

STATE OF NEW-YORK.

No. 18.

IN SENATE,

Jan. 14, 1848.

ANNUAL REPORT

Of the Executive Committee of the State Normal School.
TO THE LEGISLATURE.

Pursuant to the provisions of the act, chapter 311, of the Laws of 1844, the undersigned have the honor to transmit herewith the annual report of the Executive Committee of the State Normal School, which has been received and approved of ; which report contains a full statement of the receipts and expenditures of money under the same act during the past year, in pursuance of appropriations made by law.

N. S. BENTON,
Supt. of Common Schools.

Albany, December 16th, 1847.

PETER WENDELL,
*Chancellor of the University,
in behalf of the Regents.*

REPORT

Of the Executive Committee of the State Normal School.

*To the State Superintendent of Common Schools, and Regents of
the University of New-York.*

The Executive Committee of the State Normal School

RESPECTFULLY REPORT:

The provisions of the act of the Legislature, passed May 7, 1844, "For the establishment of a Normal School," require the Executive Committee to present to the Regents "a detailed report" of the progress, condition and prospects of the school. In obedience to this requisition, it is designed in this report to give such an account of the affairs of the school, as will make the Regents thoroughly acquainted with its regulations, management and actual condition.

By a regulation of the committee, which has been approved by your honorable body, the number of students who may at any one time be admitted to the school, is limited to 256, each county having the privilege of sending twice as many pupils as it has members in the Assembly. The selection of the pupils is entrusted to the county and town superintendents in each county, the following directions being sent to them, to govern them in making their choice:

1. That the appointments in each county should be made at a meeting of the county and town superintendents, called by the county superintendents for that purpose.
2. Females sent to the school must be sixteen years of age, and males eighteen.

3. The superintendents, in making their appointments, are to pay no regard to the political opinions of the applicants. The selections should be made with reference to the moral worth and abilities of the candidates. Decided preference ought to be given to those who, in the judgment of the superintendents, give the highest promise of becoming the most efficient teachers of common schools. It is also desirable that those only should be appointed who have already a good knowledge of the common branches of study, *and who intend to remain in the school until they graduate.*

4. As the pupils entering the school are required to sign a declaration, that it is their intention to devote themselves to the business of teaching district schools, and that their sole object in resorting to the Normal School, is the better to prepare themselves for this important duty; therefore, it is expected of the superintendents that they shall select such as will sacredly fulfill their engagements in this particular.

5. Pupils once admitted to the school will have the right to remain until they graduate, unless they forfeit that right by voluntarily vacating their place, or by improper conduct.

It is due to the superintendents to state, that in general, great judgment and care have been displayed in the selection of pupils, and it is believed that in most cases, strict regard has been paid to the above regulations.

Inasmuch, however, as some of the counties failed in sending to the school their full proportion of pupils, and as it was deemed important that the school should afford its advantages to as large a number as possible, the following additional regulation was passed and sent to the county and town superintendents in the month of September last:

“In the selection of pupils, preference is always to be given to those who reside in your own county; but if there are no suitable persons within your county who wish to avail themselves of the advantages of the school, the superintendents may then select the residents of other counties in this State, who may apply, provided they bring satisfactory evidence that they are suitable candidates.”

Upon entering the school, all the pupils are required to sign a declaration of their intention to devote themselves to the business of teaching district schools, and that their sole object in resorting to the

Normal School is, the better to prepare themselves for that important duty.

The classification of the students upon their first coming to the school, is found to be an exceedingly difficult duty; that it may be properly made, every student is subjected to a rigorous examination, and then all are classed according to their attainments and abilities. These introductory examinations afford the strongest argument in favor of the establishment of the Normal School, proving that its course of training was needed to elevate the profession of the teacher, and to fit him for the discharge of his duties. Four-fifths of the pupils of the school have been already engaged in teaching the district schools of the State, and when thus engaged they were regarded as having attainments equal to the other district school teachers of *their own age*, and yet these introductory examinations show most conclusively, that the most of them did well in coming for a term to the Normal School. Indeed many of the pupils do not hesitate to say of themselves, that they were unfit to discharge the duties of a teacher, and *all* declare that they have received very great advantage from the Normal School.

The students are expected to remain in the school until they are fitted to graduate. This requires a longer or a shorter period, according to the attainments, ability and industry of the pupil. The majority complete the course of studies in one year, but many are required to remain from eighteen months to two years.

The following is a list of the names and duties of the present corps of instructors:

DAVID P. PAGE, A. M., Principal.
GEORGE R. PERKINS, A. M., Professor of Mathematics.
WILLIAM-F. PHELPS, Permanent Teacher of Experimental School.
DARWIN G. EATON, Teacher of Mathematics, &c.
SUMNER C. WEBB, Teacher of Arithmetic, History, &c.
SILAS T. BOWEN, Teacher of Grammar, Mathematics, &c.
WILLIAM W. CLARK, Teacher of Natural History and Chemistry.
TRUMAN H. BOWEN, Teacher of Vocal Music, &c.
ELIZABETH C. HANCE, Teacher of Reading and Geography.
ANN MARIA OTSROM, Teacher of Drawing, &c.

It is a fact worth mentioning, and one highly creditable to the Normal School, that all of the teachers, with the exception of

Messrs. Page and Perkins, are graduates of the Normal School; and the statement is made with pleasure, that they are most competent teachers, laboring assiduously to promote the best interests of the pupils, and they have the entire confidence of the committee.

For a full statement of the daily recitations of the school, see appendix (E.) An examination of this program of recitations, will show that the powers of the students are taxed to the utmost, and it may therefore most truly be said, that they are too heavily taxed. To attend five recitations a day, is more than any student should be required to do; but under existing circumstances this is, perhaps, unavoidable. The most of the students are persons of limited means, and it is only by the most rigid economy that they are able to remain at the school as long a time as is now required for graduation. But if the number of the daily recitations was diminished, the consequence would be, that the pupils would be compelled to remain one or two terms longer to complete the prescribed course of studies. Now the limited pecuniary resources of the students will not permit this; and however desirable such a change of the present regulations of the school may be, it is impossible to adopt it, for the effect would be to prevent pupils from attending the school.

The recitations of the school are characterized by thoroughness. In every case an instructor is appointed to teach those branches in which he himself excels, and for which he has a fondness. This fondness imparts animation to his teaching, and a desirable enthusiasm is awakened in the breasts of the pupils. Hence there is less of listlessness in the recitation rooms of the Normal School than is usual in other schools; while the student has this additional consideration operating upon him as an incentive to attention, he knows he cannot receive a diploma until every study of the course is mastered.

But besides this, the idea is constantly kept before the minds of the students that they have made a solemn promise that they will become teachers of district schools. It is spoken of, therefore, as a matter of course, that they will be as good as their word. But they are told further that their promise is not kept if they merely "*keep a school.*" To be men of their word, they must strive to be *efficient* teachers. If they mean to be indolent and inefficient, it is better far for them not to teach at all. Hence this question is ever before the mind of the Normal pupil, "how shall I fit myself to be a useful teacher?" And he is told that, in as far as knowledge is concerned, two things are necessary:

First, to be accurately acquainted with every subject that he will be required to teach; and secondly, to be able to communicate his ideas in plain and easily intelligible language. He is taught that it is no evidence of profundity to be incomprehensible—that it is the easiest thing in the world to talk in such a way that no mortal mind can gather his meaning, and one of the most difficult, as well as valuable attainments, to be able to make a subject intelligible to the capacity of a child. Now this is *common sense*, and it is believed that the students of the Normal School appreciate it, and are earnestly endeavoring to obtain *accurate knowledge, and a perspicuous manner of telling what they know*. And it is certain, that if they obtain the latter quality, of speaking in a plain and simple manner, they will be forced to study, for ignorance is easily seen through the transparent medium of simple language. Now the committee believe that these are two great lessons, which are taught in the Normal School, and which, if thoroughly learned, will amply compensate the student for a two years residence in Albany; and they further believe, that a great end will be gained, if, in any degree, the Normal School can thus aid in banishing ignorance and grandiloquence from the teacher's desk.

A list of the studies pursued in the school, and also of the text-books which are used, is given in the appendix (B.) In regard to studies, the committee have little to add to what they have said in former reports. It is well, however, to state, that in addition to the course of instruction in the "theory and practice of teaching," the principal has, during the past year, given a course of lectures to the graduating classes, on the *details of instruction*, in which the everyday duties of the teacher are more fully illustrated and enforced, the better methods of teaching the different branches, presented in a familiar style, and the prominent faults and errors of young teachers pointed out. This is found to be a most profitable exercise, and the students engage in it with great interest.

In teaching Drawing, the study of perspective is connected with instruction in Geometry; and imitative drawing is made a class exercise, in which a part of the class is required to draw upon the black board each day. This is a very important exercise for teachers; fitting them to teach drawing to their pupils, and also enabling them to illustrate many important subjects to their schools; indeed in the absence of apparatus, it is the only way in which the teacher can address the eye. The specimens of drawing executed by the pupils,

are highly creditable both to them and to their instructor, and the committee refer to these specimens with pride and pleasure.

The question is often asked by persons not familiar with the subject, "in what respects does the Normal School differ from an ordinary academy, and why cannot the best of our academies afford to teachers all the instruction and training which they require to fit them for the work of instruction?"

In answer to this inquiry, the committee design to make a few remarks, not so much for the purpose of answering objections which have been made to the School, as to give accurate information in regard to the course and methods of instruction pursued in it.

1. The Normal School has a prescribed course of study which the pupil is required to pursue. He is not, (as is too often and unavoidably the case in academies,) permitted to follow his own whims, studying *what* he pleases, and in the order which may seem best to him. Having been examined and classified, he is expected to take up those studies which his teachers think necessary for him. If he is ignorant of the elements, he must, however mortifying it may be to his pride, go back to the first principles and master them; nor is he allowed to leave a lower study and enter upon a higher, until he has given the most satisfactory evidence that he thoroughly understands the lower study.

2. The Normal pupil is subjected to a rigor of daily examination, which is impossible in an academy. He is required not only to recite a lesson, but also to illustrate it, as a teacher would to his pupils. A lesson, or the subject of study, is not regarded as mastered, unless the pupil can tell what he knows, and can give full information upon it without its being necessary to draw that information out of him by the asking of some dozen of interrogatories. He who cannot do this when it is required of him, is regarded as having fallen short, and he must study the more diligently and come up to this mark. He is made to feel that he has come to the State school for two purposes—first, to acquire knowledge, and secondly, to learn how to communicate that knowledge to others. Now, the former he may acquire at a good academy as well as at the Normal School; but the latter he cannot, and yet without the latter, he will be useless as a teacher.

3. A much longer time is spent in the recitation room than is possible in our academies. In the Normal School each recitation

occupies forty-five minutes, and the student is engaged in reciting nearly four hours every day.

4. There are studies necessarily pursued in the Normal School, some of which, though appropriate to academies, are not usually taught in them, and others would be wholly out of place elsewhere than in the Normal school. Of the former class, are vocal music and drawing, and of the latter are daily recitations and lectures on the theory and practice of teaching. Indeed, it may be said with strict regard to truth, that one-half of the time of the Normal pupil is necessarily and properly occupied about matters that concern the teacher's work. But this could not be done in the academy without doing great injustice to those of the pupils who have no desire to fit themselves for instructing, and if in the academy a majority of the pupils were designed for teachers, and a course of studies suitable for them were introduced, then it would cease to be an academy, that is a *place designed for the instruction of pupils in the higher branches*, and it would become in fact a Normal School.

From these remarks it will be seen, that the academy and the Normal School, are in their very nature wholly different institutions. In the Academy, many things must be taught, which would be out of place in the Normal School; and in like manner many subjects must be pursued long and thoroughly in the latter, which would be very inappropriate in the academy, and would seriously interfere with the advancement of the other pupils.

STATISTICS.

The Committee would now present to the Regents, certain statistics, which will throw light upon the practical working of the School. The School began its seventh term on the 1st of November last. It has therefore completed six whole terms. The following table will show the number of students in each term, and also the number of graduates:

Term.	Students.	Graduates.
1st. Winter, -----	98	0
2d. Summer, -----	185	34
3d. Winter, -----	197	47
4th. Summer, -----	205	63
5th. Winter, -----	178	46
6th. Summer, -----	221	64
7th. the present term, -----	200	
Total Graduates, -----		254

The number of names entered on the Register, independent of those now in the school, is 537. That is, 537 persons who now have no connection with the school, have for a longer or shorter period enjoyed its advantages. Of those 537; 234 are graduates, and the connection of the remaining 283 with the Normal School, ceased before they had graduated.

The committee have felt very desirous to obtain accurate information as to the pursuits of these 537 persons, and the result of their enquiries will now be presented.

Of the graduates, there have died,-----	6
Never taught,-----	3
Taught six months, and then relinquished the profession on account of ill health,-----	5
Taught from six months to a year, and then left the State to teach in other States, -----	5
Taught six months, and then engaged in other pursuits,-----	4
Graduates who have taught in the State, but in academies or select schools only, -----	2
Graduates who, after teaching in the common schools of the State from six months to two years, have gone into academies or select schools, -----	7
Graduates whom the committee, from the best information which they could gain, believe to be now engaged in teaching the common schools of this State,-----	222

It is due to the memory of those who have died, to state, that there is no reproach upon their names for the violation of plighted faith; all of them died at their post.

Now these statistics speak volumes in favor of the moral principle of the graduates of the Normal School; of the 254 graduates, all, except five, have taught for a longer or a shorter period in the district schools, and of these five, two are now teaching in academies of the State. And it may be well to mention in this connection, a circumstance which has come to the knowledge of the committee within the last week.

At a teachers' institute lately held, a gentleman from New-York offered one of the students of the school a situation as a teacher at a salary of \$300; she replied, she could not accept his offer, for she had made a solemn promise that she would teach in district schools.

It is proper to add, that the present salary of this high-minded young woman is \$10 a month.

But the 283 undergraduates, whose connection with the school has ceased, must now be spoken of. Of these—

Died,-----	9
In the school one term or less, and left without being qualified to teach,-----	9
Dismissed for incompetence or misconduct,-----	10
Married, (a female,)-----	1
Left to enter college, a student for one term,-----	1
Left on account of ill health,-----	1
 Total,-----	 <u>31</u>

Of these 31, few, if any, have taught in the common schools since they left the State institution. Of the remaining 252:

Teaching in other States,-----	3
Taught one year, and then relinquished the business on account of ill health,-----	1
Females, who have taught from six months to two years and then relinquished the business on account of marriage,---	8
Taught common schools from six months to two years, and then engaged in academies or select schools,-----	2
Those of whom nothing definite is known, (these were students of the last term, and there has been no opportunity of hearing from them.)-----	39
Those whom the committee, from the best information which they could gain, believe to be now engaged in the common schools of this State,-----	199

From these statements it appears: first, that of these 537 graduates and undergraduates, 501 have been engaged for a longer or shorter period in the district schools of the State, since their connection with the Normal School ceased; and secondly, that 421 are believed to be now employed in the district schools of this State. _____

These statistics give also the data by which may be determined the actual expense incurred by the State in sending each of these teachers into the district school. If the \$30,000, drawn from the treasury during the last three years, be divided by 421, which is the

number of the pupils now believed to be teaching, it shows that each of these teachers has cost the State \$71.25.* And when it is taken into account, that during the first year the expenses of the School were necessarily much greater in proportion to the results than they can be in future years; that during the first year the graduates were only 34, and that they now number about a hundred a year; also that about a hundred under graduates very well prepared to teach, leave the school yearly and engage in our district schools; it will be seen that the expense of each teacher to the State will not probably exceed \$50.

It is proper in this place to state, that in general the most flattering accounts have been received of the manner in which the pupils of the Normal School are discharging their duties as teachers.

The History of the past Year.

The affairs of the School during the last year have strengthened the convictions of the committee in favor of the Normal School. The teachers are competent and faithful, and of the pupils it is only necessary to state, that during the summer term, there was not a single case of discipline. Every thing in and about the school is orderly; the kindest feelings seem to exist among the pupils, and they display great affection for their teachers. But above all, there is constantly manifested a regard for what is right, and there is in the Normal School what the committee have never seen in the same degree in any other school, a moral power which keeps in check the least tendency to evil doing.

It may be well to state here, that those persons who in past years have been found to be incompetent or immoral, were chiefly from the class of pupils who in former reports have been spoken of under the name of volunteers. By the present mode of appointing pupils, and especially if the superintendents are faithful, no unsuitable persons either as to morals or ability, will be found in the School.

During the past year vocal music has been taught by one of the teachers of the School, who is also employed in teaching other

* In this calculation, the \$9,000 appropriated for the establishment of the school is not taken into account, because, 1st, little more than the half of it is as yet expended; and 2dly, the books, furniture, &c. which have been bought with it, are now in use, and will continue to have a permanent value, and therefore though \$5,000 has been expended within the last three years, yet it ought not to be regarded as a charge against the present school.

branches. Agricultural chemistry has also received considerable attention.

The mention of agricultural chemistry calls up to the recollection of the committee the name of Silas Wright. That distinguished statesman urged upon the committee and Faculty of the School the importance of paying much attention to this subject. He said that the most of the pupils would probably be employed in the rural districts of the State, where they might, if well informed, improve greatly the present modes of culture, and call forth more largely the resources of the State, which as yet are very imperfectly developed. And the committee will be pardoned if they mention another fact in regard to this distinguished man. When he was elected to the office of Governor he was far from friendly to the Normal School, and hence in his first message he did not say a single word in commendation of it. But afterwards, when he came to reside in Albany, and had an opportunity of visiting the school and of seeing its practical working, he became its friend and advocate, and in his message of 1846, he presents his views in regard to the School in a clear and masterly manner. The committee are also happy to add, that the county of St. Lawrence, where Mr. Wright resided, which did not at first avail itself of the advantages of the Normal School, is now fully represented.

Library and Apparatus.

There are at present 732 volumes in the Miscellaneous Library, showing an increase of 39 volumes since last report. The Text-book Library numbers 5,710 volumes. In both libraries there are 6,442 volumes.

The philosophical and chemical apparatus has been supposed to be as extensive as the wants of the School require, hence but slight additions have been made during the year. The committee are happy to bear witness to the excellent condition of the apparatus, evincing, as it does the capability and efficiency of the teacher in this department.

Experimental School.

The Experimental School is composed of one hundred pupils, between the ages of six and sixteen years, drawn from families resident in the city of Albany. One half of this number are fatherless children, who receive their instruction gratuitously. The remaining half pay a tuition of twenty dollars per year, each, which defrays the expense of sustaining the school. The great design of this de-

partment is to afford the Normal graduates an opportunity to practice the modes of instruction and discipline inculcated in the Normal School, as well as to ascertain their aptness to teach and to perform the various and complicated functions of the teacher's high office. To secure these ends, the department is placed under the supervision of a permanent teacher, whose duty it is to govern, arrange, and classify it according to his best judgment, and to make such criticisms and suggestions relative to the modes of instruction adopted by the teachers, as circumstances may require. The instruction of the pupils is mainly performed by eight members of the graduating class per week; four of whom act as "observers," and four as teachers. At the commencement of every term this class is met by the permanent teacher, their relations to the school are clearly defined, and a copy of the regulations and blank report is presented to each member. They are thus afforded ample opportunity to become acquainted with their duties, and to prepare for their proper discharge before being called upon to engage in them.

The aim has been to present to the inspection of these teachers a school, which, in point of classification, arrangements and system, should be a model; and at the same time to furnish them with every facility for giving a fair specimen of their tact and ability as instructors of the young. From their entrance into this school to their exit, their course is carefully noticed, their excellencies are commended, and their faults corrected. The better to do this work, teacher's meetings have been instituted. After the close of the daily session they are called together, and the errors of the day are commented upon in a kind of general lecture, and at the same time the "better way" is pointed out. They are, furthermore, allowed to ask any questions relative to the school, or upon any subject connected with their duties as teachers. To give greater variety and interest to these meetings, as well as to cultivate the teaching faculty, subjects are assigned to the acting teachers beforehand, who, at a specified time, are allowed twenty minutes to develop it, in the same manner as they would be required to do before a class of younger pupils. They are advised to study brevity and perspicuity in these exercises, and whenever there is a failure in these respects it is pointed out to them. Two exercises of this kind are expected from each teacher, which sets him to think upon the best modes of imparting his knowledge to others, besides bringing the experience of all into one common store-house. The Permanent Teacher is in the habit, at these meetings, of giving short lectures on various matters connected with school duties, methods of instruction, &c. They are for the present

held on Monday, Tuesday, Thursday and Friday, of each week, from 3 to 4 P. M.

The reports required to be made are thorough and searching. The blank has been so constructed as to call their attention to most of the important items in a teacher's round of duty, and it is hoped by thus directing their attention for two weeks to these matters, that such an impression may be made, as shall influence them throughout their whole course as teachers. These reports are made to the permanent teacher, who passes his judgment upon the labors of the individual, and brings his case before the faculty, about the time of making out the graduation list. It is understood that his course in this school has a material influence in deciding the question of his graduation.

A statement of the receipts and expenditures, from September 30th, 1846, to September 30th, 1847, is herewith submitted, and the vouchers for every item of expenditure are in the possession of the committee.

All which is respectfully submitted.

WM. H. CAMPBELL,
S. YOUNG,
GIDEON HAWLEY,
H. BLEECKER.

I concur in the foregoing report.

N. S. BENTON,
Sup't of Common Schools.

Albany, December 13th, 1847.

It is necessary to add, that since the date of the above report, the institution has experienced a severe loss in the death of David P. Page, Principal. The Executive Committee have chosen Professor Perkins to the vacant office.

NEW-YORK STATE NORMAL SCHOOL, IN ACCOUNT WITH THE EXECUTIVE COMMITTEE.
 DR. CR.

1847,	
Sept. 30,	To Cash paid from September 30, 1846, to this date, for improving the school building, including the finishing and furnishing of three new rooms with stoves and fixtures, repairs of roof, deafening the floor, &c.,..
	\$657 33
	To cash paid for text books, library books, &c.,.....
	367 41
	To cash paid for apparatus, chemicals, &c.,
	95 49
	To cash paid for mileage of the students,
	3,128 55
	To cash paid for the salaries of teachers,
	5,925 00
	To cash paid for support of the experimental school one year, including repairs of roof, deafening floor, &c.,.....
	804 07
	To cash paid for incidental expenses, including fuel, cleaning, pay of janitors, librarians, &c.,.....
	779 23
	To cash in bank, Sept. 30, 1847, ..
	78 42
	<hr/>
	\$11,835 50

1847,	
Sept. 30.	By cash in Bank, Sept. 30, 1846, ..
	\$554 31
	By cash received at sundry times from the Comptroller, by draft of the Superintendent, from the appropriation to "Establish the Normal School" to this date, since Sept. 30, 1846.....
	1,000 00
	By cash received as above from the appropriation, to "support the Normal School,"
	9,500 00
	By cash received from Sept. 30, 1846, to this date, for tuition in the experimental school,
	766 50
	By cash received of sundry Normal students for loss of text books,..
	14 69
	<hr/>
	\$11,835 50

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SENATE

DOCUMENTS.

(A.)

NAMES AND RESIDENCES,

Of the Pupils who received the Diploma of Graduation
April 1st, 1847.

NAMES.	TOWN.	COUNTY.
Cornelia E. Gifford,.....	Albany,	Albany.
Eliza Winton,.....	Havana,	Chemung.
Emily E. Jones,.....	New-Lebanon,....	Columbia.
Elizabeth Stiles,.....	Tompkins,	Delaware.
Emeline J. Fenn,.....	Davenport,	do
Marcia L. Hard,	Hunter,	Greene.
Maria L. Isham,.....	Watertown,	Jefferson.
Nancy A. Turner,.....	Nelson,	Madison.
Sophia A. McNaughton,	Mumford,.....	Monroe.
Emily Bailey,.....	Utica,.....	Oneida.
Maria P. Mason,	Sangerfield,	do
Susan Maria Cox,.....	Onondaga Hollow,	Onondaga.
Henrietta B. White,.....	Baldwinsville,	do
Jane A. Butin,	Fabius,.....	do
Sarah A. Gue,	Farmington,	Ontario.
Frances M. Sherman,.....	Saratoga,	Saratoga.
Delia Krum,.....	Middleburgh,.....	Schoharie.
Nancy McHinch,	Broome,.....	do
Cynthia A. Osborn,	Yorktown,	Westchester.
Salmon O. Simonds,.....	Conewango,.....	Cattaraugus.
Charles C. Shockley,.....	Scipio,	Cayuga.
James E. Dexter,	Locke,	do
Azariah S. Palmer,	Hanover,	Chautauque.
Harry Cole,	Sherburne,.....	Chenango.
Hiram C. Burlingame,.....	Norwich,	do
James Baldwin, Jr.,.....	Preble,	Cortland.
James Wood, Jr.,.....	Wales,	Erie.
Oscar W. Lord,	Bethany,	Genesee.

NAMES.	TOWN.	COUNTIES.
George D. Chapel,.....	Oakfield,	Genesee.
George L. Farnham,.....	Watertown,.....	Jefferson.
John Felt, Jr.,	Felt's Mills,.....	do
William J. Grannis,.....	Lyme,	do
Francis Ferry,	Lieicester,.....	Livingston.
Jedediah Gaskell,.....	Porter,	Niagara.
Myron Wheaton,	Tully,	Onondaga.
Joseph H. Palmer,.....	Granby,	Oswego.
Isaac Johnson,	Palermo,	do
Thomas H. Reed,	Carmel,	Putnam.
William Ross,.....	Ovid,	Seneca.
Edward H. Hallock,	Southold,.....	Suffolk.
Jeremiah G. Tuthill,	do	do
Jairah I. Foote,.....	Saugerties,.....	Ulster.
Thomas P. Hunt,.....	Cambridge,	Washington.
Ezra Leonard,	Lyons,	Wayne.
Benjamin F. Cooke,.....	Penn-Yan,.....	Yates.
Henry A. Bruner,	Starkey,.....	do

Females 19; Males, 27; Total, 46.

NAMES AND RESIDENCES

Of the pupils who received the diploma of graduation,
September 16, 1847.

NAMES.	POST-OFFICE.	COUNTY.
Margaret S. Arnout,	New-York,	New-York.
Phebe A. Barnard,	Union Village,	Washington.
Emily S. Corwin,	Gloversville,	Fulton.
Catharine M. Griffin,	New-York,	New-York.
Jane A. Holbrook,	Lima,	Livingston.
Marguerite A. Hillman,	Albany,	Albany.
Emeline D. Howard,	Perry Centre,	Wyoming.
Clarissa Harris,	Portland,	Chautauque.
Frances J. Johnston,	Northumberland, ..	Saratoga.
Elizabeth M. Lewis,	Groton,	Tompkins.
Sarah J. Loomis,	Wampsville,	Madison.
Charlotte McDuffie,	Albany,	Albany.
A. McSorley,	Attica,	Oneida.
Barbara H. McDonnell,	New-York,	New-York.
Sarah S. Niles,	Hamilton,	Madison.
Mariette A. Noble,	Warren,	Herkimer.
A. Louisa Ostrom,	Moscow,	Livingston.
Marion Phelps,	West Groton,	Tompkins.
Ann Amenia Pomeroy,	New-York,	New-York.
Lucy A. Riley,	Almond,	Allegany.
Catharine Robinson,	Rose,	Wayne.
Elvira Searle,	Fort-Plain,	Montgomery.
Sarah A. Sherman,	Bemis' Heights, ...	Saratoga.
Catharine A. Terry,	Clymer,	Chautauque.
Mary Whalon,	Milton,	Saratoga.
A. Butler, Jr.,	Westfield,	Richmond.
R. W. Baker,	Pavillion Centre, ..	Genesee.
G. E. Benson,	North Easton,	Washington.
G. H. Collier,	Mina,	Chautauque.
H. W. Collins,	Kirkland,	Oneida.
J. T. Conkling,	Brooklyn,	Kings.
L. B. Corey,	Ferguson's Corner,	Yates.
Isaac T. Davis,	Coeymans Hollow,	Albany.

NAMES.	POST-OFFICE.	COUNTY.
J. M. Denton,	Durham,	Greene.
G. H. Dunham,	Orangeville,	Wyoming.
Elihu Enos Jr.,	Kingsboro',	Fulton.
Park Fellows,	Syracuse,	Onondaga.
Judson Flatt,	Barton,	Tioga.
J. W. Frisbee,	Roxbury,	Delaware.
Addison C. Gibbs,	East Otto,	Cattaraugus.
Charles H. Gillett,	Scott,	Cortland,
Edward Gray,	Oswego,	Oswego.
Samuel Hallett,	East Canisteo,	Steuben.
John B. Loomis,	Champion,	Jefferson.
Gilbert Losee,	Sprout Creek,	Dutchess.
Andrew L. Martin,	Milan,	"
James E. McVean,	Caledonia,	Livingston.
W. D. Nichols,	Berlin,	Rensselaer.
J. R. Page,	Bethany,	Genesee.
Hezekiah E. Pitcher,	Nichols,	Tioga.
H. P. Platt,	Schroon Lake,	Essex.
J. B. Poucher,	North Sterling,	Cayuga.
John Prentice,	Troy,	Rensselaer.
Enos K. Reed,	Jamesville,	Onondaga.
William Smith,	Richfield,	Otsego.
J. H. Stephens,	New City,	Rockland.
John F. Stoddard,	Liberty,	Sullivan.
Joseph H. Tompkins,	Perry,	Wyoming.
D. Waterbury,	Middletown,	Delaware.
J. P. Welsh,	Syracuse,	Onondaga.
William L. Wood,	Charlottville,	Schoharie.
L. M. Wiles,	Perry,	Wyoming.
LADIES,		25
GENTLEMEN,		37
Total,		62

(B.)

COURSE OF STUDY.

The following is the course of study for the School; and a thorough acquaintance with the whole of it, on the part of the male pupils, is made a condition for graduating:

Orthography,-----	Normal Chart.
Analysis of derivative words,-----	Town's.
Reading and Elocution,-----	
Writing,-----	National W. Book.
Geography and Outline Maps, (with map drawing,)-----	Mitchell's.
English Grammar, (with composition,)--	Brown's.
History of United States,-----	Willson's.
Human Physiology,-----	Lee's.
Mental Arithmetic,-----	Colburn's.
Elementary Arithmetic,-----	Perkins'.
Higher Arithmetic,-----	Perkins'.
Elementary Algebra,-----	Perkins'.
Higher Algebra, chap. 7 and 8, (omitting Multinomial Theorem and Recurring series,)-----	Perkins'.
Geometry, six books,-----	Davies' Legendre.
Plane Trigonometry as contained in,---	Davies' Legendre.
Land Surveying,-----	Davies'.
Natural Philosophy,-----	Olmstead's.
Chemistry, (with experimental lectures,)-	Silliman's.
Intellectual Philosophy,-----	Abercrombie's.
Moral Philosophy,-----	Lectures.
Constitutional Law, with select parts of the Statutes of this State; most intimate- ly connected with the rights and duties of citizens,-----	Young's Science of Gov. Revised Statutes.

Rhetoric, -----	Lectures.
Art of Teaching, -----	Lectures, Theory and Practice of Teaching, and Experimental School.
Mathematical Geography, use of Globes and Elements of Astronomy, -----	Lectures.
Lessons in drawing and vocal music, to be given to all.	

(C.)

As frequent enquiries are received from other States for the act of the Legislature establishing the Normal School, it has been thought proper to append it to this report.

AN ACT for the establishment of a Normal School.

Passed May 7, 1844.

The People of the State of New-York, represented in Senate and Assembly, do enact as follows :

§ 1. The treasurer shall pay, on the warrant of the comptroller, to the order of the superintendent of common schools, from that portion of the avails of the literature fund appropriated by chapter two hundred and forty-one, of the Laws of one thousand eight hundred and thirty-four, to the support of academical departments for the instruction of teachers of common schools, the sum of nine thousand six hundred dollars; which sum shall be expended under the direction of the superintendent of common schools, and the regents of the university, in the establishment and support of a normal school for the instruction and practice of teachers of common schools in the science of education, and in the art of teaching, to be located in the county of Albany.

§ 2. The sum of ten thousand dollars shall, after the present year, be annually paid by the treasurer on the warrant of the Comptroller to the superintendent of common schools from the revenue of the Literature Fund, for the maintenance and support of the school so established. for five years, and until otherwise directed by law.

§ 3. The said school shall be under the supervision, management and government of the superintendent of common schools and the regents of the university. The said superintendent and regents shall, from time to time, make all needful rules and regulations, to fix the number and compensation of teachers and others to be employed therein, to prescribe the preliminary examination and the terms and conditions on which pupils shall be received and instructed therein, the number of pupils from the respective cities and counties, conforming as nearly as may be to the ratio of population, to fix the location of the said school, and the terms and conditions on which the grounds and buildings therefor shall be rented, if the same shall not be provided by the corporation of the city of Albany, and to provide in all things for the good government and management of the said school. They shall appoint a board consisting of five persons, of whom the said superintendent shall be one, who shall constitute an executive committee for the care, management and government of the said school under the rules and regulations prescribed as aforesaid, whose duty it shall be from time to time to make full and detailed reports to the said superintendent and regents, and among other things to recommend the rules and regulations which they deem necessary and proper for said school.

§ 4. The superintendent and regents shall annually transmit to the legislature a full account of their proceedings and expenditures of money under this act, together with a detailed report by said executive committee of the progress, condition and prospects of the school.

(D.)

In order to give a definite idea of what is required of a pupil of the graduating class while in the experimental department, we append a copy of a form of report which every student is expected to fill up, and leave in the hands of the permanent teacher. We have here given a form as actually filled by one of the students of the present term. The *form* is printed in roman letter, and the *filling up* in italic letter.

EXPERIMENTAL DEPARTMENT OF STATE NORMAL
SCHOOL.

Report of _____, of _____ county, made on the *twentieth* day of *November* 1847. Age *twenty-two* years. No. of months taught before entering Normal School *forty-five*. Entered the upper room as "Observer," the *eighth* day of *November* 1847. Hours of entering and leaving at each session, as follows:

	MONDAY.		TUESDAY.		WE'DAY.		TH'SDAY.		FRIDAY.	
	A. M.	P. M.	A. M.	P. M.	A. M.	P. M.	A. M.	P. M.	A. M.	P. M.
	h.m.	h.m.	h.m.	h.m.	h.m.	h.m.	h.m.	h.m.	h.m.	h.m.
<i>En. as Observer:</i>	9	20	7	30	8	40	8	30	8	30
<i>Left:</i>		2 5		2 5		2 5		2 5		2 5
<i>En. as Teacher:</i>	8	30	8	30	8	35	8	25	8	35
<i>Left:</i>		2 5		2 10		2 10		2 50		2 35

Abstract of Duties Performed as Observer.

I spent my time while "Observer" in answering the questions of the pupils in regard to their lessons, in preserving order, and in learning the name and attainments of each pupil, that I might be better prepared for the duties of the second week.

Entered as teacher the *fifteenth* day of *November*, 1847. Left the *nineteenth* day of *November*. No. of occasional absences during session hours. *None*. No. of pupils corrected or reported for delinquencies. *Twelve*. No. of times the school room and furniture have been thoroughly inspected with reference to cleanliness and general condition. *Daily*. Whole No. of Recitations heard. *Forty-five*. Do. without preparation. *None*. No. of good recitations heard. *Thirty-six*. No. of poor do. *Nine*. No. of general exercises given. *One*. On what subjects. *On the growth of trees. The same subject was brought up and discussed two days in succession.*

How conducted. *On a previous day the following questions were given out: Do trees grow by a succession of layers on the outside, or is matter deposited on the inside forcing the layers outwardly? When and how does sap ascend and descend in perennial plants? For consideration next day, the similarity of the circulation of*

sap to the circulation of blood in animals. Various opinions were given by the pupils which were followed by an explanation of the true theory by the teacher.

With what success. From the interest manifested by the pupils during the discussion, I think many of them will be led to examine the subject more fully.

Means adopted for conveying moral instruction. By encouraging the pupils to act from principle, asking themselves this question: Is this right or wrong? First by example, then by precept.

What bad habits are prevalent, and what means adopted for correcting them. Tale telling and disregard of order. I endeavored to correct the first, by showing the baseness and dishonor of the tale bearer. The second, by salutary advice, showing the necessity of order and by firmly enforcing the rules of the school.

Classes heard, where commenced and where ended:

- B class. Promiscuous exercises in the "Analytical Reader."
 C class. do do "Russell's Primary Reader."
 A class. Ment. Arith. commenced 5th ex. 116th page. Ended 64th ex. 120 page.
 B class. Writ'n Arith. com. Dec. Frac. p. 52, End. Mul. of Dec. p. 56.
 A class. Writ'n Arith. com. prob. 3rd p. 167, End. Discount p. 169.
 A class. Gram. com. Tenses p. 35, End. Conjugation of the verb SEE p. 42.
 D class. Oral instruction in Notation, Addition and Subtraction.
 B class. Geography, com. Conn. p. 20, End. Counties of N. Y. p. 22.

Suggestions and Remarks.

I would respectfully suggest that the "Teachers" should more clearly define the duties of their "Observers," that they may the better know their sphere of action. For this purpose, I would suggest that the "Teachers" meet their "Observers" before entering and inform them of the condition of the school, and their plans for the ensuing week.

Many circumstances are against the school, but if Normal pupils will exert themselves as they are in honor and duty bound to do, it may be, by the assistance of the permanent teacher, not only an ornament but a useful appendage to the Normal School.

All of which is respectfully submitted.

Regulations of Experimental School.

The care of this School has been placed under a permanent teacher, whose duty it shall be to govern, classify and arrange it according to his best judgment.

He is to be aided in the work of instruction and carrying out of his plans by two "*teachers*," and two "*observers*," each week; it being understood that the "*observers*" of one week shall become the "*teachers*" for the next.

In order to make the school as useful as possible, both to the teachers and the taught, the following suggestions are submitted to those who may be called upon to take part in its instruction, in the hope that they may be rigidly observed:

I. That you be in the school room promptly at 20 *minutes before* the hour of opening every day during your stay in the School in readiness to attend to any duties that may be assigned to you.

II. That you thoroughly *prepare* yourselves for your work while here; examine every lesson before you meet your classes, and thus be enabled to conduct the exercises with animation and interest.

III. That you take special pains to interest yourselves in behalf of the school; that you study to promote its welfare, as if its prosperity and usefulness depended entirely upon your own exertions.

IV. That you be prepared during your week of service to present at least one "*topic exercise*" of not less than 5 minutes in length.

V. That you be rigidly *thorough* in every thing you teach, bearing in mind our motto—"not how much but how well."

VI. That your intercourse with the pupils be characterized by kindness and calmness, and at the same time by firmness and decision.

VII. That you punctually attend every meeting appointed for the purpose of conferring on matters relating to the school.

VIII. That while the *general* direction and government of the School is left with the permanent teacher, you consider yourself responsible for the deportment of pupils during class exercises, as well as for their scholarship and progress while under your charge; and—

IX. That all cases of disobedience or misconduct of any kind be promptly reported to the permanent teacher.

X. That you keep in mind constantly the object for which this School was established; and that your own fitness for the duties of the teacher's responsible office, may, in a great measure, be determined by your course of proceeding while here.

The "observers" are expected to keep a faithful *record of the recitations and deportment* of each pupil in the classes they attend; and thus endeavor during the week to learn the name and attainments of each scholar. They should strive to make themselves quite familiar with all the operations of the school, that they may be the better prepared for the duties of the *second* week.

It is also the duty of observers to regard the deportment of the pupils *at recess*. To this end it is desirable they should *be among the scholars* most of the time at recess, in order to direct their sports, or to restrain any noise or disorder that would be improper or inconvenient to the Normal School.

Special Suggestions.

All experience has shown that the success of any school depends, in a great degree, upon the attention devoted to many of the minutiae appertaining to its practical operations; and in one of this description, where there is a constant change of instructors, it must be apparent that very *particular pains* are necessary in this respect to ensure a tolerable degree of progress. The teacher's duty ends not with the mere imparting of intellectual instruction. His is the prerogative to cultivate and bring into healthy action the higher powers of the young mind—to educate the moral nature—to implant a reverence for all that is just, true and god-like in man. His is the task to demonstrate by precept and example the beauty of the social virtues, and the nobleness of correct personal habits. In short, he is to watch

over and guard with untiring vigilance the whole nature of childhood, and to aid, as far as possible, in the formation of such habits as shall make the intelligent, useful, conscientious citizen—the honest man—“the noblest work of God.”

To secure results so desirable, therefore, it has been found necessary to present the following “special suggestions,” that the attention of our teachers may be called to these important matters; and it is earnestly requested that, as far as possible, they should endeavor to carry them into effect.

I. Previous to the commencement of each session, at recess and at other times of relaxation, the conduct of the pupil should be an object of close observation. Rude and boisterous behavior, contentions, quarrels, and all indecorous and disrespectful deportment, should be kindly yet firmly checked and reproved. Much may be done by our Observers and Teachers towards breaking up such habits, and it is hoped that their unwearied attention will be devoted to it.

II. The deportment of pupils during session hours should be carefully guarded—not in that spirit which prompts to fretfulness at their little delinquencies—not in such a manner as will lead them to distrust our confidence in their virtue—but in the true spirit of kindness. With dignity should the pupil ever be approached; he should be corrected in such a manner as will lead him to respect and obey his instructor, and fear again to incur his disapprobation. Particular attention is invited to the changing of classes, that it be done quietly, respectfully, and thoughtfully. To this end let the directions be given in a subdued quiet tone, and occasionally a kind suggestion be made to the class previous to leaving their seats for recitation, that all be “done decently and in order.” The position of pupils during class exercises should also be regarded, they should be reminded that they are forming characters, and that their good name requires them to be dignified, manly and respectful. All forwardness should be checked in such a manner as to be felt and remembered. Talking during recitation should be strictly prohibited unless called for by the teacher.

III. The personal appearance of the pupils and the neatness of the school room are also matters deserving of particular attention. Pupils should not be justified in eating in the room and scattering the refuse about the floor, or in strewing paper and other filth around their desks. The rooms with their furniture should be carefully and

daily inspected with reference to their neatness and order. No ink spots or scratches should be tolerated about the seats or other fixtures. The black-boards should not be disfigured with useless and unmeaning writing. Every thing which relates to the neatness, comfort and convenience of the school should be vigilantly regarded.

IV. Special preparation for the recitations will do much toward securing the attention of pupils, creating an interest in their studies and thereby diminishing the desire for mischief, and their disposition to be otherwise troublesome. A thrilling narrative or an interesting fact occasionally introduced into the exercise, will give the teacher great power over his class, and greatly diminish the labor of disciplining the school.

V. Finally, *promptitude, patience, earnestness and industry will almost conquer impossibilities.* Let these, then, be the watch words here, and your labors will be fraught with interest and satisfaction to yourself, and profit to the deathless minds for whose welfare you labor.

MEMORANDUM OF PERMANENT TEACHER.

Mr. ———, possesses in an eminent degree, the true spirit of the teacher; he has earnestly and conscientiously sought to discharge his whole duty, and his efforts have been crowned with success. Mild though firm as a disciplinarian, accurate as a scholar and apt to communicate as an instructor, he has happily succeeded in the preservation of order, and in gaining the confidence and securing the attention of his pupils. His services have been alike creditable to himself, profitable to the school, and satisfactory to those in charge.

(Signed.)

PERMANENT TEACHER.

(E.)

PROGRAMME,

For a portion of the Term, commencing November 1, 1847.

TIME.	EXERCISES.	TEACHER.
From 9 to 9.30 minutes, A. M.	Opening exercises. Lecture Room.	
From 9.30 to 10.15 minutes,	Senior, No. 1, Natural Philosophy,	Mr. Clark.
	do 2, Geometry,	Mr. Eaton.
	Middle, No. 1, Grammar,	Mr. S. T. Bowen.
	do 2, Higher Arithmetic,	Mr. Webb.
	do 3, Algebra,	Prof. Perkins.
	do 4, Drawing,	Miss Ostrom.
From 10.15 to 10.20 minutes,	Junior, No. 1, Grammar,	Mr. T. H. Bowen.
	do 2, Geography,	Miss Hance.
From 10.15 to 10.20 minutes,	Change of classes.	
From 10.20 to 11.5 minutes,	Senior, No. 1, Geometry,	Mr. S. T. Bowen.
	do 2, Natural Philosophy,	Mr. Clark.
	Middle, No. 1 and 2, Human Physiology,	Principal.
	do 3, Grammar,	Mr. T. H. Bowen.
	do 4, Higher Arithmetic,	Mr. Webb.
Junior, No. 1, Reading,	Miss Hance.	

30

[SENATE

	Junior, No. 2, Mental Arithmetic,.....	Miss Ostrom.
From 11.5 to 11.15 minutes,	Change of classes and singing.	
From 11.15 to 12,	Senior, No. 1, Mental Philosophy,..... do 2, do Middle No. 1, Higher Arithmetic, do 2, Reading,..... do 3 and 4, Junior, No. 1, Mental Arithmetic, do 2, Elementary Arithmetic,	Mr. Eaton. Mr. S. T. Bowen. Prof. Perkins. Miss Hance. Principal. Miss Ostrom. Mr. Webb.
From 12 to 12.20 minutes,	Recess.	
From 12.20 to 1.5 minutes,	Senior No. 1 and 2, Lectures in Rhetoric,..... Middle, No. 1, Reading, do 2, Algebra, do 3, Drawing,..... do 4, Algebra, Junior, No. 1, Elementary Arithmetic,..... do 2, Grammar,	Principal. Miss Hance. Mr. Eaton. Miss Ostrom. Prof. Perkins. Mr. Webb. Mr. S. T. Bowen.
From 1.5 to 1.10 minutes,	Change of classes.	
From 1.10 to 1.55 minutes,	Senior, No. 1 and 2, Chemistry, Middle, No. 1, Algebra, do 2, Grammar, do 3, Higher Arithmetic,	Mr. Clark. Mr. Eaton. S. T. Bowen. Mr. Webb.

TIME.	EXERCISES.	TEACHERS.
	Middle, No. 4, Grammar,	Mr. T. H. Bowen.
	Junior, No. 1, Drawing,	Miss Ostrom.
	do 2, Writing,	Miss Hance.
From 1.55 to 2,	Dismission.	
From 3.15 to 4.15 minutes,	A class, Mondays and Thursdays, Vocal Music, ..	} Mr. T. H. Bowen. Principal or Prof. Perkins.
	B class, Tuesdays and Fridays, do ..	
	Whole school, Wednesday, General Lecture, ..	

NOTE. The school is divided into three grand divisions, viz: The SENIOR, or GRADUATING CLASS; the MIDDLE CLASS, consisting of those who are expecting to form the graduating class of next term; and the JUNIOR CLASS, or those who expect to remain at least two terms more. These classes are subdivided for recitation—the Senior into *two*, the Middle into *four*, and the Junior into *two* divisions. These divisions number from twenty to thirty pupils. For some exercises two or more divisions are united. Each division has five recitations. The exercises are begun and ended with the strictest punctuality.