing to be teachers, and should remember that this purpose can be accomplished only by *personal diligence and fidelity*.

They should remember, too, that the *State* has claims upon them; that the *State* expects them to do their duty; that the *State* does not intend to offer the advantages of its Normal Schools to any but to the honest, the earnest and the faithful; that while the *State* has work for, and offers to educate, thousands who will be teachers of its children, it does not invite to them nor desire in them *one* indolent, frivolous, incompetent young man or young woman.

Irregularity of attendance should not be tolerated in such a school. Tardiness should be a thing unknown. Neither personal convenience, nor disinclination, nor any of the excuses which must so often be accepted from boys and girls, should even be presented by a Normal pupil as a reason for absence or for neglect to prepare a lesson. It should be a point of honor to leave no work undone for other cause than illness.

The student in such a school cannot be governed by formal rules. He must refrain from all that is disorderly though it is not forbidden, and he must do all that is right though it is not required by a rule. The interests and the honor of the school are *his*, as much as they are the Principal's or the Professor's. He must be trusted in the class room, in the school room, everywhere, without being watched and reported, and in order to this he must be trustworthy.

In short, the disposition and the conduct of every Normal pupil ought to be such that all the strength and all the skill of the instructors can be used for better purposes than in detecting and punishing delinquents.

BOARD.

A plan is on foot to erect a Boarding Hall on the school lot, in which rooms and board will be furnished at cost. In the meantime, students not resident in Buffalo will board in private families under regulations established by the Principal. Arrangements will be made beforehand for as many as send their application for admission, and some member of the Faculty will be charged with the duty of giving all needed assistance to the student on his arrival.

TERMS AND CALENDAR.

The school is divided into two terms of twenty weeks each, and these are, for convenience, subdivided into half-terms of ten weeks each.

1872.

January 30, Tuesday, first term ends.

Vacation of two weeks.

February 14, Wednesday, second term begins.

July 2, Tuesday, second term ends.

Vacation of nine weeks.

September 4, Wednesday, first term begins.

Recess of one week at Christmas.

1873.

January 28, Tuesday, first term ends.

Vacation of two weeks.

February 12, Wednesday, second term begins.

June 30, Tuesday, second term ends.

TEXT BOOKS.

Such books will be used in the various branches of study as shall be adopted for use by the Board on consultation with the Principal, and those only.

Persons intending to enter the school are requested to communicate directly with the Principal, to whom all inquiries for further information should be addressed.

WILLIAM H. GREENE,
Secretary Local Board.

BUFFALO, N. Y., January 15th, 1872.

APPENDIX "A."

Addresses of Joseph Warren, Esq., and of the Principal, at the formal opening of the School, October 25, 1871.

MR. WARREN'S ADDRESS.

The duty which the Board of Managers has assigned me is simply to state, for the information of the students of this institution and the public, the general theory upon which it has been organized. So far as the Normal Department is concerned, little explanation is required. The State of New York makes the education of teachers a part of its public economy, for the double reason that the perpetuity of republican institutions depends upon the intelligence and virtue of the masses of the people, and that the education of children is a surer and cheaper preventive of vice and crime than the conviction and punishment of criminals. The State studies the welfare of society, not the culture of individuals, and as a means to this end it has established and maintains schools for the better training of teachers, as the general government supports military and naval academies that the army and navy may be ably officered in time of war. The course of study prescribed for these schools is one limited in its scope, for it has the single purpose of developing only so much of intellectual power, and imparting such a knowledge of specific branches as will best enable the student to become a successful teacher of the public school. But with the present scope of public school instruction and the constant tendency to extend still further its range of studies, the education of the teacher approximates more and more closely to the education of the scholar. The State demands that instruction be thorough and exact; that it be elemental rather than comprehensive and complete; that the teacher shall know how to instruct the child, if he does not know how to investigate and to decide and to act for himself. In thus providing for the discipline of the men and women of the next generation the State discharges the full measure of its duty, and the steady improvement of the public schools, under the guidance of more carefully educated teachers, demonstrates the wisdom of a policy that has almost ceased to have an opponent.

The State has established one of its Normal Schools here, and the Board of Managers, with the approval of the Department of Education, propose to add to it a Collegiate and Scientific Department. It has been the aim of the Board to so organize these departments as to meet the educational wants of the city and county, and yet to have this institution work in perfect harmony with and supplement existing schools and seminaries. It is the plan to carry on a course of study from the point at which the normal classes will graduate to the point which will entitle the student to the degree of Bachelor of Arts, or of Science. In this course it is

not intended to copy from any existing school or college, nor to make the education to be acquired here a mere introduction to business, but to combine the time-honored study of the ancient classics and pure mathematics with such branches having more direct relation to practical pursuits as shall help to fit the student for the work of his life, while it shall not detract from the solidity and thoroughness of his scholarship. English classics may, to some extent, take the place of ancient classics; the modern languages will be introduced with the ancient; in short, the study of language will be thorough and practical. The various branches of physics will receive a large share of attention, and will be taught in such a way as to make the student an original investigator, and to prepare him to do practical work in the different employments in which a knowledge of science is necessary. The Principal and his assistants are working out this scheme in its details, and it is the opinion of the Board that it can be carried into successful operation. The City of Buffalo and the County of Erie have given a large sum of money for the erection of this building, and it is believed that their return for it will be found in the facilities this institution will afford its youth for a liberal education at a moderate tuition. The teachers of the Normal School have been so selected with reference to their ability to instruct in the other departments, and they are now ready to form preparatory classes, as the development of this part of the plan must be a work of time. The *curriculum* for the collegiate and scientific departments will be published as soon as it is perfected.

It is proper to state, in this connection, that this plan of the School has received the sanction of the Rev. Doctors Armstrong and Allen, principals of the Normal Schools at Fredonia and Albany; of the Superintendent of Education, and of the most experienced teachers of the public schools of this city; of Prof. Briggs, and other instructors of private schools, and, in fact, of all the friends of education in the city, who have been consulted by the Board. It has been the universal expression that there is room for such a school in Buffalo, and need of it. The Normal course of study will form an admirable preparation for the more extended courses, and the Board has the fullest confidence that this distinctive feature of the School will prove attractive and exert an important influence in the Normal School itself. At present there are one hundred and eighty pupils in the training school, and sixty students in the Normal and Collegiate departments. The teachers are gentlemen and ladies of the highest qualifications, who have entered upon their duties with zeal and the determination to deserve success. They will not fail to win the confidence of their students and the public, and to establish a reputation for this institution of which they and the citizens of our beautiful city may well be proud.

MR. BUCKHAM'S ADDRESS.

In the few minutes allotted to me on this occasion, I shall attempt to set forth the *Idea of a Normal School*, and to do this by discussing, briefly, some of the characteristics of such a school, indicating in this way the result we, who are appointed teachers, desire to secure.

Primarily and technically, Normal Schools are established for the education and the training of teachers of Public Schools. If now we keep in mind the fact that our Public School system contemplates and provides for instruction not simply in

the rudiments of knowledge—reading, spelling, writing and first operations in numbers—but also for all the education which an intelligent freeman will need, in many cases preparing the pupil for the university, the professional school, and for the employments of business in its higher walks; nay, embracing within its actual provision, if not within the terms of the law establishing the system, even the college and the school of special science; if we keep in mind this far-reaching purpose, and inquire what teachers need in order to efficient work in the various grades of schools, we shall touch bottom in this matter, and discover the true idea of a Normal School.

As a first requirement to be met, the school aims to make its students *scholars*. In order to genuine teaching there must be genuine scholarship, and this irrespective of the grade of school. The difference between the scholarship required of the Professor in the highest school and that needed in the school for beginners, lies more in the extent to which subjects are to be pursued, and in the fact that they are teachers of *special* subjects, than it does in the degree of clearness with which truth is perceived and in the zeal and skill with which it is communicated to others. Indeed, much of the time in the higher schools is spent in correcting the errors and in complementing the imperfections of early instruction. The teacher of the district school can no more teach by simply telling the child what has been told him, than can the professor of special science. Both need, and need equally, to be *masters* of what they impart to others. They need to know, of a surety, that they may enforce and apply without suspicion or fear.

There is no time to discuss what kinds of learning a teacher should have, nor how he may become a scholar instead of being a smatterer or a pedant. I can best indicate the nature of the learning which the teacher needs, by saying it must be *personal* knowledge; it must be *his*—not the property of the books he has borrowed it from, nor the teachers who have guided his studies. It must be *his own*; he must be more than a medium for its transmission; more than a voice to give it utterance; more than a receiver, to discharge from as occasion may require. He must so have it as part of himself, that every giving forth of it shall be unconsciously but decidedly modified by his own habits of thought, and his own additions to it. Whatever he acquires must be made over in his own mind before he can satisfy himself in its communication to others. He cannot be a parrot, to repeat to others what he has heard, and, as is generally the case with an attempt to *say* what the ear alone has caught, to report it in so distorted a way that it is hardly recognized as the same. He cannot be an imitator. He must investigate as an independent inquirer. He must sift and assort and select the material he will incorporate into his mental being. He cannot rest till he has seen the truth on all sides, separated the accidental from the essential, traced it from its beginning to its relations and consequences. In short, what he acquires he needs to make a *personal* possession, and because personal, permanent and available for all uses.

All good schools aim at just this, and in so far as they do it, they are preparing students to be teachers. And it is better, far better, that our teachers should be sought among those who have been made scholars in this sense and have done nothing more to prepare for teaching than that they be sought among those who, without this, without anything like this, even looking upon this as an unnecessary encumbrance, if not a positive hindrance, rely upon the methods and the prescriptions and the devices which have been furnished to them ready made. When these

latter essay the task of setting the learner's mind at work in the right direction, it is painfully apparent that the machinery is inadequate to the result; and one, who with intelligent eye observes the laborious and fruitless turning of the crank, is tempted to say, "Sir, the well is deep and thou hast nothing to draw with."

But, as a rule, people do not see this matter in this light till they have formed the definite purpose of themselves becoming teachers, or till they have passed beyond the possibility of a return to rudiments. Then their eyes open to the truth that the common subjects of study in which they took, and rightly took, a high standing in the grammar school, have not been mastered, need to be reviewed with this thought continually in mind: "I am to teach this to others; I must be sure that no one point is left obscure; I must know how to explain and how to apply; I must be a scholar now, investigating subjects, and no longer a school girl, learning set tasks." These subjects, whether called high or low, become the substance of the teacher's acquisitions; they are valuable in themselves, not simply for the purpose of general discipline to bear fruit elsewhere, but because they are to be of immediate and daily use. And this it is—this conscious hunger of the mind—this studying for a definite purpose—this eagerness to know more and to know it aright, and to know how to use it aright—that make teaching in a Normal School the most pleasant of all teaching and the most fruitful too; while at the same time, it adds proportionate force to the claim on those who instruct in such a school to do choice work. And this it is, in part, that makes it desirable to join with the normal classes other classes that they may catch this spirit and be inspired by this example. If students come from the different schools with this preparation, without the need of this review, it would still be best that they should study other subjects in this way, that their scholarship may be liberal enough to satisfy the needs of higher schools. For the more of this the better; there can be no danger of a surfeit of learning, acquired in such a spirit, to be used in such a way. The teacher ought to surround himself with this atmosphere of learning, so deep, so full, that it will support his life for many a year.

As a second requisite to be met, the teacher needs to know what education is, where it is to begin and to what end it is to be directed. The value of it, what it does for the child; the means, how the child is to be fitted for his place in the world; the result in intelligence and in the character of the man; these are elements in the Normal School work. The nature and faculties of the child; how this subject of study contributes to taste, and that to fullness of information; one to clearness of reasoning, another to quickness of perception, and another to the actual practical needs of every-day life; wherein and how much the child is better in body or in mind, is more likely to be trustworthy, is to become a better citizen and a better neighbor by and by, as well as to be a more orderly pupil now, by reason of the restraints to be imposed upon him and of the discipline by which he is to be exercised; these things challenge and receive his thoughtful attention. If there is a philosophy of education whose principles ought to underlie his teaching and his governing, which may furnish him with a safe rule for all he does in school, which may save him from blundering experiments and blind groping after the right way, then ought he to learn and ought the school to teach that philosophy. His plan of work, the order and sequence of subjects, the distinctive purpose of each, together with all the appliances, which if properly directed may secure a love of study, may stimulate mental activity, may so balance and complement defects and excellences

in each particular pupil as to produce symmetry in the result, are not left to be things of chance or caprice, incoherent and unrelated parts of no system, but they are a study beforehand, if haply the *student* may find a basis and starting point for the *teacher*, and if, being found, it may be the source of strength and harmony in all his work. If it be settled that education is an apprenticeship to business, that boys and girls are to learn only what will make them sharp men and women, then his plans and efforts will be of one sort; and if it be settled that education is putting the child into possession and use of his faculties, is making a man of the child and not a clerk or a mechanic; that education is, in a word, *education*, then his plan and his efforts will be of another and of a very different sort.

And he will extend this inquiry beyond the demands of a merely intellectual education, and will consider whether his duty as teacher does not embrace, also, the formation of a good character in every pupil. So he will need to ask how truthfulness can be strengthened, how a proper sense of personal honor and of personal obligation can be cultivated, how a child can acquire self-control, how he can be taught to love goodness and truth and beauty. He must learn to consider the force of his own example, and to exercise that sympathy with the pupil without which he cannot move him to good. If this is a legitimate extension of his duty—and he will ask whether it is, or whether his responsibility rests with the grammar and the arithmetic—he will find here a wide field for the most judicious inquiry. He will find duties facing him which may well make him serious; duties whose importance and extent will make him feel it no light thing to offer himself as guide and example to youth. And if he can in any way, in any degree, prepare himself for the better discharge of these duties; if he can save his first schools from the ill effects of thoughtlessness on his part, or of undervaluing this education, or of crude theories and hap-hazard trials, he will certainly be put in the way of avoiding the most serious mistakes to which a young teacher is liable—the almost fatal mistake of putting acquisition before character, and the other mistake of inconsiderate tampering with the most delicate and the most difficult part of his work. Could we find a way to make teachers really aware of the power they have in this regard; could we make them know and feel the infinite importance of right dealing with the child's moral nature—right in judgment, in sympathy, in tact, in perseverance—and then could we so train them as to be ever shining lights in the path of those they lead in the perilous days of youth and early manhood, and yet not trench at all on what lies beyond their legitimate domain; could we set these lessons before them in “thoughts that breathe and words that burn” so that they *must* feel their force and be compelled to act wisely in this matter, our work would become the noblest work men do—the marrying of high intelligence with pure character.

If to these considerations we add a third, viz.: that the teacher needs and may make good use of methods of instruction and management, we shall have come near to an analysis of the idea of a Normal School. But this must *follow* the other two; they are not a groove cut for a machine to run in; they are a fitting outgrowth of the principles in which alone they can have their germ. The learning and a sound theory of education first; then an application of them to the work to be done. An acquaintance with the material and the tools, a sagacious forecasting of the result to be striven for, and then an earnest inquiry *how those* can be made to produce *this*. There is a way in which most children will best acquire a knowledge of a given subject; there is an explanation which will satisfy most children's demand for expla-

nation; there is a natural order of presentation to which children most readily respond; there is a natural order of development of faculties which the teacher should recognize and follow; there is a way of instructing and of managing, which has been found to produce better results than some other way; judicious counsel may be given in the course best to be pursued in given circumstances; probable difficulties and not improbable mistakes may be pointed out and provided for; the ordinary facts and accidents of a beginner's work may be indicated; the pupil teacher may be furnished with detailed instructions for setting out together with general principles to guide him all the way; a knowledge of legal rights and duties may be imparted; and this will be of great benefit to the young teacher. How to use his learning to the best advantage; how to practice the principles investigated; how to make all, knowledge and theory, tell upon the school; in short, how to make him *practically* master of the situation; that is the finishing stroke of the work. This may be acquired, as in the case of very many it has been acquired, by actual work in the school room, but that work will soonest produce good results, if the question *how* follows the questions *what and why*. Some much more readily imitate or invent methods than others, but all need some instruction. They are to be taught cautiously, but are a helpful part of the teacher's outfit; they are to be used as a guide, but not to be blindly followed; to be challenged, to be improved, and to be modified to meet new conditions in the school, and to meet fresh accessions of knowledge and of power in himself; but are far better to begin with than the guess or the impulse of the moment when he needs them. He may have them, but they are to be his servants, not his master; and though derived in the first instance from the instructor, and practiced, perhaps, just as he gave them and under his immediate criticism, they are more and more to be his own in the manner and in the variety of their presentation, while they do not deviate from the principles out of which they were first deduced.

Such, in brief, is the idea of a Normal School, and such are the characteristics which ought to attach to such a school. We aim to make *scholars* of our students, and *teachers* of our scholars, and to set before both teacher and student a high ideal of excellence in character as well as in attainments. We mean they shall know subjects, shall investigate the principles on which good teaching proceeds, and shall apply these principles to the actual work of teaching in our school of practice. We mean that our students shall bring to the work of life cultivated intellects, well-considered theories of school management and instruction, the results of some study of the child to be educated, as well as of the value and the marks of a good education. And we mean this not alone for the mixed district school, or for the lower grades of city schools, but also, if the public will give us their confidence, starting from this basis, we mean to make teachers for the highest grade of schools and to send out educated men and women into other departments of labor, who shall illustrate the excellence of such a system of instruction by their application of its results in various liberal pursuits. We hope to do this; and by the degree in which we do it, we ask to be judged. And our witnesses shall be our students; not those who come for a little time and escape out of our hands before we have been able to set our mark upon them, but those who will stay long enough to earn our diploma.

We, who are set to teach here, undertake this work, as I trust, in no petty spirit of personal vanity, and with no trifling conceit of superiority over other schools, or of needless rivalry with them. We address ourselves to it as a serious task in a

serious spirit. We see that we must work if we would succeed; we accept the necessity of doing much elementary work, of being judicious in our plans and persistent in our efforts. Puffed up with no pride of professional merit or of State patronage, we yet begin this work with much determination and with some hope of doing it well. If we make this a Christian school, of service to the community and to the State, if we do our work in the fear of God and for the benefit of man, why should we not claim recognition at the start and aid all the way? Therefore, trusting for and asking for the sympathy and the co-operation of all teachers in other schools, and expecting and inviting criticism, we also hope we shall meet the opposition of but few, and the obloquy of none. We acknowledge freely that we have to win our spurs on this field, and we say plainly that we mean to win them. Give us time, friends, and such help as any competent workers must always have, and then judge us by our fruits. We can ask for no better or kinder treatment.

Allow me, in closing, one word in another direction. We miss to-day two who would have rejoiced to be with us. With one of them the project of a Normal School on this spot was a long cherished project. He would have thought this a happy day; he would have looked with a feeling of triumph at this company of pupils and at these friends gathered to celebrate the opening of this school, which is in some sense *his* school, and I am sure would have given us a hearty God speed. We will at least express in this public manner the gratitude due from us to JESSE KETCHUM.

When I first came to Buffalo on the errand of this school, it was my good fortune to make the acquaintance, and, as I think I may say, to gain the confidence of the President of the Board. And since the beautiful spring day when he was stricken down I have sadly missed his counsel and encouragement. My short acquaintance with the man was long enough to make me love him. I had hoped much personally from his friendship, and much for the school from his wisdom. I had hoped to welcome him here during these first weeks as an almost daily visitor, and I know that my associates would have shared my admiration of his gentleness of character, and his Christian culture, and would have reaped the benefit of his great interest in this school. He, too, would have been glad to be here to-day; but he is not. And we gladly pay this our tribute to the memory and the many virtues of Judge SKINNER.

Memorandum of Agreement between Trustees of Normal School and Department of Education of City of Buffalo, for the establishment of a School of Practice, in connection with Normal School.

1. A class of twenty pupils of each grade, exclusive of those in the Central School, to be sent to the Normal School by the City Superintendent; suitable rooms, properly furnished, to be provided for the same without cost to the city.
2. Course of study, text-books, examination, promotions, &c., to be the same as in the corresponding grades in the other schools, subject to such modifications as shall be approved by the City Superintendent.
3. Four teachers (ladies), to be paid by the city; to be nominated by the Normal Board, and appointed by the City Superintendent, to the permanent care and government of these classes; the teaching to be done by the Training Classes of the Normal School, so far as the Principal shall direct, and under the constant inspection of the proper officer of the Normal School; the permanent teachers, with others assigned to this duty, to be "critics of teaching."
4. The Principal of the Normal School to be Principal of this school; the permanent teachers to be responsible directly to him, and the school to be subject to the general regulations of the Normal School.
5. Pupils not to come from other schools to this, nor to leave this for other schools unless properly transferred.
6. The Public Schools of the city to be open at proper times as schools of observation for the Training Class in the Normal School, and, as such, to be visited by them under proper regulations, to be established by the Normal Principal and the City Superintendent.
7. Practical difficulties in the working of this plan to be adjusted by the Normal Principal and the City Superintendent, and modifications of it to be approved by the Normal Board and Department of Education of the City.

APPENDIX "B."

NAMES AND ADDRESSES OF PUPILS

Who have been in attendance at the State Normal School at Buffalo, during the half-year beginning September 13th, 1871, and ending January 30th, 1872.

Names.	Post-Office Addresses.	Counties.
Delia J. Abbey,	Buffalo,	Erie.
Rosa L. Annowski,	Buffalo,	Erie.
Jennie E. Barker,	Buffalo,	Erie.
Agnes H. Barnes,	Buffalo,	Erie.
Ella F. Beckwith,	Fairville,	Wayne.
Minnie B. Blair,	Castle Creek,	Broome.
Adelaide I. Briggs,	Buffalo,	Erie.
Alice E. Brooks,	Buffalo,	Erie.
Jennie M. Carter,	Eden,	Erie.
Minnie E. Cole,	Willink,	Erie.
Adelaide M. Colegrove,	Sardinia,	Erie.
Mary Coon,	Buffalo,	Erie.
Sarah E. Cooper,	Buffalo,	Erie.
Abbie B. Cutler,	Holland,	Erie.
Emma E. Cutting,	Buffalo,	Erie.
Louise Daniels,	Buffalo,	Erie.
Maria G. Evers,	Buffalo,	Erie.
Fanny L. Gilbert,	Buffalo,	Erie.
Sarah A. Gonder,	Buffalo,	Erie.
Jessie Hall,	Marilla,	Erie.
Belle M. Hanscom,	Buffalo,	Erie.
Emma H. Himelsbach,	Buffalo,	Erie.
Addie E. Howell,	Buffalo,	Erie.
Anna L. Howell,	Buffalo,	Erie.
Mary A. Howell,	Buffalo,	Erie.
Anna L. Jones,	Buffalo,	Erie.
Helen C. Kennedy,	Buffalo,	Erie.
Julia E. Krake,	Alden,	Erie.

Names.	Post-Office Addresses.	Counties.
Emma Krettner,	Buffalo,	Erie.
Hattie La Grange,	Union,	Broome.
Lavinia M. Lanyon,	Buffalo,	Erie.
Louise M. Lapey,	Buffalo,	Erie.
Sarah M. Lapp,	Buffalo,	Erie.
Addie B. Latta,	Buffalo,	Erie.
Emma Lockrow,	Buffalo,	Erie.
Ella A. Marlette,	Niagara Falls,	Niagara.
Ella F. May,	Buffalo,	Erie.
Mary C. McKee,	Buffalo,	Erie.
Marion McKinlay,	Buffalo,	Erie.
Hester A. McMillen,	Buffalo,	Erie.
Anna M. Moore,	Buffalo,	Erie.
Emma C. Moore,	Buffalo,	Erie.
Eliza P. Myrick,	Buffalo,	Erie.
Anna M. Oyer,	Buffalo,	Erie.
Clara E. Oyer,	Buffalo,	Erie.
Carrie E. Parker,	East Clarence,	Erie.
Eliza L. Parker,	Buffalo,	Erie.
Martha H. Parks,	Town Line,	Erie.
Edith G. Parsons,	Buffalo,	Erie.
Libbie Patten,	Buffalo,	Erie.
Jennie R. Pearce,	Buffalo,	Erie.
Mattie K. Pierce,	Buffalo,	Erie.
Ella M. Polley,	Panama,	Chautauqua.
Rebecca J. Robb,	Buffalo,	Erie.
Hattie E. Roberts,	Buffalo,	Erie.
Elzora M. Safford,	Buffalo,	Erie.
Annie A. Seaman,	Buffalo,	Erie.
Jennie E. Seaman,	Buffalo,	Erie.
Louise A. Spencer,	Buffalo,	Erie.
Nellie E. Strong,	West Seneca,	Erie.
Flora Thomas,	Buffalo,	Erie.
Lillie B. Thorpe,	Nunda,	Livingston.
Kate S. Treat,	Buffalo,	Erie.
Anna R. Van Buren,	Buffalo,	Erie.
Julia A. Voas,	Buffalo,	Erie.
Louise Volckman,	Buffalo,	Erie.
Fanny S. Ware,	Niagara Falls,	Niagara.
Mariam Ward,	Buffalo,	Erie.
Anna E. Weeks,	Buffalo,	Erie.
Mary A. Whipple,	Westfield,	Chautauqua.
Ida Willis,	Buffalo,	Erie.
Mary E. Wood,	Bowmansville,	Erie.
Alice Young,	Williamsville,	Erie.

Names.	Post-Office Addresses.	Counties.
Harry T. Buttolph,	Buffalo,	Erie.
Richard D. Gazlay,	Buffalo,	Erie.
Harry K. Gridley,	Buffalo,	Erie.
William N. Halbert,	Buffalo,	Erie.
Warren E. Hunt,	East Clarence,	Erie.
George A. Maycock,	Buffalo,	Erie.
James P. McDonough,	Buffalo,	Erie.
Charles E. Pollard,	Darien Centre,	Genesec.
Eugene E. Polley,	Panama,	Chautauqua.
William H. Prentice,	East Aurova,	Erie.
William H. Rice,	Buffalo,	Erie.

STUDENTS IN PREPARATORY CLASSES.

Frank J. Alberger,	Buffalo,	Erie.
William B. Cutler,	Buffalo,	Erie.
James O. Davis,	Buffalo,	Erie.
Henry H. Nash,	Buffalo,	Erie.
S. Harris Peek,	Willink,	Erie.
Nathaniel Rochester,	Buffalo,	Erie.
Byron T. Page,	Buffalo,	Erie.
Merritt P. Torrey,	Buffalo,	Erie.
Charles Thom,	Buffalo,	Erie.

Normal School,	84
Preparatory Students,	9
School of Practice,	184
Total,	277