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of Mrs. Thurston } *M.H.S.*
Buffalo May 29, 1894

CIRCULAR

OF THE

STATE NORMAL SCHOOL

AND

COLLEGE

AT BUFFALO, N. Y.

BUFFALO HISTORICAL SOCIETY.

LD
3848
.B83
A2
1873

BUFFALO:
WARREN, JOHNSON & CO., PRINTERS.

Office of the Daily Courier, 197 Main Street.

1873.

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1873

CIRCULAR

OF THE

STATE NORMAL SCHOOL

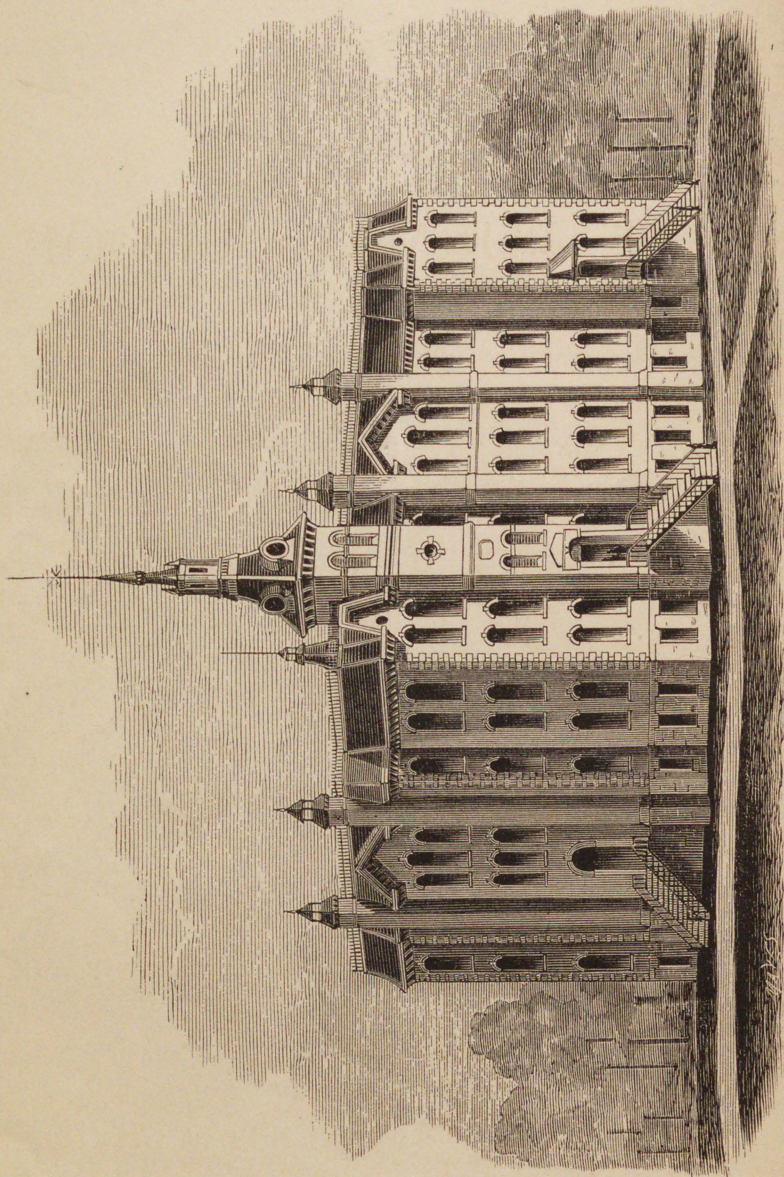
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COLLEGE

AT BUFFALO, N. Y.

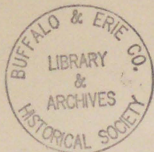
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1873.



BUFFALO STATE NORMAL SCHOOL AND COLLEGE.

LD
3848
B83
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State Department of Public Instruction.

HON. ABRAM B. WEAVER, SUPERINTENDENT.
EDWARD DANFORTH, DEPUTY SUP'T.

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, *Eastburgh*.

Executive Committee of the Board.

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JOSEPH WARREN. WILLIAM H. GREENE.
THOMAS F. ROCHESTER. FRANCIS H. ROOT.

HENRY B. BUCKHAM, A. M., PRINCIPAL.

Faculty of Instruction.

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

DAVID S. KELLCOTT, M. S.,
Natural Science.

JAMES H. KENNEDY, A. M.,
Pure and Applied Mathematics.

MARK M. MAYCOCK,
Penmanship and Drawing.

Vocal Music.

GEORGE HADLEY, M. D.,
Lecturer in Chemistry and Mineralogy.

MARY WRIGHT,
Critic and Teacher of Elementary Methods.

MARY J. HARMON,
Elocution, Rhetoric and Composition.

MARY W. HUNT,
Grammar and History.

SUSAN HOXIE,
General Assistant.

School of Practice.

FLORA E. CRANDALL,
First Grade.

ADA M. KENYON,
Second and Third Grades.

ISABELLA GIBSON,
Fourth and Fifth Grades.

CLARA E. FIELD,
Sixth and Seventh Grades.

EMILY DANIELS,
Eighth, Ninth and Tenth Grades.

State of New York,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, July 15th, 1873.

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.

HISTORY AND CONDITION OF THE SCHOOL.

THE State Normal School at Buffalo opened on the thirteenth of September, 1871, with *sixty-six* pupils in attendance, *fifty-five* of whom were in the school at the close of the past year. During the first year its numbers increased to *ninety-four*, and during the second year the number was *two hundred and three*. The total number of Normal students from the beginning has been *two hundred and fifty*. In this number are not reckoned the few who, for various reasons, have been in the school a week or two only. There have already been admitted, at a special examination for entrance, *forty-five* pupils for the coming year; and *one hundred and fifteen* of those now in attendance expect to remain in the school. So far as numbers are concerned, the Local Board are quite satisfied with the growth and present condition and prospects of the school.

A large majority of the students from the outset have been residents of Buffalo. This was to have been expected, and will, doubtless, continue to be the case. We hope the number from other counties will increase, but Erie county alone needs as many school teachers as would keep our school full for some time to come. While the school is open to all, we especially desire to educate teachers for our own city and county.

The students in the school have been, as a whole, younger than those in the other Normal Schools of the State. The pressure upon us to receive girls at a younger age than sixteen years has been so great that we have felt ourselves obliged to ask for some modification of the regulation in this respect. This has been granted to the extent of allowing those who were leaving the Grammar Schools of

the city to come to the Normal School at the beginning of the year, if they would be sixteen not later than the first of December following. A school is so much judged by its numbers, and so many a little under age have applied for admission, that this step has seemed justifiable. It has given the school a more youthful appearance and character than we could have wished, but was, in our judgment, best in the circumstances in which we found ourselves. It will be necessary, of course, that such students remain in the school for a longer time. We hope this will, in the end, give even better results than if they should be compelled to attend other schools for a time. At any rate, though we receive young girls as students, we shall not graduate them as teachers.

We have also felt justified in allowing some whose entrance examination was not quite satisfactory to remain in the school. A full corps of teachers was of necessity engaged, and it seemed best that the time of such teachers should be fully occupied, and that all who honestly desired the advantages of a Normal School should have such advantages, if they were, in any reasonable degree, prepared to profit by them. The standard of admission is left with the Local Board, and it will be kept as high as shall seem wise to us. The Principal has been directed to make it higher for the present year. Our policy has been, and will be, to make the most of the means at our command, rather than to set up a lofty ideal and *wait* till the average candidate for the office of teacher comes up to it. The public may be assured that our standard of admission will be high enough to be a stimulus to pupils, and not so high as to drive from us those whose abilities are greater than their previous opportunities have been.

The general character and spirit of the students have been commendable. A few have shown that they had misunderstood what a course of training for teaching implied, but the great majority have been conscientious and faithful students. They have cheerfully complied with such regulations as have been found necessary, and have readily aided in carrying out the central principles of our school government—that *good conduct and diligence in study are for the student's interest*, and that *the students, individually, must of them-*

selves, and without continual watching and reporting, make the school collectively what it should be in these respects.

The names and post-office addresses of students are given in Appendix "A."

ADMISSION TO THE SCHOOL AND ITS PRIVILEGES.

The school is open to all applicants—residents of the State—of proper age and qualifications.

Appointments to the school must in all cases be made by the State Superintendent of Public Instruction, and on the recommendation of a School Commissioner or City Superintendent of Schools. This recommendation should be obtained before applying for admission. The required age is *sixteen* years, and *all* candidates are subject to preliminary examination at the school. This examination embraces the elements of all the common branches. It is designed to ascertain whether applicants are sufficiently advanced to justify the school in undertaking their education with reference to teaching. It is required of all who enter the school that they do so with the definite purpose of teaching. To make sure of this, candidates on passing the examination will sign the following pledge:

"We, the undersigned, having received appointments to the State Normal School at Buffalo, hereby declare, (1) that our purpose in entering the school is to prepare ourselves for teaching; and (2) that it is our intention, as we acknowledge it to be our duty, to teach in the schools of the State for a reasonable length of time."

A further and more extended examination will be required of those who desire to enter advanced classes, and this examination must embrace all the subjects given in the elementary course.

When once admitted to the school, students are entitled to its advantages till they have finished any of its courses of study. Tuition is free, and the necessary text-books are supplied without charge, except for unreasonable wear. It is not required that students shall finish the course without leaving the school for a time if circumstances make it necessary, but it is very desirable to finish, at least, the work of a year without interruption. The school can be responsible only for *graduates*, though we shall be glad to assist, as far as is proper, all who attend it.

GRADUATION.

As announced at the opening of the school, we have not been in haste to send out many graduates. None were graduated at the end of the first year. At the close of the second year, *twenty-two* received the diploma of the school. Of these, one had completed the Classical Course, four the Advanced English Course, and seventeen the Elementary Course. Five of them finished their studies and practice at the end of the first term, and three of them at once found employment. The number in the next class, so far as at present ascertained, will be: From the Elementary Course, twenty-five, and from the Advanced English and Classical Courses, twenty.

The Jesse Ketchum prize medal of the first class was awarded to Miss Alice Young, of Williamsville, and that of the second class to Miss Louise Daniels, of Buffalo. Honorable mention was made of Miss Eleanor Koine, of Buffalo, and of Miss Ellen Brown, of Binghamton, as standing next in order of merit in the class.

The Address of the Principal to the class is given in Appendix "B."

ORGANIZATION AND COURSES OF STUDY.

There are two departments in the school: The Normal School, for the study of Subjects and of Theories of Teaching; and the School of Practice.

The plan of work comprises the following particulars:

1. *A thorough education in subjects of study.* Three courses of study are arranged: an Elementary, an Advanced English and a Classical. Students of ordinary ability can finish the first in one year, the second or the third in two years.

2. *A thorough study of the theory of teaching.* This is intended to embrace the philosophy of education, methods of instruction, principles of government, and, in short, *all* that the teacher can learn outside of the school he is to teach. This, for such as have finished one or other of the courses of study—and no others can be admitted to it—requires one full term, or half year.

3. *Practice under criticism in the training school for another full term.* The school of practice is organized so as to represent the

system of graded schools of the city of Buffalo. The students have the opportunity of teaching classes of different grades as well as of observing the management and instruction of a well ordered system of schools. During this term, students recite in class but once, or at most twice, a day.

No encouragement can be given to any to spend less time than a full year in the professional work of the school. Students can be admitted to this class only at the beginning of a year, and cannot receive a diploma without doing the full work of the year, except in the most peculiar circumstances. These announcements are made from the conviction that the teacher *needs* this work and *all* of it; and all who come to the school are urged to make it part of their plan to take this last year's course in full.

The Board wish to say in the most emphatic manner, that a thorough knowledge of common subjects, that is, of subjects taught in every school and needed by every child who goes to school, is indispensable to every student passing beyond the first year of the Elementary Course. This work must be done well if a student never goes beyond it. Our duty to the common schools makes this imperative, and it is also best, in all respects, for the students. Scarcely any pupil in a grammar school or a select school or an ungraded school of the country, learns these subjects as a teacher needs to know them. While we desire that all should take our advanced course of study, it is a point of honor as well as of good policy with us, that all shall be masters of the rudiments of an English education. A *good* graduate from the Elementary Course is held in higher esteem and is worth more to the State, than an indifferent one from the other courses. The inquiry, then, when students enter the school or at the close of terms, will not be whether a student is able to "keep up" with a class in Algebra or Chemistry, but whether he *knows* all the branches of a common education. Students must be willing to curb their ambition for what they regard as advanced studies, till they have learned to read and write well, and to spell correctly; till they can write a page of easy composition without blunders; till they can draw a map of their own State; till they can analyze and parse accurately any ordinary English sentence. It will be best in *most* cases that a term be spent in reviewing the

common branches; in *many* cases it must be required even of the unwilling student, and the Faculty must be content to wait for time and experience to justify their requirement.

To the question, "How long will it take me to graduate?" the answer must, in all cases, be till a student has completed to the satisfaction of the Faculty, one of the courses of study, whether it requires just the time specified in the schedule or a longer period.

The courses of study have been carefully revised from our two years' experience, and a year of study has been added; that is, the work of the first year has been shortened by transferring some of the subjects to the Advanced English Course, and the latter has been extended from one year to two years. This makes it possible for ordinary students to finish the first in one year and to go on with credit to other subjects, which we strongly advise all who can to do.

ACADEMIC STUDENTS.

All the plans of the school have been made with reference to its distinctive work of educating and training teachers. Quite a number of students have desired to join the classes without any pledge or intention of teaching. Such have been allowed to do so on payment of tuition, and the same privilege will still be granted on these conditions:

1. The applicant must pass the prescribed entrance examination.
2. He must join one of the regular classes of the school, and take part in the general exercises, at least three of the four studies of the class.
3. He must, in all particulars, comply with the regulations and requirements of the school.
4. His parent or guardian must be responsible for propriety of conduct on the part of the student, as we do not desire to employ teachers to take care of mischievous and idle persons.

We shall be glad to accommodate students who will improve the opportunity of faithful instruction and of circumstances favorable to diligence in study and to propriety of behavior, but we do not desire any other.

Tuition is fixed at the rate of fifteen dollars a quarter of ten weeks, bills being made for even quarters only.

It is still the hope and desire of the Board that there may grow up in connection with the Normal School a High or Collegiate Department. The experiment of the past two years has shown that in order to this it will be necessary to begin at the foundation. Their conviction remains that many parents would be glad of the opportunity of beginning and completing the education of their sons and daughters in one school, and that at home. The Board have, therefore, authorized the opening of a department for pupils younger than those who can join the Normal classes. The State will allow the use of school-room, but in other respects the department must be self-supporting. Particulars may be learned in a special circular, which will be sent by the Principal to any one desiring it. It is not the wish to receive any pupil for less than a full year. Tuition is fixed at the rate of twenty-five dollars per term of twenty weeks, and the starting-point of the course of study will be, as near as may be, the work of the second grade of the Public Schools of the city.

COURSES OF STUDY.

I.—ELEMENTARY ENGLISH COURSE.	Half Terms of Ten weeks each.				III.—CLASSICAL COURSE.	Half Terms of Ten weeks each.				ADVANCED CLASSICAL COURSE.	Half Terms of Ten weeks each.			
	1	2	3	4		1	2	3	4		1	2	3	4
CLASS A.—YEAR 1.														
Grammar and Analysis.....	+	+	+	+	Algebra.....	+	+	+	+	Arnold's Prose Composition, Livy and Horace.....	+	+	+	+
Arithmetic.....	+	+	+	+	History of United States.....	+	+	+	+	Herodotus.....	+	+	+	+
Geography.....	+	+	+	+	Natural Philosophy.....	+	+	+	+	Odyssey.....	+	+	+	+
History of United States.....	+	+	+	+	Chemistry.....	+	+	+	+	Rhetoric and Literature.....	+	+	+	+
Composition.....	+	+	+	+	Reading.....	+	+	+	+	Roman and Grecian History, or any omitted subjects of Advanced English Course.....	+	+	+	+
Reading.....	+	+	+	+	Government of United States.....	+	+	+	+	IV.—ACADEMIC COURSE.				
Linear Drawing.....	+	+	+	+	Harkness' First Latin Book and Cæsar; or German.....	+	+	+	+	The course for Academic students is such one of the Normal Courses as may be selected. Students will take part in all general exercises and three of the regular subjects of the course for which they enter. They may be excused from the fourth subject, if any; or may substitute for it some other on the written request of parent or guardian.				
CLASS B.—YEAR 2.														
Professional Subjects given below.					Perspective.....	+	+	+	+					
II.—ADVANCED ENGLISH COURSE.														
CLASS C.—YEAR 1.														
Mental Arithmetic.....	+	+	+	+	YEAR 2.									
History of United States.....	+	+	+	+	Geometry and Trigonometry.....	+	+	+	+					
English Language.....	+	+	+	+	Latin Grammar, Virgil and Cicero; or German.....	+	+	+	+					
Algebra.....	+	+	+	+	First Greek Book.....	+	+	+	+					
Natural Philosophy.....	+	+	+	+	Greek Grammar and Xenophon.....	+	+	+	+					
Chemistry.....	+	+	+	+	[In place of Greek may be substituted the subjects of corresponding term of Year 2, Advanced English Course.]									
Physical Geography.....	+	+	+	+	YEAR 3.									
Reading.....	+	+	+	+	Professional Subjects as above, unless for any class it is judged best to omit in part those marked * and to substitute Xenophon or Cicero.....	+	+	+	+					
Perspective.....	+	+	+	+	Homer's Iliad or Sallust.....	+	+	+	+					
Government of United States.....	+	+	+	+										
YEAR 2.														
Geometry and Trigonometry.....	+	+	+	+										
Physiology and Zoology.....	+	+	+	+										
Mineralogy and Geology.....	+	+	+	+										
Astronomy.....	+	+	+	+										
Botany.....	+	+	+	+										
Rhetoric.....	+	+	+	+										
General History and Literature.....	+	+	+	+										
History of England.....	+	+	+	+										
CLASS B.—YEAR 3.														
Professional Subjects, for those only who have finished one or all of the courses given above.														
Philosophy of Education.....	+	+	+	+										
Methods of Teaching Elementary subjects.....	+	+	+	+										
*Methods of giving Object Lessons.....	+	+	+	+										
School Economy and School Law.....	+	+	+	+										
Teaching and Observation in School of Practice.....	+	+	+	+										
*Model Lessons with Normal Classes.....	+	+	+	+										
Methods of Teaching Advanced Subjects.....	+	+	+	+										
Moral Philosophy.....	+	+	+	+										

NOTES.—Penmanship, Spelling, Vocal Gymnastics, or Music, as a General Exercise, by turns through the year.
 Rhetorical Exercises, for presentation in Chapel, from all the classes in turn.
 The Elementary English Course must be completed in the most thorough manner before any student can be allowed to pass beyond it. No part of the Advanced Course can be begun till this is done. But if a student can pass a satisfactory examination in any subject, he may substitute for it a subject of the corresponding term of the next year.
 A student is classified by his standing in three of the four regular studies, and may be conditioned in one only.

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.

1873.

September 3, Wednesday, first term begins.

Recess of one week at Christmas.

January 27, Tuesday, first term ends.

Vacation of two weeks.

1874.

February 11, Wednesday, second term begins.

June 30, Tuesday, second term ends.

Vacation of nine weeks.

September 2, Wednesday, first term begins.

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, 1873.

APPENDIX "A."

NAMES AND POST-OFFICE ADDRESSES

Of the Students who have attended the Buffalo Normal School from January 1st, 1872, to July 1st, 1873.

[The names of those only who have been in attendance for at least one "examination period," or five weeks, are given.]

I.—GRADUATING CLASS.

DESIGNATED AS B.

The letter placed after the name indicates the course of study in which the student is graduated, A standing for the Elementary course, C for the Advanced English, and D for the Classical.

The first division finished their studies at the end of the first term; the second, at the end of the year.

Names.	Post-Offices.	Counties.
Ellen Brown, (A)	<i>Binghamton,</i>	<i>Broome.</i>
Hattie La Grange, (C)	<i>Union,</i>	"
Elzora M. Safford, (A)	<i>Buffalo,</i>	<i>Erie.</i>
Jennie E. Seaman, (A)	"	"
Alice Young, (D)	<i>Williamsville,</i>	"
Rosa L. Anoski, (A)	<i>Buffalo,</i>	"
Agnes H. Barnes, (A)	"	"
Adelaide I. Briggs, (A)	"	"
*Emily L. Carter,	<i>Waterbury, Ct.</i>	"
Sarah E. Cooper, (A)	<i>Buffalo,</i>	"
Emma E. Cutting, (A)	"	"
Louise Daniels, (A)	"	"
Anna L. Howell, (C)	"	"
Mary A. Howell, (A)	"	"
*Mary J. King,	<i>Canandaigua,</i>	<i>Ontario.</i>
Eleanor M. Koine, (C)	<i>Buffalo,</i>	<i>Erie.</i>
Emma Kretzner, (A)	"	"
Lavinia M. Lanyon, (C)	"	"
Marion McKinlay, (A)	"	"

* These students did not return for the last term's work, but expect to do so at a future time.

Names.	Post-Offices.	Counties.
Carrie E. Parker, (A)	<i>East Clarence,</i>	<i>Erie.</i>
Edith G. Parsons, (A)	<i>Buffalo,</i>	"
Julia A. Voas, (A)	"	"
Mary A. Whipple, (A)	<i>Westfield,</i>	<i>Chautauqua.</i>
Ida Willis, (A)	<i>Buffalo,</i>	<i>Erie.</i>
Graduating Class,		24
Graduates,		22

II.—CLASS IN ADVANCED ENGLISH COURSE.

DESIGNATED AS C.

Susan B. Arnold,	<i>Buffalo,</i>	<i>Erie.</i>
Ella F. Beckwith,	<i>Fairville,</i>	<i>Wayne.</i>
Julia E. Ditto,	<i>Buffalo,</i>	<i>Erie.</i>
Maggie Fuellhart,	"	"
Jessie Hall,	<i>Marilla,</i>	"
Julia E. Krake,	<i>Alden,</i>	"
Cornelia O. Hunting,	<i>Buffalo,</i>	"
Louise M. Lapey,	"	"
Addie B. Latta,	"	"
Clara E. Oyer,	"	"
Martha H. Parks,	<i>Town Line,</i>	"
Anna R. Van Buren,	<i>Buffalo,</i>	"
Amy E. Weeks,	"	"
Nettie R. Williams,	<i>Corolesville,</i>	<i>Wyoming.</i>
*Harry K. Gridley,	<i>Buffalo,</i>	<i>Erie.</i>
George A. Maycock,	"	"
Charles E. Pollard,	<i>Darien Center,</i>	<i>Genesee.</i>
William H. Prentice,	<i>East Aurora,</i>	<i>Erie.</i>
Emanuel Rhodes,	<i>Williamsville,</i>	"
Advanced English Course,		19

III.—CLASS IN CLASSICAL COURSE.

IN TWO DIVISIONS, EACH DESIGNATED AS D.

Minnie B. Blair,	<i>Castle Creek,</i>	<i>Broome.</i>
Jenny M. Carter,	<i>Eden,</i>	<i>Erie.</i>
Louise Dakin,	<i>Buffalo,</i>	"
Adella F. Fay,	"	"
Helen C. Kennedy,	"	"
Emma Lockrow,	"	"
Ella F. May,	"	"
Hester A. McMillen,	"	"
Anna M. Moore,	"	"

* Deceased.

Names.	Post-Offices.	Counties.
Carrie E. Moore,.....	Buffalo,	Erie.
Anna M. Oyer,.....	"	"
Eliza L. Parker,.....	"	"
Lillie B. Thorpe,.....	Nunda,	Livingston.
Louise Volckman,.....	Buffalo,	Erie.
Marian Ward,.....	"	"
Fannie S. Ware,.....	Niagara Falls,	Niagara.
Mary E. Wood,.....	Bowmansville,	Erie.
Harry T. Buttolph,.....	Buffalo,	"
Eugene V. Chamberlain,.....	"	"
James P. McDonough,.....	"	"
Eliza P. Myrick,.....	"	"
Libbie Patten,.....	"	"
Annie A. Seaman,.....	"	"
Henry M. Rhodes,.....	Clarence Center,	"
Classical Course,.....		24

CLASS IN ELEMENTARY COURSE.

DESIGNATED AS A.

Delia J. Abbey,.....	Buffalo,	Erie.
Ida H. Austin,.....	North Ridge,	Niagara.
Daneen A. Austin,.....	Youngstown,	"
Ella M. Barker,.....	Buffalo,	Erie.
Alice C. Barton,.....	"	"
Ollie Berryman,.....	"	"
Laura E. Bickford,.....	"	"
Maggie A. Brennan,.....	Cheektowaga,	"
Edith I. Brooks,.....	Buffalo,	"
Laura F. Brooks,.....	"	"
Mary Campbell,.....	"	"
Frances O. Cartwright,.....	Cheektowaga,	"
Irene A. Cartwright,.....	"	"
Eugenie L. Chamot,.....	Buffalo,	"
Georgie A. Chamot,.....	"	"
Adelaide M. Colegrove,.....	Sardinia,	"
May C. Comstock,.....	Buffalo,	"
Mary J. Coon,.....	"	"
J. Belvadier Cummer,.....	"	"
Abbie B. Cutler,.....	Holland,	"
Ella Dalzelle,.....	Buffalo,	"
Cornelia S. Davis,.....	"	"
Annie Donovan,.....	"	"
Fanny Emerson,.....	"	"

Names.	Post-Offices.	Counties.
Maria G. Evers,.....	Buffalo,	Erie.
Etta Faulkner,.....	"	"
Jennie E. Fish,.....	"	"
Jessie A. Fortier,.....	"	"
Millie L. Foster,.....	"	"
Kate C. Gallagher,.....	"	"
Fanny L. Gilbert,.....	"	"
Sarah A. Gonder,.....	"	"
Annie E. Gray,.....	"	"
Mary A. Handley,.....	"	"
Belle M. Hanscom,.....	"	"
Anna L. Haven,.....	"	"
Clara F. Higby,.....	"	"
Lizzie L. Hill,.....	"	"
Emma H. Himelsbach,.....	"	"
Juliana M. Hingston,.....	"	"
Addie E. Howell,.....	"	"
Evelyn F. Johnson,.....	Mill Grove,	"
Sarah M. Lapp,.....	Buffalo,	"
Maggie L. Laudembacher,.....	"	"
Anna M. Lee,.....	"	"
Mary F. Lynch,.....	"	"
Martha Lynde,.....	"	"
Maggie Mahoney,.....	"	"
Isabel Mann,.....	"	"
Mary A. Manly,.....	"	"
Mary A. McDonnell,.....	"	"
Sarah J. McGilvray,.....	"	"
Jennie L. McFaul,.....	"	"
Ellen A. McIlvena,.....	"	"
Mary C. McKee,.....	"	"
Hattie Merrick,.....	"	"
Lizzie M. Merry,.....	"	"
Mary A. Mills,.....	"	"
Marion B. Moore,.....	"	"
Jenny V. Muir,.....	"	"
Emma E. Newman,.....	"	"
Nellie A. Nichols,.....	"	"
Frances A. Oberholser,.....	"	"
Lillie J. Odell,.....	Lewiston,	Niagara.
Emily H. Paddon,.....	Buffalo,	Erie.
Alice A. Parker,.....	Water Valley,	"
Jenny R. Pearce,.....	Buffalo,	"
Mattie K. Pierce,.....	"	"
Mary E. Pindar,.....	"	"
Maggie J. Phelan,.....	"	"
Ella M. Polley,.....	Panama,	Chautauqua.

Names.	Post-Offices.	Counties.
Hattie M. Porter,	Lancaster,	Erie.
Ida E. Rand,	Buffalo,	"
X Eva J. Ratcliffe,	"	"
X Gratia C. Ray,	"	"
Esther L. Reeves,	"	"
Rebecca J. Robb,	"	"
Hattie E. Roberts,	"	"
Mary E. Robinson,	"	"
Ida M. Ross,	"	"
X Mary Ryan,	"	"
Mary G. Ryan,	"	"
Lizzie Schollan,	Mt. Morris,	Livingston.
Mary Shields,	Buffalo,	Erie.
X Louisa Scott,	"	"
Lizzie J. Simonds,	"	"
Bertha E. Spaulding,	"	"
Louise A. Spencer,	"	"
Flora E. Sprague,	"	"
Nellie E. Strong,	West Seneca,	"
X Lizzie Struthers,	Buffalo,	"
Eva Thomas,	North Buffalo,	"
Flora Thomas,	Buffalo,	"
Ida R. Thompson,	"	"
Kate S. Treat,	"	"
Renske B. Van Peyma,	Lancaster,	"
Addie S. Wade,	Buffalo,	"
Louise J. Weed,	"	"
Mattie Weston,	"	"
Frederica A. Wheeler,	"	"
Gertrude S. Wright,	"	"
Richard T. Barnett,	Springbrook,	"
John Berkes,	Eggertsville,	"
Richard D. Gazlay,	Buffalo,	"
Warren E. Hunt,	East Clarence,	"
Archie G. James,	Buffalo,	"
Frederick J. Petters,	Cold Spring,	"
Philip T. Pierce,	Brandt,	"
X John M. Provost,	Buffalo,	"
Frank Velzy,	"	"
Henry W. Watson,	"	"
Elementary Course,		III

PREPARATORY CLASS,

Composed of those whose entrance examination did not reach the required standard, or whose age was below sixteen.

DESIGNATED IN THIS CATALOGUE AS P.

Names.	Post-Offices.	Counties.
Florence E. Beecher,	Buffalo,	Erie.
X Emma F. Benedict,	"	"
Mary E. Benedict,	"	"
Della L. Campbell,	"	"
Ella M. Church,	"	"
Mary A. Doyle,	"	"
Ella M. Ellis,	"	"
Lenora C. Geib,	"	"
Pauline E. Guernsey,	"	"
Lizzie Horner,	"	"
Ella Kautz,	"	"
Hattie R. Lyman,	"	"
Alice A. McCourt,	"	"
Carrie I. Russell,	"	"
Mary A. Stanton,	"	"
Hattie A. Whiting,	"	"
Melissa S. Welsh,	"	"
George L. Ferrand,	Gardenville,	"
Preparatory Class,		18

SPECIAL CLASS,

Composed of such as declared their intention of teaching in the country schools during the present year, for whom a short special course, extending from March 12th to April 22d—six weeks—was instituted.

Mary E. Anderson,	Willink,	Erie.
Martha A. Catlin,	East Evans,	"
Sarah M. Clement,	West Alden,	"
Lois R. Cook,	Springville,	"
Grace A. Cooper,	Holland,	"
Maria E. Dolliver,	Red Jacket,	"
Nettie H. Eels,	West Alden,	"
Alecia Faulkner,	Buffalo,	"
Lizzie S. Griggs,	Holland,	"
Florence E. Harkness,	Springville,	"
Cornelia M. Holmwood,	East Hamburg,	"
Sarah J. Killom,	Springville	"

Names.	Post-Offices.	Counties.
Hannah M. Lansing,	Red Jacket,	Erie.
Elizabeth Magoffin,	Clarence,	"
Anastasia Maloney,	West Falls,	"
Rose O'Hargan,	Rexville,	Steuben.
Julia A. Oswald,	Williamsville,	Erie.
Louise M. Platt,	Alden,	"
Augusta A. Potter,	Springville,	"
Jennie Rosier,	Holland,	"
Hattie E. Treat,	East Concord,	"
Phebe M. Tompkins,	La Salle,	Niagara.
Loraine M. Whitney,	West Yorkshire,	Erie.
Elgin B. Carey,	Patchin,	"
George C. Fann,	Elba,	Genesee.
Heman A. Wightman,	Clarksburgh,	Erie.
Special Class,		26

ACADEMIC STUDENTS.

Names of students who, without pledging themselves to teach, have pursued the studies of the Normal classes indicated by the letter placed after the name.

X Minnie B. Ferris, (P)	Buffalo,	Erie.
Mary H. Hadley, (D)	"	"
Alice M. Marsh, (A)	"	"
Lizzie M. Smith, (A)	"	"
X Jessie V. R. Wilkes, (A)	"	"
Cora E. Williams, (P)	"	"
Abner C. Adams, (P)	"	"
John S. Adams, (D)	"	"
Latham A. Burrows, (A)	"	"
John A. Grant, (P)	Niagara Falls,	Niagara.
Samuel B. Greene, (D)	Buffalo,	Erie.
✓ Jason Parker, Jr., (C)	"	"
Robert G. Parsons, (A)	"	"
Nathaniel Rochester, (C)	"	"
✓ Bronson Rumsey, (C)	"	"
✓ John N. Scatcherd, (A)	"	"
✓ Stephen W. Stickney, (A)	"	"
Sheldon S. Thompson, (A)	"	"
Charles Thomson, (D)	"	"
James P. Weeks, (A)	"	"
Academic Students,		20

RECAPITULATION.

Graduating Class,	24
Graduates,	22
Advanced English Course,	19
Classical Course,	24
Elementary Course,	111
Preparatory Course,	18
Special Course,	26
Academic Students,	20
Whole Number,	242
Number of those in attendance who will remain in the school next year,	115
Number admitted at Special Entrance Examination at close of year,	45

APPENDIX "B."

ADDRESS OF THE PRINCIPAL

TO THE GRADUATING CLASS.

This address followed a discussion of this topic: What may rightly be claimed of a graduate of a Normal School.

Young Ladies of the Graduating Class: I should deem myself guilty of a breach of the privilege of such an occasion as this if I should take up one moment's time in the utterance of merely pretty sentiments and common-place regrets, and I certainly choose rather that these closing words shall be words of sober counsel. Of course, you will understand that all I have said about you has had direct personal reference to you. Let me now *make* it personal. If we claim for you a fair knowledge of subjects, do you see to it that you are always learners. Grow in knowledge, rekindle your enthusiasm daily at the fountain of knowledge; fill yourselves full of it that you may have no lack for any that ask of you; improve all the odd minutes of time and lay by in store something every day. Read, study, write and think, and be ambitious to be known as *students*, rather than as those whose education is finished.

I exhort you, next to make improvements in teaching. Bring all you can acquire, all your growing strength of intellect and of character, all your wealth of mind and heart, to this work while you continue in it, as a willing and rightful contribution. Begrudge not time, nor study, nor devotion; make your business your pleasure; do with your might what you do. Follow slavishly no formula for teaching; imitate in all things no model; follow sound principles of education as your guide and work them out for yourselves. But work after a plan; teach with method; keep before you as leading questions, *whom* am I teaching, *to what end* is my teaching directed, *what means* are best adapted to this end; and then make straight and all the time for the result you would reach. In other words, make your profession your study that you may improve *as teachers*. And whatever in your instruction here is not adapted to your wants and circumstances, do not use simply because you were taught it; whatever is adapted to your needs, use with all skill and perseverance.

You are at liberty to do the best you can for yourselves, but it is more important that you work somewhere than that you find just the place you would like. Take the best that offers, and do so well that better will be offered you. Do not grumble at the place you are in, but work yourself out of it if it does not suit you. The idle and the complaining seldom rise; the diligent and the cheerful generally do.

And do not forget that the choicest and most fruitful work is often done in out-of-the-way places, where the trumpet of fame is never sounded. The unseen and silent laborer toiling in obscurity often deserves the richest reward. Fidelity wherever you are is far better for you and for all concerned than speedy renown without sufficient basis.

You are to be in fact, as you will be of right, masters of your schools. If you have not been taught here, as you most certainly have not been, that you would succeed best by tyranny and oppression, even if you might properly use such means of school government; neither have you been taught that you have no rights which children are bound to respect, and that they may trifle with your good will and challenge your authority to any extent they please, without provoking the power to compel obedience, which is inherent in the teacher as such, and is equally necessary for the school as such. You are not to rule with the rod alone, or perhaps not at all; neither are you to rule alone by the virtue of rose water, or eau de cologne. You are to be sure that you can do nothing in a disorderly school, and you are to *enforce* order; you are to do this by the power that is in you and of you, but which no teacher or institution can give you. This power, so far as any given school is concerned, you may lose beyond hope of recovery in a single week; and by a judicious and quick-witted and uniform use of it you may in an equally short time establish your authority beyond dispute.

But in order to this I tell you one thing plainly: *You must govern yourselves*. You go out from the control of school-rules and of teachers to-day, but if you do not impose on yourselves stricter rules than have ever been made for you, and if you do not live by them more religiously than you have ever lived by school-rules; that is, if you do not regulate your own lives with reference to your business, you will not govern others with any comfort or with any certainty.

And one word of counsel more I give you: *Be careful of your reputation, both personal and professional, and remember that these two cannot be separated*. That you may be successful in school, people must have confidence in you both as *teachers* and as *persons*; and that they may have this confidence you must be careful what you say and what you do. Nothing will more quickly and more surely shatter your reputation than to be known as indiscreet talkers, as giddy seekers of pleasures to the only apparent neglect of duty. If by late hours and excess of devotion to society and, I shall say it outright, by continued seeking after and even challenging of attention and admiration, you show that your place of work is school and your place of enjoyment is elsewhere, and that you simply wish to make school-teaching furnish the means necessary to carry on other business not at all kindred with it; and if, as a result, you bring to school unstrung nerves and irritable tempers, and only fag ends of strength and disposition to work, and a languid will, while you carry your energy and your freshness and your animation to other places and to others conquests, you will deservedly lose the respect which you will need as teachers, because it cannot be given to you as persons, and whatever reputation you may deserve as the former will not long survive loss of confidence in you as the latter.

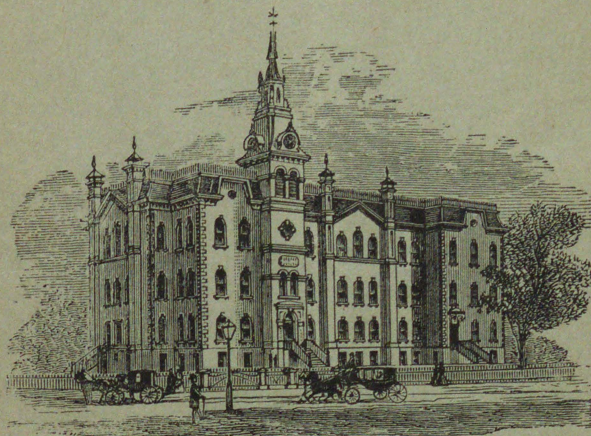
Your diplomas do not mean so much honor as *work*. They are written in plain English, and instead of enjoining all to whom they are addressed to admit you to the "privileges and honors" belonging to a graduate in the arts or the sciences, they license you perpetually to teach school in the State of New York; and if this fact

seems to lessen the glory you had attached to the act of graduation, does it not also give it a more definite significance? You are by it set aside to a particular work; you are recognized as prepared for that work, and you are authorized in the name of the State to do it.

You have in your essays read to-day expressed some very proper sentiments with reference to this work. If they are mere sentiments for parade, you might better have repeated for your professional creed the multiplication table or the binominal theorem. You have chosen a good motto—*nullum vestigium retrorsum*; if it has been chosen simply because it is the fashion that a class have a motto, of what avail is it? But if you mean to live by the sentiments expressed, and if you mean to make your motto the ruling principle of your work, then in behalf of the Faculty and of all your friends, I repeat the closing sentence of one essay and say, "the outlook from this day is one of courage and hopefulness."

from Rev Rufus S. Green,
Buffalo, N. Y. Sept 10. 1886.

FIFTEENTH ANNUAL CIRCULAR
OF THE
STATE NORMAL AND TRAINING SCHOOL



BUFFALO, N. Y.

BUFFALO HISTORICAL SOCIETY.

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