

368773

A HISTORY OF THE BROCKPORT COLLEGIATE INSTITUTE

1832 TO 1867

by

M. ALENE BUTLER

''

Submitted in Partial Fulfillment of the Requirements

for the Degree Master of Arts

DEPARTMENT OF EDUCATION

UNIVERSITY OF ROCHESTER

March 1, 1939



YAS

38.428

B 98 h

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. BACKGROUND AND HISTORICAL SKETCH OF ACADEMY, 1832 TO 1867	5
III. BUILDING, GROUNDS, AND EQUIPMENT	15
IV. TERMS, RATES OF TUITION, AND BOARDING ESTABLISHMENT	24
V. FINANCES	40
VI. CURRICULUM, TEXTBOOKS, AND METHODS OF STUDY	68
VII. REGULATION OF CONDUCT	120
VIII. BROCKPORT COLLEGIATE INSTITUTE BECOMES BROCKPORT STATE NORMAL SCHOOL	136
IX. CONCLUSION	157
BIBLIOGRAPHY	161
APPENDIX	165

LIST OF TABLES

Table	Page
I. Value of the Brockport Collegiate Institute from 1842 to 1866	55
II. Revenue Received by the Brockport Collegiate Institute from 1842 to 1866	56
III. Expenditures Made by the Brockport Collegiate Institute from 1842 to 1866	58
IV. Debts Incurred by the Brockport Collegiate Institute from 1842 to 1866	59
V. Yearly Gains and Losses of the Brockport Collegiate Institute from 1842 to 1854 Which Resulted from the Revenue and Expenditures	61
VI. Subjects Which Appeared in the Brockport Collegiate Institute Curriculum by Years from 1842 through 1854	93
VII. Subjects Which Appeared in the Brockport Collegiate Institute Curriculum by Years from 1856 through 1866	95
VIII. Regular Subjects of Brockport Collegiate Institute, and the Year when Each Entered the Curriculum	97
IX. Summary of Number of Subjects Introduced into the Brockport Collegiate Institute Curriculum by Years	99
X. Number of Students in the Brockport Collegiate Institute Instructed in Common School Teaching141

CHAPTER I

INTRODUCTION

This study is concerned with the Brockport Collegiate Institute, an academy located in the village of Brockport in the western part of New York State. The study includes the years 1832 to 1867. In the latter year the school was made a state normal school by act of the Legislature.

The study will attempt to answer several questions concerning the school. It will first try to find out something about the physical and social backgrounds of the institution. What conditions led to its establishment? What did the building and grounds look like? What equipment was used? Then an attempt to answer some questions concerning the working of the school will be made. In what state were its finances? What curriculum was offered, and what textbooks and methods of instruction were used? To what extent did the school regulate the conduct of the students? What emphasis was placed upon religion? Finally, an attempt will be made to find the underlying factors which caused it to develop into a normal school rather than a public high school.

The main value of this investigation is to contribute something more to the detail of the history of secondary education in New York State. It will, however, contribute something in the way of

additional information on the question of why the private secondary schools were in general unable to function.

The sources for the study were the catalogues of the institution, the minutes of the board of trustees from the years 1855 to 1867, local histories, and excerpts from local newspapers such as the Brockport Republic. Issues of the Brockport Republic were examined in detail during the period from 1854 to 1867. The Annual Reports of the Board of Regents of New York State also provided information of value.

It may therefore be said that most of the material for this study has been obtained from original sources. Several interviews were made besides.

The data collected have been treated so far as was possible in a topical form. Under each topic appears somewhat of a chronological treatment.

The study has several limitations. School catalogues for several years were missing. The records of the board of trustees prior to the year 1854 were not available. It is probable that they were burned by the fire which destroyed the school in that year. No attendance register could be found. Little information about the content of courses and the methods of study used by the school could be found. Much of this, therefore, had to be taken from a study of the textbooks used. Charles Loomis, in a similar study entitled The History

of Macedon Academy has analyzed most of the textbooks that were used by the Brockport Collegiate Institute, and this material has been referred to in this study. No additional textbooks have been analyzed. Materials were lacking concerning the lives and personalities of important teachers and students of the school.

The report has been organized in the following manner. The second chapter contains an historical sketch of the village of Brockport and of the academy from 1832 through 1867. Chapter III is concerned with a description of the building, grounds, and equipment of the academy. The next chapter is concerned with a discussion of the terms, rates of tuition, and the boarding establishment of the school. Chapter V contains a detailed discussion of the finances of the school. The curriculum, textbooks, and the methods of study are dealt with in Chapter VI, while Chapter VII discusses the school's regulation of the conduct of the students. Chapter VIII deals with the topic of how the school was finally transformed into a state normal school. The conclusions are found in Chapter IX.

The following acknowledgements are made to those persons who have loaned materials or otherwise aided in making this study possible:

To the late Dr. Alfred C. Thompson, Principal of the Brockport State Normal School from the years 1910 to 1936, who made available all the records found in the library, museum, and office of the school.

To Peter A. Blossom, editor of the village newspaper, The Brockport Republic, who opened all office files which contained needed records.

To others who have aided in any way.

CHAPTER II

BACKGROUND AND HISTORICAL SKETCH OF ACADEMY
1832 TO 1867

A few miles west of the Genesee Valley in New York State lies a little village known as Brockport. Today this village is the home of the Brockport State Normal School, which, prior to 1867, was known as the Brockport Collegiate Institute or Brockport Academy. The purpose of this chapter is to give an historical sketch of this academy as well as something of the background against which it was formed.

The village of Brockport owes its settlement and growth largely to the following factors: its location on an old Indian trail, the perseverance and pioneer spirit of a few leaders from the settlement at Clarkson, and the building of the Erie Canal.

As early as 1803 white men knew of and used an old Indian trail, which began to the south where LeRoy is today, and led to Lake Ontario on the north. To the countryside along this trail, which later came to be known as the Lake Road, moved settlers from the rocky soil of New England and eastern New York, attracted by the splendid wheat-raising opportunities. Settlement was at first slow and difficult, as there were none of the modern means of transportation in existence. Some settlers came in sleighs drawn by oxen, while others came with all their family, provisions, and household

goods in great lumber wagons, covered with canvas spread over hoops, or even on foot with their possessions on their backs. After the purchase of the land, clearings in the dense forests had to be made before the land could be made productive.

By 1810, grist and saw mills and a number of houses had been built in the countryside surrounding the present site of Brockport. Milling and the grain business were already rising industries. The outbreak of the War of 1812 served, however, to retard the settlement. During this period many settlers left this section altogether while those remaining went to help check the invaders. As soon as the war was over, settlements again began to increase.

It was the building of the Erie Canal which finally determined the future of Brockport. At the place where this canal crossed the Lake Road, the village of Brockport eventually developed. Clarkson, a village one mile north of the present site of Brockport, in the days before the coming of the canal, had shown promise of becoming the important center of this section. It was situated at the point where the Lake Road crossed the Ridge Road. The latter was the main thoroughfare between Rochester and the Niagara River. In 1817, when the building of the canal was proposed, Clarkson fought very hard to get it. Its final location one mile south doomed Clarkson to remain a small hamlet and opened the way for the growth of Brockport.

As soon as the location of the canal had been settled, certain

enterprising men from Clarkson bought from the early settlers the land at the point where the canal would cross the Lake Road. Hiel Brockway bought about 450 acres on the west side of the road and James Seymour bought on the east side.¹

In 1823, due to the hard and slow task of cutting through the ledge at Lockport, it was planned by the Canal Commission to make Rochester the western point of the canal until the construction ahead was completed. It was due to the influence of James Seymour, whose cousin was canal commissioner of the state² that it was opened as far west as Brockport. As a result Brockport had, for two years, a chance to grow as the center of a shipping and business section. In October of the year 1825, the canal was finally opened to Buffalo. In 1822 the land on each side of the Lake Road, now known as Main Street, had been surveyed into building lots and building had begun. By 1823, other streets had been laid out and named. The first village school house was built about 1823, while the first church was dedicated about 1829. In the latter year Brockport was incorporated and a charter adopted by virtue of an act that passed the legislature April sixth of that year.³

¹History of Monroe County, New York, 1877, p. 158.

²Peck, W. F. The History of Rochester and Monroe County, New York, from the Earliest Historic Times to the Beginning of 1907, Vol. 2, 1908, p. 793.

³For account of the history of Brockport see:
Martin, C. E. The Story of Brockport for One Hundred Years, 1929, pp. 3-90.

History of Monroe County, op. cit., pp. 154-160.

The village was named in honor of a man who gave freely of his land and money for the building up of the village, and who was a vital force in its early stages. This man was Hiel Brockway.¹

Hiel Brockway, son of Gamaliel and Azubah Brockway, was born in 1775, in Clinton, Connecticut. He was a man about forty-eight years old when he settled in Clarkson in 1816 with his wife and thirteen children. His business enterprises as well as his attempts to promote the growth and best interests of the village of Brockport show that he was a man of great industry and foresight.

As soon as the building of the canal was certain, Mr. Brockway purchased the large tract of land along the Lake Road where the canal would pass. This he sold later on very liberal terms to those who wished to build there.

With prophetic vision, Mr. Brockway and Mr. Seymour, the two great landowners, set aside ample plots of ground for school buildings and for churches. In 1832 or 1833, Mr. Brockway gave the village the grant of six acres of land and, in addition, a sum of money.² This was for the purpose of encouraging the Baptist Association of Western New York to found a college in this village. The Association

¹For account of the life of Hiel Brockway see:
Martin, op. cit., pp. 3-90.

History of Monroe County, op. cit., pp. 154-160.

²Holmes, D. Semcentennial of Brockport State Normal School, 1917, p. 22.

For Deed to property, see Appendix, p. 166.

had announced that it would locate the college at a place in the western part of the state where the most local aid was offered toward its erection. As a result there was great competition among many of the villages of this section. The contest waged warmly among Warsaw, LeRoy, and Brockport until Mr. Brockway's generous offer finally secured the school for Brockport.

As soon as Brockport had been selected as the point where the college was to be located, the Baptist Association at once circulated subscriptions to which its people responded in a generous manner. Work upon the building was begun in 1834, and by 1836, a portion had been completed which was of sufficient size to house the school. A collegiate school under Professor Morse, as Principal, was opened.¹

The school was, however, doomed to early failure because of the debts incurred by the Association in its erection. It became impossible for the Association to complete the building or support the institution. It was compelled to place heavy mortgages upon the building and as a result in 1836, a foreclosure sale was instituted after which the building fell to Philemon Allen, a contractor.² When Allen, too, soon failed, the property passed into the hands of his assignees. By this time the Baptist Association had gone into bankruptcy. The

¹This school was incorporated by the Regents as "Brockport College," March 4, 1836. Gardiner, Sara L. Educational Corporation of New York State, 1924, p. 11.

²"The Collegiate Institute," The Brockport Republic, Vol. I, January 9, 1857, p. 2.

school was closed and its grounds became a harbor for beasts.¹

For several years thereafter various schools were started in the building but each in turn was discontinued.² The future of the school seemed hopeless.

The citizens of Brockport, disappointed because of the failure of this institution which had not only cost a large sum, but which stood as a monument to their progress, determined finally to take the matter into their own hands. At a meeting of the people of the village held August 19, 1841,³ it was decided to attempt to buy the college building and grounds from the assignees of Philemon Allen and to establish a Collegiate Institute at Brockport as had formerly been planned. A committee was appointed to investigate the matter as to whether a sufficient amount could be raised for the purpose. The next meeting was called September 12, 1841. A stock association was formed and stock certificates were issued, after which the property was purchased.⁴ A board of twenty-four trustees was then appointed which resolved that the institution should be transferred back to the Baptist Association, if, within a ten-year period, the Society raised the necessary amount to support a church college and pay the amount

¹History of Monroe County, op. cit., p. 160.

²Catalogue of the Officers, Teachers and Students of Brockport Collegiate Institute, Rochester, 1842, p. 13.

³Infra., p. 40.

⁴Catalogue of the Officers, Teachers and Students of Brockport Collegiate Institute, op. cit.

which the people of Brockport had spent in purchasing back the institution.

The trustees then proceeded to repair and complete the building and improve the grounds, using money raised by a subscription and by a loan on the property.

The school was opened December 1, 1841,¹ with Julius Bates as principal.² It was incorporated as Brockport Collegiate Institute by the Regents of the University of the State of New York, February 15, 1842.³ The trustees of the Institute at a meeting held on Monday evening, June 6, 1842, adopted their by-laws.⁴ The school then entered into a period of prosperity. Each year it drew more and more students, and its fame spread. It was considered an outstanding institution of its kind in the State.⁵

This period of success soon, however, came to an end with the occurrence of a grave disaster on Sunday morning, April 2, 1854.

¹Catalogue of the Officers, Teachers, and Students of Brockport Collegiate Institute, op. cit.

²Julius Bates was formerly a teacher at Gaines, Orleans County. He was engaged by the Brockport Collegiate Institute for a four-year term. See Martin, op. cit., p. 57.

³Fifty-fifth Annual Report of the Board of Regents, 1842-1843, p. 6.

⁴Proceedings of the Trustees of Brockport Collegiate Institute, Brockport, New York, 1855-1867, p. 1.

⁵"The Brockport Collegiate Institute," The Daily Advertiser, Vol. 2, July 22, 1858, p. 2.

During the time while church services were being held, the firebell of the village sounded an alarm. The Collegiate Institute was in flames. By two o'clock that afternoon the building was destroyed except for a few charred and crumbling walls.¹ Without a building and the necessary equipment it became impossible to continue the school, so the student body was dispersed. Many became affiliated with other institutions of learning. The loss of this school, which had been the pride of the village, was a staggering blow to the people.

The board of trustees met the next day, Monday, April 3, to see what, if anything, could be done. At this meeting, in spite of many odds against them, they determined to rebuild as soon as possible.² Additional stock was to be sold in an attempt to secure the necessary funds. Work was begun at once under the supervision of the former principal, Mr. N. P. Stanton.³ The school was opened in an unfinished state November 27, 1855, under Mr. Stanton as principal.⁴

¹For accounts of fire see: Martin, op. cit., p. 58.

History of Monroe County, op. cit., p. 161.

The Daily Advertiser, op. cit., p. 2.

"The Collegiate Institute," op. cit.

²Proceedings, op. cit., p. 1.

³Mr. Stanton was principal when the school burned down and had been hired for a term to cover several years. Martin, op. cit., p. 58.

⁴See Appendix V, p. 172 for the printed circular which announced the reopening of the school.

By the fall of 1856, it seemed certain that the new building would be completed by December first of that year. Mr. David Burbank was to succeed Mr. Stanton as principal upon its completion.¹ On December 23, 1856, the people assembled in the new chapel to dedicate the new Collegiate Institute.²

During the next ten years the school gained in importance and was very successful as a school, but was always financially embarrassed. In order to meet the debt, a first mortgage had been given to the University of Rochester and a second to Mr. David Burbank, the principal.³ It was difficult to find the money with which to keep up the interest on these mortgages and, as a result, the Institute seemed to hold no one principal for long. Foreclosures were commenced, and by 1866 it was practically bankrupt. There seemed to be no resource left whereby the school could be maintained.⁴

A teacher training department had been established in connection with the institute in 1842.⁵ This was for the purpose of training teachers for the common schools. On April 16, 1866, when an act

¹"Collegiate Institute," op. cit., October 17, 1856, p. 2.

²Proceedings, op. cit., p. 51.

³Ibid., pp. 40-44, 52, 114-115.

⁴Ibid., pp. 122-124.

⁵Annual Catalogue of the Trustees, Teachers, and Students of the Brockport Collegiate Institute, Syracuse, 1850, p. 19.

passed the Legislature authorizing the location of four more normal schools, the trustees of the Collegiate Institute seized the opportunity as a last straw and applied for one in Brockport to be established in connection with the academic department. The contest was close between several rival villages in the western part of the state, but Brockport finally won.

On the twenty-first of March, 1867, the last meeting of the board of trustees of the college was held.¹ At this meeting they transferred to the village all their rights, titles, and interests. The village turned these over to the state. On April 17, 1867, the Normal School was formally opened.²

This chapter has attempted to present an historical sketch of the formation and growth of an academy of the period, pictured against the background of a small village in the western part of the state. The ensuing chapters will deal more specifically with certain phases of the Academy which have been but briefly sketched here.

¹Proceedings, op. cit., pp. 139-140.

²History of Monroe County, op. cit., p. 161.

CHAPTER III

BUILDING, GROUNDS, AND EQUIPMENT

The building, grounds, and equipment of the Brockport Collegiate Institute furnished the setting against which the activities of the school were laid. The purpose of this chapter is to give as complete a picture of this setting as is possible.

The Academy grounds consisted of the six acres of land given by Hiel Brockway. There is no other mention made of the grounds until 1856. At this time records show¹ that they were spacious, fenced and graded, and adorned with trees and shrubbery. The early catalogues give the only available account of the first building, that which was destroyed by fire in 1854. These describe the exterior as constructed of stone, four stories in height above the basement, and sixty by one hundred feet upon the ground.

The first catalogue, published in 1842, contains the following description of the interior:²

It is divided transversely by two halls: one of which is devoted exclusively to the Female Department. There are in the building 4 general school rooms - a large chapel - 32 rooms for students, 14 feet square, to each of which is attached a bedroom; and suitable accommodations for the Principal and family. The arrange-

¹Collegiate Institute, op. cit., October 17, 1856, p. 3.

²Catalogue of the Officers, Teachers, and Students of Brockport Collegiate Institute, Rochester, 1842, p. 15.

ment is such throughout, that the two departments can be kept entirely distinct.

The Catalogue of 1844¹ adds that one side was occupied by Mr. Bates, the principal, for a dwelling and boarding purposes, and afforded rooms for teachers and study rooms for the young ladies. The other side was divided into recitation and study rooms for young gentlemen.

This building was in existence from 1836 until 1854, when it was destroyed by fire. We can form quite a complete picture of the building as it was rebuilt after the fire because there are more records available, and because this building stands today as part of the Brockport State Normal School. Additions and interior changes have been made, but the structure remains fundamentally the same.

The building, in the Norman style of architecture, was constructed of dark Medina sandstone with belting courses of Lockport stone. It is two hundred feet long, and consists of a main or central building four stories above the basement, fifty by sixty feet, and two wings of three stories, each forty by seventy-five feet.

The interior of this building contained much more space than the building which was burned. On the first floor the north wing housed the matron's rooms, the reception room, and the public parlor,

¹Annual Catalogue of the Officers, Teachers, and Students of the Brockport Collegiate Institute, Rochester, 1844, p. 17.

while the south wing contained the recitation rooms. The chapel, fifty feet by sixty, and fourteen feet high, occupied the main floor of the central building. The upper floors of the wings could accommodate 150 boarding students.¹ The young gentlemen and their teachers occupied the wings on the south, and the young ladies and their teachers occupied those to the north. The catalogue of 1857-1858 describes the rooms as follows:²

The student's rooms are high and airy, are each furnished with a closet and the means of ventilation, and are in other respects so constructed as to secure the highest degree of comfort and convenience.

The principal's drawing rooms were on the second floor of the central building at the front. The halls between the wings were separated by a partition, but the principal's drawing rooms opened into each. On the same floor opposite the principal's rooms were those of the preceptor. The basement was used for boarding purposes.

The grounds surrounding the new school were almost the same as those already described. A quotation, taken from the catalogue above cited, describes them thus:

The grounds are extensive, embracing an area of more than six acres, handsomely graded and adorned with graveled walks, a circular drive, and a grove of full grown shade trees.

¹"Collegiate Institute," op. cit.

²Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1857-1858, p. 35.

A new feature was, however, to be found running along their southern border. This was the New York Central Railroad, which had been completed in 1852. The trustees seemed to consider that this would attract students to the school, as the following passage, taken from one of their advertisements in the newspaper, shows:¹

The Rochester and Niagara Falls Railroad passes within a few rods of the ground, and the cars as they whirl along, may be seen from every room in the edifice.

This is not strange because the railroad was a source of great pride to the people, and its station formed a social center where the villagers met to exchange bits of news, and to watch the passengers.

The following also helps us to form a good idea of the location of the Academy and its grounds in relation to the rest of the village:²

The Institute stands upon a slight elevation commanding a fine view of the village and of the surrounding country. The location is retired, airy and healthful, and in every respect beautiful and attractive.

It is but a few minutes' walk from the depot, and the post office, and the several churches, and yet is entirely removed from the dust of travel and the noise of business.

Our knowledge of the equipment of the building is limited in the main to that of the library, and to what the catalogues term

¹Collegiate Institute, op. cit.

²Catalogue of the Officers and Students of the Brockport Collegiate Institute, op. cit.

the "apparatus." The first catalogue states that a sum of five hundred dollars was to be spent for library and apparatus before the new term.¹ That this was accomplished is confirmed by the next catalogue which mentions that the institution was equipped with a good library and apparatus.²

In 1852 the following instruments were added:³

Chamberlain's large American Air Pump, a splendid instrument, with all necessary fixtures for pneumatic experiments, Hydrostatic Chemical and Electro-Magnetic apparatus; a large Magic Lantern, with Astronomical slides; Surveying Instruments, &C.

The principal at this time had a valuable cabinet containing two thousand mineral specimens.

By 1853 a large and convenient room had been fitted up for the library, apparatus, and cabinets. The catalogue of this year says:⁴

.....valuable additions have just been made to this department, so that nothing is now lacking for Philosophical, Chemical, Astronomical, and Mathematical experiments or illustration.

The fire, which occurred at this time, destroyed some of the equipment, and the school had to buy new. Much of the apparatus

¹Catalogue of the Officers, Teachers, and Students of Brockport Collegiate Institute, Rochester, 1842, p. 16.

²Ibid., 1844, p. 20.

³Catalogue of the Brockport Collegiate Institute, Syracuse, 1852, p. 21.

⁴Catalogue of the Officers and Students of the Brockport Collegiate Institute, Buffalo, 1853, p. 29.

for philosophical and chemical experiments was, however, repaired and used in the new building. In 1857 the minutes of the board show the apparatus to be worth \$295, while in 1858 articles to the value of \$82 were added. In 1859 a petition was sent to the Regents which requested \$75 for new apparatus and books. A like amount had been raised by the trustees.¹

New maps and globes for geographical and astronomical illustrations now formed part of the equipment. The catalogue of 1857-1858² refers for the first time to the "good gymnastic apparatus to which the students have free and constant access." It does not tell, however, of what this apparatus consisted. It is certain that one or more pianos and other musical instruments were owned by the school because, from the earliest catalogue, mention is made of the tuition charged for the use of these instruments.

The library of this new building is described as a "pleasantly located room, supplied with elegant cases and otherwise neatly and tastefully furnished." It had a good variety of books for general reading as well as a "fine collection of standard works for reference."³ According to the Annual Reports of the Regents of the State

¹Proceedings, op. cit., pp. 57, 70, and 82.

²Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1857-1858, p. 32.

Ibid., p. 29.

of New York the number of volumes in the library increased from 243 in 1842 to 577 in 1866.

About 1857 another room was fitted up for reading and was furnished with a variety of political, literary, and religious publications. This was the Athenaeum.¹ There were seven daily newspapers to be found here including three New York papers, three Rochester papers, and one local. In addition, there were nineteen weekly papers, eighteen monthly, and five quarterly magazines.

The religious periodicals included Northern Christian Advocate, Gospel Messenger, Presbyterian, and American Baptist. Several denominations are represented by these magazines. Although the school had been established as a Baptist institution and was still colored by a religious spirit, it had grown nonsectarian. The addition to the traditional subjects of a broader and more expanded course of study accounts for the variety of fields represented by the following periodicals: Electric Magazine, American Agriculturalist, Scientific American, Herald of Health, Merry's Museum, Musical Review, and Musical Pioneer. Frank Leslie's Budget of Fun and Mr. Merryman's Monthly, show that the lighter side was not neglected.

In 1859 gas lighting was introduced.² Before this candles and

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1863-1864, p. 31.

²Proceedings, op. cit., pp. 25, 40.

lamps had been used. Coal stoves formed the only means of heating the entire building. At one time there were more than a hundred of them in use.¹ The stairways were all of a spiral type.² The classroom walls were bare, and most of the space was used for blackboards. There is no record of any pictures in the entire building which represented school work, nor is there any mention of a thermometer. The pupils' desks were rude wooden settees, and those of the teachers were situated on raised platforms at the front of the rooms. Drinking water was obtained from a water pail and tin cup or from the outside well. In both cases the same cup was used by everybody. The toilet facilities were poor.

The grounds, building, and equipment of the Brockport Collegiate Institute had many shortcomings when compared with those of high schools of today. The six acres of ground seem small beside the ten to twenty acres now thought necessary to provide sufficient play space.³ Nor would the building, which consisted mainly of study and recitation rooms, meet the needs of our modern educational program which includes the addition of many new subjects, many new methods such as the laboratory method, and the specialization of the teaching force. Electric lighting has replaced gas, steam, and oil

¹Holmes, op. cit., p. 24.

²Ibid., p. 24.

³Cubberley, E. P. Public School Administration, 1929, p. 565.

heat, drinking fountains have replaced the water pail and cup, toilet facilities have been greatly improved, furniture has been modernized, and the equipment has been greatly enlarged.

In modern high schools the principal is not responsible for furnishing the furniture or other equipment. This is attended to by the school board, and is financed by money collected from public taxation. The policy of the Brockport Collegiate Institute with regard to this seemed to be that the principal was to provide much of the furniture and equipment. In a contract made with a principal,¹ the board of trustees agreed to furnish all the philosophical and chemical apparatus, and the furniture and equipment found in the library, the chapel, and the school and recitation rooms. The latter consisted of seats, desks, blackboards, and stoves. All the rest of the school, including the boarding establishment, was to be furnished and equipped by the principal. At the expiration of his term, it was understood that he could remove anything which he had provided.

Summary. The buildings, grounds, and equipment of the Brockport Collegiate Institute were, no doubt, sufficient to meet the educational needs of the time. Instruction was almost entirely book instruction, and little more than recitation rooms were needed.

¹Proceedings, op. cit., pp. 24-27.

CHAPTER IV

TERMS, RATES OF TUITION, AND BOARDING ESTABLISHMENT

Two important sources of revenue for the Brockport Collegiate Institute were the fees gained from tuition and those gained from the boarding establishment. It is the purpose of this chapter to deal with these topics and with the terms in which the school years were divided.

The school year was longer than that of our present-day school system. It consisted of from forty-two to forty-five weeks as compared with forty in our present New York State high school system. Each year was divided into three terms of fourteen or fifteen weeks each, known as fall, winter, and spring terms. Each term was followed by a vacation. These varied from one or two weeks following the fall and winter terms, to six or eight weeks following the spring term. The latter came during the summer months.

A few of the school calendars will serve as illustrations. The year 1844-1845 was divided into three terms of fifteen weeks each. The calendar reads as follows:

Calendar for 1844-1845

1844 - March 12, Tuesday, Spring Term commences
June 27, Thursday, Term ends

¹Annual Catalogue of the Officers, Teachers, and Students of the Brockport Collegiate Institute, Rochester, 1844, p. 17.

Summer Vacation
 August 7, Wednesday, Fall Term commences
 November 14, Thursday, Term ends
 Fall Vacation
 November 26, Tuesday, Winter Term commences
 1845 - March 7, Friday, Term ends
 Spring vacation
 March 18, Tuesday, Spring Term commences
 and continues fifteen weeks

In 1852-1854, the academic year was divided into three terms of fourteen weeks each.¹ The fall term commenced Wednesday, August fourth, the winter term Wednesday, November twenty-fourth, and the spring term Wednesday, March fifteenth. There was a vacation of two weeks at the close of the fall and winter terms, and one of six weeks at the close of the summer term. The catalogue for this year advised students that it was very desirable that they enter the first day of the term as the regular classes were then organized, and a delay of a few days often proved a serious disadvantage to them. Students were, however, received at any time during the term and charged according to the time they continued in the school, provided they remained at least half a term.

The year for 1858-1859 was divided into three terms of fourteen weeks each.² The fall term began August eighteenth, the winter term December first, and the spring term March twenty-third. There was a

¹Catalogue of the Brockport Collegiate Institute, Syracuse, 1852,
pp. 20-21.

²Catalogue of the Officers and Students of the Brockport Col-
legiate Institute, Rochester, 1857-1858, p. 33.

vacation of one week at the close of the fall term, one of two weeks at the close of the winter term, and one of eight weeks at the close of the spring term.

According to the Catalogue of 1842 tuition was required in advance of all students. The rates were as follows:¹

<u>Subjects</u>	<u>Term</u>	<u>Year</u>
Reading, writing, spelling Emerson's First Part Mitchell's Small Geography	\$ 3.00	\$ 9.00
Geography, arithmetic (second and third parts), grammar, United States history, Constitution of United States, Natural philosophy, natural history	4.00	12.00
Greek and Latin languages Chemistry, Robbins' Outlines, Physiology, rhetoric, mental and Moral Philosophy Astronomy, political economy, Logic, botany, algebra, Geometry, surveying	6.00	18.00
One of the above studies in connection with any or all of the second rate.	5.00	15.00
<u>Extra</u>		
Music, (piano) per quarter	10.00	40.00
Use of instrument	2.00	8.00
French	4.00	12.00
Painting and drawing, each	4.00	12.00

¹Catalogue of the Officers, Teachers, and Students of Brockport Collegiate Institute, Rochester, 1842, p. 15.

In addition to the above each student was charged for incidental expenses twenty-five cents for the winter and spring terms and thirteen cents for the fall term.

The location of the boarding establishment in relation to the rest of the school has already been described in Chapter III. The catalogue¹ states that Mr. Bates, the Principal, boarded all the teachers and as many students as desired at \$1.25 a week, with an additional charge of \$.25 for those who took tea or coffee. Boarders were furnished with good rooms and with all necessary furniture without charge. Washing amounted to \$.38 per dozen. The sum of \$10 was required in advance for board, the remainder at the end of the term. It is estimated in this catalogue that the whole yearly expense of tuition, board, wood, lights, and washing would not exceed \$80, and with economy it could be reduced under \$75. Some young ladies or gentlemen who wished to board themselves were charged \$2 for rent provided that two occupied one room. If more than two took the room it made the expense less.

The rates of tuition in 1844-1845² were the same as for the year 1842 except in a few cases. Piano lessons were still \$10 a term but

¹Catalogue of the Officers, Teachers, and Students of Brockport Collegiate Institute, Rochester, 1842, p. 15.

²Annual Catalogue of the Officers, Teachers, and Students of the Brockport Collegiate Institute, Rochester, 1844, pp. 17-18.

were reduced to \$30 a year, while the use of the instrument was reduced to \$6 a year. Vocal music was added at \$1 a term or \$3 a year. It is here stated that the \$.25 for the winter and spring terms and the \$.13 for the fall term were charged for fuel and sweeping.

Room rent was advertised at \$2 a term or \$6 a year, board at \$1.25 a week or \$56.25 a year, and washing at \$.37 $\frac{1}{2}$ a dozen. Students could, however, pay a flat rate of \$100 a year. For this they would get board, ordinary tuition, room rent, bed and bedding, towels, fuel, lights, and washing. Students who wished to board themselves were charged \$2 a term for rent provided they furnished their own rooms. They would have to provide their bed, bedding, towels, fuel, and lights. A furnished room cost \$3.50 a term. These estimates were based upon the supposition that two occupied one room. If more than two were in a room the rent was reduced.¹

All term bills had to be paid one half in advance, and the remainder at the end of the term, or the whole amount at the middle of the term. The sum of \$10 was required in advance for board, and the remainder at the end of the term.

The students had comfortable quarters. Connected with each bedroom was a study room. There were thirty-two such study rooms in the

¹Annual Catalogue of the Officers, Teachers, and Students of the Brockport Collegiate Institute, op. cit., pp. 18-19.

whole building. Some were fourteen feet square, and others were fourteen feet by eighteen. The rooms were equipped with chairs, tables, bedsteads, washstands, pails, bowls, pitchers, and mirrors.¹

The by-laws of the school contain certain rules and regulations by which the boarding students had to abide.² Some of these concerned tuition and damages to school property. Students were allowed to enter the school at any time, but in all cases, except for sickness, they were required to pay tuition from the time they entered to the end of the term. No student was permitted to enter a second term until all charges for the previous one were paid. Students could not change their rooms without permission, nor could they make alterations in them without permission from the principal. Any violations of this rule were considered as damage. All damages to any rooms had to be repaired at the expense of the occupant. Any student who caused any damage to any part of the building or grounds was supposed to inform the principal immediately. All damages where the perpetrator was not known was charged in a common bill of damages and paid equally by those in the apartment where it was done.

¹Annual Catalogue of the Officers, Teachers, and Students of the Brockport Collegiate Institute, op. cit., p. 18.

²See Appendix X, p. 187.

Some other rules were for the purpose of preventing fire. It was natural that much stress was placed upon fire prevention because fire fighting apparatus was very crude and unreliable. Stoves were found in each student's room which explains several of the rules. The stove pipe was to be no larger than six inches. Each student had to have a pail filled with water in his room at the time of retiring. No matches could be kept in a room unless in a tin box or something equally safe. Students had to take up ashes in an iron pail only, and they were not to permit them to remain in their rooms. No student was allowed to keep wood in his or her room, except in wood-boxes. No student could throw water, ashes, dirt, or anything else from the windows of the building. One other rule concerned the boarding establishment. No student was to enter the kitchen, cellar, washroom, or any other room belonging to the domestic department without permission.

Tuition, board, and room rent in 1845-1846 were the same as for the years 1844-1845 except that, for those students who boarded themselves and had a furnished room, the cost of the room was raised to \$4. The students now received mending in addition to the things already named for their \$100 yearly tuition.¹

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1845, p. 19.

The charge for the year 1846-1847 was raised to \$112 and that for board to \$1.50 a week. For piano lessons the tuition was lowered to \$8 a term, and for French to \$2 a year. All other rates remained the same as those previously given.¹

In 1850,² there were a few changes in the tuition rates. Water color painting was \$5 a term, drawing was \$5, French and German were raised to \$3 a term, and vocal music was lowered to \$.50.

The tuition rate for the classical and mathematical departments in 1852-1853³ was \$6, for the use of the piano \$2, and for oil painting \$10. Two new departments were added, the junior English department with tuition at \$4, and the senior English department with tuition of \$5 a term.

In 1853⁴ the only change in tuition was in French and German in which it was raised to \$5. An extra charge of \$.50 was made at this time for a seat in church.

No catalogue was issued for the following year because the school burned. In the Board Resolutions for April 17, 1855, a motion is found⁵ which gave Mrs. Bates, head of the boarding establishment,

¹Annual Catalogue of the Officers, Teachers, and Students of the Brockport Collegiate Institute, Brockport, 1846, p. 22.

²Annual Catalogue of the Trustees, Teachers, and Students of the Brockport Collegiate Institute, Syracuse, 1850, p. 19.

³Catalogue of the Brockport Collegiate Institute, Syracuse, 1852, pp. 20-21.

⁴Catalogue of the Officers, Teachers, and Students of the Brockport Collegiate Institute, Buffalo, 1853, pp. 28-29.

⁵Proceedings, op. cit., p. 11.

the free use of the garden belonging to the Institute. This motion was later amended, however, to charge her \$10 for it during the season. She was to keep the fences and grounds in good condition. As there was no school this garden was, no doubt, for her own private use.

The school was reopened in an unfinished state on November 27, 1855. For the time being the boarding establishment was closed. A circular pasted in the book which contains the Board Resolutions states as follows:¹

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. References to good places may be obtained of the Trustees or Principal.

In October of 1856 the trustees announced in the newspaper² that the school would be completed and ready for occupancy before the opening of the winter term in December, and that the books were open for students to select their rooms. Choice of rooms would be given in the order of application.

The new building, like the old one, provided for an elaborate boarding establishment. There were ample apartments for the principal

¹ Circular for Brockport Collegiate Institute for November 27, 1855, found in Proceedings, op. cit., p. 18.

² "Collegiate Institute," op. cit.

and his family, for the subordinate teachers, the matron and her family and domestics, and rooms for 150 boarding students. The students' rooms are described as furnished with a closet and means of ventilation, and were so constructed as to secure the highest degree of comfort and convenience. The boarding establishment was located in the basement, and Mrs. Bates was still in charge of it. The tuition, board, and room rates were the same as above.

The catalogue of 1857-1858 announced tuition and other expenses as follows:¹

Regular Studies

Junior English department	\$5.00
Senior English department	6.00
Classical department	7.00
Preparatory department, for twelve weeks	3.00
Incidentals35

Extras

French and German, each	\$5.00
Lessons on piano	10.00
Lessons in thorough bass	12.00
Lessons in harmony	15.00
Use of instrument	2.00
Lessons on guitar	12.00
Vocal music with piano forte	12.00
Vocal music in classes	1.00

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1857-1858, pp. 33-34.

Cultivation of the voice	15.00
Pencilng	3.00
Grecian and Theorem painting	5.00
Oriental and Monochromatic, each	4.00
Transferring engravings on glass	4.00
Wax flowers	5.00
Wax fruit	6.00
French embroidery	2.00
Silk embroidery and needle work	5.00
Papier mache	5.00
Inlaying of pearl	5.00
Oil painting	10.00
Penmanship in classes	1.75

The cost of board with an unfurnished room for a week amounted to from \$1.75 to \$2.00, while board with a furnished room was from \$2.25 to \$2.50. Board with a furnished room and with fuel and lights for one week was from \$2.50 to \$3.00. Washing was \$.50 a dozen. A rate of \$150 was made for the family students who lived in the building. This included tuition in the regular studies, board, furnished room, fuel, lights, washing, and mending. The catalogue announces that this rate is lower than usual because of the depressed state of business affairs and the fall in the price of provisions.

All bills for tuition were payable strictly in advance. Other bills were payable one half at the beginning, and the remainder at the middle of the term. The catalogue announces that Mrs. Bates was succeeded by Mrs. E. O. Rollin as head of the boarding establishment.

Tuition was furnished gratuitously for one term, on certain specified conditions, to one pupil from each of the district schools in Brockport. Just what these conditions were the catalogue does

not specify. It seems probable that marks and deportment were important factors in picking these students. First mention is here made of tuition and room rent granted free to poor but deserving students who desired an education.¹

.....a limited number of pious young persons of both sexes, who are anxious to obtain an education, but are destitute of the means, and who can come properly recommended, will be admitted free of charge for tuition and room rent.

This principle of education for poor and rich alike forms the basis of our present day democratic high school.

September 2, 1859, the board resolved that scholars from a distance be requested to board and room at the Institute except in special cases approved by the principal.² All catalogues hereafter contain this provision.

During the ensuing years board and tuition rates were gradually raised in order to meet the school's obligations, and to enable the principal to cover expenses. This was partly caused by the higher cost of living due to war times, and partly to the fact that the school was having financial difficulties which made it difficult to remain in operation. It had to pay its upkeep as well as the interest and principal on the mortgages and claims against it.

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, op. cit., p. 34.

²Proceedings, op. cit., p. 80.

November 27, 1863, the trustees raised the price of board for the next term from \$55 to \$60 and the room rent for self-boarding scholars to \$4 a term for each student. Tuition in each branch of instruction, except the primary department, was raised \$.50.¹

Again in March of 1864 the board agreed to raise the tuition to \$9 and \$10 a term, and the yearly fee for family students to \$200. This raise was due to the fact that Professor McVicar, the Principal, had threatened to resign unless tuition was raised.² The raise was announced to the public as follows:³

The rates of tuition and board will be slightly advanced at the commencement of the next term to partially offset the great advance in nearly all the necessaries of life. The advance will be similar to that of other institutions of the same standing.

Information regarding the rates of tuition and the boarding establishment for the school year of 1864-1865 may be gleaned from the catalogue of 1863-1864.⁴ Students were received at any time, but in no case for less than a term, except by special arrangement with the principal. No deduction was made for those who entered within the first two weeks or left within the last three weeks of the term,

¹Proceedings, op. cit., p. 107.

²Ibid., p. 112.

³"The Collegiate Institute," The Brockport Republic, Vol. 8, March 10, 1864, p. 3.

⁴Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1863-1864, pp. 32-34.

nor for absences during the term, except for sickness.

The tuition for a term amounted to the following amounts:

Collegiate department	\$10.00
Academic department	8.00
Preparatory department	6.00
Primary department	4.00
Incidentals35
Reading room (Collegiate and Academic) Day scholars25
Boarders50
Diploma and graduation fee	6.00

Extras

Lessons on piano	12.00
Lessons on organ	15.00
Lessons in thorough bass	6.00
Lessons in harmony	6.00
Lessons on the guitar	12.00
Cultivation of the voice	15.00
Use of piano for two hours	3.00
Vocal music in classes	1.50
Pencilling	5.00
Wax flowers	5.00
Oil painting	12.00
Penmanship in classes	1.50

Room rent for a term was \$4, while board was from \$2 to \$3 a week. The catalogue describes the family students thus:

These are such as are received under the immediate and special care of the Principal, and provided with everything necessary to constitute a comfortable and pleasant home. They are accommodated with well-furnished rooms near those of the Principal, and share all the privileges of his own family.

The annual charge for these students was \$200, or \$66.66 each for the spring and fall term, and \$71.66 for the winter term. This charge

included tuition in the regular studies, board, furnished room, fuel, lights, washing, and for gentlemen, ordinary mending. An additional charge was made for all actual damages, whether from accident or carelessness, and for students rooming alone. Boarding students furnished their own towels, napkins, and napkin rings, and sheets and pillow cases. Pupils were told to mark distinctly with their name in full each of the articles just named as well as every article of clothing. Every student was instructed to be furnished with comfortable outer garments and with an umbrella and overshoes.

Only a slight change occurred in the tuition for the year 1865-1866.¹ The tuition for the collegiate department was raised to \$12, the academic to \$10, and the primary to \$6. The room and boarding expenses remained the same as in 1864-1865.

The tuition rates of the Brockport Collegiate Institute, however small, served, no doubt, as a barrier to keep out many students who were too poor to pay. Then, too, many students from outside the village were prevented from attending the school because they could not afford to live away from home and pay room and board rates. The horse and buggy furnished the only means of cross-country travel for those who did not have access to the railroad and served only

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, op. cit., 1864-1865, p. 35.

those students within a few miles' radius of the school.

A comparison with the modern high school serves to furnish even a clearer idea of the problem. Today high schools charge no tuition rates because they are supported by public tax money. This makes them accessible to every boy and girl regardless of financial status. Modern public high schools do not have boarding establishments, partly because of the fire hazard, partly because parents wish their children to live at home, and partly because of the expense incurred. Improved methods of transportation, such as the automobile, bicycle, and the school bus, make it possible for today's high schools to draw students from a large area of surrounding country.

Summary. The school year of the Brockport Collegiate Institute lasted from two to five weeks longer than that of our present day high school system in New York State.

The rates of room, board, and tuition were fairly uniform over the period covered by this study except for a slight raise from 1859 on. This was caused by financial difficulties and by high war prices. These rates, however small, served to shut out students from poor families and those who came from a distance.

An ideal of our present day democracy originated in a small way in this school in 1858-1859, when a limited number of poor but ambitious students were allowed to attend the school with tuition and room rent free.

CHAPTER V

FINANCES

The history of the Brockport Collegiate Institute is one of financial difficulties. At this point an attempt will be made to discuss the financial state of the school at some length. It will be necessary, for a thorough understanding of this topic, to include here some of the material already touched upon in Chapter II.

The Baptist Missionary Association built the building in the years 1834 to 1836 at a cost of \$20,000. The project forced the Association so into debt that it could, however, neither complete nor support the building. Heavy mortgages were placed upon it, and shortly afterward the Association became bankrupt. After a foreclosure sale in 1836, the building eventually found its way into the hands of the assignees of Philemon Allen.

As the building could be bought for \$3,800, the citizens of the village determined to raise enough money to purchase it. At a public meeting held August 19, 1841, they appointed a committee to see if the amount could be raised. Between this date and the date of the next meeting held September 12, 1841, a stock association was formed. There is no record of the manner in which it was formed. The stock was divided into 152 shares at \$25 a share. Each stockholder would be part owner of the building. Forty-six persons purchased this stock. The highest number of shares held

by one person was eight, and the least was two. By this measure enough money was raised, and the purchase was completed.¹

It now became necessary to raise further funds in order to complete the building and improve the grounds, so additional stock of \$2,500, secured by a mortgage upon the property, was issued on January 3, 1843. This stock was sold in single shares of \$25 each. About this time the citizens of Brockport donated \$884 to the Academy in amounts of from \$1 to \$30.²

In 1854 the fire which destroyed the building ushered in a new period of financial difficulty from which the Institute never recovered, and which was eventually to seal its doom as an academy and secure its beginning as a state normal school.

The trustees met after the fire and decided to rebuild. In order to find out what could be used toward rebuilding, they took stock of what was left and found that it amounted to the following:³

Value of grounds	\$3,000
Value of stone recovered	4,000
Value of library and apparatus saved	1,000
Insurance money received	<u>2,800</u>
Total	\$10,800

They immediately petitioned the Legislature for an appropriation but were unsuccessful. The session was near its close and, although

¹"The Collegiate Institute," The Brockport Republic, Vol. 1, January 9, 1857, p. 2.

²Ibid., p. 2.

³Original Subscription Book of the Trustees of Brockport Collegiate Institute, Brockport, New York, 1854, p. 1.

the Senate at once passed a bill granting a \$6,000 appropriation, yet, for want of time, it was lost in the Assembly.¹

It was then decided to issue stock in accordance with the Act of 1851. A capital stock was created to the amount of \$10,000, in 400 shares of \$25 each, payable quarterly in four equal installments. The first installment was payable January 1, 1855. Each shareholder on payment of the first installment was to receive a transferable certificate for the share or shares of stock subscribed by him. The payments of the several installments were to be receipted as made upon the certificate. Any subscriber who failed to pay his installment would forfeit all prior payments, but would not discharge himself from obligation to pay for the full amount of stock for which he subscribed, unless the trustees sold this stock to some other person. This they had the right to do.²

An annual dividend, not to exceed ten per cent on the stock, was to be divided among the stockholders out of the profits of the school which remained after the annual expenses, such as repairs, insurance, and fencing the grounds were met. Unless 300 of these shares

¹"The Brockport College Institute," The Daily Advertiser, Vol. 2, July 22, 1858, p. 2.

²Original Subscription Book, op. cit., pp. 2-5.

were taken by January first, this subscription would not be binding upon those who had taken them.

The first man to subscribe for this stock was Elias B. Holmes, a member of the board of trustees. He took 40 shares, which amounted to \$1,000.¹ The committee appointed to negotiate the loan soon announced that most of the stock had been subscribed for, and that they were sure it would all be taken. The resources of the school, including the insurance, materials, and the money from the stock, were now estimated to have reached \$20,000.²

The building, as originally planned, would have cost \$25,000, but by omitting some of the items, the board reduced the cost to \$23,000. They decided to proceed with the building only as fast as they had the means to pay.

Building was commenced. Eighteen months later the new building was up and nearly enclosed, and the floors were partly laid. An insurance of \$6,000, equally divided between two different companies, was placed upon the building in August of 1855.³ Everything seemed to be progressing in fine shape when another difficulty loomed up.

¹Original Subscription Book, op. cit., p. 5.

²"The Brockport Collegiate Institute," op. cit.

³Proceedings, op. cit., p. 15.

The man in charge of the finances reported to the board that, in addition to the money already furnished, it would be necessary to raise \$6,000 more in order to pay the debt and complete the building.¹

The board worked with untiring energy to raise this sum. In November of 1855 they resolved to get a loan of \$6,000 upon the bonds of the corporation. James S. Thomas, treasurer of the board, was named executor for the corporation. Sixty bonds for \$100 each, payable five years from January 1, 1856, with interest semi-annually, were issued. Thomas was to transfer the bonds to any person who took a share or shares of the loan. The bonds were secured by a mortgage upon the building and grounds of the school and by the policy of insurance already mentioned. The annual rent was to be used for paying the interest on the bonds. The balance of the rent, beyond what was necessary to pay this interest as well as the insurance, and an additional insurance of \$4,000, was to be used for the eventual payment of the principal. None of these bonds were to be sold for a sum less than \$100.²

This measure did not, however, meet with success, and prospects began to look very dark for the future of the school. Still another worry was added to the burden of the trustees. When they examined

¹"The Brockport Collegiate Institute," op. cit.

²Proceedings, op. cit., pp.19-22. See Appendix IV, p. 170.

further into the amount needed to pay the debt and complete the building, they found that it would require at least \$10,000 instead of \$6,000, as had originally been reported. There seemed to be no source to which they could now turn to raise the needed amount. The Legislature would render no aid; half the insurance was by now given up as lost; and they could arouse but little popular enthusiasm in the stock subscription.¹

Mr. Stanton and another man, Mr. A. J. Ensign, then made a proposition to the board by which they would lease the institution for a ten-year period.²

Mr. Stanton and Mr. Ensign agreed to provide the money, finish the building, and have the boarding department ready to use by the fall term of 1856. The building would be kept in good repair for this period and would be covered by \$10,000 insurance. They would pay a yearly interest of seven per cent on the debt and also pay off the principal of the debt within the ten years.

The trustees must agree to give them a mortgage upon the property, payable in ten years, to protect them for the money which they expended in finishing the building. In addition, the trustees must

¹"The Brockport Collegiate Institute," op. cit.
²Proceedings, op. cit., pp. 37-38.

give them a lease of the building and grounds for ten years. A lien, payable at the end of ten years, should be given them for the whole amount of such money so expended.

This proposition was, however, laid upon the table for the time being for, in the meantime, while investigating to see what could be done to relieve the financial problem confronting the trustees, someone thought that help might be received from the University of Rochester.¹ Perhaps the University board would loan the sum of \$10,000 to the Academy. On May 22, 1856, the following resolution was passed by the board:²

Resolved that a committee of five be appointed to confer and negotiate an arrangement with a committee of the Rochester University to furnish funds and pay the debts and complete the buildings of the Brockport Collegiate Institute and also provide and keep up a good Academic school therein, including a male and female department and a course of Studies as high or higher than that heretofore pursued therein.

When the proposition was presented to the University trustees they signified that they would be happy to aid in any way possible, but they had no money to loan as their endowment fund was all out. Mr. Whitney, the president of the board, later wrote a statement for the newspaper of the proceedings which transpired between the board

¹"The Brockport Collegiate Institute," op. cit.

²Proceedings, op. cit., p. 32.

of the University and the Collegiate Institute trustees, as follows:¹

..... we seized upon the kind regard they expressed for our welfare, and urged the matter upon them, and finally succeeded in getting them to appoint a committee from their Board to come here and look the thing over and confer with a committee from our Board, and see if there could not some way be devised to enable us to complete our building and get the School into operation. Their committee came, examined the buildings, and grounds, and the facilities here for a good School, and were highly pleased with them. But on returning home and deliberating upon it, informed us that they could see no way by which they could raise the money to aid us.

Finally, one of the University Board, who had subscribed five thousand dollars to their endowment fund, due a year thereafter, agreed to pay it a year before it became due, or as soon as we could complete the building, if by that means, the University could be enabled to render us the necessary aid.

It was then learned that David Burbank, connected with the University of Rochester, could be secured to become principal of the Collegiate Institute and could also loan a part of the needed funds. He was applied to and was agreeable to make a \$2,000 loan.

On Monday, August 18, 1856, the board empowered the committee dealing with the University to complete the transaction. August twenty-third the committee presented to the board the agreement which they had made with the University and with David Burbank.² By this contract the Academy building was to be finished, the

¹"The Brockport Collegiate Institute," op. cit.

²Proceedings, op. cit., pp. 40-45. See Appendix VII, p. 176. for the agreement made with the University and David Burbank.

school and recitation rooms were to be furnished with the necessary school fixtures, and the grounds and fences were to be put in good condition. An insurance of \$10,000 was to be placed upon the buildings for a ten-year period, and the University was to be furnished with a clear title to the Academy grounds.

When the buildings were completed, the University would loan the Academy \$8,000 for ten years at seven per cent interest, payable annually.¹ The payment of the principal of the loan was to be secured by the bond and mortgage upon the Academy real estate and by the insurance policy. The University trustees were to be granted permanent proxies from the stockholders giving them the right to vote the majority of the stock issued by the Academy. David Burbank was to be principal and was to loan \$2,000. He would receive annual interest on the bond of the Institute and a second mortgage on the real estate. One-fifth of the insurance was to be held for his security. The University trustees could make any arrangement with him concerning the disposition of the proxies that they saw fit.

The contract made with David Burbank employed him as principal for ten years to begin when the building was completed. The Institute agreed to furnish all necessary school fixtures for the chapel, school, and recitation rooms. During the ten years, he would have the use of

¹This was changed later so that it was payable semiannually.

the building, and instead of a salary he would receive all money from the income of the school after the expenses were paid. After five years his yearly salary was to be limited to \$2,000 and any surplus used either in improvements, library, apparatus, or in liquidating the mortgages.

He was to keep up a good academic school, provide sufficient and competent teachers, keep up the boarding establishment, and keep the buildings, fixtures, furniture, grounds and fences in good condition. He was to pay the interest on the mortgages from his own money, keep the building insured on behalf of the trustees for \$10,000, and pay the insurance premiums.

The University put into the hands of David Burbank some old demands due them. From these, he raised \$3,000. This, added to his loan of \$2,000 and the \$5,000 subscription, gave the Academy \$10,000.¹

The trustees of the Institute then tried to ascertain the exact amount of their indebtedness. Using the lowest proposals that could be obtained for the unfinished work on the building, not yet under contract, they estimated that in addition to the \$10,000 they needed \$2,000 more. The citizens of Brockport at once subscribed \$1,700.

¹"The Brockport Collegiate Institute," op. cit.

The negotiation with the University and David Burbank was ordered closed December 29, 1856. The treasurer of the board was directed to pay sixty per cent on all claims against the Academy as fast as they were audited.¹ They then proceeded to finish the building. They expected an arrearage of \$200 or \$300 at the end, but after completing the building, found it to be about \$1,500. Mr. Whitney in his account to the newspaper gave the reason for this as follows:²

.....This discrepancy arose in part, from creditors not rendering the whole amount of their demands against the Institute when the effort was made to ascertain the amount of indebtedness. In one case a note of between \$300 and \$400 was omitted; in another instance, an order of \$100. When the Board was making an effort to get at the amount of indebtedness and called for the bills for that purpose, creditors were indifferent as to whether they got the amount all in or not, but when they presented them for payment they got in everything, principal and interest. And this discrepancy arose partly from bills that came in for extra work.

In the same article, Mr. Whitney explains that the sum spent in building the new school was not as large as many believed.

We anticipate that some will, at first view, feel surprised at the apparently large amount of money expended upon the new building. The amount has not been so great as at first sight may appear. There was only \$3,500 received on insurance, a part of which was applied to the payment of a debt existing when the old building was burnt, leaving only about \$2,800 to apply on the new

¹Proceedings, op. cit., pp. 52-54.

²"The Brockport Collegiate Institute," op. cit.

building, and in round numbers, \$8,000 received on stock, and \$10,000 on loan; \$1,500 on subscription, and the arrearage of \$1,500, and the materials on hand from the old building \$2,500, making in all, \$26,300 expended upon the premises, including the edifice, the outbuildings and fences, clearing away rubbish, cisterns and pumps, grading grounds, and furnishing the edifice, which cannot leave to exceed \$24,000 expended upon the new building, when it was estimated to cost at least \$23,000.

This is not a bad result, when we take into the account that it was three years in building.

In the next few years the financial situation of the school became desperate. The debt continued and foreclosures began. It became difficult to retain a principal because the Academy seldom furnished him a sufficient support. When David Burbank asked to be released from his contract, the board refused on the grounds that the loan received from the University was made on the faith of his remaining principal for ten years. In June of 1861 the principal transferred his rights to P. J. Williams of Marion.¹

A subscription was circulated in 1861 to raise enough funds to repair the roof. In 1862 it became necessary to circulate another in order to provide for paying the interest to the University. The sum of \$365 was raised in the village and \$150 in Rochester for this purpose. The trustees voted to guarantee P. J. Williams \$600, and if necessary, use their own influence to raise the remaining \$100.²

¹Proceedings, op. cit., pp. 89-90 and 92.

²Ibid., pp. 71, 98-99, and 93.

P. J. Williams informed the board on January 14, 1863 that unless relief was received from some source it would be impossible to continue the school. He asked to be released at the end of the term unless he could have the building free of rent.¹

Malcolm McVicar was then appointed to the principalship. He was to make his own arrangement with the mortgage holders as to the paying of the interest. He also made an arrangement with P. J. Williams whereby the latter would not be freed from his obligations.²

In February of 1864, McVicar resigned, but when the board agreed to raise the tuition and board rates he withdrew his resignation. In May of 1865 he again threatened to resign unless the rent be limited to the insurance on the building and \$420, or the interest on \$6,000, making a total of \$520. He stated, however, on June 8, 1865, that he was unable to accept any proposition to remain.³

The trustees had, during this time, been trying to raise enough money to liquidate the debts against the institution. They applied several times to the Legislature for \$5,000, but to no avail. November 15, 1864, they voted to surrender possession of the real estate to the University of Rochester as mortgages and the personal property as collateral security for the mortgage of \$8,000.⁴

¹Proceedings, op. cit., p. 104.

²Ibid., p. 105.

³Ibid., pp. 110-112, 117-118.

⁴Ibid., pp. 114-115.

It was found that the claims of the University could be liquidated for \$10,000. The board decided to ascertain if the University would sell the property under foreclosure. In June of 1865 they proposed to raise by subscription \$10,500 in order to purchase the property or to compromise the incumbrances on it.¹

On October 10, 1863, the Institute had been sold at a sheriff's sale to Professor Henry Fowler of Auburn for \$386. It was announced at that time in the newspaper that the sale would, however, in no manner affect the school. In June of 1865, when the board decided to free the building from debt, they resolved to purchase the Fowler judgment. It could be bought for \$100 less than the amount of it and costs. The members agreed that each would pay an equal share of the amount.² Whether they actually did do this is uncertain. No other mention is made in the records, except that at the time the school was turned over to become a normal school, the Fowler judgment was listed as part of the indebtedness.

June 10, 1865 the subscription committee reported that there was not sufficient interest in the community to raise the funds necessary to redeem the Institute. Only \$5,000 out of the necessary \$12,000 had been subscribed. The board resolved that it was useless and

¹Proceedings, *op. cit.*, pp. 119-121.

²*Ibid.*, pp. 122-123.

The Brockport Republic, Vol. 8, October 15, 1863, p. 3.

inexpedient to make further efforts for that purpose. Nevertheless, a special committee was appointed to continue the circulation.¹

By June of 1865 even the trustees were skeptical as to whether the school could be continued. They decided to continue the subscription only until July fifteenth, the day when the school was to be sold under the mortgage foreclosure. An executive committee was to decide the matter of the continuance of the school.²

The board requested Malcolm McVicar to withdraw his resignation on July seventh. The tuition was to be raised higher to help him to arrange the interest upon the mortgage. He complied, and the newspaper made the following announcement:³

It is with a great deal of pleasure that we are enabled to announce that the Brockport Collegiate Institute has recently been freed from all its financial embarrassments, and will henceforth be enabled, without hindrance, to fulfill the mission of its original designers and founders. The smaller claims against the Institute have all been settled and canceled, and the larger claims have been so arranged that Mr. McVicar, the Principal, assumes the responsibility of meeting the requirements of their holders.

It is probable that this note of hopefulness was to insure the public's confidence, because the school was virtually bankrupt. No money could be raised to pay the mortgage, and it was useless to

¹Proceedings, op. cit., p. 124.

²Ibid., p. 126.

³"The Collegiate Institute," The Brockport Republic, Vol. 9, July 20, 1865, p. 3.

continue to ask the people to lift the debt by subscription.

It was rumored at this time that the Legislature was about to establish four more normal schools and would receive proposals from the various villages and academy trustees for the establishment of such schools. The debt of the Brockport Collegiate Institute had reached such proportions that the academy could not be continued unless the normal school could be secured. January 23, 1866 the trustees applied to the Legislature for a normal school to be located in the Collegiate Institute building. The following April it was determined that it would be necessary to raise \$37,000 in order to secure the school. The debt was \$14,000, and the necessary additions to the building would cost about \$23,000.¹

The trustees voted on May 3, 1866 to make a final effort to raise \$18,000 by subscription to pay the debt and secure the school for the use of the village, prior to presenting it to the state. One week was to be allowed for this canvass. On May seventeenth Malcolm McVicar reported that the committee in charge of the canvassing had raised only \$4,796. They believed that further subscription was useless and so abandoned the plan.²

¹Proceedings, *op. cit.*, pp. 130, 135.

²"Corporation Proceedings," The Brockport Republic, May 10, 1866, p. 3.

Ibid., May 17, 1866, p. 3.

In the latter part of 1866 the state chose the Brockport Academy for the location of one of the new normal schools. In March of the next year the school was turned over to the village trustees. The total indebtedness assumed by the village was as follows:¹

University of Rochester mortgage	\$8,000.00
Interest to January 1, 1867	1,638.34
Burbank mortgage	2,000.00
Interest to January 1, 1867	210.00
Repairs on building, for past 18 months	290.17
Fixtures in building	266.24
Gates, outhouses, fences, and walk	117.00
Henry Fowler judgment.....\$ 402.40.....	335.45
J. L. Woods judgment	898.00..... 30.00
D. S. Morgan judgment	1,062.60..... 1.00
Henry Fox judgment	331.12..... 30.00
D. R. Barton judgment	419.53..... 1.00
L. E. Andrews judgment	251.30..... 30.00
Attorneys' fees and disbursements	27.00
Total	\$12,976.20

Interest was to be added to the price paid for the judgments from July 12, 1865. The face of them was not to be paid, as the holders agreed to take only the sum paid for them with interest from the date of purchase.

Village bonds were issued to the mortgage holders and to the holders of the judgments and other claims against the Institute.

¹The Brockport Republic, Vol 11, March 28, 1867, p. 2.

Thus the amount necessary for ridding the school of its debt and for securing the normal school was raised by public taxation after private means had failed. The school was then turned over to the state.

Additional information concerning the financial state of the school may be gained by a study of some statistics taken from the Annual Report of the Regents of the State of New York for the years 1843 to 1866. This information has been compiled in Tables I, II, III, IV, and V. Figures for the year 1853 are omitted because the volume for that year is not available. Many of the figures for 1854 are lacking too, because, due to the fire which destroyed the building in that year, Brockport sent in to the Regents a very brief report. The year 1856 cannot be regarded as a normal year because the boarding establishment had not been reopened due to the fact that the building was not completed.

Table I shows the value of the Academy. The lot and buildings which were valued at \$23,250 in 1852 increased in 1857 after the fire to \$30,000. The value of the library increased from \$195 in 1852 to \$1,022 in 1858. The apparatus reached its greatest value, \$722, in 1850. In 1852 the Academy, including the building, grounds, library, and apparatus, was valued at the sum of \$24,636. In 1857 it was valued at \$31,094.

TABLE I
 VALUE OF THE BROCKPORT COLLEGIATE INSTITUTE
 FROM 1842 TO 1866

Year	Lot and Buildings	Library	Laboratory Apparatus	Other Property	Total
1842	\$ 23,000	\$ 192	\$280	\$125	\$23,597
1843	23,200	192	327	146	23,865
1844	23,225	186	327	145	23,883
1845	23,251	186	327	157	23,921
1846	23,251	216	386	496	24,349
1847	23,251	203	379	470	24,303
1848	23,251	198	300	470	24,219
1849	23,250	198	300	478	24,226
1850	23,250	195	722	470	24,637
1851	23,251	195	721	470	24,637
1852	23,250	195	721	470	24,636
1854	13,279	267	600	700	14,846
1856	20,000	-	-	-	-
1857	30,000	799	295	-	31,094
1858	30,000	1,022	377	-	31,399
1859	30,000	1,221	378	-	31,599
1860	30,000	1,276	478	-	31,754
1861	30,000	1,302	477	-	31,779
1862	30,000	1,278	476	-	31,754
1863	30,000	1,278	467	-	31,745
1864	30,000	1,281	467	-	31,748
1865	30,000	1,281	467	-	31,748
1866	30,000	1,281	681	110	32,072

The Brockport Collegiate Institute was managed by a self-perpetuating board of trustees, and it had to depend, in the main, upon private support. It has already been shown in Chapter IV that most of the school's revenue was collected from tuition fees and from the boarding establishment. Additional amounts from the state

were received for the education of teachers and from the Literature fund.¹ When these sources of income proved insufficient the trustees had to resort to subscription.

TABLE II

REVENUE RECEIVED BY THE BROCKPORT COLLEGIATE
INSTITUTE FROM 1842 TO 1866

Year	Received from Tuition	Interest on Income of Property	Received from Literature Fund	Received for Education of Teachers	Received from Other Sources	Total
1842	\$1,950	none	none	-	-	\$1,950
1843	1,909	\$161	\$423	-	-	2,490
1844	2,068	300	451	-	-	2,819
1845	2,062	none	531	-	-	2,593
1846	1,970	216	524	-	-	2,710
1847	1,481	none	691	-	-	2,172
1848	1,485	none	579	-	-	2,064
1849	2,030	none	422	-	-	2,452
1850	1,757	none	453	-	-	2,210
1851	1,866	none	406	-	-	2,272
1852	2,082	225	362	-	-	2,669
1854	-	-	-	-	-	-
1856	736	-	-	-	-	736
1857	1,501	325	130	\$ 60	-	2,016
1858	2,093	700	251	160	-	3,204
1859	2,611	800	288	200	-	3,899
1860	2,177	800	345	200	\$150	3,672
1861	2,344	800	263	200	-	3,607
1862	2,774	800	238	200	256	4,268
1863	1,784	100	335	200	-	2,419
1864	3,405	100	202	120	-	3,827
1865	4,794	585	439	200	-	6,018
1866	4,807	800	458	180	323	6,568

¹A fund established in New York State in 1813 for the benefit of secondary schools. See Miller, G. F. The Academy System of the State of New York, 1929, p. 68.

Table II shows the revenue received by the school. The lowest amount collected for tuition was the sum of \$1,481 received in 1847, while the greatest amount from this source was \$4,807 collected in 1866. The sudden raise in tuition rates in 1864 over the preceding year may be accounted for in the fact that the rates were raised in that year in order to prevent the principal, Malcolm McVicar, from resigning.

The greatest annual sums received from the state consisted of \$691 in 1847 from the Literature fund and \$200 received each year from 1859 to 1863 and again in 1865 for the education of teachers. The largest annual revenue amounted to \$6,568 collected in 1866, while the smallest consisted of \$1,950 received in 1842.

Table III shows the yearly expenditures of the school. The largest sum consisting of \$4,865 was paid out for teachers' salaries in 1866, while the least amount or the sum of \$1,476 was paid in 1857. It will be noted that no interest was paid on the school's original debt until 1852 when the sum of \$16 was paid. From 1858 until 1862, and again in 1866 the annual sum of \$700 was paid on this debt. The greatest total annual expenditure was made in 1866. It amounted to \$6,568.

TABLE III
EXPENDITURES MADE BY THE BROCKPORT COLLEGIATE
INSTITUTE FROM 1842 TO 1866

Year	Teachers' Salaries	Interest on Debts	Repairs	Fuel	Other Expenses	Total
1842	\$2,205	-	\$ 350	None	-	\$2,555
1843	2,328	None	100	None	-	2,428
1844	2,150	None	319	\$131	-	2,600
1845	2,047	-	112	103	-	2,262
1846	2,306	None	341	115	-	2,762
1847	1,800	-	62	180	-	2,042
1848	1,805	None	176	294	-	2,275
1849	1,950	None	282	318	-	2,550
1850	1,808	None	65	357	-	2,230
1851	1,780	None	122	392	-	2,294
1852	2,113	\$16	301	517	-	2,947
1854	-	-	-	-	-	-
1856	630	-	600	100	-	1,330
1857	1,476	280	-	260	-	2,016
1858	2,319	700	50	150	25	3,244
1859	2,949	700	-	150	100	3,899
1860	2,572	700	150	-	250	3,672
1861	2,657	700	-	150	100	3,607
1862	3,062	700	256	150	100	4,268
1863	1,819	-	600	-	-	2,419
1864	2,977	-	150	700	-	3,827
1865	4,688	530	250	550	-	6,018
1866	4,865	700	200	480	323	6,568

Table IV shows that the annual debts of the school, which had previously remained at about \$5,000, increased to \$7,456 in 1852 just before the fire. This was, no doubt, partly due to the fact that the unpaid interest was added to the principal. After the erection of the new building the debt remained from 1858 until 1866 at \$12,000.

TABLE IV

DEBTS INCURRED BY THE BROCKPORT COLLEGIATE
INSTITUTE FROM 1842 TO 1866

Year	Amount
1842	\$ 5,140
1843	5,050
1844	5,050
1845	5,140
1846	5,333
1847	5,050
1848	5,182
1849	5,290
1850	5,604
1851	5,293
1852	7,456
1854	-
1856	-
1857	11,400
1858	12,000
1859	12,000
1860	12,000
1861	12,000
1862	12,000
1863	12,000
1864	12,000
1865	12,000
1866	12,000

Several sources lay the blame for the financial difficulties of the Brockport Collegiate Institute upon the fire which occurred in 1854. They state that the school was in a flourishing condition up to this time. This statement, no doubt, is true when considering this Academy as an educational institution. A study of the school's

financial state shows, however, that it is doubtful whether the school could have prospered financially to any great extent even if the fire had never occurred. This was inevitably due to the circumstances in which this institution existed.

The income derived from this privately supported institution was insufficient to pay the school's expenses. As a result it was impossible to pay off the debts or to enable the trustees, stockholders, or the principal to make any profit. Table V shows that the yearly expenditures always exceeded the revenue except in the years 1843, 1844, 1845, and 1847. From 1842 to 1852, the cumulative loss from this cause amounted to the sum of \$544. It has already been shown in Table IV that up to 1852 very little of the original \$5,000 debt had been paid. This yearly loss coupled with the large debt which could not be reduced prove that the Brockport Collegiate Institute could not have succeeded even though the fire had never occurred.

The fire served, however, to make matters worse because it added a still larger amount to the debt. From 1858 until 1866 this debt of \$12,000 remained stationary. It was impossible to reduce it. From 1842 to 1866 the school's expenditures exceeded its receipts to the extent of \$1178. This is also shown in Table V.

The salaries paid to the teachers of the Brockport Collegiate Institute seem very low when compared with the amounts received by

TABLE V

YEARLY GAINS AND LOSSES OF THE BROCKPORT COLLEGIATE
INSTITUTE FROM 1842 TO 1854 WHICH RESULTED FROM
THE REVENUE AND EXPENDITURES

Year	Revenue	Expenditures	Amount Earned	Amount in Debt	Loss
1842	\$ 1,950	\$ 2,555	-	\$ 605	
1843	2,490	2,428	\$ 62	-	
1844	2,819	2,600	219	-	
1845	2,593	2,262	331	-	
1846	2,710	2,762	-	52	
1847	2,172	2,042	130	-	
1848	2,064	2,275	-	211	
1849	2,452	2,550	-	98	
1850	2,210	2,230	-	20	
1851	2,272	2,294	-	22	
1852	2,669	2,947	-	278	
		Total	\$742	\$1286	\$544
1856	736	1,330	-	594	
1857	2,016	2,016	-	-	
1858	3,204	3,244	-	-	
1859	3,899	3,899	-	-	
1860	3,672	3,672	-	-	
1861	3,607	3,607	-	-	
1862	4,268	4,268	-	-	
1863	2,419	2,419	-	-	
1864	3,827	3,827	-	-	
1865	6,018	6,018	-	-	
1866	6,568	6,568			
Total figures for years 1842					
to 1866			\$742	\$1920	\$1178

the teachers of our present day schools. It must be taken into consideration, however, that schools of the past century did not require their teachers to spend as much time or money in preparation

for their work as is required today. In addition, prices of food, clothing, and other necessities were much lower. The following goods sold by the trustees to Mrs. Bates, head of the boarding establishment, November 22, 1845, furnish a good example of the then current prices:¹

21 cords of wood (four foot) at \$1.25 per cord
 400 pounds of butter at \$.12 per pound
 70 bushels of potatoes at \$.25 per bushel
 18 bushels of apples at \$.25 per bushel
 60 pounds of tallow at \$.07 per pound

September 18, 1842 it was voted to pay salaries amounting to \$2,205 owed for the preceding year. Julius Bates, the Principal, was to receive \$800, Oliver Morehouse \$300, and J. O. Wilson the sum of \$200. At this time there were four female teachers, but their salaries are not stated. Records merely say that other sums down to \$60 were to be paid. January 3, 1846 the sum of \$2,500 was voted as the gross amount with which to pay the six teachers' annual salaries. These ranged from \$800 to Oliver Morehouse, the Principal, down to \$300 to Miss Phebe Baker.² Table III shows that the report sent in to the Regents gave the actual sum spent in teachers' salaries for this year as \$2,306. Table III shows the yearly amount of money paid out for teachers' salaries.

¹"The Collegiate Institute," The Brockport Republic, Vol. 1, January 9, 1857, p. 2.

²Ibid.

The principal of an academy of the nineteenth century was expected to assume a much greater share in the financial responsibilities of the school than the principal of a modern high school. The case of Nemiah P. Stanton, who had been principal when the Collegiate Institute was burned, will illustrate this point. In December of 1855 the board made a contract with him to take charge of the new school for five years, from July 1, 1855, until July 1, 1861.¹ This contract never actually went into effect because it was not to be binding unless the building was completed and ready for use at the beginning of the fall term of 1856, and the building was not completed at the stated time. Even though it never went into effect, yet it is cited here to illustrate the point.

Nemiah Stanton was to keep up the boarding establishment, hire competent teachers, and pay their salaries, provide all the furniture and moveables necessary to carry on the school with the exceptions already named,² and keep the building, outhouses, grounds, and fences in repair. In return, he was to receive the money from the rents of the building and from the Literature fund. Fees and tuition bills he was to collect at his own risk. Twice a year, on January first

¹Proceedings, op. cit., pp. 23-27. See Appendix VI, p. 173, for a copy of this contract.

²V. S., p. 27.

and July first, he was to pay the treasurer of the board \$350 and the balance of the incomes from the school and buildings after all other expenses had been met.

In these trying years it became impossible for a principal to receive much financial reward for his services. He lent his time and influence, furnished much of the building, and sometimes even lent his own money to the school, yet his return was scant. This is shown by a report submitted by a committee, appointed by the board to examine the accounts of Mr. Stanton in June of 1856.¹

Mr. Stanton had been hired at an annual salary of \$750. He began to draw his salary August 1, 1854, and received it in full to January 1, 1855. This amounted to \$312.50. From January 1, 1855 until the middle of the next April, he received no pay. From the middle of April to December 11, 1855, there was due him \$489 in salary. For this he received in stock \$150 and in cash \$339. This made the total amount of cash received by him for salary \$651.50.

The amount of cash paid out by Mr. Stanton on behalf of the trustees from the middle of April 1855 to December 11, 1855 was \$4932.19. The amount of cash received by him was \$4862.05. This shows that \$70.14 was paid out by him over what he received. If

¹ Proceedings, op. cit., pp. 34-36.

this is deducted from the salary he received, it makes the total amount of cash received by him from the trustees \$581.36. In addition he paid a man out of his private means who had labored for several days about the building. This would further lessen the money he received. The committee adds at the end of the report that it "appears from his accounts he has judiciously used the funds of the institution that have been placed in his hands and that for his time and labor and influence he has received but a small pecuniary remuneration."

Summary. The citizens of Brockport formed a stock association and bought and completed the Collegiate Institute. After the fire in 1854 the trustees, using what they had saved from the fire and by issuing more stock, proceeded to rebuild. They found after the building plans were under way that it would be necessary to raise an additional \$10,000 in order to complete the work.

The University of Rochester was finally persuaded to make an \$8,000 loan for a ten-year period. David Burbank, then connected with the University, agreed to become principal of the Institute and to loan it an additional \$2,000. A first mortgage was given to the University and a second to David Burbank. The latter managed to raise \$3,000 more from some old demands due the University. The citizens of Brockport subscribed an additional amount.

During the following years the situation became desperate. It

was impossible to meet the interest on the mortgages or to get money to liquidate the debts. The trustees appealed in vain to the Legislature. Again and again they resorted to subscription, but this no longer met with success. It became increasingly difficult to retain a principal because the school could provide no support. Foreclosures began and by 1866 the Institute was reduced to bankruptcy.

The appeal to the Legislature for a normal school was a last resort attempted before abandoning the school. When it was finally secured, the village of Brockport then assumed the obligations of the school before the property was turned over to the state.

It was inevitably due to the circumstances in which the Brockport Collegiate Institute existed that it could not have prospered financially even if the fire had never occurred. The school's revenue, consisting of sums collected from tuition, from the boarding establishment, from the Literature fund, for the education of teachers, and from subscriptions, proved insufficient even to pay the expenses for the running of the school. Add to this burden a huge debt, and the failure of the institution was assured. It was almost inevitable in the end that private enterprise must give way to public support.

Today, since public support of education has become an established fact, principals of secondary schools receive a regular salary obtained from public taxes. The trustees of the school manage its finances, and the principal is relieved of such burdens. The trustees

of the Brockport Collegiate Institute shifted much of the financial responsibility to the principal. He took over the school and managed it much the same as the head of any business would do. It was up to him, if possible, to make it a paying proposition. Much credit is due these early principals for the effort which they expended to make the school a success.

The trustees and stockholders also persisted, in the face of great financial odds, in preserving this institution for the educational development of the youth of western New York. It is improbable that they ever intended to gain any personal profit from the school. The history of the support of this school certainly reveals the importance of these enlightened leaders who kept interest in the community alive and, in the face of great financial adversities, persisted in their efforts to keep the school in operation.

CHAPTER VI

CURRICULUM, TEXTBOOKS, AND METHODS OF STUDY

The purpose of this chapter is to present the evidence found by the study with reference to the curriculum, textbooks, and methods pursued by the Brockport Collegiate Institute.

Before entering into a detailed study of the curriculum of this school, brief mention will first be made of the entrance requirements which it set up. These requirements show a changed attitude on the part of the Academy toward the students from those found in the earlier Latin Grammar Schools. They indicate that the Academy had more than one course of study to offer, and also show that the school was beginning to be conscious of the individual differences which existed among the various students, and to the fact that different individuals needed different types of training.

In 1846¹ the catalogue urged students to prepare to take the course of study in which they were most interested:

It is hoped that Students will consult their own interests, and so far as possible be in readiness to commence at the beginning of the Term.

Again in 1857-1858² the catalogue indicates that parents and teachers

¹Annual Catalogue of the Officers, Teachers, and Students of the Brockport Collegiate Institute, Brockport, 1846, p. 23.

²Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1857-1858, p. 26.

should pay closer attention to the placing of students in the course of instruction best suited to them. It also set up a standard of subjects which the students should have studied in order to enter the various departments:

Application for admission should be made, either in person or by letter to the Principal. A statement of the character, habits and present attainments of the pupil, and of the wishes and intentions of the parent or guardians in respect to him, should always accompany such application. This information will enable the Principal to adopt such a course of management and instruction, as is best suited to the particular wants of the pupil.

Pupils are admitted to the Preparatory Department as soon as they can read with fluency; to the Junior English Department, when they can pass a satisfactory examination in reading, spelling, writing, mental arithmetic, and in the elements of written arithmetic, geography, and English grammar; and to the Senior English and Classical Departments, when they have completed the study of the common English branches.

The catalogues give us a fairly accurate idea of the various departments which were in existence in the school from 1842 until 1867. Through the earlier ones, namely, those of 1844, 1850, and 1853, we learn that there were two parallel courses offered. These were the Classical, sometimes called the Collegiate Freshman department, and the three-year English course for females. The Catalogue of 1850 states:¹

The object of the system of instruction in this Institution, is to lay the foundation of a thorough course,

¹Annual Catalogue of the Trustees, Teachers and Students of the Brockport Collegiate Institute, Syracuse, 1850, pp. 17-18.

and carry it as far as the student's residence here will permit, towards the attainment of a complete English and Classical Education

Those who desire it, will be thoroughly fitted for a collegiate course, or prepared to enter advanced classes in college.

A third, the Preparatory department, is mentioned in 1857-1858.

At this time the Junior and Senior English courses are referred to as the Academic department. The Catalogue states:¹

Departments

The Students are arranged in three Departments, viz: the Preparatory, which is entirely distinct from the others; the Academic, including the Junior and Senior English; and the Classical.

Studies

The Studies in the Preparatory Department are reading, spelling, and defining; writing; map drawing, mental arithmetic, and the elements of written arithmetic, geography, and English grammar.

In the Academic Department, the common and higher English branches are pursued, and in the Classical, the Latin and Greek Languages and Literature.

The Catalogue of 1863-1864² describes five departments: Collegiate, Academic, Teachers,' Preparatory, and Primary. It also gives a detailed account of the divisions found in the Collegiate department:

¹ Catalogue of the Officers and Students of the Brockport Collegiate Institute, op. cit., pp. 26-28.

² Ibid., 1863-1864, p. 26.

Departments

The students are arranged in five departments, viz: Collegiate, Academic, Teachers, Preparatory, and Primary. There are five distinct courses of study in the Collegiate Department, viz: Gentlemen's Classical, which is designed for those who desire a thorough preparation for entering college; Ladies' Classical, which is designed for such as wish, in addition to the ordinary English course, to pursue the study of Latin. Ladies' and Gentlemen's English. Ladies' Classical with Music; Ladies' English with Music.

The Teachers' department was, however, not new in this year.

The Regents, in answer to the growing need for competent elementary school teachers, had adopted a plan in 1835 for establishing teachers' departments in academies.¹ Such a department had been in existence in the Brockport Collegiate Institute since 1842, but had never been considered as an entirely separate department. Heretofore such students had been instructed in the higher branches of English with the other students, and had met together one or two periods a day only for special instruction in the art of teaching. This chapter will not attempt to discuss this department because it is taken up at length in Chapter VIII.

The newspaper confirms the statement made by the catalogue concerning the establishment of a Primary and Preparatory department:²

Worthy efforts are being made to establish a Primary and Preparatory department in the Collegiate Institute.

¹ Miller, *op. cit.*, p. 68.

² The Brockport Republic, Vol. 8, March 24, 1864, p. 3.

The object is to start the scholars right, and then take them through a well-ordered course of study. About \$300 will be expended in fitting up a room with seats, desks, maps, &c for this department. It should be patronized by the public.

An earlier attempt had been made to start a school for younger children as is shown by the following selection taken from the newspaper in 1857:¹

Juvenile School. We understand that it has been decided to establish a select Juvenile School in connection with the Collegiate Institute early in next month. The services of an accomplished widow lady from Boston, who has been for several years a missionary in the East, have been secured as instructress. She will devote her whole time to the school and the care of those pupils who may come in from abroad. This arrangement will add much to the attractions of the Institute.

A study of the departments found makes it clear that one important function of the school was the preparation of students for college. The school in some years offered a course which it claimed to be the equivalent of the first year in college. The Classical course was, no doubt, the standard course of the school. As in the Latin Grammar schools Latin, Greek, and mathematics constituted the core of this section. Whereas Latin had been the language of the classroom in the early schools,² in the Brockport Collegiate Institute the classical subjects, no doubt, were taught through the

¹The Brockport Republic, Vol. 1, March 27, 1857, p. 2.

²Cubberley, E. P. Public Education in the United States, 1919, p. 79.

medium of English. Although this department contained more subject matter than was found in the Grammar Schools, yet it gave about the same kind of education.

The first mention of any sort of a program of studies found in the Collegiate Institute referred to a classical program for the freshman class in 1844:¹

Freshman Class

A class will be formed, August 7th., of those desirous to read Freshman studies. The course will consist of -

- | | |
|-----------|--|
| I. Term | Livy
Xenophon's Anabasis
Day's Algebra |
| II. Term | Livy, completed
Anabasis, completed
Algebra, completed |
| III. Term | Horace
Xenophon's Memorabilia
Davies' Legendre
Review of the studies for the year |

The Catalogue of 1850² announces that the large number of permanent classical students in attendance at the school, and the general desire on their part to pursue college studies in advance of the usual academic course, rendered it necessary to form a regular

¹Annual Catalogue of the Officers, Teachers, and Students of the Brockport Collegiate Institute, Rochester, 1844, p. 21.

²Annual Catalogue of the Trustees, Teachers, and Students of the Brockport Collegiate Institute, Syracuse, 1850, p. 18.

collegiate freshman class with the following course of study:

Course of Study for Collegiate Freshman Class

First term

Mathematics - Day's Algebra
 Latin - Lincoln's Livy commenced
 Greek - Anthon's Homer's Iliad, Greek and Roman Antiquities

Second term

Mathematics - Day's Algebra completed, Geometry begun
 Latin - Lincoln's Livy, continued
 Greek - Anthon's Homer's Iliad continued, Greek and Roman Antiquities

Third term

Mathematics - Bourdon's Algebra, Geometry completed
 Latin - Anthon's Horace begun
 Greek - Anthon's Xenophon's Memorabilia

In 1853 about the same subjects were offered in the Classical course, but the arrangement was different from that of 1850. The Catalogue of 1853¹ again describes this course as one adopted for those who, having prepared themselves for admission to college, desired to pursue their studies in the institution during the first collegiate year. The course is given as follows:

Course of Study for Collegiate Freshman Class

First term

Mathematics - Algebra completed
 Latin-Sallust
 Greek - Homer's Iliad, Kendrick's Greek Ollendorf completed

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, Buffalo, 1853, pp. 25-26.

Second term

Mathematics - Plane Geometry
 Greek - Homer's Iliad
 Latin - Lincoln's Livy, Arnold's Latin Prose,

Third term

Greek - Herodotus
 Latin - Lincoln's Livy, Prose Compositions continued
 Mathematics - Geometry completed

For the year 1863-1864 the catalogue gives the complete course of study covering a two-year period for the Classical course for gentlemen. Here again the subjects cover the same field as those given for 1850 and 1853 with a different arrangement. The course is given thus:¹

Gentlemen's Classical Course

First Year

Fall term

Caesar's Commentaries, Book I - Hanson
 Greek Grammar and Lessons to section 8 - Crosby
 Latin Prose Composition

Winter term

Greek Grammar and Lessons completed - Crosby
 Latin Prose Composition

Spring term

Virgil, Aeneid, Book I - Schmitz and Zumpt
 Cicero's Orations against Cataline - Hanson
 Anabasis, Book I - Boise
 Latin and Greek Prose Composition

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1863-1864, p. 27.

Second Year

Fall term

Virgil, Aeneid, Book II and III - Schmitz and Zumpt
Anabasis, Book II and III - Boise
Latin and Greek Prose Composition

Winter term

Virgil, Aeneid, Book IV, V, and VI - Schmitz and Zumpt
Anabasis completed - Boise
Latin and Greek Prose Composition - Arnold
Ancient Geography and History - Putz and Arnold

Spring term

Sallust
Homer's Iliad, Book I - Owen
Studies reviewed

The English course differed from the Classical in that it offered a more practical education for the students who were not planning to prepare for college. This course diverged completely from that offered in the Latin Grammar Schools. It had originated in an attempt on the part of this Academy, as well as others, to meet the needs of the changed conditions of society, business, and government. A great middle class of people, whose needs could not be met by the subjects offered in preparation for college entrance, had sprung up. Then, too, girls were encouraged to attend the Academy, and many of them desired a more practical education. The curriculum was, therefore, broadened to include more useful subjects, particularly those of a modern nature which would give a better preparation for adult life.

As one author states:¹

.....The study of real things rather than words about things, and useful things rather than subjects merely preparatory to college, became prominent features of the new courses of study.....

Some of the new subjects which received particular stress were English grammar, oratory and declamation, as well as the various branches of mathematics, including navigation and surveying. The natural sciences, geography, and history had an important place. History included that of Greece and Rome and of the United States. French and German were also taught.

The following course of study for the year 1850 shows the various subjects which the school offered in the different fields.²

Junior English

Town's Chart of Elementary Sounds, Town's Speller, Town's Series of Readers, Town's Analysis, Penmanship, Weld's Grammar, Weld's Parsing Book, Morse's Geography, Willard's History of the United States, Thompson's Mental and Practical Arithmetic.

Higher English

Thompson's Higher Arithmetic, Bloss' and Willard's Ancient History, Cutter's Physiology, Mrs. Lincoln's Botany, Parker's Natural Philosophy, Comstock's Chemistry, Burritt's Geography of the Heavens, Watt's On the Mind, Hedge's Logic, Newman's Rhetoric, Kames' Elements of Criticism, Wayland's Moral Science, Fulton and Eastman's Book Keeping, Webster and Worcester's Dictionary.

¹Cubberley, E. P., op. cit., p. 187.

²Annual Catalogue of the Trustees, Teachers, and Students of the Brockport Collegiate Institute, Syracuse, 1850, pp. 17-18.

Higher Mathematics

Day's and Bourdon's Algebra, Davies Legendre's Geometry, Trigonometry, Mensuration and Surveying.

Latin

Andrews' and Stoddard's Latin Grammar and Reader, Cooper's Virgil, Anthon's Cicero, Anthon's Horace, Lincoln's Livy, Leverett's Lexicon.

Greek

Kendrick's Greek Introduction, Sophocles' or Kuhner's Grammar, Jacob's Greek Reader, Owen's or Anthon's Xenophon's Anabasis, Anthon's Xenophon's Memorabilia, Anthon's Homer, Demosthenes de Corona, Liddell and Scott's Lexicon.

French

Pinney's Grammar and Exercises, Le Brun's Telemaque, Les Tragedies de Racine, Boyer's Dictionary.

German

Ollendorf's Grammar and Exercises, Progressive German Reader, Fosdick's Lexicon.

The first regular course of study which was set up in the English department was one for females. It was considered to be better for those students who expected to remain in the Institute for some period of time to have some definite system in their study. The course covered a three-year period, and at the end diplomas were granted. Boys were not required to take this course, but could select the subjects which they preferred. A few girls were also permitted this freedom.

The Catalogue of 1846 says the following about this course for females:¹

¹Annual Catalogue of the Officers, Teachers and Students of the Brockport Collegiate Institute, Brockport, 1846, p. 25.

The course of study in this department will not be dissimilar to that usually pursued in Female Seminaries, and for the benefit of young ladies wishing to pursue a thorough system of instruction, the following course of studies for three years is proposed, consisting of a Junior, Middle, and Senior Class.

Candidates for the Junior Class will be examined in mental and written arithmetic, Geography, U. S. History, Reading, Writing, and Orthography.

Young ladies having completed this course and sustained a satisfactory examination before a committee for that purpose, will be entitled to diplomas, signed by the Chairman of the Examining Committee, President of the Board of Trustees and Principal.

English Course

Junior Class

Grammar	Bullion's
Arithmetic	Emerson's
Ancient History and Geography	Bloss
Natural Philosophy	Phelps
Botany	Lincoln and Eaton's
Natural History	Smellie's
Algebra (commenced)	Day's
Geometry (commenced)	Davies' Legendre
Composition	
Town's Analysis	

Middle Class

Geometry (completed)	Davies'
Modern History	Bloss
Chemistry	Gray
Rhetoric	Newman
Physiology	Lee
Ecclesiastical History	Marsh
Geology	Hitchcock
Astronomy	Olmsted
Composition	

Senior Class

Natural Philosophy	Olmsted
Mental Philosophy	Abercrombie
Criticism	Kames
Logic	Tupper's
Political Economy	Wayland
Moral Philosophy	Wayland
Evidences of Christianity	Paley
Butler's Analogy	
Composition	

Although it is not expected that all in this department will pursue this course, yet it is exceedingly desirable that it should be adopted by those who design to remain any considerable length of time in the Institution, as much is gained by system in study, and very much lost from the want of it.

Candidates for an advanced standing will be examined in all the studies which have preceded it in the course; and proficiency in classical studies will be considered an equivalent for some other branches.

The Catalogue of 1853¹ again urged young ladies to take the course of study which had been set up for them in order that they might have some definite object in view in their studies. It states that no definite course of study was set up for the young gentlemen because their future plans varied so greatly:

Course of Study

While we do not think it wise, or even practicable, in an Academic Institution, to establish any specific

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, Buffalo, 1853, pp. 24-26.

course of study for the male department, (the future plans of the students being so various) yet that the young ladies may have some definite object in view, some task to accomplish, which shall finish their text-book, school-day labors, the following course of study has been adopted for them. It commences with a knowledge of the common English branches, and ends at the close of a three years' course. Diplomas will be awarded to young ladies who graduate.

This Catalogue sets up the course of study more in detail than that of 1846. It gives the subjects studied by each class and then divides them up by terms.

Female Collegiate Department

Junior Class

First Term - Higher Arithmetic finished; Grammar and Parsing Book; Rhetoric.

Second Term - Elementary Algebra commenced; General History, Physiology.

Third Term - Elementary Algebra finished; Natural Philosophy; Botany commenced.

Written essays on Physiology, Hygiene, and Domestic Economy will be required during the year.

Middle Class

First Term - University Algebra commenced; Geometry commenced; Geography of Heavens.

Second Term - University Algebra finished; Geometry finished; Practical Book-keeping; Geology.

Third Term - Chemistry; Botany finished; Evidences of Christianity. Written essays on Geology, Astronomy, and Botany.

Senior Class

First Term - Elements of Criticism; Trigonometry; Science of Government.

Second Term - Technology; Mental Philosophy; Philosophy of Logic.

Third Term - Moral Science; Upham On the Will; Analogy of Evidences of Christianity.

Written essays on Botany and General Literature will be required from time to time during the year. One of the modern languages is included in this course.

In addition to the above course, opportunities are offered young ladies to acquire a knowledge of the Higher Mathematics, Classics, and Natural Sciences, equally with the young gentlemen, having the same instructors and being in the same classes.

The Catalogue of 1857-1858¹ announces that students of either sex who completed the scheduled course, and who maintained a good standing in department would receive a diploma. This is the first evidence that boys were granted diplomas. The course of study is not given in detail for this year by classes and terms. It does, however, lay particular stress on the school's department of modern languages. It states that a new teacher with fine qualifications for his work had been appointed as instructor in these subjects, and it was expected that the school would greatly profit as a result. The following selection² is quoted from the catalogue:

Department of Modern Languages

A valuable addition has recently been made to the Board of Instruction, by the appointment of Mons. Dufour, as Professor of the Modern Languages. He is a young Swiss

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1857-1858, p. 28.

²Ibid., p. 21.

gentleman of high standing, and brings testimonials of character and scholarship from some of the best Institutions in his own country. These testimonials are fully substantiated by Prof. Agassiz, of Harvard University.

Mons. Dufour, having been educated in part in Germany, speaks with equal fluency the French, which is his vernacular, the German, and the English. He possesses a highly cultivated literary taste, a wide range of classical and philosophical information, and great enthusiasm as a teacher. He resides in the Institution, and his constant presence among the students, affords them the best opportunities for conversation both in French and German.

The Catalogue of 1863-1864¹ gives the courses and subjects in detail for the year. For the Academic year it was as follows:

First Year

Fall term

Arithmetic, Robinson's Progressive Higher, from page 65 to 164.

Grammar, First and Second class Elements
General History, Blair's Chronology

Winter term

Arithmetic, from page 164 to 303

Grammar completed

Civil Government, Young's Government Class Book

Spring term

Arithmetic completed

Algebra to page 83 in Robinson's New University Natural

Philosophy to page 205, Wells

Second Year

Fall term

Latin Reader and Grammar to the Fables A. and S.

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, op. cit., 1863-1864, pp. 26-28.

Ancient Geography
 Natural Philosophy, completed
 Algebra from page 83 to 182

Winter term

Latin Reader, continued, Fables and Mythology
 Ancient Geography
 Algebra, to Series
 Book-Keeping, Hanaford and Payson

Spring term

Latin Reader, completed
 Theory of Arithmetic
 Botany, Woods revised
 Euclid, Books I, II, and III, Potts

The Ladies' Classical course was practically an English course except that it also included the study of Latin. The subjects were as follows:

First Year

Fall term

Caesar's Commentaries, Book I
 Euclid, completed with Deductions, Potts
 Chemistry, Wells

Winter term

Cicero
 Trigonometry, Plane and Spherical, Robinson
 Zoology, Agassiz

Spring term

Virgil, Book I, Dana
 Astronomy, Robinson
 French or German

Second Year

Fall term

Mental Philosophy, Hamilton
 Geology, Dana
 German or French

Winter term

Mental Philosophy and Logic, completed
 Moral Philosophy, Wayland and Alexander
 French or German

Spring term

Butler's Analogy
 French or German
 Studies reviewed

The regular English course for ladies and gentlemen is given
 as follows:

First Year

First term

Euclid, completed with Deductions, Potts
 Higher Algebra, Robinson
 Chemistry, Wells

Winter term

Trigonometry, Plane and Spherical
 Rhetoric, Quackenbos
 Zoology

Spring term

Astronomy
 French, Fasquelle
 German, Woodbury

Second Year

Fall term

Mental Philosophy
 Geology
 French or German

Winter term

Mental Philosophy, completed
 Moral Philosophy
 French or German

Spring term

Butler's Analogy
 French or German
 Studies reviewed

For the Ladies' Classical course with music and the Ladies' English course with music students took the above English or Classical course but omitted one study each term in the regular course in order to take music. Consequently, their course was extended one year longer.

In addition to the regular subjects, many special ones were also offered by the school. Students registered in regular departments could take them as extra work, or such students who were not in regular classes could choose them as they desired. Probably some students who were not otherwise connected with the school came for instruction in one or two of these subjects only.

The Catalogue of 1842¹ says that piano instruction, French, painting, and drawing were offered as extra subjects. The Catalogue of 1844² adds vocal music to the list:

Vocal Music

Those wishing to commence or continue the study of
 Vocal Music, will receive special attention.

¹Catalogue of the Officers, Teachers, and Students of Brockport Collegiate Institute, Rochester, 1842, p. 15.

²Annual Catalogue of the Officers, Teachers, and Students of the Brockport Collegiate Institute, Rochester, 1844, p. 19.

In 1850¹ water color painting and German were listed, while in 1852² oil painting was added. The Catalogue of 1857-1858³ gives a long list of special subjects. These were French and German, piano lessons, lessons in thorough bass, in harmony, lessons on the guitar, vocal music with the piano forte or in classes, voice cultivation, penciling, Grecian and Theorem painting, Oriental and Monochromatic painting, transferring engravings on glass, wax flowers, wax fruit, French embroidery, silk embroidery and needle work, paper mache, inlaying of pearl, oil painting, and penmanship in classes. Concerning these subjects the Catalogue further states:

The Extra Studies in Music, Drawing, Painting, Embroidery, Wax Work, Modern Languages &C., may be pursued by members of either department.

An advertisement in the newspaper in the year 1857⁴ adds information about the class in embroidery.

Embroidery and Needle Work

A lady who is well acquainted with all kinds of embroidery and needle work, has been engaged to give instructions in this department at the Institute. She will reside at the College building and receive any pupils who may desire instruction whether otherwise connected with the school or not.

Terms very low. Apply to the Principal.

¹Annual Catalogue of the Trustees, Teachers and Students of the Brockport Collegiate Institute, Syracuse, 1850, p. 19.

²Catalogue of the Brockport Collegiate Institute, Syracuse, 1852, p. 20.

³Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1857-1858, p. 33.

⁴"Brockport Collegiate Institute," The Brockport Republic, Vol. 1, April 3, 1857, p. 3.

Concerning music, the Catalogue of 1857-1858¹ states:

Music, both vocational and instrumental, is also encouraged not only as art and an accomplishment, but as a means of promoting health and happiness.

The same Catalogue speaks in detail about the course in penmanship:²

A course of Instruction in Penmanship, including the various styles of plain and ornamental chyrography, card-writing, lettering, &C., is given by Prof. Shattuck, each term. This course may be pursued in connection with other studies, and afford a rare opportunity to those who wish to become accomplished in this art. Prof. Shattuck stands deservedly high in his department. At the Exhibition of the Industry of all Nations in 1854, he received 'honorable mention with special approbation for specimens of Penmanship,' the highest award given on this class of articles.

Physical education is not mentioned in connection with the school until the same year. At this time the Catalogue devotes special attention to it.³

Physical Education

'Sana mens in sano corpore'

The spacious grounds afford ample room for the various athletic games to which youth so naturally resort, and there is also a good gymnastic apparatus to which the students have free and constant access, and which contributes greatly both to their health and enjoyment. The teachers frequently join them in these exercises thus giving them a judicious direction, and adding to their interest and consequent benefit.

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, Rochester, 1857-1858, p. 32.

²Ibid., p. 29.

³Ibid., p. 32.

A portion of the grounds is assigned exclusively to the young ladies, where they also have various facilities for encouraging healthful exercise.

The following advertisement was found in the newspaper concerning a new drawing and painting teacher hired in 1858:¹

Mons. Kremer has been appointed to the department of Drawing and Painting. He is an accomplished Portrait and Landscape Painter, and thoroughly skilled in all the varieties of his art. Specimens of his work may be seen at his rooms in the Institute.

The only other special subject which is alluded to is the study of the organ, named by the Catalogue of 1863-1864.²

This school was not limited to any great degree by law in its choice of subject matter. As an incorporated academy it was practically free to choose its own curriculum. In order to receive state aid it had, however, to meet certain requirements. Since 1827 academies had been required to offer Latin, Greek, and arithmetic, or the higher English studies, which consisted of sciences, history, or modern languages.³ In 1834 the Regents prescribed English composition and declamation for both classical and English students. Declamation was required of boys.

The catalogues furnish a clear idea of the attention paid to declamation and composition. In 1852 the catalogue states:⁴

¹"Collegiate Institute," The Brockport Republic, Vol. 2, July 9, 1858, p. 3.

²Catalogue of the Officers and Students of the Brockport Collegiate Institute, op. cit., 1863-1864, p. 33.

³Miller, op. cit., pp. 129-130.

⁴Catalogue of the Brockport Collegiate Institute, Syracuse, 1852, p. 20.

Rhetorical Exercises

Weekly Exercises in Declamation and Composition are required, from which no Student is exempt.

The young gentlemen write and declaim alternately by divisions, and the young ladies present compositions every week. These exercises are conducted in the chapel of the Institution, on Wednesday afternoon of each week.

In 1853 the catalogue adds the following to the above passage:¹

.....In addition to the above, each student is required to engage in a daily exercise of Spelling and Composition.

Each catalogue from 1853 on mentions that Friday was the day when rhetorical exercises were given. The Catalogue of 1863-1864 has a slight change:²

Rhetorical Exercises

Rhetorical exercises are held in the Chapel on Friday afternoon of each week. Both ladies and gentlemen prepare compositions every week, and the gentlemen declaim in alternate divisions.

A notice appeared in the village newspaper in 1857 concerning rhetorical exercises. The Principal, David Burbank, invited the public to the exercises and to visit the recitation rooms at any time.³

¹Catalogue of the Officers and Students of the Brockport Collegiate Institute, Buffalo, 1853, p. 28.

²Ibid., Rochester, 1863-1864, p. 28.

³"Collegiate Institute," op. cit., Vol. 1, January 30, 1857, p. 2.

Collegiate Institute, January 26, 1857

Mr. Editor: I wish, through the medium of your paper, to inform its numerous readers and the public generally, that the Institute is now in successful operation, and that the recitation rooms are at all times, during school hours, open to the admission of visitors.

On Friday afternoon of each week we have Rhetorical exercises, consisting of Declamations and the reading of Compositions by the young gentlemen and ladies, and on these occasions we specially invite our friends to be present.

By our friends I mean all friends of education and of the Institute, and I presume they will include the public generally.

David Burbank, Principal

According to the Regents Reports a composition was required every two weeks, alternately with a declamation also expected each fortnight. With slight changes this was the rule from 1842 to 1864, when the work in composition was required oftener.

A study of the curriculum of the Brockport Collegiate Institute shows that the school offered a wide range of studies in nearly every field of knowledge, and that many of them varied greatly from year to year. Almost any subject seemed to be offered if there was shown a need for it. This indicated that the school, similar to most academies of the time, was in an experimental stage. After breaking the hold that the traditional subjects of the Latin Grammar School had exerted on secondary education, the academies began to experiment with the various subjects in order to find which were of

most value.¹

Tables VI and VII show the subjects which appeared in the curriculum of this school by years from 1842 through 1866. These tables have been compiled from the Regents Reports. It will be noted that the years 1853 and 1855 have been omitted. The Report for 1853 was not available. In 1855 the school sent in no report because of the fire.

A study of these tables show that ten subjects were offered every year from 1842 through 1866. These were algebra, arithmetic, botany, English grammar, English pronunciation, geography, geometry (plane), Greek language, Latin language, and reading. Several other subjects were offered nearly every year. Some of these were astronomy, chemistry, French, general history, natural philosophy, physiology, and book-keeping. A few subjects, such as composition, declamation (for males), orthography, and penmanship, were discontinued entirely after a time or united with others. Several other subjects appear in the curriculum for a year or two only. Mythology appeared in 1851 and 1852, Italian in 1852, calculus (differential) in 1854, geometry (analytical) in 1854 and again in 1865, logarithms in 1854 and 1856, chemical agriculture and minerology in 1854, and natural theology in 1862.

¹Butler, Nicholas M. Monographs on Education in the United States, Vol. 1, No. 4, "Secondary Education," by Elmer Ellsworth Brown, 1900, pp. 153-154.

TABLE VI

SUBJECTS WHICH APPEARED IN THE BROCKPORT COLLEGIATE INSTITUTE
CURRICULUM BY YEARS FROM 1842 THROUGH 1854

Subjects	Years Offered												
	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1854	
Algebra	X	X	X	X	X	X	X	X	X	X	X	X	X
Anatomy	-	-	-	-	-	-	-	-	-	-	-	-	X
Arithmetic	X	X	X	X	X	X	X	X	X	X	X	X	X
Astronomy	X	X	X	X	X	X	X	X	X	X	X	X	X
Book-keeping	-	X	X	X	X	X	X	X	X	X	X	X	X
Botany	X	X	X	X	X	X	X	X	X	X	X	X	X
Calculus, differential	-	-	-	-	-	-	-	-	-	-	-	-	X
Chemistry	X	X	X	X	X	X	X	X	X	-	X	X	X
Chemistry, agricultural	-	-	-	-	-	-	-	-	-	-	-	-	X
Composition	X	X	X	X	X	X	X	X	X	X	X	X	X
Criticism, elements of	-	X	-	-	X	X	X	X	-	-	X	-	-
Declamation	-	-	X	X	X	X	X	X	X	X	X	X	X
English grammar	X	X	X	X	X	X	X	X	X	X	X	X	X
English pronunciation	X	X	X	X	X	X	X	X	X	X	X	X	X
Evidences of Christianity	-	-	-	-	X	X	X	X	-	-	-	-	-
French language	X	X	X	X	X	X	X	-	X	X	X	X	X
Geography	X	X	X	X	X	X	X	X	X	X	X	X	X
Geology	-	-	X	X	-	-	-	-	-	X	X	-	-
Geometry, analytical	-	-	-	-	-	-	-	-	-	-	-	-	X
Geometry, plane	X	X	X	X	X	X	X	X	X	X	X	X	X
German language	-	-	-	-	-	-	-	X	X	-	X	X	X
Grecian antiquities	-	-	-	-	-	-	-	-	-	X	X	-	-
Greek language	X	X	X	X	X	X	X	X	X	X	X	X	X
History, general	X	X	X	X	X	X	-	-	X	X	X	X	X
History of United States	X	-	X	X	X	X	-	-	-	-	-	-	-
Hygiene	-	-	-	-	-	-	-	-	-	-	-	-	X
Italian language	-	-	-	-	-	-	-	-	-	-	X	-	-
Latin language	X	X	X	X	X	X	X	X	X	X	X	X	X
Law, constitutional	X	X	X	X	X	X	X	-	-	-	X	X	X
Leveling	-	-	-	-	-	-	-	-	-	-	-	-	-
Logarithms	-	-	-	-	-	-	-	-	-	-	-	-	X
Logic	-	-	-	-	X	X	X	-	-	-	-	-	-
Mensuration	-	-	-	-	-	-	-	X	-	X	X	-	-
Minerology	-	-	-	-	-	-	-	-	-	-	-	-	X
Mythology	-	-	-	-	-	-	-	-	-	X	X	-	-

TABLE VI (CONTINUED)

Subjects	Years Offered												
	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1854	
Natural history	-	x	-	-	x	-	-	-	-	-	-	-	x
Navigation	-	-	-	-	-	-	-	-	-	-	-	-	-
Orthography	x	x	x	x	x	x	x	x	x	x	x	x	x
Penmanship	x	x	x	x	x	x	x	x	x	x	x	x	x
Philosophy, intellectual	x	x	x	x	x	x	x	x	x	x	x	x	x
Philosophy, moral	x	x	x	x	x	x	x	-	-	x	x	x	x
Philosophy, natural	x	x	x	x	x	x	x	x	x	x	x	-	-
Physiology	x	x	x	x	x	x	x	x	x	x	x	x	x
Political economy	-	-	-	-	x	x	x	-	-	-	-	-	-
Reading	x	x	x	x	x	x	x	x	x	x	x	x	x
Rhetoric	x	x	x	-	x	x	x	-	-	x	x	x	x
Roman antiquities	-	-	-	-	x	x	x	-	-	x	x	-	-
Surveying	x	x	x	x	x	x	x	x	-	x	x	x	x
Teaching, principles of	-	-	-	-	-	-	-	-	-	-	-	-	x
Theology, natural	-	-	-	-	-	-	-	-	-	-	-	-	-
Trigonometry	-	-	-	-	-	-	-	x	x	x	x	x	x
Zoology	-	-	-	-	-	-	-	-	-	-	-	-	-
Total number of subjects taught	2527	2827	3332	3026	2430	3536							

SUMMARY SHOWING TOTAL NUMBER OF SUBJECTS WHICH APPEARED EACH YEAR
FROM 1842 THROUGH 1854 IN CURRICULUM OF BROCKPORT
COLLEGIATE INSTITUTE

Year	Number of Subjects
1842	25
1843	27
1844	28
1845	27
1846	33
1847	32
1848	30
1849	26
1850	24
1851	30
1852	35
1854	36