

IN SENATE,

JANUARY 10, 1884.

FORTIETH ANNUAL REPORT

OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
AND THE REGENTS OF THE UNIVERSITY ON THE
STATE NORMAL SCHOOL AT ALBANY.

UNIVERSITY OF THE STATE OF NEW YORK, }
OFFICE OF THE REGENTS. }

To the Legislature:

We have the honor to transmit herewith the Fortieth Annual Report of the Superintendent of Public Instruction and the Regents of the University on the State Normal School at Albany.

W. B. RUGGLES,
Superintendent of Public Instruction.

G. W. CLINTON,
Vice-Chancellor of the University.

January 10, 1884.

[Sen. Doc. No. 8.]

REPORT.

To the Legislature:

Pursuant to the provisions of chapter 318 of the Laws of 1848, the undersigned herewith submit their annual report on the State Normal School at Albany. For a full detailed statement of the condition of said school, reference is made to the report of the Executive Committee, which is hereto appended.

During the past year, Dr. Jacob S. Mosher, the senior member of the Executive Committee, having died, Robert L. Fryer, of the city of Albany, has been appointed to fill the vacancy.

The undersigned are able to report that the school is in a condition of great prosperity, that the attendance is the largest in its history, and that progress has been made in erecting for it a new and suitable building, in accordance with the provisions of chapter 486 of the Laws of 1883.

W. B. RUGGLES,
Superintendent of Public Instruction.

G. W. CLINTON,
Vice-Chancellor of the University.

REPORT OF SUPERINTENDENT.

To the Superintendent of Public Instruction and the Regents of the University :

The executive committee of the State Normal School at Albany submit their fortieth annual report.

I. THE EXECUTIVE COMMITTEE.

By the provisions of the law establishing this Normal School, it is placed under the joint charge of the Superintendent of Public Instruction and the Regents of the University. The immediate government of the school is intrusted to an executive committee, of which the Superintendent is by law the chairman, and the remaining four members are appointed on the nomination of the Superintendent and the confirmation of the Board of Regents.

Since the date of the last report the senior member of the committee, Jacob S. Mosher, M. D., has died. He was appointed a member of the committee in 1868, and by his conscientious fidelity to the duties of his office, and his unflagging zeal in all efforts for the welfare of the school, he contributed largely to its continued prosperity. Up to the very last days of his life he was busy providing for its interests. In the project for providing a new building for the school, no one could have taken a more active interest, or performed a more efficient part. In his sudden and unexpected death every one connected with the institution, students and faculty and members of the executive committee, felt that they had lost a true and faithful friend. He died on the 13th day of August, 1883.

The vacancy caused by Dr. Mosher's death has been filled by the appointment of Robert Livingston Fryer, of Albany, November 16, 1883. The committee, as now organized, consists of the following persons: William B. Ruggles, chairman *ex officio*; David Murray, St. Clair McKelway, Andrew S. Draper, and Robert L. Fryer; David Murray, Secretary and Treasurer.

II. THE FACULTY.

The school has, since the close of the report for last year, lost from its faculty by death, Joseph S. St. John, the Professor of Natural Science. Professor St. John had held this important chair for more than eight years, and had in all respects fulfilled satisfactorily its duties. He was an efficient and enthusiastic teacher of science, and inspired his pupils with a high idea of their calling as teachers, and a hearty fondness for scientific investigation and in-

struction. Under his direction the laboratory of the school had been enlarged and adapted to the purpose of giving all the members of the classes an opportunity to use the apparatus and try the experiments which their future positions as teachers might call for. In this and many other directions, he has rendered signal service to the school, and the committee desire to express in this report their high sense of his value as a teacher.

The vacancy occasioned by the death of Professor St. John has been filled by the appointment of Sumner H. Babcock, Professor of Natural Science. He entered upon his duty at the beginning of the second term, in February, 1883, and has in every way met the high expectations of the committee.

The faculty of the school, as at present constituted, is given in the following table:

Edward P. Waterbury, A. M., Ph. D., President and Professor of Mental and Moral Philosophy.....	Residence and	\$2,500
Albert N. Husted, A. M., Professor of Mathematics.....		1,800
Wm. V. Jones, A. M., Adjunct Professor of Mathematics,		1,800
Sumner H. Babcock, Professor of Natural Science.....		1,500
John B. Marsh, Professor of Vocal Music.....		600
Kate Stoneman, Geography, Drawing and Penmanship..		900
Mary A. McClelland, English Grammar and History.....		900
Josephine E. Seaman, English Literature and Composition,		900
Anna A. Farrand, Arithmetic and Algebra.....		900
Ellen Bishop, Elocution.....		800
Mrs. Marian A. B. Kelly, Superintendent of Model School,		1,200
Mrs. Jennie L. Young, Assistant in Model School.....		700

III. THE STUDENTS.

The attendance during the past year has been the largest known in the history of the school. The following statement gives the number of students in attendance during each of the two terms of the academic year, and the number admitted at the opening of the new year:

<i>Term ending January, 1883.</i>		
Seniors, second term.....		26
Seniors, first term.....		63
Juniors, second term.....		68
Juniors, first term.....		149
Total.....		306
<i>Term ending June, 1883.</i>		
Seniors, second term.....		63
Seniors, first term.....		45
Juniors, second term.....		87
Juniors, first term.....		84
Total.....		279

During the part of the term ending September 30, 1883.

Seniors, second term.....	29
Seniors, first term.....	60
Juniors, second term.....	70
Juniors, first term.....	141
Total.....	300

Whole number of individual students during the academic year.....	515
Number admitted September, 1883.....	198

Whole number of individual students during the fiscal year ending September 30, 1883.....	713
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Average age of pupils.

Male.....	21½ years.
Female.....	19½ years.

Attendance in the Model School.

During the term ending January, 1883.....	128
During the term ending June, 1883.....	111
Whole number of individual scholars during the academic year.....	161
Number admitted September, 1883.....	153
Whole number of individual scholars during the fiscal year ending September 30, 1883.....	239

The lists given below comprise the graduates from the school during the past year, giving the county from which each was appointed and the title of the essay prepared for graduation. The number of graduates for the year was eighty-six, of whom twenty-three were males and sixty-three females. The whole number of graduates from the establishment of the school has been 2,672, of whom 992 were males and 1,680 were females.

Class Graduating January 20, 1883.

23 members; 7 males, 16 females.

Name.	Post-office.	Subject of Essay.
Josie Ashton,	East Albany,	Burden Bearers.
Adelia S. Bacon,	Batchellerville,	The Earth — A history.
Minnie Bates,	East Albany,	Merry-making.
Minnie E. Benedict,	Johnsonville,	Architecture.
Mary E. Call,	Haverstraw,	Little Things.
Agnes L. Chambers,	Perth,	Purpose.
William L. Colliton,	Quaker Street,	Natural Science in Public Schools.

Name.	Post-office.	Subject of Essay.
M. Amelia Foshay,	Underhill,	Travels in Thought-land.
Edith A. Horton,	Peekskill,	Do Thy Deed.
Jarvis S. Ingraham,	Albany,	Carefulness.
Ella Jersey,	Spring Valley,	Milton.
Richard A. Lane,	Bolton,	The True End of Education.
Margaret McFeely,	N. Stephent'wn,	Coal.
Mary J. McHugh,	Albany,	Slavery.
Almira A. Munger,	Albany,	Brooks.
Walter E. Potter,	Raceville,	Greatness.
Charles T. Seaman,	Spring Valley,	Self-culture.
Willie J. Stebbins,	Plank Road,	Adaptation to Work.
Kate Thompson,	Albany,	Difficulty.
Gertrude E. Tiel,	Coxsackie,	Fashion.
Horace E. Twichell,	Lackawaxen,	Relics of the War.
Clara A. Veeder,	Gloversville,	We Spend Our Years as a Tale That is Told.
Ella J. Wiggins,	Pt. Peninsula,	Leaving the Bay.

Class Graduating June 28, 1883.

63 members; 16 males, 47 females.

Alexander M. Arries,	Morris,	The Atomic Theory.
Mena Babcock,	Troy,	Observations at the Depot.
Bertha Bartholf,	Visscher's Ferry,	Success.
Nellie M. Boothby,	Greenbush,	The Mother and the Teacher.
V. Idalette Brett,	Albany,	New Acquaintances.
Ella M. Briggs,	Laurens,	Nothing to Do.
Mary E. Buell,	Clyde,	Novels.
John D. Campbell,	Roscoe,	A Man's Life his Own Work.
Harriet E. Carskaden,	Ancram Lead Mines,	What Then?
Agnes S. Christie,	Albany,	Utility.
Mary Corry,	Slingerlands,	The Useful and Beautiful.
Stephen J. Daring,	Gallupville,	Our National Power.
Ellen Adair Dooley,	Glenmore,	The Influence of Woman.
James B. Egan,	West Troy,	Business Life.
Mary E. Elmore,	Liberty,	Difficulties.
Sophie M. Fischer,	Port Chester,	Greek Mythology.
Emma A. Forman,	Cold Spring,	Life, its Duties and Influences.
George H. Fort,	West Charlton,	Precious Things of the Hills.
Effie M. Fraats,	Cooperstown,	Borders of the Supernatural.
Birdella M. Garner,	Chatham,	Voices of the Past.
Fannie E. Goodrich,	Olmsteadville,	Longfellow.
Jennie A. Goss,	N. Granville,	Good Cause, Stout Heart.
Irving Green,	Patchogue,	Perils of Mormonism.
Minnie J. Griffin,	Dover Plains,	A Successful Life.
Jennette Hendry,	Monticello,	The Passing of the Rubicon.

Name.	Post-office.	Subject of Essay.
Elizabeth Hermans,	Cohoes,	The Life of Nations.
Charles D. Hills,	Turin,	Language.
Lilian Holloway,	Delhi,	Improving our Talents.
Georgiana Jayne,	Old Westbury,	The Spirit of the Times.
Nathan D. Kingsley,	Jonesville,	The Life of Our Language.
Laura E. Kinne,	Ilion,	Right Thing in Right Place.
Helena A. Kring,	Mayfield,	Mountains.
Cornelia F. Lawrence,	South Salem,	How to Use Books.
Ella Lawson,	South Berne,	Lost Minutes.
Ida B. Lawson,	Aquetuck,	It Might Have Been.
Grace R. Lawyer,	Schoharie,	Music.
Carrie McMillan,	Salem,	The Love of Beauty.
Jesse McMullen,	Worcester,	Changes.
Maggie Miller,	Kinderhook,	Robert Burns.
Harry L. Moore,	W. Rupert, Vt.,	Chemistry in Farming.
Fayette Munson,	Hebron,	Will Power.
Lizzie A. Murray,	W. Albany,	Revelations of the Micro- scope.
William H. Myers,	Reynolds,	The Politician.
George H. Neal,	Green Island,	In Behalf of the Sciences.
Frank J. Newbury,	Penfield,	Motives.
Eliot B. Norton,	Cambridge,	Social Customs.
Mary E. O'Toole,	Waterville,	Nature's Sounds.
Mary E. Rowell,	Waterville,	Unwritten Language.
Nettie E. C. Russell,	Lebanon Spa,	Choosing.
Joanna S. Schlemmer,	Castleton,	Man's Highest Aim.
Angie Smith,	Shekomeko,	Public Libraries.
Lizzie A. Sprague,	Rochester,	Our Field of Labor.
Hannah A. Stymus,	Dobb's Ferry,	Beyond the Alps, Italy.
Lizzie A. Tompkins,	Stillwater,	Hope Beyond.
S. Jennie Townsend,	Coxsackie,	Steps.
Henry M. Tyndall,	Rose,	The Irreparable Past.
Mary Van Inwegen,	Cuddebackville,	Which Will You Be?
Marcia J. Wagar,	Eagle Mills,	Influence.
Angeline Watson,	Bolton Landing,	History.
Mary A. Whalen,	Yonkers,	Young Women in History.
Adelle L. Whitaker,	Warrensburgh,	Visitors from Eliland.
Alida A. Woodin,	Pawling,	Thy Speech Bewrayeth Thee
Marion Woolverton,	Albany,	Dignity of Labor.

During the past year President Waterbury has made an exhaustive inquiry into the history of the school and the services which its graduates have rendered to the cause of education. The following tabular statement has been prepared by him and illustrates in the most striking manner the usefulness of the school:

Record of the State Normal School at Albany, from 1844 to 1883, inclusive.

	Total number of graduates.	Total number of females.	Number of females reported.	Number of years taught.	Average number of years taught.	Total number of males.	Number of males reported.	Number of years taught.	Average number of years taught.	Total number of males.	Number of males reported.	Number of years taught.	Average number of years taught.	Total number of males.	Total number of yrs. taught, male and female.
1st ten classes.....	460	205	182	1,797	9.106	255	228	2,531½	11.106	255	228	2,531½	11.106	255	4,388½
2d ten classes.....	361	211	187	1,777½	9.446	150	136	1,509	11.106	150	136	1,509	11.106	150	3,287½
3d ten classes.....	337	226	205	1,734	8.466	111	101	872½	9.106	111	101	872½	9.106	111	2,606½
4th ten classes.....	298	198	182	1,646½	9.106	100	86	636½	7.106	100	86	636½	7.106	100	2,283
5th ten classes.....	285	221	210	1,602	7.106	64	63	401	6.106	64	63	401	6.106	64	2,003
6th ten classes.....	328	239	236	1,409	6.106	89	89	482½	3.106	89	89	482½	3.106	89	1,891½
7th ten classes.....	347	204	204	678	3.106	143	141	450½	1.106	143	141	450½	1.106	143	1,128½
Last five classes.....	170	112	112	170	3.106	58	58	95	1.106	58	58	95	1.106	58	265
Total, 1844 to 1883....	2,586	1,616	1,518	10,814	7.106	970	902	6,978½	7.106	970	902	6,978½	7.106	970	17,792½

From this table it appears that 2,586 have been graduates, of whom reports have been received from 2,420.

That these 2,420 graduates have taught 17,792½ years, making an average of 7.35 years for each, counting in the unreported and reckoning them as not having taught at all, the average for all the graduates is 6.84 years.

Of the 2,420 reported graduates only 193 did not teach after graduation; of these 14 died within a year; 7 enlisted in the army immediately after graduation; 6 were prevented by family duties, caused by sickness and death; 4 were shattered in health and unable to teach; 11 females married immediately after graduation and were unable to teach; one was relieved from his obligation to teach, by the executive committee, on payment of \$75, for his tuition; making in all 43 graduates who had good and sufficient reasons for not teaching, and leaving only 60 who were under obligations to teach but apparently did not.

Of the 2,420 graduates reported, 88 have become lawyers; 20, clergymen; 27, civil engineers; 56, physicians; 71, school officers, as State superintendents, assistant superintendents, superintendents of schools and school commissioners; 102, instructors in this or other normal schools; 51 authors [of many school books] and editors; 66 served in the war, of whom twelve lost their lives; one is now a captain in the regular army.

From information gleaned in these researches and gathered from other sources it is believed that, in addition to the above definite facts as to graduates, about 8,000 undergraduates of the school have taught in district schools.

The committee take great pride and satisfaction in referring to these statistics as evidence of the great service that the school has rendered to the State. It has often been made a charge against the normal schools of the State that their students after all do not teach; that they are educated at the public expense as teachers, and then turn aside into other walks of life. The statistics of this normal school do not support such a charge; on the contrary they give overwhelming testimony to the fact that the students and graduates of this normal school have fulfilled their obligations to the State with notable and praiseworthy fidelity, and have returned in overflowing measure the benefits she has conferred upon them.

IV. APPOINTMENT AND ADMISSION.

Students desiring admission to the school should apply to their school commissioner for an appointment. If the applicant possess the requisite qualifications the commissioner will make the appointment and send a certificate of the same to the Superintendent of Public Instruction, who will indorse it and send it to the president, in whose hands it will be found on the arrival of the student at the school.

When the school was established the number of students from each county was restricted to twice the number of its representatives

in the Assembly. The establishment of seven additional normal schools in the State has rendered this restriction unnecessary. The school is, therefore, open to all without restriction who desire to fit themselves to become teachers.

By an act of the Legislature, passed April 11, 1849, "every teacher shall be deemed a qualified teacher who shall have in possession a diploma from the State normal school."

Students should reach Albany the day before the opening of the term. They should come at once to the normal school building, where they will be directed to boarding-houses approved by the faculty. They should retain their checks for their baggage until they procure rooms, when it will be delivered free of charge.

Tuition and text-books are furnished gratuitously. The amount of fare necessarily paid in coming by public conveyance to the school will be refunded to those who are present at the beginning of the term and remain until its close.

The price of board in respectable families varies from \$3.50 to \$4 per week, exclusive of washing. Those who wish to board themselves can procure furnished rooms at \$1 per week. By so doing they can reduce their expenses for board to \$3 per week. All places for board and any change of place must be approved by the faculty.

The spring term begins on the second Wednesday in February.

The fall term begins on the second Wednesday in September.

The following extracts from a circular issued to the school commissioners by the State Superintendent of Public Instruction, clearly present the qualifications which are deemed essential.

"The school commissioners are directed to give the most extended notice in their power of vacancies, and to interest themselves in finding proper pupils to be appointed.

"In making the selections those who from past successful experience have proved their aptness to teach, or from traits of character clearly developed, give fair promise of future success, should be preferred. Talents not below mediocrity, unblemished morals and sound health are regarded as indispensable. In your visitations of the schools you will sometimes find teachers, who, to insure their highest success and usefulness, need only the instruction which this school is designed to give; or pupils who have given proof of good scholarship, which, by being properly directed, may be made of great value in the cause of education. Such teachers and scholars you will encourage to seek these appointments."

The school commissioners, to whom the State is under great obligations for the interest they have taken in the school, will understand why their attention is particularly invited to this circular, when the fact is mentioned that out of one hundred and eighty-two applicants who presented themselves in September, 1882, thirty-six were rejected for want of requisite qualifications. The commissioners will forward the circular sent them to those in their districts who have shown an aptitude for teaching or superior ability as scholars. Among those who have passed the Regents' preliminary or interme-

diately examination, or who may have been members of teachers' classes in the academies, are many who, if put in the way of receiving a normal school training, would do honor to the commissioners who appoint them and to the State which educates them.

V. EXAMINATIONS AND QUALIFICATIONS.

That those intending to apply may understand what will be required of them, the following information is given:

Before examination the student will register and sign this declaration: We, the undersigned, hereby declare that our object in resorting to the normal school, is to prepare ourselves for a faithful performance of the duties pertaining to the office of teacher; and we further declare that it is our intention to devote ourselves to the work of instruction in the public schools of the State.

Arithmetic.

In arithmetic the applicant must be able to recite all the ordinary tables of denominate numbers; to both write and read with facility large numbers, both entire and decimal; readily to perform the operations of addition, subtraction, multiplication, division and reduction of numbers, both simple and denominate, entire and fractional; to solve problems in percentage with its applications to interest discount, and profit and loss; to solve problems in ratio and proportion, and in square and cube root. Problems will be given sufficiently difficult to test the capacity for logical reasoning.

Geography.

Questions will be given relating to the shape of North America, its mountains, its river systems; the shape, the area, the boundaries and the number of the United States and Territories, and the relative importance of the different States. Correct information will be required as to the great lakes, the mines and mineral productions of the United States; the production and exportation of wheat, cotton and petroleum; and as to the great railroad lines between the Atlantic and the Pacific States. The applicant must be acquainted with the size, location and commercial characteristics of the more important cities of the United States and of Europe.

Grammar.

The applicant must analyze, according to the system taught in any standard grammar, simple sentences, compound sentences and complex sentences containing two or more clauses; explain the formation of plural nouns; decline personal and relative pronouns, and show how the different case forms are used in sentences; explain and illustrate the office of adjectives and adverbs; write verbs in any required mood and tense, and show a reasonable acquaintance with the use of capital and of italic letters, and with the subject of punctuation.

Spelling.

The applicant must exhibit a familiarity with the general rules of spelling, and be able to spell correctly seventy out of one hundred words in common, every-day use.

Reading.

The applicant must be able to read in a clear and distinct manner, pronounce words correctly, and show a knowledge of emphasis, inflection, etc.

Miscellaneous.

Those applying for admission to the advanced classes will be required to pass an examination in the studies of the preceding classes, and particularly in the methods of teaching the subjects which have been studied by those classes.

Applicants who can present a Regents' Preliminary Certificate will be admitted without examination. Those who have a Regents' Intermediate Certificate will be admitted to the Senior First Class without examination.

Candidates for admission to the lowest class must, if ladies, be not less than sixteen years of age; and if gentlemen, not less than eighteen; and if applying for admission to an advanced class, must be of a proportionately greater age. In all cases *decided maturity of mind* is indispensable. None will be admitted after the commencement of a term, except for weighty reasons.

VI. COURSE OF STUDY.

Junior Class—First Term. Arithmetic, English Grammar, Geography, Map Drawing, Penmanship, Physiology, Algebra, Didactics.

Junior Class—Second Term. Algebra continued, Higher Arithmetic, Elocution, Rhetoric, English Grammar, Botany, Natural Philosophy, History of the United States, Didactics.

Senior Class—First Term. Geometry, Natural Philosophy continued, Ethics, Astronomy, History, Science of Government, Higher Algebra, Criticism, Free-Hand and Industrial Drawing, Didactics.

Senior Class—Second Term. English Literature, Mental Philosophy, Trigonometry and Surveying, Chemistry, Geology, Book-Keeping, Political Economy, Evidences of Christianity, Natural History, Comparative Anatomy, Practical use of the Microscope, Didactics, Teaching in Model School.

Composition, Elocution and Vocal Music receive prominent attention throughout the course.

The course of instruction and practice occupies two years. The year is divided into two terms of twenty weeks each. The time required to complete the course will depend on the attainments, habits and talents of the pupil. It ought never to exceed four terms or two years. The students are divided into four classes; these are sub-divided into as many sections as circumstances may require.

Students are drilled in all the branches they are called to teach, and in such other studies as experience has shown to be best adapted to discipline and develop the mind. Persons cannot be made teachers by merely being told how to teach. They must themselves be taught in the right manner. They must themselves form the mental habits which it is their duty to aid others in forming. They must teach.

Every member of the faculty of the normal school is expected to be by example and by precept. In every recitation, a teacher of Didactics; every student is expected to recite as he should require a pupil to recite. Instruction in the art of teaching is thus given at every recitation, in every department. Special attention is given to the study of the human mind as the object and instrument of education.

Besides receiving in this way instruction in the art of teaching, the students are at the proper stage of their progress required to teach in the model school one or more hours a day for twenty weeks, under the supervision of the superintendent. While teaching, they are required, day by day, to submit a scheme of the next day's lesson and the method they propose to adopt in presenting it to the pupils. This scheme is criticised by the superintendent and modified as may be desirable. The best thought and ingenuity of the normal students are called out and exercised in the actual work of teaching, and faulty methods are eliminated. They also, under direction, visit other Albany schools and submit written reports of what they see and learn. Leaving the normal school, the student will enter upon professional duties with a confidence born of experience and practice. The superintendent frequently meets those practicing in the model school and encourages them to present original plans and schemes which are criticised by their fellows, by the superintendent and by the president. From eight till nine A. M. the graduating class assist the pupils of the model school, and thus learn to inspire and interest them.

Particular attention is paid to the studies of the first term junior, as these are the ones usually taught in district schools. Many attend during that term and then leave and teach for a time, and thus procure the means for returning and completing the course.

New School Building.

The executive committee made an application to the Legislature in 1883, for a small appropriation to make repairs upon the present school building. The finance committee of the Senate having the application under consideration deemed it wise to make an examination of the building before making the appropriation. Two of their number personally inspected the building and became convinced that it was entirely unfit for the purposes of the school, and that it was in such a condition as to raise serious doubts as to its safety. At their suggestion an examination of the building was made by

experts, who found that by the settlement of the foundations, both the east and west walls of the building were materially inclined from a perpendicular, the farther not less than four inches, and the latter seven inches. The facts thus gathered convinced the Senate committee that it was a needless waste of the money of the State to make repairs on the old building. Instead of this they recommended an appropriation for the erection of a new building. A bill for this purpose was promptly passed by both houses and became a law. By this bill the executive committee are authorized on the approval of their plans by the Comptroller to purchase a suitable site and erect a building. They are also authorized to sell the present site and building and use the proceeds in the execution of their plans; the law appropriates \$125,000, together with the proceeds of the sale of the old site and building, for the purpose.

In pursuance of this plan the committee have purchased a site on Willett street, fronting upon Washington park, and have procured the preparation of plans which have been approved by the Comptroller. Contracts for the entire work have been let, and work has been begun. It is expected that the building will be complete and ready for occupation by the winter or spring of 1885. It is believed by the committee that plans of great excellence and economy have been secured for this building, and that when finished it will be in every way suited for the purpose of the permanent home of the normal school. It is a matter of some sentiment, but more a matter of economy, that arrangements have been made for the use of the old Capitol in constructing this building.

Financial Statement.

The executive committee desire to renew in the report the statement that the appropriation of \$18,000 annually made by the Legislature is inadequate for the proper support of the school. The committee have not, it is true, allowed the expenses of the school to go beyond the means at their command. They have in no case incurred obligations which they could not with these means expect to meet. This, however, has been accomplished by an economy which has sacrificed the educational interest of the school. The school has absolutely no library fit so to be called. The books of reference which it contains are antiquated and obsolete. Suitable books for the students to aid them in their course of study, or to enable them to pursue a course of liberal reading are 'absolutely wanting.' The committee have lamented this want, but have been unable to remedy it. The faculty, as at present constituted, is one fewer in number than it was two years ago, when the school numbered less students than at present. The growth of the school, which in itself is one of the most encouraging features of its present condition, is, in view of the limited means for its support, a misfortune. Greater numbers mean a larger corps of instructors, greater expenditures for text-books, for stationery and apparatus, and an enlarged scale of

expenditures in every direction. The committee have no hesitation in claiming, in view of the larger number of students educated in this school, the larger number annually graduated, the comparatively greater expensiveness of Albany as a place of residence of the faculty and students, and the pressing want of the school to be supplied with books and apparatus, that the annual appropriation ought to be made not less than \$20,000. They earnestly urge upon those to whom the care of this school is by law specifically intrusted to use their influence to have the annual appropriation thus increased.

The following is a statement of the receipts and expenditures for the fiscal year ending September 30, 1883:

Receipts.

Balance on hand October 1, 1882	\$634 85
From State Treasurer, general appropriation.....	18,005 63
From State Treasurer, special appropriation	2,184 72
From tuition in the model school.....	2,422 00
From contingent sources.....	26 50
Total	\$23,323 70

Expenditures.

For salaries in normal department.....	\$12,836 66
For salaries in the model school.....	1,851 00
For salary of janitor	550 00
For fuel, light and water.....	976 85
For repairs of buildings	2,319 61
For apparatus and chemicals.....	92 95
For books and stationery.....	682 66
For mileage of students.....	845 72
For contingent expenses.....	2,078 80
For new building (to be refunded).....	122 71
Balance on hand September 30, 1883.....	966 74
Total	\$23,323 70

Respectfully submitted,

WILLIAM B. RUGGLES,
Superintendent of Public Instruction, Chairman.

DAVID MURRAY,
ST. CLAIR MCKELWAY,
ANDREW S. DRAPER,
ROBERT L. FRYER,

Executive Committee.

ALBANY, December 31, 1883.