



# THE EMERITI NEWSLETTER

Sesquicentennial Issue 1

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## Emeriti President's Report

Vern Tryon

Summer greetings from Oswego:

I write on the morning following the high point of the Emeriti Association year. Yesterday, 90 of us gathered in Sheldon Hall Ballroom for our forty-second annual luncheon. The room was elegant, the food delicious, but overshadowing all of it was the warm and active fellowship with our colleagues. Conversations were abundant as greetings and news of our activities were exchanged.

Bob Schell read the names of emeriti and associates who died during the past year. The names of seventeen faculty and other professional staff who retired this year were read. Jim LeFlore presented a plaque for James Moreland Hall to Vice President Kerry Dorsey. The recipient of this year's Emeriti Scholarship is Kristen Tryon, a junior graphic design major.

A highlight of this year's luncheon program was the unveiling of four portraits of those who served as Acting President for significant periods — Thomas R. Miller, Charles S. Turner, J. Sherwood Dunham, and Ralph L. Spencer. They will be added to the Presidential Portrait Gallery in the main corridor of Sheldon Hall. President Deborah Stanley greeted us and shared some of her recollections of the acting presidents.

We elected Lou Iorizzo, Paul Liebenauer, and Bob Schell to three-year terms as directors and John Fisher to another term as our newsletter editor during the twenty-second Annual Meeting. We adopted a program of activities for the coming year.

Our next Springside luncheon will be on Monday, October 24. Please remember our Scholarship Endowment Fund and tell your family members about our scholarship.

That's my Emeriti news from Oswego.

## From the Editor's Desk

John Fisher

*There is properly no history, only biography.*

--R.W. Emerson

Other 19th century essayists besides Emerson, British as well as American, have noted that history is in truth biography, and we emeriti, too, recognize this as we help celebrate the 150th anniversary of the founding of the college. Much of what we offer in this sesquicentennial issue is indeed biography—of those men and women who have created and sustained the college in Oswego from its modest beginning to the present.

We did not have to go far to find much of what we have in this issue. An important mission from the very founding of the Emeriti Association in 1989 has been to keep the history of the college alive. In keeping with that mission, over the years we have presented a number of *Emeriti Newsletter* articles about those who have gone before us. Several of those articles are reprinted here, and their original sources are varied.

Those of you who are familiar with Dorothy Rogers' histories of the college will recognize information about early principals and presidents that have been edited from her books. And over the years, emeriti friends have researched the lives of interesting faculty of the past for our pages. Additional articles have been suggested to us by Bob Schell, a member of the Emeriti Board of Directors, who enthusiastically gathers information about the history of the college. Bob is also our Board of Directors' liaison to the college sesquicentennial committee.

With all of the material that has been suggested and gathered, we plan to offer two issues of the history of the college in this, the 23rd volume of the *Newsletter*. This fall issue will cover approximately the first half of the 150 years; the spring issue will cover the second half.

Hopefully, you will enjoy reading about those who have been responsible for what the school has meant to generations of faculty and students—and educators throughout the world—over these 150 years. We hope, also, that you will find our placing the college within some of the historic events of those years will be interesting—and sometimes ironic.



# Over the Years: Principals and Presidents

## Edward Austin Sheldon, Founding Principal (1861-1897)

*[The following information about early principals owes much to Dorothy Rogers. This Sheldon account also makes use of an article by Christine E. Wolfe and Christine A. Ogden (Encyclopedia of Education, 2002), and by the remarks of Mary Sheldon Barnes in her father's autobiography and Charles M. "Cool" Snyder's in Oswego: From Buckskins to Bustles.]*

Keeping watch over the Oswego campus is the statue of E.A. Sheldon, using a sphere to teach a small boy. It provides a story that goes back to an epochal event, the foundation of a Normal School that affected all those that came after it.

Born in Perry Center, New York, Sheldon grew up on the family farm, and after a private college-preparatory course, at the age of 21 entered Hamilton College. He originally intended to pursue a law career but a bout of pleurisy forced him to take a leave of absence and return to the farm. His subsequent interest in horticulture inspired him to leave Hamilton permanently in 1847, and invest with a partner in an Oswego nursery. Within a year, financial mismanagement by the partner caused the nursery to fail. However, struck by the poverty he observed in Oswego, Sheldon organized an educational system that would serve all children in the area.

Sheldon prevailed upon prominent community members to open the Orphan and Free School in Oswego in 1848. Although it was not his intention to take charge of the "ragged school," he reluctantly began a short stint as teacher, and struggled through a stressful year. The high point of that year was his marriage to Frances B. Stiles, whose own education enabled her to be a helpful partner for 46 years as Sheldon fulfilled his vision of an educational system to promote the welfare of all children.

When funding for his school waned, Sheldon first took a position in a private school, then spent a year as superintendent of the Syracuse schools. Returning to Oswego he became secretary of the Board of Education, essentially superintendent of schools.

In 1859 Sheldon had been superintendent for five years, but he sensed something amiss. Students didn't understand the why's of what they learned. On a fateful trip to Toronto he found what he thought would make a difference—a display of materials used in the Home and Colonial School in London, a school for teachers training in the Pestalozzian method of objective teaching, aimed at understanding, rather than rote memory. He purchased the entire exhibit, a collection containing models, charts and objects, and brought it to Oswego.

That same fall, Sheldon introduced his own version of objective teaching which he called "object teaching." It developed understanding, but through firsthand knowledge of objects (Note the ball in the hand of Sheldon's statue). On Saturday mornings all the teachers in the school system met to study the new methods.

But Sheldon soon felt inadequate to teach a system about which he knew too little. In May 1861, the local board of education allowed him to engage the services of Margaret E.M. Jones from the London school, and the Oswego Primary Teachers Training School opened with Miss Jones in charge. Among the scholars was Sheldon himself, who thereby became an initial alumnus of the school he had founded.

So impressed was Sheldon with the class, that he invited educators from all over the country to come see for themselves. Oswego became so well known that the second year's class drew training students from other states, with seventeen of that year's twenty-three graduates snapped up by out-of-state schools. For years afterward, Oswego sent its graduates to other states—and countries—to teach and found schools of their own.

When Miss Jones returned to London in 1862 after the first year, Sheldon took full charge of the school, and he began to move beyond Pestalozzi. The heart of his program was practice teaching, soon copied by normal schools all over the country. He believed that student teachers must have an exhaustive knowledge of the subjects to be taught, that observation should precede teaching, and that student-teachers should be provided with the most competent critics.

For Sheldon's first two years the school was supported by the city. In 1865, the state placed the school under control of the state school superintendent and it came to be known as the Oswego State Normal and Training School. In 1867 the Normal's connection with the city schools, except for the practice school, was ended. Sheldon resigned as the superintendent of the city schools in order to devote full time to the work of the Normal School.

The Normal School Department of the National Education Association gave the subject of educational psychology no attention until Sheldon addressed the group on the topic in 1893. He popularized the teaching of science, gymnastics, music, and foreign languages. Part of the Normal School's most spectacular performance was as a pioneer in two new areas, kindergarten and manual training, imported from Germany and Russia. In 1886, Sheldon established a workshop, the humble ancestor of today's technology program.

After Sheldon's passing in 1897, his name was among those of twelve leading educators inscribed on the frieze of the Cubberly School of Education building at Stanford University, along with Horace Mann and others. His most prominent memorial, however, is the bronze statue paid for by the pennies of 200,000 school children throughout the state. It was unveiled by Gov. Theodore Roosevelt at the Capital in Albany in 1900, and later transferred to the campus in Oswego.

## Isaac Buchanan Poucher (1897 – 1913)

*[The Poucher information below has been gathered from Dorothy Rogers and from an article that appeared*

*in the November 1902 American Education, which had selected two "School Men of the Year"—I.B. Poucher, and the new president of Princeton University, Woodrow Wilson. The Poucher article was written by Amos W. Farnham of the Oswego Normal School. In later years, Farnham's former home served as a student dormitory, but in the early 1960s was razed to make room for the Romney Field House parking lot.]*

Isaac B. Poucher was born in Columbia County in 1827, and the family moved to Oswego in 1848. He finished the available subjects in the Oswego schools, and went to Mexico Academy and Red Creek Union Academy for higher courses. In 1847 he was graduated from Albany Normal School. His first teaching position at Marville paid seventy-five cents a day. For seventeen years he taught and was an administrator in Oswego's public schools, with a short period out to attend medical school. In 1865 he was awarded an honorary Master of Arts by Hamilton College, and in 1902 he received the degree of Doctor of Pedagogy from Syracuse University.

In 1866, Sheldon, recognizing Poucher's executive abilities, selected him for superintendent of the Practice School and instructor of mathematics in the Normal School. Poucher later gave his full time to the mathematics department making it one of the strongest in the school. He applied the object method, often dispensing with textbooks, working independently with his students. His *Syllabus of Arithmetic* exemplified the technique.

One student recalled Poucher as a handsome man with piercing black eyes and a brisk manner, wearing finely tailored suits, a pince-nez, and often a carnation. He was serious and spiritual, but with a fine sense of humor. He had excellent relations with faculty and students. On at least one occasion he advised students to "use your brains or they will dry up and rattle when you walk."

It has been said that when Edward Austin Sheldon passed away, only one man was thought of to succeed him—I.B. Poucher. His appointment was recommended by the local board, and the State Superintendent of Instruction immediately approved. Poucher continued his work as principal in the Sheldon tradition. In 1900, the school was awarded the gold medal and Diploma of Honor at the Paris International Exposition for exhibits displayed by the school's various departments. The next year, Oswego won the silver medal and Diploma of Honor at the Pan American Exposition.

Another milestone was the acquisition of a 27-acre tract of land and the Sheldon homestead, now Shady Shore. Poucher first conceived the possibility of a new Main Building, later known as Sheldon Hall, and in 1911 the cornerstone was placed while state and local dignitaries, Dr. Mary Walker among them, looked on. The Sheldon residence was reopened, and Charles Sheldon, Edward's son, lived there for a time.

Dr. Poucher oversaw a number of curricular revisions. The manual training program grew under the direction of Drs. Piez, Burchell, and Park. The elementary program was revised, leading to state certification.

Isaac Poucher was married to Katherine L. Allen, and their three children were all graduated from Oswego. After the death of his first wife, Dr. Poucher married Matilda

Cooper, a colleague at the college. She had always been at Sheldon's right hand, a woman of remarkable intellect. Her marriage to Poucher fittingly brought together two lives that had long been engaged in a common work. Matilda died in 1900.

In 1912, a bronze tablet with a life-size bas relief was erected by Dr. Poucher's children with an inscription by his colleagues and placed in Sheldon Hall, where it can be seen today. In 1920, he died at the age of 93.

## James R. Riggs (1913 – 1933)

James Riggs was born in Dexter in the year the college was founded. He was graduated from Watertown High School and Potsdam Normal, and was awarded an honorary degree by Albany State College for Teachers. From 1888 to 1911 he served as teacher and principal of various schools.

Riggs, reserved and gentlemanly, usually wore a swallow-tailed coat, striped trousers, a derby hat and suede gloves, and carried a gold-headed cane. He was protective of women students, prohibiting them, for instance, from riding in an automobile or carriage to or from the Welland Hotel (used as housing for female students and faculty). He encouraged faculty social functions and regularly served tea and sandwiches at faculty meetings.

The Riggs Period opened with the occupancy of the Main Building, now Sheldon Hall. The school's first home had been in the old United States Hotel (1866-1879), and its second in a towering building on West Seneca, between Sixth and Seventh Streets (1879-1913). Unfortunately, his tenure was marred by a variety of events. World War I caused enrollment to drop by 40%. However, the college provided training for 400 soldiers in 1918, while the government provided two wooden buildings and added shop equipment. After the war, Dr. Riggs authorized the planting of maple trees seen today along Washington Boulevard, each dedicated to a Normal student lost in service. The school closed in October and November 1919 during the flu epidemic. Later, the stock market crash of 1929 made it difficult to recruit students.

When Riggs arrived in Oswego, there was a two-year industrial arts teacher training program. It became a three-year program in 1929. In 1930, Gov. Franklin D. Roosevelt laid the cornerstone for an industrial arts building, and requested that the trowel he used be placed in a glass case in the building, where it is still displayed. The building was later named for Joseph Park, head of industrial arts from its organization as a department in 1908 until his retirement in 1939.

The summer of 1919 marked the first regular summer session at Oswego and the advent of the popular tent colony, which by the 1930s included 21 cabins, 6 tents, and a large trailer area. It was a gala occasion when, in October 1922, Sheldon's statue was brought to Oswego from Albany and placed in the foyer of Sheldon Hall. It was later moved to the front lawn.

At the mandatory age of 65, James Riggs retired from the principalship of the Oswego Normal School and made a trip around the world, a long-awaited dream.

## Ralph Waldo Swetman (1933 – 1947)

Ralph Swetman was single-minded in purpose, and his cause was teacher training. In 1933 two New York normal schools sought him as head. “Which school is the greater challenge?” he inquired of a friend. “Oswego” came the reply, and so Oswego was chosen.

Swetman’s administration was necessarily turbulent. The American Association of Teachers Colleges had adapted higher standards in 1926, and many teacher-training institutions now rivaled liberal arts colleges in faculty preparation. But not the New York normal schools. Swetman inherited a staff with only one earned doctorate, and 55 percent had no degrees at all. He issued an ultimatum that no one would stay after 1935 who failed to get a master’s degree. And because many voices demanded emancipation from petticoat rule in normal schools, Swetman made it clear that he wanted more men on the staff. None of the old-timers felt secure, and many resigned.

By 1941, the school ranked among the highest 19 percent of schools belonging to the Association; and by 1944, 44 of the 106 faculty had bachelor’s, 39 master’s, and 18 doctor’s degrees. And the quality and number of students gradually improved. At one point Swetman turned loose a group of recruiters to go into New York City to bring back qualified students, and faculty chipped in to help pay the expenses of recruiters. “To help save your jobs,” was Swetman’s tactful tool of persuasion.

With Swetman also came an about-face in educational philosophy, the pragmatic progressivism of John Dewey. The new emphasis in all subjects was on the development of the child as a person. A related principle was “learning by doing.” The bulwark of pragmatism was the laboratory, and all kinds were established here—general science, social studies, and a reading clinic. A full semester of practice teaching was introduced, and the first extension service was initiated.

During World War II, enrollment dropped off sharply, but Swetman actively recruited 4-Fs and their wives. He pulled strings and had a detachment of pre-flight cadets assigned to the college. But industrial arts was especially handicapped. Only 19 industrial arts students were graduated in 1943, and a mere 14 in 1944. There had been some significant developments in industrial arts, however. First was the occupation in 1933 of the new building, later called Park Hall, and in the next year the three-year program was extended to four.

But Oswego was denied the privilege of granting bachelor’s degrees until 1940, when the first industrial arts degree was conferred on Robert Helsby, later the director of the program. The first general elementary degrees were conferred in 1942. That year, largely due to Swetman’s efforts, the state legislature changed Oswego, along with the other normal schools, to a teachers college, with the Commissioner of Education prescribing courses of study.

## SUNY Oswego and the Nation

*[The following timeline indicates events in the United States during the first year of each president’s tenure.]*

### Edward Austin Sheldon (1861)

January-May. Ten Southern states secede from the Union.

February. Jefferson Davis (D, Miss) withdraws from the U.S. Senate, and is named provisional president of the Confederate States of America.

March. Abraham Lincoln becomes the 16th president of the United States.

April. The Civil War begins as Fort Sumter is bombarded in Charleston Harbor with the only casualty a Confederate horse. Before the war concludes, however, 625,000 Americans will die.

July. The First Battle of Bull Run, Manassas, VA, defeats Union troops while Washingtonians ride out in their carriages to picnic and view the expected 90-day war.

### Isaac B. Poucher (1897)

March. San Diego State University is founded (Stephen Weber became its president in 1995 and retired in 2011).

June. The Republic of Hawaii is annexed to the United States.

### James R. Riggs (1913)

March. Woodrow Wilson is inaugurated as the 28th president.

July. Confederate veterans at the Great Reunion of 1913 reenact Pickett’s Charge. Upon reaching the high water mark of the Confederacy they are met by the outstretched hands of friendship from the Union survivors.

September. The Lincoln Highway opens as the first paved coast-to-coast highway.

October. The Federal Income Tax (1 percent) is signed into law; Henry Ford creates the first moving assembly line; President Wilson announces that the U.S. will never attack another country.

### Ralph Waldo Swetman (1933)

February. Blondie Boopadoop marries Dagwood Bumstead in the comic “Blondie”; the U.S. Congress repeals prohibition; Frances Perkins is appointed to soon be Labor Secretary, the first female cabinet member.

March. Franklin Delano Roosevelt is inaugurated as the 32nd president. Agencies are soon developed to stimulate the economy and reform banks.

*(In January of 1933, Adolph Hitler is named chancellor of Germany promising a parliamentary democracy. Two days later Parliament is dissolved. Within the year he is proclaimed dictator.)*

# Historical Sketches: The First Quarter Century State Normal and Training School at Oswego, N.Y.

[The book titled above, from which the below edited addresses are taken, was published in 1887 after the reunion of alumni celebrating the school's 25th anniversary. Other addresses are by distinguished educators from across the nation and from alumni and faculty members Amos W. Farnham, Isaac B. Poucher, Matilda Cooper, Amanda Funnelle, Mary Sheldon Barnes and Mary V. Lee. For a free online copy of the book, contact Bob Schell at [robert.schell@oswego.edu](mailto:robert.schell@oswego.edu).]

## Address of Welcome at the Alumni Meeting

by E.A. Sheldon

My Dear Fellow Teachers and Friends:--Twenty-five years have passed since the organization of "The Oswego Training School for Primary Teachers." The first class in training had 9 pupils. Such was the beginning of the Oswego State Normal and Training School, which now has an attendance of nearly 300 pupils and over 1,200 graduates, with a corps of 15 teachers, an annual appropriation of \$18,000, with a building that is probably not surpassed by any in the country. [The school's second home, constructed in 1879 on West Schuyler Street with a school garden that later became Montcalm Park.]

We welcome you who have been pupils in the School, and who, now as teachers, have pupils of your own. It is to you, dear friends, the Alumni of the School, that we owe for the reputation we enjoy. Through your influence we have had the respect of educational men and institutions in all parts of the country. The Providence of God has been marked in the whole history of this School.

You have a hint here of the work we have assigned to ourselves in the direction of physical culture, and in the training of teachers who shall carry it out in the public schools. We point with pride to our new gymnasium. Provision is made for pupils of all ages from the babies in the Kindergarten to the graduating class in the Normal School. We have begun this work of physical training under the guiding hand of Dr. Lee.

In moral training, to convert the boys and girls of our common schools into good citizens, we have an inviting field for study and growth. Of some things we are already satisfied. Moral maxims are inadequate to produce the results desired. There must be silent, inobtrusive influences, which shall invigorate the finer element of the human soul. These must emanate from the teacher. By the warm and genial influence of her own virtues must the growth of like qualities be induced in her pupils.

Another direction in which we have only planned a beginning is toward a proper development of aesthetic culture of children. In this, as in moral culture, very much is to be done by silent influences. In the dress of the teacher, in the school-room with its furniture and decoration, we cultivate the taste of the children. This line of culture has a very important bearing on the lives, the houses and charac-

ter of the American people. At the opening of the fall term a shop is to be fitted up and the children of the School of Practice will occupy it. This line of training has two lines of work, both educational. One aims toward cultivation of the aesthetic nature, the other toward the culture of the constructive powers as related to the useful arts.

I trust we may always hold ourselves in readiness to give an account of our stewardship and render such an account for us the welcome plaudit, "Well done, good and faithful servant."

## History of the Normal School by Hermann Krusi:

In November 1860, Mr. Sheldon persuaded a committee of the Board of Education to make the following statement: *Resolved*, that the Secretary of this Board [Edward Austin Sheldon] correspond immediately with the Home and Colonial School Society in the city of London to obtain a teacher capable of taking charge of and instructing a teacher's class.

As a result of this action, Miss Margaret E.M. Jones was invited to Oswego and commenced her work on the 1st of May, 1861. Her teaching was essentially based on the principles of the Swiss school reformer Pestalozzi.

In 1865 the Oswego Board of Education purchased the United States hotel property on the North side of Seneca, between sixth and seventh streets. The object of this school is to impart each year a number of educated, gifted persons a thorough knowledge of the most approved and philosophical methods of teaching. Shall we wonder, then, that newly founded Normal Schools have "picked out" our best pupils, in order to help them introduce methods in Practice schools which everywhere were being organized? The Fredonia, Brockport, Potsdam, Geneseo, Buffalo, Cortland and New Paltz State Normal and Training Schools have been organized on Oswego's plan and each has employed one or more graduates of the Oswego school as teachers of methods and for general training work. We have sent our graduates to the Freedmen Schools in the South to train former slaves. They have gone on to Normal Schools throughout the country, North, South, and West, including the Indian schools. And the Oswego influence has not even stopped this side of the Golden Gate, but has extended to the Sandwich Islands and Japan.

Today, from many states we see the former pupils of the Alma Mater, riper in age and experience, assemble once more. They behold this firm and massive building, which stands as a noble monument of the indomitable perseverance of one man and his active supporters. The view from the windows in the north side still extends over the blue surface of the lake. One thing is sure: None of the aged, few of those in middle life, will be able to celebrate our next quarter centennial; but there is still life and noble purpose. That purpose is eternal. It will be taken up by others when the history of our lives will be closed.

# Review and Reminiscence

Mary Sheldon Barnes

[Mary Sheldon Barnes, Sheldon's oldest child, born September 15, 1850, was graduated from Oswego's classical course in 1868 at age seventeen, and took the advanced degree the following February. She entered the University of Michigan and was graduated in 1874. She subsequently became professor of history at Wellesley College. Later, with Mary V. Lee, and her sister, Frances, she studied at Cambridge University. She and her husband, Earl Barnes, an 1884 graduate at Oswego, briefly taught at Stanford University before touring Europe where she died. The excerpts which follow were taken from her remarks in Sheldon's autobiography and in Historical Sketches.]

In 1865, the city training school was incorporated as the Oswego State Normal and Training school, with my father as principal, and Herman Krusi, a former teacher in London's Home and Colonial, and son of one of Pestalozzi's closest associates, as a living link between him and Pestalozzi.

With all his active life of the reformer, organizer, and propagandist, my father was engaged as an author, as well. In 1862 the Scribners brought out his *Manual of Elementary Instruction*, and in 1863, his *Lessons on Objects*. He generally spent two hours or more in study or work before retiring at ten or half past—sometimes subjects in the curriculum; sometimes reading in Hamilton, or Spencer, or Locke; sometimes Harris' *Insects Injurious to Vegetation*. This latter book was quite a classic with my father and me. We would sit in an unfinished room of our unfinished house [Shady Shore] of an evening, with the light burning, so as to attract insects in at the open windows. Since our house was in the woods, just broken by a clearing, we would soon have a delightful collection of moths, beetles, and flies, which we caught, killed, and then tried to determine by comparison with his book. This keen and special interest in insects came about from the fact that my father's own work in the young training school was for some time zoology, and he saw that, with masses of children, insects gave one of the easiest and most inviting entrances to the whole domain of organic life. This idea, however, cost him much ridicule from those who could not readily understand the connection between grasshoppers and a well-educated child.

My father delighted in his work; rejoiced in it; so that he felt the need of recreation less than most men. Still he found it in his family, in his orchard, in trimming the trees of the natural grove by Lake Ontario, where he had planted his home. He had, moreover, a strong and sustaining religious life, which gave him faith in the righteousness and value of life, and not a week passed by without its seasons of earnest, solitary prayer.

From 1869, the story of my father's life passes into the larger life of the school he had founded. The training school demanded his energies so completely that he resigned his place as superintendent of the City Schools and gave himself entirely to the duties of this principalship. At

this time, too, he received the degree of A.M. from Hamilton, an honor all the more gratifying from the fact that he had been unable to take his first degree. [To this was added in 1875, the degree of Ph.D. from the Regents of the University of New York, presented at the Albany Normal School.]

In 1874, he brought out with the Scribners a series of "Readers," which had great vogue; in 1882 he added a kindergarten and a kindergarten training class to the school, the first department of this sort in a normal school; in 1886 he opened shops for the training of teachers in industrial work.

But the prime study absorbing his mind at the quarter-century mark, was one of theory: What are the psychological facts which should underlie our educational methods? What can children themselves teach us of the ways by which they acquire knowledge, and develop mental power? This study led him to invite to our school, from the University of Jena, Germany, Dr. Mohlberg, a disciple of the famous Herbart. With his aid he hoped to make some genuine progress in enlarging the psychological outlook of our teachers and in making our methods more soundly philosophical.

At the World's Fair of 1893 he was made president of the department of professional training of teachers, and received for the Oswego school a medal of honor, and a diploma "For excellence of equipment, method, and wide usefulness throughout its long history under one principal. For excellence of educational methods and literature, as evidenced by their use in the United States."

Wherever he went in these last years he was received by his old pupils as a father and friend beloved. His white crown of hair, his pure brow, his beautiful blue eyes, sympathetic, true and clear, attracted even strangers. To children, he was irresistible; to his nearest and dearest, he was an ideal character, tender and strong.

"Of such are the salt of the earth."

## In Memoriam

Marietta Quinn September 2010  
Associate Librarian Emerita (Active 1962-1981)

Kathy Budd December 2010  
Associate Professor of Art (Appointed 1999)

Charles Williams December 2010  
Former Instructor, Language Laboratory (1976-1990)

Oebele Van Dyk May 2011  
Professor Emeritus, Computer Science  
(1966-1985; Founder, Computer Science Department)

# Margaret E.M. Jones

# Oswego Daily Times

Monday Evening July 3, 1911

[Although Edward Austin Sheldon is rightfully regarded as the founding principal of the training school that became the present SUNY College at Oswego, Margaret E.M. Jones, whom Sheldon hired from the Home and Colonial College, London, was considered by him to be principal in fact during the school's first year. The first part of this biographical sketch, edited here, was written by Mrs. Bessie Coughlan, Mrs. Jones' sister. It was solicited for the Historical Sketches: The First Quarter Century. The section following Mrs. Coughlan's quotation was written by the editors of the Historical Sketches. In 1925 the sketch again appeared in Ned Harland Dearborn's The Oswego Movement in American Education, part of a series in American education by Teachers College, Columbia University. The book by Dearborn, once head of Oswego's practice school was written as his PhD dissertation.]

"Mrs. Jones was born in London about 1824. Margaret had a fondness for learning, even when a tiny child. No one knew how she learned to read, and at the age of four, no book was too difficult for her. She mastered French and German with little help, committed pages of favorite authors, celebrated family events by poems at the age of twelve; and borrowed reading matter from all who would lend.

"She was trained at the Home and Colonial College for governess, and found herself delighted with everything taught there, especially every word relating to mental science and the theory of education.

"At the end of her training at the college, she was appointed one of the Head Governesses. As the Home and Colonial College was the pioneer of all teaching, she later went to Whiteland's Training School to give lessons on Education, Methods, and Criticism. She stayed about a year, and returned to the Home and Colonial until she was selected to go to your College in 1861.

"I do not think that any work she ever did gave her more pleasure than that at Oswego. She loved you all and was never tired of talking of the intellect of the Americans, and their enormous capability of acquirement as well as of all the love and kindness she met while in Oswego.

"She returned to England in the summer of 1862, and for some time she occasionally wrote poetry for a weekly newspaper, and published several stories, a book of poems, etc."

Ned Dearborn noted that the alumni of the classes of '62 and '63 remember Mrs. Jones with deep affection. Her pupils in America remember her criticisms upon lessons given before her as "so many gems—clear, faultless, diffusing light. While in Oswego she assisted Mr. Sheldon in the preparation of *Sheldon's Manual for Teachers*. As a critic Mrs. Jones was a master; her language was classic; her influence refining and inspiring; and when she returned to England she left upon us a blessing, spiritual as well as intellectual."

[This edited newspaper article reports the final alumni ceremony at the celebration of the semicentennial of the college.]

In spite of the hot weather Normal Hall [on West Seneca Street] was crowded with the alumni. The chief feature was an address by Dr. William Chandler Bagley of Urbana, Ill., former head of the practice school in this city.

"It was the dream of Pestalozzi and Sheldon that every child should receive an elementary school education," said the speaker. "In developing this idea the Oswego Normal School has been an important factor."

"But the curricula of the schools must be changed to fit the needs of the students. In certain respects society is getting worse. There are more murders in proportion to population than in any other country. Juvenile vice is on the increase and the schools must remedy it. The schools are weak in their failure to develop the ideals of right living. More money is needed, we must have teachers, and the glory of Oswego lies in those who gave of themselves to develop the school system of this nation."

Five minute speeches followed a thundering ovation for Dr. Bagley. Mrs. Eller Carlisle Ripley, '85, assistant superintendent of schools at Boston, said to be the highest salaried woman teacher in the world, referred to the women who had gone out from the local school and had made good. Dr. Louis C. Karpinski, '97, of the faculty of the University of Michigan, told of the doings of the old alumni. William W. Amber, '72, of the University of Montana, said that he could make the best speeches by saying nothing, and after a few reminiscences retired.

The laying of the cornerstone of the new school [the Main Building, re-named Sheldon Hall at the 100th anniversary in 1961] was of course the crowning event of the celebration and marks a new era in education for Oswego.

## Dr. Poucher's Farewell Address

To the Alumni at the close of the 50th Anniversary Celebration:

"Dear friends and children—Many times I have been reminded of what Dr. Sheldon used to say to us that a school is honored and great in its graduates, in what they do rather than in what the school does. Judged by that standard, this great body of graduates, so many distinguished in their profession, testifies in no uncertain way to the ideals and to the accomplishment of the school itself.

"You have come back as an evidence of your loyalty to the old school, as well as to the joy of reunion with friends and classmates. She has welcomed you, and she thanks you for what you are. She relies upon you for intelligent appreciation in the wide career opening before her in the new buildings and new courses. She sends you back with freshened enthusiasm for the ideals for which she has stood and will stand.

"She bids you bon voyage and farewell."

# Hermann Krusi Jr.

[The below article has, to a great extent, been compiled and edited from papers by Oswego teacher Chris Mangano, a former student of emeritus Bill Waite, and by Amos W. Farnham, an early faculty member of the school.]

It has been said that the Pestalozzian torch was brought to Oswego by Professor Hermann Krusi Jr. as well as by Margaret E.M. Jones. In 1817, Professor Krusi was born in Yverdon, Switzerland, the place of Pestalozzi's famous school. His father, an assistant to Pestalozzi for 33 years, and a man who also helped develop the object method of teaching, which focused on a student's learning from observing objects, subsequently established a normal school at Gais. It was there where his son received his early education. Books were seldom used; students made their own by collecting the subject matter. Natural history was illustrated by specimens of plants and minerals that were collected by the students themselves.

After further study elsewhere, Krusi returned to Gais to help his father teach drawing, French, and Latin in the Normal School. Upon his father's death and the closing of the school in 1844, Krusi became the director of a private school for boys in Cheam, England, and later accepted a position with the Home and Colonial Infant and Training School in London.

To Krusi's delight the Home and Colonial School employed a system that was based on "object lessons." He taught arithmetic and drawing using a combination of Pestalozzian principles and a course once suggested by his father. He also spent his spare time observing the other instructors, to whom he became an advisor on the "object" method. During his tenure at the school, Krusi made a number of friends, one of whom was Miss Jones. Another was a Mr. Whitacre, who subsequently moved to the United States and wrote to Krusi to tell him of the favorable educational conditions in Massachusetts.

Krusi returned to Switzerland, but Whitacre's letters from America continued to report news of the movement of the American educational system toward intellectual improvement and popular education. And in 1852, he received a letter from a Professor Russell, of Massachusetts, who invited Krusi to become a teacher at the newly founded Normal College at Lancaster for the training of high school teachers. Krusi accepted the offer and traveled to Lancaster to begin his work at the New England Normal College, teaching German and drawing classes using the object method of Pestalozzi. When the school closed after only three years, Krusi lectured on Pestalozzi at the American Teachers' Institute at New Haven.

In May 1862, Krusi received a letter from Oswego written by a man about whom he knew little—Edward Austin Sheldon, who had heard about Krusi from Margaret Jones, with whom Krusi had been corresponding. She had been teaching for the year in Sheldon's program in Oswego. Sheldon wrote to Krusi, who had told Miss Jones he considered relocating to Germany, "I regret that you de-

sign to leave this country. It seems to me this is the time when you should be decided to remain. We are just upon the eve of a great educational revolution in this country, in which, from what Miss Jones informs me, you ought to take an active part."

Krusi replied to Sheldon, "although the thought of seeing my beloved fatherland and friends again had taken strong possession of my soul, the hope of the dissemination of sound principles [of education] in a congenial atmosphere has filled my soul with pleasant foreboding."

Sheldon invited Krusi to come to Oswego, visit the school, and have an interview. Krusi, intrigued by the idea of teaching Pestalozzian methods, accepted the invitation, visited the school, and renewed his acquaintance with his friend, Miss Jones. When Sheldon offered him a position teaching French and drawing, Krusi readily accepted.

For the next twenty-five years Krusi became a valuable member of Sheldon's staff, teaching, at various times, philosophy, the history of education, geometry, drawing, French and German.

Hermann Krusi worked hard at breaking down the old mechanical routine of teaching. Like Sheldon, he developed exercises more suitable to the students' minds, based on perception, exercises that rote memorizing and the best books could never do. As Oswego's first teacher of art, Krusi developed a program of "Inventive Drawing," adopted by schools throughout the nation. In the text he produced during his Oswego tenure, *Krusi's Drawing Manual for Teachers*, he noted that "Drawing makes a continuous demand for close and accurate observation, thus cultivating the perceptive faculties. When the perceptive is developed, activity and keenness of observation become fixed habits of mind."

Again like Sheldon, whose initial concern for the poor led him to found a "ragged school," Krusi's vision of education included finding ways to bring young people out of poverty. And he imparted that vision to his students at the Normal School. At least one couple who attended his classes credit him with influencing their decision to develop an educational institute for the working class. Woodbridge Nathan Ferris, who attended Oswego for one year in 1871, and Helen Gillespie, a three-year student who later became Ferris' wife, founded Big Rapids Industrial School in Michigan, now Ferris State University.

In 1887, Hermann Krusi left his position with Sheldon. A number of years later, Amos Farnham said of him, "After a service of twenty-five years in the Oswego Normal School, Professor Krusi resigned and has since enjoyed in genial California the rest which his eminent labors have doubly earned for him." Four years after his death in 1903, Krusi's autobiography, *Recollections of My Life* appeared in print, with selected essays edited by Elizabeth Sheldon Alling. His attachment to Oswego was so strong that he, his wife, and two daughters were brought to Riverside Cemetery for burial.

# Mary Victoria Lee

Nancy Seale Osborne

Dr. Mary V. Lee obtained her medical degree from the University of Michigan during the same year she began teaching at the Oswego Normal School, 1874. This was not the first time that Dr. Lee had visited Oswego; in 1862 she had been selected to travel to Oswego to learn Pestalozzian methods, which she then implemented in the Davenport, Iowa, Training School for teachers.

At Oswego, Dr. Lee taught physiology, zoology, zoological methods, botany, and the human body until her death in 1892. The entire school participated in Physical Culture, a program for which Dr. Lee was responsible. During this period she introduced the Del Sarte method of gymnastics into the Normal and Practice Schools.

The bicentennial issue of the *Oswego County Historical Society Journal*, 1976-77, edited by Professor W. Seward Salisbury, quotes Dr. Lee in her summation of the underlying principle of her work: "I worked, not so much to give information, as to influence life." The radical reorganization of the school's science curriculum ("the sublimation of object teaching") was the result of the implementation of Dr. Lee's philosophy, ". . . not mere information, but knowledge which influences life."

A brief biography of Mary V. Lee appears in *Historical Sketches: The First Quarter Century: Normal Training School, Oswego, N.Y.* (Oswego: R.J. Oliphant, 1888). Born in 1837 in Connecticut, Mary is described as a child able to milk the cows "before hired hands could approach them"; drive the oxen while her father plowed, and her father's sheep flock without assistance. Her father was from "teaching ancestry"; Emma Willard was his aunt. As father and daughter drove through stony pastures, he taught her the geological names of rocks—quartz, feldspar, mica and granite—and encouraged her to identify wildflowers and to pick grapes, cranberries and huckleberries.

As a young girl, Mary Victoria learned on her father's farm the practice of artificial brooding, and performed her first surgical operations on ailing poultry. Her favorite book was a small, worn, yellow volume, a *Book of Nature*, containing detailed sketches of beasts, birds, fishes, plants, planets and people. She was intrigued by the legs of a fly and the blossoms of a meadow lily. This child of the Connecticut River valley, grown up among oxen, cows, sheep, hens, dogs, cats "overshadowing maples," great flower gardens, boulders covered with lichen, and rushing brooks, became a vital member of the faculty.

Legend says that Dr. Mary V. Lee's classrooms contained shelf upon shelf of specimens from which students might learn, and that her early life as a working farm girl taught her that the women's attire of the time was detrimental to their health, so that, as an adult and professional, she refused to wear a confining corset undergarment and shortened her dress hems for mobility, cleanliness and comfort. Her photograph resides in Penfield Library's Special Collections.

# Joseph C. Park: A Look Back

Jesse Weigand and William Waite

[*Jesse Weigand, a technology teacher at Fulton High School, helped research Joseph Park as a graduate student in 2005. Bill Waite, Professor Emeritus, Technology, retired in 2006. For references used here e-mail jcfisher@frontiernet.net*]

Professor Richard K. Piez was selected by Edward Austin Sheldon to teach manual training in the late 1800s. Already a teacher of drawing, psychology, and the history of education, Piez searched for someone to lead a manual training program at Oswego Normal, and his choice, Joseph C. Park, was appointed one year before the Wright brothers' first flight.

Students who completed the Manual Training program received the Normal School diploma as well as a "Drawing and Manual Training Certificate" which allowed them to find excellent jobs.

The name "Manual Arts" did not stay for very long and was soon changed to "Industrial Arts." When he started in 1902, Park handled the instruction of all the courses himself, but by 1916 he had three teaching assistants.

In 1911, due to Park, a new program was offered in Industrial Arts that required two full years of education, 650 hours in general education, 700 hours in professional education, and 1,050 hours in technical courses. Student enrollment in Industrial Arts grew from 1911-1940. The college needed to increase its teaching staff to five and the facilities grew to five shops and one drawing room.

The two-year program was eventually replaced by a newer three-year program, and in 1929 the shop work increased by 50 percent. Practice teaching was lengthened from six to ten weeks and was moved to off-campus centers in which the practice teacher would ultimately be employed. Greater emphasis was placed on general education, design, and a range of shop experiences. In addition to the basic exploration of wood and metal, additional topics were added, such as electricity, printing, textiles, and ceramics. In 1930, a new building was approved to be constructed due to overflowing enrollment in the basement of Sheldon Hall. Riggs, Park, and the Alumni Association were able to get the new building approved and the ground breaking was led by Gov. Franklin D. Roosevelt with the opening in 1932. The trowel that the Governor used can still be found inside the southeast entrance. The building was later named for Joseph C. Park.

From 1932 to 1940, Park continued to make changes in Industrial Arts. Because of his work, the state allowed the college to offer a four-year program in the department.

Soon after Park's retirement in 1940, more improvements began in the Industrial Arts program as it was now a four-year degree program. Enrollment brought staff numbers to near 40 in the 1970s.

A program on the forefront of change, the Department of Technology has had a significant influence on the curriculum change from Industrial Arts to Technology Education. But this success is still rooted in the hard work and foresight of Joseph Park.

# Friends We've Heard From and About

Congratulations to **Helen Zakin**, last spring's inductee to the Alumni Association's Faculty Hall of Fame! When presented with the honor, Helen, who, along with **Richard**, continues to study art in its own setting, noted that she especially enjoyed teaching interdisciplinary courses in medieval studies for the Honors Program. She is well-recognized as an expert on medieval stained glass, and is a member of the Corpus Vitrearum Medii Aevi, the prestigious international organization that catalogs stained glass. In 1992, she spent six weeks researching the stained glass holdings of the Hermitage Museum, and 2001 saw the publication of her two-volume work, *Stained Glass Before 1700 in the Collections of the Midwest States*. In 2010, she made a generous donation of her research collection to the Robbins Library on the University of Rochester campus. Since her retirement, Helen has kept busy with Spanish classes, reading, yoga and jogging, and she has taken on a new passion—gardening.

Also, congratulations to **Gus Silveira**. At Oswego's 150th Commencement in May, Gus received an honorary doctor of science degree. In announcing the honor, Deborah Stanley noted that "Dr. Silveira was a pioneer of undergraduate teaching methods that are now standard in chemistry classrooms across the country." When Oswego created a faculty research award, he was one of the first recipients, and ultimately exceeded \$2 million in research grants from such agencies as NSF and the Institute of Chemical Education and Sloan Foundation. Among Gus' many honors not previously reported in the *Newsletter* are the first New York State/United University Professions Excellence Award, the Samuel Stone Lifetime Science Award, and, in retirement, a distinguished visiting lectureship at Australia's University of Tasmania.

**Ray Schneider** tells us that **Sai Ieno**, who lives on a 44th floor apartment in Tokyo, was returning from lunch on the first floor, when the March 8.9 earthquake hit. It apparently was not fun being in an elevator at the time! It was frightening, but he arrived at his floor OK. Sai reported that the only things that had moved in the apartment were papers on his desk, and his printer, which had fallen to the floor. **Hubert Smith** tells us that life in retirement is going very well. In addition to enjoying the Florida sunshine, he has been busy with volunteer work, entertaining friends and family, and traveling. Last year he was privileged to spend time on a mission trip to Ecuador, where he helped to build a school and health clinic. And he has a new interest. The cooking/entertainment business! His son, Michael, is now CEO of the Food Network and the Cooking Channel. Hugh tells us, however, that he has yet to come up with a dish that would get him on the show!

**Ken Rosenberg** points out that he retired from the college in 2007, not in 1997 as reported in an earlier issue of the *Newsletter*. We did manage to get the date right in the "Friends" section, however, which shows that your editor is really only *half*-baked! Ken went on to say that

he especially enjoys being able to keep up with old friends through the *Newsletter*, so keep letting us know what you have been doing. Your friends do care!

We had a great turnout at last spring's popular Spring-side luncheon! **Harry and Lorraine Nash** tell us that they continue to swim at the Oswego YMCA, and they also continue to play pinochle with **Lois and Will Allen**, who had just returned from their five-month stay in Florida. Lorraine still plays bridge, and Harry plays euchre. They have established a Nash/Porter Scholarship at SUNY Brockport, which to date has given three \$1,000 awards. Obviously, both are graduates of Brockport. And, incidentally, we had an opportunity to wish Harry a Happy Birthday at the luncheon.

**Alex Beattie** tells us that he continues to traumatize his brain by taking foreign language classes, last semester Portugese and German. **Emily Oaks** is spending much of her time these days replanting trillium she is reclaiming from suburbia, taking it back to native woodland. **Betty Moody** and **Connie Bond** reported on what seems to be a change of lifestyle. This past winter included watching snow fall from the sky. That apparently occupied a considerable amount of their time. Betty also told us that she enjoys reading, and since that is an indoor activity she did quite a bit of it! Connie worked on several jigsaw puzzles for her indoor activity.

Like others at the Springside luncheon, **Carlton and Barbara Salvagin** were glad to get together with friends, and told of being busy with volunteering in a few county and local organizations. Carl is the "fix-it guy" for the Hannibal Community Center, where he also coordinates a construction grant. **Laree Pease** was a bit shy about the specifics, but she did tell us that her activities are "many and varied," and that "life is good!" **Queenie O'Neil-Sands** is one busy lady! During the winter she and **Jim** spent three months in Myrtle Beach, and during that time she took off with friends to New Orleans. After returning home, she and her sister took a short trip to Atlantic City. She's also on the board of the Salvation Army, on the Mexico area Kettles Committee, and a member of the United Way of Greater Oswego Board of Advisors. Other than that, she says, "Not much going on." We've also learned that her son has just published a book.

**Jim Howard**, we learned, is a well-known beekeeper. He's now up to thirty hives serving honey to the area community. He was joined at the luncheon table by, among others, **John Fisher** and one of our newest retirees, **Ken Peterson**, and as you might guess Jim and Ken started a discussion of recent and past sporting events. That's what wrestling, soccer and golf coaches do! And there was plenty to talk about, since the Master's had finished the day before. John, a Fairport "Old Codger" golfer also had something to say about the most exciting Master's in history. **June Johnston**, who spent a lot of time before retirement seeing to it that our *Emeriti Newsletter* was

properly printed, tells us that she still enjoys our luncheons at Springside and on campus, and wishes even more would come to enjoy old friends. Get the hint?

The spring issue of the alumni magazine, *Oswego*, continues to show that emeriti have made a difference in the lives of former students. Tom MacPherson '73, an art professor at SUNY Geneseo, feels that he came to Oswego at the best time to be a student, with **George O'Connell** and **Tom Seawell** on the faculty—"First-class educators, who prompted me to go to graduate school and become a professor like them." Yvonne Spicer '84, MA '85, of the Boston-based National Center for Technological Literacy, is engaged in programs to help women and minorities overcome obstacles in science. She credits **Ron Sorensen** and **Dave Faux** with teaching her "you can do anything . . . and be comfortable with who you are." Drive-in theater owner and former science teacher John Nagelschmidt '66 credits a number of his science professors with influencing his early career—**Norris Goldsmith**, **Dick Shineman** ("a good man"), **Ray Schneider** and **Bob Sykes** ("the father of lake effect snow"). And other science faculty, **Gus Silveira** and newly retired **Ken Hyde**, have been mentioned by Peter '75 and Andrea Guglielmo Bocko '73, MS '75 for teaching the value of personal attention and good, hard, incremental work. And for Gus' providing Andrea with a scholarship for her master's degree. Peter is chief technology officer for Corning Glass Technologies and Andrea volunteers to help children with science projects in Tokyo, where they make their home. Ken was also featured in the spring *Oswego* for his 43-year career at the college and for his mentoring of nearly 100 graduate students over those years.

An article in the spring issue of *Oswego* entitled "Oswego's Jazz Rep is 'Solid'" states that over the years the college has been a notable venue for jazz with legends like Louis Armstrong performing here. But the roots of jazz on campus stretch back to the arrival on campus of **Hugh Burritt**, jazz history professor, who founded the Solid State ensemble in the late 1960s, and who had himself played trumpet with big band legends like Tommy Dorsey. **Stan Gosek**, who took the reins of Solid State from Hugh in the mid-1980s, continued Hugh's tradition of attracting large crowds for Solid State and "big-name" professional performances until he retired in 2003.

New scholarships at SUNY Oswego have been made possible with the help of members of the Emeriti Association. The Oswego Emeriti Scholarship fund increases every year with generous donations, and two of our members have been instrumental in developing new opportunities for our students. **Walt Nitardy** has collaborated with Richard Lashley '80, to help fund a scholarship to honor the late David Crisafulli '81, a former baseball teammate of Lashley. Once endowed, the fund will benefit the baseball team in perpetuity (Donations may be sent to the college's Office of Development or online).

At its annual meeting last January, the Riverside Cemetery Board of Trustees honored former Campus School teacher **Ruth Sayer**, whose efforts over many decades

have helped preserve the historic nature of the cemetery where, incidentally, Founder Edward Austin Sheldon and his wife are buried. Also, Ruth and her late husband Frank wanted to do something to give back to the college that enriched their lives and the community, so Ruth has endowed the Frank and Ruth Sayer Education Scholarship. Her gift will fund an annual award to a student in the School of Education who will be a positive role model for children. With her presentation, Ruth mentioned legendary faculty members **Hazel Hewitt** and **George Pitluga**, who had been friends as well as helpful colleagues. And if you know Ruth, you know that she stays busy. She and several of her former sixth-grade students get together for lunch, she spent a month or so last winter touring Florida to visit with friends, she attended the Springside luncheon in April, the Emeriti Luncheon in August, and she has been on the move ever since.

**Owen Houghton** recently reported in from his New Hampshire home. He is an aging/wellness educator, the past chair of the State Committee on Aging, and a columnist for the *Keene Sentinel* "Wit and Wisdom," where he focuses on issues of aging well (Owen, come back. We need you!). He coached the golf team at Franklin Pierce University for 23 years following his retirement as dean at Oswego. Having served numerous local non-profit boards, he is currently vice-chair of Monadnock at Home, a geriatric care model for independent living. This new startup was highlighted in the May-June AARP magazine. He and Norma continue to enjoy the country life in the Monadnock Region in Jaffrey, NH, and would love to have visits from "old friends."

In the spring issue of the *Newsletter* we'll have more information from your friends that has been gathered at our annual August Luncheon and the fall meeting at Springside.

## Sesquicentennial Online

The SUNY Oswego sesquicentennial celebration is unfolding in a very 21st-century way via the Web and social media. Go to the college website, type sesquicentennial in the upper-right corner, and you'll find a variety of opportunities to see history, events, and an evolving list of stories.

One prominent site feature is an interactive photo timeline where users can view images and read more about events spanning the college's history. In March, a weekly Then and Now feature began appearing in the inboxes of members of the campus community, alumni, emeriti and leaders around the state.

Then and Now consists of two teaser images—a "Then" archival picture, often from Penfield Library's Special Collections, and a "Now" photo of a current campus feature or event, asking what they have in common, with a link to the reveal on the sesquicentennial site. Then and Now teasers also appear in the official SUNY Oswego Facebook page ([www.facebook.com/SUNYOswego](http://www.facebook.com/SUNYOswego)) and Twitter feed ([www.twitter.com/SUNYOswego](http://www.twitter.com/SUNYOswego)).

## Welcome, New Retirees!

Seventeen former colleagues have become colleagues again in retirement, and we welcome them as members of the Emeriti Association. We look forward to seeing these friends again at our annual retirees' luncheons, and to their joining us as we continue to serve SUNY Oswego through the activities of the Emeriti Association.

**Mary Beth Bell**, Director of Libraries. MLS, SUNY Albany. Appointed 1999. **Nancy Bellow**, Office of Business and Community Relations. **Mary Bennett**, Senior Assistant Librarian. BA, Salisbury State College (MD); MLS, Rutgers University. Appointed 1982. **Bernard Boozier**, Associate Professor, Health Promotion and Wellness. BS, Midwestern University; MS, East Texas State University; PhD, Syracuse University. Appointed 1974.

**Robert Casper**, Director, Career Services. BA, MEd, SUNY Plattsburgh. Appointed 1986. **James H. Ford**, Communication Media Design Specialist, Campus Technology Services. BFA, Miami University; MA, SUNY Oswego. Appointed 1985. **Ronald J. Graeff**, Visiting Assistant Professor, Communication Studies. BA, MS., Syracuse University. Appointed 2000.

**Jean Grant**, Director of Health Services, Walker Health Center. BNS, SUNY Plattsburgh; MNS, SUNY Health Science Center. Appointed 1973. Chancellor's Award for Excellence in Professional Service, 1996. **Mary Harrell**, Associate Professor, Curriculum and Instruction. MEd, University of Delaware. Appointed 2000. **Deborah Harvell**, Assistant for University Financial Analysis. Appointed 1978.

**Linda Hefti**, Field Placement Coordinator, School of Education. BS, MEd, SUNY Oswego. Appointed 2001. **Audrey Hurley**, Associate Professor, Curriculum and Instruction. BA, SUNY New Paltz; MS, City University of New York. Appointed 1976. **Deale Hutton**, Art Librarian, Penfield Library. After her BA in Political Science and Sociology, Regis University, Deale took her MLS at Syracuse University, BA in Fine Arts at Oswego, and MFA at Rochester Institute of Technology. Appointed 2003.

**John McNeill**, Adjunct Instructor, Music Department. BM, MA, Eastman School of Music. Member, Rochester Philharmonic Orchestra, and Artist-in-Residence, Rochester City School District. **Karen Sawyer**, Personnel Assistant, Human Resources. Appointed to her position January 2000. **Monico Soto-Granado**, Diversity Administration and Retention Counselor. BA, MS, SUNY Oswego. Appointed 1993. **Mary Frances Stuck**, Professor, Sociology and Assistant Dean, College of Liberal Arts and Sciences. BS, Ohio State University; MS, MA, PhD, Syracuse University. Appointed 1985. Chancellor's Award for Excellence in Teaching, 1991.

## Contributions are Due

In this issue of the *Emeriti Newsletter* is an opportunity for you to show your interest in the Emeriti Association and your continued interest in SUNY Oswego. We ask you to return the attached envelope with a \$20 contribution for this academic year to help defray Association costs including the *Emeriti Newsletter*, the book memorials placed in Penfield Library that honor our deceased colleagues, and the informative plaque placed at the entry of buildings named for former faculty members. Those among us who are optimists can make a one-time contribution of \$125 for a life membership. Over eighty of us have already done so, and the interest from that money also helps support our programs.

You may disregard our request for your \$20 donation if you are a life member, if you made your contribution at the August luncheon—as many of us did—or if you have since sent a check.

Please add your e-mail address to the envelope when you return it, note any changes in your address(es), and include the name of your spouse. If you have two addresses, please indicate which is appropriate for receiving the fall and spring issues of the *Newsletter*. Send that information even if you have already made this year's contribution.

Also, please note that the enclosed envelope invites you to support the Emeriti Association's special activities that cannot be entirely funded by the annual contributions. Those activities include the SUNY Oswego Emeriti Scholarship to be granted annually to a child or descendant of emeriti or active faculty.

## Treasurer's Report

Paul Leibenauer

Financial: At the end of the Emeriti Association's fiscal year, 30 June 2011, the account balances were: Lifetime Membership Fund, \$14,452; Emeriti Scholarship Fund, \$53,532; Emeriti Operating Account, \$637.

Membership: There were 80 lifetime emeriti, 260 non-lifetime emeriti, 12 lifetime associate, and 61 non-lifetime associate members. Fifty-one of the 260 emeriti made a contribution during the fiscal year, and 9 of the 66 associates made a contribution.

## Attention Emeriti!

The SUNY Oswego Emeriti Association offers a scholarship annually to a direct descendent of an Oswego College emeritus or current faculty member. Eligible applicants must be matriculated undergraduate students at Oswego; demonstrate financial status as indicated by the FAFSA report; submit to the Office of Alumni Relations at King Alumni Hall a completed SUNY Oswego General Scholarship Application; and describe their relationship to an emeritus or current faculty member. Applications are due by February first.

## List of Emeriti and Associates

(\*Denotes an associate member of the Emeriti Association)

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## 1861: The Commercial Times

(6 March) There was a bit of excitement in Oswego harbor yesterday. Sheriff Tucker had attached the schooner J.P. Kirtland of Milan, Ohio, with her cargo of grain, at the suit of the Toledo Bank on a claim of some \$4,000. But at an early hour yesterday, taking advantage of the Sheriff's absence, the captain spread his canvas and sailed out of the harbor, bound for the Canada side in defiance of the Sheriff's attachment. Sheriff Tucker, however, soon adopted prompt measures to remedy the secession. He chartered the tug Morgan, and was soon steaming after the attached vessel. After a ten mile chase, the Kirtland was overhauled, and compelled to heave to without firing a shot across her bows. She was towed back again into the harbor and remains in the custody of the Sheriff.

(8 April) The largest canal boat we have ever seen, was launched on Saturday from the boat yard of Samuel Miller of this city. The new boat is called the Abraham Lincoln, and bears a handsome portrait of "Old Abe" on the stern.

(8 April) On Saturday evening, a man named Dennis Woods, who had been boarding at the hotel of Mrs. Cunningham in the vicinity of Pea Soup Flats, made his appearance at the police office and entered a complaint against parties for assault and battery. He was too much under the influence of bad whiskey to make a coherent statement. And he was lodged in the city apartments till this morning, when the Court allowed him to depart on condition he would leave the city immediately. This he promised to do. Therefore, the name of Dennis Woods will not embellish the City Directory, soon to be issued.