### TABLE VII

**SUBJECTS WHICH APPEARED IN THE BROCKPORT COLLEGIATE INSTITUTE CURRICULUM BY YEARS FROM 1856 THROUGH 1866**

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</table>

Total number of subjects taught: 2830 2432 2830 2728 3136 35

**SUMMARY SHOWING TOTAL NUMBER OF SUBJECTS WHICH APPEARED EACH YEAR FROM 1856 THROUGH 1866 IN CURRICULUM OF BROCKPORT COLLEGIATE INSTITUTE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Subjects</th>
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<td>1857</td>
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<td>1858</td>
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<td>1866</td>
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</table>
The study of natural philosophy as given in the tables is the same as our modern physics. Civics was taught sometimes as constitutional law and again as constitution and governmental law. Surveying, which had been taught nearly every year since 1842, was united with leveling in 1857. Physiology was united in 1854 with anatomy and hygiene into one subject.

The summaries to the tables prove that the number of subjects taught fluctuated from year to year. The least number offered was twenty-four in the years 1850 and 1858. The greatest number was thirty-six in 1854 and again in 1865.

Table VIII shows when, according to the Regents Reports, various new subjects entered the curriculum of the Brockport Collegiate Institute. This is arranged in chronological order.

**TABLE VIII**

<table>
<thead>
<tr>
<th>REGULAR SUBJECTS OF BROCKPORT COLLEGIATE INSTITUTE AND THE YEAR WHEN EACH ENTERED THE CURRICULUM</th>
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<td>1842</td>
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<td>Algebra</td>
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<td>Botany</td>
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<td>Chemistry</td>
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<td>Composition</td>
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</table>
A summary of the number of new subjects introduced into the curriculum of the Brockport Collegiate Institute in the different years, as shown in the above table is given in Table IX. These tables show that several new subjects were added over the period from 1842 to 1862 to the curriculum of the school. The year 1854 witnessed the greatest addition of new subjects. This was probably due to the fact that several older subjects were discontinued in that year.
TABLE IX
SUMMARY OF NUMBER OF SUBJECTS INTRODUCED INTO THE BROCKPORT COLLEGIATE INSTITUTE CURRICULUM BY YEARS

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<td>1852</td>
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<td>1844</td>
<td>2</td>
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<td>1846</td>
<td>4</td>
<td>1857</td>
<td>2</td>
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<td>1849</td>
<td>3</td>
<td>1862</td>
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</tbody>
</table>

Appendix VIII shows the textbooks used by the Brockport Collegiate Institute from 1842 to 1866 with the dates when each was used. This has been compiled from the lists of books given in the Regents Reports for each year and from the available catalogues. In studying this Appendix it should be noted that for the years 1843, 1847, 1848, 1849, 1851, 1854, 1855, and 1856 no information concerning texts could be found. It does, however, serve to give a general idea of the texts and the period in the school's history when they were used.

Many books were used during the early period of the school but were discontinued after about 1849. Some of these books were Bullion's English Grammar, Parker's Exercises in Composition, Jamieson's Rhetoric, Newman's Rhetoric, Sweet's Elocution, Smellie's Natural History, Lee's Physiology, Emerson's Arithmetic, Abercrombie's...

Other texts are characteristic of the latter period of the school, from about 1858 to 1866. These included Green's English Grammar, Sheldon's Rhetoric, books on anatomy, physiology, and hygiene by the authors Hitchcock, Lambert, and Loomis respectively, Brocklesby's Astronomy, Mattison's Astronomy, Johnston's Chemistry, Porter's Chemistry, Well's Chemistry, Dana's Geology, Robinson's Progressive Higher Arithmetic, Playfair's Euclid Geometry, Robinson's Geometry, Robinson's Surveying and Leveling, Playfair's Euclid Trigonometry, Robinson's Trigonometry, Alexander's Moral Philosophy, Hamilton's Intellectual Philosophy, Thompson's Logic, Well's Natural Philosophy, Whately's Logic, Alexander's and also Hopkin's Evidences of Christianity, Blair's Chronology, Bloss' General History, Ricard's also Willson's General History, Arnold's Grecian Antiquities, Bojesen's
Grecian Antiquities, Smith's Grecian Antiquities, Smith's Roman Antiquities, Willson's History of United States, Sanders's New Speller, Mitchell's Geography, Hanaford and Payson's Book-Keeping, Payson and Dunton's Book-Keeping, Holbrook's also Spencer's Teaching Principles, Reading books by Parker, Sanders, Town (new series), and Watson. In foreign languages were found Woodbury's New Method in German, Crosby's Greek Grammar, and Harkness' Latin Grammar.

Appendix VIII also shows that a few texts were used by the school over a large number of years, or from the 1840's through the 1860's. These were Olmstead's School Astronomy, Davies' Bourdon, Davies' Legendre Geometry, Davies' Surveying, Davies' Legendre Trigonometry, Kames' Elements of Criticism, Paley's Theology and Evidences, Mrs. Willard's United States History, and Webster's Pronunciation. Included in this group would also be Wayland's Moral Philosophy which was listed after 1850 as Wayland's Moral Science, and Young's Constitution and Government, later listed as Young's Science of Government.

Information about the educational aims and the methods of instruction used by the Brockport Collegiate Institute can be obtained only from fragments scattered throughout the catalogues, from the school's advertisements found in the newspaper, or from analyzing a few of the textbooks used.
The most outstanding theory which dominated the Brockport Collegiate Institute from 1842 to 1867 was that of mental discipline or training the mind, and its psychological correlative, faculty psychology. According to this theory, it was believed that the mind was composed of different compartments or faculties, such as memory, the reasoning power, or the power of abstraction. The course of study was arranged, therefore, with a view toward exercising and developing these faculties, and toward storing them with knowledge. It was further reasoned that a faculty developed in one activity would transfer itself into another field. This was known as the transfer of training. Mathematics was believed to develop the faculty of reason, while the classic languages were supposed to improve the faculty of memory. It was therefore believed that pupils should study the subjects in these fields regardless of their ability, interest, or purpose in life, for by so doing, they would be prepared for any field of work.

In carrying out this theory the particular method used was to discover the fundamental truths by the process of deduction or reasoning the particular facts from a general truth, to evaluate them, and then to memorize them. The latter was very important to this process.

The catalogues contain two passages which illustrate this principle. That of 1850 states:

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1Annual Catalogue of the Trustees, Teachers and Students of the Brockport Collegiate Institute, Syracuse, 1850, p. 17.
Instruction

The object of the system of instruction in this Institution is to lay the foundation of a thorough course, and carry it as far as the student's residence here will permit, towards the attainment of a complete English and Classical Education.

It is designed not merely to store the memory with facts, but to discipline the mind and cultivate the power of thinking; to awaken mental activity, and qualify the student to arrange the knowledge he may acquire, into themes for reflection, and render it readily applicable to the business of life.

Again in 1857-1858 the catalogue states: 1

Mode of Instruction

The mode of instruction adopted, is designed to develop and discipline all the faculties of the mind, place them under the control of the will, and make them subservient to all the purposes of a rational, intelligent, and moral being. While all needful aid is furnished to illustrate the various branches of study, and to facilitate improvement, the pupil is himself required to perform earnest and vigorous mental labor, and to subject himself to close and constant mental discipline.

'Labor, Labor, praemium fert!'

The village newspaper in 1862 contains a report of the committee which examined the pupils of the various departments. It so reeks with the theory of mental discipline and of faculty psychology that it is here quoted in its entirety: 2

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1 Catalogue of the Officers and Students of the Brockport Col- legiate Institute, Rochester, 1857-1858, p. 31.
2 "The Collegiate Institute," The Brockport Republic, Vol. 6, March 27, 1862, p. 3.
The Collegiate Institute

The Committee on Examination - to the Board of Trustees for the Brockport Collegiate Institute report themselves exceedingly gratified by what they were permitted to witness on Monday - Saturday of last week.

They are unanimous on the following points. First, thoroughness. It required but a few minutes to convince them that the pupils had not been fitted out in any superficial manner. It was not swimming glibly over smooth waters and accustomed channels that your committee saw. But there were missions out to sea under "sealed orders," and the manner in which the pupils conducted themselves in the deep waters and in the story was amply sufficient to satisfy the committee that nothing but the most thorough discipline could have preceded such exploits. This applies to all the departments of study from the Grammar class of the Primary department up to the most advanced in the Languages and Mathematics.

Promptness is another point upon which the committee desired to express their gratification. There appeared to be no hesitancy of any account in the responses. Like well drilled soldiers the scholars not only made correct movements, but they made those movements with alacrity. They thought, and quickly.

Systemization is a third point. Here your committee must be emphatic. Any man can load a ship, but he is a good stevedore who can so put in the cargo that everything will not be in a jumble so soon as the ship gets to sea. Now the mind is by no means educated when crammed with stores of knowledge pitched in regardless of system. But when, at the time facts and principles are laid in, they are arranged in their appropriate places and connections, and the great art of systematizing becomes a part of the communication, then the scholar is in the sure way of being fitted for success, and will be able in nautical phrase to "make his cargo to full advantage."

Now it is eminently after that manner that the teaching is conducted in your Institute, and as its guardians you cannot too highly appreciate the fact.
Your committee could say much more in praise of what they saw and heard, but will only add that in their estimation both pupils and instructors have acquitted themselves most commendably.

Your noble building should be filled with students and we reasonably trust to see it so.

J. Kimball  J. D. Stafford
J. W. McNulty  Mr. Jackson
W. E. Edson  D. Holmes

A study of the textbooks in mathematics and in the classical languages further shows the dominating influence played by this theory upon the content and treatment of the subject matter of the Brockport Collegiate Institute. The analysis of several of the textbooks used by the Collegiate Institute has already been accomplished in a study by Charles E. Loomis in the history of a similar academy in New York State, namely, Macedon Academy. According to Mr. Loomis' analysis the majority of the textbooks used was based upon this theory.¹

Another outstanding theory which had a profound influence on the instruction and methods found in this school is that of religion. According to Mr. Loomis' analysis several of the textbooks in science, in philosophy, and in religion show the existence of this motive.²

The field of science, which had not as yet gained a firm foothold

¹Loomis, Charles E. The History of Macedon Academy, 1935, pp. 51-68.
²Ibid., pp. 70-94.
in the school system, found itself in conflict with the older and more firmly entrenched fields of philosophy and religion which had dominated the schools from early times. A desire was felt to impart the great body of scientific knowledge to the pupils, yet it was also considered essential to preserve the teachings of ethics and religion. As Loomis points out "a God-fearing virtuous personality is the goal" of the school system. In order to teach the facts of science and also to impart the proper religious beliefs an attempt was therefore made to link the scientific material taught with that of the scriptures. From the physical sciences, where the content material was taught, the student was led through a maze of mental gymnastics and abstractions into the works of philosophy, and from there into a study of religion and theological works.

Burritt's Geography of the Heavens is found to illustrate the use of theology as a criterion in the evaluation of scientific knowledge. Smellie's Philosophy of Natural History corresponds to our present-day biology or general science. The book contains very few illustrations and would not inspire students to further scientific investigation. John Abercrombie's Intellectual Powers and the Investigation of Truth, a textbook in psychology, enters into the mental sphere. As a book of reasoning it carries pupils through absurd mental gymnastics and abstractions. In reality it contains
more philosophy than psychology, and, as it is purely deduction, there is no experimental work included. References to the scriptures are frequent. Wayland's *Elements of Moral Science* further attempts to aid pupils in the development of the power of judgment. Each principle is reasoned out or proved by scripture passages.

Two books which were found to give direction to all the knowledge gained in all previous courses were Paley's *Natural Theology* or *Evidences of the Existence and Attributes of the Deity*, as collected from the appearance of nature, and Butler's *Analogy of Religion*. Both are attempts to synthesize science and Christianity. These books are very abstract and difficult to understand.

A few other texts such as Bullion's *English Grammar*, Town's *Analysis*, Willson's *Outlines of History*, and the physiology text by Cutter, serve to show the very formal and logical methods used by the school during this period.¹

Some of the subjects introduced in the English section were of a more practical nature, and were more concrete as to content. They were introduced in order to give pupils information which could be used in the various walks of life. Some of these practical subjects were trigonometry, surveying, chemistry, rhetoric, bookkeeping, and history. They tried to impart something for themselves

¹Loomis, *op. cit.*, pp. 107-111.
to students. They, no doubt, contained some material of an abstract nature, but they served a more useful purpose than some other subjects. Two books which were found by Mr. Loomis to illustrate the more practical side are Davies' Legendre's *Trigonometry* and Davies' *Elements of Surveying and Navigation.*

These subjects were very similar to those offered today.

The drill method went hand in hand with the mental discipline aim. This method was used to a great extent by this school. The newspaper contains passages which show the high esteem in which it was held. It is generally tied up with mental discipline, where memorization plays an important part. In order to perfect memorization, the use of the drill method becomes necessary. First the pupil must memorize the work, both as to plan and illustration. Then the lesson must be recited and reviewed each day until the principle is learned. The following passages are quoted from the newspaper. In 1862 it stated the following advertisement:

*The Spring Term*

*will open*  
Wednesday, March 26th., 1862

*Every effort will be made to secure to all who attend the best possible use of their time. The design of*

---

the Institute is to afford an opportunity to all who wish, by a

Rigid Drill and Wholesome Discipline, to fit themselves either to pursue with the highest advantage, a

College Course

or to engage directly in the actualities of life.

Again in 1866 it says: 1

The Fall Term will commence September 10th. Every Facility will be afforded for rigid drill in the Languages (ancient and modern,) Mathematics, Natural Science, Mental and Moral Philosophy.....

Wayland, in his textbook on Moral Science gives a list of suggestions for the teacher who used the book. They are quoted here because they show the use made of the drill method and of memorization. They are probably characteristic of the methods used by the school. 2

1. In the recitation room, let neither instructor or pupil ever make use of the book.

2. Let the portion previously assigned for the exercise, be so mastered by the pupil, both in plan and illustration, that he will be able to recite it in order, and explain the connection of the different parts with each other, without the necessity of assistance from his instructor.

3. Let the lesson which was recited on one day be invariably reviewed on the day succeeding.

4. As soon as any considerable progress has been made in the work, let a review from the beginning be commenced. This should comprehend, for one exercise, as much as had been previously recited in two or three days; and should be confined to a brief analysis of the argument,

1 "Brookport Collegiate Institute," op. cit., Vol. 10, August 9, 1866, p. 2.

2 Loomis, op. cit., p. 84, quoted from Wayland, Francis D. D., The Elements of Moral Science, 1835.
with a mere mention of the illustration.

5. As soon as the whole portion thus far recited, has been reviewed, let a new review be commenced, and continued in the same manner; ..... 

Another favorite method was the lecture method. The teachers' class was instructed during the first years of its existence almost entirely by this method. Loomis found that Smellie's *The Philosophy of Natural History* was assumed to be taught by this lecture method.¹

In comparing the aims and the methods of instruction used by the Brockport Collegiate Institute with those used by schools of today, it may be said that those of today have changed. In our present secondary schools, subjects are not taught for their value in disciplining the mind but for the value of their content, or to insure desirable study habits and worthy ideals. Emphasis on memory work has been lessened. Instead pupils are trained to do problems which come up in every day life, or to actually perform different projects or processes. In so doing the rules are learned in a more natural manner. The problem method and the project method have replaced the drill and lecture methods to a great extent in present-day schools. Actual laboratory work is today popular in the sciences. In some instances, it is also used in the social studies. Religious interpretations have been removed from our textbooks of today. The subject is taught

¹Loomis, op. cit., pp. 74-75.
for its own value.

Textbooks are written in a manner which will be comprehended by secondary school pupils. They are not filled with mental abstractions and gymnastics but are written within the experiences of boys and girls of high school age. Many pictures, illustrations, maps, graphs, and charts, often in colors, help to adorn the book and to make it more understandable and interesting. Books contain original problems or thought questions, or experiments for pupils to work out. An attempt is made to make the text and the subject of such interest to the pupils that they will have the desire to delve deeper into it. This is expressed by Philip W. Cox as follows: ¹

....The goal of education will be not so much that pupils will know things, as it will be that they shall desire to know, to do, and to be.

Students of this academy were subjected to examinations just as are pupils of our modern schools. The examinations were both written and oral. The Catalogue of 1844 states: ²

No student will be entitled to a Certificate of Scholarship unless he may have first passed a regular examination; which occurs at the end of the term.

Parents, guardians, and friends were invited to attend the public

²Annual Catalogue of the Officers, Teachers and Students of the Brockport Collegiate Institute, Rochester, 1844, p. 21.
examinations. An examining committee was appointed by the board of trustees, often from their own group. The following quotation appeared in the Catalogue of 1863-1864 concerning the public examination:

A public examination occurs during the last week of each term. The Examination and Graduating Exercises are held at the close of the Spring Term. Parents, guardians, and friends of education generally, are cordially invited to be present on these occasions.

The newspaper contains several reports of the examining committees which show the type of work and examinations which were characteristic of the Brockport Collegiate Institute. One of these has already been quoted on page 104. Another report of the spring term of 1860 reads as follows:

The undersigned, members of the examining committee, present at the examination with which the spring term of said Institute closed on the 27th. day of June, respectfully report:

Classes were examined in Homer's Iliad, Xenophon's Anabasis, Virgil, Horace; and although the examination was somewhat rigid, the proficiency exhibited in these studies was creditable alike to students and teachers.

Classes also stood a very satisfactory examination in German and French; also a teachers' class.

The praiseworthy proficiency in Mathematics exhibited in Geometry and the principles of Arithmetic, demonstrated

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1 Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1863-1864, p. 34.
the thoroughness of the instruction, and the diligence of the learner.

The examination in intellectual philosophy was peculiarly gratifying. After devoting a portion of the preceding term to the dry rules of formal logic the class spent the first half of the present term in endeavoring to gather the rudiments of the science of mind from one of the textbooks ordinarily used in our higher schools; but finding their progress unsatisfactory, both to themselves and their teacher, the experiment was tried of substituting for Upham the tougher writings of Sir. William Hamilton, with marked success. Aided by suitable instruction the class have already mastered many of the subtlest and profoundest thoughts of the Scotch metaphysician, and are eager for more. It is proposed to continue this experiment through the next term, and its success is no longer doubtful.

As a whole, the examination showed an advance on the deservedly high rank which this seminary of learning had before attained.

The character and ability of the principal, D. Burbank, L.L.D., and of the subordinate teachers are well known, and there is a manifest improvement in the character and intellectual caste of the students in the aggregate.

Jerome Fuller
C. Nesbet

The newspaper gives the order of the examination exercises for the year 1863. It does not indicate, however, whether the different examinations were oral or written. It is probable that the rhetoricals were given orally. The tests were scheduled to last from an hour to one hour and a half. The order is given as follows: 1

1"Brockport Collegiate Institute," The Brockport Republic, Vol. 7, June 25, 1863, p. 3.
Order of Examination Exercises, commencing July 1st.
and closing July 3d., 1863:

**Wednesday**

<table>
<thead>
<tr>
<th>Time</th>
<th>East chapel</th>
<th>West Chapel</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 to 10 A.M.</td>
<td>Arithmetic 1st.</td>
<td></td>
</tr>
<tr>
<td>10 to 11</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>9 to 10</td>
<td>Arithmetic 2d.</td>
<td></td>
</tr>
<tr>
<td>10 to 11</td>
<td>Algebra 2d.</td>
<td></td>
</tr>
<tr>
<td>11 to 12</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>1 to 2 1/2 P.M.</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>2 1/2 to 3 1/2</td>
<td>Botany</td>
<td></td>
</tr>
<tr>
<td>3 1/2 to 5</td>
<td>Junior Rhetorical Ex.</td>
<td></td>
</tr>
</tbody>
</table>

**Thursday**

<table>
<thead>
<tr>
<th>Time</th>
<th>East chapel</th>
<th>West chapel</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 to 10 A.M.</td>
<td>Algebra 1st.</td>
<td></td>
</tr>
<tr>
<td>10 to 11</td>
<td>Arithmetic 1st.</td>
<td></td>
</tr>
<tr>
<td>11 to 12</td>
<td>Grammar 1st.</td>
<td></td>
</tr>
<tr>
<td>9 to 10</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>10 to 11</td>
<td>Arithmetic 3d.</td>
<td></td>
</tr>
<tr>
<td>11 to 12</td>
<td>Grammar 2&amp;3d.</td>
<td></td>
</tr>
<tr>
<td>1 to 2 1/2 P.M.</td>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td>2 1/2 to 4</td>
<td>Middle Class Rhetorical Ex.</td>
<td></td>
</tr>
</tbody>
</table>

**Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>East chapel</th>
<th>West chapel</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 to 10 1/2 A.M.</td>
<td>Euclid</td>
<td></td>
</tr>
<tr>
<td>10 1/2 to 12</td>
<td>Teachers' Class</td>
<td></td>
</tr>
<tr>
<td>9 to 10 1/2</td>
<td>Latin 2d.</td>
<td></td>
</tr>
<tr>
<td>10 1/2 to 12</td>
<td>Latin 1st.</td>
<td></td>
</tr>
<tr>
<td>1 to 2 1/2 P.M.</td>
<td>Moral Philosophy</td>
<td></td>
</tr>
<tr>
<td>2 1/2 to 4</td>
<td>Senior Rhetorical Ex.</td>
<td></td>
</tr>
</tbody>
</table>

Again in 1864 an account of the annual examination is given in the newspaper. The examinations show the great emphasis which the school placed on public speaking. Public speaking has its place in the modern high schools, but it is treated in a more informal manner. Today students receive training in the classroom by discussing various topics before the class. They are made to forget themselves in their interest in the subject under discussion. In
the Brockport Collegiate Institute students had to give rhetoricals before the whole school. It is probable that the examinations by the different teachers in the classrooms on Tuesday A.M. were written. The examination schedule reads as follows:

Annual Examination, commencing June 24th., Ending July 1st.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday P.M.</td>
<td>- Rhetorical exercises of the Preparatory and Primary Departments</td>
<td></td>
</tr>
<tr>
<td>Monday P.M.</td>
<td>- Rhetorical exercises of the Collegiate and Academic Departments</td>
<td></td>
</tr>
<tr>
<td>Tuesday A.M.</td>
<td>- Classes examined by the different teachers in their recitation rooms.</td>
<td></td>
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<tr>
<td>Tuesday P.M.</td>
<td>- Chemistry and Euclid</td>
<td></td>
</tr>
<tr>
<td>Wednesday A.M.</td>
<td>- Arithmetic 2d. (Preparatory,) Latin Reader, Botany,</td>
<td></td>
</tr>
<tr>
<td>Wednesday P.M.</td>
<td>- 1½ o'clock - Reading and spelling (Primary)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 &quot;</td>
<td>Grammar (Preparatory)</td>
</tr>
<tr>
<td></td>
<td>3 &quot;</td>
<td>Arithmetic (Primary)</td>
</tr>
<tr>
<td></td>
<td>3½ &quot;</td>
<td>Object Lessons - colors (Primary)</td>
</tr>
<tr>
<td></td>
<td>4 &quot;</td>
<td>Report of Preparatory and Primary Departments</td>
</tr>
<tr>
<td>Thursday A.M.</td>
<td>- Latin, Greek</td>
<td></td>
</tr>
<tr>
<td>Thursday P.M.</td>
<td>- Graduating Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 o'clock - Report of Collegiate and Academic Departments</td>
<td></td>
</tr>
<tr>
<td>Friday A.M.</td>
<td>- 10 o'clock - Procession formed at the Institute, which will proceed to the Presbyterian Church, where at 11 o'clock there will be orations and essays by the graduating class, and presentation of diplomas, followed by an address to the graduating class by Hon. Jerome Futter. Closing address by Professor North, of Hamilton College.</td>
<td></td>
</tr>
</tbody>
</table>

1Brockport Collegiate Institute," *op. cit.*, Vol. 8, June 23, 1864, p. 3.
In June of 1866 the newspaper states definitely which examinations are oral. It shows that students were tested with written work as well. The following is the schedule given: 1

Programme of Exercises for The Examination Week Commencing June 25, 1866

Written Examination

Monday A.M., from 9 to 12 o'clock

  P.M., from 1 to 4 o'clock

Tuesday A.M., from 9 to 12 o'clock

Oral Examination

Tuesday P.M., Greek (Anabasis) from 1 to 2½ o'clock

Wednesday A.M., Philosophy, from 9 to 10½ o'clock

  A.M., Botany, from 10½ to 12 o'clock

  P.M., Examination of the candidates for Graduation, in Mental and Moral Philosophy, from 1 to 4 o'clock

Thursday A.M., English Grammar, from 9 to 10½ o'clock

  A.M., Geometry, from 10½ to 12 o'clock

  P.M., Rhetorical Exercises of the Primary and Preparatory Departments from 1 to 4 o'clock

Friday

Commencement Exercises at the Baptist Church, at 10½ o'clock

In comparing these examination schedules of this academy with those

1"Brockport Collegiate Institute," op. cit., Vol. 10, June 21, 1866, p. 2.
of today it may be said that the oral examination held a more
important place in the Academy than it now does. Today emphasis
is placed on the written test. Modern tests are easier to check
by the teacher because the new type test, consisting of true-false,
completion, multiple choice, and matching statements, has to a
large degree replaced the old type of essay test.

In the earlier years the spirit of emulation was encouraged
by the academy teachers by publishing the scholarship and deportment
records of students at the examination at the end of the term. As
the parents and visitors attended these examinations many pupils no
doubt tried to receive honorable mention. The record was made
public whether it was good or bad. For those pupils who could not
keep up their averages this policy was very embarrassing. The first
catalogue states:\footnote{1}

Scholarship

A regular account of recitations is kept, and the
scholarship of each Student will be made public at the
Examination.

In 1854 the catalogue adds that a record of attendance of each pupil
was kept and made public also:\footnote{2}

\footnote{1}Catalogue of the Officers, Teachers and Students of Brockport
Collegiate Institute, Rochester, 1842, p. 16.
\footnote{2}Catalogue of the Officers and Students of the Brockport Col-
legiate Institute, Buffalo, 1853, p. 30.
Scholarship and Deportment

A careful record is kept of the attendance upon, and kind of each recitation, and also of the deportment of every student; which will be made public at the close of the term.

During the latter years the school abandoned the idea of publishing the records of all pupils whether they were good or bad. Instead honorable mention was made at the public examination of those students who had maintained the best records. This is recognized today to be a better practice. An average standing was drawn up at the close of the term for each pupil and entered upon the books of the principal for future reference. Parents could, at any time, by reference to the principal, learn the precise standing of their children. There is no record of any form of report card. The Catalogue of 1863-1864 sums this up as follows:

1Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1863-1864, p. 30.
Summary. This chapter has attempted to show that the Brockport Collegiate Institute was in the process of experimenting with various subjects and curriculums, textbooks, and methods of study. Some attempts did not yield worthwhile results, and so they were discarded. Others were found to be of value and were preserved and passed down to the high school of modern times.

The school in a very small way was beginning to take note of the individual differences which existed among pupils. This has been shown by the fact that the more practical English courses were added for those who did not intend to enter college. This is further shown by the extra subjects which were offered, and by the entrance requirements.

The mental discipline and the religious theories exerted a great influence on the instruction of the school. Very little actual thinking was required because emphasis was placed upon memorization. The main specific methods used were the drill, lecture, question and answer, and the test method. The methods, as well as the subject matter and the textbooks, were very formal and logical.
CHAPTER VII

REGULATION OF CONDUCT

A study of nineteenth century academies shows that they played important roles in regulating the conduct of the young people who attended them. The Brockport Collegiate Institute furnishes a good example for such a study. In dealing with this topic, it will be necessary to consider the attention given by the school toward regulating the social behavior of the students, the methods of discipline, and government used, and the emphasis which it placed upon religious instruction.

It was possible for this school to exercise a close supervision over the activities of its pupils because a great number of them came from surrounding communities and, because of lack of present-day commuting facilities, were forced to live in the dormitories in the school. Such students were considered to be a part of the family of the principal, and were constantly under the watchful care of the faculty, who also lived in the building. An early school advertisement reads: 1

The Principal, residing with his family in the edifice, will take pupils of both sexes on contract.

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1 "Collegiate Institute," op. cit., Vol. 1, October 17, 1856, p. 3.
by the term or year, and give special and careful attention, not only to their intellectual training, but also to their social manners and accomplishments, and to their moral and religious culture.

Special emphasis is given by the catalogues to the female department, as the girls' division was called. Parents were informed that the best interests of their daughters would be cared for. In addition to making thorough practical scholars, the aim of the teachers with regard to this department is expressed thus:

Their aim will be to cultivate the heart, the intellect and the manners, and thus to aid in fitting young ladies for the duties of life and for another world.

The advent of girls to the academies, about 1800, offers one reason for the close supervision which was maintained over the students. Many of the traditional and puritanical ideas regarding girls still persisted. It was believed that they should be closely guarded and not allowed in the company of boys except in the presence of adults. The plan of the building was so arranged that the two departments were entirely separated. The young ladies roomed in the same hall with the principal, and parents were assured that they were constantly under the supervision of the teachers. The young gentlemen were not permitted to visit young ladies in their

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1 Catalogue of the Officers, Teachers and Students of Brockport Collegiate Institute, Rochester, 1842, p. 16.
rooms, nor to enter that portion of the building assigned exclusively to them. Male students who had female relatives in the building were only allowed to see them at seasonable times in the parlor.\footnote{For the rules and regulations which governed the students, see the "By-Laws" found in Appendix X, p. 187.}

The academy system was, however, ushering in a new attitude in regard to the mingling of the sexes. In some of these early schools,\footnote{Douglas, A. A. \textit{Secondary Education}, 1927, p. 19.} which both girls and boys were allowed to attend, the two departments were entirely separate in every way. The young ladies were even required to recite before female teachers. In many other academies, such as the one under discussion, there was developing a tendency toward a mixed school. One of the Collegiate Institute catalogues informs us that the young ladies recited in classes before male teachers, as their studies and the best interests of the school required.\footnote{\textit{Annual Catalogue of the Officers, Teachers and Students of the Brockport Collegiate Institute, Brockport, 1846}, p. 24.} Girls and boys were allowed to meet together in the recitation rooms, at meal-time, and for chapel and religious exercises, as the following passage shows:\footnote{\textit{Catalogue of the Officers and Students of the Brockport Collegiate Institute, Buffalo, 1853}, p. 27.}

\begin{quote}
The different sexes are together only at their meals, religious and chapel exercises, and in the recitation room, in all of which places it is believed a mixed is preferable to a sexed school.

As the design of the Institute was "to combine all the genial..."
and refining influences of home, with systematic and thorough intellectual cultivation, boys and girls were often invited to meet together with the teachers in the parlor to engage in conversation or for amusement. This was to aid them in acquiring the social graces and in forming correct habits of deportment. The earliest catalogue makes the following mention of these meetings:

To facilitate their improvement in the common civilities of life, young ladies and gentlemen are frequently invited to meet the teachers in the parlor, to spend a few hours in a friendly interchange of views and opinion.

The catalogue of 1844 tells that once each week, six of the boarders in rotation, were invited to spend an evening in the parlor. A later catalogue adds the following:

...the ladies and gentlemen, who occupy separate wings of the edifice, meet together, not only in the Chapel, the Recitation and Dining Rooms, but also with the teachers and their families in the Drawing Rooms of the Principal, for family prayers in the evening, and frequently on other occasions to enjoy opportunities for conversation and amusement, and to accustom themselves to the forms, courtesies and etiquette of refined society.

At meal-time, too, the teachers sat at the tables with the students and supervised their manners and conversation, as the following passage

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1 Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1857-1858, p. 30.
2 Catalogue of the Officers, Teachers and Students of Brockport Collegiate Institute, op. cit., p. 17.
3 Annual Catalogue of the Officers, Teachers and Students of the Brockport Collegiate Institute, op. cit., 1844, p. 20.
4 Catalogue of the Officers and Students of the Brockport Collegiate Institute, op. cit., p. 30.
The teachers will preside at the tables, and endeavor to render the associations of the pupils there, conducive to their improvement as well as pleasure.

The local newspaper gives accounts of two occasions held in the Institute parlors which show the type of amusement and entertainment in which the pupils were allowed to engage. The first was held in June of 1859, when the young gentlemen prepared an evening entertainment in honor of the graduation class. Those who attended included pupils who resided in the building, a few from without, and several invited guests from the village. The time was passed off happily in social converse. During the evening the pupils presented to their retiring Preceptor, Theodore Baker, a copy of Byron's works. After this the guests promenaded to, and assembled around the tables, in the dining hall. The second occasion was when the pupils of the school and some other friends in the village presented the Principal, Professor McVicar, with $150. One of the pupils made the presentation address, to which Professor McVicar responded. This was followed by refreshments and a social time.

1 Annual Catalogue of the Trustees, Teachers and Students of the Brockport Collegiate Institute, Syracuse, 1850, p. 19.
3 "Presentation," The Brockport Republic, Vol. 8, May 12, 1864, p. 3.
Records disclose many other such occasions held at the Collegiate Institute in which both teachers and pupils participated. Many of these were serious and dignified affairs, such as the Collegiate Exhibitions given at the end of the school terms. At these the students rendered musical selections, orated, and read their compositions before large audiences composed of townspeople, relatives, and friends. Still other occasions were hilarious ones, such as the "tin wedding" held January 2, 1865, in honor of the tenth wedding anniversary of the Principal, Malcolm McVicar.

Students gained much socially as well as intellectually from a literary society which they had been allowed to form in 1844. This was for the purpose of improving the members in extemporaneous debate, public speaking, and in parliamentary usages. A large room was set aside for it, and occasionally meetings were held in the chapel, to which the public was invited. During the winter terms, a course of lectures was given by such educational leaders as the Reverend M. B. Anderson, L.L.D., President of the University.

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1 For program of a typical Exhibition, see Appendix IX, p. 185.
2 "A Tin Wedding," The Brockport Republic, Vol. 9, January 5, 1865, p. 3.
of Rochester. The society, known as the "Euglossian Society" allowed only boys to join up to 1857 or 1858. At this time a girls' branch was formed. By 1863 it had changed its name to the "Gnothesophian Society," and it now embraced a large proportion of the senior members of the school, including both boys and girls. This society and the "Athenaeum," which was a reading room connected with it, was under the close supervision of the faculty.

Athenaeum

A pleasantly located room on the second floor has been set apart and neatly furnished for a Reading Room, to which the pupils in the Collegiate and Academic Departments have free access at fixed hours during the school days, and the entire Saturday, except study hours. The room is under the constant supervision of the Teachers, and no reading material is allowed to enter unless sanctioned by the Principal.

It is clear that for their amusements and recreation the pupils of the Brockport Collegiate Institute depended almost entirely upon school activities. To sum them up, they met together with the teachers in the parlor, attended meetings of the literary society,

1 Catalogue of the Officers and Students of the Brockport Collegiate Institute, Buffalo, 1853, p. 30.
3 Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1863-1864, p. 32.
4 Ibid., p. 31.
read in the library or reading room, and occasionally took part in or attended special exercises in the chapel. In addition to these, they, no doubt, had many good times by gathering in each other's rooms, by going on hikes, or by playing on the campus grounds.

The aim of our modern secondary school is similar. Modern schools are not boarding schools, but they do try to fill the lives of the boys and girls who attend them with student activities in order to keep them off the streets. Clubs, musical organizations, plays, hobbies, athletics, and many other organizations serve to keep our modern youth interested in worthwhile activities.

The catalogues from 1842 to 1854 contain a set of By-Laws with certain rules and regulations which the students of the Institute were supposed to obey.¹ They are interesting because they show the close way in which the school tried to regulate each minute activity of the students. Students were forbidden to leave town in term time, or be absent from any regular exercise of the school without permission from a teacher. They were to be in their rooms at ten o'clock at night. A student could not stay away over night unless with special permission from the teachers. Wrestling and athletic games of all kinds were prohibited in the building. This is especially

¹See "By-Laws" in Appendix X, p. 187.
strange today in comparison with our athletic programs. No firearms or gunpowder were allowed in or about the building. A few other rules were included which were for the purpose of forming correct habits. Students were forbidden to play at cards or other games of chance or hazard. They were not supposed to visit taverns, groceries, or other public places, for the purposes of pleasure or entertainment. No intoxicating drinks, tobacco in any form, nor immodest or profane language was to be indulged in, either in the school or on the grounds.

In modern secondary schools very few rules, if any, are included in the set-up. This attitude on the part of the Collegiate Institute may be traced back to the Puritan influence of New England.

The government of the school was designed to be mild and parental, but firm, uniform, and decisive. The student was expected to recognize the relation which he bore to the school, and faithfully to perform all the duties arising therefrom. The school aimed to make him learn from a desire to know and not by fear of the rod, as the following passage shows: ¹

It is the opinion of those who have its management, that a child may indeed commit to memory with great

¹Catalogue of the Officers, Teachers and Students of Brockport Collegiate Institute, Rochester, 1842, p. 16.
expedition, while under the fear of the rod; but when
the incentive to action is laid aside, and the child
has become the man, very little of his knowledge will
be available, from the fact that the object for which
he studied did not reach as far as manhood. But what
the student learns from a pure desire to know, and to
become useful in life, will without question, be a
fountain from which he can draw in all coming time.

Another passage brings out much the same idea. It states that pupils
better obeyed the rules and regulations of the school when there was
respect between teachers and pupils rather than through coercive
methods.¹

It is believed that familiar, and mutually re-
spectful intercourse between the Teachers and Scholars,
will usually secure the observance of rules and regula-
tions, from motives of personal improvement and courtesy,
and usually preclude the necessity of an appeal to co-
ercive authority.

Students were to be impressed with the fact that obedience
was to be rendered not as an end in itself, but to promote the wel-
fare of the school in which each was a citizen. This would better
prepare each pupil to take his place in society as a future citizen.²

The design of government is to impress the minds
of Students with a love of order, and, that obedience
is to be rendered not as an end, but as the means of
promoting the general welfare of their little community,
in whose responsibilities each has an equal share. This

¹Annual Catalogue of the Officers, Teachers and Students of
the Brockport Collegiate Institute, Brockport, 1846, p. 24.
is a dictate of reason, and serves to impress the student with the nature of his relations as a Citizen, when he shall assume that position in society.

The following excerpt again points out the emphasis which the school placed upon the building up of character which ultimately would lead pupils to better govern themselves:

Its aim is to develop and strengthen those elements of character, which will ultimately qualify the pupils to govern themselves. It therefore employs an appeal to their self-respect and moral sense rather than the exercise of an arbitrary authority. Their habits and conduct are made a matter of constant study and care, and such rules and regulations are prescribed as seem best adapted to secure their permanent good.

The catalogues say, however, that any student who refused to conform to the regulations of the Academy would first receive warning, and then without delay be dismissed. Nor would any student be permitted to continue connection with the school if his example and influence were known to be injurious to it. The records show that this was carried out. In 1859 a student by the name of Travis C. Welles was expelled because he had been "transgressing in a marked manner the regulations of the school." Again in 1864 two young men were suspended for misconduct.

1Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1857-1858, p. 31.
2Proceedings, op. cit., p. 74.
3The Brockport Republic, Vol. 9, December 22, 1864, p. 3.
During the early years of the school a record was kept of the deportment of each pupil, and this was made public at the examination at the end of the term. ¹ This was later changed so that honorable mention was made of the students with the best record of deportment and scholarship. ² The records were, however, open to the inspection of parents and guardians. The latter is today recognized as an improved procedure because pupils who cannot gain attention by doing good scholastic work, strive to gain attention by being mischievous.

Religious Instruction

The Collegiate Institute had its beginnings in sectarian interest and pride, when it was established by the Baptist Association of Western New York. The Association soon failed, and in the next few years the school lost much of its sectarian flavor. There was, no doubt, a slight tendency to favor the Baptists because most of the early principals were of that denomination. Professor Williams was a Baptist clergyman. The school was, however, open to pupils of all religious creeds.

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, Buffalo, 1853, p. 30.
²Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1863-1864, p. 30.
About 1857 a report was circulated which stated that the school was sectarian. This report began to hurt the school's patronage, so some of the friends of the school put the following notice in the newspaper, stating that the report was erroneous:

••••• that the school is not in any sense sectarian, either by regulations, instruction or management - the regulations allowing the scholars perfect liberty to choose their own place or mode of worship - the religious services being only those usual to all colleges and higher grade schools - that four principal teachers have been expressly selected to represent the tenets of different denominations....

Again in 1858 Mr. Whitney, the president of the board, in a public article denied that the school was sectarian. He also referred to the time when the negotiations with the University of Rochester were being made by which the University would lend the academy the money needed to keep it in operation. He stated that some of the board members had been opposed to this means of gaining the much needed money because they feared that the University, which was Baptist, might try to exercise a denominational influence over the Academy.

Even though the school did not teach a blind obedience to religious dogma, yet a deep religious spirit did invade it. Pupils were required to attend church twice upon Sunday unless they had

special permission to be excused. They could attend the church which they preferred, and parents and guardians were requested to direct what church their children or wards should patronize. The catalogue of 1844 mentions four churches from which to make a choice. These were the Methodist, Presbyterian, Baptist, or Episcopalian.

In addition to the regular church services, religious exercises were held at the Collegiate Institute. The earliest catalogue\(^1\) states that all students were invited to meet with the principal for a Bible exercise on the Sabbath morning before church. Again on Monday morning, the young ladies regularly had another Bible lesson. Whereas the earlier catalogues say that students were invited to attend this class, those from 1850 on substitute the word required.

The catalogues beginning with 1863 tell us that the public duties of each day were opened at a quarter before nine o'clock in the morning, and were closed at four o'clock in the afternoon with reading of Scriptures and prayer in the chapel. They also allude to a weekly prayer meeting held in the chapel under the supervision of the teachers. It is pointed out that in these religious exercises "while entire impartiality in respect to the views of different religious sects is observed, the fundamental truths of Christianity are exegetically taught."\(^2\)

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\(^1\) Catalogue of the Officers, Teachers and Students of Brockport Collegiate Institute, Rochester, 1842, p. 17.

\(^2\) Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1858-1858, p. 31.
It may be said that the great moral earnestness on the part of the school concerned itself with the teaching of the broad underlying principles of Christianity, portrayed by means of lessons from the Bible and supplemented by moral philosophy. This enters into the textbooks and the subject matter of the school as Chapter V brings out.

Besides going to church on Sunday, the pupils had certain other Sabbath rules by which they were supposed to abide. No student could go abroad to spend the Sabbath with his friends or relatives without special permission. He could not ride for pleasure, or make, or receive visits or calls. Parents whose children went home on Saturday were earnestly requested not to return them to the Institute on the Sabbath.

Summary. This school aided in the betterment of the life of the community by making possible the spread of culture as well as scholarship. It is true that it extended itself to a greater degree than the modern school into the private lives of the pupils. It did, however, serve to keep students busily engaged in the activities of the school. The welcome extended to girls made it a forerunner of our modern co-educational high school while many of its principles

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1Catalogue of the Officers and Students of the Brockport Collegiate Institute, op. cit., p. 31.
of government were later incorporated in our modern school. It was one of the many academies which helped to bridge over the period from the ecclesiasticism of the old Latin Grammar School to the secularized high school of today.
CHAPTER VIII

BROCKPORT COLLEGIATE INSTITUTE BECOMES
BROCKPORT STATE NORMAL SCHOOL

It has been shown in Chapter V how the Brockport State Normal School grew out of the financial difficulties which confronted the trustees of the Collegiate Institute. The change from an academy to a normal school was, however, not a sudden and violent change into an entirely new field. Instead, it was a gradual evolution which had been taking root in the Academy from its beginning.

The seeds of the normal school were first sown in 1842, when a teacher-training class was established in connection with the Academy, for the purpose of training teachers for the common schools. This practice of educating common school teachers in academies had been encouraged by the state as early as 1834 in a law which states:

An act concerning the Literature fund.

1. The revenue of the literature fund now in the treasury, and the excess of the annual revenue of said fund hereafter to be paid into the treasury, over the sum of twelve thousand dollars, or portion thereof, may be distributed by the regents of the university, if they shall deem it expedient, to the academies subject to their visitation, or a portion of them, to be expended as hereinafter mentioned.

2. The trustees of academies to which any distribution of money shall be made by virtue of this act, shall cause the same to be expended in educating teachers of

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1Miller, op. cit., p. 137.
common schools, in such manner and under such regulations as said regents shall prescribe.

The first catalogue issued by the Brockport Collegiate Institute announced that a teacher's class was to be formed at the commencement of each term which would receive particular attention. It adds that the principal would give familiar lectures upon teaching during the fall term.¹

The catalogue of 1844 states that a class was to be formed at the beginning of each term for instruction in the art of teaching and managing a school. Students of both sexes were to pursue in the regular classes such studies as were deemed most expedient for them, but were to meet together once each day to receive special instruction in the art of teaching. During the fall term this class was to attend a course of lectures given by the principal. It announces also that a full set of Mitchell's and Pelton's Outline Maps were procured for the use of this class.²

In 1849 the Regents designated Brockport Collegiate Institute as one of fifty-seven academies in which instruction in the science of common school teaching was to be offered during the years 1850 and 1851. The requirements were that twenty teachers be instructed

¹Catalogue of the Officers, Teachers, and Students of Brockport Collegiate Institute, op. cit., p. 16.
²Annual Catalogue of the Officers, Teachers and Students of the Brockport Collegiate Institute, Rochester, 1844, p. 19.
gratuitously for four months during each year. These students were to give a written pledge to engage in teaching for a reasonable length of time in a district school. The age recommended by the Regents at which candidates could be admitted to this course was fourteen for females and sixteen for males.

The pupils were to be instructed in all important elementary branches and were to take as many advanced studies as possible in addition to common school teaching. Instruction in the latter could be by lectures, by witnessing the progress of a well-ordered school, or by being placed for a part of the time over a certain number of younger scholars and instructing and governing them.

To each academy which met the requirements, the state would appropriate a sum of money, not to exceed $250.1

The catalogues of 1850 and 1852 for the Collegiate Institute state as follows:2

Pupils entering this department, will be instructed in the higher branches of English education, and particularly in the Science of Common School Teaching.

Regular Lectures upon modes of teaching, the management and discipline of school, and upon the subjects connected with education, will be given. No effort will be spared to render this department thoroughly efficient,

2 Annual Catalogue of the Trustees, Teachers, and Students of the Brockport Collegiate Institute, Syracuse, 1850, p. 18.
and through it, to benefit the Common Schools of our country.

The Regents Report made in 1851 for the year 1850 stated that Brockport Collegiate Institute was one of seventeen academies out of the fifty-seven which had complied with all the requirements.¹

In 1851 the Legislature passed a law continuing the practice. The sum of $12.50 was to be paid to each academy for every scholar so instructed during the four months. At this time the ages for admission to this class were to be sixteen for females and eighteen for males.²

In 1853 the school announced that the class for instruction of teachers would be organized March thirteenth at the opening of the spring term. Lectures were to be given by Mr. Stanton, the Principal. The catalogue states that he was very well qualified because he had been connected with the public schools of New York State for many years, and had engaged in teachers' institutes as well as in town, county, and state associations.³

An act which passed the Legislature in April of 1855 amended the earlier acts by providing ten dollars for each scholar so in-
structured in the academies. It recommended sixteen as the maximum number to be admitted to this course and not more than twenty. At this time the Regents requested the academies to allow only those pupils to enroll in this class who had the proper qualifications for teaching.

The Regents expressed dissatisfaction with this method in 1857 and 1858. The amount received by each academy was too small to allow them to provide additional teachers or to deviate from the regular course of instruction. As a result little specific instruction was being given to common school teaching. The number of academies was therefore cut down to ninety and a course of instruction was prescribed by the Regents. Brockport Collegiate Institute was one of those chosen. The school catalogue announces that students would "pursue a Course of Study prescribed by the Regents, and would receive a series of Lectures on the various topics connected with the science of common school teaching." The Regents Reports during the next few years show that the Regents were well satisfied with the results of this step. Instruction in the science

3 Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1857-1858, pp. 28-29.
of common school teaching had become more thorough.

Table X shows the number of students in the class for common school teachers during certain years. This has been obtained from the catalogues of the Collegiate Institute. The small number of males during the years 1863 to 1865 will be noticed. This probably was due to the fact that many had gone to fight in the Civil War. The totals add up to more than the state would provide funds for. This is due to the fact that more than the allotted number of students were allowed to enter this course, provided they paid tuition.

**TABLE X**

NUMBER OF STUDENTS IN THE BROCKPORT COLLEGIATE INSTITUTE INSTRUCTED IN COMMON SCHOOL TEACHING

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1850</td>
<td>7</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>1852</td>
<td>10</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>1853</td>
<td>22</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>1857-8</td>
<td>17</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>1863-4</td>
<td>1</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>1864-5</td>
<td>-</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

The amount of money received by the Collegiate Institute from the state for the instruction of teachers is given in Table II on page 56. This is given for the years 1857 through 1866. The least amount was sixty dollars received in 1857, and the most was $200 received each year from 1859 to 1863 and again in 1865.
This professional training of teachers in the academies, encouraged by the state, served no doubt to delay the organization of normal schools throughout New York State. The first one was opened at Albany in 1844, and by 1866 six others had been formed.\(^1\) In January of 1866 a rumor spread about that four more might be formed. The trustees of the Brockport Collegiate Institute, sorely pressed financially, realized that the location of such a school in the Institute building would wipe out their indebtedness and solve their problems.

On January 23, 1866, they applied to the Legislature for the school.\(^2\) They offered the building and grounds valued at $40,000 or $50,000 and the furniture, library, and the apparatus valued at $3,000. They also offered to build an addition to be used as an experimental school. The need for better trained teachers in the western part of the state was pointed out, as well as the fact that Brockport had already established considerable reputation in the training of teachers. The community, a progressive one with a refined atmosphere, would be easy to reach at all seasons.

April 16, 1866 the bill providing for four additional normal schools passed the Legislature and became an established fact.\(^3\)

\(^1\) Miller, op. cit., p. 144.  
\(^2\) For Appeal to the Legislature, see Appendix XI, p. 189.  
\(^3\) For Normal School Bill, see Appendix XII, p. 191.
It appropriated $12,000 a year each for their maintenance. Their location was to be determined by proposals for buildings, furniture, and money from communities, corporations, or individuals.

The Collegiate Institute trustees met on April 20, 1866, to hear the report of a committee which had been appointed to determine the proper measures to be taken for the establishment of a normal school. The committee reported that the stockholders had no right to the property and had no power whatever, the present board of trustees had no power, and that the title to the building and all power in the matter was vested in the assignee of the Fowler Judgment. It recommended the following resolution which was at once carried by the trustees:

Resolved: That the consent of the Board of Trustees of the Brockport Collegiate Institute be given to a surrender of their organization and transfer to the property of said Institute, real and personal, to the Trustees of the Village of Brockport for the purposes contemplated by an act entitled an act in regard to Normal Schools passed April 16, 1866, with a view to secure the location of a Normal and Training School in this village.

Two petitions were presented at a meeting of the village trustees held April 23, 1866. The first, drawn up by about 155

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2 "Corporation Proceedings," The Brockport Republic, Vol. 10, April 26, 1866, p. 3.
taxpayers of Brockport, urged the village trustees to accept the proposition of the trustees of the Collegiate Institute and make proposals to the proper authorities for such a school. They asked that the $37,000 necessary to be raised to secure the school be raised by taxation and by an issue of village bonds for a period not exceeding two years. The other, also signed by numerous taxpayers, was a request for a meeting of the citizens of the village in the village hall in order to vote whether they favored raising the tax. They believed a public vote would be the fairest way inasmuch as the money was to be raised upon the taxable property of the village. The trustees assented to call this public meeting.

At this time the people of the community began to line up on both sides of the tax levy question. Hostilities sprang up between friends and neighbors, heated discussions were held on street corners, and arguments on both sides were printed in the village newspaper.

Those who were opposed to the tax believed that the school would benefit but a favored few. They argued that the laboring classes could only afford to send their children to a district school, yet would be taxed to carry on the normal school for the benefit of others. Most of all they dreaded the heavy taxes which would follow them year after year. A few believed education on the whole to be worthless, as the following scathing remark made by one opponent
People generally would be better off enjoying more health by working in "Nature's garden" than by stuffing their minds with Hebrew, Greek, Latin, low Dutch and Prosody. Too much book knowledge drives out common sense.

Those in favor of the tax measure as a means of securing the school argued that the normal school would benefit all classes. It would induce persons to reside in Brockport. New houses would be built. Masons, carpenters, painters, and day laborers, as well as physicians, lawyers, and storekeepers would do an added business. The value of property would increase. Much money would be brought to the village. The State alone would expend thousands of dollars each year for the school's maintenance. Students who did not care to live in the dormitories would need places in which to room and board, such a school would add reputation and character to the community.

On Friday evening previous to the meeting a public meeting was held at the village hall by the opponents of the tax. Many friends of the measure attended as well. Speeches were made for and against the tax levy. One outstanding speaker in behalf of the tax was the Principal of the Institute, Malcolm McVicar.

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1 "Public Improvements," The Brockport Republic, Vol. 10, May 17, 1866, p. 3.
2 Ibid., p. 3.
Taxpayers only were allowed to vote at the meeting held on Saturday. A total of 241 persons voted, 139 against a tax and 102 for it. This made a majority of thirty-seven against it. As thirty-five people who had petitioned for the tax levy did not vote, the friends of the tax claimed that their names should be counted on the affirmative side. This made the ayes 137 to 139 noes. This was close in regard to number. When the taxable property of those who voted was considered, it was found that a vast majority of the property, as represented by its owners, favored the tax. In this the vote stood as follows:

| Assessed property of those voting "aye" | $185,800 |
| Assessed property of those voting "no"  | $106,450 |
| Majority of property for tax            | $ 79,350 |

May 10, 1866, the village trustees voted to accept the proposition of the trustees of the Collegiate Institute and sent a petition to the Normal School Commissioners for the establishment of the school in Brockport. They decided, in case their petition was accepted, not to raise more than $37,000 by tax or bonds provided that at least $4,000 could be raised outside of the village for the purchase of apparatus, library, and furniture.

The normal school contest then broke out anew. A group of citizens opposed to the school were dissatisfied with the vote taken some weeks previously, by which the taxpayers had given their names for or against the school, and the amount of each one's assessment added to the side on which he voted. This group claimed that the majority had been against the school. Soon after the village resolved to levy the necessary tax, a petition against the proposed school, addressed to the Commission appointed to locate normal schools, was printed and circulated by this group.

In order to appease them the village trustees decided to call another public meeting at the Village Hall for further discussion of the problem. At this meeting, held July thirtieth, there was a full attendance and the question was discussed with much spirit. A motion was adopted to ballot on August first. Whichever way the majority voted would settle the question permanently.¹

Both men and women taxpayers voted, the latter by proxy. The number of votes cast for the school was 165, while 131 were cast against it. This made a total of thirty-four in favor of it.² Thus the question was settled as far as the village could settle it.

¹"Normal School Meetings," The Brockport Republic, Vol. 10, August 2, 1866, p. 3.
²Ibid., p. 3.
This struggle was characteristic of many schools of this period. Whenever an attempt was made to establish schools at public expense or to extend public support above the elementary schools, such a struggle has resulted. It was difficult to get away from the old aristocratic concept that the masses needed only the merest rudiments of education.¹

Another community had been making strong efforts to secure the school for this section while the people of Brockport had been contending. The following announcement, which appeared in the Brockport Republic August 9, 1866, gave assurance, however, that Brockport would gain the school:

It will be gratifying to most of our readers to know that the Fall Term of the Brockport Collegiate Institute will open on the 10th. of September, under an able faculty. The opening has been delayed, we are informed, through the hitherto uncertainty of locating a Normal School here. The question is now practically though not officially settled, that a Normal School is to be established here, and it is under this assurance that the Collegiate Institute reopens. In order to file suitable notice and make the necessary preparations the opening has been put off one week later than usual.

It is now expected that the Normal School will also open here on the 10th. of September. Temporary arrangements will be made for its accommodation.

¹Cubberley, E. F. Public Education in the United States, 1919, pp. 196-197.
Soon after this announcement another appeared which stated the school was closed. The high regard in which the villagers held the school is shown in the following protest voiced by the newspaper:

We regret to say that the announcement has been made that the Brockport Collegiate Institute is closed, and that there will be no school the coming fall, as heretofore announced. The opening of the Institute was predicated upon locating a Normal School here, and as such location has been and is a fixed fact, unless the application should be withdrawn, we see no valid reason for closing the Institute at the present time. While not questioning the motives of the gentlemen having the Institute in immediate charge, we think he has hardly been just to the devoted friends of both schools.

If we were not to have a Normal School here, and therefore could not clear up the indebtedness that has constantly embarrassed the Institute, then we would say let it be closed, and let it stay closed until the people through its loss should appreciate its former ennobling influence, and the stimulus which it has given to nearly all local enterprises. It is now probable that the Institute will remain closed until after the Normal Schools are located in November next.

The propositions submitted by the various villages for the location of the normal schools were opened before the Governor, Superintendent Rice, Attorney-General Martindale, the Lieutenant-Governor, the Comptroller, the Treasurer, and the other Commissioners on November 22, 1866. The final decision was to be given on December third. There was much strife among the twelve or fourteen

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1 "The Collegiate Institute," *op. cit.*, Vol. 10, August 23, 1866, p. 3.
places which contended. The following is a list of the propositions submitted:

The Central Academy at Megrowville, Cortland County, offer their building, valued at $25,000 and apparatus and Boarding Hall.

The Village of Brockport, Monroe County, offers the Brockport Collegiate Institute, valued at $100,000 and $3,000 worth of furniture and apparatus.

Clinton County offers 3½ acres of land and $80,000.

The Trustees of Delaware Academy offer their building, library, and grounds.

The Trustees of Newark Collegiate Institute, Wayne County, offer their grounds and a building valued at $12,000.

The Antwerp Literary Institute offer their buildings, valued at $20,000 together with the furniture and grounds.

The St. Lawrence Academy offers grounds valued at $15,000, their library, furniture and apparatus.

The Fort Edward Institute offers the use of buildings, furniture, apparatus and library for ten years.

Dr. Lamont offers the Seminary buildings at Charlotteville, Schoharie County, with grounds, apparatus, and library.

Cortland Village offers a site valued at $6,000, also $50,000 in cash.

Binghamton, Broome County, offers a site and $50,000 in cash.

Fredonia, Chautauqua County, offers $60,000 in cash and academical buildings, already erected.

There were other bids, which, being informal, were reserved for amendment.

On December 3, 1866, the Commission for the location of the four normal schools met in Albany and decided to locate them at

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Brockport, Binghamton, Potsdam, and Fredonia.

March 21, 1867, the trustees of the Brockport Collegiate Institute met for the last time and officially transferred all their rights and interests over to the village of Brockport. ¹

On March 29, the village trustees authorized the president and village clerk to issue the corporate bonds of the village to the trustees of the University of Rochester and to the heirs or assignees of David Burbank to the amount of the mortgages and the interest held by them. The bonds to the University were to be payable as follows: the sum of $3,000 was to be paid January 1, 1875, $3,000 was to be paid January 1, 1876, and $4,000 was to be paid January 1, 1877. This made a total of $10,000. Arrangements were to be made with the heirs or assignees of David Burbank by which the bonds would be payable in two or three years from January 1, 1868. These bonds were to be issued to the amount of $2,000. The interest on the above bonds was to be payable annually on the first day of January each year at seven per cent a year.

Similar bonds were to be issued to the holders of the judgments and other claims against the Institute, not to exceed the amount paid by the holders of them with interest from the time of

¹Proceedings, op. cit., pp. 139-140.
their purchase. These bonds were not, however, to be issued until the sheriff's deed of the premises of the school on the sale under the Fowler judgment was procured. After receiving this deed, the president and clerk were to execute and deliver, under the corporate seal of the village, the real estate of the Brockport Collegiate Institute to the people of the State of New York to be used for the normal school. ¹

In the meantime, plans for the enlargement of the Collegiate Institute building, so as to house the new normal and training schools had been formulated. The building, as it was to be when completed, according to the specifications on which the contract was to be let, was to be laid out according to the following plan. ² The old building consisted of a main building and two wings. The new portion would consist of two wings which would be build on the ends of the old building. Each wing would be fifty by eighty-four feet, and the completed new building would be 306 feet long, and its greatest width eighty-four feet. ³ The wings were to be build of quarry stone with brick partitions, covered with plastic cement slate roofing.

³See Appendix XIII, p. 194 for a ground plan of the Normal School building.
The new buildings, like the old, were to be three stories above the basement. The new wings would be higher than the old section. The basement was to be twelve feet between joints, the first story fourteen feet, the second story twelve feet, and the third story twenty-two feet.

By July of 1866 the scheme for the new school system for Brockport in connection with the normal school was outlined. It proposed a free system of schools to all the children of the village. There were to be three schools: normal and experimental to be located in connection with the buildings of the Collegiate Institute, and the model school which would consist of the district schools of the village. The normal school would have two courses of study. The classical would extend over four years and the English over three years. The experimental school would consist of three departments. The collegiate department would have two courses of study corresponding with the normal school course, the academic department would extend over two years, and the grammar department also would extend over two years. Members of the senior class of the normal school were to assist in the model schools.¹

Part of this new plan went into effect on January 2, 1867, when

the Brockport Collegiate Institute was reopened. In April the following announcement was made in the newspaper concerning the opening of the normal school:

\[1\]

State
Normal School
Brockport
Normal School

The State Normal School, at Brockport, will open on Wednesday, April 17, 1867.

Applications for admission may be made to Jerome Fuller, Esq., President of the Local Board, Daniel Holmes, Secretary, or M. McVicar, Principal.

There are 150 vacancies in the Normal School, which can be filled from this and adjacent counties. Candidates for admission must have attained the age of fourteen years - must sign a declaration of their intention to become teachers of the schools of this State. Board, washing, fuel, and lights can be obtained in the Institute Building, at $4.00 per week. Tuition and books are free.

April 17, 1867 the new normal school under its old Principal, Malcolm McVicar, was opened, and the new school system of the village was finally under way.

**Summary.** The Brockport Collegiate Institute had been engaged in the training of teachers for the schools of the western part of the state since 1842 when a teacher training class was established in the Academy. During the ensuing years this class received more

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1The Brockport Republic, Vol. 11, April 4, 1867, p. 2.
and more attention. The state gradually adopted a policy of making appropriations to academies which so instructed teachers. With such grants of money the state assumed a policy of closer supervision. As a result the qualifications for the students entering this class were raised, and the training, which at first had been merely incidental, now became more thorough.

In 1866, when a bill passed the Legislature which provided for forming four new normal schools, the trustees of the Collegiate Institute at once proposed that one of these schools be located in Brockport. They offered their equipment, grounds, and buildings. The latter they promised to enlarge. It was proposed that the village of Brockport should raise the sum necessary to free the school of its incumbrances by taxation and by issuing village bonds.

A bitter strife soon developed in the village between the friends and foes of the proposed school. The question was eventually settled by a ballot which showed that the majority favored the school.

The Normal School Commission voted to locate one of the schools in Brockport. In March of 1867 the Collegiate Institute trustees transferred their rights to the village. The latter issued village bonds to the holders of mortgages, judgments, and other claims against the school. The village then delivered the real estate of the school to the people of New York State to be used for a normal school.
Plans for enlarging the building were made, and a new free school system for the village was drawn up. The new Brockport State Normal School was opened April 17, 1867.
CHAPTER IX

CONCLUSION

The major contribution which this study has attempted to make is to present an account of the characteristics of an academy during the period when such schools dominated the field of secondary education. The Brockport Collegiate Institute has been used as illustration.

It has been found that the physical features of the school, including the building, grounds, and equipment, were small and inadequate when compared to those of a modern high school. They were, however considered to be as good or even better than those found described for other schools at the time.

The school was privately managed and supported. The support consisted mainly of money from tuition and from the boarding establishment or from subscription. The study shows the struggle to which a privately supported school had to submit in order to exist. The school, weighed by financial difficulties, finally sought public support by applying for a state normal school. The ensuing struggle in the community shows much of the opposition which was encountered whenever an attempt was made to extend public support above the elementary school.
The wide range of subjects offered from year to year, and the
great changes made in the textbooks used, show that the school was
in an experimental stage with regard to its curriculum. An at-
tempt was being made to determine those subjects which had the
greatest value. The main function of the school was still to pre-
pare students for college, and the classical course formed the base
of the curriculum. The addition of the English course and of the
many subjects classed as "extra" had been accomplished for the bene-
fit of those pupils who desired a more practical course than that of-
fered in the classical department. This shows that the school was
beginning, in a small way, to be conscious of the individual dif-
ferences which existed among the students.

The textbooks show that two influences dominated the methods of
instruction. One was the theory of mental discipline. As a result
the subject matter offered was very abstract in nature and provided
for very little original thinking on the part of the pupil. Emphasis
was placed almost entirely upon memorization. No attempt was made to
make subject matter, texts, or methods of instruction appeal to the
interests of the students.

The other aim which dominated instruction was that of religion.
The subject matter and the textbooks contained much material of a
theological nature. In spite of this the school had become nonsectarian
so that it taught the broad underlying principles of Christianity rather than a blind obedience to religious dogma. The new field of science was further threatening the place of religion in the curriculum.

The specific methods used were the drill, lecture, question and answer, and the examination method.

This academy was a forerunner of our modern co-educational high school. It opened its doors to girls as well as boys. As this was a rather new idea the students, especially the girls, were very closely supervised and regulated as to conduct. The many rules and regulations of the school as well as the close supervision by the faculty tended to pry into the pupil's private lives to a great extent. In spite of this the student activities and the dormitory life served to keep pupils happy and contented.

In government the policy of the school was to be mild and parental whenever possible. The school authorities were, however, prepared if necessary to resort to coercive and authoritative measures.

The education offered by this school was of a highly selective nature because only those students with high intellectual capacities could cope with the abstract subject matter. In addition, only the children of the fairly well-do-do could afford to meet the tuition and boarding rates.
In spite of its many drawbacks the Brockport Collegiate Institute, like many other academies of its day, performed a great service both to the life of the period and to the high school of the future. It aided the life of the community by disseminating knowledge and culture. It sifted out the best of the subject matter, curriculum, textbooks, methods, and procedures and preserved and passed them down to the modern high school. In fact, even at the time it was rapidly taking on a modern tone in its attitude toward co-education, government, and religion.
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BIBLIOGRAPHY

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The Annual Reports of the Regents of the State of New York on Academies and Colleges from 1842-1867 Inclusive. These are available at the library of the University of Rochester, Rochester, New York.
APPENDICES
This indenture made this seventh day of December in the year of our Lord one thousand eight hundred and thirty two between Hiel Brockway of the town of Sweden in the County of Monroe and State of New York and Phebe his wife of the first part and the Baptist Missionary Convention of the State of New York of the second part witnessed that the said parties of the first part in consideration of the erection of a College and the sum of Five Dollars to them duly paid have sold and by these presents do grant and convey to the said parties of the second part and to their assigns all that tract or parcel of land situated in the town of Sweden and Village of Brockport in the said County of Monroe and bounded as follows beginning at a point which bears south fifty nine degrees west and is the distance of seventeen chains and fifty nine links from the southwest corner of the Baptist meeting house in said Village and running thence south nine chains thence west five chains and fifty six links thence north nine chains thence east five chains and fifty six links to the place of beginning being the College lot and containing five acres of Land. Also one certain other parcel of Land adjoining to the above described parcel and bounded as follows beginning at a point where the north line of College Street intersects the east line of the above described lot thence eastwardly along the north line of said street one chain thence north parallel with the west line of the said first mentioned Lot two chains and ninety seven links thence north eighty four degrees west five chains and ninety links thence southwardly to the northwest corner of the first above described Lot thence east along the north line of the first mentioned Lot to the north east corner thereof thence south to the plan of beginning being Lots No. 137, 134, 130, 131, as laid down on a map of the west part of the village of Brockport made by Z. Case Jr. also one other parcel bounded as follows beginning at a stake on the east line of the said first

1Deeds 25, pp. 486-487, found in the County Clerk's Office in the Court House, Rochester, New York.
mentioned Lot where the south line of College Street now intersects the same thence eastwardly parallel with south on said line two chains and ninety three links thence eastwardly parallel with College Street one chain thence north parallel with the said east line of the first mentioned Lot two chains and ninety three links to the north line of College Street thence westwardly to the place of beginning being Lot No. 154 on said map. Together with the appurtenances and all the estate title and interest therein of the said parties of the first part. And the said Hiel Brockway for himself his heirs executors and administrators doth covenant and agree to and with the said parties of the second part and their assigns that the promises above conveyed in the quiet and peaceable possession of the said parties of the second part and their assigns he will forever warrant and defend against all and every person whomsoever. In witness whereof the parties of the first part have hereunto set their hands and seals the day and year above written.

Sealed and delivered in the presence of

Hiel Brockway
Phebe Brockway

State of New York Monroe County. This certifies that on the 10th. day of December 1832 before me personally came the within named grantors to me know to be the persons described in and who executed the within deed and duly acknowledged the execution thereof. And the said Phebe on a private examination apart from her husband acknowledged that she executed the same freely without the fear or compulsion of her said husband.

A true copy of the Original Recorded December 13, 1832, at 10 o'clock A M and Examined - J. Cutter, Dep. Clerk

Elias B Holms, Comm. of Deeds
APPENDIX II

Principals of the Brockport Collegiate Institute from 1842 to 1867

1842 - Julius Bates, A. B.
1843 - Julius Bates, A. B.
1844 - Julius Bates, A. B.
1845 - Julius Bates, A. B. (Died October 27, 1845)
1846 - Professor Morehouse
1847 - Jacob C. Tooker
1848 - Jacob C. Tooker
1849 - John G. K. Truair, A. M.
1850 - John G. K. Truair, A. M.
1851 - John G. K. Truair, A. M.
1852 - John G. K. Truair, A. M. (Resigned May of 1853)
1853 - N. P. Stanton, A. M. (Came from Buffalo, N. Y.)
1854 - N. P. Stanton, A. M.
1855 - N. P. Stanton, A. M. (Resigned because he was elected to the Legislature)
1856 - A. J. Ensign, A. B.
1857 - David Burbank, A. M. and L.L.D.
1858 - David Burbank, A. M. and L.L.D.
1859 - David Burbank, A. M. and L.L.D.
1860 - David Burbank, A. M. and L.L.D.
1861 - David Burbank, A. M. and L.L.D. (Left June 7, 1861)
1862 - Rev. P. J. Williams, A. M. (Graduate of Dartmouth College)
1863 - Rev. P. J. Williams, A. M. (Resigned January 14, 1863)
1864 - Malcolm McVicar, A. M. (Graduate of University of Rochester)
1865 - Malcolm McVicar, A. M.
1866 - Malcolm McVicar, A. M.

1Compiled from the Brockport Collegiate Institute Catalogues, from the minutes of the Board, from the History of Monroe County, and from the Reports of the Regents of the State of New York.
APPENDIX III

Principal Officers of the Board of Trustees of Brockport Collegiate Institute from 1842 to 1867

Presidents

<table>
<thead>
<tr>
<th>Name</th>
<th>From</th>
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<tr>
<td>Thomas R. Roby</td>
<td>July 5, 1842</td>
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<tr>
<td>Elias B. Holmes</td>
<td>January 3, 1843</td>
</tr>
<tr>
<td>Elias B. Holmes</td>
<td>1844 and 1845</td>
</tr>
<tr>
<td>Jerome Fuller</td>
<td>July 14, 1846</td>
</tr>
<tr>
<td>(No record of those from 1846 to 1854)</td>
<td></td>
</tr>
<tr>
<td>Eliphalet Whitney</td>
<td>January 11, 1854 to 1867</td>
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Vice-Presidents

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<thead>
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<tr>
<td>George Allen</td>
<td>January 3, 1843</td>
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<tr>
<td>R. W. Gould</td>
<td>1844, 1845, 1846</td>
</tr>
<tr>
<td>(No record of those from 1846 to 1854)</td>
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<tr>
<td>B. Densmore</td>
<td>January 11, 1854, 1855 and 1856</td>
</tr>
<tr>
<td>A. W. Cary</td>
<td>January 14, 1857 to September 1, 1862</td>
</tr>
<tr>
<td>A. F. Brainerd</td>
<td>January 14, 1863</td>
</tr>
<tr>
<td>Jerome Fuller</td>
<td>January 11, 1855</td>
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Secretaries

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<td>J. Ganson</td>
<td>January 3, 1843, 1844, 1845, 1846</td>
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<tr>
<td>(No record of those from 1846 to 1854)</td>
<td></td>
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<tr>
<td>C. E. Mott</td>
<td>January 11, 1854 to September 28, 1855</td>
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<tr>
<td>John D. Spring</td>
<td>September 28, 1855</td>
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<tr>
<td>Daniel Holmes</td>
<td>January 14, 1863 to 1867</td>
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Treasurers

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<tr>
<td>John H. Nichols</td>
<td>1844, 1845, 1846</td>
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<tr>
<td>(No record of those from 1846 to 1854)</td>
<td></td>
</tr>
<tr>
<td>H. Lathrop</td>
<td>January 11, 1854</td>
</tr>
<tr>
<td>J. S. Thomas</td>
<td>January 10, 1855</td>
</tr>
<tr>
<td>J. D. Spring</td>
<td>October 30, 1861 to 1867</td>
</tr>
</tbody>
</table>

Footnote:
1Compiled from the Minutes of the Board, from the History of Monroe County, and from the Brockport Republic.
APPENDIX IV

RESOLUTIONS OF THE BOARD OF TRUSTEES FOR NOVEMBER 20, 1855
BY WHICH MONEY WAS TO BE RAISED IN ORDER TO COMPLETE
THE BUILDING

Whereas the Trustees have incurred expenses and liabilities beyond their means to pay in the erection of the Academy building of the Brockport Collegiate Institute and additional means are requisite to complete the same and the sum of Six thousand dollars in addition to their other resources is required to pay said liabilities and finish said building.

Therefore

Resolved that a loan of six thousand dollars be made upon the bonds of Said Corporation secured by a mortgage upon its real estate in the village of Brockport and a policy of insurance on said building and that the annual rent of the same be pledged for the payment of the interest of said bonds.

2nd. Resolved that Sixty bonds of Said Corporation for one hundred dollars each, payable five years from the first day of January next with interest Semi-annually from that date on the first days only and January in each year to James S. Thomas or order at the Brockport ExBank, be executor for and in the name of Said Corporation under the Corporation Seal, and by the President and Secretary thereof and signed by them in their official capacity, to be transferred by Said Thomas for the benefit of the Corporation to any persons who may take a share or shares of said loan to the amount of the shares so taken. And that a mortgage be executed in like manner to Said Thomas on the Academy buildings and grounds of Said Corporation at Brockport, to secure said bonds, and upon the annual rent of said building to secure the payment of the interest thereon as aforesaid, and an insurance of six thousand dollars to be effected by said President and Secretary annually or for longer terms on said building and assigned to Said Thomas as an additional security for the payment of said Bonds and pledging the balance of Said rent beyond what shall be necessary to pay said interest and insurance and an additional insurance of

four thousand dollars, for the ultimate payment of said principal. And that the moneys realized by Said Thomas on said bonds be paid by him into the Treasury. But none of said bonds are to be transferred for a less sum than is expressed therein.

3rd. Resolved that said bonds except the Seal and Signatures be in the following form, and that sixty of them be printed for use.

Know all men by these presents that the Brockport Collegiate Institute is justly indebted to James S. Thomas in the sum of one hundred dollars to be paid to the said James S. Thomas or order five years from the first day of January next with the lawful interest thereon, from that date semiannually on the first days of July and January in each year at the Brockport Exchange Bank for which payment well and truly to be made the Said the Brockport Collegiate Institute hereby binds itself and its representatives firmly by these presents.

This obligation being one of a series of sixty of the same date, amount, tenor, and effect, executed simultaneously by the said obligors to the said obligee or bearer and all equally secured by a mortgage upon the Academy building and real estate of said obligors in the village of Brockport, bearing even date herewith and severally entitled to an equal and share in said security and the proceeds thereof.

In testimony whereof the Said the Brockport Collegiate Institute has caused these presents to be Signed by the President and Secretary of the Trustees thereof and its corporate Seal to be affixed hereto the twentieth day of November one thousand eight hundred and fifty five

Secty. Pres'dt.

On the back of said bond is the following form of transfer.

For value received I hereby sell, assign and transfer the within bond and the moneys and interest secured thereby to and direct the payment of the same to or bearer.
APPENDIX V

Copy of Printed Circular Issued November 27, 1855
Stating that the School Would Reopen After the Fire

Brockport Collegiate Institute

The Trustees are happy in being able to announce that
this institution will be Re-opened on

TUESDAY, NOVEMBER 27th., 1855

Owing to the unfinished state of the new building,
Students from a distance will be obliged to obtain board
in private families in the village for the present. Re­
ferences to good places may be obtained of the Trustees
or Principal. The School will be under the immediate
supervision of N. P. Stanton, Jr., A.M., the former
Principal, assisted by a full and competent corps of
Teachers.

By order of the Board
E. Whitney, President

J. D. Spring, Secretary
Brockport, Nov. 1st., 1855.
Contract Drawn Up Between the Board of Trustees of
Brockport Collegiate Institute and Mr. Stanton,
the Principal, December 4, 1855.\(^1\)

Resolved That the following contract be made with Mr. Stanton
and signed on behalf of the board by the President and Secretary.

It is this 5th. day of December 1855 mutually agreed that
between the Brockport Collegiate Institute a corporation organized
under the laws of the State of New York of the first part and Nehemiah
F. Stanton Jr. of the second part as follows viz:

That Said Stanton shall take charge and control of the Academy
building and adjoining grounds of Said Corporation in the Village
of Brockport and all the outhouses and appurtenances of Said In­
stitute for the term of five years from the first day of July next
which term will end on the first day July 1861.

That during the whole of said term except such period of va­
cation, as have heretofore been usual in Said Institute and under
and subject to the supervision of the Trustees thereof as provided
for by the laws of said State: Said Stanton is to provide and
keep up a good Academic School in said building in which shall
be taught by competent teachers the branches of education hereto­
fore usually taught or pursued in Said Institute and Said Stanton
is to seek out provide and hire from time to time so many and
such teachers, agents and servants under him as shall be neces­sary for that purpose and shall be responsible to them respectively
for their pay and see that they are paid for their services.

That said Stanton shall provide and have the supervision
during said term of a good and sufficient boarding department in
said building for such students as may desire to board therein.
That Said Stanton shall provide at his own expense all the fur­
ture and moveables which shall be required to carry on Said School
during said term except library, philosophical and chemical ap­
paratus and furniture for the Chapel, School, and recitation rooms.
And shall have the right to remove everything furnished by him at
the end of said term. That Said Stanton shall keep said building,
outhouses and grounds, and the fences and premises in repair

\(^1\text{Proceedings, op. cit., pp. 23-27.}\)
during said term, necessary wear and damage by the elements excepted. Said Corporation first making said fences good.

That Said Stanton shall receive the annual appropriations made to Said Institute by the Regents of the University of the Said State from the income of the literature and other funds during said term and all the rents for rooms or otherwise derived from said building. All the fees bills and compensation for tuition and instruction and all other revenues and income to be derived from said building grounds or school during said term he collecting the same at his own risk costs and charges in all respects and shall pay to the Treasurer of Said Corporation semiannually during said term on the first days of January and July in each year after its commencement for the use of said Corporation the sum of Three hundred and fifty dollars and the balance of said revenues and income from Said School and real estate after paying the teachers and agents and all other expenses and outlays herein provided for Said Stanton is to have for his compensation.

And Said Stanton shall have the right and privilege to continue the other terms and provisions of this contract in force and go on under the same at the expiration of the term of five years aforesaid for the further term of five years upon condition that he will pay to the Treasurer for the use of said Corporation semiannually during said term the sum of five hundred dollars in lieu of the said sum of three hundred and fifty dollars to be paid semiannually during said first term of five years as aforesaid.

The terms of this contract aforesaid are subject nevertheless to this express condition that Said Academy building and outhouses are finished completed and ready for use by the said Corporation in time for the commencement of the usual fall term of Said School next summer. And the said Corporation is to finish the same by that time provided they can raise the necessary means for that purpose within thirty days from this date and if they fail to do so then this contract is not to be binding upon either of the parties otherwise to remain in full force. And the said Corporation are also by that time to furnish the Chapel and Schoolrooms with stoves and such other necessary furniture as will be required therein for the purposes of said school.

And it is hereby understood and agreed between the parties hereto that the annual payment of seven hundred dollars to be made of Said Stanton as aforesaid is for the use of the part of
Said Academy building and outhouses to be occupied as a boarding department and the use of rooms by students and that the possession of much of said building as is not occupied for said boarding department and of the grounds except the garden which said Stanton has is to remain in said corporation. The Said Academy building is to be finished with clothes presses or furnished with a wardrobe for each of the Students rooms at the option of the Trustees of said corporation.

In testimony whereof the Said Stanton hath set his hand and seal hereto and to a duplicate hereof and the Said Corporation hath caused its Seal to be affixed hereto and to such duplicate and these presents and each duplicate to be signed by the President and Secretary of the Trustees thereof the day and year first above written.

Nemiah P. Stanton, L. S.
Eliphalet Whitney Pres.
APPENDIX VII

Agreement Between the Board of Trustees of the Brockport College and the Board of the University of Rochester over a Loan, Made August 23, 18561

The Brockport Collegiate Institute by the undersigned committee appointed with plenary powers for that purpose; for the purpose of obtaining a loan of $8,000 from the Rochester University for the term of ten years propose the following as the conditions to be performed and observed by the respective parties viz:

The Academy building of said Institute on their lot in the village of Brockport which have been commenced, are to be completed and finished and furnished with all necessary school fixtures such as seats, desks, blackboards, and stoves in the recitation and school rooms and the grounds and fences to be put in a good respectable condition. An abstract of title to the grounds of said Institute commencing with the conveyance thereof by Hiel Brockway and showing the same to be free from all incumbrance and certified by the Clerk of the County of Monroe is to be furnished by said Institute to said University. The said Institute is to procure an insurance of $10,000 upon the buildings in course of erection on said premises in a good responsible company for one year at least and keep the same so insured for the term the said loan has to run.

When the said buildings are completed as aforesaid and the grounds and fences put in order by said Institute the said the Rochester University is to loan to the said the Brockport Collegiate Institute the sum of eight thousand dollars for a term of ten years at seven per cent interest payable annually from the date of such loan. And the said Institute is to secure the payment of the principal and interest of said loan by its bond and mortgage upon its real estate at said Brockport supposed to be about six acres of land, executed to said University on such person or persons as they or their executive committee or otherwise may designate and the assignment of the policy or policies of insurance to be obtained as aforesaid, or four fifths thereof.

And furthermore in consideration of the premises, the Said Institute is to procure the execution and delivery to whom the executive committee of said University shall designate of permanent proxies from the holders giving the right to vote upon a majority of the stock issued by said Institute. It is also understood that David Burbank is to be called to the principalship of such Institute and to loan the same the further sum of two thousand dollars for the same with annual interest upon the bond of the Institute and a second mortgage on the premises and that one fifth of said Insurance is to be held for his security and assigned accordingly. And said University or said executive committee may make any arrangement they please with him in relation to the disposition of said proxies or any part thereof.

August 20, 1856.

Resolved that the sum of eight thousand dollars be loaned to the Brockport Collegiate Institute by the University of Rochester on the terms and conditions embodied in an instrument in writing submitted to the executive board of said University by a committee of the Board of Trustees of said Institute and now on file in hands of the secretary of said University providing that the said conditions shall be so far altered as to provide that the interest on said loan shall be made payable semiannually and further that the assignment or transfer of proxies shall be made perpetual.

G. W. Burbank, Chairman
of the University of Rochester

Adopted at a meeting of the
Executive Board of Trustees of the University
of Rochester held Aug. 21st. 1856.
APPENDIX VIII

List of Textbooks Used by Students of the Brockport Collegiate Institute from the Years 1842 Through 1866, Arranged by Subjects

English

Bullion English Grammar - 1842, 1844-1846
Cleveland's English Literature - 1858
Green's English Grammar - 1862-1866
Northend's Dictation Exercises - 1853
Parker's Exercises in Composition - 1842, 1844-1846
Town's Analysis - 1850, 1852, 1853
Town's Chart of Elementary Sounds - 1850, 1852, 1853
Weld's Grammar - 1850, 1852, 1853, 1858

Public Speaking

Jamieson's Rhetoric - 1842
Newman's Rhetoric - 1844-1846
Quackenbos' and Day's Rhetoric - 1857-1865
Sheldon's Rhetoric - 1866
Sweet's Elocution - 1842, 1844-1846

Science

Anatomy, Physiology, and Hygiene

Hitchcock - 1865
Lambert - 1866
Loomis - 1858-1864

Astronomy

Brocklesby - 1866
Burritt's Geography of Heavens - 1850, 1852, 1853, 1857, 1864
Mattison - 1859, 1861-1864
Olmstead's School Astronomy - 1842, 1844-1846, 1853, 1865
Robinson - 1858
Botany
Lincoln, Mrs. - 1842, 1844-1846, 1850
Wood - 1852, 1853, 1857-1866

Chemistry
Comstock - 1842, 1844, 1845, 1850, 1852
Gray - 1846
Johnston - 1866
Porter - 1857-1860
Silliman - 1853
Wells -1861-1866

Geology and Mineralogy
Comstock's Geology and Mineralogy - 1842
Dana's Geology - 1864-1866
Hitchcock's Geology - 1858
Loomis, Geology - 1857, 1859

Natural History
Ackerman - 1858
Smellie - 1842, 1844-1846

Physiology
Cutter - 1850, 1852, 1853
Lee - 1842, 1844-1846
Loomis - 1858

Mathematics

Algebra
Davies' Bourdon - 1844-1846, 1850, 1852, 1860
Day's Algebra - 1842, 1844-1846, 1850, 1852
Robinson's Elementary and University Algebra - 1853, 1857-1866

Arithmetic
Emerson - 1842, 1844-1846
Greenleaf's National (new edition) - 1857-1861
Robinson's Progressive Higher - 1850-1866
Stoddard's Practical - 1857-1859

Geometry
Davies' Legendre - 1842, 1844, 1845, 1850, 1852, 1853, 1857, 1858, 1860-1863
Playfair's Euclid - 1864-1866
Robinson - 1858, 1859, 1865
Mensuration  
Davies - 1850, 1852, 1853

Navigation  
Robinson - 1857

Surveying  
Davies - 1842, 1844-1846, 1850, 1852, 1861  
Perkin's Surveying and Leveling - 1853, 1858  
Robinson's Surveying and Leveling - 1857, 1865, 1866

Trigonometry  
Davies' Legendre - 1842, 1850, 1852, 1853, 1858, 1860, 1861  
Playfair's Euclid - 1862, 1864.  
Robinson - 1857-1859, 1865, 1866

Religion and Philosophy

Philosophy  
Abercrombie, Intellectual Philosophy - 1842, 1844-1846  
Alexander, Moral Philosophy - 1863-1866  
Comstock, Natural Philosophy - 1842  
Hamilton, Intellectual Philosophy - 1861-1866  
Hedges, Logic - 1842, 1844, 1845, 1850, 1852, 1853, 1853, 1858-1861, 1863-1865  
Kames, Elements of Criticism - 1842, 1844, 1845, 1850, 1852, 1853, 1858-1861, 1863-1865  
Olmstead's School Philosophy - 1844-1846  
Parker's Natural Philosophy - 1850, 1852, 1853, 1857-1861  
Richard's, Mrs., Mental Philosophy - 1842, 1844, 1845  
Thompson, Logic - 1863-1866  
Tupper, Logic - 1846  
Upham's Mental Philosophy - 1853, 1859, 1860  
Wayland, Moral Philosophy - 1842, 1844-1846, 1850  
Wayland's Moral Science - 1852, 1853, 1861  
Wayland's Intellectual and Moral Philosophies - 1858, 1859  
Watt's On the Mind - 1850, 1852, 1853  
Wells, Natural Philosophy - 1862-1866  
Whately, Logic - 1860

Religion  
Alexander's Evidences of Christianity - 1858-1860  
Butler's Analogy of Religion - 1853, 1858, 1863  
Hopkin's Evidences of Christianity - 1855, 1866  
Paley's Theology and Evidences - 1842, 1844-1846, 1853, 1862
History and Government

Ancient
Bloss, C. A. - 1846, 1850
Willard - 1850, 1852, 1853
Worcester - 1852, 1853

General
Blair's Chronology - 1863, 1864
Bloss, 1858, 1860, 1861
Goodrich - 1858
Ricard - 1860, 1861, 1863
Robbins - 1842, 1844, 1845
Webber - 1857
Willson - 1858, 1859, 1860-1862, 1865, 1866

Government
Young, Constitution and Government - 1844-1846, 1857, 1859-1862, 1864-1866
Young, Science of Government - 1842, 1853, 1858

Grecian Antiquities
Anthon - 1857
Arnold - 1859, 1860
Bojesen - 1859, 1860
Potter, 1844, 1845
Smith - 1857, 1863, 1865, 1866

Political Economy
Say - 1844-1846
Wayland - 1858, 1859
Young - 1842

Roman Antiquities
Adams - 1844-1846
Anthon - 1857, 1860
Arnold - 1859
Bojesen - 1857, 1860
Smith - 1857, 1860, 1863-1866

United States
Hale, United States - 1842, 1844
Willard, Mrs., United States History - 1845, 1846, 1850, 1852, 1853, 1857, 1858, 1863
Willson, History of United States - 1859-1862, 1864-1866
# Foreign Languages

## French
- Boyer's Dictionary - 1850
- Corinne, Picciola, Fleming and Tibbin's Dictionary - 1852, 1853
- Corinne, Racine, Henriade, Boileau, Picciola, Spier and Surenne's Dictionary - 1857
- Dramatic Reader - 1857
- Fasquelle's French Series - 1853, 1857-1860, 1862, 1864-1866
- Keetel - 1861
- LeBrun's Telemaque - 1850
- Les Tragedies de Racine - 1850
- Meadow's Dictionary - 1842, 1844-1846
- Pinney's Grammar and Exercises - 1850, 1852, 1853
- Pinney's Progressive Reader - 1852, 1853, 1857
- Racine's Telemaque - 1842, 1844-1846
- Rowan's French Reader - 1853
- Values' French Ollendorff - 1857, 1859
- Vie de Washington - 1842, 1844-1846

## German
- Adler's Lexicon - 1852, 1853, 1857, 1858
- Adler's Progressive Reader - 1850, 1852, 1853, 1857, 1858
- Fosdick's Lexicon - 1850
- Ollendorff's Grammar and Exercises - 1850, 1852
- Oltrogge's Series of Reading Books - 1857, 1858
- Thiemse Dictionary - 1857, 1858
- Woodbury's Eclectic Reader - 1857, 1858
- Woodbury's Grammar and Exercises - 1853, 1860
- Woodbury's New Method (revised) - 1857, 1861-1866

## Greek
- Anthon's Greek Lessons - 1842, 1844, 1845
- Anthon's Greek Reader - 1842
- Anthon's Homer - 1850, 1852, 1853, 1858
- Anthon's Homer's Iliad - 1850, 1852, 1853
- Anthon's Xenophon's Anabasis - 1850, 1852, 1853
- Anthon's Xenophon's Memorabilia - 1850, 1852, 1853
- Arnold's Reading Book - 1858
- Bullion's Greek Grammar and Reader - 1842, 1844-1846
- Crosby's Grammar - 1857-1866
- Demosthenes de Corona - 1850, 1852, 1853
- Greek Testament - 1842
Jacob's Greek Reader - 1844, 1845, 1850, 1852
Kendrick's Greek Introduction - 1850, 1852, 1853, 1856, 1860
Kendrick's Greek Ollendorf - 1852, 1853, 1858
Kuhner's Greek Grammar - 1850, 1858, 1861, 1863
Liddell and Scott's Lexicon - 1850, 1852, 1853, 1858
Owen's Xenophon's Anabasis - 1850, 1852, 1853
Sophocles' Grammar - 1850, 1853

Latin
Andrew's Caesar's Commentaries - 1858
Andrew's Lexicon - 1852, 1853, 1858
Andrew's Veri Romae - 1858
Andrews and Stoddard's Latin Grammar and Reader - 1850, 1852, 1853, 1857-1866
Anthon's Caesar - 1842, 1844, 1845
Anthon's Cicero - 1842, 1850, 1852, 1853
Anthon's Horace - 1842, 1844-1846, 1850, 1852, 1853
Anthon's Latin Lessons - 1844, 1845
Anthon's Sallust - 1842, 1844-1846, 1858
Antigone of Sophocles - 1846
Arnold's First and Second Latin Book - 1858, 1860
Arnold's Latin Prose Composition - 1858
Bullion's Latin Grammar and Reader - 1842, 1844-1846
Bullion's Caesar - 1846
Cicero's Select Orations - 1858
Classical Dictionary - 1842
Cooper's Virgil - 1842, 1844-1846, 1850, 1852, 1853, 1858
Folsom's Livy - 1842, 1846
Harkness, Latin Grammar - 1860
Homer's Odyssey - 1846
Leverett's Latin Dictionary - 1842, 1844-1846, 1850, 1858
Lincoln's Livy - 1850, 1852, 1853, 1858
Prometheus of Aeschylus - 1846
Weld's Latin Lessons - 1852, 1853

Miscellaneous

Spelling
Sander's New Speller - 1857, 1861, 1862
Saunder's Spelling Book - 1842, 1844, 1845
Town's Speller - 1850, 1852, 1853
Geography
Colton and Fitch - 1858, 1859
Mitchell - 1857, 1860-1862, 1864
Morse - 1845, 1850, 1852
Olney - 1842, 1845
Smith's New Geography - 1844, 1853

Pronunciation
Webster - 1842, 1844-1846, 1850, 1852, 1853, 1857-1866

Penmanship
Spencer and Rice's Copies in Penmanship - 1853

Book-Keeping
Crittenden, Double Entry - 1853
Fulton and Eastman, Single Entry - 1850, 1852, 1853, 1857-1859
Hanaford and Payson - 1860, 1864, 1866
Payson and Dunton - 1861-1863
Preston - 1844-1846

Teaching Principles
Holbrook - 1863-1866
Paige - 1857-1859
Spencer - 1861

Reading
Parker - 1860
Sanders - 1864-1866
Saunders - 1842, 1844-1846
Town's Series of Readers - 1850, 1852, 1853
Town's Readers, new series - 1857-1859, 1861-1863
Village Reader - 1842, 1844-1846
Watson - 1860, 1863
APPENDIX IX

Order of Exercises
at the
Annual Exhibition
of the
Brockport Collegiate Institute
Wednesday Evening, March 5, 1845

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Music

Prayer

1. Wm. E. Shirts .......... Glenara
2. Francis Child .............. Extract from Gen. Warren
3. Leavitt Peet .............. The Sleeping Ship Boy
4. Levi Cooley .............. Extract from Wirt
5. Watson Booth .............. Patriotic Triumph
6. Henry W. Seymour ........ Extract from Webster
7. James Dunn .............. Patrick Henry
8. J. G. McClanathan ........ The Sailor Boy

Music

Compositions

9. J. Edward Ganson ............
10. Cyrus Starks .............. American Indians
11. Hiram Fenner .............. The Sabbath
12. John Brace .............. Bunker Hill Monument
13. Charles G. Williams) ........ Dialogue in English and
    Ralph W. Goold ) ........ Latin
14. Ariel Wellman .............. Extract from Warren

Music

Compositions

15. Noyes Williams .............. Lafayette
16. James H. Upston .............. Extract from Burke
17. Shepard Sheldon .............. Beecher on Duelling
18. Stephen Cook .............. Burning of the Lexington
19. H. Bronson .................. Emancipation of South America
20. Henry Mott .................. The Rumseller and His Victim

Music

Compositions

21. James B. Kind ............... Advertisement Extraordinary
22. Charles G. Flagg ............. Eloquence
23. Bela B. Metcalf ............. The Well of St. Keyne
24. James Roby .................. Extract from Cicero
25. James W. Partridge ........... The Child of Earth

Music

Compositions

Dwight Gardner) ............... Dialogue
27. Samuel H. Baldwin .......... Pitt's Reply to Walpole
28. Franklin Loder .............. The Death of Ashman
29. Russell C. Bates) ........... Dialogue
Andrew J. Gallip) .............. Dialogue
30. Lovinus L. Hillman .......... Hagar in the Wilderness
31. Edward Colman ............... Ghebers
32. H. C. Davis ................. The Roman Soldier

Music

Benediction

*****

There will be a door fee of $0.12; the object of which is to defray the incidental expenses of the Exhibition; and increase the Library and Apparatus of the Institution. Clergymen and their families are respectfully invited to attend without charge.

The exercises will be in the chapel of the Institution - Entrance, South Hall.

Tickets can be obtained at the Bookstore, also at the entrance of the Lower Hall.
APPENDIX X

Abstract of By-Laws for the Brockport Collegiate Institute for the Year 1844

Art. I. The executive authority shall be vested in the Principal and executive committee.

Art. II. The Principal shall keep a suitable book, in which shall be registered the name, age, and residence of each Student - the time during which each is instructed, and a particular statement of the studies pursued.

Art. III. Students may enter the Institution at any time, but in all cases, except for sickness, will be required to pay tuition, from the time they enter to the end of the Term - and in no case will Students be permitted to enter upon a second Term until all charges for the previous one are duly paid.

Art. IV. No student may leave town in term time, or be absent from any of the regular exercises of school, without permission from one of the Teachers.

Art. V. No Student may change his or her room, without permission from the Principal.

Art. VI. No Student may make alterations in his or her room without permission from the Principal. All violations of this rule shall be considered as damage, and treated as such.

Art. VII. All damage done to any room shall be immediately repaired at the expense of the occupant.

Art. VIII. It shall be the duty of any Student who shall be the means of any damage to any part of the building or grounds, to inform the Principal immediately.

Art. IX. All damages, where the perpetrator is not known, shall be charged in a bill of common damages, and paid equally by those occupying the apartment where it is done.

Art. X. The Prudential Committee shall visit all the rooms twice each Term, and assess damages, where any are found.

Art. XI. No Student may be absent from his or her room during study hours, except by permission.

Art. XII. No Student may be absent from his or her room after ten o'clock P.M.

1Annual Catalogue of the Officers, Teachers and Students of the Brockport Collegiate Institute, Brockport, 1844, pp. 22-23.
Art. XIII. Every Student shall attend church regularly upon the Sabbath, unless specially excused.

Art. XIV. No Student may keep, or use, fire-arms or gunpowder in or about the building.

Art. XV. Young ladies may not receive calls from gentlemen in their rooms.

Art. XVI. No Student will be allowed to play at cards, or other games of chance or hazard.

Art. XVII. No wrestling or athletic games of any kind will be allowed in the building.

Art. XVIII. No Student may use a stove pipe, in any of the rooms, larger than six inches.

Art. XIX. Each Student should have a pail filled with water, in his room at the time of retiring.

Art. XX. No student may keep matches of any kind in his or her room, unless they are placed in a tin box, or something equally safe.

Art. XXI. No Student may take up ashes in any other than an iron pail, nor shall they permit them to remain in their rooms.

Art. XXII. No Student may be allowed to keep wood in his or her room, except in wood-boxes.

Art. XXIII. No Student may throw water, ashes, dirt, or any other thing, from the windows of the building.

Art. XXIV. No Student may absent himself from his room over night, or go abroad to spend the Sabbath, with his friends or others, without special permission.

Art. XXV. No Student may go into the kitchen, cellar, washroom, or any other room belonging to the domestic department, without permission.

Art. XXVI. No Student may visit taverns, groceries, or other public places, for the purposes of pleasure or entertainment; nor use intoxicating drinks or tobacco in any form in this Institute or on the grounds; nor employ immodest or profane language of any description.

Art. XXVII. Any Student who may violate any of the foregoing by-laws, or neglect to comply with any appointment or regulation of the Teachers, may be punished by admonition, fine, or expulsion.
APPENDIX XI

APPEAL OF THE BOARD OF TRUSTEES TO THE LEGISLATURE
TO MAKE THE ACADEMY INTO A NORMAL SCHOOL
JANUARY 23, 1866

To the Legislature of the State of New York
The Petition of the undersigned, The Trustees of the Brockport Collegiate Institute, located at Brockport, in the County of Monroe, respectfully shows: That said Village is pleasantly situated on the Erie Canal and New York Central Rail Road in the midst of a rich and populous country in the very heart of Western New York, and is a beautiful, healthy and thriving place: That said Institute is a large and flourishing Institution already much resorted to by students desirous of preparing themselves for the occupation of teachers, for that purpose: That the principal Academy Building is of stone, two hundred feet long and four stories high, large, commodious, and substantial, and amply sufficient for the accommodation of over two hundred pupils: the grounds are extensive, well and tastefully laid out and shaded, and the present value of said buildings and grounds is forty or fifty thousand dollars, and they could not now be replaced for less. That the want of more Normal Schools, of greater and multiplied facilities for the education of teachers had become a great public necessity, and nowhere is this necessity more felt than in the western part of this state and nowhere in the state is the demand for competent and properly trained teachers systematically educated greater. And your petitioners are confident that no other place offers more or superior advantages, or better facilities for a Normal School than this. It is easy of access by public thoroughfares at all times and seasons; it is occupied and surrounded by an intelligent, progressive, and cultivated community, pervaded by a healthy moral atmosphere, and in a great measure exempt from the corrupting influences, temptations, and distractions of a city; the cost of living and board in the Institute or in good private families is much less here than in larger places. The grounds and buildings of the Institute are already prepared or nearly so for the uses of such a school.

1*Proceedings, op. cit., pp. 130-132.*
and there need be but little delay in putting it in successful operation.

And we hereby respectfully tender to your honorable bodies the free use of said Buildings and grounds for the purposes of such a School so long as the State will occupy them therefor, and also of the Library, Philosophical and Chemical apparatus of said Institute: and we further offer to make such additional erections, without expense to the State, as may be required, if any, for the connection of an experimental school with said Normal School, and for such experimental school our village will always afford plenty of pupils.

And for the reasons above set forth amongst others, your petitioners respectfully pray the Honorable the Legislature to accept their offers aforesaid and establish a Normal School at this place, and to make such appropriate legislation as may be required for that end.
APPENDIX XII

The Normal School Bill Passed April 16, 1866

Section 1 - The Governor, the lieutenant governor, the secretary of state, the comptroller, the state treasurer, the attorney general and superintendent of public instruction, shall constitute a commission to receive proposals in writing in regard to the establishment of normal and training school for the education and discipline of teachers for the common school of this state, from the board of supervisors of any county in this state from the corporate authority of any city or village, from the board of trustees of any college or academy, and from one or more individuals. Such commission shall have power to accept or refuse such proposals, but the number accepted shall not exceed four. Such proposals shall contain specifications for the purchase of lands and the erection thereon of suitable buildings for such schools, or for the appropriation of land and buildings to such use, and also the furnishings of such schools with furniture, apparatus, books and everything necessary to their support and management. Such proposals may have in view either the grant and conveyance of such land and premises to the state, or the use of the same for a limited time, and for the gift to the state of furniture, apparatus, books and other things necessary to conduct such school.

Section 2 - If the proposals made by any board of supervisors or by the corporate authorities of any city or village shall be accepted, said board or corporate authorities shall have power to raise by tax and expend the money necessary to carry the same into effect, and if in their judgment it shall be deemed expedient, they shall have power to borrow money for such purpose, for any time not exceeding seven per cent, and issue the corporate bonds of said county, city or village therefore.

Section 3 - When the said commission shall have accepted proposals and determined the location of any one of such schools, and when suitable grounds and buildings have been set apart and appropriated for such school, and all needful preparations made for opening the same in accordance with the proposals accepted,

the commission shall certify the same in writing, and then their
power under this act in relation to such school shall cease;
and, thereupon, the superintendent of public instruction shall
appoint a local board consisting of not less than three persons,
who shall respectively hold their offices until removed by the
concurrent action of the Chancellor of the university and the
Superintendent of public instruction and who shall have the im-
mediate supervision and management of such school, subject how-
ever to his general supervision and to his direction in all
things pertaining to the school. Such local board shall have
power to appoint one of their number chairman, and another
secretary of the board. Two-thirds of each of said board shall
form a quorum for the transaction of business, and in the ab-
sence of any officer of the board, another member may be ap-
pointed pro tempore, to fill his place and perform his duties.
It shall be the duty of such board to make and establish, and
from time to time alter and amend such rules and regulations
for the government of such schools under their charge respective-
ly, as they shall deem best, which shall be subject to the ap-
proval of the superintendent of public instruction. They shall
also severally transmit through him, and subject to his approval,
a report to the legislature on the first day of January in each
year, showing the condition of the school under their charge
during the year next preceding, and which report shall be in
such form, and contain such an account of their acts and doings
as the superintendent shall direct, including especially, an ac-
count in detail of their receipts and expenditures, which shall
be duly verified by the oath or affirmation of their chairman
and secretary.

Section 4 - It shall be the duty of the local Board sub-
ject to the approval of superintendent of public instruction
to prescribe the course of study to be pursued in each of said
schools, and it shall be the duty of the superintendent of public
instruction to determine what number of teachers shall be em-
ployed in each school and their wages, whose employment shall
also be subject to his approval; to order, in his discretion,
that one or more of said schools shall be composed exclusively
of males and one or more of females; to decide upon the number
of pupils to be admitted to each of said schools and to pre-
scribe the time and manner of their selection, but he shall
take care in such selection to provide that every part of the
state shall have its proportionate representation in such
school as near as may be according to population; but if any
school Commissioner district or any city, shall not, for any cause, be fully represented in either of said school, then the superintendent of public instruction may cause the maximum number of such pupils to be supplied from any part of the state, giving preference, however, to those living in the county, city or village where such school is situated.

Section 5 - All applicants shall be subject, before admission to a preliminary examination before such of the teachers of the school as shall be designated by the local board for that purpose, and those who pass such examination shall be admitted to all the privileges of the school, free from all charges for tuition or for the use of books or apparatus, but every pupil shall pay for books lost by him and for any damage of books in his possession; any pupil may be dismissed from the school by the local board for immoral or disorderly conduct or for neglect or inability to perform his duties.

Section 6 - The superintendent of public instruction shall prepare suitable diplomas to be granted to the students of such school, who shall have completed one or more of the courses of study and discipline prescribed, and a diploma signed by him, the chairman and secretary of the local board and the principal of the school, shall be of itself a certificate of qualification to teach common school, but such diploma may be annulled for the immoral conduct of its holder in like manner as provided for the annulment of a diploma of State Normal School, in title two, chapter five hundred and fifty-five of the law of eighteen hundred and sixty-four. The provisions of this section shall be applicable to the Oswego Normal Training School.

Section 7 - The sum of twelve thousand dollars shall be, annually, and is hereby appropriated for the support of each of said normal and training schools to be organized under this act, payable out of the income of the Common school fund to be paid by the treasurer on the warrant of the comptroller upon the certificate of the superintendent of public instruction affixed to the proper accounts verified by the oath of affirmation of the local board of each school; but none of the money hereby appropriated shall be paid for the purchase of any ground, site or buildings for the use of such schools.
APPENDIX XIII

GROUND PLAN OF THE NORMAL SCHOOL BUILDING

South

New  

50 x 84 feet

Old

40 x 75 feet

Old

50 x 56 feet

Old

40 x 75 feet

New

50 x 84 feet

North