



# Emeriti Newsletter

State University of New York at Oswego

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## What's Coming Up

In the fall I hope to have an account of how the Shineman Center has transformed the experiences of teachers and students in science, mathematics, computation, and engineering. Other ideas are earnestly solicited.

Please send ideas/complaints/articles to

**david.hill@oswego.edu**

with the subject-line "newsletter".

## President's Report

—Vern Tryon

Greetings from Oswego:

The sun is shining today, hopefully signaling the end of the kind of old fashioned winter that people used to say we don't have anymore; but we had it this winter — long and cold. Another harbinger of spring that will occur in a few days as this is written is our Emeriti Springside luncheon. It will be our nineteenth luncheon since 2006 and a record 63 emeriti, associates, and friends have made reservations.

*The luncheon, as those who attended can report, was a great success.*

Speaking of numbers, your Emeriti Association has to date placed 158 memorial books in Penfield Library since 1992, and this summer will unveil building plaque number 17 for Hart Hall. Portraits of all of the college presidents and acting presidents now hang in Sheldon Hall, along with a plaque listing the names of sixteen faculty members who have chaired Faculty Assembly since 1963. Finally, we have awarded seven scholarships since 2007. Clearly, our contributions can still be found on the campus.

Your Board of Directors will meet on May 19 and again on July 7. We welcome any questions or suggestions that you have for the Board members. Our Annual Meeting will be held on Monday, August 3, at 10:30 A.M., in Room 329 of Sheldon Hall. All emeriti are welcome to attend and vote. Our 46<sup>th</sup> Annual Luncheon will be held in Sheldon Hall Ballroom on Monday, August 3, at noon. I hope you will plan to be there to enjoy the fellowship of long-time friends.

That's my Emeriti news from Oswego.

## Editor's Report

—David Hill

Walt Whitman captured what several of the articles in this issue have made me think about. In his poetic account of taking a ferry ride across the East River he said this:

Just as you stand and lean on the rail, yet hurry with the swift current, I stood and was hurried—"Crossing Brooklyn Ferry" 23

We think we are standing still or, like Whitman, traveling from island to island, even while the "swift current" hurries us toward the open

sea. Two articles present Oswego people who understood that current and “hurried” to join it—Warren Weinstein, who left Oswego to work with USAID, and died in a drone strike on those who had held him in captivity, and Amos Farnham, class of 1875, who went South after the Civil War to help establish the system of freedmen’s schools (and, as you will see, significant schools for women). Also, two celebrations, one very personal and the other institutional, reflect how we have lived in constant change. One of our colleagues, Mary Frances Stuck, shares a moment when she and those closest to her understood a current that has moved us even as we thought we were merely standing by the rail. The Technology Department’s seventy-fifth Technology Conference highlights changes that each year’s events made clear. Finally, the faculty and students of Art, Music, and Theatre are vividly aware of change as they inhabit refugee space across campus while Tyler Hall is renovated.

*Thanks to Mary Stuck for sharing her memories of how the world has changed; to Terry Lindenberg for his account of Warren Weinstein’s time at Oswego; to Robert Schell both for his explorations of the Oswegonian archives in the “Looking Back” column and his discoveries of the role of Oswego faculty and graduates in the new Freedmen’s academies in the postwar South; to Mark Hardy, Vern Tryon, and Phil Gaines for help with the account of the seventy-fifth Technology conference; and to Fritz Messere, Julie Pretzat Merchant, Mark Cole, Al Bremmer, and Kate Timm for their memories of the old Tyler Hall and their hopes for the new one.*

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## Emeriti Scholarship

The 2015 Emeriti Scholarship recipient is Elizabeth Schell, a second-semester junior majoring in Anthropology. She plans graduate study in the field of forensic anthropology, with the intention of work with police departments, research institutions, and perhaps a teaching career. She says she learned much about the school from her grandfather, Robert Schell, an emeritus.

The scholarship, supported by gifts from the Emeriti Association, is awarded to direct descendants of Oswego faculty and staff, whether presently employed or retired.

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## Warren Weinstein

I knew Warren quite well from 1971 until he left SUNY Oswego a few years later. We came to Oswego around the same time and it didn't take Warren long to make his mark. He met with President Jim Perdue in the fall of 1971 and managed to convince him to fund a conference called *Beyond Contemporary Thought* or something along that line. Warren wanted four panel discussions with select scholars in the fields of the natural sciences, social sciences, the humanities and education. He asked me to find members for the discussion on education and so I drew on a few colleagues from history, philosophy and of course education. Organizing this was a large undertaking and Warren was more than up to the task. Things came together and our group led off the conference. It was taped and everyone was nervous as few of us had any experience with this sort of show that the President was counting on. Our group came off fairly well but Warren didn't think so, and did he let me know how he felt about the performance! He took whatever seemed wrong and guided the rest of the discussions to a successful conclusion that left Jim Perdue pleased.

All this showed the bundle of energy Warren could command in getting things done. (It also helped with his tenure decision I'm sure.) He was a good scholar who valued ideas but he needed more action as some have alluded to. Academic life was too plodding for him and I am sure he wanted to do more with his background in international studies.

It is a long way from the cold shores of Lake Ontario to the deadly hills of North Wariristan in Pakistan. But I am quite certain he found his humanitarian calling in this troubled region that will mark his legacy.

—Terry Lindenberg

## IN MEMORIAM

Daniel Barach—May 2015

Professor of Music

Carolyn Bridgers—February 2015

Associate Member (wife of Ray Bridgers, Education)

Julius Sherwood Dunham—December 2014

Professor of Education, Principal of the Campus School, Interim President

Marie Frasinelli—January 2015

Associate Member (wife of Bruce Frasinelli, Communications Studies)

John Glinski—April 2015

Professor of Health, Physical Education, and Athletics, Athletic Director

George O'Connell—May 2015

Professor of Art

Charles Phalen—March 2014

Professor of Technology

Virginio Piucci—August 2014

Associate member (former principal of the Campus School)

Frederick Ratzeburg—April 2015

Professor of Psychology

Constance Ryan—February 2015

Penfield Library

Colleagues who left Oswego before retiring

Roger Dickinson-Brown—April 2015

English Department

Warren Weinstein—April 2015

Political Science Department

## A Long-Overdue Celebration

On October 4, 2015 Oswego friends of Mary Frances Stuck joined family and friends from Cortland to celebrate her marriage to Mary Catherine Ware, which occurred on July 31, thirty-six years after they had committed their lives to each other. The October celebration required careful planning. (*Note: Mary's words in quotation marks, or indented*)

[T]he real “backstage” story is/was: how did we prepare for something for which there are few if any models? And an event where there would be a great mix of social classes, belief systems and educational levels – all the way from multiple PhD holders and former college president and current college vice presidents to one person who went no further than eighth grade, our cleaning lady and her husband.

Planning started about six months before the event, with searching the internet for models of vows and ceremonies for our unique circumstances. None were found, so Mary Frances pieced together the script for the ceremony from numbers of sources and after nineteen revisions (whew!), we agreed that we liked it.

The changed world of 2015 manifested itself in a series of surprises.

The first surprise occurred once invitations were sent: many of our friends are Roman Catholic and we had no idea how they would react. Being a “cradle Catholic,” I was shocked. To a person, all were so happy and excited for us! One woman, a member of our church choir (we are also members), ran down from the altar one Sunday to hug and congratulate us.

In terms of pragmatics, we wanted witnesses for our [July 31] legal ceremony who were other than the paralegals in our attorney's office. We thought about our dinner group (a couple and two widows and us). Never having said anything to the couple before about our life, we decided to ask them, one of whom is from Belize and both of whom are very Catholic. They both said they had been waiting and waiting for this day and were so pleased to be asked!

The ceremony and renewal of vows (legal vows from two months before and real vows from thirty-six years before) reflected the values and emotions at work in all strong marriages. After an excellent dinner, the new couple talked about what this celebration meant to them.

Mary Frances spoke of never really being herself for most of her career, how that felt like lying for twenty-some years, till later in her career she would, as appropriate, share with her students her full identity – knowing that among her students there were individuals who needed to know that it was OK to be who you are and that one could be happy and successful – as witnessed by Mary Frances' life and career.

Among Mary Catherine's stories: “... she said was that she knew from the age of seven that she was ‘different.’ Since that day she has been hiding. She dated boys for show during high school and hid during college. She was still hiding during her professorship, fearing she would be terminated, she said, or worse, murdered. When she and her spouse go on a cruise, when other couples dance on the upper deck – they dance under a stairwell. Now, after 35 [sic] years of commitment, she and her partner are legally married, and a roomful of family and friends rose and clapped as they kissed each other.” (inset quotation from “**Two weddings**”, Oct. 20, 2014, [Equality](#).)

More surprises followed as guests took the microphone:

My dearest friend from Oswego, Lorrie Clemo, Oswego Vice-President, spoke of our long friendship and my years of commuting from Homer to Oswego (symbolized by the gift of a bird feeder). Mary F.'s nephew, quite a “redneck bigot” (high school graduate only) when we first met him, spoke of how

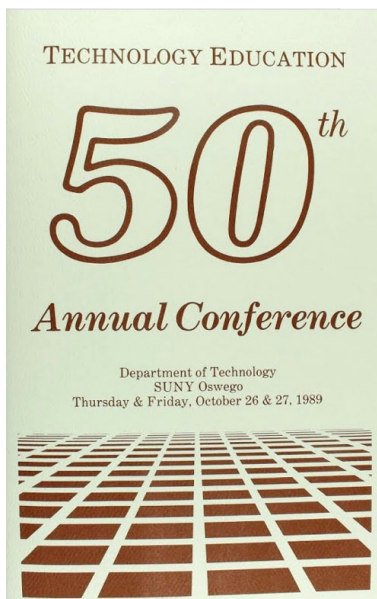
much he had learned from us and how he hoped his son would grow up in a much more accepting world. The nephew's mother-in-law (a friend of Mary F.'s younger sister) talked of how she never really knew any two people like us and was so happy for us. As they were leaving, the husband of our cleaning lady (a "concealed-carry-and-proud-of-it" conservative) said to Mary C. that he was a changed man – he never knew of the lives and experiences of which we spoke, and would never allow his friends and relatives to make gay jokes and comments.

It was clear to all that while the two Marys had stood together for thirty-six years, their friends, family, and much of the wider community had finally caught up with them.

[W]e give thanks for all that we've been privileged to experience these past 36 years – for good friends and supportive colleagues, for both the good and the bad, the happy, the sad, the discouraging and the exhilarating – and we look forward to all the adventures to come.

## Seventy-Five Years of Technology Leadership

*The occasion of the seventy-fifth technology conference on October 30-31 highlights three aspects of Oswego's place in the transformation of technology education in the last eighty years: the presentation of state-of-the-art ideas and practices for Oswego students; the nurturing of industrial arts/technical education as a field of study; and a rich opportunity to introduce our students into their field of post-college activity. The first conference, in 1936 (the conference was suspended for four years during the Second World War), began a tradition that has been a model for the growth and development of a field whose changes reflect the transformations through which we have all lived. (See the last article for links back to the nineteenth century.)*



The program for the seventy-fifth conference embeds both the history of the Department and its present and future range of concerns. As examples, one session presented an in-depth examination of the prepping of surfaces for finishing, exploring how choices of abrasives prepare a surface for different oils and other



finishes; another presented software that helps students understand welding techniques; another explored how 3D printing has already moved past the "trinket-making" phase, into being an integral part of sophisticated manufacturing (attendees received a grant form for classroom 3D printers). Other sessions explored modes of electronic publication; developments in the design and construction of devices and processes in biomedical engineering; new courses that introduce Oswego students to the conceptual issues that relate engineering problems to technical education programs and permit students to enhance their engineering knowledge in Computer-Aided and Analysis projects. Solar and wind power projects, including integration into the complexity of the electrical grid were among the presentations by students, as were several projects from the robust robotics area in the department. Means of using 3D printers and laser cutters as tools for original experimentation as well as prototype-building was the subject of another session. A design class presented sturdy modernist chairs made from recycled and found cardboard that could be broken down to fit into two pieces of carry-on luggage. That session evoked the historical association of the Design program with the Technology Department, before its incorporation into the Art Department—highlighting commonalities

between the fields. The four covers included in the article illustrate how good the Technology and now Art Departments have been at graphic design.

An important strand in the conference was the place and future of technology education in the current climate in American schools. Sessions explored effective means of advocacy for technical education, how technical education can enhance and deepen student understanding of the learning goals established in the Core Curriculum and the importance of advocating technical education as a centerpiece for the expansion of STEM (Science, Technology, Engineering, and Math) opportunities for students.



Both Vern Tryon and Phil Gaines emphasized how important the conference has been in introducing students to the presentation of their work and in giving them access to professionals in the field, who often took on the students as student teachers, and later colleagues. Vern Tryon

remembers what the conference meant to him as a student in the 1950's:

Public school teachers were the primary conferees all day Thursday and Friday. We always had a major speaker on Thursday morning and many commercial exhibitors offering equipment, books, and supplies of all kinds. There was a formal banquet on Thursday evening with another major speaker. As a senior, I was honored to serve as the master of ceremonies for the banquet that was held at the Hotel Pontiac that year. Friday evening was devoted to an open house for people of the City of Oswego and they attended in substantial numbers.

Phil Gaines recalls hearing from professionals in the field that their experiences with Oswego students led them to invite those students to their own classrooms, where the Oswego undergraduates “brought new ideas, wonderful conversations and provided a renewed energy for them.”

Mark Hardy, Chair of Technology, pointed out that a highlight of the conference was the chance for alumni to share in “long standing tradition of service, collaboration, outreach, scholarship, and leadership by the Department of Technology faculty and students with the Technology Education community in New York State.” Conferees toured the renovated spaces in Park and Wilber Halls, as well as the remarkable new Richard S. Shineman Center for Science, Engineering and Innovation (the topic for a subsequent article).




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## Looking Back—News from *The Oswegonian* Archives

**10 years ago – Spring 2005:** Robert King announced his resignation as the Chancellor of the State University of New York after six years of service. This paved the way for the appointment of our current Chancellor, Nancy L. Zimpher. The campus was beginning to experience the impact of technological innovation as students began to abandon the residence hall telephone system in favor of their cell phones and Penfield Library was nearing the completion of its shift from paper to online versions of our journal holdings. Librarian Mary Loe stated that students and faculty now had access to more than 16,000 journals.



**25 years ago --Spring 1990:** Donald Mathieu announced his resignation as Provost to return to the classroom. His distinguished administrative career had included service as the chair of the History Department and as Dean of Arts and Sciences. The SUNY Board of Trustees announced the collection of a mandatory athletic fee to be collected from all students in order to meet the requirements of membership in the NCAA. The local allocation of these moneys would be under the direction of an Intercollegiate Athletic Board chaired by Donald Herring. According to an ad in the *Owegonian*, students and faculty could purchase an IBM PS-2 personal computer through Harry Matthews of the Learning Resource Center. The computer contained 3.5" floppy drive, a 20 MB hard drive, 20 MB of memory, DOS 4.0, and Word for Windows. The price was \$2299.

**50 years ago – Spring 1965:** James Purdue was appointed as President of SUNY Oswego. Chancellor Gould announced that the annual cost of a dormitory room would increase to \$365. The College Symphonic Choir was featured at SUNY Oswego Day at the New York World Fair. Foster Brown returned to campus to dedicate new buildings, including Hart and Funnelle Halls, Cooper Dining Hall, and Walker Health Center, while plans were announced for a major campus expansion to include a science building, a new library, a media center, a fine arts building, a faculty-student center, and two 1000 student residence centers.

**100 years ago – Spring 1915:** Students and faculty were becoming used to the “new building” on Boulevard Hill. Those who would previously have walked to class were taking the trolley to the new facility. Developers were selling double lots in the surrounding Ontario Heights area “within a few feet of the Normal,” with a view of the lake for as little as \$600. The curricular emphasis under President Riggs was decidedly vocational with well-publicized mechanical arts, agriculture, and domestic science departments. The school published and printed a quarterly journal, *The Vocationist*, which was available for an annual subscription of 50 cents detailing the latest in the fields and on the campus. By the end of the semester all eyes were on the war in Europe and sinking of the RMS Lusitania.

—Bob Schell

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## Who's Doing What? Activities of Emeriti

*Attendees at the Spring luncheon at Springside at Seneca Hill who had news are as follows:*

**Ralph and Marian Spencer** survived the winter in Watertown and are looking forward to a summer that will be as nice as the winter wasn't.

**Leslie and David King** spent March and most of April in Florida, mainly on Anna Maria Island, where the weather was wonderful. They saw many friends on the trip. They plan a Danube River Cruise in June, with extra time in Vienna. David has really retired and keeps busy, as would be expected. There is even talk of a fitness center membership in their future.

**Barbara Sykes Wall** reports that a biography of her father, **Robert B. Sykes, Jr.** will be published in the fall.

**James and Marilyn Seago** report that they are busy —Jim continuing his research projects with the new microscope in the Shineman Center. He promises an account of his work in the upcoming issue of the newsletter.

**Lee Burling** greatly enjoyed the luncheon and seeing old friends.

**Lewis and Jean Turco** returned to Oswego for their spring sojourn. Lew's epic, *The Hero Enkidu*, a retelling of *Gilgamesh* in the Anglo-Saxon prosody associated with *Sir Gawain and the Green Knight*, has been published by the Bordighera Press.

**Alex and Ana Beattie** spent three weeks in Benidorm, Spain, a resort town on the Mediterranean, where thousands of European retirees enjoy the perfect winter climate. The dollar went far this

winter. If one follows their recommendation, lots of Cockney and regional British accents are to be heard (but few if any American accents).

#### **Other news:**

**Owen and Norma Houghton** have made a downsizing transition down the road from their Timberpeg home with a view of Mount Monadnock because of some health concerns. They continue to enjoy the culture and beauty of the New Hampshire Monadnock region. Their new address is 14 Colton Road, Jaffrey, NH 03452.

**John Peterson's** address is now 1406 N. Arbor View Circle, Santa Maria, CA 93454.

**Tom and Thomasina Larson** left Oswego eighteen months ago for the suburbs of Pittsburgh, where there is a lot less snow. He continues to teach the GLS 100 London course using Skype and Chat; seventeen students enrolled in the Spring 2015 course. The Larsons' address is 5839 Wallace Ave. Bethel Park PA 15102.

**Ken Peterson's** address is 93 West Myers Road, Oswego, NY 13126, not the Minetto address in the last newsletter.

**Sam Rogal** has published two recent monographs: *Biographical Summaries, Historical Backgrounds, and Annotated Bibliographical Checklists of the Literary and Artistic Stracheys (1550-2000)*, Mellen 2014. and *The Music and Poetry of "Come Ye Thankful People, Come (1844): A Sung Prayer of the Christian Tradition*. Ellen, 2015.

**Sherret Chase** and his daughter had hoped to attend the Spring luncheon, but were already committed to several other activities that day. He remains in good health and is "enthusiastically engaged in the life of the Catskill region. We have a new Catskill Interpretive Center (named for our esteemed retired Congressman Maurice D. Hinchey) that will open before July 4. Ground-breaking was held in September, so construction is moving very quickly. This will be the first interpretive (or visitors) center for the Catskill Park (the Adirondack Park has three). We also have a new Catskill Mountains Scenic Byway. The Catskill Mountain Railroad is a lively local tourist attraction. We have a lot happening here."

**Sanford Sternlicht** reports from Syracuse that his latest book (his thirty-second) has just been published— *August Wilson's Twentieth-Century Cycle Plays: A Reader's Companion* Texas Tech University Press.

**Justice Cheney** reports he has exchanged greetings with **Ellie Fillburn**, and some addresses for colleagues with whom they have not been in recent touch.

**Joanne and John Fisher** still lead very busy lives. They are very much involved with their parish church in Fairport, just outside of Rochester, St. John of Rochester, interestingly named for St. John Fisher of Rochester, England, martyred by Henry VIII. They help as Maids of Martha (cleaning the chapel!) and among other activities have served as Communion ministers to parishioners in local assisted-living facilities. John has edited a history of the parish and the Rochester diocese to commemorate the 50th anniversary of the founding of the parish. Joanne is busy as member of a local gardening group and the Fairport Historical Club. John serves on Fairport Rotary's oratorical and scholarship committees, both of which assist local high-school students obtain college scholarships. Joanne and John still get to Oswego—weather allowing. They especially enjoy the company of former colleagues and friends, and hope to see you at the next gathering of emeriti! [jcjbfisher@gmail.com](mailto:jcjbfisher@gmail.com).

**Donald Mathieu** has moved to Denver, better to be a spectator of the adventures of his grandchildren. He can be reached at 9090 E. 29th Ave., Denver, CO 80238. His email is [mathieu210@yahoo.com](mailto:mathieu210@yahoo.com)

**George Cuppernull** reports that his grandson, Timothy Lanigan, first recipient of the the Emeriti Scholarship, is, after private voice study in Vienna and Italy, enrolled in an advanced degree program in Vocal Coaching at the Manhattan Conservatory,



## Tyler Hall—A Look Forward (and Back)

As Tyler Hall undergoes an upgrade, Art, Theatre, and Music have moved to spaces in Hewitt Union and as far away as Wilber Hall. The renovations will include new classroom and office space, a reconfigured lobby, a new Waterman Theatre, and a much-needed new recital hall, located in the southeast corner of the building, where the South Gallery had been. The hall fills two floors, with the first-floor windows providing light without distracting the audience.

These changes led several emeriti to remember events (and habits) in the old Tyler that reflected the conditions in the building and, in the case of Art students, activities that some of their faculty weren't aware of. Kate Timm remembers in her student days the races down the long hallways on the custodial carts, commandeered by nocturnal artists after the custodial staff had gone home. Al Bremmer has several tales of discovering students breakfasting in what might be called casual attire after all-night stints in the studios—amid rumors that some lived in the building for days at a time.



Mark Cole remembers two productions in the old Waterman Theatre that were particularly noteworthy. The first reflects conditions the renovations will completely repair, and the second is a moment of theatrical power some of us may remember. Below find his account:



I have many memories of working in the Tyler theatre spaces; after thirty-five years, who wouldn't. One interesting event was the opening night of "Wait Until Dark" — in October of 1980. The second show I directed there. The play, as you might know, is a psychological thriller about a blind woman being terrorized in her basement apartment by thugs who are after a stash of drugs. John Mincher had designed a very realistic box set (three solid, towering walls). Now in those days, high above the stage house was a louvered ventilation system and on very windy nights a powerful draft came down into the theatre. This play used the act curtain and I could see from the front of the house that the force of the draft on this very windy opening night caused the curtain to billow out about three feet. I'm sure a physicist could calculate

what the force was. Normally because of the counterweight system, one person could raise and lower the act curtain. The box set, of course had channelled the draft straight towards the act curtain. Mincher went back stage and with Technical Director Ken Stone, climbed a six foot step ladder, grabbed the act curtain rope and jumped to the floor and the curtain went up. The process was repeated four more times that night. There's always pressure on opening nights and we always want the drama to be onstage not off; but thanks to John Mincher, the curtain did go up in spite of the wild west wind.

On another note, a little over ten years ago, I directed Thornton Wilder's "Our Town" —that play that evokes, on a bare stage, everyday rituals as well as the milestones of life. This was the opening night and after the devastating moments of Emily's brief return to life, her farewell, and George's grief at her graveside, the character of the Stage Manager bid the audience goodnight and pulled a midnight blue curtain across the space. The audience sat in silence for what seemed like a full twenty seconds before they decided to break the spell and applaud. Waterman holds many memories like that for me: the connection of performers, designers and technicians with a text that unlocks a specific world for an audience who join wholeheartedly into the fiction.

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## Oswego Graduates and the Creation of Freedmen's Schools

*Bob Schell sent me a paper read at the Oswego Normal School by Amos Farnham, class of 1875, in which we see the spirit and methods that grew out of the principles and practices of Sheldon and his associates. I have excerpted passages that emphasize the commitment of early graduates to the education of the recently freed slaves of the south, some of their methods, and the influence of their work on education for white southerners. Farnham's Atlanta work was at Atlanta University, which later affiliated with Clark, Spelman, and Morehouse Colleges to form the Atlanta University Center. The successor institution later produced leaders and artists including Ralph Abernathy, James Weldon Johnson, and Hosea Williams.*

### The Commitment

About the time of my graduation in the summer of 1875, I applied for work in colored schools South, under the care of the American Missionary Association, and was accepted. My only testimonial was from Mr. Sheldon, which said in substance that I was just completing the advanced English Course of the Oswego State Normal and Training School; and during my five terms of study under his superintendence I had behaved myself. So far as I am aware I was the first one to enter Southern work from our school. Mr. Sheldon's words to me in the office when he found that I had chosen my corner of work among the freedmen, were an inspiration and a benediction. He told me he was glad that our work was to be extended to another section of our land, and to another race.

The Association that employed me gave me permission to engage three teachers for Avery Normal Institute, Charleston, S. C., the school to which it had appointed me Principal. I therefore engaged Harvey J. Calvert, class of July, '73, Elizabeth F. Sheldon of my own class, and my brother, who having been taught in the schools of this city was imbued with the normal spirit, if ignorant of the letter. In the early autumn of 1875 we left for the land of magnolias, mocking-birds—and mosquitoes, and October first, with six others who were former teachers in the school, we organized our work. Our teaching force then consisted of three colored lady graduates of that school, a Southern white lady of an old and highly respected family, two Massachusetts ladies educated in New England academies, one pupil of the Oswego city schools, and three Oswego Normal graduates. Beginning work with

three hundred colored children and youth in the "Cradle of Secession," and assisted by teachers who represented two races and three sections of the Union, we realized that we had proceeded "from the known to the unknown." Obstacles confronted us on every side. Many things were to be done on which we had never written a "sketch." We wondered that so many questions arose which had never been asked in "School Economy;" and that so much came up for which Dr. True had never given us a "Law." At last the whole case was covered when we recalled the principle, "Never tell a child what he can find out for himself."

...

## The Methodology

The officers of the Association said they understood that Oswego teachers were radical in their ideas. They farther said that in their minds it would be better to make changes gradually; to introduce our methods slowly. Perhaps in the minds of some people it would be better for a boy to leave off his wrong doings by degrees; to turn the cows out of the corn gradually; to pull the weeds out of a garden slowly. We honored their convictions, but followed our own. It had been suggested in Method class that when we had any change to make, or any new thing to introduce into school, we should not proclaim it in the streets but do it quietly.

One of the early introductions was gymnastics, Dio Lewis' system. These physical exercises resulted in ease of movement, grace in posture, and rest for mind and body. They proved a means of mental discipline. Many pupils worked hard and long, before matter could act in unison with mind. And when the movements were learned so that they could be gone through in a rhythmical manner, for many of them it was the first time that mind had ever gained a victory over matter. Gymnastics became a factor in self-control. Whispering was more easily overcome. Classes were passed in less time with less noise. Simultaneous obedience to signals was secured. Politeness was cultivated. And, as we have all either experienced or observed, the body and mind were invigorated by these systematic and pleasurable exercises. The work has not ended in our pupils. The greater number of them teach after their graduation, and introduce these exercises into their schools. They find them an excellent means to bring parents to visit school. And not infrequently gymnastics have furnished paid entertainments, the proceeds of which have brought some useful apparatus to aid their teaching. Four years later I introduced this system of physical exercises into Atlanta University; and from that center hundreds of teachers have carried it to every county of Georgia.

...

As soon as practicable we made provision for, and afterward devoted one period of each Wednesday to Industrial Education, which embraced scroll sawing; clay modelings; designs for dadoes, borders, oil cloths, etc.; outlined and filled-in embroidery; patchwork quilts; floor mats and rugs; printing drawing; gardening and cookery. The work was supervised by the teachers who were regularly employed in the schools. Boys as well as girls were taught to sew; and some of the best sewing was done by boys. On Commencement days we had industrial displays, which in extent and execution, surprised teachers as well as visitors. In Atlanta I found industrial education furnished a means of school discipline. . . . One day the farm superintendent said to me, "If you have a small boy who has been very troublesome, you may send him to me to ride horse to plow out corn." He assured me that he got the best work from boys whom I sent him for discipline.

...

A lesson with criticisms became one of Commencement exercises, and invariably was the exercise of the day. The ability to criticise intelligently, brought our graduates into favor with our State Board of Visitors at Atlanta University. Their ability was developed in method classes, where pupils were required to write "sketches." I have found nothing so beneficial in my Normal classes as sketch writing for making pupils exact in their work. The foundation of what success I have had in my own work was laid in sketch writing. I look back upon that work with greater pleasure, however, than I experienced at the time. For it was by no means a pleasure-giving thing to get back a sketch with much more writing than it had when it was handed in. And which read, "Not to the point." "Illogical." "No development." "See me." Leaving the class, as I did, wounded by the teacher's pen whose

treatment was always heroic and without anaesthetics, I became convinced that "the pen is mightier than the sword."

### The Influence—and its limits

At the end of the first year in Charleston, Mr. Calvert's boys presented him with a collection of insects found there. This gift, simple in itself, showed that an interest had been awakened in a new field of work, as well as their love for a faithful teacher who had opened to them the book of nature. During a subsequent year in that "city by the sea" C. P. Vanlnwegen, class of June, '76, taught entomology with marked success. Insects were collected and kept for the pupils to observe the metamorphoses through which they passed. The microscope was brought into constant use, and every other practical means employed that could make the work more effectual. Still later Miss Hattie Dowd, class of February, '80, was successful in introducing chemistry. Each member of her class was furnished apparatus, and taught to perform his own experiments and to observe and record all the resulting phenomena. In a like manner Wm. M. Aber, class of July, '72, taught chemistry in Atlanta University. Perhaps all of you are familiar with DeGraff and Smith's Development Lessons, which have been adopted by the Chautauqua Teachers' Reading Union. The lessons on Insects which that book contains are a transcript of work done in Atlanta University by Margaret K. Smith, class of January, '83. She also gave in that Institution the Development Lessons on Form and Plants, and the plant illustrations which the book contains were engraved from drawings made by Miss Smith's pupils. It was her plan to have her pupils make drawings of all natural history specimens which they-studied, And at Commencement these drawings, with the pupil's collections, were admired by scores of intelligent visitors, including the Governor of Georgia.

In Charleston, but more especially in Atlanta, our Normal Departments were visited by all the prominent teachers of the white schools, and also by some members of their School Board. It is plain to be seen in localities where good work is done for colored youth that the whites of those localities increased their efforts for the education of white youth. And the more progressive patrons of white schools are on the *qui vine* that their children's school privileges shall not be inferior to those of colored children in their midst. The pastor of a prominent white church once asked to see my course of study for one of my colored schools. After he had examined it he said that it made greater provision for the education of colored girls than the Ladies' Seminary of that city could offer to his daughter. He added, "I ought not to complain, for, as I am a clergyman, Miss K. takes my daughter at reduced rates. Notwithstanding the favor I shall be obliged to send my child away that she may have better advantages." ...

Miss Eliza A. Bowen, of Georgia, the author of "Astronomy by Observation," which is just being published by the Appletons, after having visited a number of colored schools told me that she was able to tell the graduates of the Normal Department of Atlanta University simply by their work. They do not bow down to Webster's Blue-Back Spelling-Book, which is the most prominent text-book in many of the public schools of Georgia. They do not seem over-glad when parents tell with delight how "Johnny, who is a right smart boy, has done learnt all the words clean to Baker, and Mary, who knows a heap, has got to incomprehensibility." Our graduates manage to put the Blue-Back into the back ground if they do not suppress it altogether.

In a recent letter from Miss Bowen she said to me, "I think the Normal Schools for the colored race have had a beneficial effect on the whites, of whom the lower class are much opposed to changes." She also said, "It forces the results of progress before them."

We must be silent on political questions in working for the freedmen. If we are outspoken politically, we incur the displeasure, if not the persecution, of the whites. Either one of these manifestations of their mental attitude toward us weakens our influence upon the colored people, who are at all times anxious that we should have the approval of their white employers and friends.









