

# BOARD OF EDUCATION,

WEDNESDAY, MAY 3, 1848.

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MR. BOSWORTH, *from the Executive Committee, for the Care, Government and Management of the Free Academy, presented the following Report, which was read and ordered to lie on the table and be printed.*

JOHN A. STEWART,

*Clerk.*

REPORT

of the Board of Directors of the

BOARD OF DIRECTORS

of the [Company Name] for the year ending [Date]

The Board of Directors has the honor to acknowledge the interest of the stockholders in the affairs of the company and to express its appreciation for the confidence reposed in it. The Board has the pleasure to report that the business of the company during the year has been conducted in accordance with the policy adopted at the last annual meeting, and that the same has resulted in a successful year for the company.

JOHN A. [Name]

President

Respectfully Submitted, [Name]

Secretary

## REPORT.

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TO THE BOARD OF EDUCATION OF THE CITY AND COUNTY OF  
NEW YORK.

THE Executive Committee for the care, government and management of the Free Academy, to whom was referred the resolution in the words following, viz:

*Resolved,* That the applications received for apportionments in the Free Academy, be referred to the Executive Committee for the care, government and management of the Free Academy, and that the said Executive Committee be, and hereby are, requested to prepare and present to this Board at an early day, the outlines of a plan for its government and management, the system of education intended to be pursued, its extent and its branches, with the number proposed to be engaged as the Faculty, and the arrangement of their several duties, together with the qualifications necessary for the admission of pupils, and such further detail as may, in their view, be necessary to prepare the Board to act in all matters connected with said Academy, with an explicit understanding of its purposes; it being understood that said Committee have no power to make any appointment or incur any expense without authority from this Board,

respectfully Report in part, upon the matters referred.

That on the 20th of January, 1847, a Select Committee, in obedience to a resolution of the Board, instructing them "to enquire into the application of that part of the Literature Fund

which is apportioned by the Regents of the University, to the City and County of New York," and also into the expediency of applying "to the Legislature for such an alteration of the law as will permit the monies referred to, to be applied to the support of a high school or college for the benefit of pupils who have been educated in the public schools of the City and County, reported at length upon that subject to the Board.

That report concluded by proposing for the consideration of the Board, among other resolutions, the following, viz :

*Resolved*, That a Committee of three be appointed to draft a memorial in the name of "The Board of Education of the City of New York," praying

1st. "That the Legislature will be pleased to pass a law directing the Regents of the University to pay over to the Board of Education, such amount of the Literature fund as may be apportioned by them to the third, fourth, fifth and sixth Senate districts of this state—such monies to be applied to the support of a Free College or Academy, for the instruction of students who have been pupils in the public schools of the said city."

That report recommended the establishment of "a *Free College or Academy*," and presented its design, nature and objects in this language: "Your Committee will not at present enter into the details of the proposed institution, but will briefly remark, that their design is to offer the idea of a college, which, while it shall be in no way inferior to any of our colleges in the character, amount or value, of the information given to the pupils, the course of studies to be pursued will have more especial reference to the active duties of operative life, rather than those more particularly regarded as necessary for the pulpit, bar or the medical profession."



That report was published and made the special order of business for the meeting of the Board, held on the 10th of February, 1847.

At such meeting, after a full consideration of such report, the Board, by a vote nearly unanimous, appointed a Committee to draft a memorial in the name of the Board, to be presented to the Legislature, praying, among other things,

First. "That the Legislature will be pleased to pass a law directing the Regents of the University to pay over to the Board of Education, such amount of the literature fund as may be apportioned by them to the third, fourth, fifth and sixth Senate districts of this state; such monies to be applied to the support of a Free College or Academy, in the City of New York, for the instruction of students who have been pupils in the common schools of the said City.

Second. "That the Legislature will further authorize the Board of Education in said city, to call on the Supervisors from time to time, to raise by tax, such sums as may be required for the erecting, furnishing and fitting up of said College or Academy, and supporting the same, such sums to be notified to, and raised by the said Supervisors, in the same manner and under the same heading of taxation that the monies for the support of common schools in said city are now raised."

A memorial was drafted and presented to the Legislature, accompanied with the draft of a law, which the Legislature was urged to pass. The memorial stated the fact, as shown by the then last report of the Regents of the University, that the number of students in Columbia College was 114, and in the New York University 131, and that the annual expenditures of these institutions, including interest on the debts owing by them respectively,

was in the former equal to \$184 60, and in the latter, \$155 20 per annum for each student taught. In each case, the debt on which interest is thus paid, is less than half the amount of the cost of the site and buildings used by these institutions. The memorial then presented the following views and purposes:

"It is an impressive fact, that these <sup>private</sup> institutions, subjected annually to ~~these~~ heavy expenditures, and located in the largest city of the Union, are educating only ~~the~~ small number of students ~~above~~ named. It strongly indicates that however highly knowledge may be valued, and however ardent may be their desire to acquire it, but an extremely small number of the youth of this city seek it in either of these institutions. If they acquire that knowledge which collegiate institutions were designed to confer, they acquire it elsewhere, or by other aids.

"It cannot be denied that the unavoidable expense of a regular course of education in either of these colleges, is greater than can be borne by the heads of families in this city pursuing the various trades and occupations, whose business occupies the great mass of the people.

"If the number of highly educated men can, with a trivial addition to the public expense, be greatly multiplied; if these benefits can be rendered accessible to the great mass of young men who cannot now indulge the hope of enjoying them at all, if pecuniary inability to defray the present expenses of a collegiate education can cease to be a barrier to the acquisition of it, it is but reasonable to expect that in a brief period the number liberally educated in this city will be increased at least four-fold.

"One of the important objects designed to be secured by establishing a Free Academy, is to bring the advantages of the best education that any school in our country can give, within the

reach of all the children of the city whose genius, capacity, and desire of attainments are such as to render it reasonably certain that they may be made, and by such means would become eminently useful to society.

“The permanency of our free institutions, the future state of society, the extent to which the laws of the country will be regarded, and social quiet and order preserved, depend essentially upon the virtue and intelligence of the people.

“It is believed that a liberal education of the largest practicable number of the young men who may propose to seek the means of subsistence in agricultural, mechanical, or other productive occupations, would exercise a genial influence upon all the varied relations of social and political life: that such an education would not tend to dissatisfy them with such pursuits. \* \* \* That such a result would remove the foolish prejudice which now induces thousands to abandon the honest and healthy pursuits of their fathers, in order to establish themselves in professions and mercantile pursuits which are already crowded to excess, and in which the public ~~rather~~ <sup>rather</sup> needs an increase of practical ability <sup>rather</sup> than of numbers; that such a change would overturn the erroneous opinion so prevalent among, and fatal to, many young men, at the present day, that some occupations are more honorable than others, and for that reason more desirable.

“One object of the proposed Free Institution is, to create an additional interest in, and more completely popularize the Common Schools. It is believed that they will be regarded with additional favor, and attended with increased satisfaction, when the pupils and their parents feel that the children who have received their primary education in these schools, can be admitted to all the benefits and advantages furnished by the best endowed college in the state, without any expense whatever. It is believed



that such an institution as the proposed Free Academy is designed to be, in addition to the great benefits it will confer by annually graduating a large number of highly educated young men, ~~destined to pursue some of all the various pursuits of life,~~ would stipulate tens of thousands, who might never enter this academy, to additional industry and greater advances, while in the common schools. The certainty to a young man of good abilities, ~~and desirous of making large acquisitions in knowledge,~~ of having the opportunity of gaining as extensive an education as can be acquired in any institution in the State, if his parents can only furnish him the means to subsist at home, is in the highest degree cheering, while the certainty that the limited earnings of his parents will preclude him, in the existing state of things, from having any such advantages, tends to repress all such generous aspirations, paralyze effort, and prevent the full development of his ability to become extensively useful to the class in which his lot may be cast, or to society at large."

Such were the objects presented to the Legislature, to induce the passage of the law authorizing the establishment of the Free Academy. The people were promised an institution which, in the character, amount and value of the education imparted, should be inferior to none of our colleges, and at the same time should be so organized that the course of studies to be pursued would tend to educate the pupils practically, and particularly qualify them to apply their learning to advance and perfect the operations of the various trades and occupations in which they may engage. This Board will undoubtedly deem it a duty, and feel it a pleasure, to enable the people to realize the advantages of such an institution as was promised to them, and on the promise of which they conferred the authority and granted the means necessary to create and sustain it. The previous and uniform pledges of the Board to the public on this subject are now presented anew, that they may be borne in mind, while the



Board is engaged in prescribing the system, and nature of the studies which may be pursued in the Free Academy. +

The Act authorizing the Board to establish a Free Academy would seem, from its provisions, to contemplate the establishment of an institution equal in all respects to that indicated in the memorial to the Legislature. It gave authority to erect a building at an expense of \$50,000. It authorized the annual expenditure of \$20,000 for its support, exclusive of a proportion of the Literature Fund, and of any means of which the Board might be possessed from other sources than taxation. These sources of permanent revenue constitute a fund adequate to the support of an institution that should take rank among the highest in the country. It will have the power to afford superior advantages of liberal culture and classical education. There seems no reason to doubt, that by the peculiar facilities it will furnish for instruction of the highest order in various branches of knowledge omitted altogether or but partially taught in our colleges, by its exemption from all considerations of profit or loss in the admission or rejection of pupils, or in enforcing a firm and salutary discipline, it will accomplish an education for the children of the city, more diversified and generally valuable for the ordinary purposes of life, than is attainable in any institution of a strictly collegiate form.

The Act provided, as a condition to its becoming a law, that the question whether such Academy should be established according to its provisions should be submitted to the people at the election to be held on the first Monday of June, 1847, and that a majority of the votes given must be in favor of the proposition. The question was so submitted, and 19,404 votes were given in favor of it, to 3,409 against.

It is but reasonable to suppose that the power to establish the

Free Academy was conferred by the people in full confidence that this Board would fully redeem its pledge, and make it as complete and efficient in character as they had promised to do.

Before proceeding to consider particularly the system of studies to be pursued, it is necessary first to ascertain what the starting point will be, and inquire what shall be the nature and extent of the acquirements of the pupils at the time of entering. These are to be prescribed by the Board, and will be the basis of the examinations for admission. It would seem to be a clear proposition, that all pupils applying for admission should be well instructed in the branches usually taught in the Common Schools of the city, and to the full extent to which they can be efficiently taught them in those schools. There can be no propriety in giving instruction in the Free Academy which can be as well given in the Common Schools. The average annual expense of it per scholar will be nearly, if not fully, four times greater than in the Common Schools.

The law, in confining all the admissions into it to pupils from the Common Schools, indicates, in a measure, the degree of advancement that will be required as a test for admission. There is nothing, however, in this fact inconsistent with the idea of gradually raising the standard, and with it elevating gradually and steadily the grade of instruction in the Common Schools, if it should be hereafter deemed expedient to do so. It may perhaps be found necessary, if more apply for admission than can be accommodated, to demand higher qualifications. These advanced requisitions may be in various branches of English education, or in mathematical studies, or in both. There would seem to be no reason for requiring any knowledge of Latin as a prerequisite for admission, and that for two reasons. First, because such knowledge cannot be given in the Common Schools without great, and as it is believed, undesirable changes in the leading features of

the system ; second, because no students, if the opinion of the Board should coincide with that of the Committee, should be required to study the Latin or Greek languages, unless they should elect to go through with the full classical course.

A very thorough knowledge of arithmetic and geography, as well as efficient instruction in reading, writing, general history, and English grammar, can be obtained in the Common Schools. In some of the Common Schools, algebra and geometry are taught to considerable extent.

The Committee recommend that pupils, to be entitled to admission, should be able to pass a good examination in reading, spelling, defining, geography, grammar, arithmetic and the history of the United States.

In order to test more fully the acquaintance of the scholar with the several subjects, the examinations should be conducted both orally and in writing.

It is important that whatever qualification may be prescribed as pre-requisites to admission, the examination should be so rigid as to prevent the admission of applicants not possessing such qualifications.

It may not be deemed best to adhere to this rule so rigorously at the commencement of operations, as to refuse admission to a candidate although not fully prepared in any one branch, if he be a boy of promise and a good scholar in other branches. But the examination must be thorough, and no standard should at any time be fixed that it is not intended to observe strictly. Applicants for admission will have no right to complain, as they will all be on the same footing. These facilities for acquiring an education are provided at the public cost for those qualified to



improve the advantages that they afford. Admission into the Free Academy ought to be regarded as a premium for scholarship. It is in this way that it will act most efficiently upon the pupils in the Common Schools, stimulating them to exertion. In this way, also, it is hoped that an important influence will be exercised upon the instruction in these schools. They will be brought into comparison with each other in the evidences of their results, as furnished by the number and superior preparation of candidates they shall severally send to the examinations for admission into the Free Academy. So important has been the operation of the High School, in Philadelphia, in this respect, that it is regarded as making a full return for the whole outlay of money, by the change it has produced, and the influence it is exerting in the Common Schools, independently of the blessings of education it is itself diffusing. The Free Academy, by enforcing strict examinations, will have a great advantage over most of the higher literary seminaries and colleges, which depend upon the fees of students for their support. It need receive no incompetent or laggard subjects, and may expect, with good reason, to be honored in all its graduates, to the extent they shall avail themselves of its courses of instruction.

It is recommended that there be semi-annual examinations for the admission of students, and that no person shall be entitled to examination for admission at the first examination who has not been a pupil in the Common Schools for the period of six months, nor at any subsequent examination, who has not been such pupil for the period of one year.

It is supposed that any thing less than this term would be a violation of the intentions of the Legislature in confining the admissions of the Free Academy to those who have been pupils in the Common Schools. There seems no objection to making the term less at the first admission, because of want of information

on the part of the community, and in order to commence with a number that will better employ the teachers that must be engaged. To require a longer term in the Common Schools would probably be of little importance practically, as it is believed that as soon as public attention is fully given to the Common Schools, and their efficiency in teaching is known, it will rarely occur that the preliminary qualifications will be sought in other schools.

The High School in Philadelphia, on its first organization in 1838, merely required a certificate that the candidate for admission belonged to one of the Grammar Schools of that city. Finding that many entered the Grammar Schools only formally, the controllers ordered that the candidates should have attended the Grammar Schools six months, and near the close of 1842, changed the term to one year. Such has been the effect of their High School upon their Grammar Schools, by prescribing from time to time greater attainments as a prerequisite to admission, and which it has been necessary to do to enable the High School to accommodate all qualified for admission, that, as stated in the annual report for 1846, (page 204,) "it is now becoming a rare instance for a pupil to be admitted to the High School who has received any of his preparation elsewhere than in the public schools." The average time that had been passed in the public schools, by the class admitted on the 11th of July, 1846, was four years and eleven months.

It is not deemed essential to make the age of the pupils a subject of consideration. It is believed that proficiency is the fairest and most reasonable test. On the first organization of the Philadelphia High School, no one could be admitted unless twelve years of age. The average age of the class first admitted was twelve years and one month. Since that time the requisitions in regard to scholarship have been so much increased, that it is rare



for any candidate to pass examination who is not beyond that age. The average age of the class admitted July 11, 1846, was fourteen years and nine months.--(Same Report, p. 203.)

Another and more important question is, What shall be taught in the Free Academy? On the decision of this question depends the character, and, to some extent, the number of the teachers requisite to manage it successfully and efficiently.

It is not supposed that on the opening of the Academy it will commence instructing in all of the various branches which it is designed to teach. For it is not to be presumed that the attainments of those first admitted will be so diversified as to furnish scholars for all the classes and branches of a widely extended course of education. As the Act provides that only those shall be admitted who have pupils in the common schools of the city, the probability is that there will not be a very great difference in their attainments on entering. Those most forward will perhaps be but a few months advanced beyond the admission standard. The institution must therefore educate its pupils from this nearly even grade of attainment, all the way up to the finishing studies of its system, and be therefore nearly as many years in filling up its classes as are required for passing through its most complete course of education.

The pledges that were given by this Board to the public, as to the character of the institution, cannot be redeemed, except by providing a system by which those who choose to do so can pursue a highly diversified and extensive course of liberal education. But while such provision is made, it will undoubtedly be also expected that the educational arrangement will be such that the pupils, not desirous to pass through a full course, will be enabled to prosecute only such studies as will qualify them for the particular pursuit which they design to follow as a business for life. It is believed that both of these objects can be realized.



The education furnished at the Military Academy at West Point, which is peculiarly valuable for the military profession, but is also of superior finish and refinement for the intercourse of life, is of a high order, resting as its main basis, on mathematical science, which is pursued much further than in colleges. It is deemed important, in view of the practical employments of a large proportion of those who shall be taught in the Free Academy, to give great prominence to these studies.

The education furnished by the systems provided in the colleges of our country, is designed primarily as a foundation and preparation for the practice of one of the liberal professions. In the diversified taste, talent and disposition of the pupils who will enter the Free Academy, it may be expected that there will be some designing to fit themselves for these, as well as other of the occupations of life. A similar course of literary culture to that furnished in the colleges should therefore be provided for those who desire to pursue it.

It will undoubtedly be expected that an education will be furnished, qualifying the student in an eminent degree for the various occupations of industry, for mercantile or mechanical pursuits, for navigation or agriculture, for manufactures and the arts. It will be expected that instruction will be given in the applications of chemistry, of mathematics, and the principles of mechanics; in a word, in the more important applications of science to the industrial arts. Undoubtedly there may be disappointment as to the range of such special adaptation of instruction to particular pursuits that will be afforded by the Free Academy. It cannot cover the whole field of human industry. But it may do much in preparing young men to enter with peculiar advantages upon all the avenues of life, and thus lead to great results. This practical aim should constitute a marked and peculiar feature in the system of the Free Academy. It is in this respect pre-emi-

nently that it will be a college for the people. It must be borne in mind, however, that in order to make such a practical education as will be really valuable, it must have a thorough groundwork. Instructions in the applications of science cannot be advantageously communicated without a thorough knowledge of the principles of the particular science to be applied, and will result in a miserably incomplete and ill-balanced education, without an accurate knowledge of such principles, and a fair extent of other culture.

In connection with the subject of the studies to be pursued, it may be well to refer to what is done by other Academies in the State. The reports of the Regents of the University show that they give instruction in the following branches, viz: Arithmetic, Book-keeping, Composition, Penmanship, English Grammar, Geography, Elocution, Algebra, Architecture, Carpentry, Astronomy; Integral and Differential Calculus; Plane, Analytic and Descriptive Geometry; Conic Sections, Engineering, Levelling, Electricity, Hydrostatics and Pneumatics, Logarithms, Magnetism, Mechanics, Mensuration, Surveying, Navigation, Nautical Astronomy, Optics, Natural Philosophy, Perspective Technology, Trigonometry; the Latin, Greek, French, German, Spanish and Italian Languages; Anatomy, Botany, Chemistry, Conchology, Geology, Mineralogy, Physiology, Zoology, Natural History, Constitutional and Government Law, Logic, Intellectual and Moral Philosophy, Political Economy, and Rhetoric; while in some of the Academies there are also taught Drawing, Mapping, Natural Theology, and Evidences of Christianity; and in one, Hebrew. Of the one hundred and fifty-five Academies in the State, that had made returns to the Regents prior to making their report in April, 1847, all the Male Academies except thirteen taught the Greek Language; all the Male Academies except three taught the Latin; all except twenty-three the French; that eleven taught the German, ten the Italian, four the Spanish, and

nine Academies or incorporated Seminaries for Females, the Latin language.

Unless provision be made for acquiring a thorough knowledge of the Latin, Greek and French language, the Free Academy will present fewer advantages than nearly all the Academies of the interior of the State, and will be far inferior in character to the Free College or Academy promised in the memorial from this Board to the Legislature. Unless provision be made for learning the Spanish and German languages, the pupils will not be able to acquire the knowledge obtained in many of the established Academies.

Probably every member of the Board will desire to prescribe a system which will embrace instruction in all of these languages, and at the same time leave to parents and guardians freedom of choice between them; with the liberty also to have their children pursue all, or omit to pursue either when they do not design to continue them long enough to study either with profit, in addition to the branches which they are more particularly desirous should be thoroughly learned.

In the High School in Philadelphia, the course denominated the *principal course*, embraces the study of the French and Spanish languages; the *classical course*, the Latin and Greek. Those who expect to leave at the end of two years are not obliged to study the languages, and devote the hours designated for prosecuting those branches to certain advanced English studies, which constitute the *extra English course*.

At the opening of that institution, all the pupils were required to pursue a course of classical studies. In 1840, that institution was re-organized, and the three courses arranged, in order that more particular regard might be paid to the inclinations of the



pupils and their intended pursuits, and that the opportunity might be furnished to those who could not devote the time requisite to acquiring a knowledge of all, to pursue such studies as might be supposed to be more direct and profitable auxiliaries to the particular pursuits for which they desired to qualify themselves.

The students being divided into their appropriate classes, all the members of one class pursue the same studies and recite together, except during the hours designated for instruction in the languages. During those hours they are divided according to choice. Those selecting the French and Spanish go to the Professor of modern languages; those selecting the Latin and Greek, to the Professor of ancient languages, and those desiring to omit both, attend to advanced English studies which they wish to pursue. The report already referred to states that "the very large number who have chosen these two courses, show that the change in this respect which was then adopted, was greatly needed. The respectable number also belonging to each of the courses, show that each of them is needed, and that no one of them can be dispensed with, without prejudice to the interests of a numerous class." (Page 99.) Of those who had been admitted prior to the re-organization, there then remained 89. Subsequently to that, and exclusive of those admitted in July, 1846, 1039 were admitted—consequently there were 1128 who exercised this right of choice.

624	chose the Principal course,	or 58 per cent.
293	" " Classical	" or 26 "
181	" " English	" or 16 "
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1128		100

During the two and a half years preceding the date of that report, over 33 per cent. of the number admitted chose the clas-

sical course, while previously to that, only 22 per cent. of the number admitted selected it. (Id. p. 100.) Such has been the result there of allowing a freedom of choice. The attendance upon the classical course has increased; a practical evidence of the importance attached to the study of the Latin and Greek languages, where opportunity has been given to pursue or omit the study of them, as the judgment of parents or guardians might dictate.

The Committee recommend that the Board so organize the Free Academy, and provide such a system, as will enable the pupils to acquire a thorough knowledge of Latin, Greek, French, Spanish and German, or each of them, as they may desire to learn, but not to require the study of any of them, as a matter of course, of the students. The study of the ancient languages, particularly, should be left entirely to the choice of the pupils or their guardians. It is desirable to allow as great a freedom of choice as possible in regard to all the studies to be pursued. There must be some limit, however, to this privilege of selection, arising from considerations of advantage to the scholar, and a discreet use of the means placed at the disposal of the Board for the annual support of the institution. The great advantage of competition, and the incitement of sympathy, on youthful minds pursuing together a long series of the same studies, would be lost by a miscellaneous commingling, at all hours of the day, of a mass of scholars pursuing studies with so little regard to system that they could not be arranged in classes of proper numbers, and capable of making profitably common progress. It would also seriously embarrass the discipline of the institution. There are certain English studies which are usually deemed indispensable to a good education. These may properly be required in all cases, to a certain extent. Indeed, in order that the education shall be really valuable to the scholar, and efficient in its character, it must be systematic. But in regard to studies which have

a peculiar value as a qualification for particular occupations, and with reference to all those which have not this general character of importance, as free a range of choice should be allowed as is compatible with the orderly working of the whole machinery of the Academy.

It may, however, be deemed proper to furnish, to some extent, the advantages of lectures on particular subjects or even of instruction in particular branches of science, to those who cannot for any controlling cause, devote more time to their general education. If this can be done without interfering with the regular and permanent pupils, in the general courses of the institution, it would seem illiberal to withhold the advantage which may be thus afforded.

The Philadelphia High School has the following teachers, and at the following salaries :

A Principal, who is also professor of Moral, Mental and Political Science, at.....	\$ 2,000
A professor of Practical Mathematics at .....	1,350
" Professor of Theoretical Mathematics.....	1,350
" Professor of History and Belles Letters .....	1,350
" Professor of Natural History .....	1,350
" Professor of Latin and Greek.....	1,100
" Professor of French and Spanish .....	1,000
" Professor of Drawing, Writing and Book-keeping...	1,100
" Professor of Chemistry and Natural Philosophy ....	600
" First Assistant.....	400
" Second Assistant.. ..	200
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	\$11,850

The whole number in the High School, Sept. 1, 1846, was 452,



making an average of forty-one pupils to each teacher. The professor of Chemistry and Natural Philosophy are engaged for only a part of the day, and the principal devotes his time mainly to the general oversight of the school, so that the actual average is stated to be about forty-five pupils to each teacher as actually employed. The report referred to, states the well considered conclusion, that this is about the highest average number of scholars thus advanced, that can be efficiently instructed by one teacher. If a fair experiment should prove this to be a sound conclusion, then to instruct 800 pupils in studies of the like character, would require at least sixteen teachers including the Principal.

The means provided for the annual support of the Free Academy it is believed will be sufficient to employ that number of teachers, qualified for the position, and defray its other incidental expenses. The Committee are of the opinion, that when the institution is in successful operation, so as to require the full complement of teachers, suitable ones can be procured and retained at about the following rates of compensation—

1. A Principal, who will also be a Professor in some department, at.....	\$2,500
1. A Professor of Mathematics and Natural Philosophy	1,500
1. An Assistant do do do.....	800
1. A Professor of Greek and Latin Languages.....	1,500
1. A Department of Modern Languages, equal to one Professorship.....	1,500
1. A Professor of Political Economy and Moral and Intellectual Philosophy.....	1,500
1. A Professor of History and Belles Lettres.....	1,200
1. A Professor of Chemistry and Natural History.....	800
1. A Department of Drawing, Writing and Book-keeping.....	1,200
7 Assistants and Lecturers at an average of \$700.....	4,900
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16 Total salaries.....	\$17,400

This scale is not suggested as exhibiting a complete arrangement, or as defining precisely the extent and the relative importance of the different departments, or as presenting exactly the salaries to be assigned to each; but as an approximate estimate of the probable number and aggregate expense of the teachers that may be requisite to conduct the institution.

If highly educated and accomplished Professors can be procured at these salaries, and competent assistants at this average, there will be left of the \$20,000 allowed for the annual support of the Free Academy, the sum of \$2,600, exclusive of the amount that may be drawn from the literature fund. This fund, of the amount it now consists, being \$40,000, would give to the Free Academy, for 800 students, \$2,000, on a pro-rata division of it among 16,000 pupils. The apportionment of April 24, 1847. was among 13,999, in the whole state, and pro-rata. The year preceding among 13,481, by Senate districts. The year preceding that among 12,257, by Senate districts.

If the Free Academy is suitably furnished when it is opened, it is believed that enough will be left of the \$20,000 after paying teachers' salaries, together with the amount that may be received from the Literature Fund, to defray the expenses of books to be bought from year to year, and of the care and preservation of the building and other property connected with it.

The number of teachers embraced in this estimate, it will be observed, has reference to the wants of the Academy, as it will be, when filled with scholars, and all its arrangements are perfected. It is not probable that the whole number of Assistant Teachers suggested in this report will be required in the first, and perhaps not within the second year of its operations.

The Committee are of the opinion that the reputation and success of the institution will be best promoted by prescribing such

qualifications for admission, as will tend to limit the number admitted the first one or two years to an average attendance not much exceeding five hundred in number. Such a regulation, it is believed, would be best calculated to secure the admission of a class of young men, a considerable portion of whom would be likely to continue long enough to illustrate the character of a institution. It would furnish more opportunity for an appropriate classification of the pupils, the establishment of a good system of government for the Academy, of simple rules, for a proper division of labor among the Professors and Assistants, and intelligently designating the particular studies for the different periods of the year, and the time and place of each recitation from day to day for the several classes, and the particular Professor by whom in each instance they are to be heard.

The Committee are of opinion that these rules cannot be prescribed with any practical wisdom prior to the admission of the first class. Until that has taken place, it cannot be known how much the pupils will vary in attainments; whether their parents intend that they shall continue through a full course, or only a practical one; what classifications will be expedient, and what system of rules will best secure method and efficiency in imparting instruction. But provision can much more easily be made in relation to such matters, when the objects to be affected by it are ascertained. As the institution progresses, modifications will be indispensable, to adopt the practical operations within it to the increasing numbers and advanced stages in the course of a full education, which those remaining from the classes successively admitted, shall have reached.

The Committee are also of the opinion that it would be inexpedient to prescribe the particular books to be used in any department of instruction, until after the Principal and Professors shall have been appointed, and the Board furnished with their views



and advice upon the subject. No injury or inconvenience can result from postponing the disposition of this question until that time.

The Committee recommend that a systematic course of education in the Free Academy, with the freedom of selection before intimated, shall cover a period of four years. This period is sufficiently short to embrace the range of instruction, and the grade of education which it was established to furnish. To make the course still more extended would provide a still higher education for a small number, but it would increase the expense of instruction in a large ratio, and act to keep down the number of annual admissions. It is desirable to adopt as elevated a standard as is compatible with the general objects for which the Free Academy was instituted. It is equally important to offer its advantages to as large a number as is consistent with this aim. It is not of course expected that a very large proportion of those entering will remain during the entire four years. They will leave at all stages of progress. Nor is it intended, by arranging the various studies so as to constitute a four years system, to preclude students from remaining beyond such time, for the purpose of studying branches, or attending lectures, that do not constitute a part of the regular system, or of pursuing some language or study not included in their course in the institution.

To enable the Board to judge what number may probably apply for admission to the Free Academy, and what qualifications may be prescribed, the Committee recommend that a circular be addressed to the Principal of each of the common schools of the city, inquiring what number in each have learned the branches usually taught in such school, and in such form that an answer will state the number which have advanced to the different points to which it may be deemed expedient to direct such inquiry. Annexed is the form of a circular recommended for adoption by the Board.

The Committee have also annexed some general rules, which they advise should be adopted at as early a day as the Board shall be able to give them mature consideration. It is important that parents, and those having charge of the Common Schools, should be apprised of the qualifications essential to admission, in time to enable those designing to apply first to make the necessary preparation.

The Committee would also advise, that as early as the Board can consistently form its judgment it should employ a Principal and a Professor of the several departments, upon an arrangement that their term of employment shall commence at such period as the Board shall fix for the first examination for the admission of students. The Board may deem it expedient that the term of the Principal should commence some months earlier, that they may have the benefit of his greater practical experience in the fitting up of the building, and adapting its arrangements to the best practical accommodation of the students. The Committee deem this course in every respect advisable, and recommend it to the favorable consideration of the Board. They believe it will be economy to the city, and the most certain mode of securing such method and adaptation in the internal arrangements of the building as will promote convenience, and furnish all attainable facilities for the easy management of the institution.

The Committee deem it not inappropriate to say, in conclusion, that their confidence in the influence which the Free Academy is destined to exert upon the educational interests of the city is undiminished. That they fully believe all the advantages promised by its friends in their first appeal to the favor of the people will be realized. That its influence in elevating the standard of common school education within the city will of itself be worth more to the public than they will pay for its cost and to defray its annual expenses.

But to make it productive of such results, its Principal and Pro-

fessors must be men of pre-eminent ability, and practical as well as learned. They should be every way qualified to adorn a corresponding position in any collegiate institution of the country. While the compensation offered should not be extravagant, it should be such as will permanently command the requisite character and ability.

It would be a miserable economy to give a compensation which would only secure an inferior class of men. The latter would ruin any institution, whether their salary was high or low. Each teacher should possess every qualification desirable for his position; and it would seem to be wise for the Board, as also its duty, to employ only such. If the Free Academy, when provided with such teachers, has not means enough to employ a force equal to instruct as many as the building can accommodate, still the Committee would recommend that the Board should employ the funds, placed at its disposal, in such a manner, that those who may go through a full course will contrast favorably, in the variety and thoroughness of their acquirements, with the graduates of any institution of learning within the United States.

The Committee deem it proper to state that two of their number do not unite in some of the preceding recommendations.

The latter think that a previous attendance of three months upon the common schools is all that should be required at the first examination, nine at the second, and one year at every subsequent one. That the institution being established and supported at the common expense of all the people of the city, no rule should be adopted which will preclude those who desire to send their children to it, and who are qualified for admission, from doing so. That many men of moderate means, who have made sacrifices for the education of their children, and paid their proportion of the expense of sustaining our common schools, and advanced them alrea-



dy to some extent beyond what is usually taught in these schools, in order to avail themselves of the benefits of this institution, would be compelled to send their children to these schools for this period of time, if the term is fixed at six months, rather to their prejudice than improvement. That this class is deserving of consideration. That making the term three months, instead of six, for the first admission, would introduce some classes advanced in attainments beyond the qualifications that will be prescribed for admission, and give more character to the institution at its commencement than it would otherwise possess. That under such a rule the number first admitted will be full as small as is desirable—that while it will make the advantages of the institution accessible to all who may wish to improve them, it will deprive no one of them. That if a larger number of qualified applicants than can be accommodated should unexpectedly present themselves a preference might properly be given to those who had longest been pupils in the common schools. That it would not be expedient to prescribe the six months' term, until it is ascertained what number of boys are now attending the common schools, who would probably apply for admission, and who can be sufficiently advanced by the time the institution will be opened, to pass such an examination as may be required to entitle them to admission. If an answer to the enquiries recommended to be made of the principals of the several schools, should show this number to be very limited, the Board might be better satisfied to adopt a shorter term, in order to commence with such a number as would be deemed desirable, and at the same time possessing such qualifications as it may conclude all should possess before being admitted to this institution.

They are also of opinion, that as no applicant will be required to possess any knowledge of either of the ancient or modern languages at the time of his admission, he will not be able in the period of four years to advance far enough in the several studies

embraced in a full course, to graduate with such knowledge of any of these languages as will be of much practical benefit, unless he shall prosecute them further elsewhere. That if such a course is arranged as will furnish the facilities and enable the pupils to make the attainments promised at the time of the application to the Legislature for the passage of the law authorizing the Free Academy, they must be allowed a longer period than four years to complete it. That if students who wish to do so shall be permitted to acquire a knowledge of both the ancient and the modern languages, a longer term will be indispensable. That any system which consults economy in instructing, or by saving the time of the pupils must provide for studying all of the languages they may be allowed to learn, in such order that a part of the time of every year may be devoted to each of them. That a four years' term is sufficiently short for boys having no previous preparation, except such as can be acquired in the common schools, to obtain that varied and finished education in mathematical and English studies, and that practical knowledge of the application of the sciences to the various pursuits of human life, which it is to be a chief aim of the institution to furnish, without giving any attention to the study of the languages, ancient or modern.

That while they consider that an institution which can achieve only the latter results, will be of great service; they do not consider it would possess the high character of one, which, in addition to producing such results, would also give its pupils such knowledge of the modern languages as is desirable for a people like ours, whose commercial enterprise is sending the products of their labor and skill to all countries of the world, and indispensable for the easy and intelligent transaction of the business which has already grown up between other countries and their own. That no knowledge of the modern languages is of much practical benefit to the business man, unless it be such as enables him to speak them intelligibly and with ease, and to understand them accu-

rately and without difficulty when spoken by others. That unless it is proposed to teach them to such extent, that the pupils may acquire such [knowledge of them as will facilitate the purposes of human intercourse, there will be no resulting advantages to compensate for the time devoted to them by those designing to engage in productive or commercial pursuits; and that if they are taught to such extent, a four years' term will be insufficient, and to also acquire a thorough knowledge of the sciences and of their practical applications. That they desire to present their views on these points, to prevent the conclusion that they are of the opinion that a four years' term will furnish a system of as high an order, or productive of as important results as was promised by the memorial, or as would seem to be anticipated by the general tenor of this report. Independent of the different views entertained upon these points; all the members of the Committee express their entire concurrence in the objects stated and the recommendations contained in this report.

All which is respectfully submitted.

ROBT. KELLY,  
 THOMAS DENNY,  
 ANDREW CARRIGAN,  
 J. S. BOSWORTH,  
 GEO. PAULDING.

*May 3d, 1848.*



OFFICE OF THE CLERK OF THE BOARD }  
OF EDUCATION, for the City and }  
County of New York,

257 Broadway.

May 4th, 1848.

DEAR SIR.—The Board of Education, at a meeting held on the 3d instant, by resolution instructed me to address to you the following enquiries, and respectfully request a reply directed to the Clerk of the Board, at your earliest convenience:

*First.* What number of boys are studying Algebra in the school under your charge?

What treatise is used?

How far have they respectively studied the same?

*Second.* What number are studying Geometry, and what treatise?

What progress have they severally made?

*Third.* What number have studied Astronomy, and to what extent respectively?

*Fourth.* From what Arithmetic do you teach, and how many have gone through with the same?

*Fifth.* What number understand Vulgar and Decimal Fractions, with the rules preceding them in the book used?

*Sixth.* What Geography do you teach, and what number have gone through the same?

*Seventh.* What History of the United States is studied, and what number can pass a good examination in the same?

*Eighth.* What English Grammar do you teach, and what number have a substantially accurate knowledge of its rules?

*Ninth.* What number of the boys now in your school can be prepared by the first of February next to pass a good examination in Spelling, Reading, Writing, English Grammar, Geography, in all the rules of Arithmetic, and in the History of the United States, and how long have such pupils been in the public or ward schools of this city.

*Tenth.* If you can form an estimate, by enquiry of the pupils, or other means of knowledge, please state what proportion of the number given in answer to the preceding question will probably apply for admission to the Free Academy, and the grounds of your opinion?

*Eleventh.* You will please give such further information as may be calculated to inform the Board of the number as far advanced in these studies as can be advantageously instructed in them in the Common Schools. Also, any more specific information of the attainments of your pupils, in Algebra, Geometry, Astronomy, Arithmetic, Geography, History, or other studies, than a formal reply to these questions is calculated to elicit, which can be furnished without particular inconvenience.

Very respectfully yours,

JOHN A. STEWART,

*Clerk of the Board of Education.*

## RULES

### FOR THE ADMISSION OF STUDENTS INTO THE FREE ACADEMY.

*First.* There shall be semi-annual examinations for the admission of students, and the first examination will commence on the day of

*Second.* No person shall be examined at the first examination who has not been a pupil in the common school for the period of months.

Nor at any subsequent one, unless he has been such pupil at least one year.

*Third.* No person shall be entitled to admission unless he shall pass a good examination in

Spelling,

Reading,

Writing,

English Grammar,

Geography,

In all the rules of Arithmetic, and in

The History of the United States,