

CHAPTER II

The Normal School 1848 to 1890

1848

marked an important turning point in the history of the Normal School. On the morning of New Year's Day 1848, David Page died after a week's illness. His students were grief-stricken. One wrote her mother that "I can hardly write. I feel almost as though I could bid good bye to Albany, and leave the Normal school forever. The school will go on as usual but our beloved principal will not be there. Many will be the tears shed on this occasion for his friends are not a few." The student was correct, for the school did go on. A few months after Page's death the Legislature made the Normal School a permanent part of New York's educational system.

The Normal School experiment had not been universally supported. Among the skeptics were "teachers of the old style" who resented the new educational ideas being promulgated at Albany. Indeed, Page had to dramatically ward off a hostile resolution at the 1846 Rochester meeting

(Opposite) A group of women students in a boarding house on Elm Street, one of the "suitable homes" identified by the School for its students in 1886. Women were members of the student body from the School's founding. All students lived in boarding houses until 1918. (Alumni Memorabilia Collection.)



The faculty circa 1850: George R. Perkins, Principal from 1848 to 1852, is in the center of the front row. Among the faculty pictured are believed to be Truman Bowen, '46; Darwin Eaton, '46; Elizabeth Hance, '45; Louisa Ostrom, '47, William Phelps, '45; Sumner Webb, '45.

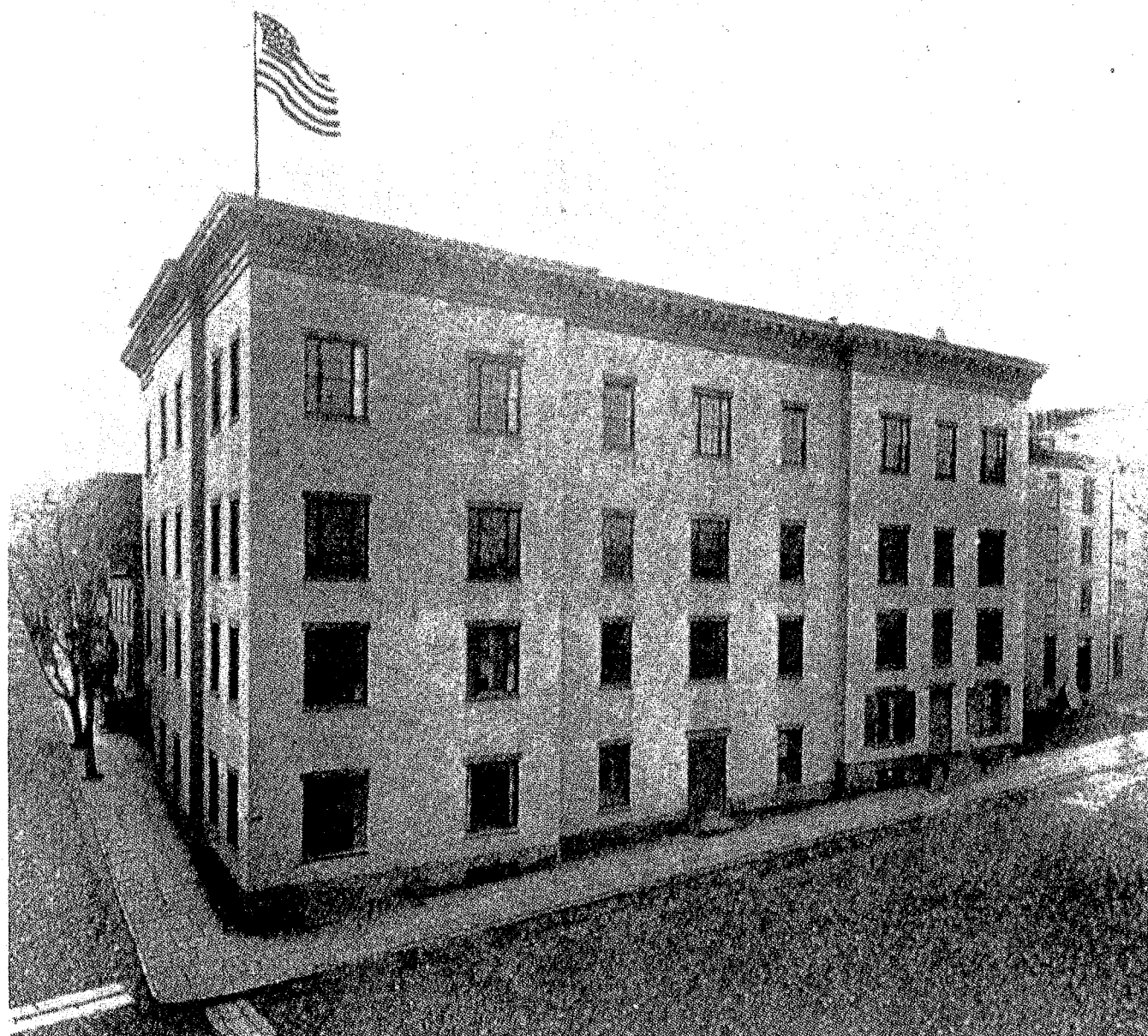
of the newly organized New York State Teachers Association. The academies, too, disliked the Normal School's competition for limited state teacher education funds. But support for the Normal School experiment grew. Its location in Albany proved important, as potential opponents such as Governor Silas Wright and other legislators were won over by visits to the institution. National educational leaders like Mann wrote warmly of the Albany experiment. Support was bolstered by evidence of the School's success. Enrollments were good, and students quickly entered the ranks of common school teachers to demonstrate the benefits of teacher training at Albany. The Executive Committee conscientiously reported on the School's success to the Legislature. The reports also demonstrated that the affairs of the School were conducted with prudence; the financial statements showed annual expenditures of between \$12,000 and \$14,000 with state funding supplemented by the tuition income from the model school. The Legislature's action in 1848 was no surprise.

The permanence of the Normal School was also marked by the construction of its second building. In 1849 a \$28,500 structure rose on the corner of Lodge and Howard Streets. The new building, 126 feet on Lodge and eighty-eight feet on Howard, had a basement and four stories. It was fairly advanced by the standards of the day; three large furnaces in the basement plus four strategically located stoves provided heat, and an eighty-hogshead "filtering cistern" supplied water. The Executive Committee viewed the corner lot as "a great advantage," for it afforded "separate entrances for the sexes . . ." Almost from the beginning the new building proved troublesome, however. In January of 1852 during midyear exercises the gathered throng on the top floor assembly room panicked when movement occurred in the floor. Fortunately no one was injured. The incident provoked a legislative investigation.

But the floor was strengthened, the stairs were repaired, and the Executive Committee seized the opportunity to introduce water and gas throughout the building. Further modifications were made in 1865 when the work of the Normal School was concentrated on the third and fourth floors, separated from the model school on the lower floors.

David Page's death meant new leadership for the Normal School. His first four successors served a total of nineteen years; all had distinguished careers after they left Albany. The next two Presidents served for twenty-two years, devoting the culminating years of their careers to Albany. Each Principal/President made his contribution;

The construction of the building at Lodge and Howard streets in 1849 symbolized the permanent status the School achieved that year. The building with separate entrances for men and women served as the home of the Normal School until 1885.



Four Principals/Presidents of the 19th-Century Normal School: Samuel B. Woolworth, 1852 to 1856 (top); David H. Cochran, 1856 to 1864 (bottom); Oliver Arey, 1864 to 1867 (opposite page top); and Joseph Alden, 1867 to 1882 (opposite page bottom), the first person to hold the title of President.



together they maintained a remarkable degree of continuity in the history of the institution.

Page's immediate successor was his cousin, George Perkins, who had actually been the first faculty person hired in 1844. Perkins had the misfortune to preside over the panic that occurred during midyear exercises in January of 1852. The subsequent legislative investigation uncovered evidence that several faculty were critical of Perkins for a variety of reasons: frequent absences, using school time for his own private purposes, adopting some of his own books as texts contrary to the wishes of his associates, and occupying a state-supplied residence. The Executive Committee, however, praised Perkins when he resigned in the Fall of 1852 to serve as a mathematician in the on-going consolidation of a number of railroads into the New York Central. He also later served as a member of the Board of Regents.

The next Principal, Samuel Woolworth, served from 1852 to February 1856, when he resigned to become Secretary of the Board of Regents. David Cochran had been professor of natural sciences at the Normal School for a year and a half before being chosen Principal. The first head of the school with a Ph.D., he resigned in 1864 to become president of Brooklyn Polytechnic and Collegiate Institute. Cochran's successor, Oliver Arey, was notable chiefly because he came into serious conflict with the faculty over issues that remain obscure. He left in January of 1867 to assume the principalship of the state normal school in Whitewater, Wisconsin.

The Executive Committee had difficulty in finding a successor to Arey; the post was offered to and rejected by at least three different men. But the Rev. Joseph Alden accepted the position in 1867 and stayed until his retirement in 1882. He was the first head of the Normal School to carry the title of "President," a change not made at other New York normal schools until a century later. Alden was well-qualified for the position in terms of both education and experience. He had an undergraduate degree from Union College and a D.D. from Princeton, and before coming to Albany had taught at Williams College and had served for a decade as president of Jefferson College in Pennsylvania.

Edward P. Waterbury, '49, who became President in 1882, was the first head of the institution who was an Albany graduate, having

received his training under Page and Perkins. He had taught English at the Albany Academy for more than a decade and had served concurrently for eighteen months as a member of the School's Executive Committee. His death in 1889 was to mark the end of the Normal School era.

The various Principals and Presidents presided over a Normal School of modest size. In 1861, for example, there were 208 students enrolled; a decade later the average daily attendance was 275. Between 1850 and 1885, the School annually graduated sixty-five to seventy students, largely because of the limitations of the Lodge Street building, but the numbers of graduates surged upward in the 1880s and 1890s. Since many students enrolled for only a term or two, enrollments were always higher than suggested by the number of graduates.

The mission of the institution was clear: training teachers for common schools. Almost from the beginning, students were required to sign a pledge that it was their "intention to devote ourselves to the business of teaching district schools, and that our sole purpose in resorting to this Normal School is the better to prepare ourselves for that important duty." It was a commitment, explicitly or implicitly, that incoming students were to make for more than a century. An Assembly committee in 1852 suggested that students who did not teach should pay a tuition charge of \$15 per term as "literary" students. No requirement was ever imposed, although Principal Perkins reported that one student desiring release from the pledge had indeed paid tuition.

The curriculum and educational practices established by David Page were little altered over the years. The School continued to operate with two terms each year. The curriculum, organized into a two-year program offered in four terms, changed little, and the faculty tried at all times to integrate the instruction in subject matter and teaching methods. Daily gymnastic exercises were introduced in 1858 out of a concern for the health and vigor of the students and because of the growing attention to the subject in schools. Proper facilities were lacking, however; as the Executive Committee noted, "Great inconvenience . . . is experienced from want of proper room and apparatus." President Alden in the late 1860s introduced more philosophy and government into the curriculum, but the course of instruction showed more continuity than change. All students received a good deal of actual teaching experience in the





William Jones, '68, was professor of mathematics from 1869 to 1890, and later became the first principal of the model high school operated by the Normal College in 1890.

Experimental School and the Primary School. The former, often referred to as the "model" or "practice" school, was a standard common school of the period. The latter, a kind of kindergarten begun in 1862, enrolled children between ages five and seven. The children attending the schools paid tuition; hence the schools were at least self-sustaining and at times profitable. The student-teachers were rotated through the various levels, had daily conferences with the superintendent, and wrote a lengthy report on the conditions of the class, methods, and other topics.

The level of subject-matter instruction remains controversial. An early description of the School noted that "The course of instruction thus far has been strictly elementary . . ." Indeed, the Executive Committee in 1860 defended the curriculum on pragmatic and democratic grounds. "To extend or elevate the course beyond what it now is, would be to put its completion beyond the time and means of most of those who now graduate; and more, it would simply educate the few who complete it beyond even the reach of the higher schools, on account of the limited demand for such teachers, and the insufficient compensation offered them."

Still, there is evidence that the instruction rose far above common school levels. There was much emphasis on writing, with each student expected to write six compositions each term. Male seniors got some field exercises with surveying and engineering instruments. A student from the 1850s later recalled that science Professor James Salisbury had on one occasion displayed a complete skeleton of a turtle in its shell from which he had dissected the flesh the night before. On another occasion, Salisbury showed the class a quantity of arsenic he had extracted from the stomach of a woman upon whom he had been called to perform an autopsy.

Would-be graduates were required to pass comprehensive final examinations. In the early years these examinations were public occasions that generated sizable audiences from the community. Questions used on examinations were reprinted in the 1860s, and one is impressed with the level of knowledge that was expected in some areas, notably mathematics.

Page's philosophy of education had emphasized the importance of

morality and character development. His successors agreed with him and sought to infuse both instruction and extra-curricular life with moral training which often had religious overtones. Students often sang "a song of praise" during their opening exercises. In the 1880s there were two weekly prayer meetings, one for men and one for women. Mrs. Edward Cameron, '90, later recalled that President Waterbury thought that students studying to be teachers should strictly adhere to religious tenets and encouraged them to play and sing hymns (to which they occasionally waltzed!). While students were not required to attend church services, most reportedly did.

After the School's first year, instruction was carried on by a faculty that numbered between ten and twenty, some graduates of the institution. There was some degree of subject specialization, but everyone taught more than one subject. In the 1850s a large percentage were men, but during and after the Civil War women appeared in larger numbers, often dominating at least the lower ranks of the faculty. By the 1880s, women outnumbered men by two to one. Increasing numbers of men held advanced degrees; only one woman held such a degree since women had very few opportunities to acquire them.

In 1883, male professors were paid about \$1,800 per year, women about half that amount. Still, when Alden retired in 1882 the women faculty commended him for the "pronounced and liberal views he entertains and practically exemplifies toward the advancement of woman [sic] in the teacher's profession." They

Katherine Stoneman

Kate Stoneman, Class of 1866, might be considered a woman before her time. However, she was very much a woman who impacted on her own era. Her graduation from the State Normal School began a career that spanned forty years of teaching, brought firsts to the legal profession, and strengthened the fight for women's suffrage. Shortly after graduation Stoneman returned to her alma mater to teach geography, drawing, and penmanship. However it was not long before her interests began to widen. She entered the women's suffrage movement and actively lobbied the State Legislature to advance the rights of women.

In 1882, after being named executrix for a large estate, Stoneman became interested in the law and worked as a clerk in the office of a local attorney. While continuing to teach, she studied law at night, on weekends, and during the summer. In 1886, Stoneman passed her law exams on the first attempt but was denied admission to the bar because of her sex. Undaunted, Stoneman used her lobbying skills to support the passage of legislation which allowed women to practice law in New York State. She established a law office in 1867, while continuing to teach at the Normal School, and she was listed as a lawyer in the *Albany City Directory* until 1922. Stoneman completed her formal legal education ten years later when she was the first woman to be admitted to the Albany Law School as a "special student," earning her J.D. in 1898. Subsequent law school catalogs announced that women were now eligible for admission on a regular basis. Stoneman had once again opened opportunities for women!

Stoneman was secretary of the Women's Suffrage Society of Albany and served as a poll watcher in the 1918 election, the first in which women could vote.



Kate Stoneman's influence echoes today in New York's legal profession and legacy of the women's rights she helped to forge. Recognizing this, Governor Cuomo declared May 22, 1986, Katherine Stoneman Day in honor of the one hundredth anniversary of her admission to the bar.

Civil War

During the Civil War, students from State Normal School endured their toughest course ever: history-in-the-making as soldiers. Nearly one out of five men (106 of 583) who graduated before 1863 served in the conflict. Eighteen of them died.

The best known group was formed in 1862, when students and alumni became the core of a company called the Forty-fourth New York Volunteers, which participated in seventeen battles in the war. The company was put together by two professors: Rodney Kimball and Albert N. Husted, '55, both of the mathematics department. The faculty of the school outfitted each officer with a revolver, while graduates and friends contributed money to buy a rubber blanket for each Normal School member. For three weeks the men had drilling and guard duty at a nearby barracks before heading off to war.

Captain Kimball commanded the company at the Battle of Fredericksburg and left the regiment in April 1863 after being wounded. He returned to the State Normal School and taught until 1869. Lieutenant Husted was slightly wounded at the Battle of Chancellorsville and promoted to captain before the company was mustered out of service in 1864. He went on to teach at the Normal School and College until 1912, regularly addressing history classes on his war experiences.

Records also indicate that four State Normal School students served in the Confederate army, one of whom died in battle. One alumna, Phoebe Barnard, Class of 1847, left her Washington County teaching job to serve as a nurse in the war, stationed at the U.S. General Hospital in Frederick, Maryland. There she witnessed many of battle's realities. "My poor boys are trembling in their shoes about these times, for orders have come for all able-bodied men to be sent to the front," she wrote her sister on Jan. 12, 1865. "My heart aches for them—O cruel, cruel war!"



Albany students in the Civil War: (below, left to right) Thompson Barrich, '61, J. Oscar Blakely, '62, and Andress B. Hull, '62, led "colored troops" in the war. (Unidentified autograph book, 1860-61; autograph album of Helen I. Sherwood, '63.)

Faculty members Albert N. Husted, '55 (top right), and Rodney G. Kimball (right) led the Normal School company in the Civil War. They fought at the battles of Fredericksburg, Chancellorsville, Gettysburg, and Cold Harbor.



particularly appreciated his views about women's "right to a recompense, paid for the work done and not to the sex of the worker . . ."

Alumni later recalled their teachers with both respect and affection. Faculty photographs and signatures regularly appear in autograph books kept by students in the 1850s and 1860s. Both warmth and respect show through the often sentimental or humorous alumni(ae) reminiscences of faculty such as Albert N. Husted and Kate Stoneman.

From its beginning the Normal School drew its students from throughout the state. Each county was entitled to twice as many pupils as it had representatives in the Assembly, and the students were appointed initially by the State Superintendent of Public Instruction on recommendation of the school commissioners. When school commissioners failed to make recommendations, the classes were filled with "volunteers." In any one year perhaps three-quarters of the counties sent students to Albany, but a disproportionately large number in fact came from Albany and Rensselaer counties. Of the first 4,000 graduates only fourteen came from outside New York State.

The Normal School sought young people who would become good teachers, and with admirable egalitarianism Samuel Young told school commissioners in 1844 that "The general intellectual & scientific requirements, the purity of moral character, the amenity of disposition, & the capacity to communicate instruction should be the only passports. Neither sect, nor creed, nor party, nor poverty, nor riches, nor connexions [sic] should have the least influence on the selection."

Still, not all who applied were accepted. The Executive Committee in 1862 decried deficiencies in "the elementary branches, reading, writing, spelling, geography, and composition" and moved toward the development of admissions standards. Females were to be not less than sixteen years old, males not less than eighteen. Prospective students had to "furnish satisfactory evidence of good moral character," usually by a letter from the district school commissioner or the student's pastor. Finally, there was an entrance examination in "spelling, reading, writing, geography, arithmetic and English grammar." Between 5 and 20 percent of the applicants failed the examination, surprisingly high for a relatively select group, many with teaching experience. After 1882, applicants could submit a certificate attesting that they had

passed the Regents' examinations in the appropriate subjects.

Female students were welcomed from the beginning. Governor William H. Seward saw women as "the natural guardians of the young," and lauded them for their "enduring patience . . . higher purity . . . and elevated moral feelings." The Executive Committee agreed; female teachers, they observed, were needed to "secure for our youth . . . those refining and chastening influences which can only be exerted by the woman, and without which no education, and no manly character can attain its most beautiful proportions." But earlier the Committee had also astutely

observed that the rising percentage of female applicants could be attributed to the more "inviting and rapid avenues to enterprise and wealth which opens [sic] to young men . . ." The Civil War accelerated female enrollments; by the early 1860s there were perhaps twice as many young women as men at the School. Nearly 70



Caroline G. Parker and Nicholson Henry Parker, two of the Native American students who attended Albany from 1851 to 1853 as part of an experimental program funded by the Legislature "for the support and education of . . . Indian youths." Caroline Parker taught and Nicholson Parker acted as interpreter for the Iroquois Nation. (Reproduced from Arthur C. Parker, *The Life of General Ely S. Parker*, Buffalo, N.Y.: Buffalo Historical Society, 1919.)



percent of the graduates during the School's first half-century were women. It was all part of the larger feminization of American common school education that occurred in the late 19th Century.

By late 20th Century standards the students admitted were remarkably homogeneous. Nearly all were white. There were almost no identifiable African-Americans. One Japanese student, Senzaburo Kodzu of Tokyo, was admitted in 1875 on recommendation of David Murray, the American superintendent of education in Japan, and graduated in the Class of 1877. In the 1850s the School undertook an experiment in educating Native Americans. For several years the Legislature made an appropriation "for the support and education of ten Indian youths." Some twenty-six Native Americans attended at various times, but the only graduate was Harriet E. Twoguns of the Cattaraugus Reservation, who was awarded her degree in 1865. She taught Southern blacks for several years before marrying.

Still, in terms of age and experience the student body was often very heterogeneous. Martha Fearey Gay, '58, recalled that in her class "were a widow and her son, both practiced teachers, and a widower over forty, while the youths were men who worked the farm in the summer." Most students attended for only a term or two before resuming their teaching in district schools. The average age of the students was always somewhat higher than the minima. Perhaps only 30 to 40 percent of those admitted actually graduated.

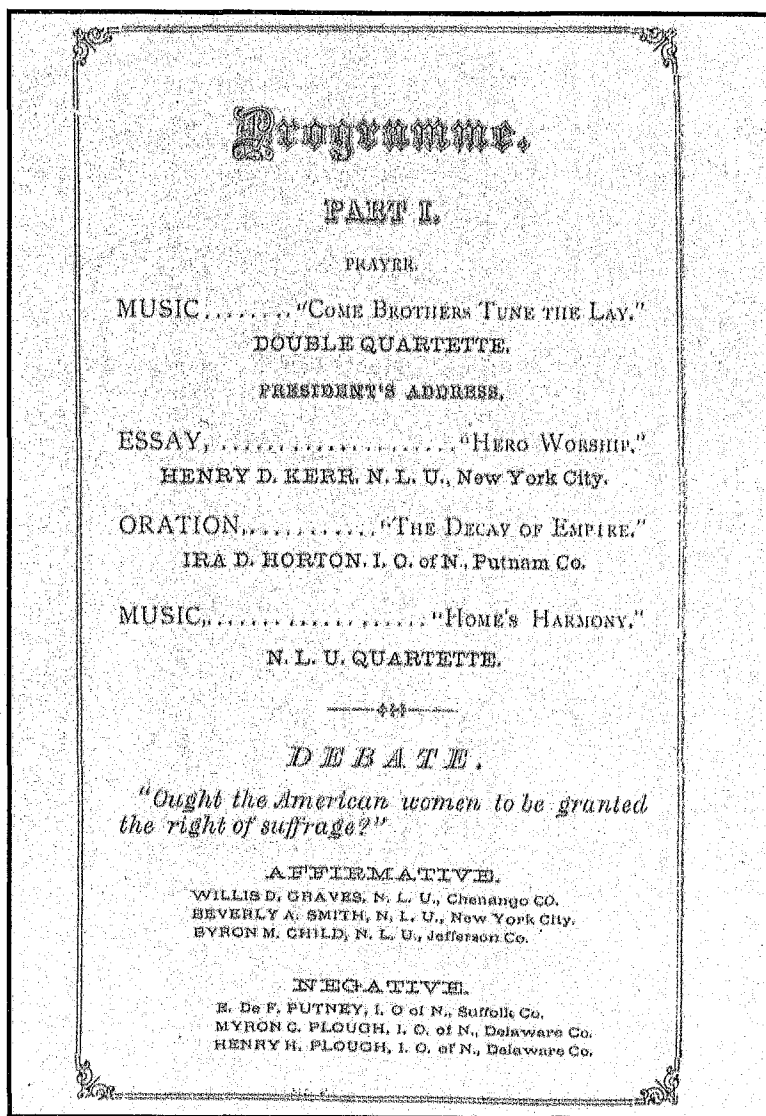
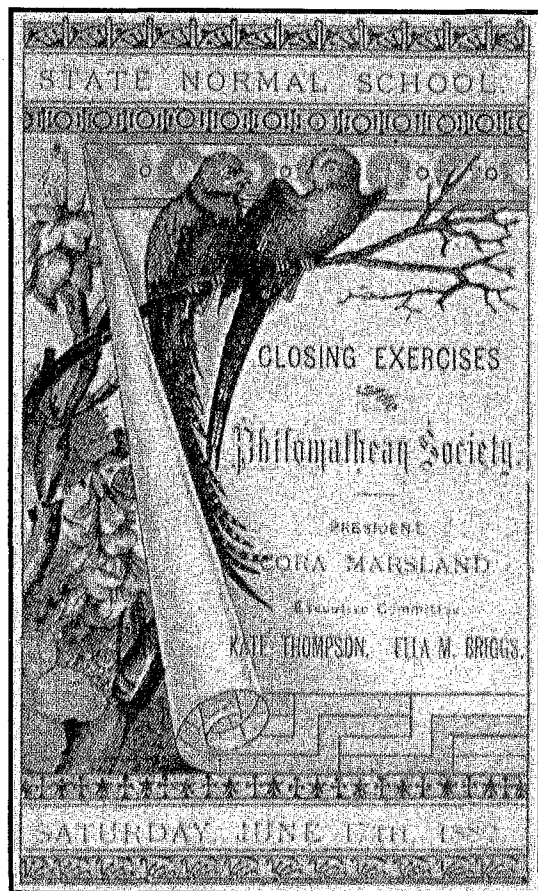
In the 1840s the simple task of traveling to Albany posed problems. William Phelps recalled later that his 1844 journey from Auburn to Albany involved "two days of traveling over [a] rickety flat car railroad" with an overnight stay in Syracuse. D. E. Whitmore, '46, recalled riding a canal boat drawn by two weary horses from Utica to Schenectady and then taking a railroad operating on wooden rails to Albany. For many students, coming to Albany must have been a lonely and frightening experience. Willis Graves, '79, recalled his first day at the School: ". . . alone in backroom, third floor, Dove street, facing the east we stand in the evening, looking out upon the gas-lit city. The wind from the frozen north dashes the snow against the pane. We have no light in the room, preferring to drown our lonesomeness in the feeble rays which steal in from the moon . . . Tomorrow we are to enter the Albany Normal School . . ."



(Top) Senzaburo Kodzu, '77, a Japanese student, was the only known international student to attend the Albany Normal School. He returned to Japan where he published widely on western music and became a leader in the normal school movement.

(Bottom) Edward B. Horton, '86, (in a 1944 photo), was typical of Normal School graduates in his long teaching and administrative career in public education.

Programs from the Philomathean Society for women and the Gentleman's Literary Societies, both founded in the early 1870s. Such "literary societies" were the principal form of student organization in the late 19th Century.



Most of the students were of modest means, and the free tuition and texts were certainly important considerations in their coming to Albany, but they still had to provide travel and living costs. One alumna later recalled that most lived on the scantiest means. For a number of years the School subsidized both travel and living costs; in 1845 such payments represented about 23 percent of the School's budget. But such subsidies were financially too burdensome and were soon abandoned.

There were, of course, no dormitories. New students were urged to report to the Normal School building "where they will be directed to boarding houses approved by the faculty," and an early student recalled that "careful attention was bestowed upon the location of the strangers

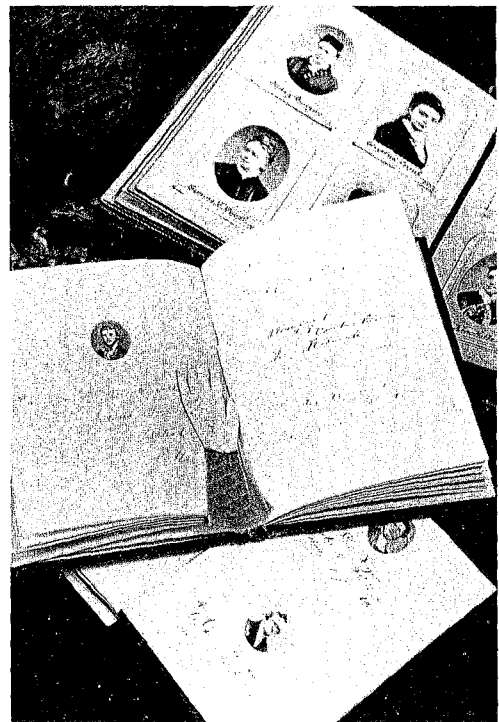
in suitable homes during their residence in the city." Costs were regularly reported in the School's annual "circular." In the 1850s the price of board "in respectable families" varied from \$1.75 to \$2.50 per week "exclusive of washing," but the price rose inexorably to \$3.50 and \$4.00 per week during the Civil War and later. Some, particularly male students, reduced costs by boarding themselves in a room that cost as little as \$1.00 per week in the 1880s; it was a kind of 19th Century version of apartment living. Students from nearby communities were able to reduce their costs by living at home, doubtless a factor in the relatively large number of students from Albany and Rensselaer counties.

The Normal School stood *in loco parentis* (in the place of parents) to its students and supervised their lives in various ways. Students were segregated by sex and supervised in the classrooms. Men and women were not allowed to board in the same families, and "gentlemen of the school" were not permitted to call upon "ladies of the school" after 6:00 p.m. The School's circular of 1851 assured its readers that "Particular care is taken to be assured of the respectability of the families who propose to take boarders, before they are recommended to the pupils." The School asked householders to keep no boarders or roomers other than Normal students, to schedule meals in such a way that students could keep to a schedule that occupied their time twenty-four hours a day, and to report immediately any student misconduct or violation of the rules. "Failure to comply with these requests will be regarded as sufficient ground for removing students," the School warned.

Students were expected to maintain standards of behavior becoming a future teacher, and the School disciplined students when necessary. Principal Perkins reported in 1852 that six students had been expelled for offenses ranging from noisy and indecorous conduct to theft and passing a counterfeit coin. But such examples of formal discipline were few. Student conduct was more probably regulated by the expectations of the communities in which they were to teach and by the pervasive religiosity of the day.

We know little of "student culture" in the 19th Century. There was obviously some social life, for a good many students found a spouse within the student body. Some students kept autograph books, particularly

Autograph books and photograph albums were the 19th Century equivalent of year-books. Top to bottom: unidentified autograph book 1860-61; photo album of Mima Williams Diefendorf, '78; Friendship Tablet of Isabella G. Rawson, '57; George R. Burton autograph book, 1860. (Photo by Mark Schmidt.)



in the 1860s and 1870s. The printed volumes contained the sentimental etchings and poetry characteristic of Victorian American culture. Some included photographs of the signatories, both faculty and students, and occasionally a student noted in his or her book the later careers of classmates. Mina Williams, '74, observed of a Normal School friend that she had "met many who can truly say that they have been made better for your having lived . . ."

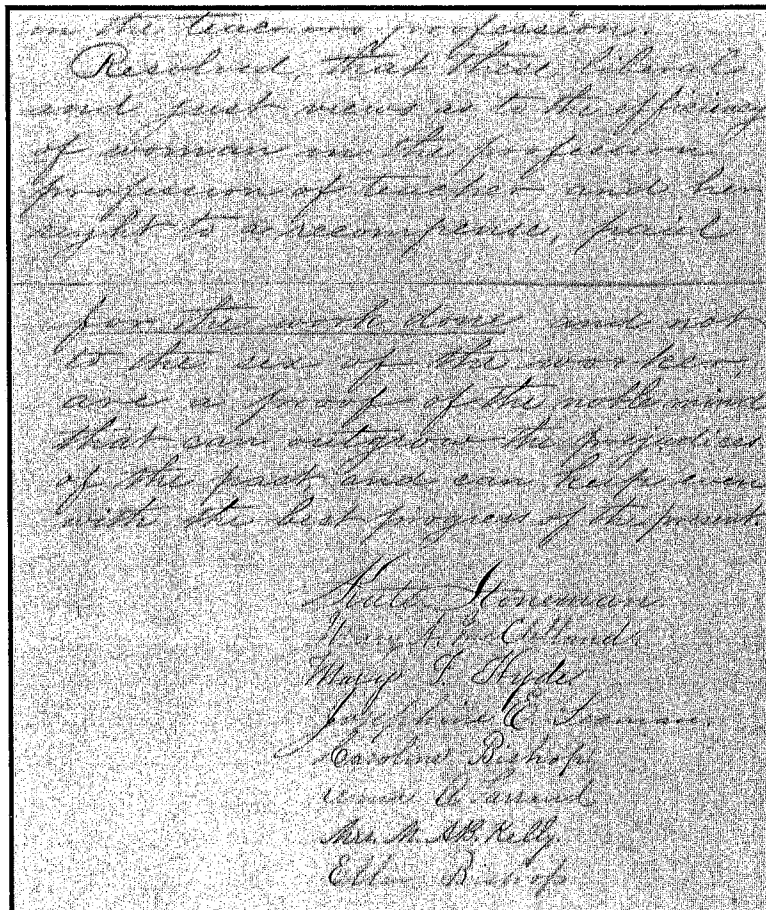
Student societies made their appearance in the 1870s. One alumnus recalled that in that decade the Normal Literary Union and the Independent Order of Normals were strong rival societies while the Philomathean Society was flourishing among the women. By the early 1890s the Independent Order of Normals and the Philomatheans had been joined by Phi Delta and Delta Omega and a surge of Greek life was about to begin.

Mordaunt Green in his 1848 valedictory address correctly asserted that the School had absorbed the entire energies and attention of the

students who "became, as it were, a Normal community." But that student community was very different from student cultures in 19th Century American four-year colleges. Normal School students in both their origins and aspirations were far removed from the socially elite students attending liberal arts colleges. They shared their educational experience for two years rather than four; many attended the school for even briefer periods. They focused their energies on a highly structured professional curriculum far different from 19th Century liberal arts colleges.

The end of the Normal School era was marked by two events: the occupation of a new building in 1885 and the celebration of the institution's Semi-Centennial in 1894. The pressures of enrollment and the deficiencies of the old building necessitated a new home for

A letter from women faculty praising President Alden for paying women "for the work done and not to the sex of the worker." Women faculty included: Mary McClellan, '68, teacher of English grammar and history (opposite page, left); Mary F. Hyde, '69, teacher of arithmetic, geometry and rhetoric (opposite page, right). (Letter from Office of the President's Records.)





the School. A delegation from the Senate Finance Committee concluded in 1883 that the Lodge Street building was not worth remodeling and should instead be sold. In the same year the Legislature appropriated \$143,000 for a new building, a structure which ended up costing nearly \$200,000.

The new Willett Street building was the largest and most carefully planned facility the Normal School had yet had. It included space for chemistry and physics laboratories, an assembly hall that could seat over 600, and living quarters for the President. In subsequent years an adjoining building was purchased and modified, an electrical system was installed, and other smaller modifications were made. Equally important, the building stood opposite Albany's Washington Park; for the first time students had open spaces which they could use as a "campus."

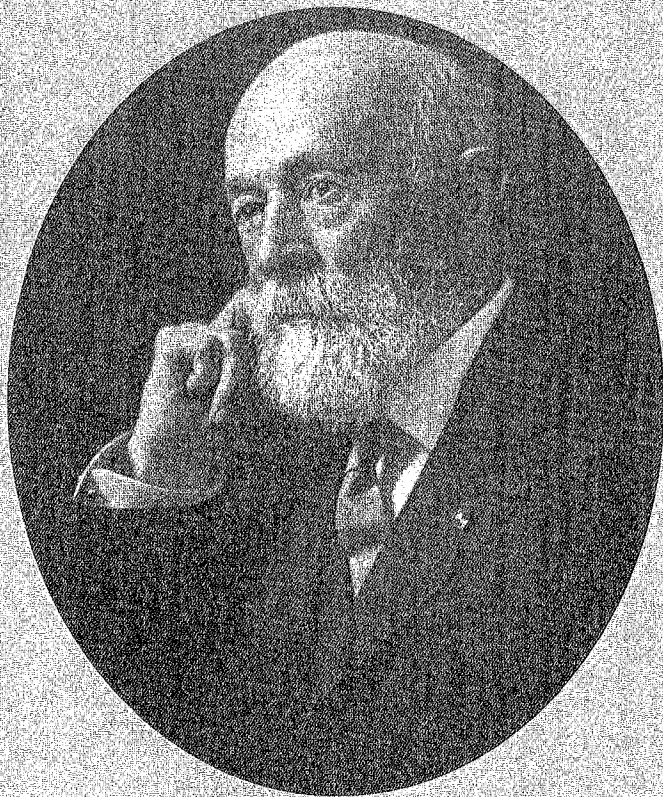
The symbolic center of the new structure was a large stained glass "Alumni Memorial Window" installed at the end of 1892. It measured over thirty-two by fourteen feet, making it the largest such window in the United States at the time.

Albert N. Husted

Shortly after Albert Husted graduated from the Normal School in 1855, he was appointed to be an instructor in mathematics. By 1869, he was appointed professor of mathematics, and he held that position until his death at age seventy-nine. All was not math in the interim, however: Husted was appointed Acting Principal in 1889, and he also fought in the Civil War from 1862 to 1864.

Husted and Rodney Kimball, another college professor, recruited a company of men who were part of the Forty-Fourth New York Volunteers Company E [see page 32 sidebar]. Husted barely escaped capture in the Battles of Fredericksburg, Gettysburg, and fifteen other locales in the war. Once his life was saved by a diary and testament in his pocket that blocked a bullet.

On campus, Husted gave a pep talk each year to first-year male students. A former student recalls him saying, "If any of you have any doubt as to whether your cuffs or collars are fit to wear another day there is no doubt about it." Addressing teachers, Husted was once quoted in the *Echo* as saying that teachers should be "living epistles of the forces they would see illustrated in their pupils." Husted, who frequently twisted his mustache when he talked, was known for his sense of humor, friendship with students, and his role as a strict disciplinarian and vigorous teacher.

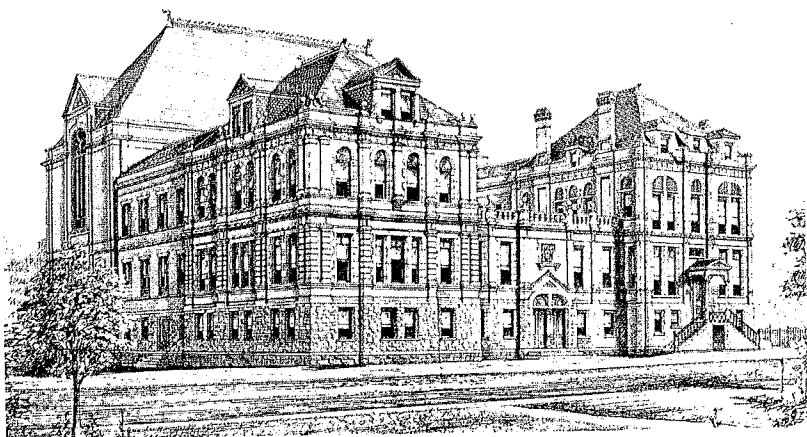


An association of graduates of the Normal School had been organized in 1849, and biennial "jubilees" had been held between 1851 and 1872 except during the Civil War years. President Waterbury revived the organization with a reunion in 1883 attended by 600 graduates; the gathering planned the window and began raising money. In the end, 1,418 alumni(ae) contributed sums ranging from 50 cents to \$50 each to fund the project. It was a touching and impressive memorial both to the loyalty of the alumni(ae) and to the ideals of the Normal School.

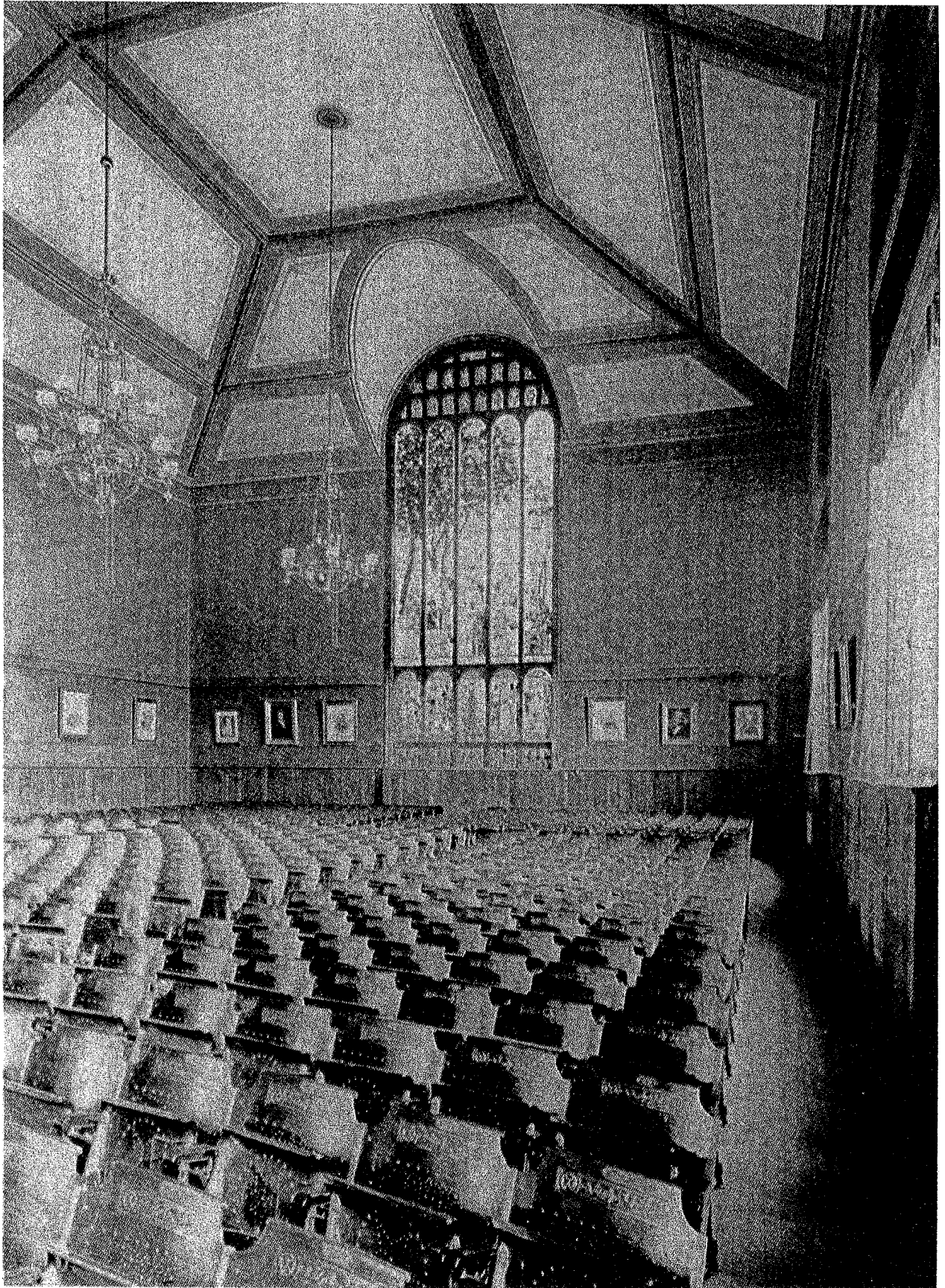
The Semi-Centennial Jubilee of 1894 was a gala series of events attended by over a thousand people. The banquet filled the two largest dining rooms in the city. Some 610 out of 3,300 living alumni were present. *The Historical Sketch of the State Normal College at Albany . . . and a History of Its Graduates for Fifty Years . . .*, published in connection with the Jubilee, emphasized the achievements of the School's graduates and spoke to the success of the Normal School experiment begun a half century earlier.

By the late 19th Century the Albany State Normal School had clearly fulfilled its mission of training teachers for the common schools. A succession of State Superintendents praised the institution and its graduates; Andrew Sloan Draper summed it up in 1891 when he asserted that "it cannot be doubted that [Albany's graduates] make the best teachers to be found in the public schools." In the 1880s President Waterbury began collecting information about Albany's graduates. *The Historical Sketch* published in 1895 contained over 300 pages of biographical information on those who graduated between 1845 and 1895. The volume demonstrated decisively that the overwhelming majority of graduates had taught, many had very long teaching careers and many had held distinguished positions in American education.

The Normal School could look back on its first half-



The Class of 1888 in front of the new building on Willett Street. Below: The Willett Street building of the Normal School, occupied in 1885. The famous Alumni Window is located at the extreme left. The main entrance is in the middle of the Willett Street side. The building included a residence for the President.



century years with pride. But the winds of change were blowing through American education and were to alter the institution in significant ways in the next two decades.



(Above) Edward P. Waterbury, President from 1882 to 1889.

(Right) Jenny Wornham Wickham, '86, taught for eight years before marrying R. Woodley Wickham, a Normal School graduate, moving to Poughkeepsie, and raising her two children. She died in 1966 at age ninety-eight. Women's teaching careers were generally ended by marriage until the mid 20th Century.



(Opposite) The chapel/assembly hall in the Willett Street building with the Alumni Memorial Window in the rear. The stained glass window was the largest in the country in 1890. The first recorded Alumni fundraising drive paid the \$5,000 cost.

