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NEW YORK  
STATE CAPITOL  
TOUR PROGRAM

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RESOURCE  
KIT

NEW YORK STATE OFFICE OF GENERAL SERVICES

ANDREW M. CUOMO  
Governor  
State of New York

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# Introduction for Teachers

The New York State Capitol Tour Program is pleased to offer you this resource kit to prepare your students for their tour of the Capitol. It was written for a fourth grade audience, however, the resource kit is suitable up to an eighth grade curriculum. The kit is divided into two sections: 1. New York State Government and the Legislative Process, and 2. Architecture, History and Building the New York State Capitol. Combined, the two sections explore the dual existence of the Capitol as the seat of New York government and as a National Historic Landmark. Each section is broken down into individual topics, or lessons. Each topic is designed with two parts: The first part is written for students and may be copied directly from the kit and passed out. It contains information to be read and analyzed in class, often with accompanying questions. The second part is for the teacher, labeled as the “Teacher’s Page.” It lists the topic’s objective, notes and activities. Vocabulary words are in bold-face type and italicized in the text. They are listed and defined at the end of each section.

Each topic contains information and activities that connect with your curriculum needs as outlined in the New York State Learning Standards for Social Studies and Learning Standards for the Visual Arts. **Section One** on New York State government and the legislative process relates closely to Social Studies Learning Standard Five: *Civics, Citizenship and Government*. In this section, students learn:

- The place of New York State government among the varying levels of government in our nation
- The structure of New York State government
- Representation in the New York State Legislature
- An understanding of law and the legislative process
- The different ways citizens participate in government and facilitate change

**Section Two** on the architectural design and construction of the Capitol relates closely to Social Studies Learning Standard One: *The History of New York State*; and Visual Arts Learning Standard Three, requiring that:

*students analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts.*

The architectural design of the New York State Capitol exemplifies the value our society placed on government in the nineteenth century. In this section, students explore:

- The function the Capitol was meant to perform as outlined by its original legislative supporters
- Principles of architectural design used by the architects
- The materials, methods and people employed in construction of the Capitol
- How to evaluate the architectural successes and failures of the Capitol

Wherever possible, the kit includes charts, images, maps, primary resources and activities. Used entirely, the kit provides a comprehensive look at the function and role of state government, and the art and architecture of the Capitol. The topics may be used independently from one another, at the teacher’s discretion. Ideally, the kit helps prepare students for a visit to the Capitol; however, the lessons can also be used if you are unable to come to Albany. We hope you will use the materials to enrich your students’ knowledge of New York State and their visit to the Capitol.





SECTION



# NEW YORK STATE GOVERNMENT AND THE LEGISLATIVE PROCESS

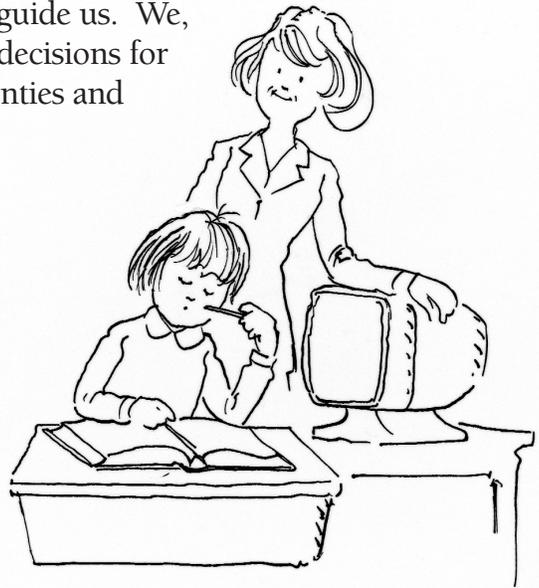
# Topic One: Introduction to Government

People living and working together in a community need rules. When our nation was founded, the people formed governments to carry out certain rules we call laws. Laws protect our rights and freedoms. Governments are made of people who lead and guide us. We, the people, *elect* our leaders as *representatives* to make decisions for us. The government leaders from our nation, state, counties and communities create and *enforce* laws.

Listed below are just some of the many responsibilities of government leaders.

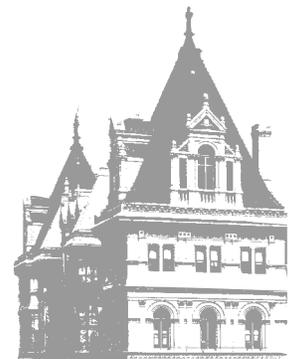
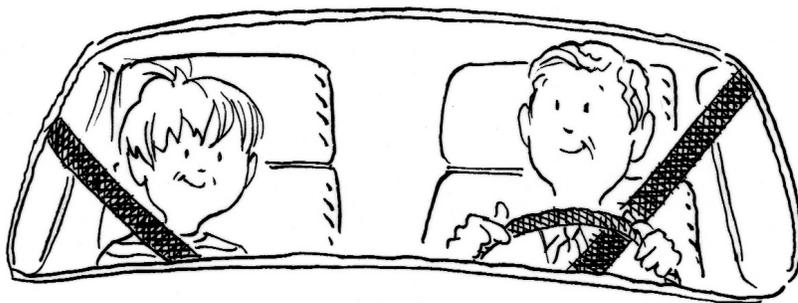
## EDUCATION: Government Leaders...

- Help build schools
- Help people go to school
- Make sure what we learn in school is important for our future



## HEALTH & SAFETY: Government Leaders...

- Help people get care from doctors and hospitals
- Create laws to make our homes, schools, public buildings, roads and bridges safe
- Make sure that what we eat and drink is healthy





## DEFENSE: Government Leaders...

- Are in charge of the Army, Navy, Air Force, Marines and National Guard
- Defend our country in case of war or other threats of danger



## PUBLIC ASSISTANCE: Government Leaders...

- Feed and shelter people during times of need
- Help people recover from hurricanes, fires, floods and other disasters



# Teacher's Page

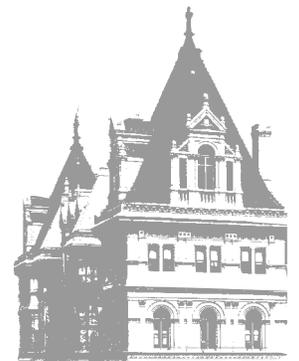
## OBJECTIVE:

For students to understand the basic concept of government and how it helps them manage their daily lives.

## ACTIVITY:

It is sometimes difficult for children to comprehend exactly how great an impact government and laws have on everyday life. After you have read Topic One with your students, ask them to think of ways government helps them in their day-to-day activities.

Have your students evaluate their daily routine by writing it out on a sheet of paper similar to the example on the next page. Under each phase of their day, help them understand how government is involved. This introduction to government is not limited to any specific level of government, but aimed at a general awareness of our government's influence in our lives. Therefore, encourage your students to list aspects from any level of government, ranging from federal to student government. This provides a way to introduce or review Topic Two, the different levels of government in our democratic system. On the next page is a sample that lists what a routine day might be for a student. Within each daily activity, government affects their lives in numerous ways.



## SAMPLE: A DAY IN THE LIFE OF A STUDENT

### 7:00 A.M. **Breakfast**

Most food products we eat have a Food and Drug Administration nutrition label. Federal law mandates that these labels be on every food product. They contain nutritional analyses and FDA recommendations to promote the health of Americans.  
[www.fda.gov/]

### 8:00 A.M. **Transportation to school**

- **School bus:** When a school bus is stopped with flashing red lights, all traffic must stop. This is to allow children to safely cross the road. The law requires buses to have stop signs that indicate to motorists the proximity of children.
- **Car:** If parents drive their children to school, they are required by NYS law to wear a seat belt in the car.
- **Walk:** If children walk to school, the law requires crossing guards to assist them. All persons must use a crosswalk when crossing a street.
- **Bicycle:** If children under fourteen ride a bike to school, they are required by NYS law to wear a bicycle helmet.
- **City bus or subways:** state and local governments often subsidize the use of public transportation.

### 9:00 A.M. **Classes begin**

- The New York State Education Department creates learning standards for each grade in every subject area. Schools are required to follow these standards. Both the state and federal government have mandatory standardized tests that determine each student's progress.

### 10:00 A.M. **Fire drill/Building safety**

- Fire drills are required by city and state government, and are one of the many safety practices mandated in public and private school buildings. Safety codes are used to check electrical wiring, heating and plumbing. Federal law sets basic standards so that buildings are safe and accessible for people with disabilities.

### 12:00 P.M. **Lunch time/Recess**

- The law requires public schools to provide healthy lunches. Federal, state or local governments may subsidize lunches. Recess time at school must be supervised.

### 3:00 P.M. **After school activities**

- Many after school activities are provided with funds from local, state and federal government.

These are just a few of a student's daily activities affected by government. Encourage your students to think of more to help them understand how government facilitates their lives.



# Topic Two: Levels of Government

United States government is a *democracy* with many levels: federal, state, county and local government. Each level of government has separate jobs and responsibilities. Read the descriptions below and answer the questions.



## FEDERAL GOVERNMENT

The *federal government* governs all 50 states in our nation. Some of the jobs of the federal government are to:

- Print paper money and mint coins
- Handle all *foreign policy*
- Run the U.S. Postal System
- Collect federal taxes
- Oversee the military
- Care for National parks and monuments

The people of the United States elect the leaders of the federal government. The top leader in the federal government is the President of the United States. Who is our current President? The President works in our nation's *capital*, Washington D.C. Locate it on the map. The federal government has offices all over the United States. Where is the closest federal building to where you live?



## STATE GOVERNMENT OF NEW YORK

Each state has its own government. New York State government provides leadership for the people of New York. Listed below are some of New York's responsibilities to its *residents*:

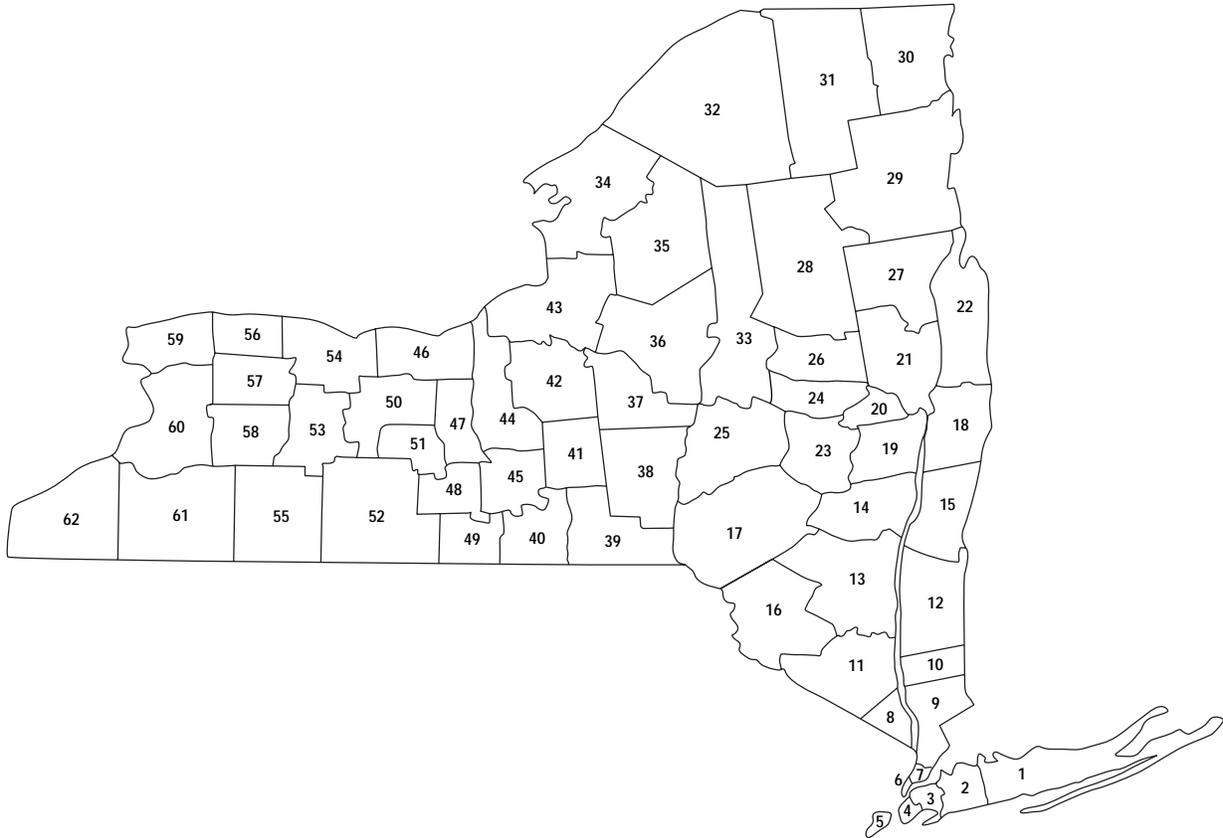
- Create education requirements
- Maintain state highways
- Provide state police
- Collect state taxes
- Preserve the environment
- Care for state parks and historic sites



The people of New York elect leaders to represent them in state government. The top leader of New York State government is called the **Governor**. Who is New York's current Governor? The Governor works in Albany, the capital of New York. Locate Albany on the map of New York. There are state offices in every county of New York. Where is the state office closest to your home?

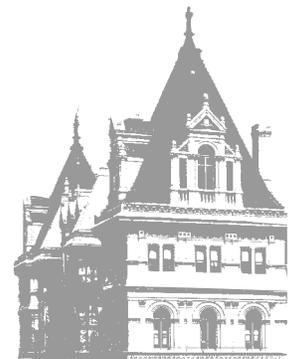
# COUNTY AND LOCAL GOVERNMENT

■ New York State is divided into 62 pieces of land called *counties*. Each county has a government to provide services to the people who live there. What county do you live in? Find the name of your county on the table below and locate its number on the map. Where are your county offices located?



## NEW YORK STATE COUNTIES

- |                |                  |               |                 |
|----------------|------------------|---------------|-----------------|
| 1. Suffolk     | 17. Delaware     | 33. Herkimer  | 49. Chemung     |
| 2. Nassau      | 18. Rensselaer   | 34. Jefferson | 50. Ontario     |
| 3. Queens      | 19. Albany       | 35. Lewis     | 51. Yates       |
| 4. Kings       | 20. Schenectady  | 36. Oneida    | 52. Steuben     |
| 5. Richmond    | 21. Saratoga     | 37. Madison   | 53. Livingston  |
| 6. New York    | 22. Washington   | 38. Chenango  | 54. Monroe      |
| 7. Bronx       | 23. Schoharie    | 39. Broome    | 55. Allegany    |
| 8. Rockland    | 24. Montgomery   | 40. Tioga     | 56. Orleans     |
| 9. Westchester | 25. Otsego       | 41. Cortland  | 57. Genesee     |
| 10. Putnam     | 26. Fulton       | 42. Onondaga  | 58. Wyoming     |
| 11. Orange     | 27. Warren       | 43. Oswego    | 59. Niagara     |
| 12. Dutchess   | 28. Hamilton     | 44. Cayuga    | 60. Erie        |
| 13. Ulster     | 29. Essex        | 45. Tompkins  | 61. Cattaraugus |
| 14. Greene     | 30. Clinton      | 46. Wayne     | 62. Chautauqua  |
| 15. Columbia   | 31. Franklin     | 47. Seneca    |                 |
| 16. Sullivan   | 32. St. Lawrence | 48. Schuyler  |                 |



- In each county there are cities, towns and villages. Each city, town and village also has its own government, which is called *local government*. New York State has 62 cities, 931 towns and 557 villages. The largest city in New York, New York City, is further divided into five *boroughs*: Manhattan, Queens, Bronx, Brooklyn and Staten Island. Each borough has its own separate local government.

County and local governments share many of the same responsibilities. The residents elect their county and local government leaders.

Some of the jobs done by county and local governments are:

- Removing garbage and recyclables
- Clearing snow from streets and sidewalks
- Collecting property and school taxes
- *Zoning* for building new homes and businesses
- Setting speed limits on local streets
- Providing fire departments

## QUESTIONS:

1. Why is the United States divided into different levels of government?
2. What are four jobs of the federal government?
3. What are city, town and village governments?
4. What are the five boroughs of New York City?



# Teacher's Page

## OBJECTIVE:

For students to distinguish state government from the federal and local governments.

## ACTIVITY:

This activity is designed to help your students understand how the levels of government overlap in a community. It can be completed as a group or individual activity.

1. Use an overhead projector to enlarge the transparency outline of New York onto a large poster board or other type of paper.
2. Outline and name county of residence.
3. Label the village, town or city (or borough) of residence.
4. Locate and label Albany, the capital of New York.
5. Mark the following places:

(Tip: By creating a legend, students may label the location of federal, state, county and local government offices by number or symbol. Include addresses on the legend as well.)

- Closest federal office building
  - Closest state office building
  - The county seat
  - Town, village or city hall
6. In addition to these important government sites, students may wish to personalize their map by marking:
    - Places visited
    - Places students wish to visit

Again, a numbered legend may help for want of space. Below is a suggested list of types of places students may want to think about:

- Home
- School
- Library
- Parks/playground
- Mall or shopping stores
- Community center
- Geographical points of interest, i.e., lakes, rivers, mountains
- Amusement/theme parks
- Other tourist/cultural attractions
- Relatives' homes
- Friends' homes
- Church/temple
- Grocery store
- Museum
- Theater

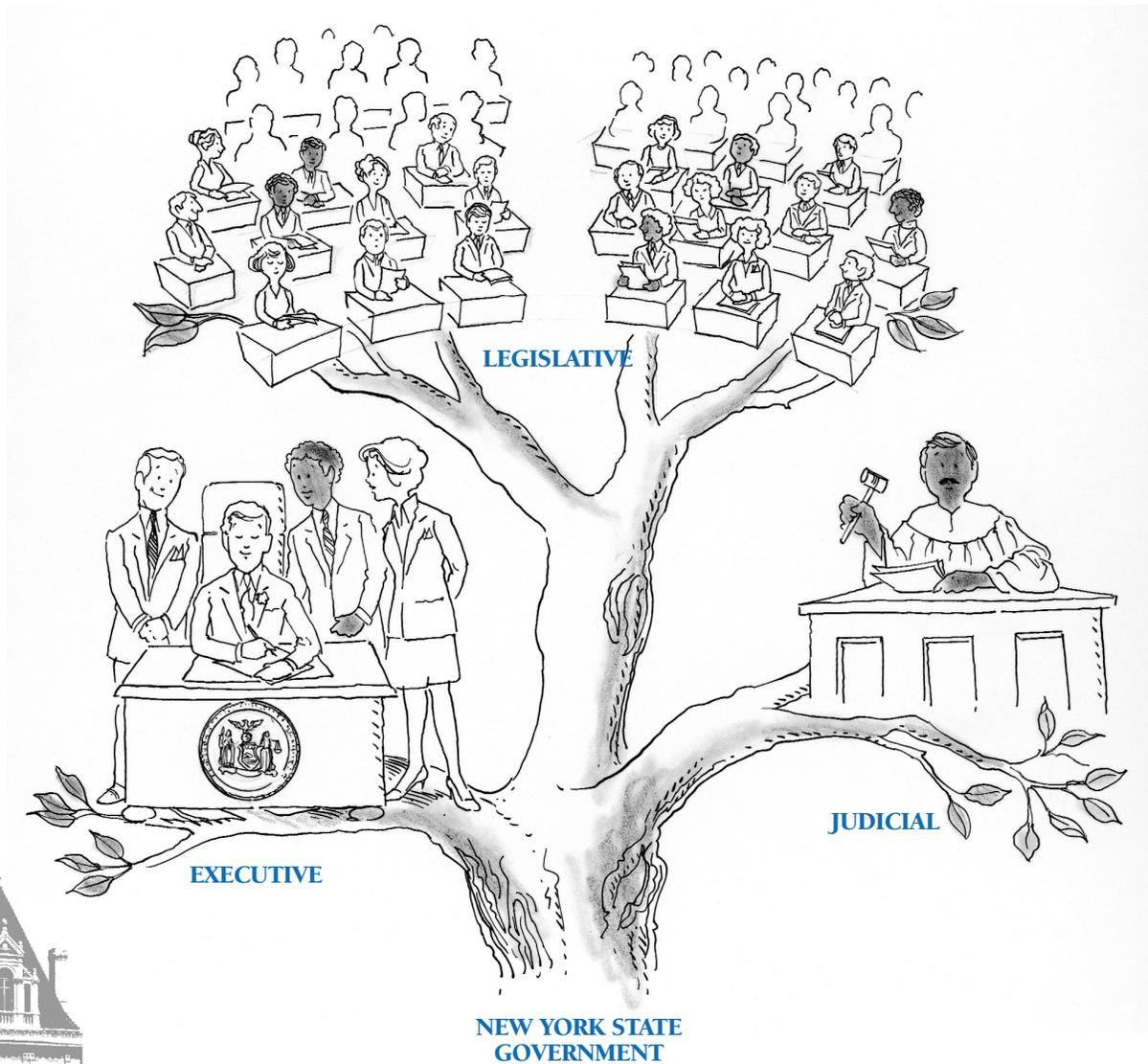
## MATERIALS:

- New York State map transparency, cover folder insert
- Overhead projector
- Markers, or poster paints
- Poster board or large sheets of paper



# Three: The Three Branches of Government in New York State

Like the federal government, New York State government has three divisions, or branches: the *legislative*, *executive* and *judicial*. Each branch has separate powers and responsibilities. The powers and responsibilities of government are divided or balanced among the branches. Each branch watches or checks the other branches to make sure power is not abused. This is called the system of *checks and balances*.



## THE LEGISLATIVE BRANCH

The legislative branch of New York State government makes laws for New York. It has two groups of representatives, the *Senate* and the *Assembly*, who create and pass laws. Voters elect members in the Senate and Assembly to serve two-year terms.

### THE NEW YORK STATE SENATE

- 62 members
- Lieutenant Governor serves as President of the Senate.

### THE NEW YORK STATE ASSEMBLY

- 150 members
- *Speaker of Assembly* is an Assembly-member elected by his/her peers to lead sessions.

## THE EXECUTIVE BRANCH

The executive branch of government is made up of elected officials. New York's highest-elected official and chief executive is the *Governor*. The Governor has many leadership responsibilities:

- Preparing New York's budget.
- Execution and Enforcement of state laws.
- Commander-in-Chief of New York's military and naval forces.

Listed below are other elected officials in the executive branch.

- *Lieutenant Governor*, the state's second-in-command executive
- *Attorney General*, the state's top lawyer
- *State Comptroller*, the state's chief *fiscal* officer

Their responsibilities are to carry out the laws of New York and operate the business of the state.

## THE JUDICIAL BRANCH

The judicial branch of government is made of all New York State's courts. The courts, using a system of *juries* and judges, *interpret* the laws of New York.



# Teacher's Page

## OBJECTIVE:

To provide a basic understanding of the structure of New York State government.

## ACTIVITY:

“Tree of New York State Government”

The students' information page in this lesson illustrates New York government as a tree with three branches. In this activity, students will make a paper tree with a trunk and three main branches. Each branch will be labeled as a branch of government and be pasted with leaves. Each leaf will have a written piece of information relating to its branch.

## MATERIALS:

- Brown paper or brown paper grocery bags
- Poster paints
- Paintbrushes
- Scissors
- Colored construction paper (leaf colors: greens, browns, gold, reds, etc.)
- Black markers

## INSTRUCTIONS:

1. Using the brown paper, students must draw or cut an outline of a tree that is large enough to fit on the back of a door. The tree must have a trunk and three main stems, or branches, labeled as executive, legislative and judicial. Mount the tree onto a door or elsewhere in the classroom.
2. Create templates of leaves. Students may wish to create many different types of leaves or chose to create just one. The New York State tree is a maple tree.
3. Trace the leaves on construction paper and cut out. Students may choose to make the many different colors of a fall tree or a green summer tree.
4. On each leaf, write one bullet of information provided on the following pages. Attach the leaves to their correct branch.

## ENHANCEMENT:

Visit the “I ♥ New York” website [[www.iloveny.state.ny.us](http://www.iloveny.state.ny.us)] to learn additional facts about New York. Students may use the information to enhance their tree. For example, they can add the state bird sitting in a branch, or the state flower growing in the ground next to the tree. Encourage students to be creative as possible. Look at the example provided on the following page.





Example: Tree of New York State Government



# THE THREE BRANCHES OF NEW YORK STATE GOVERNMENT: SPECIFIC JOBS AND DEFINITIONS

DIRECTIONS: Write each job and definition of the three branches on a separate leaf. Be sure to fill in the blanks where necessary.

## THE LEGISLATIVE BRANCH

- Each Senator and Assembly-member is elected for a two-year term.
- The Senate has a \_\_\_\_\_ majority. (Name political party.)
- The Assembly has a \_\_\_\_\_ majority. (Name political party.)
- The Senate has the power to approve or disapprove the Governor's appointment of non-elected state officials and court judges.
- The Senate and Assembly make New York State Laws.
- In order to be a state representative, a person must live in New York for at least five years, and at least one year in the district he/she may wish to represent.
- Bills can be proposed in either the Senate or Assembly.
- Bills must pass in the Senate and Assembly before being considered for approval by the Governor.
- The Governor must sign a bill before it can become a law.
- The Senate and Assembly have the power to override a Governor's veto if they can re-pass the bill with a two-thirds-majority vote.
- Our Assembly-representative is \_\_\_\_\_ .  
His/her district office is located at \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (Access this information at [www.assembly.state.ny.us](http://www.assembly.state.ny.us))
- Our Senator is \_\_\_\_\_ .  
His/her district office is located at \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (Access this information at [www.senate.state.ny.us](http://www.senate.state.ny.us))
- \_\_\_\_\_ is the Lieutenant Governor of New York State and President of the Senate.
- \_\_\_\_\_ is the Speaker of the Assembly.
- The Assembly-members elect the Speaker of the Assembly.
- Each Senator represents roughly 295,000 New York residents.
- Each Assembly-member represents roughly 121,000 New York residents.
- The President of the Senate has the power to cast a vote only to break a tie.



## THE EXECUTIVE BRANCH

- The Governor is New York's top elected official.
- This branch carries out New York State laws.
- The New York State Governor is elected for a four-year term.
- The Lieutenant Governor will assume the governorship in case of impeachment, resignation, absence or death of the Governor.
- The Governor is required by the state constitution to submit a yearly state budget to the legislature.
- The budget created by the executive branch provides money for departments and programs.
- The executive branch is made of departments, divisions, offices, boards and commissions, which all help operate the state. Some of these are:
  - Department of Agriculture & Markets
  - Department of Banking
  - Department of Correctional Services
  - Department of Environmental Conservation
  - Department of Health
  - Department of Motor Vehicles
  - Department of Social Services
  - Department of Transportation
  - Division of State Police
  - Division of Human Rights
  - Office of Parks, Recreation and Historic Preservation
  - Office of General Services
  - Office of Alcoholism & Substance Abuse Services
  - State Education Department
  - Office of Children and Family Services
  - Office of Temporary and Disability Assistance
  - Office of Mental Health
  - Office of Mental Retardation and Developmental Disabilities
  - Commission on Cable Television
  - Council on the Arts...there are many more
- In order to run for office, the Governor and Lieutenant Governor must be at least 30 years old, and a resident of New York for at least five years.
- The State Comptroller is the state's chief fiscal officer.
- The Attorney General is the state's chief legal officer and is responsible for the prosecution of all actions for or against the state.
- The Governor has the power to appoint department heads within the executive branch.
- The Governor has the power to veto all bills passed by the legislature.



## THE JUDICIAL BRANCH

- The judicial branch has the power to provide a forum for the peaceful, fair and prompt resolution of civil claims, family disputes and criminal charges.
- The judicial branch settles disputes between citizens and their government.
- The judicial branch challenges government actions.
- The judicial branch has the power to determine the legality of wills, adoptions and divorces.
- The judicial branch provides legal protection for children, the mentally ill and others who are unable to take care of themselves.
- The judicial branch can decide on the constitutionality of New York laws that are already in effect.
- The Court of Appeals is the state's highest court.
- The Chief Judge of the Court of Appeals is the chief judicial officer of New York.
- The Governor appoints the Chief Judge for a 14-year term.
- The judicial branch of government is made up of four judicial departments.
- New York State is divided into 12 judicial districts.
- Three main divisions of courts are:
  - appellate courts
  - trial courts of superior jurisdiction
  - trial courts of lesser jurisdiction
- The appellate courts hear appeals of the decisions from other courts in the state.
- The four courts of lesser jurisdiction are district, city, town and village courts. They handle minor civil and criminal matters.

Teachers and students are encouraged to make additional “leaves” for each of New York’s government branches.



# Topic Four: Representation in the New York State Legislature

Residents of New York State elect their *representatives* in the Senate and Assembly. Our representatives write and pass the laws that protect our rights and freedoms.

## REPRESENTATION IN THE NEW YORK STATE SENATE

There are 62 New York State Senators. Each Senator represents a section of New York called a *district*. The Senate districts are divided evenly by population, not by size. So, the Senate districts are many different sizes, but contain the same number of people. Each Senate district has roughly 295,000 people living there. The large *urban* areas of New York are made of small-sized districts because more people live in these places. The small communities in *rural* areas of New York are made of large-sized districts because fewer people live in these places. The residents in each Senate district elect one person as their Senator to represent them in Albany.

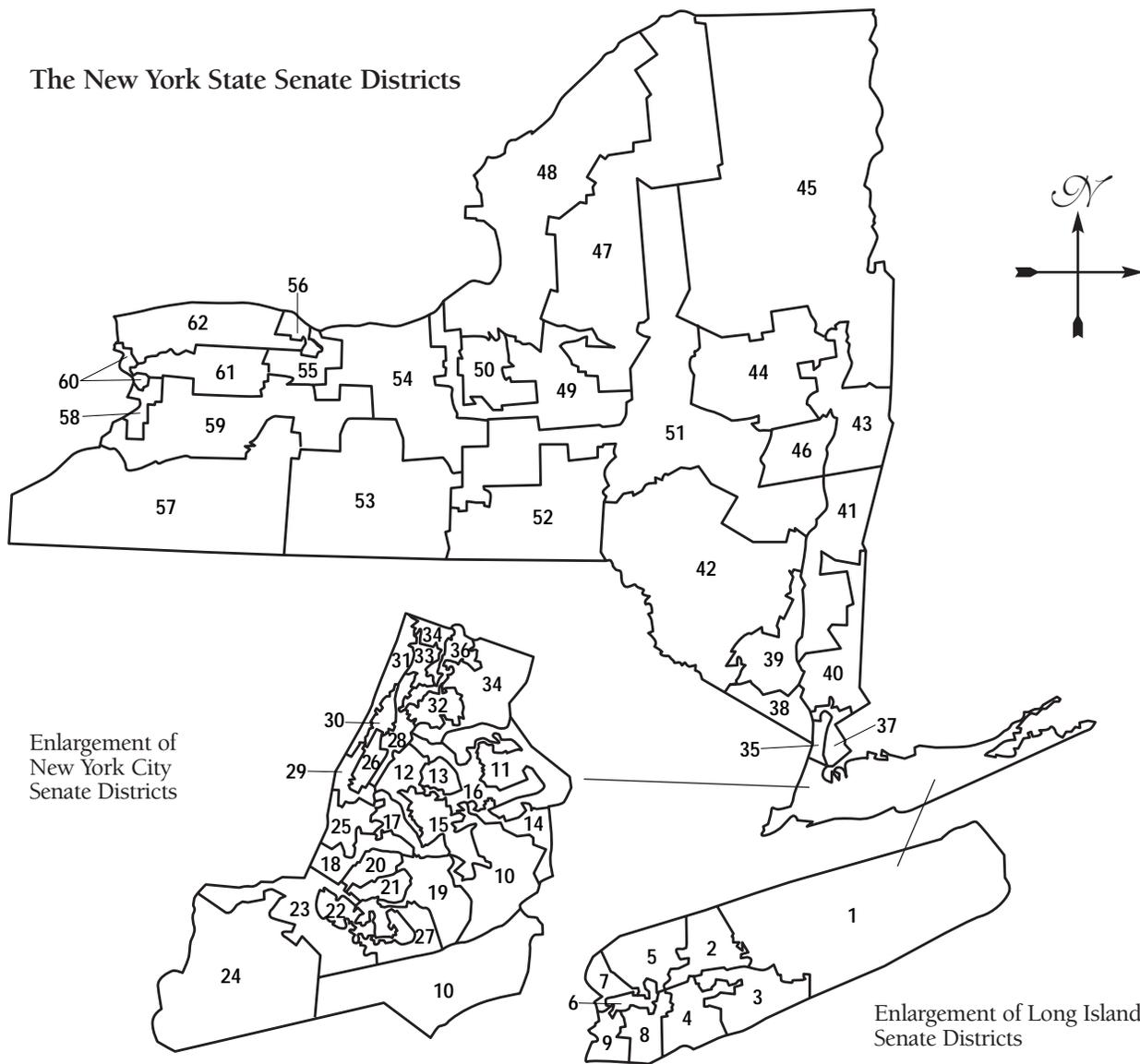
## REPRESENTATION IN THE NEW YORK STATE ASSEMBLY

Representation in the New York State Assembly is similar to the Senate except that instead of 62 districts, there are 150. Again, each district is divided so that it contains the same number of people. Each Assembly district has roughly 121,000 people living there. This is far fewer people than in a Senate district because there are many more Assembly-members than Senators. The people in each Assembly district elect one person as their Assembly-member to represent them in Albany. *Each New York State resident has a representative in both the Senate and the Assembly.*



Below is a map of the New York State Senate districts. Study the maps and answer the questions below.

The New York State Senate Districts



Enlargement of New York City Senate Districts

Enlargement of Long Island Senate Districts

## QUESTIONS:

- Using the Senate district map, list the numbers of three of the largest and three of the smallest districts. In what geographic areas did you find the largest? In what geographic areas did you find the smallest?
- What is the difference in population between the Senate and Assembly districts?
- Who represents more people, a Senator or an Assembly-member? Why?
- What Senate district do you live in?



# Teacher's Page

## OBJECTIVE:

For students to understand representation in New York State government and the concept of legislative districts.

For students to explore the diversity of New York and how it may influence the decisions of our representatives.

## ACTIVITY:

To understand how New Yorkers are represented in state government, and to begin to appreciate the great diversity of our state, have your students pretend they were just elected as a representative in the Senate or Assembly. Assign each student or group of students a district to represent. Explain to them, that as a newly elected representative, they must know as much about their district as possible in order to make decisions that are going to benefit the residents. The following pages list information to be filled in. Students must try to research a district and fill in as much information on it as possible. When the research is over, have the students compare similarities and differences between districts.

Although districts and counties are separate from one another, a likely place to find information is to contact county government offices. Direct links to these and all other state, local and federal agencies are found at [www.state.ny.us](http://www.state.ny.us). Many counties' Chamber of Commerce websites also contain demographic information. Another resource for this information is by contacting the representative responsible for the district. The Assembly [www.assembly.state.ny.us](http://www.assembly.state.ny.us) and Senate [www.senate.state.ny.us](http://www.senate.state.ny.us) websites contain the names, telephone numbers, e-mail addresses and mailing addresses of all representatives. Other local government offices also keep this type of information. Contact city offices, town clerks or county executives. Another place to find this information is in an atlas or encyclopedia. Try this online atlas: [www.nationalatlas.com](http://www.nationalatlas.com).

Because the Assembly is divided into 150 districts, an Assembly district map was too complex to be printed in the Resource Kit. If you wish to obtain a map, contact your Assembly representative.



## WHAT DO REPRESENTATIVES NEED TO KNOW?

Congratulations! You were just elected to the New York State Senate or Assembly. Before you start your job, you need to learn as much as possible about your district. Try to fill in as much of the information below as you are able to find.

District # \_\_\_\_\_ in the New York State Senate or Assembly.

Write a brief description of where your district is located.

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Name the county or counties your district covers or is located in.

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**GEOGRAPHY** (This information can be found in an atlas.)

Name any of the following major geographic features within your district:

Mountains \_\_\_\_\_

Rivers/creeks \_\_\_\_\_

Lakes \_\_\_\_\_

Plateaus \_\_\_\_\_

Valleys \_\_\_\_\_

Oceans/beaches \_\_\_\_\_

Harbors \_\_\_\_\_

Average temperature, winter and summer \_\_\_\_\_

Average rainfall and snowfall \_\_\_\_\_

**POPULATION** (This information can be found through county government or by contacting the district representative.)

Population density: # of people per square mile \_\_\_\_\_

Average property values \_\_\_\_\_



Types of housing: i.e., apartment buildings, one-family or two-family homes \_\_\_\_\_

\_\_\_\_\_ % Own

\_\_\_\_\_ % Rent

\_\_\_\_\_ % Subsidized

\_\_\_\_\_ % Homeless

Average income \_\_\_\_\_

Age levels \_\_\_\_\_ % Minors

\_\_\_\_\_ % Adults

\_\_\_\_\_ % Senior citizens

Religions \_\_\_\_\_

List ethnic groups and percentage of population \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

List major professions \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Prisons \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Public and private colleges and universities \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**LAND USE** (This information can be found in an atlas.)

Total square miles in district \_\_\_\_\_

# Acres \_\_\_\_\_

\_\_\_\_\_ % Urban (Include names of major cities/towns.)

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ % Suburban

\_\_\_\_\_ % Agricultural/Rural



List national, state, county or local parks.

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Pollutants in environment \_\_\_\_\_

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Landfills \_\_\_\_\_

Wildlife \_\_\_\_\_

### INDUSTRY

Agricultural (List major crops.) \_\_\_\_\_

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Manufacturing (List products.) \_\_\_\_\_

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Services (List types.) \_\_\_\_\_

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Technology \_\_\_\_\_

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### TRANSPORTATION

Describe the following that apply:

Railroad \_\_\_\_\_

Bus \_\_\_\_\_

Subway \_\_\_\_\_

Airplanes \_\_\_\_\_

Automobiles \_\_\_\_\_

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SUMMARY QUESTIONS

Based on the information you were able to find, what do you think your *constituents* care about the most? Least? \_\_\_\_\_

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How do their cares or interests reflect the population and geography of your district? \_\_\_\_\_

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Compare your district to other districts. What have you learned about New York? \_\_\_\_\_

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What does it means to represent a community? \_\_\_\_\_

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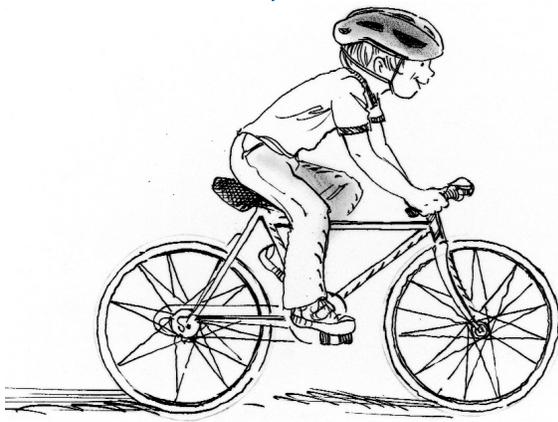


# Topic Five: New York State Laws and Why We Have Them

The State of New York enacts laws: rules that everyone in New York must obey. Our representatives in the Senate and Assembly, and our Governor make laws to protect our rights and freedoms in areas like safety and health, education and the environment. Every law in New York is written down and printed. Copies of each law are placed in libraries around the state. Everyone can research, read and understand New York's laws.

Read the Bicycle-Helmet Law below. Are you familiar with this law? Do you know any other New York State laws?

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



The Bicycle-Helmet Law Passed July 21, 1993

- No person under fourteen years of age shall *operate* a bicycle without wearing *protective headgear*.
- Passengers under one year of age on a bicycle are *prohibited*.
- No person operating a bicycle shall have a passenger one or more years of age and less than fourteen years of age unless the passenger is wearing a helmet and the passenger is in a separate seat attached to the bicycle.
- A *law enforcement officer* shall *issue an appearance ticket* to a person's parent or guardian for a *violation* only if the violation occurs in the presence of such person's parent or guardian.
- Such person's parent or guardian shall pay a fifty dollar fine.
- The court shall *waive* the fine if the parent or guardian purchases a helmet before the appearance date.



Because the Bicycle-Helmet Law was created as a New York State law, only people within New York State boundaries have to obey it. Other states have created their own laws concerning the use of bicycle helmets. For example, in California, all persons under the age 18 must wear a bicycle helmet. Some states, like Texas and Minnesota, don't have any bicycle-helmet law. Each state can make their own laws because they have separate governments. However, anyone riding a bicycle in New York State has to obey its law whether or not they are a New York resident.

## QUESTIONS:

1. If you wanted your 10-year-old friend to ride on your bicycle with you, what two things does the New York law say you must have?
2. If a police officer catches you riding your bicycle without a helmet, to whom must the officer issue a ticket?
3. Which branch of government carries out this law if you break it?
4. Which branch of government decides whether or not the law has been broken and *levies* the fine or penalty?
5. Why do some states have a different law for using bicycle helmets?
6. In New York, Rockland County passed a law that states **everyone** must wear a bicycle helmet no matter how old you are. Where do you have to obey this law? How is it possible that Rockland County can have a law separate from the rest of New York?

To learn more about bicycle safety, visit the following websites:

[www.safekids.org](http://www.safekids.org)

[www.bhsi.org](http://www.bhsi.org)



# Teacher's Page

## OBJECTIVE:

For students to read and understand the written concept of laws and why we have them.

## ACTIVITIES:

1. What ideas for laws do your students have? Instruct your students to write down their ideas in a format similar to the Bicycle-Helmet Law, including a penalty for violating that law.
2. Read with your students the letter in Appendix A written by the New York State Head Injury Association. This letter was written to persuade the Governor to pass the Bicycle-Helmet Law. Following the format of this letter, instruct your students to write a persuasive letter to the Governor that supports their idea from the previous activity. Students must include at least three reasons why their law would benefit New York residents.
3. What might our communities be like without laws? Instruct students to write a short essay describing this scenario.



# Topic Six: The Legislative Process – How a Bill Becomes a Law

It takes a lot of time and work to turn an idea into a successful New York State law. The legislative process uses the system of checks and balances to make sure the laws are fair and useful. So, before an idea can become a law, it must travel on a long journey through the Senate and Assembly, and the Governor's Office. Take a trip and learn what steps are needed to make an idea a law.



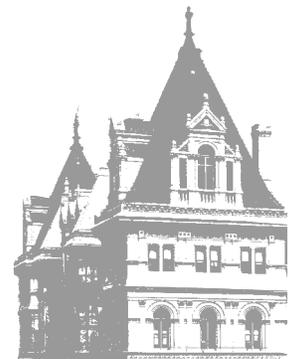
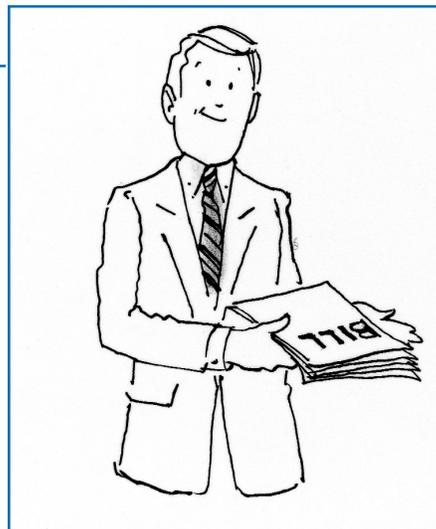
**1** A law begins with an idea for change. Ideas come from many different places. Anyone can have a good idea for a law, even YOU.

Ideas for laws come from:

- The Governor: The Governor often works with the state legislature to make and pass laws.
- Senators and Assembly-members
- Citizens
- *Special interest groups*

[The New York State Head Injury Association is an example of a special interest group. Special interest groups are made up of people who think it is important to create change. Members in a group *lobby* representatives to help pass bills.]

**2** A Senator or Assembly-member takes an idea and turns it into a *bill*. A bill is the idea written out in formal language. Each bill has a *sponsor* in the Senate and Assembly to introduce it and guide its journey through the legislative process.





**3** After a bill has been written and introduced, it is sent to a *committee*. A committee is a smaller group of representatives who study each bill closely. There are many different types of committees. Some of them are:

- Committee on Children and Families
- Committee on Environmental Conservation
- Committee on Health
- Committee on Transportation

Bills are sent to the committee that most closely relates to its subject. For example, the Bicycle-Helmet Law was sent to the Committee on Transportation.



While a bill is in committee, the Senate or Assembly may hold a public hearing, or meeting, for citizens to learn about a bill and express their opinions or concerns. This is a chance for the people to become involved in the legislative process. If there is not enough public support for a bill, it will “die” in committee and never become a law. Sometimes, the representatives in a committee may decide to change the bill to make it better in order to gain public support. Our opinions can have a direct effect on the types of laws that are passed.

**4** Once a bill passes through a committee, it is put on the Senate and Assembly calendars to be talked about during session. Legislative sessions run every year from January to June. A printed copy of the bill is placed on the desk of each representative. By law, a bill must be on the representatives’ desks three days before a vote can be held.



**5** During session, the representatives *debate* the bill. During a debate, people discuss different reasons why a bill may be good or bad. After debating, they vote on the bill. A bill must pass by a *majority* vote in both the Senate and the Assembly.

**6** After a bill is passed by the Senate and Assembly, it must be signed by the Governor to become a law. This is the last step in the legislative process. But, if the Governor does not think the bill would make a good law, the Governor has the power to *veto*, or not sign a bill. This demonstrates one of the checks and balances the executive branch has over the legislative branch.

If the Governor decides to veto a bill, the legislature has one more chance to make it a law. The Senate and Assembly may re-vote on a bill. If two-thirds of the representatives in each house vote yes, that bill automatically becomes a law without the Governor's signature. This is called an *override*. It is an example of one of the checks and balances the legislative branch has over the executive branch.



## QUESTIONS:

1. Why are there so many steps for making laws?
2. What two branches of government are involved in passing a bill?
3. Explain the idea of checks and balances. Give two examples of checks and balances used in the legislative process.
4. Why do you think the Bicycle-Helmet Law was sent to the Committee on Transportation?
5. Why did the New York State Head Injury Association write a letter to the Governor asking him to support the Bicycle-Helmet Law?



# Teacher's Page

## OBJECTIVE:

For students to understand the basic process by which laws are created and to view this process as necessary to produce effective, fair laws.

For students to begin to understand the important role citizenship plays in the legislative process.

## ACTIVITY: MOCK-LEGISLATIVE SESSION

This activity will help reinforce the legislative process with your students.

1. Begin by setting up your classroom as a mini-model of New York State government. Assign one-half of the class as Senators, and one-half as Assembly-members. Designate three students to assume the roles of Speaker of the Assembly, President of the Senate (Lieutenant Governor) and Governor.
2. Propose legislation. Choose one or more ways to provide legislation:
  - Each student must propose an idea for a bill.
  - Students may form special interest groups and write bills reflecting the interests of the group.
  - Students may use their written ideas from the activity in Topic Five.
  - Teachers may prepare bill topics in advance.
3. After your students have been given their legislative role-play assignments, have them form a list of committees. An individual legislator may participate on more than one committee. Limit the committees to 3-4 students.

Below are some general ideas for committee categories:

- Environment
  - Education
  - Crime
  - Tourism
4. Assign each bill a sponsor. The sponsor introduces a bill in committee and during session. He or she is the primary supporter of a bill and fights the hardest to have it passed.
  5. Assign each bill a number. The number designates the order the bills are to be introduced in committee and session.
  6. Assign each bill to the appropriate committee.
  7. Copy each bill and distribute to every student.
  8. Begin committee hearings:

The bill sponsor will introduce, or read aloud, a bill to the committee. Each committee hearing is open to the public. Students who are not committee members will assume the role of the public. As the public, students must ask



questions and voice their opinions about a bill, articulating exactly why they believe as they do. Ultimately, it will be up to the public to persuade committee members to move forward with a bill, or throw it away.

9. Once all the committees have held hearings on their bills, organize your students into their Assembly and Senate groups to vote on bills sent through committee. Sessions can be held simultaneously. A bill must be passed by both the Senate and Assembly, and can originate in either house.

The Senate:

The President of the Senate opens each session by saying the “Pledge of Allegiance.” The President then reads down the list of bills passed through committee. Each bill is open for debate. At this point, if any Senators wish to speak in favor of or against a bill, this is their opportunity to do so. Once the debate is over, Senators are asked to place their vote. “Aye” for yes, “nay” for no. Have one student keep a tally of votes as they are called out. The bills that pass must be sent to the Assembly to be voted on.

The Assembly:

The Speaker of the Assembly opens each session by saying the “Pledge of Allegiance.” The Speaker then reads down the list of bills passed through committee. The Assembly, like the Senate, also has the opportunity to debate each bill before a vote is called. The bills that originated in the Assembly and pass must be sent to the Senate to be voted on.

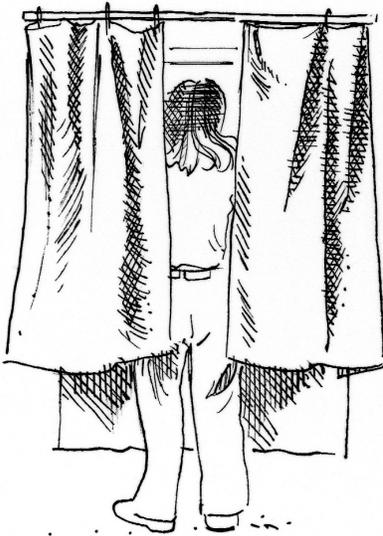
6. Bills that pass in both the Senate and Assembly can now be brought forth before the Governor. The Governor can do one of two things:
  - Sign the bill, and it becomes a law
  - Veto the bill
7. After all bills are brought before the Governor, hold another session of the Senate and Assembly to override any of the Governor’s vetoes. The Senate and Assembly must re-vote on a bill and pass it by a two-thirds-majority vote in order for it to become a law. Help your students figure out exactly how many votes they need to override the Governor’s veto.
8. The President of the Senate and the Speaker of the Assembly close each session.



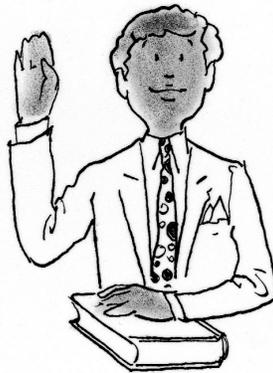
# Topic Seven: Citizenship – Our Participation in Government

Citizens of the United States are people who were born in the United States or people who moved here from another country and have lived here long enough to become citizens. New York residents are United States citizens who were born or live in New York. The United States government protects the rights and freedoms of its citizens. One of the most important of these is our right to participate in government.

What are some ways we use our citizenship to participate in government?



■ VOTING



■ HOLDING PUBLIC OFFICE



■ WRITING LETTERS TO REPRESENTATIVES

## ■ Lobbying

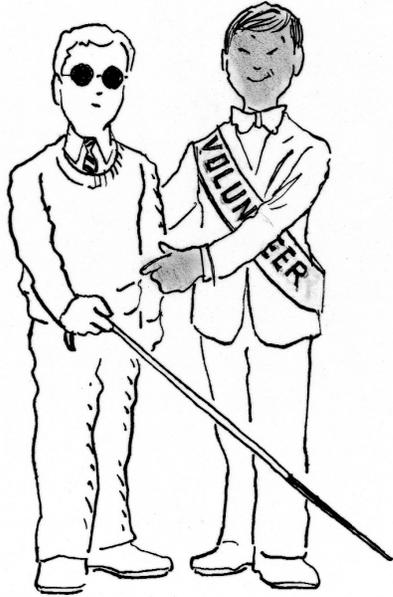
- Attending legislative committee meetings or public hearings

In return for our rights and freedoms, we have responsibilities to our government and fellow citizens. Two of our responsibilities are to obey laws and pay taxes to our government.

However, citizenship means more than just participating in government and obeying its laws: citizenship is the power held by the people for positive change. People who use their citizenship can make their community a better place to live.



What are some ways that you, as citizens, can improve the community in which you live?



■ VOLUNTEER



■ PICK UP TRASH IN YOUR STREETS AND PARKS



■ DONATE FOOD AND CLOTHING TO CHURCHES AND SHELTERS

## QUESTIONS:

1. Why is it important for citizens to participate in their government? What would happen if no one participated in government?
2. What are some of the basic freedoms we enjoy as citizens of the United States? Pick one of these freedoms and write a short paragraph on what might happen if that freedom were taken away.
3. Does a citizen have a responsibility to improve his or her community? Why?



# Teacher's Page

## OBJECTIVE:

For students to begin to understand the privileges and responsibilities of citizenship and to exhibit these values in their daily activities.

## ACTIVITY:

1. Pick one way you can use your citizenship to create positive change in your community. Suggested activities:

- Organize a food drive.
- Plan a trip to a nursing home or shelter to find ways you can make a difference.
- Plant flowers or trees on your school grounds.
- Designate "Pick Up Trash Day" around your school or in a park.

2. Involve your students in the experience of citizenship. Now that they have learned the importance of government, turn their knowledge into action.

- Help your students organize a classroom government.

As members of the class, students must:

- a. Identify rights. As a class, prepare a document, A Bill of Rights, listing 10 or more "inalienable" rights that pertain to them in the classroom.
- b. Elect a president, vice-president, secretary and treasurer. Designate a week to serve as a campaign period. Students can create posters or buttons advertising their candidacy. Hold an election day for students to vote.
- c. After students elect their officers, call regular meetings to bring action and change inside the class. The officers' duties are as follows:

President: To run all class meetings. Initiate projects and ideas from members of the class.

Vice President: To stand-in if the President is absent.

Secretary: To record all actions taken by the class.

Treasurer: To collect and keep track of the class fund.

- d. The idea of a class government is to give students a voice or say as a group of people. The class should enforce mandatory dues, similar to taxes paid by citizens. Making and distributing play money can serve this purpose.
- e. During meetings, any problems in the classroom should be addressed. Encourage the class to make rules that everyone must follow. Organize activities such as field trips, community services or other projects your students can do as a class. They may want to have fund-raisers to earn



money. *Emphasize to your students that everything they do is a result of their class government and works in the same way our local, state and federal governments work. None of these would work without participation from the people.*

- f. Halfway through the school year, elect new class officers. What changes does voting new people into office make?
- g. End the year by creating a plan, approved by all class members, that will designate the way they want to spend their money. The students need to know exactly how much money they have saved, and budget how money will be spent.

Option: Using the pretend money, set up a barter system in your classroom. The student government may trade their money for special privileges like a night without homework or an extra five points on an exam score.



# Vocabulary

**Amendment** (noun): a change or addition made to a law or a constitution.

**Appeal** (noun): a request that a case from a lower court be heard again in a higher court. People who think they were not given a fair trial can ask for an appeal.

**Appearance Ticket** (noun): a piece of paper that charges you with breaking a law and requires that you show up, or appear, in court.

**Appointment** (noun): the selection of a person by the Governor or legislature to fill a position or job.

**Assembly** (noun): a group of 150 representatives in New York's legislative branch of government responsible for making laws.

**Attorney General** (noun): New York State's top lawyer and head of the Department of Law.

**Bill** (noun): a written suggestion for a law.

**Borough** (noun): one of the five governmental divisions that make up New York City.

**Capital** (noun): a city that is a home for government.

**Capitol** (noun): a building where legislators and government employees work.

**Checks and Balances** (noun phrase): a system in which each branch of government limits the powers of the other branches.

**Citizen** (noun): a person who is a member of a nation.

**Committee** (noun): a group of legislators who meet to discuss bills on specific topics.

**Constituent** (noun): one of the people a Senator or Assembly-member represents.

**Constitutionality** (noun): agreement with what is written in the Constitution (state or federal).

**County** (noun): a smaller section within a state with its own government.

**County Seat** (noun): the city, town or village that is the home for county government.

**Debate** (verb): to discuss or argue different opinions.

**Democracy** (noun): a form of government in which citizens, or the people, share power by electing representatives.



**District** (noun): an area or a piece of land represented by a Senator or Assembly-member.

**Elect** (verb): to choose a person for office by voting.

**Enact** (verb): to make a bill into a law.

**Enforce** (verb): to effectively carry out a law.

**Executive Branch** (noun): the branch of government created to carry out the laws made by the legislative branch of government. The Governor is the head of the executive branch.

**Federal Government** (noun): the central government of the United States.

**Fine** (noun): a dollar amount a person must pay when found guilty of breaking a law.

**Fiscal** (adjective): relating to financial matters such as taxation, revenues and debt.

**Foreign Policy** (noun): a term that describes the relationship between the United States and other countries.

**Governor** (noun): the head of the executive branch for a state.

**Judicial Branch** (noun): the branch of government that interprets laws or decides whether or not a law has been broken.

**Jury** (noun): a group of people who are chosen to hear evidence in a court of law.

**Interpret** (verb): to explain or decide the meaning and use of a law.

**Issue** (verb): to officially give out.

**Law** (noun): a rule made and carried out by government.

**Law Enforcement Officer** (noun): a police officer.

**Legislative Branch** (noun): the branch of government that makes laws.

**Levy** (verb): to charge and collect an amount of money by law, i.e., taxes.

**Lieutenant Governor** (noun): an elected official who is second in command of the state. Should the Governor be unable to do the job for any reason, the Lt. Governor becomes Governor.

**Lobby** (verb): to influence and persuade representatives on legislation. An activity carried out by a person or group of people.

**Local Government** (noun): smaller government systems such as those of counties, cities, towns or villages.

**Majority** (noun): of two groups of people, the one greater in number.



**Mayor** (noun): the top elected official for a city, town or village.

**Monetary System** (noun): a process set in place by the federal government that controls how money is supplied and circulates in the economy.

**Operate** (verb): to make an object perform its function or job.

**Override** (verb): to pass a law without the Governor's signature.

**Prohibited** (past participle): not allowed.

**Prosecution** (noun): a pursuance of formal charges against someone who has done something wrong or criminal.

**Protective Headgear** (noun): something worn on the head to help prevent injuries during an accident.

**Representation** (noun): the act of one person speaking for many people to advance their rights and interests.

**Representative** (noun): a person who is chosen to act or speak for others.

**Resident** (noun): a person who lives in a place, i.e., a resident of New York.

**Rural** (adjective): describes country or agricultural places.

**Senate** (noun): one of the two houses in New York's legislative branch of government responsible for making laws.

**Speaker of the Assembly** (noun): the member of the Assembly who presides over Assembly sessions.

**Special Interest Group** (noun): a group of people who are joined together to advance a special interest or cause. Example: M.A.D.D., Mothers Against Drunk Driving.

**Sponsor** (noun): the representative who takes responsibility for passing a bill.

**State Comptroller** (noun): an elected official in the executive branch of government who oversees the finances of New York.

**Urban** (adjective): describes places of large populations and businesses such as cities or large towns.

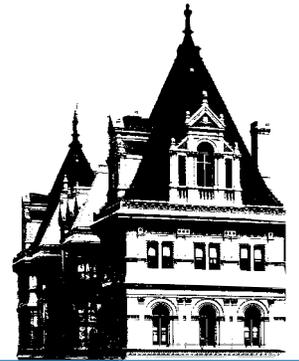
**Veto** (verb): an act of power the Governor has to not sign a bill.

**Violate** (verb): to break a law.

**Waive** (verb): to dismiss, to pardon.

**Zoning** (verb): to designate land for a specific purpose, i.e., residential or commercial.





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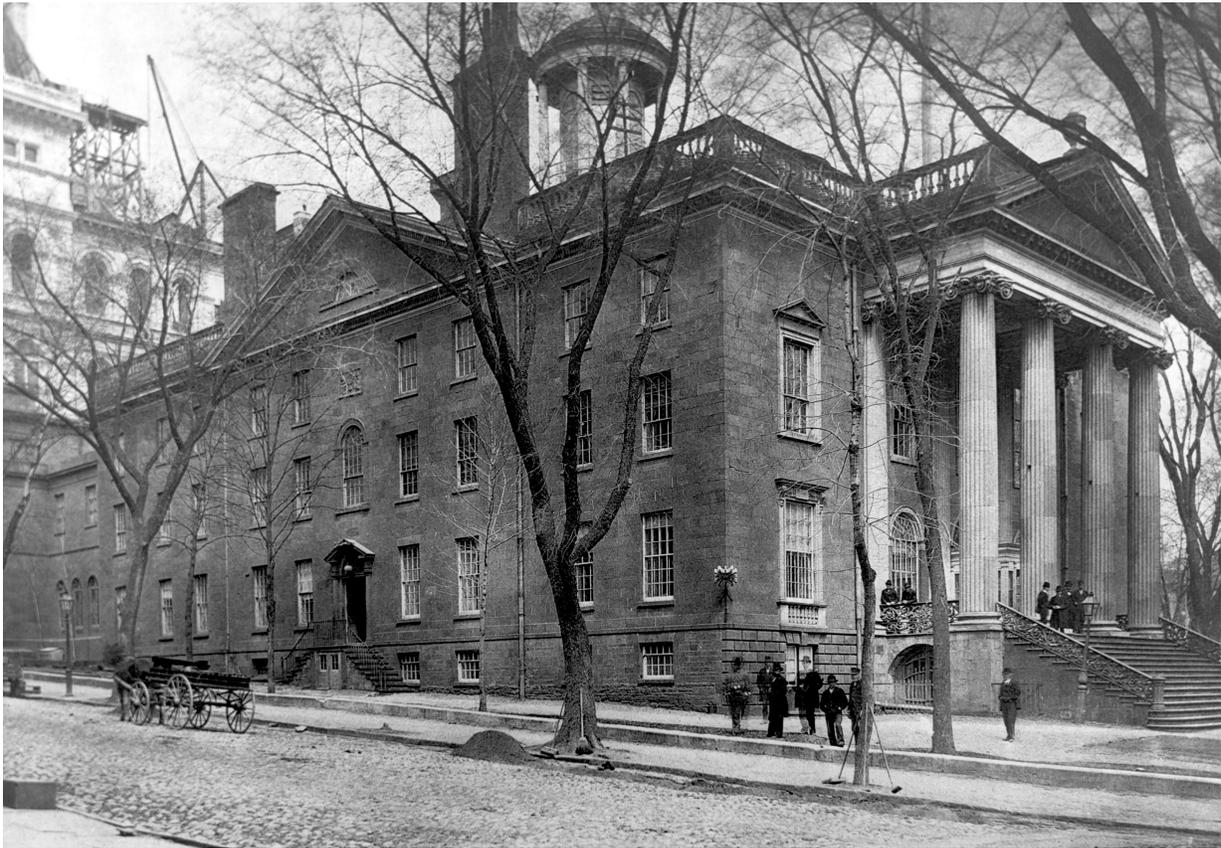
ARCHITECTURE,  
HISTORY AND  
BUILDING THE  
NEW YORK STATE  
CAPITOL

SECTION

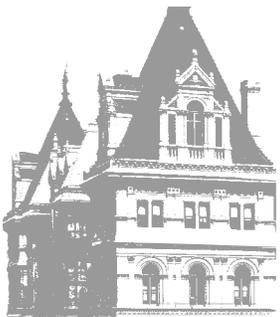
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# Topic One: Introduction

You have learned that the home for New York State government is in the Capitol at Albany. The Capitol was designed and built specifically for our government. In this section you are going to learn how the Capitol was built and why it is so important. Hold onto your hard hats, because you are going to be taken on a historic and architectural journey through this magnificent building!



1 Old Capitol with New Capitol behind, 1882. Collection of The Legislative Library, Albany, New York. Provided by The New York State Commission on the Restoration of the Capitol.



When the Civil War began, New York's first Capitol (figure 1), built in 1809, was too small for the size of New York's growing government. In 1865, the legislators in the Senate and Assembly began plans to build a new Capitol that would be much bigger and more ornate than the first one. Construction started in 1867 shortly after the Civil War, and did not end until 1899, thirty-two years later. It took far longer to build the Capitol than anyone had predicted.



2 Engraving of Albany from Rensselaer, c. 1879. Collection of The New York State Library Special Collections, Albany, New York. Provided by The New York State Commission on the Restoration of the Capitol.

Between 1800 and 1860, New York State had grown and prospered. During this period, New York built roads, canals and railroads. These methods of transportation allowed both people and goods to move more easily across the state. This period marked the beginning of the *industrial revolution*. The industrial revolution is a term used to describe the increasing technology that led to a rise in manufacturing. Factories were built all across the state, including up and down the Hudson River, and in Albany (figure 2). These factories employed many workers and produced goods that were sold both inside and outside of New York. Because of these advances in transportation and technology, and the growth of manufacturing within the state, New York became wealthy and *populous*. New York, being a northern state, was victorious in the Civil War. This gave even more wealth and power to the people of New York. The New York State Capitol was designed to symbolize this wealth and power.





3 *The New York State Capitol, present day. Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.*

Restoring, preserving, protecting, and maintaining the Capitol is the job of the New York State Office of General Services (OGS) and the New York State Commission on the Restoration of the Capitol. OGS and the Capitol Commission have completed the restoration of the Governor's Reception Room and the William de Leftwich Dodge murals, the Governor's Ceremonial Office, and the Hall of Governors. Currently, OGS is in the process of rehabilitating the entire roof structure in the Capitol. In addition, the skylight above the Great Western Staircase was restored in 2001, and a restoration cleaning of the Great Western Staircase was completed in 2006. This included cleaning the stone and original light fixtures. Thanks to these incredible tasks visitors to the Capitol will be able to see the building as the original architects intended.



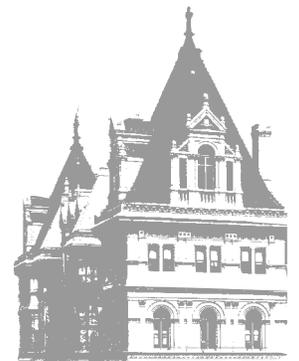
# Topic Two: A Fresh Start – Designing the Capitol in Albany

*Architecture* is a word used to describe different kinds of buildings. Architecture is also the art and science of creating buildings. An *architect* is the person who *designs*:

- the look (or appearance) of a building
- its size and floor plan
- its support (or *structure*) to stand up against gravity, weather and ground movement
- how a building is built

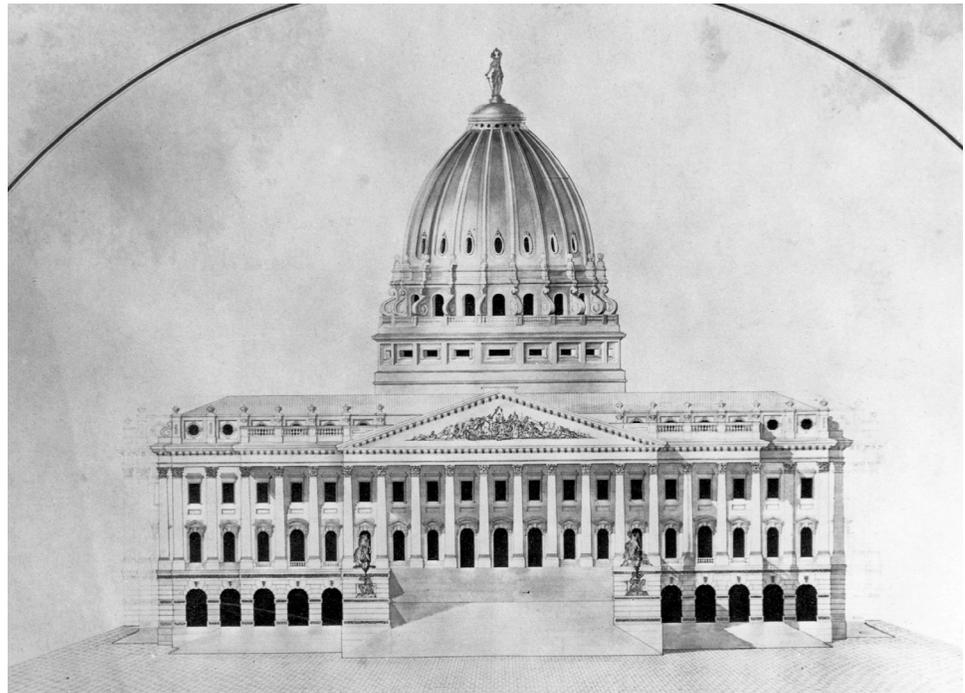
There are many steps or phases involved in designing a building. We are going to examine how our magnificent New York State Capitol was designed.

The New York State legislators announced plans to build a new capitol in 1865. In order to guarantee that New York's new capitol would have the best architect and best design, New York State held a design competition. Any architect could enter the competition by submitting a design for the new capitol. The representatives in the Senate and Assembly looked closely at all the different designs and picked the one they liked best. Figures 4 through 9 are some of the many designs from which they had to choose. Of the six drawings below, can you guess which one the legislators chose? Which one would you choose? <sup>1</sup> (Teachers: end notes can be found on the teacher's page, page 67.)





4 Design submitted by Schulze & Schoen, Architects, New York. Collection of Avery Library, Columbia University, New York. Provided by The New York State Commission on the Restoration of the Capitol.



5 Design submitted by Walter Dickson. Collection of The New York State Archives, Albany, New York. Provided by The New York State Commission on the Restoration of the Capitol.





6 Design submitted by Schulze & Schoen, Architects, New York. Collection of Avery Library, Columbia University, New York. Provided by The New York State Commission on the Restoration of the Capitol.

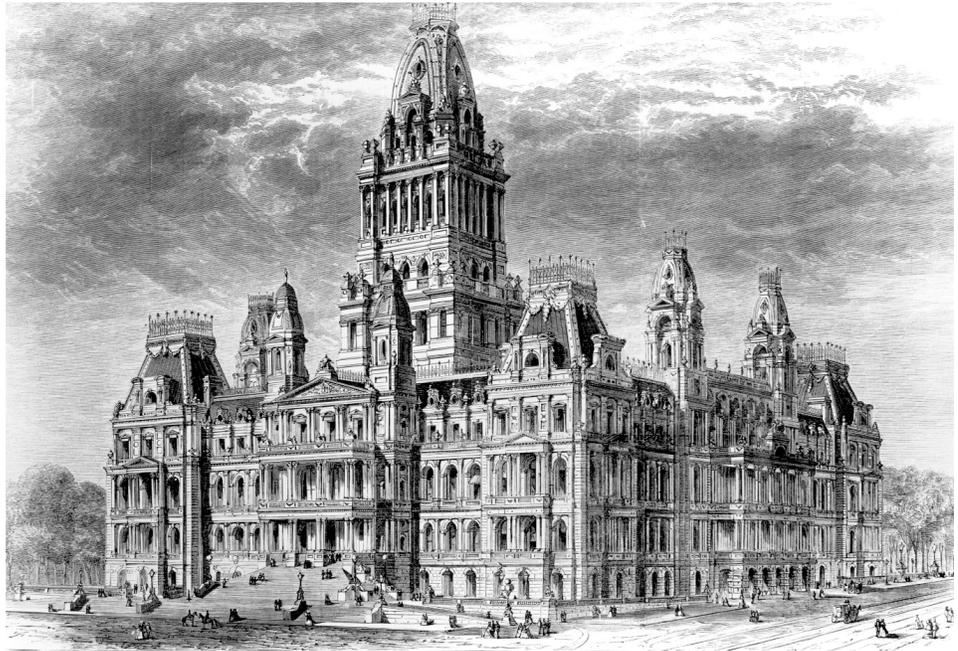


7 Design submitted by Louis Berger. Collection of Avery Library, Columbia University, New York. Provided by The New York State Commission on the Restoration of the Capitol.





8 Design submitted by Augustus Laver. Collection of the Albany Institute of History and Art. Provided by The New York State Commission on the Restoration of the Capitol.



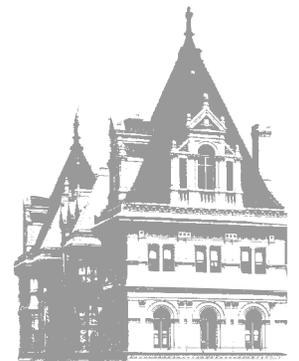
9 Design submitted by Thomas Fuller. Collection of the Albany Institute of History and Art. Provided by The New York State Commission on the Restoration of the Capitol.

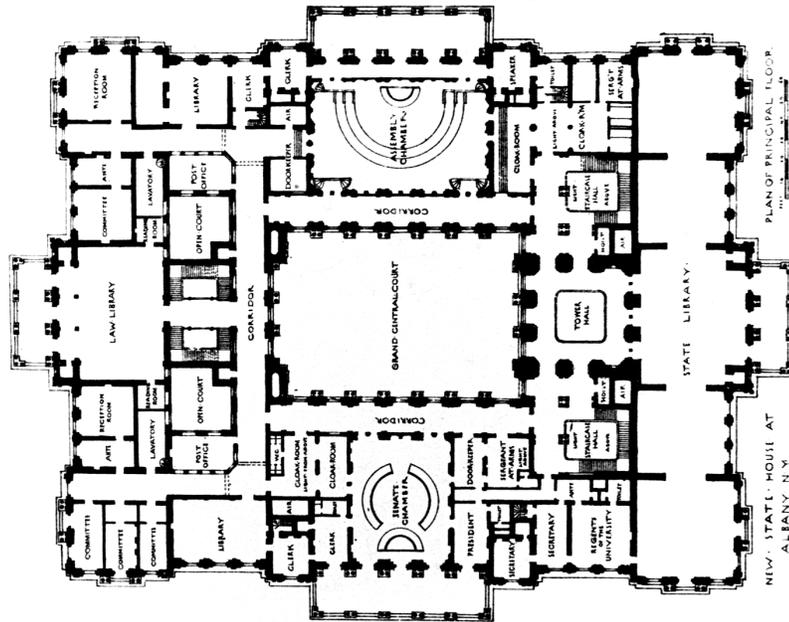


The name of the architect chosen by the legislature was Thomas Fuller. Fuller's design was in an *Italian Renaissance style*, with a central courtyard, four main floors, and a large tower. When Fuller designed the Capitol, he had many questions to answer and problems to solve. What should the new Capitol look like? How should it be built? How many rooms did it need? Below is a list of some of the many other hundreds of questions the architect had to answer. Can you think of any other important questions? <sup>2</sup>

- How big does the building need to be?
- How will the building stay up?
- What building materials will be used?
- How many floors does the building need?
- How many elevators should there be, and where will they go?
- How many staircases are needed and where do they go?
- Will there be any decorations on the inside or outside of the building?
- How many bathrooms should there be, and where will they go?
- How many windows does the building need?
- How high and wide do the doors need to be?
- How will the building be heated or lighted?

Floor plans and designs are instructions written by the architect on how to build a building. Floor plans are used to answer and solve many questions and problems. Figure 10 is an original *floor plan* for the third floor of the Capitol. A floor plan is a map showing all the different rooms in a building and how they fit and connect together. It shows bathrooms, closets, hallways, windows, doors, stairs and vents. In other words, the architect's floor plan shows how the building will function, or operate. The *function* of the building influences its *form*, or shape. Study the floor plan and look at all the rooms needed to house New York's government. The architect designed offices for the governor, and two great chambers for the Senate and Assembly. What are the Senate and Assembly chambers used for? Can you find them on this floor plan? What are some of the other spaces the architect included in this floor plan? What do you think they were used for? What types of things do architects need to think about today that they did not need to think about in 1865? <sup>3</sup>





10 Thomas Fuller, *Third-floor plan, New York State Capitol*. Collection of New York State Library Special Collections, Albany, New York. Provided by The New York State Commission on the Restoration of the Capitol.

The Capitol was built for two reasons: to be a home for New York State government, and to symbolize the strength and power of New York. Because of this, the architect designed the Capitol to be big and beautiful. We are going to explore three elements of design that helped to make the Capitol big and beautiful. These are *form*, *scale* and *structure*.

## FORM

Form means shape. All buildings have a form. Most architects use geometric shapes such as squares, rectangles, triangles, circles and half circles. Look again at the floor plan and the exterior view of the Capitol. What is its overall form? <sup>4</sup>

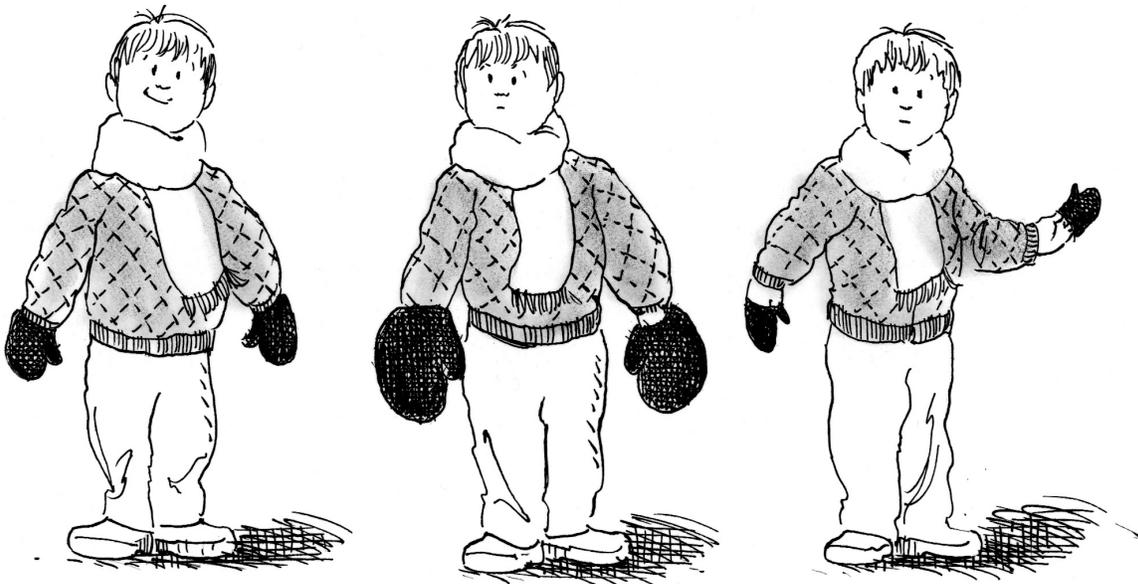
The architect included a central courtyard in the form of the Capitol. You can see the courtyard in the floor plan. It is a large rectangular section cut out from the middle of the building. Why do you think the architect created this space for a courtyard? What is its function? The courtyard, with its many windows, was designed to bring light and fresh air into the inner corridors and chambers of the Capitol. Remember, the Capitol was first designed without electricity and air conditioning. People depended on the natural light to see, and on fresh air for ventilation. In the evening, how do you think people were able to see in the Capitol? <sup>5</sup>



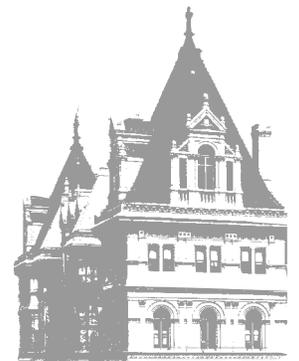
Fun Fact: The Capitol took so long to build, that by 1899 some parts of it actually did have electricity. It was one of the nation's first large-scale public buildings with electric lights. Because of this, it quickly became a popular tourist attraction.

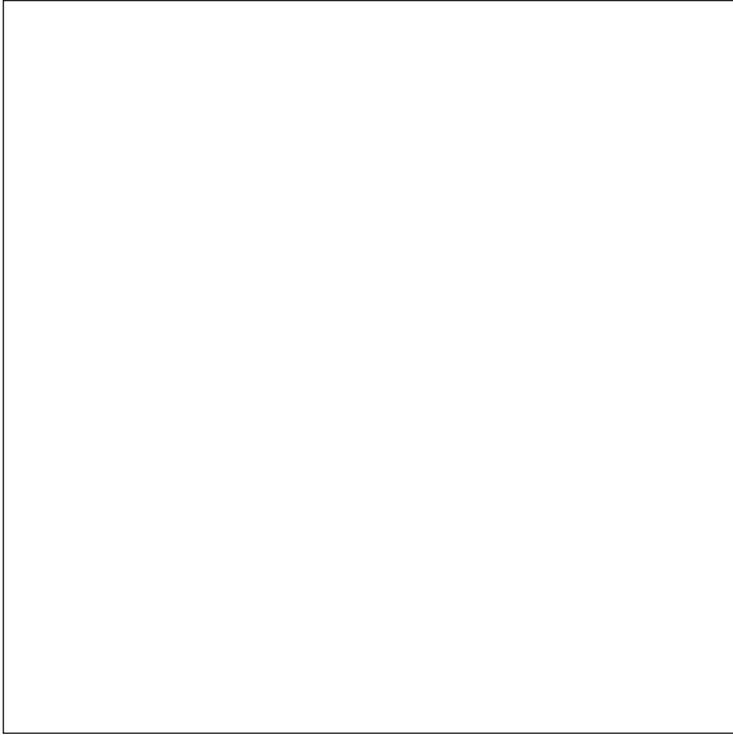
## SCALE

Scale is a word used to compare the sizes of objects in the world around us. For instance, a pair of mittens that belongs to you and fits you well are the right scale to your hands. If you put on a pair of mittens that belonged to an adult, they would be too big. To you, those mittens are large in scale. If you tried to put on a pair of baby's mittens, they would be too small. To you, those mittens are small in scale. *One of the best ways to determine the scale of an object is by comparing that object to yourself or another human being.*

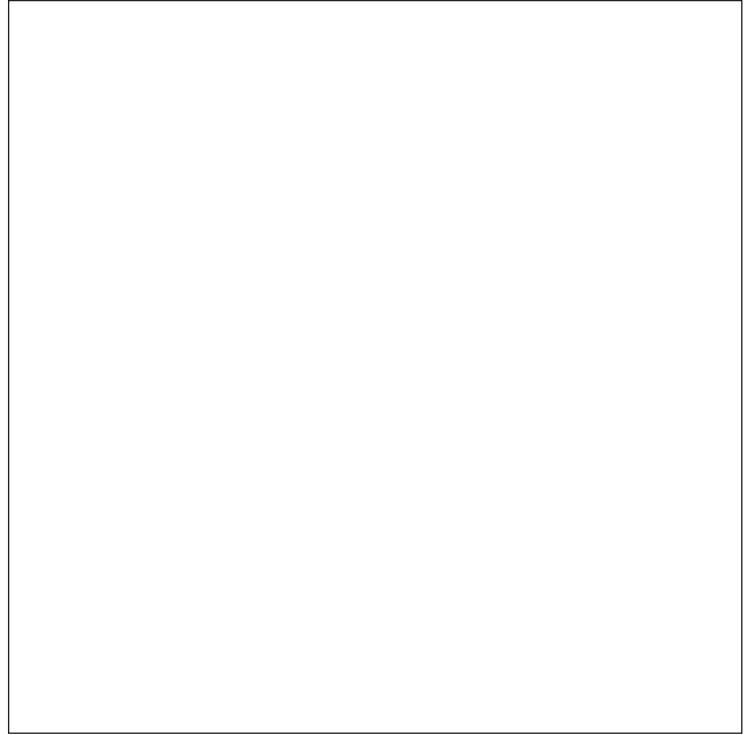


Look at the picture above that shows the mittens of equal, large and small scale. Think of another object that is **equal**, or the right scale to you, one that is **large** scale, and one that is **small** scale. Remember to use yourself as a comparison to things around you. Draw a picture in the boxes showing the relationship of these objects to you.

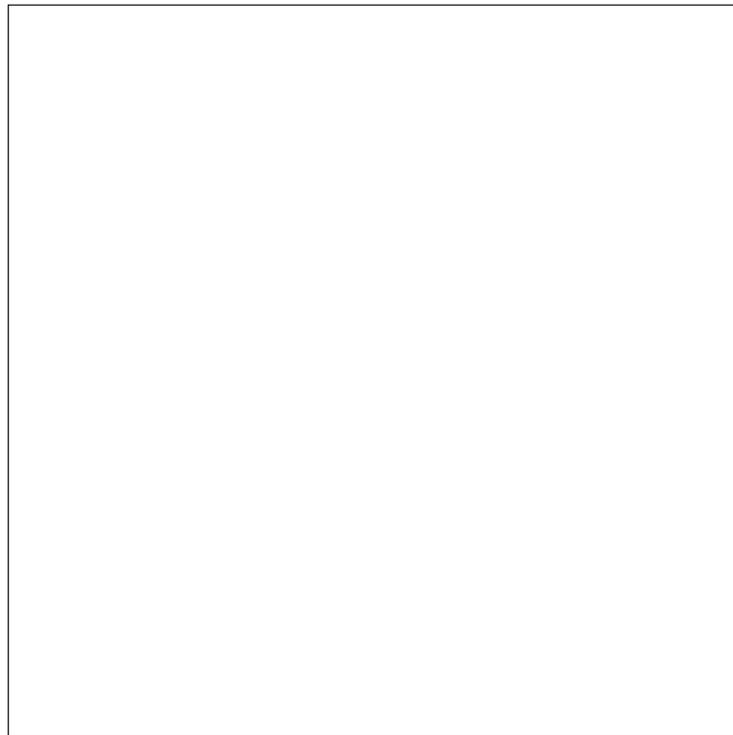




Small Scale

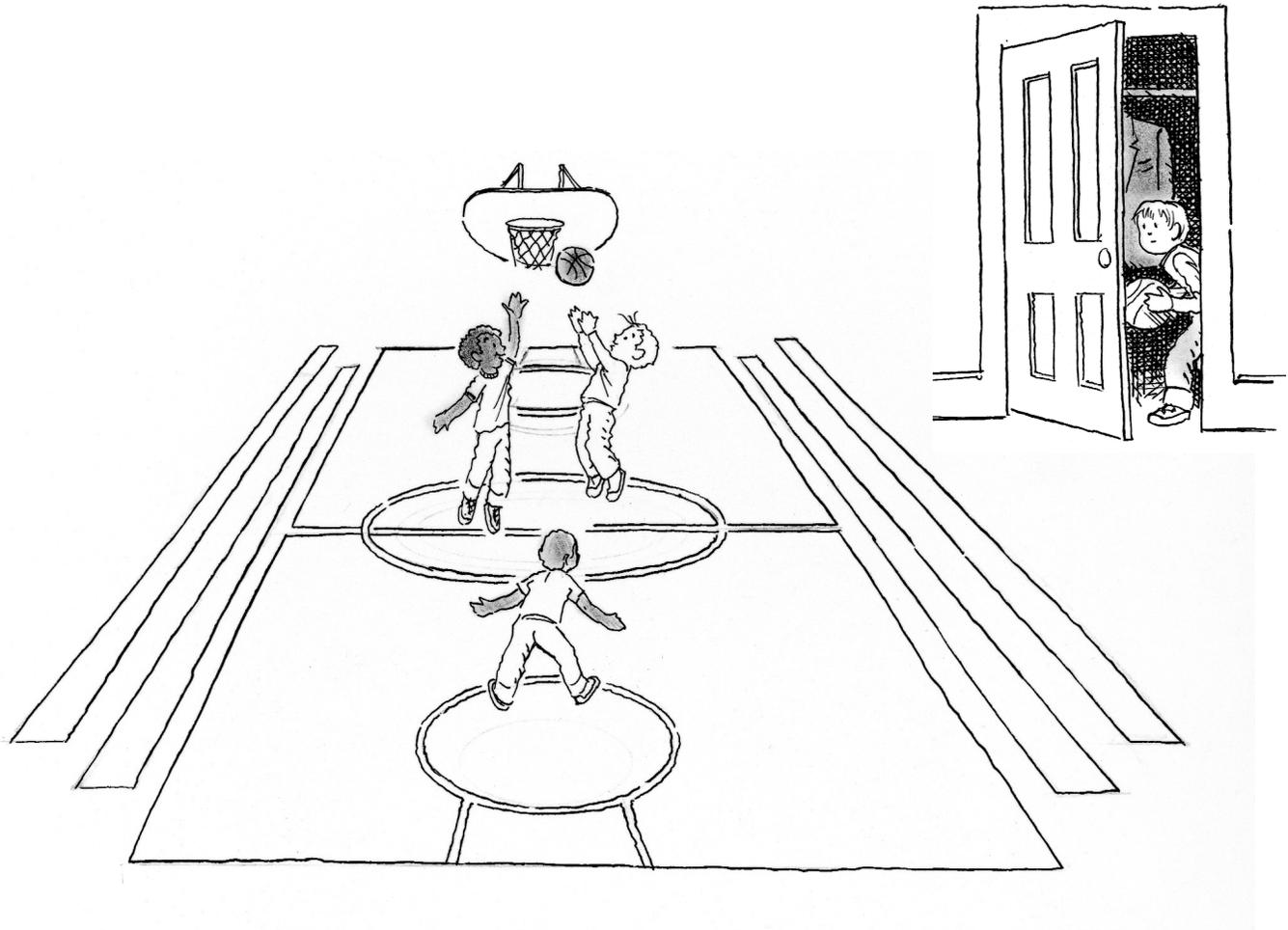


Equal Scale



Large Scale





In architecture, scale is the relationship between the building and people. Scale, like form, is also determined by the building's function. For instance, why is the gymnasium in your school larger than your classroom? What do you use your gymnasium for? In order to exercise and play games in your school gymnasium, it needs to be a **big** room, or a large-scale room. Compare your school gymnasium to a coat closet. Why is the closet so small? Since a closet only needs enough room to hang coats in, it is a much smaller scale room. It would seem silly to hang coats in your school's gymnasium or play ball in your coat closet. The size of a room is directly related to its purpose or function.

When you visit the New York State Capitol, the corridors, rooms, staircases, doors and windows are all large scale compared to most other buildings. It was necessary to make the Capitol large scale because a lot of people work and visit there. New York also wanted to make the Capitol large scale because it creates a feeling of importance. The Capitol's large scale shows the strength and power of New York. When you visit the Capitol, think about how small you are compared to the Capitol's tall doors, vast corridors and enormous chambers. The Capitol feels massive even to an adult. <sup>6</sup>



## ACTIVITY

This activity will help you to understand the large-scale size of the Capitol.

On the following page is a drawing of one of the beautiful arched entryways to the Capitol. Right next to it is a typical door to a house.

Cut out each pair of people around the dotted lines. Tape one pair in the doorway of the house or apartment building. Tape the other in the entryway to the Capitol. Color in the space between the people and the entryways in which they are standing.

We know that the pairs of people are approximately the same size. The people fit through the doorway to the house easily, with some room overhead. But the Capitol's entryway is a couple of times taller than the people. Using the scale of 1 cm to 1 foot, measure and label the height of the Capitol entry and the door to the house. What is the difference in height between the Capitol and the house? What does this tell you about the scale of the Capitol? This comparison shows us that the Capitol's entryway is much larger in scale than the entrance to the house.

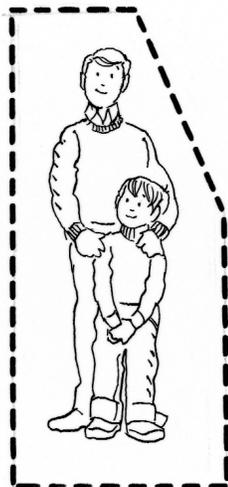
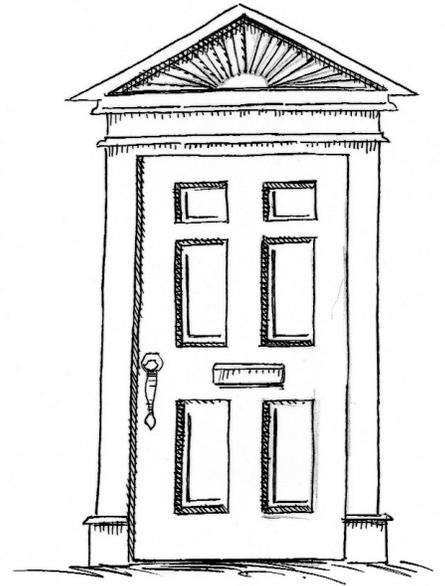
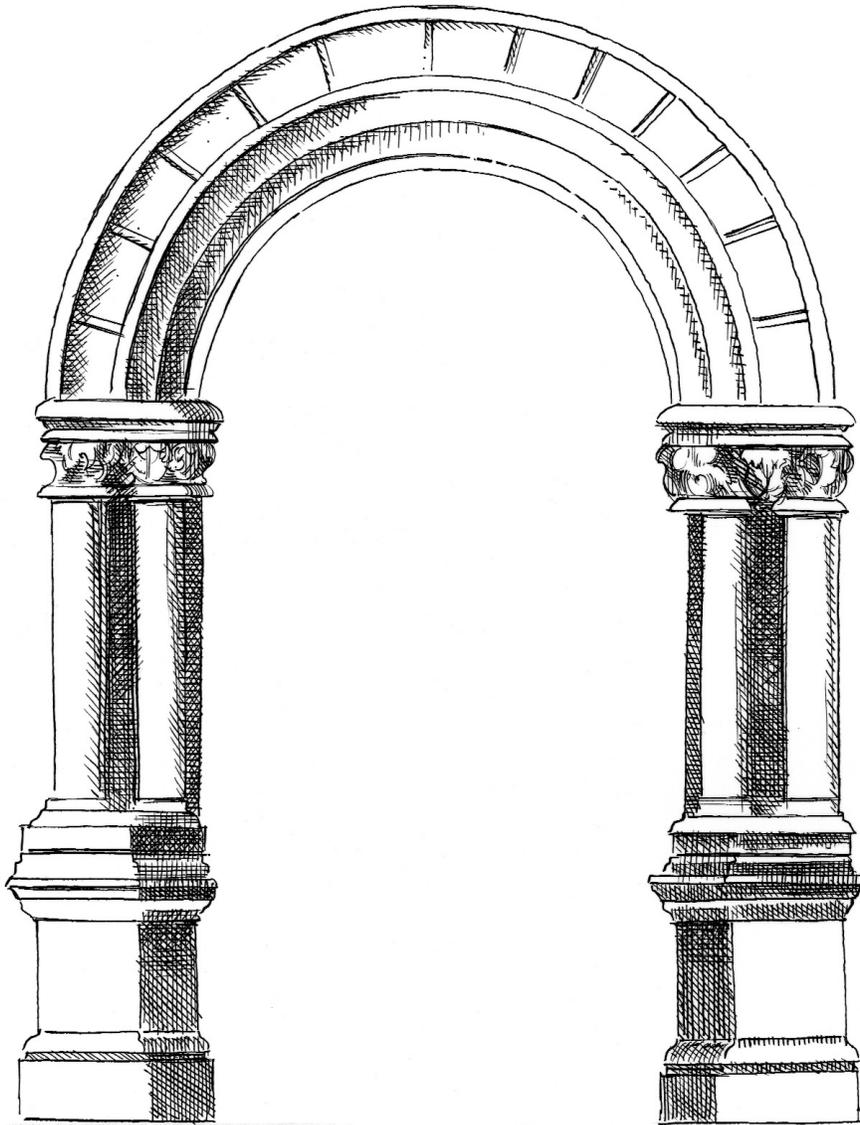
*(Adapted from: The New York State Commission on the Restoration of the Capitol)*

What other buildings can you think of that are large scale?

What purpose or function do these buildings have?

Does the purpose or function relate to the size of the buildings?





## VISUAL EXERCISE: USING SCALE IN ART

Artists, like architects, use scale to help make their paintings or sculpture look *realistic*. Many of New York's artists have contributed to the State's rich culture. Keep your eyes open for art when you visit the Capitol; it will be all around you.

Look at the painting in figure 11. This is one of the many paintings hanging in the Capitol. The title of the painting is *Table Rock and Horseshoe Falls, Niagara*. The artist is Henry Muller. He painted this in 1851.



11 Henry Muller, *Table Rock and Horseshoe Falls, Niagara*, 1851. NYS-OGS Photo Lab.

Can you figure out how the artist used scale to show the viewer the great magnitude of Niagara Falls?

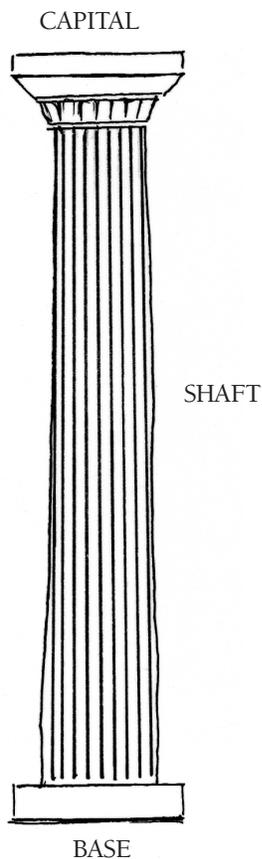
The artist used the two small boys on the rock ledge to show that compared to these tiny figures, Niagara Falls is a large-scale waterfall. You can barely see the tiny figures in this painting; look very closely inside the black circle. Most of us already know that Niagara Falls is famous for being so large. But, in 1851 not as many people had the opportunity to visit Niagara Falls. They were able to see it only through pictures like this one. It was very important for the artist to paint Niagara Falls as realistically as possible to show people who have never been there how big it is. What other words can you think of to describe Niagara Falls in this painting? <sup>7</sup>



## STRUCTURE OR SUPPORT

We have learned that when architects design buildings they use form and scale. Form and scale are determined by the building's function. Once the Capitol architects chose the form and scale of the building, they filled the form with chambers, offices, lobbies, corridors and staircases. To create these spaces, they designed walls, ceilings, floors, doors and windows. To support their weight, the architect had to design *structural elements*. Structural elements support ceilings and floors and hold the building up.

Arches and columns are two examples of structural elements that give support to form and space. Arches and columns hold buildings up, but they also add decoration, beauty and style to the appearance of the building. When you visit the Capitol, keep your eyes open because you are going to see arches and columns everywhere.



## COLUMNS

The *column* is a structural element in architecture that supports the weight of the floors, ceilings, walls and roofs. Columns can add grace and elegance to the appearance, or look, of a building. A column is tall and slender, and has three parts: a *base*, *shaft* and *capital*. Columns are made of stone, steel, wood or concrete. All the columns in the New York State Capitol are made of different types of stone.

A column's capital is sometimes highly decorated with carvings. Figures 12 through 15 are columns found in the New York State Capitol. Carved into the capitals of the columns are wide varieties of flowers, plants, people, and animals that look real, imaginary, funny or grotesque.

When you visit the Capitol, notice all of the different columns. In nearly every corridor and chamber, there are columns of beauty and function.





12 Capitals and Columns, Fourth-Floor Senate Corridor. *Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.*



13 Capital detail, Fourth-Floor Senate Corridor. *Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.*





14 Capitals and Columns, Senate Chamber Galleries. *Collection of E. Schock, Ballston Spa, New York. Provided by The New York State Commission on the Restoration of the Capitol.*



15 Capitals and Columns, Large Column, Assembly Chamber, 1911. *Collection of E. Schock, Ballston Spa, New York. Provided by The New York State Commission on the Restoration of the Capitol.*





16 Frederic Edwin Church, *The Parthenon*, 1871. *The Metropolitan Museum of Art, Bequest of Maria deWitt Jesup*. 1915. (15.30.67).

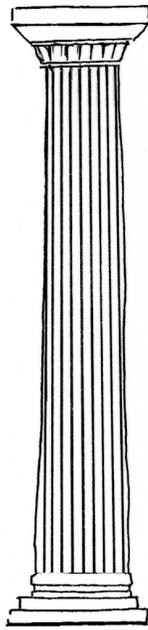
## EXPLORING FURTHER

Columns have been used in architecture for thousands of years. Some of the oldest columns were used during the Classical period of the ancient Greek and Roman cultures. For example, figure 16 is the ancient Greek Parthenon. Look at all those columns that once held up the weight of the ceiling and roof. This building was constructed in 432 B.C.

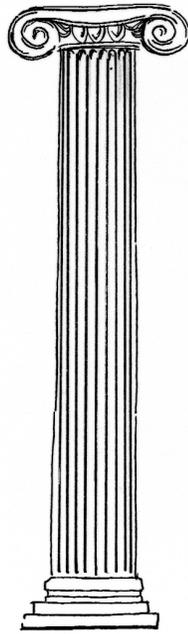
The architects of the Classical period developed three orders of columns that are used in buildings to this day. They are called *Doric*, *Ionic* and *Corinthian* (see next page). All columns of the Classical orders have smooth or fluted round shafts that taper slightly from wider bottoms to narrower tops. Notice that these columns can be distinguished by their different capital designs.

Many buildings in America have columns designed from Classical

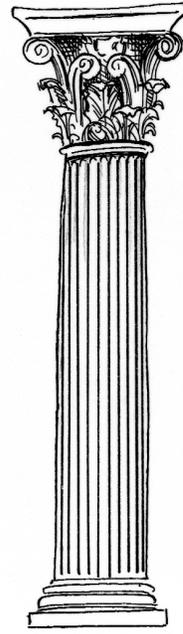




DORIC



IONIC



CORINTHIAN

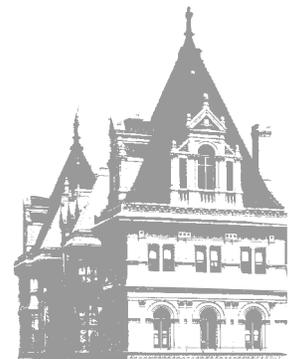
orders. Some columns combine the three orders. These are called *composite* columns. Can you identify what the style of columns is on the buildings below? What style of column was used to build the Parthenon?



17 *Capital*, from the Onondaga County Court House, Syracuse, New York.

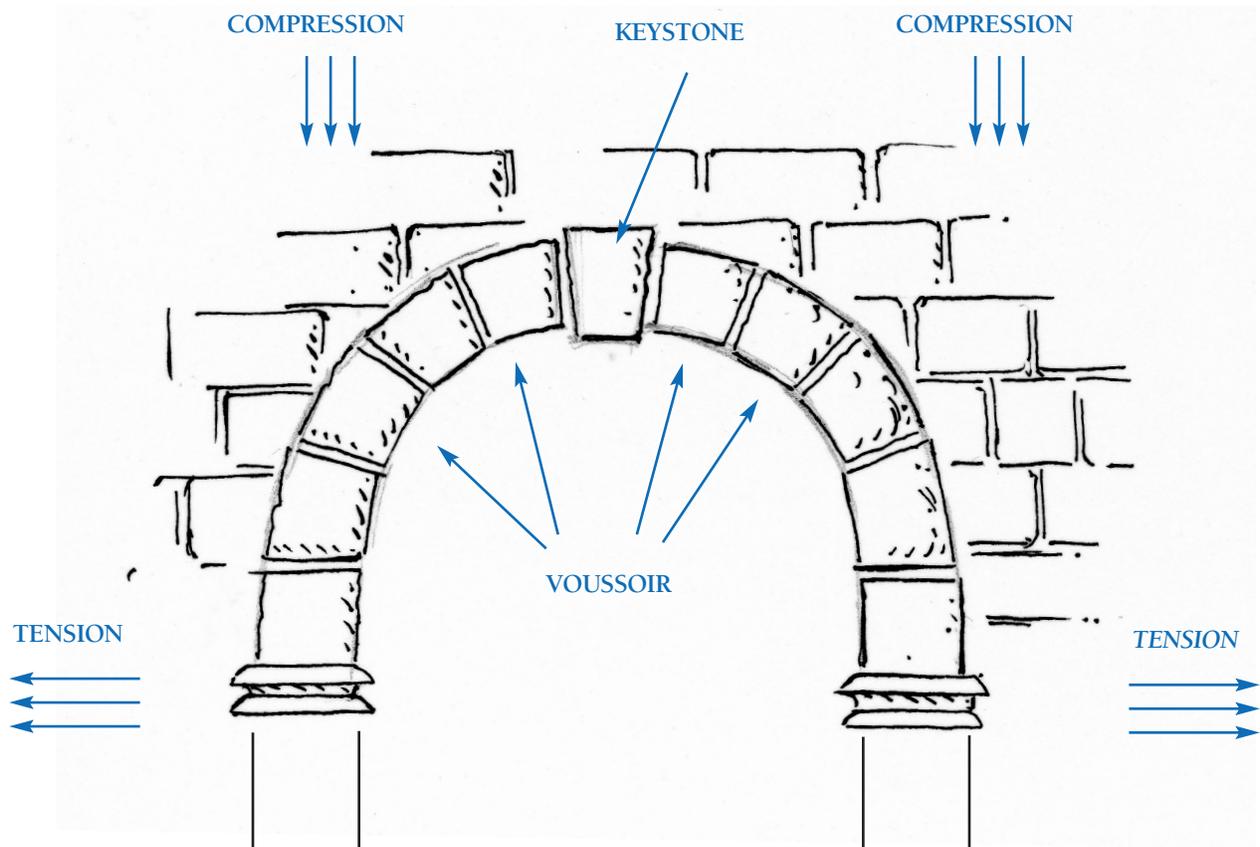


18 *Capital*, from New York State Court of Appeals, Albany, New York.



## THE ARCH

Sometimes, columns support another structural element called an *arch*. An arch spans space and supports load, or weight. It is built of wedge-shaped sections called *voussoirs*. Beginning at the two bottom edges of an arch, the voussoirs are set one on top of one another. They are shaped like wedges to curve inward and meet in the center. The central, uppermost voussoir is called the *keystone*. The keystone holds the arch in place and allows it to be a self-supporting structure. If you remove the keystone from an arch, it will fall down.



The arch supports itself and weight above it by using two opposing forces called *tension* and *compression*. Tension is a force that pulls apart. Compression is a force that presses together. An arch is a mighty support of weight compressing down from above. At the same time, tension pulls the insides of the lower voussoirs in an outward direction. Columns or walls thick enough to contain outward force upon the bottom of the arch must stop the tension. It is said that the arch never sleeps. It is constantly under the stresses of compression and tension.

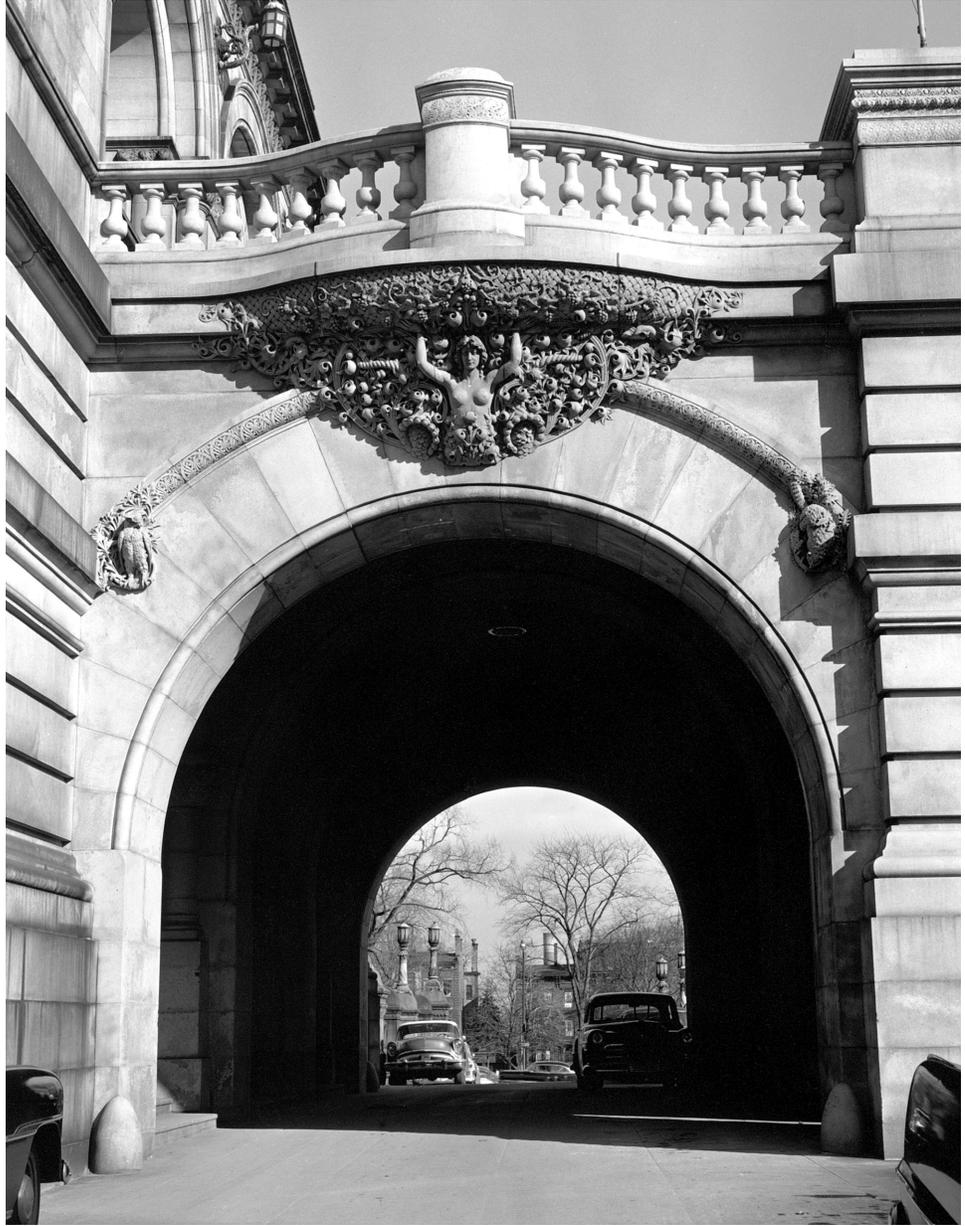


Although it spans space and bears load, the arch is also a structural element that adds beauty to the Capitol. Figures 19 through 22 show several examples of arches used in the exterior and interior of the New York State Capitol. The arches in the New York State Capitol were made out of stone blocks cut and shaped into voussoirs. Like the column, the arch has many different types and shapes, but all have the important job of bearing load, spanning space, and keeping the inner shape of the Capitol's rooms and corridors. When you visit the Capitol, keep your eyes open to see some of these magnificent arches.



19 Arches, State Street Lobby. Photograph by OGS.





20 *Arches and View of stone carvings, First-Floor East Entrance, 1956. Collection of The New York State Commission on the Restoration of the Capitol.*

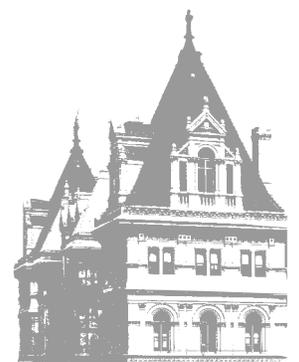




21 Arches, Assembly Staircase, 1882. Photograph by Aaron Veeder. Collection of the New York State Commission on the Restoration of the Capitol.



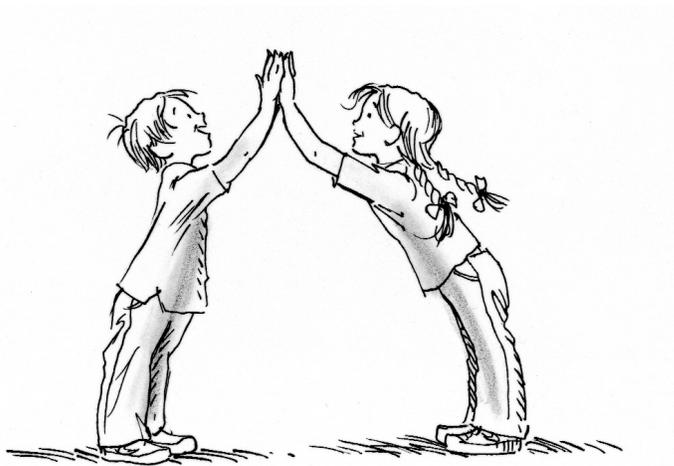
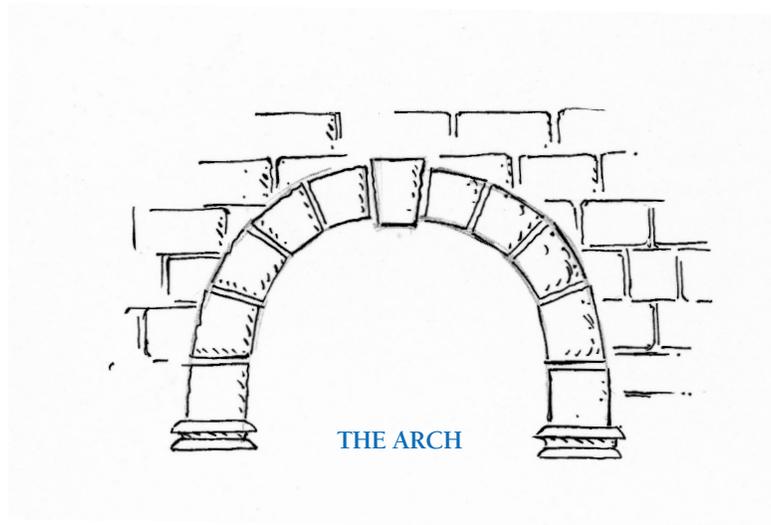
22 Arches, Fourth-Floor Great Western Staircase. Photograph by Kenneth Hays. Collection of the New York State Commission on the Restoration of the Capitol.



## ACTIVITY

Following the example in the illustration below, try making an arch using yourself and another person. Your hands will press together using the force called compression. Your legs pull apart using the force called tension. Then, imagine each of you is wearing a fifty-pound hat. This weight would increase the forces of tension and compression. This is what it would feel like to be an arch in the New York State Capitol with several tons of stone resting on top of you. These arches sure are strong!

(Adapted from: The New York State Commission on the Restoration of the Capitol)



# Teacher's Page

## OBJECTIVE:

For students to understand how the architect must use form, scale and structure to design a building.

For students to determine what these elements are in relation to the New York State Capitol.

## TEACHER'S NOTES:

1. The state legislators chose the design in figure 9 submitted by architect Thomas Fuller. Fuller actually entered several designs for the Capitol. Discuss a comparison between this design and how the building actually looks in figure 3.

The building today is dramatically different from its original design. Thomas Fuller was fired from his position of Capitol architect because the legislators felt that Fuller was taking too long and spending too much money to complete the Capitol. The legislators argued that Fuller used an inferior design and materials; however, Fuller's problems had more to do with the instability of the soil upon which the Capitol was built. It was often referred to as "Quicksand." Four architects were hired after Fuller, and they made extensive alterations to his original design. They were Henry Hobson Richardson, Leopold Eidlitz and Frederick Law Olmstead (a landscape architect). After the death of Richardson, Isaac Perry was hired to complete the building.

2. The purpose in presenting this type of information to students is to give them a comprehensive picture of architectural design. This section seeks to make students think about design features that we generally don't notice, for example, stairs, corridors, fireplaces, windows, lighting, etc. For the Capitol architect, these elements were important and gave him the opportunity to display his design virtuosity. For instance, the architects utilized a concept called "skyline" architecture, whereby nothing was inside the four main gables' enormous roof structure; it was all for show and appearance.

Furthermore, these important elements of architectural design are visible throughout the Capitol. When students visit the Capitol, this type of architectural preparation will enhance their visual perception and basic understanding of building structure.

3. Some of the other rooms designed on the third floor of the Capitol were committee rooms. As the students learned in *Part I: New York State Government and Legislative Process*, an important part of the legislative process is committee hearings. Many of those hearings are held in the Capitol. The Senate and Assembly chambers are used exclusively for session, the time the representatives are together to debate and vote each bill. There is also a legislative library, for legislators and their staff. A major feature on the third floor of the Capitol is the Senate Lobby. The term "lobbyist" came to define people from interest groups because these people would traditionally flood lobbies of government



buildings to meet with their representatives. It is interesting to note how technology has changed the way buildings are designed. For example, in 1865 parking was not even an issue; nor were phone lines, electricity, air conditioning or computer terminals.

4. The general form of the Capitol is rectangular, but the architect used many other shapes in the building design and construction. In this general geometric format, all the interior spaces of the Capitol fit together easily.

It is important to note that the Capitol is symmetrical. Symmetry in architecture is formal balance. The Capitol is traditionally proportioned and well balanced, qualities meant to symbolize New York State's government.

5. The Capitol initially used gas for illumination. Gas pipes ran along walls and ceilings to supply gas to the light fixtures. Gas characteristically burned bright, but was also dirty and left a sooty residue everywhere. Parts of the Capitol that were finished last, such as the Great Western Staircase, were wired for electricity. The New York State Capitol was one of the first public buildings in America to have electricity.

6. The rooms, corridors and overall scale in the Capitol can be described as monumental. This word implies an elevation not only of physical height, but heightened purpose, character or spirit. Again, the physical presence of architecture sought to create an atmosphere appropriate for New York State government. This was especially important because New York was a victor in the Civil War and thereby places the design of the Capitol within this important historical context.

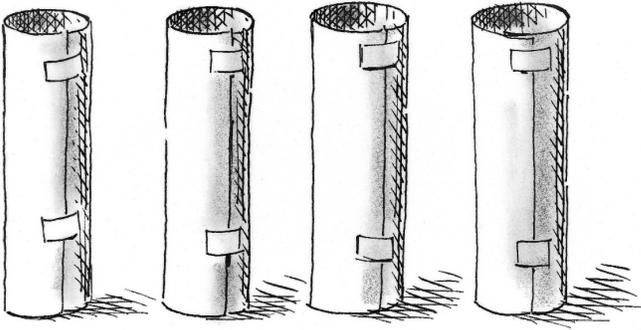
7. Ask your students to think of some other words to describe Niagara Falls in the painting. The artist used many stylistic elements to create an overall impression of the falls. Apart from scale, direct your students to consider point of view, or vantage point. As viewers, we are glancing at the falls from the side and at the bottom of the falls looking up. This vantage point adds to the impact of the large scale—not only the falls, but also the painting itself. The artist added other elements for us to consider: the sky, which is gray and clouded, as if there is some impending storm, and the landscape that is dark and craggy. The artist did not paint a hospitable environment, but one that implies imminent danger and the awesome forces of nature.



## ACTIVITY: TESTING THE COLUMN

Columns can hold lots of *load*, or weight, pressing down from above. They support loads much heavier than their own weight. Try this experiment and see for yourself how strong columns really are.

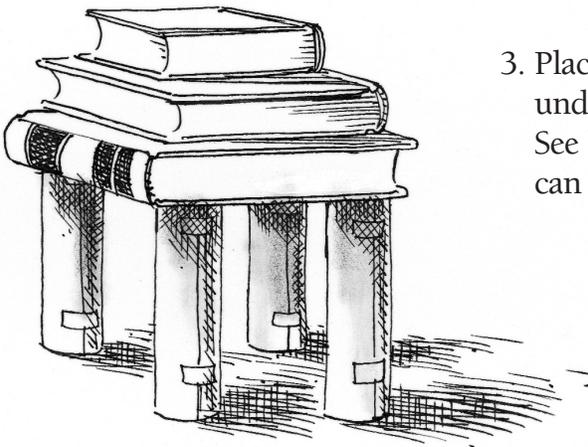
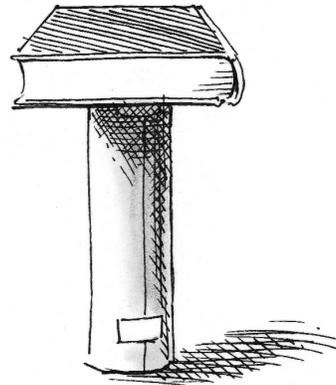
### Instructions



1. Roll two sheets of construction paper twice around, and secure the resulting column with tape. Your column is about 9" tall. Make four columns the same way.

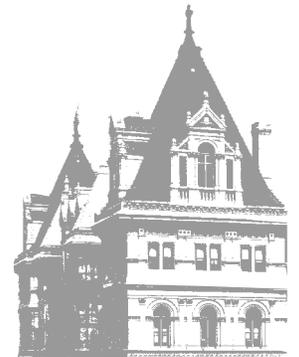
2. Stand one paper column upright. Balance a book on top of it. How many books can you balance on a single column before it collapses?

In one hand, hold the pile of books supported by the column. In your other hand, hold the paper column. Notice the difference in weight.



3. Place four columns upright under the corners of a book. See how many books you can pile on four columns.

(Adapted from: The New York State Commission on the Restoration of the Capitol)



## EXTENDED ACTIVITY: DESIGN AND COMPETITION

The Senate and Assembly chambers are two of the most important rooms in the Capitol. The legislators had very specific needs for their chambers, and wrote out descriptions of their needs. These descriptions from 1865 became guidelines for the architects in their design of the Senate and Assembly chambers. Please note: the number of Senators and Assembly-members were fewer than today.

Read the descriptions.

The Senate:

The Senate chamber must contain suitable arrangements for a body of 32 members, with galleries for spectators, and a reporter's gallery. A room will also be required of about 400 feet for the *president*; a cloak room for senators of about 600 feet; a reception room for visitors of about 500 feet, with a suitable *anteroom*; a library of about 600 feet; two rooms for the clerk of about 450 feet; a room for the post office of about 400 feet; two rooms for the *Sergeant-at-Arms*, and one for doorkeepers, of about 400 feet, with a document room of about the same size; two committee-rooms of about 600 square feet each, and eight of about 400; a record room, fire proof, of about 500 feet in area. The committee rooms and president's room to have recesses in the wall for book shelves.

The Assembly:

This chamber will have accommodations for 128 members; galleries for spectators, and a reporter's gallery. A room will be required for the Speaker; a cloak room for members; a reception room for visitors; a library; two rooms for the Clerk; a room for the post office; a room for the *Sergeant-at-Arms*; a room for doorkeepers—most of whom are *gentlemen of leisure*; a document room; two 800 feet and fifteen 400 feet committee rooms; a record room—all of about the same character as those of the Senate.

- A. Ask students to pretend they are having a new classroom built. Brainstorm on all the features they think would be important or desirable to have in their classroom. Then, using the Senate and Assembly descriptions as a model, the students must work together as a group to write one detailed paragraph describing the space and features they would want in a new classroom. Encourage students to be as creative and imaginative as they like.
- B. Have students assume the role of the architect who will design their new classroom. Each student should create a floor plan of the new classroom based on the group description. When all the designs are done, exhibit them and have the students vote for the one they like best. Explain that this is a design competition similar to that held in 1865 for the Capitol. This exercise demonstrates the difference in style among the designs. Follow the directions on the next page.

Materials:

Large (11x17) pieces of white construction paper or graph paper  
Pencils  
Colored Pencils  
Ruler



Directions:

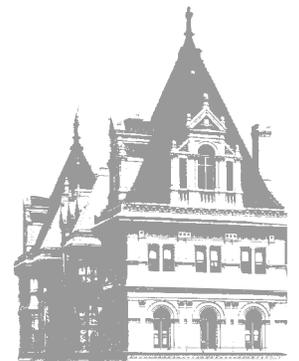
The students must design a new classroom by creating a floor plan in these three steps:

1. Form: Each student will determine what the shape(s) of the classroom will be. Drawing preliminary sketches, or studies, can help them to arrive at forms. This will help them figure out what shapes work best and how to fit them together.
2. Scale: Students will need to think about the scale, or size, of their classroom that best fits their needs. (See pages 38-40.) Teachers may want to predetermine this for students by standardizing the dimensions of the classroom to be 20' x 20'. Since a floor plan is a scaled down version of the actual design, a simple conversion, such as 1'=1" or 1'=1/2" may be used. Thus, a 20' room will be represented as 20" or 10". Please note: larger sheets of paper may be needed for larger dimensions, or two sheets may be combined. Explain that architects needed to have knowledge of math, science, art and many other subjects in order to do their job. Students must use a ruler to accurately measure the lines and draw them straight as possible. Graph paper is highly desirable for this task.
3. Support, or structure: Students will need to determine the features that will be included in their floor plan. As architects, students may opt to suggest and include features that are not stated in the class description. Many students may decide to put into their classroom elaborate "dream" elements such as a library or theater, but remember, the classroom must be designed to properly reflect its function as stipulated in the class description.

Items to consider:

- Number of people using classroom
- Doors and windows
- Lighting fixtures
- Heat and air conditioning vents
- Construction materials
- Closets/bathrooms/shelving/computer terminals
- Decoration and beauty
- Budget: the amount of money available vs. cost

Label the floor plan using colored pencils to identify each feature.



# Topic Three: Materials, Methods, Manpower – The Story of a Stone

Thousands of stones, in both the interior and exterior, were used to build the Capitol. The stones give the Capitol its shape and support, and add to its design.

Today, when a new large-scale building is built, architects generally use a steel skeleton or frame to support the walls, floors and ceilings. Other materials, such as stone or brick, may be used to fill-in between the frames. The New York State Capitol was one of the last large-scale buildings in America to be built without a skeleton. The walls were made of solid stone. This method is called *load-bearing masonry*. *Load* means weight, *bearing* means supporting and *masonry* means stone, or stonework. So, load-bearing masonry means “stones supporting weight.” To construct a building using load-bearing masonry, *masons* and *laborers* used machinery to hoist the heavy stone blocks one on top of the other until they had a form with walls. The stones support the weight, or load, of the stones above it and the building itself.

The idea is simple, but when it came to constructing the Capitol, load-bearing masonry was a difficult and time-consuming process because some of the stones weighed as much as three tons. Imagine what it was like to build such a large-scale building using enormous, heavy blocks of stone before gas-powered cranes, trucks or lifts. Let’s retrace some of the steps involved in moving and preparing just one single stone for placement on the Capitol. You will discover how amazing the New York State Capitol is and some of the reasons why it took thirty-two years to build.

## *What material was used to build the Capitol?*

Granite was the main building material for the exterior walls. *Granite* is an *igneous* rock, one of the hardest rocks found in nature. Volcanoes form igneous rocks when *magma* cools below the earth’s surface and is made hard from thousands of years of compression. It was perfect to use in a load-bearing masonry building because of its strength and durability.



### *Where did all that granite come from?*

New York State had to buy the granite from a *quarry*. A quarry is a place where stone is taken from the earth. Since there were no quarries in New York that could supply all the granite needed to build the Capitol, New York State bought it from a quarry in Maine.

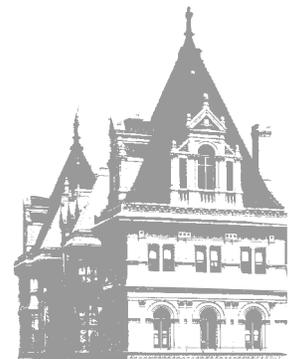


23 *Hallowell Quarry. Maine Historical Association.*

Figure 23 shows the quarry in Maine where the granite was cut from the Earth. The Capitol architect sent the quarry exact dimensions for the size of the stones. When the Capitol was being built, there was no machinery to do the job of cutting the stone, so it had to be done by hand. The quarry workers used a very simple method, with very simple tools. They removed blocks of granite in layers, or sheets, like you see in the picture of the quarry. Individual blocks were not cut, but split from the sheets or layers of granite sticking out from the earth. In order to split the stone, workers took what is called a plug drill (figure 24) and hammered it into the stone about three to five inches down.



24 *Plug Drill from Handbook of Rock Excavations, 1916.*

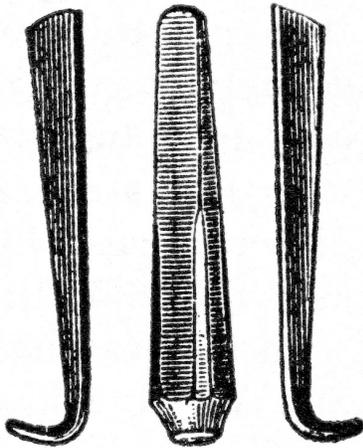




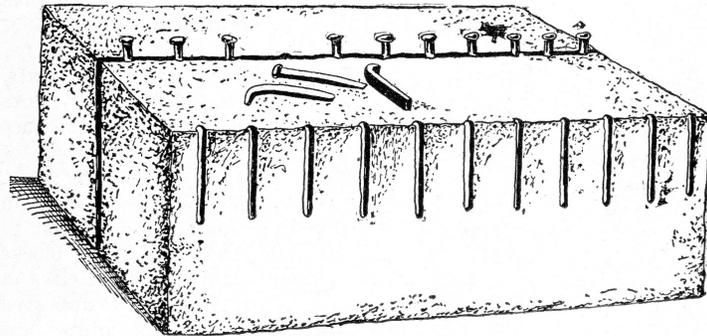
25 Quarrying granite using plug drills from *Direct Carving in Stone*, 1966.

One person held the plug drill, while another wielded the hammer. They made several holes, around six to eight inches apart (figure 25). In each hole, they placed a pair of steel wedges called *feathers*. In between the two feathers, they hammered a *plug* (figure 26A). When the plug was pounded in between the feathers, it created a tension that actually split the stone apart (figure 26B). Look at the picture of the construction of the Capitol (figure 27). There are stones everywhere. If you look closely enough at the blocks of stone in the front of the picture, you can see the actual marks in the stone where the plug and feathers split it apart. On the second floor of the Assembly staircase visitors can see a block of stone with exposed drill holes.

Once the quarry split the stone in the size the architect wanted, all that stone somehow had to be sent to Albany. What do you think was the easiest way for the granite to get from Maine to Albany? Since each stone weighed an average of 3,000 lbs., the easiest way for it to travel to Albany in the late 19th century was by boat. The stones were put on ships and floated down the Atlantic Ocean from Maine into New York City. There, the stones were placed on barges and then floated up the Hudson River to Albany.



26A Plug and feathers from *Handbook of Rock Excavations*, 1916.



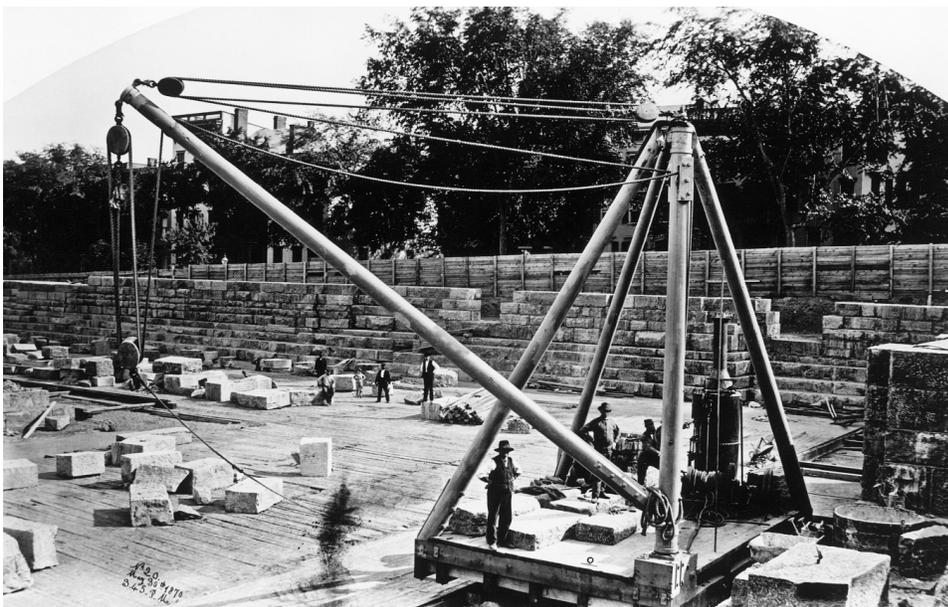
26B Plug and feathers splitting granite from *Handbook of Rock Excavations*, 1916.



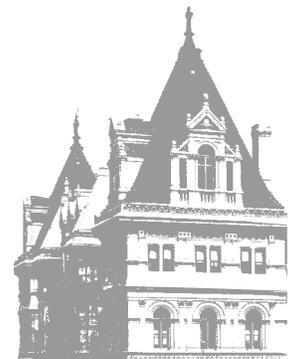


27 Condition of the Work on the New Capitol, at Albany, N.Y., Sept. 20, 1879. Photograph by E.S. Haines. Collection of The New York State Archives, Albany, New York. Provided by The New York State Commission on the Restoration of the Capitol.

After the long trip up the Hudson River, the stone finally arrived in Albany. The barges carrying the stone docked on a special wharf in the Albany harbor. This wharf was owned by the Capitol Construction Commission and was used only to unload materials needed to build the Capitol. Hand cranes or steam cranes called *winches* lifted the stones from the boat (figure 28) and placed them onto horse-drawn wagons.



28 Winches, May 30, 1870. Photograph by E.S. Haines. Collection of The New York State Archives, Albany, New York. Provided by The New York State Commission on the Restoration of the Capitol.



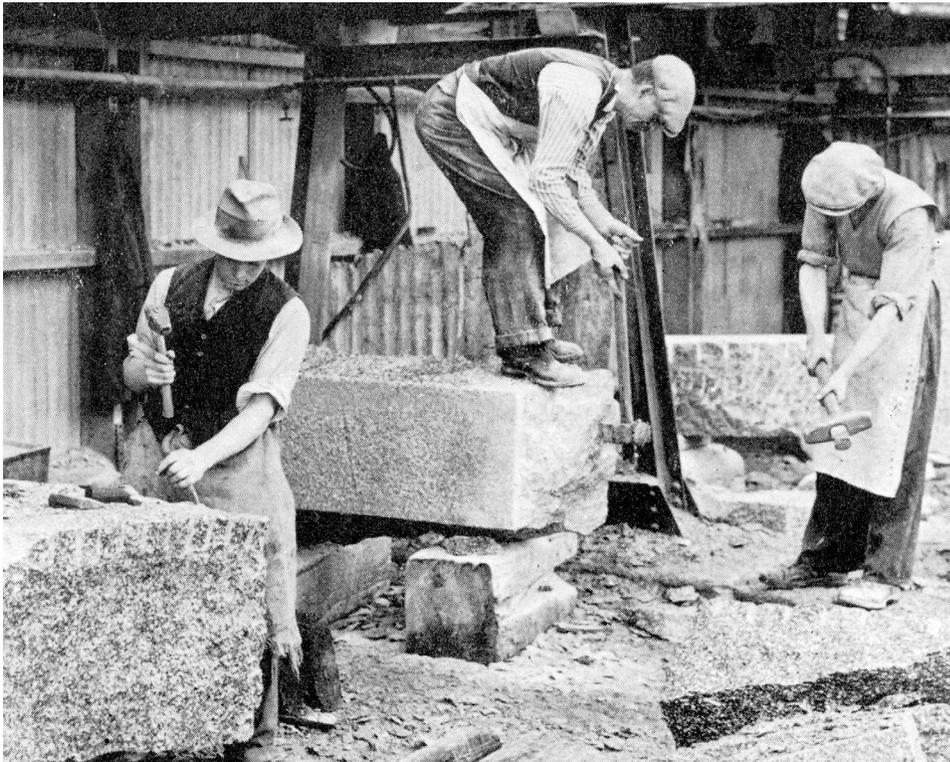
The Albany Horse Railway owned the wagons and horses. They had the difficult job of hauling the heavy blocks of granite up the long hill from the harbor to the Capitol. Sometimes, as many as 26 teams of horses were used to haul the heavy stone. The horse railway deposited the stone at the *stone cutters'* sheds where it was unloaded and stored until the stone was ready to place in the Capitol (figure 29).



29 *Capitol Construction, wagons, horses, and stones, 1869. Photograph by E.S. Haines. Collection of The New York State Archives, Albany, New York. Provided by The New York State Commission on the Restoration of the Capitol.*



The stone cutters played a very important role in the story of a Capitol stone. When the stone was split from the earth in the quarry in Maine, it was unworked or raw with rough, jagged edges. The stone cutters were given a "raw" block of stone in rough proportions and had to smooth and shape the stone according to the architect's plans. Figure 30 shows stone cutters at work on blocks of granite. You can see that one side of a block of granite has been smoothed; another is still jagged and rough looking. Directions were given exactly as to the *texture* of the stone, the shape, any decorative elements and where that piece of stone was going to be fitted into the building.



30 Stone cutters at work, shaping and smoothing granite from *Handbook of Rock Excavations*, 1916.





31 Stone cutter's and carver's tools. NYS-OGS Photo Lab.

There were more stone cutters at the Capitol than any other type of worker because of all the hundreds of blocks of stones that needed to be cut, smoothed and shaped. The stone cutters earned an average of \$3.15/day. Today, that is equal to \$38.29. An individual stone cutter was given a block of stone and spent anywhere from two days to three weeks shaping it. During that time, a stone cutter cut and shaped the granite by hand using simple tools. Figure 31 shows some of the tools they used. When the stone cutters finished a block of granite, they labeled it with letters and numbers. This was important because all the stones were pieces of a puzzle that had to be put together. Labeling the stone told the workers exactly where each piece went.

The stones that were finished by the stone cutters were sent over to the construction site. They were given to the *masons* who were responsible for placing the stones in the correct position on the walls and for securing that stone to the rest of the structure. The masons made the walls of the Capitol by stacking one stone on top of the other. They *laid* the stone, or placed the stone in its proper position and set the stone, or secured it using *mortar*, a bonding agent. For this job, the masons also earned \$3.15/ day. The Capitol architect was very specific about what type of mortar the masons were to use: "All the granite work to be laid in mortar made with boiled lime, and granite dust, fine ground, all the stones to be set perfectly true and *plumb*. The whole of the granite work to be cleaned down at completion, *pointed* with mortar the same color as the stone." Figure 32 is an architect's plan drawing for a ground floor wall. The masons followed this plan to correctly place the stones that built the wall. Each row of stone is called a *course*. Many courses on top of one another make a wall.



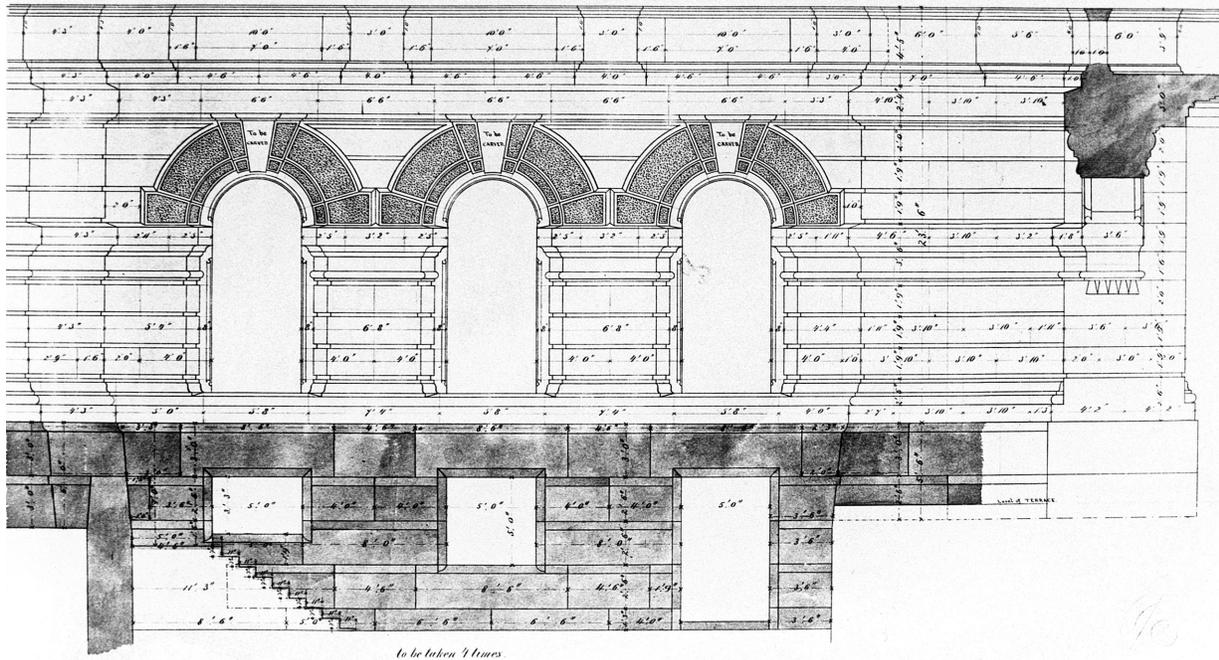
NEW STATE CAPITOL, ALBANY, N.Y.

CURTAIN AT A.B. ON EAST ELEVATION.

Ground Floor  
Drawing No. 8

No. 22.

Scale



32 Fuller & Laver, *Course-work plans, masonry*, c. 1868. Collection of The New York State Archives, Albany, New York. Provided by The New York State Commission on the Restoration of the Capitol.

Remember, when the architects designed the Capitol, they needed it to function as a home for state government and be beautiful. One of the many ways the Capitol was beautified was through the elaborate stone carvings both inside and outside the building. At one point, there were more than 600 stone carvers working on the Capitol. Many of the carvers worked on the granite outside the building. Granite was an extremely difficult rock to carve because it was so hard. The granite was actually harder than the steel tools the carvers used. It was difficult for the carvers to carve the granite, but amazingly, they achieved many beautiful carvings with a high level of detail. One of the most prominent carvings in the granite is titled “Plenty” (figure 33). The tools used by the stone carvers were the same as the stone cutters. Although their jobs were similar, the carvers had more skill than the average stone cutter so they earned about \$5.00/day. Today, this is equal to \$60.77.





33 Plenty, East Entrance. Collection of the New York State Commission on the Restoration of the Capitol.



## STONES ON THE INSIDE

Different types of stone were used to build the interior of the building. Most of these stones were chosen for their unique colors and patterns, and their ease of workability. As you tour the Capitol, keep an eye out for some of the different types of stones.

## GREAT WESTERN STAIRCASE

The Great Western Staircase is the largest staircase built in the Capitol (figure 34). It is located on the western end of the building. The Great Western Staircase is made of Corsehill *sandstone* mined and imported from Scotland. Sandstone is a much different stone from granite. Sandstone is a *sedimentary* rock. Sandstone forms by sand hardening over millions of years. When you visit the Capitol, run your hands over the smooth, grainy surface. It is not rough or scratchy like granite. Because sandstone is softer, it was much easier to carve. That is why the carvings on the Great Western Staircase are so elaborate.



34 The Great Western Staircase. Photograph by OGS.



When you visit the Great Western Staircase, you will notice many different carvings. Portraits of 77 important people were carved into the sandstone (figures 35–38) by some of the same stone carvers who carved the granite. We may have trouble remembering some of the people today, but you may find out something about them in your local public library. Besides carving the 77 famous faces, the stone carvers used their imaginations and carved many other images. Figures 39–44 are examples of the wide variety of carvings found on the Great Western Staircase.

Not all sandstone is easy to carve. For example, the steps of the staircase are made of a different type of sandstone that is harder. But, the Great Western Staircase is so large, the architect had to be sure to design enough structural elements to make sure the stairs did not collapse. You will see many columns and arches that support the weight of the stairs above them. Their design also makes the staircase beautiful.

Soon, the entire Great Western Staircase will be restored to its original appearance. The New York State Office of General Services is restoring the skylight above the staircase and cleaning the stone. The sandstone is soiled from a 1911 fire, years of cigarette and cigar smoke, and the coal furnaces once used to heat the building. Once clean, the sandstone will be a beautiful pink hue.

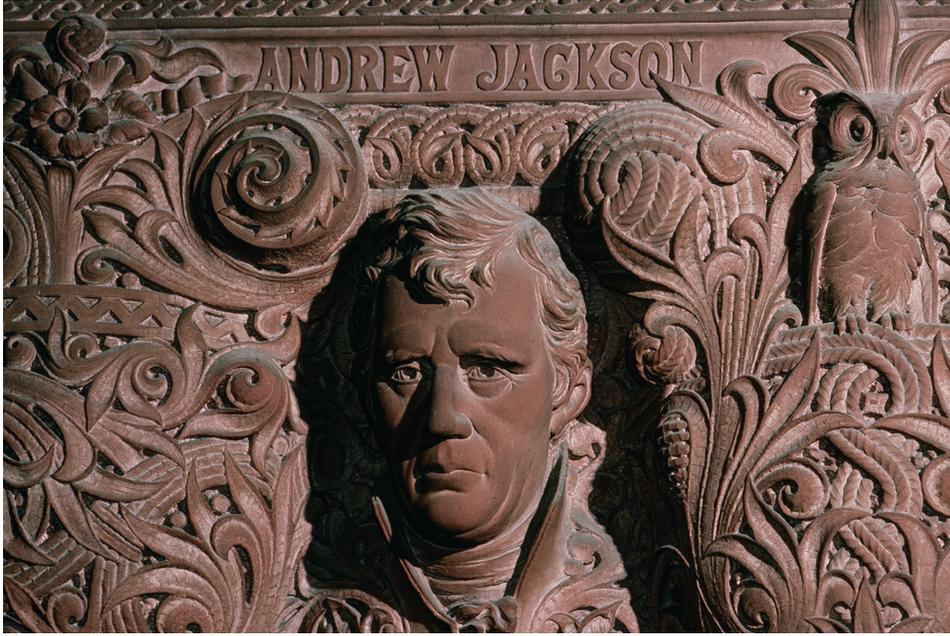


35 *Great Western Staircase, Susan B. Anthony.* Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.



36 *Great Western Staircase, James Fenimore Cooper.* Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.

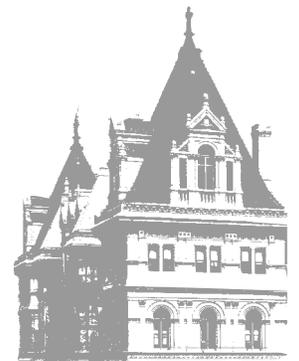




37 Great Western Staircase, Andrew Jackson. Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.



38 Great Western Staircase, Henry Hudson. Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.





39 Great Western Staircase, squirrel. Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.



40 Great Western Staircase, lady. Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.



41 Great Western Staircase, excerpt from Declaration of Independence. Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.





42 Great Western Staircase, pioneer schoolhouse relief. Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.



43 Great Western Staircase, ship. Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.



44 Great Western Staircase, sad lion. Photograph by Gary Gold. Collection of The New York State Commission on the Restoration of the Capitol.



## THE ASSEMBLY CHAMBER

The Assembly Chamber (figure 45) has four large columns that are used to support its ceiling. The columns are made from solid red granite that was polished to give it a smooth, shiny surface. The fireplaces were crafted from red and gray sandstone that has been carved out. *Grotesques* guard the fireplaces from atop their perch (figure 46).



46 Grotesques. NYS-OGS Photo Lab.



45 New York State Assembly Chamber, Present Day. NYS-OGS Photo Lab.



## THE SENATE CHAMBER

Many different stones were used to build the Senate Chamber (figure 47). Like the Assembly, the Senate has polished red granite columns. These columns support the arches above it. The arches are made from a yellow *marble* that came from Italy. Marble is a *metamorphic* rock. Metamorphic rocks were once igneous or sedimentary but metamorphosed or changed because of heat, water or pressure. Remember that we learned how the forces of tension and compression work in an arch. Many metamorphic rocks are changed by compression. In some cases, the force of compression is so great it entirely changes a rock. For example, marble was once limestone rock before it changed. Limestone is a sedimentary rock formed by tiny shells of ancient sea creatures. Over millions of years, forces beneath the earth's surface compressed the limestone until it turned to marble.



47 Senate Chamber, Present Day. Photograph by E.M. Weil. Collection of Albert Tressbury II. Provided by The New York State Commission on the Restoration of the Capitol.



When you visit the Capitol, write down where you noticed stone used in its construction. Can you identify the stone?

## QUESTIONS

1. What are the three types of stone found in the Capitol?
2. Which of these stones is the hardest, and the most difficult to shape, carve and move?
3. Compare the amount earned by a stone cutter to the amount earned by a stone carver. Why did a stone carver earn more than a stone cutter?
4. What is the purpose of mortar? What might happen without the use of mortar?
5. Today, how might the job of building the Capitol be easier?



# Teacher's Page

## OBJECTIVE:

To give a comprehensive account of the hard work and perseverance it took to build the New York State Capitol by recalling 19th-century construction methods.

## ACTIVITY: WRITING EXERCISE

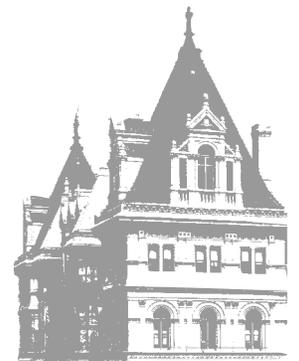
Assign or let your students choose a name from the list of people carved in the Great Western Staircase. (See Appendix B.) Instruct them to research that person and write a short (1-2 page) biographical essay on that person. In doing so, students must answer the following questions:

1. Why was this person considered important enough to be carved on the Great Western Staircase? Include in the essay information on what that person did for the good of New York State or the country.
2. In what special way did the person demonstrate citizenship?
3. What ideas did this person have that are still important today?

## EXTENDED ACTIVITY:

Buildings made of stone have symbolic meaning; their durability and solidness are deliberately used by architects to convey permanence. Most stone buildings long outlive their occupants. Often, they have rich, complex histories entwined with generations of people. Developing an appreciation for architecture and the significance of our architectural environment can be both fun and rewarding. An awareness of aesthetics and preservation can stimulate children's visual sensory perception. Begin to develop this awareness in your students by having them search their community for buildings made of stone, and discover the stories they hold. Emphasize that important buildings can either be old or new, big or small. Have each student create a list of five such buildings. These can be houses, barns, government or business buildings, etc. From that list, ask them to pick the building that they find most interesting and then provide the information requested below. Afterward, ask the students to share what they have learned with the rest of the class. Encourage the use of any visual enhancements.

1. List of five buildings in your community made of stone.
2. Name (if applicable) and address of the individual building you choose to learn more about.
3. The year the building was constructed. (If the year is unknown, provide an approximate date.)
4. Who constructed the building? If an architect's name is known, then list it.
5. For whom the building was constructed, and its original purpose.
6. The function of the building today.
7. The types of stone(s) used in constructing the building.



8. Write a paragraph describing how the building looks. Include form, scale and structure. (Are there any columns and arches?)
9. Explain why this building is important to your community.
10. Include a drawing or picture of the building.

## ENHANCEMENT

Teachers: The following topics on the history of the New York State Capitol provide additional information to be used at your discretion. These are key topics chosen to facilitate discussion with your students on the endurance and legacy of the Capitol.

## THE TOWER

Nearly every state capitol building in the United States has some sort of dome—a symbol of government and power. Indeed, the original design the New York State Capitol did not include a dome, but a tower, which was to rise from the top of the building on the eastern façade (figure 48, Appendix C).

The architects designed a tower instead of a dome because it was distinctly European, not American. This association with Europe was meant to imply that NYS government was older and more established, like European monarchies. The ceiling of the tower would have risen 320 feet above the main lobby, creating an imposing spectacle for visitors to the Capitol. The following is an excerpt from *Albany Sunday Press* in 1879 that describes the design for the tower:

The main tower will reach a height of 320 feet above the street. From its cupola the valley of the Hudson, for more than thirty miles north and south, and of the Mohawk for nearly the same distance west, will be seen, as well as the intervening slopes and plains, for a circuit of more than twenty miles radius... The great tower, 66 feet square, with the upper portion a quadrangular dome of nearly 100 feet high, will be surmounted by an observatory, access to which will be had by a spiral staircase.

—*Albany Sunday Press*, January 5, 1879

In 1896, the building was near completion, with the exception of the tower. By this time, New York had taken 29 years and \$25 million to build an architectural monument that was criticized as being one of the most frivolous public buildings in America. The newly elected Governor, Levi Morton, was determined not to have his administration plagued by this problem. He hired a commission to evaluate the construction of the tower, and to recommend the quickest and cheapest way to complete it. The new commission concluded that the foundation was not stable enough to support the massive weight of the tower as it was designed. They recommended a new plan, which would mean more time and expense. Wanting a quick and inexpensive solution to the problem, Governor Morton instructed the commission to abandon the tower altogether. Over the years, people forgot the Capitol was to have a tower, and today, most visitors perceive the Capitol as “complete,” and don’t notice the absence of a tower.

Discuss with your students what it means not to have a tower or dome on the New York State Capitol. How might the building be different today if that tower



had been built? Would it have been more magnificent? Does it look architecturally complete? Does it make a difference? In Appendix D is a drawing of the New York State Capitol as it appears today. Copy this sheet for your class. Instruct the students to add a tower of their own design to the top of the Capitol.

## THE NEW YORK STATE ASSEMBLY

Show your students the picture of the New York State Assembly when it opened in 1879 (figure 49, Appendix E). Compare this image to the way the Assembly looks today (figure 45). Obviously the ceiling is not the same. At the time of its completion, the New York State Assembly Chamber boasted the largest groin-vaulted domed ceiling ever created. One popular magazine published a rather lengthy commentary on the Assembly Chamber:

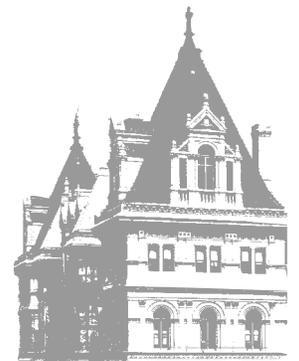
Four great red granite shafts, four feet thick, bound the central bay. From their marble capitals rise and ramify the ribs and arches of six bays, differing in height, in area, and in shape, forming an ordered hierarchy leading up to the Keystone of the central vault.... One feels at once in this great stone room that he is in the presence of a noble monument, and that in what a musician would call the 'dispersed harmony' of this hierarchy of ordered masses and this balance of sweeping curves there has been achieved in the America of the nineteenth century a work not unworthy to be compared with what had been done in more famous building ages.

—*Scribner's Monthly*, 1879

In this passage, the author describes the Assembly Chamber as a perfectly balanced composition. However, it would last little more than 10 years. Most of the north end of the building, where the Assembly is located, was built on top of what some newspaper reporters at the time called "quicksand." Shortly after the chamber opened in 1879, the foundation and walls shifted and settled, causing the enormous stone ceiling to crack and fall away. Figure 50, Appendix E is an engraved image of a desperate attempt by the architect to repair the Assembly Chamber ceiling. This picture appeared on the cover of *Scientific American*. The architect spent several years trying to stabilize the ceiling. Finally, in 1888, it was entirely removed and replaced with a lower coffered oak ceiling much like the Senate Chamber's. Today, looking back, how has the architectural balance of the Assembly been altered by the removal of its original ceiling? Critics have pointed out the awkwardness of the enormous granite pillars designed to hold up the original stone ceiling that today are disproportionate with the existing wooden ceiling structure. In addition, two murals by American artist William Morris Hunt on the upper north and south walls were covered when the ceiling was lowered. Currently, these murals, are nearly eroded away above the ceiling. What lessons can be learned from the Assembly about preservation and artistic integrity? Evaluate with your students the success and failures of the Assembly Chamber.

## MARCH 29, 1911

In 1911, New Yorkers still remembered the exorbitant cost, effort and time that it took to build the "new" Capitol. When a fire struck on March 29, 1911, a flood of dismay and outrage clogged every newspaper in the state. Charges were made about New York's carelessness in fire prevention and the amount of money it



might cost taxpayers to rebuild the Capitol. The fire did not engulf the entire building, but concentrated mainly in the state library, housed at the time on the western end of the third floor. Many priceless documents from Albany's early Dutch and Colonial history were destroyed. In Appendix E are two newspaper articles relating to the Capitol fire. They reflect a sense of loss, regret and indignation from the people of New York State. Ask your students to place themselves in the position of a resident of Albany at that time. How would they feel about this proudly built New York Capitol being nearly destroyed by a careless fire?

Newspaper article #1  
"Albany Capitol Wrecked by Fire"  
March 29, 1911

Newspaper article #2  
"Regrets fire did not finish job: Task of restoration may be more expensive than a new Capitol"  
March 31, 1911

#### EXTENDED ACTIVITY: INTERNET EXPLORATION

Teachers: Use the Internet for your students to be virtual explorers. There are 50 state capitols. Many of them are featured on the Internet. Have your students select another state's capitol to research. Visit the New York State Office of General Services, Curatorial and Tour Services' website for links to other state Capitols: [www.ogs.state.ny.us](http://www.ogs.state.ny.us). Instruct your students to write a short essay comparing the architecture of the New York State Capitol to another. Encourage them to think about design elements such as form, scale and support, placing emphasis on the uniqueness of our Capitol. Most importantly, chances are that the other state capitol will have a dome or tower. This exercise is a good post-visit evaluation of the building's design. Students should think of positive and negative points about both buildings.



# Vocabulary

**Anteroom** (noun): an outer room that leads to another room and is often used as a waiting room.

**Arch** (noun): a curved structural element that spans an opening and supports weight.

**Architect** (noun): the person who designs a building and advises on the construction.

**Architecture** (noun): the art and science of creating buildings.

**Base** (noun): the bottom-most part of a column.

**Bear** (verb): to support weight.

**Capital** (noun): 1. a city that is the home for government.  
2. the uppermost part of a column that is usually decorated with carvings.

**Column** (noun): a tall, slender, structural element made of a base, shaft and capital that supports weight compressing from above.

**Composite** (adjective): an order of column whose capitol design is a combination of Corinthian and Ionic orders.

**Compression** (noun): a force that pushes objects together.

**Corinthian** (adjective): a column that is the most ornate of the ancient Greek orders. Its design is of carved acanthus leaves.

**Course** (noun): a level row of stone or brick in a wall.

**Design:** 1. (noun) a plan for construction of a building.  
2. (verb) the act of creating a plan for the construction of a building.

**Doric** (adjective): the simplest order of Greek columns, characterized by a plain disc shape.

**Feather** (noun): a metal, peg-like tool used in pairs to split granite.

**Floor Plan** (noun): a design that shows all the rooms, windows and doors in a building, and how they connect.

**Function** (noun): the purpose of a building: what a building is used for.

**Form** (noun): shape of something, i.e., a building.

**Gentleman-of-leisure** (noun): an independently wealthy man who does not have an occupation.

**Granite** (noun): an extremely hard type of igneous rock.



**Grotesque** (noun): a type of decorative art characterized by fanciful or absurd animal figures.

**Igneous** (adjective): one of the three classifications of rock. Igneous rocks are formed from volcanic activity.

**Industrial Revolution** (noun): a general term that refers to rapid change and growth in the 19th century due to technological advances.

**Ionic** (adjective): an order of Greek columns characterized by two opposed *volutes*.

**Italian Renaissance Style** (noun): the type of architecture used in Italy between the 14th and 17th centuries. This style was a rebirth of classic Greek and Roman architecture.

**Keystone** (noun): the central, uppermost voussoir in an arch.

**Laborer** (noun): a person who does unskilled work for wages.

**Lay** (verb): to place bricks or stones on top of one another to build a fence or wall.

**Load** (noun): the force of weight used in a structure to keep it together.

**Load-bearing Masonry** (noun phrase): a construction method in which weight is the principal force holding a building together. Also known as stone-on-stone masonry because the walls are made of solid stones or bricks, one on top of the other.

**Magma** (noun): molten, or melted rock within the earth that, when it cools, forms igneous rocks.

**Marble** (noun): a type of metamorphic rock with different colors and textures. Used in architecture and sculpture.

**Mason** (noun): a skilled worker who builds walls by laying stone or brick.

**Masonry** (noun): wall construction that requires a mason to lay vertical rows of stone or brick.

**Metamorphic Rock** (noun): a sedimentary or igneous rock changed by pressure, heat or water into a more compact, crystallized rock.

**Mortar** (noun): a mixture of sand, water, lime, and cement applied by masons to bind stones or brick together.

**Order** (noun): a specific style of a column used in architecture (e.g., Doric, Ionic, Corinthian).

**Plug** (noun): a tool used to fill the space between two feathers. The plug is hammered down into the stone causing the feathers to separate from one another and split the stone.



**Plumb** (adjective): perfectly straight.

**Point** (verb): to fill with mortar.

**Populous** (adjective): having a dense or large population of people.

**President of the Senate** (noun): the person who presides over the Senate while it is in session.

**Quarry** (noun): an opening in the ground where stone is excavated.

**Realistic** (adjective): a work of art made to look lifelike.

**Restoration** (noun): a bringing back to an original condition.

**Sandstone** (noun): a sedimentary rock that consists of sand deposited by water and hardened into stone over time.

**Scale** (noun):  
1. the relationship of size between two objects.  
2. the proportion between two sets of dimensions.

**Sedimentary Rock** (noun): stone that is formed by deposits of sediment like sand, clay, gravel or shells becoming cemented together.

**Sergeant-at-Arms** (noun): an officer of an organization, such as a legislative body, who preserves order and executes commands.

**Shaft** (noun): the long part of a column between the base and the capital.

**Stonecutter** (noun): a person who is employed in preparing the stone for the masons to set. Stonecutters cut and shape the stone according to the architect's plan or design.

**Structure** (noun): the arrangement of parts to form a whole, i.e. building construction.

**Structural Elements** (noun): specific parts of a construction that contribute to the support of a building, such as arches or columns.

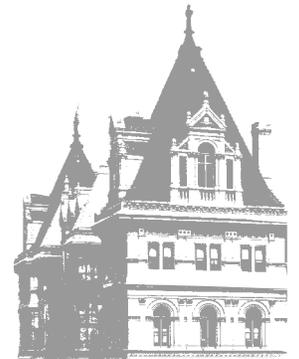
**Tension** (noun): a force that pulls apart.

**Texture** (noun): the look and feel of the surface of an object.

**Vousoir** (noun): one of the wedge-shaped pieces of stone that form an arch.

**Volute** (noun): the spiral form found in the Ionic Capital.

**Winch** (noun): a cranelike machine used to hoist objects by cranking rope around a drum.



# Further Reading

Glenn, Patricia Brown. *Under Every Roof*. Washington, D.C.: The Preservation Press, 1993.

Newman, Rochelle, and Donna M. Fowler. *Space, Structure and Form*. Bedford, MA: Brown & Benchmark Publishers, 1996.

*Proceedings of the New York State Capitol Symposium*. Albany: Temporary State Commission on the Restoration of the Capitol, 1983.

Roseberry, C.R. *Capitol Story*. Albany: New York State Office of General Services, 1982.

Winters, Nathan B. *Architecture Is Elementary*. Salt Lake City: Gibbs Smith, Publisher, 1997.

# Websites

## New York State

Contains links to all state agencies including the office of the Governor, the Senate and Assembly. Includes links to local and federal governments.  
[www.state.ny.us](http://www.state.ny.us)

## New York State Office of General Services

Find the Curatorial and Tour Services link under *For Citizens* section. Open this page for the New York State Capitol Tour Program Site.  
[www.ogs.state.ny.us](http://www.ogs.state.ny.us)

## Snell Memorial Foundation

Contains each state's legislation regarding the use of bicycle helmets and manufacturers' guidelines and standards.  
[www.smf.org](http://www.smf.org)

## Center for Civic Education

[www.civiced.org](http://www.civiced.org)

## Ben's Guide to U.S. Government for Kids

(With a section for parents and teachers)  
[www.bensguide.gpo.gov/index.html](http://www.bensguide.gpo.gov/index.html)

## Justice for Youth and Kids

[www.usdoj.gov/kidspage](http://www.usdoj.gov/kidspage)



# Appendix A

New York State

## HEAD INJURY ASSOCIATION

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July 7, 1993

Governor of the State of New York  
The Capitol  
Albany, New York 12224

Dear Governor:

We are so pleased that the children of the State of New York under the age of fourteen will now be required to wear bike helmets when they ride or are a passenger on a bike, and we know that all of us will sleep a little easier when you sign the bill into law.

We hope that you will agree that this is another way to celebrate the Decade of the Child. Each year more than half a million cyclists suffer injuries that send them to hospital emergency rooms. Nearly two-thirds are children from 5-14. A third of those injuries involve the head and face—twice the fraction of head injuries that result from football, baseball or hockey. And of the more than 300 cyclists who die of their injuries, 80 percent succumb to head injuries.

We represent consumers, teachers, doctors and lawyers as well as professionals in the field of traumatic brain injury. We know we can count on you.

Our prayer is a safe New York for our children. Joining us in this effort are:

National Safe Kids Campaign  
Governor's Traffic Safety Committee  
Congress of Parents and Teachers of New York State  
Alliance for Consumer Rights  
Child Care Coordinating Council  
New York State Medical Society  
American Academy of Pediatrics  
Think First  
Boys and Girls Clubs of the Northeast Region

Sincerely,

Executive Director  
NYS-HIA

The NYS-HIA is a private, non-profit organization dedicated to the needs of survivors of traumatic brain injury and their families.

New York State Chapter of the National Head Injury Foundation



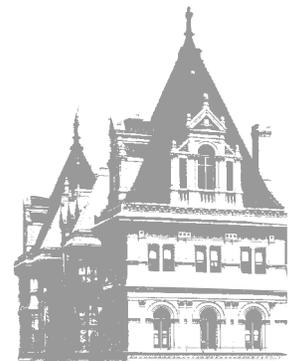
# Appendix B

## The Great Western Staircase: 77 Famous Faces

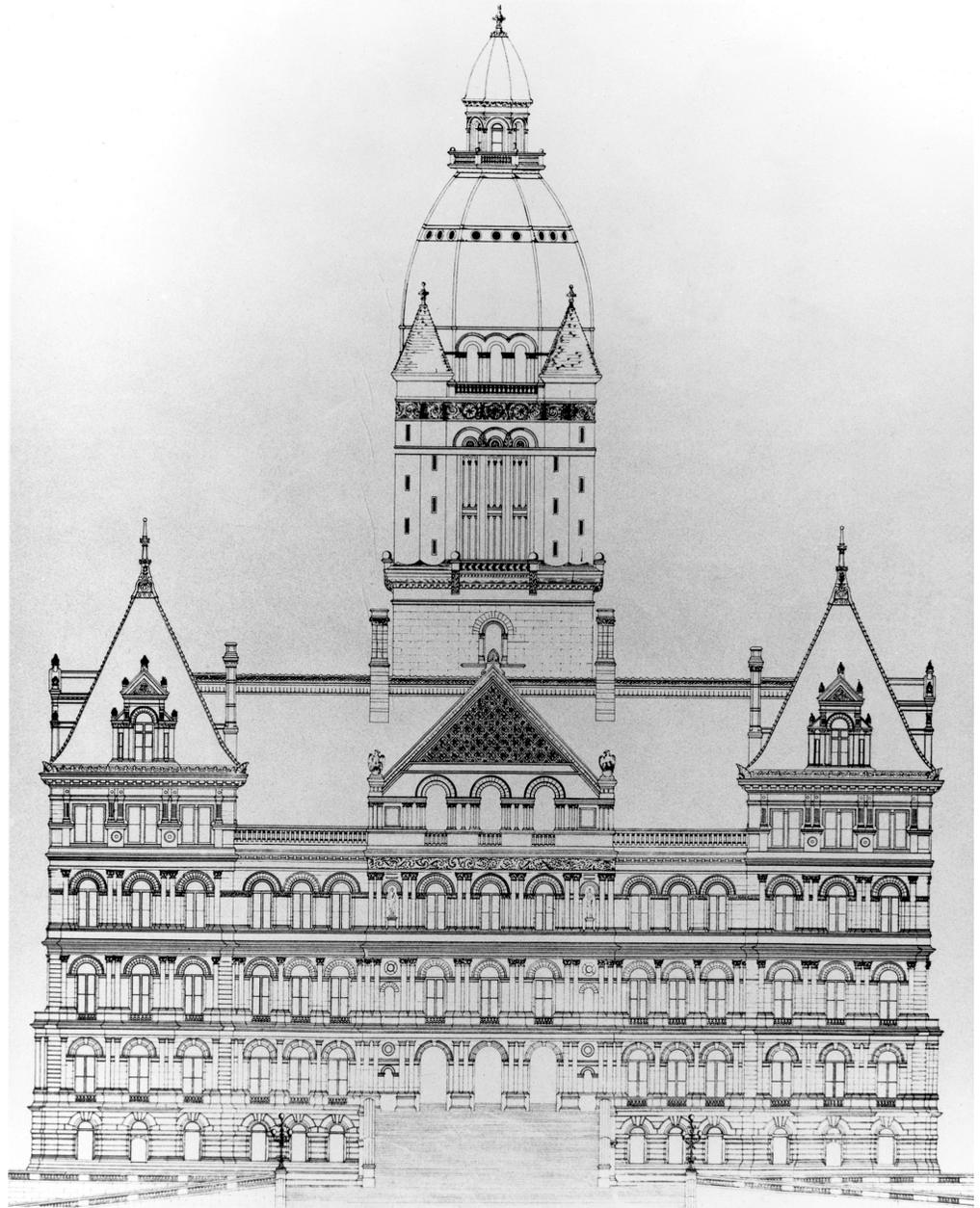
1. Susan B. Anthony, women's rights activist
2. Clara Barton, Civil War nurse
3. William C. Bouck, 13th NYS Governor
4. John Brown, American abolitionist
5. William Cullen Bryant, poet
6. Samuel De Champlain, explorer
7. Myron Clark, 19th NYS Governor
8. Henry Clay, American statesman
9. Grover Cleveland, 28th NYS Governor, President of the United States
10. DeWitt Clinton, 6th NYS Governor, built Erie Canal
11. George Clinton, 1st NYS Governor, term in office 20 years
12. Roscoe Conkling, central New York political boss
13. James Fenimore Cooper, author of *Last of the Mohicans*
14. Alonzo B. Cornell, 27th NYS Governor, 1st Governor to occupy the Executive Chamber of the new capitol
15. G. W. Curtis, American essayist and journalist
16. Daniel Dickinson, Bouck's Lt. Governor
17. John Adams Dix, 24th NYS Governor
18. Frederick Douglass, American lecturer and journalist
19. C. P. Easton, American journalist
20. Reuben Fenton, 22nd NYS Governor
21. Hamilton Fish, 16th NYS Governor
22. Roswell P. Flower, 30th NYS Governor
23. Ben Franklin, American statesman and scientist
24. Robert Fulton, inventor of the steamboat
25. General Peter Ganesvoort, Revolutionary War general
26. Ulysses S. Grant, Civil War general and 18th American President
27. Alexander Hamilton, American statesman
28. General Winfield Scott Hancock, Civil War general
29. Professor J. Henry, American physicist
30. David Hill, 29th NYS Governor
31. John T. Hoffman, 23rd NYS Governor
32. Henry Hudson, English navigator
33. Washington Hunt, 17th NYS Governor
34. Andrew Jackson, 7th American President
35. John Jay, 2nd NYS Governor
36. John Jay, 1st chief justice of the Supreme Court
37. Thomas Jefferson, American President and author of the Declaration of Independence



38. John Alsop King, 20th NYS Governor
39. Morgan Lewis, 3rd NYS Governor
40. Abraham Lincoln, American President
41. Henry Wadsworth Longfellow, poet
42. William Marcy, 11th NYS Governor
43. George Meade, Civil War general
44. Edwin D. Morgan, 21st NYS Governor
45. Robert Morris, American statesman and financier, signer of the Declaration of Independence
46. Amasa J. Parker, NYS Assembly-member and Senator
47. Captain Molly Pitcher, woman who fought as a soldier in the Revolutionary War
48. Nathaniel Pitcher, 8th NYS Governor
49. J. V. L. Pruyn, NYS Senator and Congressman
50. Lucius Robinson, 26th NYS Governor
51. J. G. Saxe, American poet
52. General Phillip Schuyler, Revolutionary War general
53. General Winfield Scott, Civil War general
54. William Seward, 12th NYS Governor
55. Horatio Seymour, 18th NYS Governor
56. General Sheridan, Civil War general, born in Albany, NY
57. General Sherman, Civil War general
58. Roger Sherman, Connecticut representative who signed the Declaration of Independence
59. General Henry Warner Slocum, Civil War general
60. Elmina Spencer, Civil War nurse
61. Harriet Beecher Stowe, wrote *Uncle Tom's Cabin*
62. John Tayler, 5th NYS Governor
63. Zachary Taylor, 12th American President
64. Enos T. Throop, 19th NYS Governor
65. Samuel Tilden, 25th NYS Governor
66. Daniel Tompkins, 4th NYS Governor
67. Martin Van Buren, 9th NYS Governor, 1st NYS Governor to become American President
68. Amerigo Vespucci, sailed with Columbus, for whom America is named
69. George Washington, 1st American President
70. Daniel Webster, US Senator and Congressman
71. Walt Whitman, American poet
72. John Greenleaf Whittier, American poet
73. Frances Willard, Temperance leader
74. General John Wool, American general from Troy
75. Silas Wright, 14th NYS Governor
76. Joseph C. Yates, 7th NYS Governor
77. John Young, 15th NYS Governor



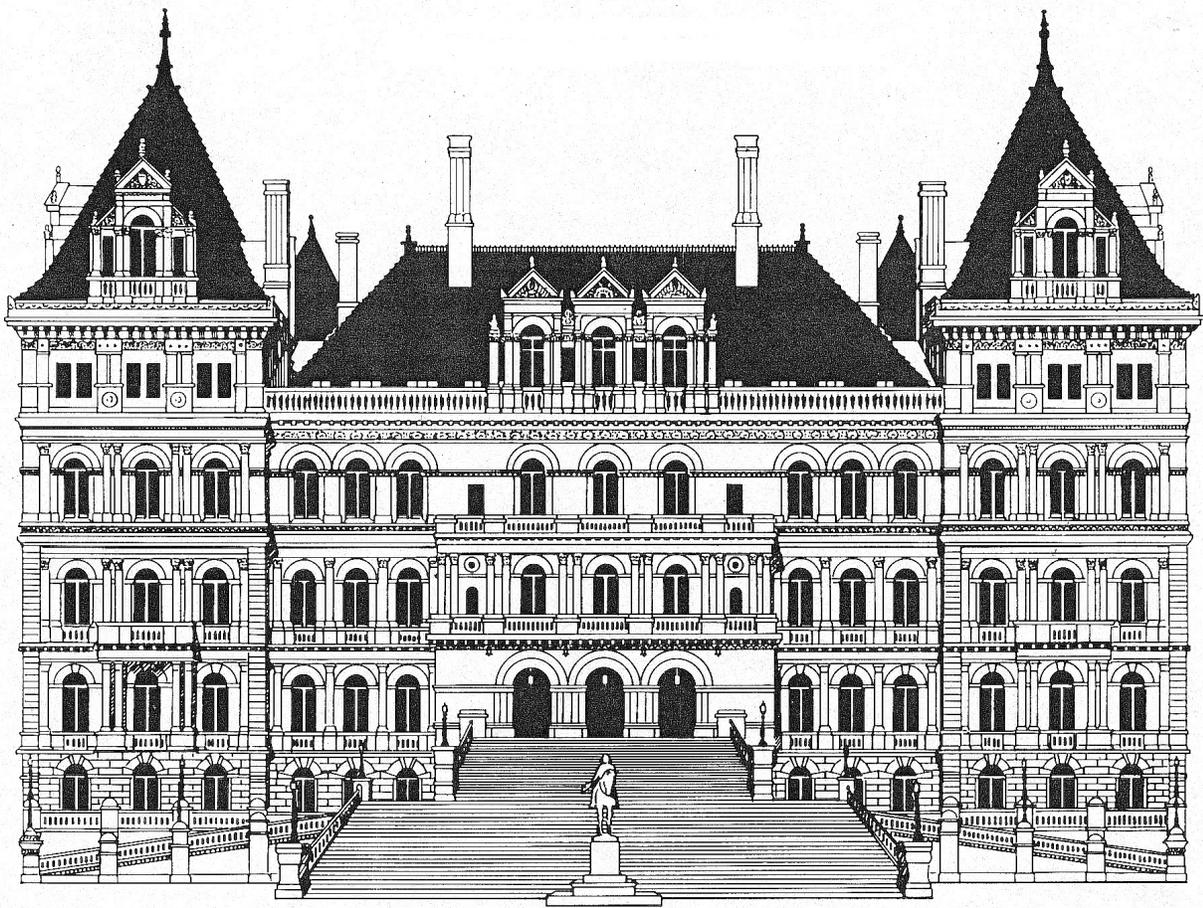
# Appendix C



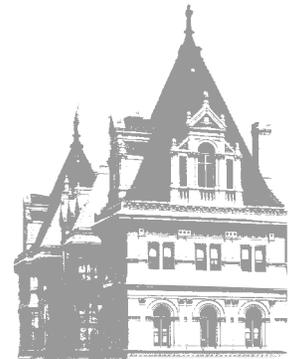
48 Isaac Perry, New York State Capitol design with tower, eastern approach, c. 1883. Collection of The New York State Office of General Services.



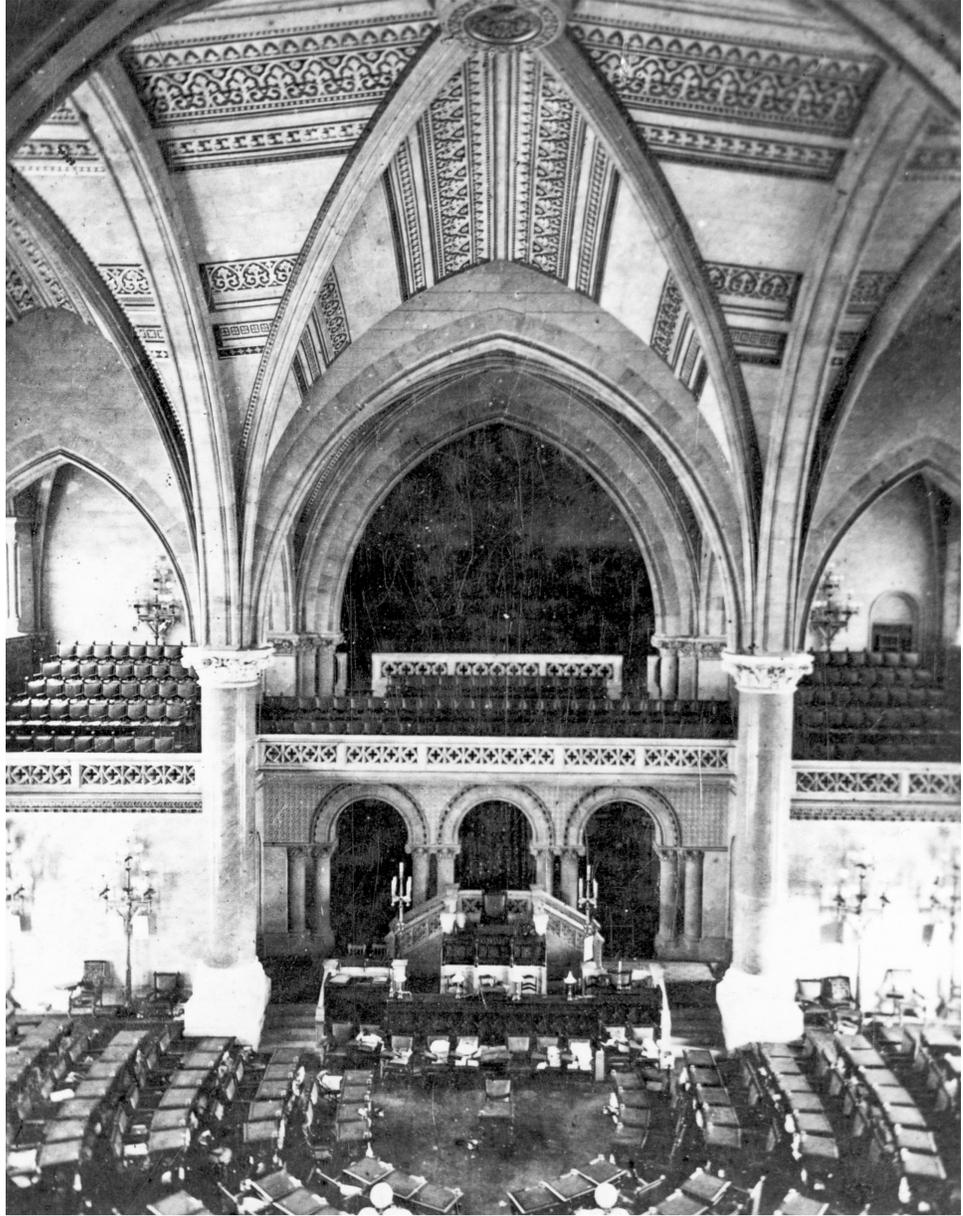
# Appendix D



New York State Capitol, front elevation.

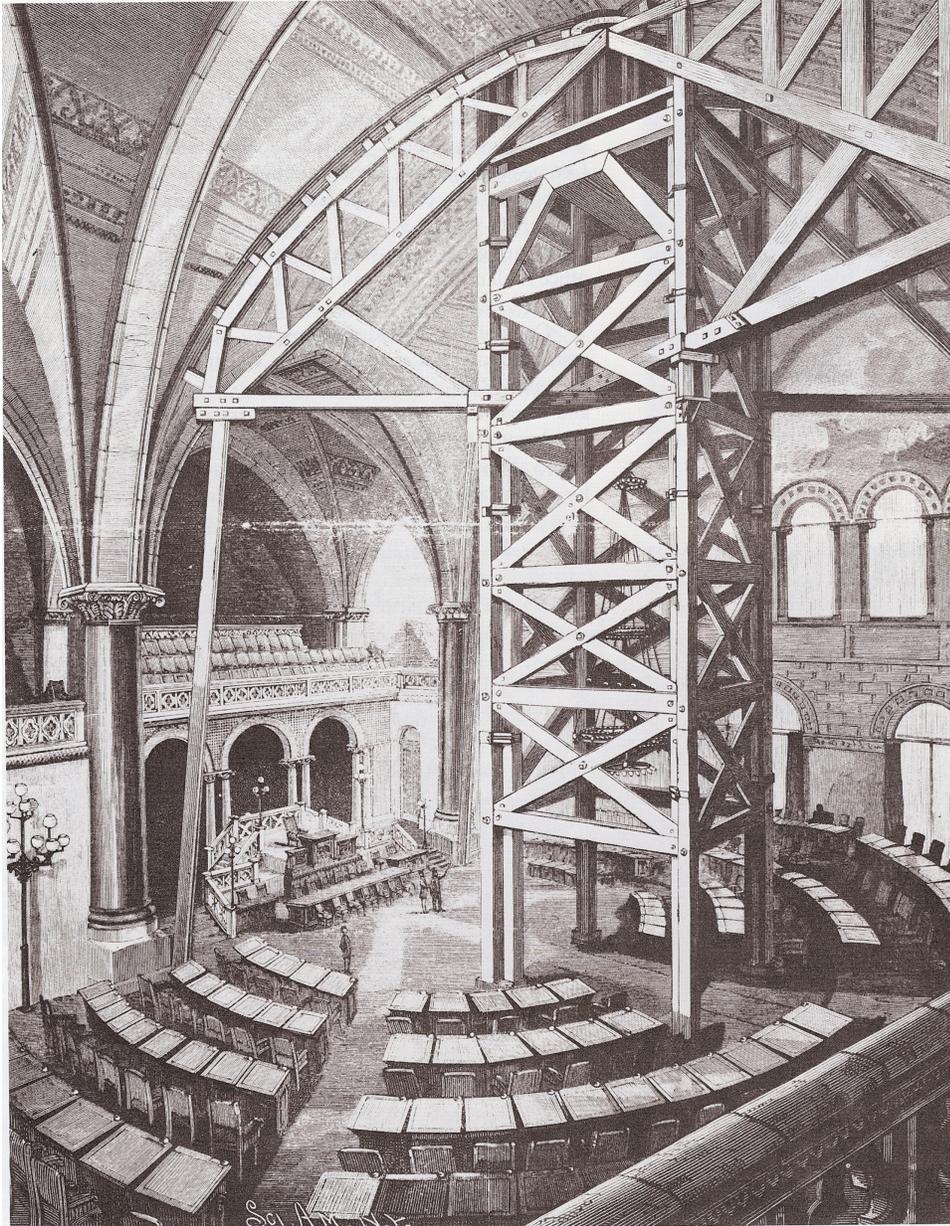


# Appendix E



49 *Assembly*, c. 1879. Photograph by Aaron Veeder, Albany, New York. Collection of The New York State Commission on the Restoration of the Capitol.





50 Isaac Perry repairing the Assembly Chamber ceiling, from *Scientific American*, March 10, 1888.



# Appendix F

## “Albany Capitol Wrecked by Fire: Western End in Ruins Invaluable State Library Destroyed One Killed”

*The New York Call*, March 30, 1911

ALBANY, March 29- New York State's magnificent State Capitol, which took years to build and cost over \$25,000,000, was visited at 2:15 o'clock this morning with one of the most disastrous fires that Albany ever had.

The granite walls of the Capitol, majestic and white twenty-four hours ago, and holding the machinery of the State Government, tonight are blackened from the flames that have been kissing them for eight hours. The entire western section of the Capitol is almost completely destroyed at a loss of at least \$7,000,000, and half the state's departments are crippled and homeless. Franklin B. Ware, the State architect, tonight placed the loss officially at \$5,000,000, but nobody would be surprised if it ultimately went a few millions more. Samuel J. Abbott, aged 77, a Civil War veteran who was employed as a night watchman in the State Library, is supposed to have perished in the flames. His body has not been found.

Tonight Capitol Hill is a dismal spot. The smoke was still pouring out of the ruins of the western end of the building, while a battalion of national guardsmen was doing solemn sentry duty around the whole building with a vigilance that would befit a captured fort...

The entire State Education Department is swept out of existence and the State loses what has been for years conceded to be one of the world's Greatest Collections of historical manuscripts, books and papers that can never be replaced...

After a desperate fight the firemen checked the flames on the third floor after they had eaten their way with amazing rapidity right and left in the upper stories, occupied chiefly by the Educational Department, and saved the Senate and Assembly chambers from burning up. In this work, however, both the Senate and Assembly were damaged by water and smoke to the extent of thousands of dollars. The magnificent carpets are a wreck and both houses of the Legislature are rendered useless for at least a week.

Albany was thrown into a white heat of excitement. Never before has such a spectacular blaze visited this city. The Capitol, situated in such a position that a view of it can be obtained for a distance of fifty miles in all directions, spat out flames from dozens of windows in the western end of it with a suddenness which startled the city and created the gravest concern.



Editorial  
*New York Sun*  
March 30, 1911

The first impression that must come to every one who reads of the fire in the state Capitol at Albany is that whatever has been saved, that which was of greatest value, in fact that which alone had permanent value, has been destroyed. The collection of documents, the written records of the state and of the colony which was before the state, the surviving evidence of Dutch and British as well as of state administration, these are gone, lost, it would seem, because of the same carelessness, the same folly, which finds its manifestation in every state, neglect to provide the protection which in these days of fireproof vaults is so simple and inexpensive for things at once priceless and easy to preserve.

After this positive and definite emotion there must come to every citizen of New York who has reached middle life a panorama, a sort of moving picture of the generation and more of the state history which has left its most accurate and its most depressing evidence in that huge and hideous building on the Albany hill, every stone, every chamber, every hall of which has an intimate association with some scandal that once shook the state. The mere catalogue of its rooms reached by the fire in its march must awaken the recollection of some half forgotten disgrace.

The fire seems at last to have been checked in the Assembly Chamber after the flames had destroyed the papier-mâché ceiling. Today, after nearly twenty years, there are still men in retirement, forgotten, men whose public life opened with promise and ended because they shared in that conspiracy by which there was substituted for quartered oak poor papier-mâché, which in its turn replaced a splendid vaulted stone ceiling, removed to make way for this job. The Assembly staircase, which year after year has cracked and sagged, rests upon a foundation of quicksand, over which the earliest builders spread puddled clay to deceive the inspectors.

A house that was never completed was this state capitol, for if one penetrated into the upper corridors there were yards and yards of unfinished work, boarded over, left rough and incomplete, because no administration, no party dared again to reopen the long chapter of scandal and shame which had attended every building operation since the legislature of the middle '60's first authorized the construction of a capitol building to cost \$4,000,000. Today it has cost more than \$25,000,000, and when yesterday's fire swept it there was still on all sides the proof of how much remained to be done, while the great tower which was to dominate all, like the city hall tower in Philadelphia, had long been abandoned because the foundations of the structure could not bear the weight.

In the political history of the state the Capitol in some fashion connects itself with all the administrations from Lucius Robinson to John A. Dix. Alonzo B. Cornell was inaugurated in the Assembly Chamber, which a year before had been dedicated. Cleveland went from the executive chamber to the White House, and Roosevelt followed him after a few years. The whole rise and fall of the Hill machine, of the Platt machine, and the final decay of Republican rule in the state itself, these were the result of the planning and the plotting which moved backward and forward in the narrow halls between the second and third stories; even the secret stairway from the executive chamber, recently abolished, had its share in the unwritten history of those days.



But always, in all the administrations from 1879 to the Hughes administration, the state Capitol at regular intervals has obtruded itself upon the attention of the people of the state by the sudden discovery of some new scandal, some new betrayal of filth, some larceny of public money. A ceiling fell, a staircase cracked, architects, engineers, state officials hurriedly undertook to bolster up, to change, to remedy evils which were in fact, inherent and irremediable, for the Capitol at Albany was founded upon a quicksand and stood as a monument not merely to the incoherence of a dozen different architectural designs but to the political morals and the party sins of forty years of the history of this state.

As for the architecture, it presents only a jumble, a beginning by one architect, abandoned by a second, adopted again by a third. As a building it was without even the most primitive provision for ventilation, hot in summer beyond the descriptions of an inferno, in winter swept by the gales which come down from the Adirondacks. The rooms, ill planned for the purposes for which they were used, crowded, dingy, the structure itself lacking any dignity, despite incidental beautiful details, it was, and since so much remains it must survive, a permanent witness to the spirit and to the political conditions of the years in which it was erected. And if one sought a contrast, none more eloquent could be found than that supplied by the simple, dignified old State Hall across the narrow park.

It is inevitable, presumably, that the state Capitol should be 'restored.' Such a restoration will unquestionably preserve all the hideous, unsanitary, clumsy details which render it unsuited for the purposes for which it was built. For the simplest and least ambitious of modern office buildings furnishes a luxury of appointment and a machinery of efficiency utterly lacking and impossible to attain in the state Capitol. Since it was impossible to save the records or the memorials of that history which the state may remember with greatest pride, it is perhaps a cause for regret that the fire did not complete its work, make restoration impossible and the building of a new capitol necessary.

Nor is there reason to believe that such a total destruction would have been more expensive in the end than this 'restoration' to which the experienced taxpayers and the citizens of reasonably long memories must now look forward with apprehension and disgust.



# Acknowledgments

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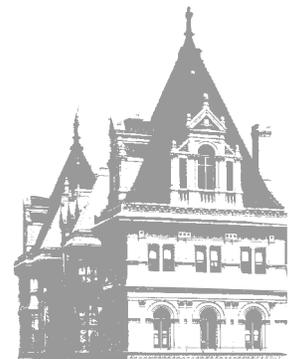
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# Notes





