TWELFTH ANNUAL REPORT
OF THE
FACULTY OF THE FREE ACADEMY,
TO THE
BOARD OF EDUCATION.

Free Academy, New York,
July 14th, 1863.

The Committee to prepare the Annual Report to the Board of Education, respectfully submit the following for the consideration of the Faculty, and recommend its adoption.


On motion, the Report was adopted, and the President and Secretary of the Faculty were directed to sign and transmit the same to the Board of Education.

Gerardus B. Dochart, Secretary.
REPORT.

To the Board of Education
of the City and County of New York:

The Faculty of the Free Academy of the City of New York, present this, their Twelfth Annual Report, to the Board of Education, agreeably to the regulations for the care and government of said Institution.

At the close of the Second Academic Term, July, 1862, the number of Students on the rolls of the Institution was.

- Graduated July, 1862: 535
- Total: 501

New Class, admitted at July examination: 413
- Re-admitted: 3
- Total on Rolls at opening of term, September, 1862: 917

The Students were classified as follows, viz.:

- Senior Class: 43
- Junior: 80
- Sophomore: 94
- Freshman: 210
- Introductory: 490
- Total: 917
The number of Students who left the Institution during the First Academic Term, ending Feb. 11, 1863, was 269:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>2</td>
</tr>
<tr>
<td>&quot; Junior &quot;</td>
<td>19</td>
</tr>
<tr>
<td>&quot; Sophomore&quot;</td>
<td>16</td>
</tr>
<tr>
<td>&quot; Freshman &quot;</td>
<td>56</td>
</tr>
<tr>
<td>&quot; Introductory &quot;</td>
<td>182</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>275</strong></td>
</tr>
</tbody>
</table>

At the examination, from February 2d to February 11th, 1863, there were on the rolls of the Institution (under-graduates) 648, viz:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Class contained</td>
<td>41</td>
</tr>
<tr>
<td>Junior Class contained</td>
<td>61</td>
</tr>
<tr>
<td>Of whom one was advanced to the Senior Class.</td>
<td></td>
</tr>
<tr>
<td>Sophomore Class contained</td>
<td>78</td>
</tr>
<tr>
<td>Freshman Class contained</td>
<td>154</td>
</tr>
<tr>
<td>Introductory Class contained</td>
<td>302</td>
</tr>
</tbody>
</table>

The following list contains the names of those Students who left the institution during the First Academic Term, viz.:

**Senior Class.**

Adams, Samuel G.,  
Webster, Edward B.—2.

**Junior Class.**

Bildersee, Barnet,  
Boyd, John, Jr.,  
Chalmers, John C.,  
Chatillon, John P.,  
Cohen, Joseph,  
Deacon, John,  
Greenwood, Richard B., Jr.,  
Hilger, Maurice, Jr.,  
Jasper, David S.,  
Kamm, F. W. M.,  
Lawrence, Irving G.,  
Leonard, Caleb R.,  
McWhood, Edward, Jr.,  
Paddon, George W.,  
Riley, Peter J.,  
Shipman, James D.,  
Spencer, William G.,  
Van Dyke, Howard B.,  
Sophomore Class.

Adams, Livingston,
Allen, Nehemiah H.,
Belknap, Charles,
Campbell, George,
Dykes, Andrew F.,
Fowler, Cyrus E.,
Hawes, John B.,
Jones, Abraham S., Jr.,
Kalish, Julius,
Kircheis, Louis P.,
Koch, Louis P.,
Nagle, John T.,
Stephens, Edward, Jr.,
Stephens, George W.,
Van Voorhis, Elias W.,
Vogel, Henry C.—16.

Freshman Class.

Adolphe, Marks,
Arnold, Lewis A.,
Avery, Charles F.,
Basinsky, Morris,
Bergman, Isaac,
Bernheimer, Jerome,
Cahen, Alfred,
Campbell, Arthur N.,
Chambers, Fred. F.,
Cox, William H.,
Cowl, George G.,
Davis, Walter T.,
Docharty, Augustus T.,
Dye, George C.,
Eastman, John C.,
Effray, John A.,
Evans, George, Jr.,
Fischer, Charles S.,
Gibson, Hervey D.,
Gilmore, Frederick O.,
Halstead, Frederick,
Hewitt, Frank T.,
Jentz, Robert,
Kane Cornelius V.,
Kimball, Charles O.,
Levy, Benjamin C.,
Littell, Marcus,
Love, Edward J.,
Love, John, Jr.,
McCabe, Edward H.
McClain, Benjamin H.
McGowan, Patrick H.,
Miller, John F.,
Mortimer, William,
Palmer, Nicholas F., Jr.,
Radeliffe, William S.,
Schiffer, Harry,
Sheldon, Hervey, Jr.,
Skillman, Isaac B.,
Sperling, Marks E.,
Springsteed, Gamaliel T.,
Stewart, James M.
Stilson, John L.,
Stilwell, William M.,
Stuart, Joseph H.,
Taylor, Joseph H.,
Thompson, Edmund F.,
Trainer, John J.,
Webb, Edwin B.,
Wheaton, Jonas S.,
Wilson, Joseph A.,
Wilson, Theodore E.,
Woolf, Albert,
Young, John T.,
Young, William H. W.,
Yzquierdo, Baldomero.—56.
Introductory Class.

Adee, George W.,
Anthony, William G.,
Arnold, Edward R.,
Atwill, George P.,
Bailey, William C.,
Baldwin, William R.,
Banta, Voorhis,
Bell, Albert,
Blume, Andrew,
Bogart, William H.,
Boskowitz, Julius C.,
Bowne, Samuel A.,
Braden, Augustus,
Brady, Owen J.,
Brewster, Henry H.,
Brissell, Marcus,
Brown, Samuel,
Buckelew, John F.,
Buermeyer, Ferdinand F.,
Buggy, Dennis,
Byrne, John Francis,
Carter, William C.,
Church, Henry F.,
Clark, Charles S.,
Clark, William H.,
Clifton, Frank J.,
Coburn, James E.,
Cohen, Alfred S.,
Cohn, Lewis,
Cole, Théodore,
Conklin, James S.,
Conley, Thomas A.,
Cook, Charles F.,
Cremin, Joseph D.,
Cunningham, Wm. J., Jr.,
Daniels, Charles H.,
Dayton, Charles W.,
De Courcy, James H.,
Delaney, Dennis J.,
Dennison, Ransom,
Dickey, James,
Dickinson, John P.,
Dickson, John J.,
Dougherty, John,
Douglas, Crawford,
Duckworth, Wm. H.,
Du Moulin, Charles A.,
Dupignac, Frank J.,
Dupignac, James H.,
Farley, Cornelius J.,
Fisher, John M.,
Fisher, Orville,
Flynn, Michael J.,
Forehay, Lewis S.,
French, Charles H.,
Friend, Lewis F.,
Frost, William C.,
Gardiner, George W.,
Goodrich, George W.,
Griffith, William H., Jr.,
Haber, Ferdinand,
Haines, William A., Jr.
Hanson, James E.,
Hartshorn, Charles E.,
Hartt, Andrew H.,
Hartt, James,
Harwin, James J.,
Haynes, Derrick W.,
Hemming, William S.,
Hernon, Joseph A. T.,
Heitz, Isaac H.,
Higgins, Francis T.,
Hildebrand, Henry E.,
Hix, William H.
Hollahan, Maurice F.,
Hooper, Richard B.,
Houghton, Addison H.,
Houghton, James L.,
Isaacs, Charles S.,
Jex, William, Jr.,
Joackimsen, Joseph P.,
Johnston, Robert G.,
Jollie, James,
Jolley, John Francis,
Karsch, Edward,
Kavanagh, James M.,
Keen, Charles W., Jr.,
Kelly, James R.,
Kennedy, Howard F.,
Kidd, William A.,
Kissling, Francis W.,
Krouse, Otto Herman,
Lawrence, Elijah E.,
Layng, William J.,
Lemon, Peter A.,
Leventritt, Marion,
Levy, Arthur W.,
Levy, Henry M.,
Levy, Joseph J.,
Lilienthal, Benj. N.,
Lord, Benjamin F.,
Lyman, William T.,
Mahony, Jeremiah A.,
Manning, John L.,
Marks, Montague S.,
Marks, Woolf David,
Martin, Frederick L.,
Matthews, John A.,
Mayer, Herman,
McBride, John J.,
McCord, Albert,
McCord, William H.,
McCormick, Charles H.,
McDougall, John W.,
McErroe, Benjamin,
McIntyre, Joseph S.,
McNinney, John H.,
Mead, Thomas J.,
Melville, Edgar M.,
Mendelson, Herman,
Morse, Edward C.,
Morse, Frederick,
Moses, Albert,
Mulligan, Thomas F.,
Murray, George H.
Nealis, Francis,
Nugent, John,
Oakley, James F.,
O'Keefe, Patrick M.,
O'Rourke, John J.,
Osterwies, Marx,
Owen, Frank E.,
Page, Bartlett B.,
Page, David P.,
Paxton, Frank,
Peck, Charles A.,
Peck, George,
Petersen, Charles,
Pinkey, Isaac M.,
Poillon, William,
Pope, William B.,
Post, Judson,
Putzel, Lehmann,
Reed, William,
Reid, Alexander H.,
Ritterband, Moses,
Roberts, Clarence A.,
Robertson, Milton H.,
Rogers, Philip S.,
Ross, Alexander H.,
Ross, William G.,
Rovira, Francis,
Schweder, Charles D.,
Shepard, Joseph B.,
Silleck, John H.,
Sinclair, Hector,
Smith, David H.,
Smith, Henry L.,
Smith, Mahlon B.,
Snyder, Frederick G.,
Speyers, Arthur B.,
Spiers, Moses M.,
Springer, Thomas J.,
Stephens, Charles W.,
Stevenson, William T.,
Stewart, George,
Stewart, George A.,
Symes, James H.,
Tait, John R.,
Taylor, John A.,
Tone, Daniel,
Totman, James F.,
Treacy, George A.,
Tucker, Stanton,
Van Woent, James B.
Vaughan, Wm. D. S.,
Warnstadt, Henry L.,
Weldon, Thomas J.,
Wilds, Judson B.,
Williams, Charles E.,
Wilson, William H.,
Wood, Charles H.—182.

RECAPITULATION.

<table>
<thead>
<tr>
<th></th>
<th>At opening of Term</th>
<th>Left during Term</th>
<th>At close of Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Senior Class</td>
<td>43</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>In Junior</td>
<td>80</td>
<td>19</td>
<td>61</td>
</tr>
<tr>
<td>In Sophomore</td>
<td>94</td>
<td>16</td>
<td>78</td>
</tr>
<tr>
<td>In Freshman</td>
<td>210</td>
<td>56</td>
<td>154</td>
</tr>
<tr>
<td>In Introductory</td>
<td>490</td>
<td>182</td>
<td>308</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>917</td>
<td>275</td>
<td></td>
</tr>
</tbody>
</table>

Total on Rolls at Examination, February, 1863...642

SECOND ACADEMIC TERM.

The second Academic Term commenced February 11, 1863, at which time there were on the Rolls of the Institution 648 students, viz.:

On Examination Rolls.......................... 642
Admitted to Introductory Class................ 6

Total........................................... 648
The Students were classified as follows, viz.:

In Senior Class (1 advanced from Junior) .................... 42
In Junior " ..................................................... 60
In Sophomore " .................................................. 78
In Freshman " (1 advanced from Introductory) ............. 155
In Introductory " (6 admitted) .................................. 313

Total at Commencement of Term ......................... 648

The number of Students who left the Institution during the Second Academic Term, ending July 14th, 1863, was 155, viz.:

From Senior Class ........................................... 3
" Junior " ...................................................... 5
" Sophomore " .................................................. 17
" Freshman " ................................................... 47
" Introductory " ................................................ 83

Total .......................................................... 155

The examination of Students for advancement, Second Academic Term (from June 29 to July 6), resulted as follows, viz.:

At the opening of the Term—

Senior Class contained (as before mentioned) ................. 42
Of whom 3 left during the term.
37 graduated.
2 were not graduated.

Junior Class contained (as before mentioned) .................. 60
Of whom 5 left during the term.
45 were advanced.
10 were not advanced.

Sophomore Class contained (as before mentioned) ............. 78
Of whom 17 left during term.
50 were advanced.
11 were not advanced.
Freshman Class contained (as before mentioned).............. 155
Of whom 47 left during the term.
78 were advanced.
30 were not advanced.

Introductory Class contained (as before mentioned)........... 313
Of whom 83 left during the term.
132 were advanced.
98 were not advanced.

The following list contains the names of those Students who left the Institution during the Second Academic Term, viz.:

**Senior Class.**

Slauson, William J.,
Vienot, Jules F.
Whitney, Erastus P.—3.

**Junior Class.**

Betts, John M.,
Goebel, Lewis S.,
Le Comte, Vincent,
O'Connor, Randall,
Townsend, James—5.

**Sophomore Class.**

Blakeman, Leander V. N.,
Brookes, Horace J.,
Clay, Henry,
Gimbernat, Eraclius,
Greenwood, William,
Howell, Henry C.,
Jones, George A.,
Murphy, Patrick E.,
Partridge, Edward B.,
Pomeroy, Hamilton,
Remsen, Ira,
Smith, James H.,
Stephens, George, Jr.,
Taylor, Charles E.,
Trippe, Henry M.,
Viel, Charles M.,
Wilson, Theodore.—17.

**Freshman Class.**

Aiton, John,
Allen, William R.,
Baker, William H.,
Barton, Edward R.,
Behringer, George F.,
Bernheimer, Jacques A.
Burnell, George A.,
Cargill, Andrew H.,
Clark, Bernard S.,
Cox, Charles F.,
Denon, Thomas J.,
Flynn, John T. F.,
Gibson, Hervey D.,
Gordon, Hamilton S.,
Hallett, William,
Hasson, Patrick,
Howland, Edward A.,
Jacobi, Theodore C.
Jentz, Otto F.,
Johnson, Henry P.,
Kaplan, Abraham,
King, Henry L.,
King, William R.,
Long, John,
Lowy, Henry,
Luchs, Asher N.,
Marsh, Albert,
McClelland, James B. M.,
Mellis, Ernest,
Merrill, Henry W.,
Michaelson, Michael P.,
Milhau, Frank M.
Olcott, Emmett R.,
Park, Noel R.,
Phillips, William E.,
Quinn, William F.,
Rodgers, Robertson,
Sageman, William J.,
Samuels, William,
Sands, Charles E.,
Schureman, Henry H.,
Sinclair, John J.,
Stanton, Stiles F.,
Stern, Joseph,
Stillman, Franklin W.,
Strauss, Albert,
Warsawer, Neuman S.—47.

Introductory Class.

Bailey, William L.,
Bandmann, Julius S.,
Biglin, Philip S.,
Blasdell, James H.,
Bradley, Alexander O.,
Brown, Franklin,
Curtis, Charles F.,
Curtis, Weart P.,
Dean, Thomas W.,
Denny, Leonard M.,
Disney, Edward W.,
Dodge, Joseph E.,
Dollard, James J.,
Eickworth, Lewis T. S.,
Evans, John H.,
Felter, James W.,
Fisher, Edward,
Folsom, Charles S.,
Frankel, Edward J.,
Gales, Joseph,
Goldbacher, Ernest,
Graham, Charles D.,
Graves, Joseph B.,
Gugeler, Julius P.,
Hadden, Joseph R.,
Hall, Theodore,
Holden, William H.,
Holloran, Michael S.,
Holme, Joseph C.,
Hutchinson, Richard,
Hyams, Lewis,
Jacobs, Harris,
Kelly, Francis,
Kelly, John M.,
Ketcham, Marcus F.,
Kind, Emanuel,
Langstroth, John H.,
Levy, Benjamin C.,
Lewis, Noah T., Jr.,
Looke, Robert H.,
Lowenberg, Adolph,
Mackean, John,
McArthur, John,
Meyer, Charles A.,
Mills, Henry R.,
Monaghan, John T. J.,
Morrison, Charles L.,
Morrison, John H.,
Newburgh, Henry,
Nordinger, Moses,
O'Neil, James P.,
O'Rorke, Francis J.,
Owens, Edwin F.,
Perry, John,
Rauth, Aaron J.,
Reed, John M.,
Riblet, ———,
Roden, Robert,
Rouse, Martin H.,
Rowe, Lewis L.,
Sandford, Clarence T.,
Saxton, Edmund,
Schaffer, Newton M.,
Sheldon, Clarence B.,
Snyder, Peter,
Starkey, John W.,
Stratton, Edwin H.,
Sudlow, George J.,
Tate, Lewis,
Taylor, Charles,
Taylor, William H.,
Thompson, Benjamin P.,
Thompson, Charles A.,
Townsend, Edward,
Townsend, Edward,
Tracy, Matthew,
Valerino, Francis B.,
Varian, Charles R.
Whitehill, James,
Wolf, Francis,
Wood, John R.,
Worcester, Albert A.,
Yzquierdo, Manuel S.—83.
### Recapitulation

<table>
<thead>
<tr>
<th></th>
<th>At opening of Term.</th>
<th>Left during Term.</th>
<th>At close of Term.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Senior Class</td>
<td>42</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td>In Junior</td>
<td>60</td>
<td>5</td>
<td>55</td>
</tr>
<tr>
<td>In Sophomore</td>
<td>78</td>
<td>17</td>
<td>61</td>
</tr>
<tr>
<td>In Freshman</td>
<td>155</td>
<td>47</td>
<td>108</td>
</tr>
<tr>
<td>In Introductory</td>
<td>313</td>
<td>83</td>
<td>230</td>
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<td>648</td>
</tr>
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<td></td>
<td>155</td>
</tr>
<tr>
<td><strong>Total on Rolls at the close of the Term, July, 1863</strong></td>
<td><strong>493</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Graduated (Senior Class), July, 1863</strong></td>
<td></td>
<td></td>
<td><strong>37</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>456</strong></td>
</tr>
</tbody>
</table>

The examination for Advancement commenced June 29, and the examination for admission commenced July 6, 1863.

There were four hundred and thirty-four (434) applications for admission from the various Grammar Schools of the city. Of the number examined, three hundred and fifty (350) were admitted as having passed a good examination in those studies prescribed by the rules regulating the admission of Students to this institution, and eighty-four (84) having been found deficient in those studies necessary for admission, were rejected.

1 Of the number admitted, four were admitted to the Freshman Class.

Of the number admitted, one hundred and seventy-six (176) chose the study of the Ancient Languages, and one hundred and seventy-four (174) chose the study of the Modern Languages.
## SCHEDULE.

The following schedule contains the number of candidates presented for examination, those admitted and rejected, and the schools from which they were presented:

<table>
<thead>
<tr>
<th>School</th>
<th>No. Presented</th>
<th>No. Rejected</th>
<th>No. Admitted</th>
</tr>
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<td>&quot; 31</td>
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<td>0</td>
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<tr>
<td>School</td>
<td>No. Presented</td>
<td>No. Rejected</td>
<td>No. Admitted</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
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</tr>
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<td>No. 32</td>
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<td>&quot; 34</td>
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<td>&quot; 35</td>
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<td>&quot; 36</td>
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|       | 434          | 84           | 350          |

The average age of those admitted is 15 years, 1 month, and 15 days, and the average time of attendance at the Grammar Schools was 3 years, 1 month, and 3 days.

Of the candidates presented for examination, there were found deficient—

In spelling .................................................. 12
In writing ................................................... 37
In English grammar ......................................... 55
In arithmetic ............................................... 74
In algebra .................................................. 100
In geography ............................................... 39
In history .................................................. 73
In Book-keeping ............................................ 71
In reading .................................................. 10
Abrahams, Samuel,  
Abrams, John Amsel,  
Adams, James Titus,  
Allen, Wm. Henry,  
Amidon, James Rufus,  
Anderson, J. Spencer,  
Andrews, George W. Jr.,  
Armitage, Thomas B.,  
Ashton, George Washington,  
Badeau, Charles Benson,  
Badenoch, Joseph, Jr.,  
Baker, Geo. Augustus,  
Bandman, Julius Samuel,  
Barr, William,  
Bassford, Warren Lamartine,  
Bayreuther, Adolphus E.  
Beers, Cyrimus Elliott,  
Bidwell, Horace G.,  
Biglin, Philip,  
Blauvelt, Gerrit F.,  
Blois, Ernest,  
Borst, Charles,  
Bosworth, Joseph S. Jr.,  
Bowker, Richard R.,  
Bragdon, Irving Leslie,  
Brent, John Thomas,  
Brewster, Richard C.,  
Brown, Alfred A. W.,  
Brown, Henry Goodliffe,  
Brush, Franklin,  
Buckbee, John Colgate,  
Buckmaster, James,  
Burchard, Thomas H.,  
Burgess, Robert,  
Burnett, James G. D.,  
Buttemheim, Joseph,  
Buttle, Henry,  
Cahoon, Joseph G.,  
Camp, Frederick,  
Campbell, Robert,  
Carolin, William V.,  
Carvalho, David Nunis,  
Cassidy, Michael E.,  
Celler, Louis,  
Chambers, Theodore F.,  
Clark, Charles Ambrose,  
Clay, William W.,  
Cleary, John,  
Cocks, Charles Henry,  
Coe, Charles A., Jr.,  
Collins, John,  
Collins, William H.,  
Colton, Charles Roderick,  
Colwell, William H., Jr.,  
Colyer, John Edward,  
Condit, Frank Merrifield,  
Conkey, J. Charles,  
Conklin, John James,  
Conklin William Sidney,  
Conor, John James,  
Cook, Charles A.,  
Cook, Thomas Henry,  
Cooley, Charles Joseph,  
Corbet, Alexander R.,  
Corbett, Otis,  
Corwin, Edward Lemma,  
Coryell, Edwin Miers,  
Cotter, William T.,  
Courtenay, Frederick Wm.,  
Craigie, Charles O'Hara,  
Crawford, Gilbert Holmes,  
Crocker, Charles Irwin,
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<td>Delany, Thomas Francis, Guild, Frederick Aug.,</td>
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<td>Dougherty, Michael, Hadley, George H.,</td>
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<td>Durant, John Leonard, Hamlin, Fred'k Hinman,</td>
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<td>Einstein, Henry, Hand, Henry,</td>
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<td>Eisner, David Leonard, Harris, Horatio S.,</td>
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Hunter, William,  
Irwin, Samuel,  
Jackson, Geo. Washington,  
Janssen, John A.,  
Jaquith, Horace James,  
Johnson, Frederick M.,  
Josephi, Marcus Alexander,  
Julien, Mathew Cantine,  
Karsch, John M.,  
Keegan, James D., Jr.,  
Keen, Julian James W.,  
Keim, Henry Gustavus,  
Kelly, Francis,  
Kelly, William Henry,  
Kelsey, Eugene,  
Keyes, Herbert Leslie,  
Kimball, Alfred R.,  
Kimbark, Charles,  
King, David H., Jr.,  
King, Isaac Manning,  
Klemm, Otho H.,  
Knapp, Lucien,  
Knapp, Oscar,  
Knowlton, Miner Rockwell,  
Knox, John Mason, Jr.,  
Koones, John Alexander,  
Korminsky, Benjamin,  
Laughlin, George H., Jr.,  
Lear, Benjamin,  
Leachcraft, John Edgar,  
Lee, Henry Joseph,  
Lefferts, Marshall C.,  
Levy, Joseph John,  
Levy, Nathan Solomon,  
Levy, Philip,  
Lewis, Edward Jaques,  
Lipsett, Allen,  
Lithaunr, Isaac Newton,  
Lodge, William Jewett,  
Luxford, William Edward,  
Lyon, Edward,  
Mack, Moses,  
Mackie, Alexander L. A.,  
Mahler, Benjamin,  
Manwaring, David W., Jr.,  
Martin, Robert B.,  
McConkey, Thomas,  
McCormick, William, Jr.,  
McDonald, Albert,  
McDowell, Anthony,  
McGill, Bernard Francis,  
McGinnis, Robert, Jr.,  
McGuire, John Thomas,  
McGuire, Patrick J. Edward,  
McKiernan, Thomas,  
McMaster, Robert Bach,  
McNulty, William E.,  
Mead, Newell Lorenzo,  
Menger, Leslie Sandford,  
Miller, Charles Dexter,  
Miller, Franklin Brown,  
Miller, Lamartine,  
Milliken, Peter, Jr.,  
Mitchell, James,  
Moore, Edward Young,  
Moore, Thomas,  
Morris, William J.,  
Mount, Edward S.,  
Moynagh, James J.,  
Mundy, John Edward,  
Murphy, Joseph Francis,  
Murray, William Galen, Jr.,  
Nehrbass, Charles,  
Newkirk, Abraham,  
Newman, William John,  
Newton, Charles Delafield,  
Norton, Lawrence,  
Noyes, William Curtis,
Nussbaum, Solomon,  
O'Connor, Francis H.,  
O'Connor, Michael Charles,  
O'Donnell, Francis A.,  
Olmstead, James Fred.,  
Olney, Charles,  
Oppenheim, Mathias,  
O'Reilly, James F.,  
Ouvrier, Louis Alfred,  
Owen, Frank Eugene,  
Palmer, Miles Charlock,  
Park Archibald, Jr.,  
Parker, John Ansley,  
Pearce, Samuel Alvis W.,  
Peck, George,  
Pitschke, William F.,  
Pope, William Barent,  
Post, Francis Heartt,  
Puckhaber, Charles J.,  
Ramey, Martin O.,  
Randolph, Peter Fitz., Jr.,  
Rankin, Francis Huntington,  
Raszewski, Gustav A.,  
Raymond, Amos,  
Reed, George Edgar,  
Reed, Horatio Munroe,  
Reynolds, Orlando James,  
Reynolds, Peter,  
Richter, John,  
Rigney, Thomas Green,  
Ritchie, James Ross,  
Robinson, Charles H.,  
Rosenbaum, Valentine,  
Rosenfeld, Louis,  
Ross, William Augustus,  
Rust, Charles Putnam,  
Sanford, James Mavor,  
Shaffer, Edward L.,  
Scheppelman, Joseph,  
Schmelzel, George,  
Schonfeld, Louis S.,  
Scullin, William J.,  
Seaman, Richard R.,  
Secor, James F., Jr.,  
Senff, Frederick Wm.  
Sheehy, Timothy,  
Sheffield, James Carey,  
Sheldon, Hervey, Jr.,  
Shopp, John Marshall,  
Silberhorn, John J.,  
Silberman, Isaac Wm.,  
Sill, Frederick S.,  
Sim, John Robert,  
Simpson, Samuel M., Jr.,  
Slote, George Benediet,  
Smillie, Walter D.,  
Smith, Alfred Goldthwaite,  
Smith, John McIntyre,  
Smith, John F.,  
Smith, Mortimer F.,  
Smith, William A.,  
Smith, William Coles,  
Snedeker, Edward L.,  
Solomon, Charles Washington,  
Sondheim, Samuel,  
Squire, Orin Datis,  
Stack, John Garrett,  
Stevens, Frank A.,  
Stewart, J. Irvine,  
Stich, Edward,  
Stillwell, Charles Redman,  
Struck, Charles Henry,  
Stuart, Benjamin H.,  
Suyvesant, William B.,  
Swaine, Joe Whitley,  
Taylor, William Henry,  
Teller, Henry E.,  
Thomas, James Caldwell,
Thompson, Hubert,                           Westbrook, George R.,
Thom, Arthur Max,                             Wetmore, Leslie Edward,
Thorne, Newberry D.,                           White, George Washington,
Tilton, Joseph White,                         White, Thomas,
Tomlinson, Henry, T.,                         Whiting, Frank,
Tunis, Nehemiah Louis,                        Whitlock, Edgar,
Turnbull, Peter Pinckney,                     Whittemore, Lambert Suydam,
Uhlmann, Frederick,                           Whittemore, William A.,
Vanderbilt, Lefferts,                          Wiegman, Louis Philip,
Van Gilluwe, Frank Lewis,                     Wieman, John H.,
Van Woert, James Burtis,                      Williams, Henry Johnson,
Wagner, Wm. Francis,                          Wilmurt, Samuel H.
Wales, Alexander,                             Winter, Albert,
Ward, Miron Alphonzo,                         Wolf Max,
Ward, Wm. De Lancey,                          Wood, John King,
Wardwell, Charles E.,                          Woodford, Franklin,
Warren, Pelham W.,                            Wooster, William H.
Webb, Henry Thompson,                        Wright, Frederick Augustus,
Welsh, Michael Joseph,                       Young, Thomas,
Werner, Michael Isaac,                        Young, William.

The following were admitted to the Freshman Class:

Ballou, Giddings Moses,
Seaman, Samuel Edward,
Shoards, Joseph F.,
Wines, Walter Brune,

In presenting their annual report, the Faculty would congratulate the Board on the increased evidences of the success of the institution, which the city has founded for the education of its youth. In referring to the Academy as a successful experiment, it is not designed to convey the idea that it is perfect in all its parts, for an institution of learning must not only exist, but contain also the elements of growth, in order to keep pace with the rapid physical and mental developments now in progress. It would not be rea-
sonable to suppose that the Academy had attained perfection when it has existed not many more years than Oxford and Cambridge have centuries, and yet those institutions have, within a short period, adopted important improvements. The Faculty and Board of Education have always felt the great responsibilities devolving upon them in directing an institution where the realization of such a variety of ideas has been attempted. It is important to keep in view the obstacles which prevent the harmonizing of ideas often antagonistic. These obstacles have heretofore been of such magnitude that it seemed impossible, in the institutions of the Old World, to found an establishment for education which would meet the demands of nobility, clergy, and common people; hence all instruction has been imparted according to the rules of some particular school of politics, the dogmas of some church theory, or for the benefit of the higher classes, at the expense of the lower. It has been reserved for the republic of the West to level all these distinctions, and to establish schools in which the youth of the country are educated independently of religious belief, nationality, or social connection. The Faculty agree with the Board of Education on the necessity of prudence in the management of the Academy, and feel that they should not, on the one hand, permit themselves to be influenced too much by a conservatism that would govern by tradition, or on the other, to run too eagerly into untried novelties.

The last annual report, in addition to the usual statistics, was designed to give a brief history of the organization of the Academy, and the changes in the construction of the classes down to the present time. The general remarks at this time will be confined more strictly to the present condition of the institution, in regard to scholarship, discipline, examination of candidates for admission, commencement, and course of study.

It has been the aim of the Board, through its Executive Committee, not only to adopt a liberal and practical course
of study for the Academy, but to secure in the students as high a standard of scholarship as possible in each of the branches of that course. This is very necessary, for our Alumni, when they go forth, to enter upon the duties of life, are compelled to meet the Alumni of other institutions, and to compete with them on a common platform. They will be criticised by the same rules, be referred to the same standard of comparison in the various professions, and will succeed, if they succeed at all, in proportion to their literary and scientific attainments. The Faculty are happy to be able to report an improvement in the scholarship of the different classes during the past year, notwithstanding the embarrassment labored under for want of room, for the great number of students. It is impossible to attain a high standard, except by constant attention to the individual, as well as to the aggregate, and it has been found difficult to look after the wants of the individual, when it is merged in an aggregate composed of hundreds.

In previous years, each professor attended to the scholarship of the students in his own department, while the Principal took a general oversight of the whole. So long as the number of students did not exceed three or four hundred, it was practicable to follow this plan, but to meet the necessities of seven or eight hundred, the Principal found it necessary to resort to a standing committee of the Faculty whose duty it is to make frequent reports upon the scholarship of the students. By this means, the Principal is able to arrive at as definite knowledge of the condition of the classes in each month, as he previously did at the end of the term.

The discipline in the Academy has been wisely committed, by the Board, to the Principal, whose duty it is to see that a uniform manly deportment is maintained between the students, and that they indulge in no practice which will interfere with the property of the Board, or with the rights of each other. To attend to the duties of this department, with
the large number of students at present in the Academy, requires the constant attention of the Principal, not only during the usual hours of the session, but also before the opening exercises in the morning, and after the ordinary duties of the day have closed.

The members of the Executive Committee, who have inquired more particularly into the practical difficulties connected with the discipline in the Academy, are aware that there are various causes which tend to increase the labors of the Principal in this department.

In the first place, the restraints imposed upon the pupils in the schools, must, of necessity, be different in character from those applied to them after entering the Academy. Then there are difficulties connected with bringing the members of the Introductory Class into such intimate relations with those so much their seniors in the Collegiate Classes.

There are also difficulties attendant upon so large a number, composed of individuals representing all possible varieties of social condition, and bringing with them, of course, the notions peculiar to those conditions. In these respects, the community of students in the Academy, is not unlike, in its truly democratic character, the society now growing up in the United States. While it is no doubt true, that the actions and reactions of these various elements must, if properly directed, produce a more perfectly developed whole, it is none the less true, that to govern and harmonize them, very much increases the labor of discipline.

At the examination for admission in July last, 434 candidates presented themselves, of whom 350 were accepted to commence the introductory course of studies. By a reference to the statistics of the accompanying report, it may be seen, that while a comparatively small number were found deficient in reading, spelling, writing, and geography, a much greater per cent. failed in history, English grammar, arithmetic, and algebra. In view of these facts, the Faculty would suggest that the principals of the Grammar Schools should,
if possible, give additional time to the last-mentioned subjects; to arithmetic and English grammar especially, as these are not specifically taught in the Academy. The last examination was of a satisfactory character, and indicates persevering efforts on the part of the teachers in the schools from which the students came. None but teachers can appreciate the amount of effort required to prepare such young lads, in so many subjects, for the academy examinations.

Of the 350 pupils admitted, 176 chose the ancient and 174 the modern course, which practically makes an equal division between these two departments. This is about the proportion which has obtained for the last five or six years. If from the commencement of the institution, an average is taken for each three years, it will be seen that down to the year 1857, there was a gradual decrease in the number taking the ancient languages, and a corresponding increase in the number choosing the modern course. This may be seen more distinctly by the following table:

<table>
<thead>
<tr>
<th></th>
<th>Per cent. in Ancient Languages</th>
<th>Per cent. in Modern Languages</th>
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</thead>
<tbody>
<tr>
<td>From 1849 to 1851</td>
<td>74</td>
<td>26</td>
</tr>
<tr>
<td>From 1852 to 1854</td>
<td>69</td>
<td>31</td>
</tr>
<tr>
<td>From 1855 to 1857</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>From 1858 to 1860</td>
<td>51</td>
<td>49</td>
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<tr>
<td>From 1861 to 1863</td>
<td>48</td>
<td>52</td>
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</table>

During the time from 1849 to 1857, while the course of study was such that the option of the student was confined to the ancient languages and the French language of the modern course, from 70 to 75 per cent. selected the Latin. Since the course of study has been so modified as to place the French, Spanish, and German, upon an equality, the number of students has been about equally divided between the
two departments of languages. These variations can be seen more in detail in the following table, which shows the number of students admitted each year; the number taking each course, and the per cent. of the whole selecting each course.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Number in Anc. Langs.</th>
<th>Number in Mod. Langs.</th>
<th>Per cent. in Anc. Langs.</th>
<th>Per cent. in Mod. Langs.</th>
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</thead>
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<tr>
<td>1849</td>
<td>200</td>
<td>146</td>
<td>55</td>
<td>73</td>
<td>27</td>
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<td>1850</td>
<td>133</td>
<td>97</td>
<td>36</td>
<td>73</td>
<td>27</td>
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<tr>
<td>1851</td>
<td>235</td>
<td>179</td>
<td>56</td>
<td>76</td>
<td>24</td>
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<tr>
<td>1852</td>
<td>261</td>
<td>176</td>
<td>65</td>
<td>67</td>
<td>33</td>
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<tr>
<td>1853</td>
<td>160</td>
<td>110</td>
<td>50</td>
<td>71</td>
<td>29</td>
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<td>1854</td>
<td>173</td>
<td>123</td>
<td>62</td>
<td>62</td>
<td>38</td>
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<tr>
<td>1855</td>
<td>323</td>
<td>200</td>
<td>123</td>
<td>53</td>
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<td>1856</td>
<td>375</td>
<td>197</td>
<td>178</td>
<td>53</td>
<td>47</td>
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<td>1857</td>
<td>229</td>
<td>144</td>
<td>65</td>
<td>54</td>
<td>45</td>
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<td>1858</td>
<td>347</td>
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<td>1859</td>
<td>325</td>
<td>154</td>
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<td>1860</td>
<td>272</td>
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<td>48</td>
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<td>1861</td>
<td>344</td>
<td>165</td>
<td>179</td>
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<td>1862</td>
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<td>192</td>
<td>222</td>
<td>48</td>
<td>54</td>
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<tr>
<td>1863</td>
<td>350</td>
<td>176</td>
<td>174</td>
<td>50</td>
<td>50</td>
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</table>

The chief public exercises of the Academy, which most conspicuously and perhaps most attractively present it to the notice of our citizens, are its junior exhibition in February, and the prize speaking and commencement in July. On two of these occasions, members of the junior and senior classes appear before the public, as speakers, offering their own views on subjects selected by themselves.

These oratorical exercises are important in many respects, and are the natural complement of the several examinations, held in February and July. For although, at first sight, they might appear to belong exclusively to the departments of belles-lettres and English literature, they are really the fruits of the labors and mental habits of the students in all the departments. As evidences of logical acumen and popular reasoning, of literary merit and philosophical treatment, of accurate and liberal appreciation of
truth, moral, aesthetic, and scientific, they are the combined results of the training in all the studies that constitute the whole course.

Moreover, these exercises also reflect the private and social influences of the students' homes, as well as their culture in the active world, thus serving to show how the thoughtful scholar and the practical citizen are simultaneously developed in the same individual. In this view, they may express the relations of sympathy that naturally exist between academic discipline, and the daily life of the outer world. In the preparation of such exercises, the Faculty is careful to discourage extreme views on exciting subjects, and requires a full recognition of the obligations of good taste, courtesy, and toleration.

Apart from these restraints, much latitude must obviously be allowed to young men so far advanced in education and years, as to be introduced to the world as almost prepared to assume places of responsibility and trust in its various occupations and professions.

Before closing, the Faculty would make a few suggestions, in regard to modifications of the course of study. From a very careful review of the subject, it is believed that our present course of study, in its main features, and to a considerable extent in its details, is substantially what it ought to be. It does not appear that any important department has been excluded from the course which would essentially render it more complete; nor does there seem to be any one department now in the course which could well be dispensed with. The previous Boards of Education, who originally planned the course, have exhibited so much judgment and wisdom, that there seems to be little left to be done, but to expand somewhat the departments already established.

In this expansion, however, there must be care that in our zeal to admit the so-called practical branches, we do not over-
tax the powers of the student. It is much better to investigate thoroughly a few fundamental branches, than it is to obtain a superficial knowledge of a large number of subjects, which are classed under the head of applications. In a great commercial centre like New York, where so many professions are represented, each one claiming to be practically noticed in the people's institution, there is a strong tendency to run into what is called the practical and to lose sight of the fundamental, upon which the practical really depends.

This is a point of so much importance as to demand the serious consideration of the Board. For if the course of study yields to the solicitations of individuals in one profession, it will soon be called upon to yield to the importunities of others, and the result would be that we would require a ten instead of a five years' course. For instance, when the four fundamental rules of Arithmetic, together with Decimal Fractions, Vulgar Fractions, and the Rules of Proportion, are thoroughly understood, the student is prepared to make any application of those rules which his circumstances demand. If, however, we make provision in the course of study for all the arithmetical applications, such as Bookkeeping, Interest, Partnership, Banking, &c., &c., we should soon find ourselves confined to the minutiae of a very few fundamental subjects, to the exclusion of many of equal importance.

Scientific instruction extends through the whole course, from the commencement of the Introductory to the end of the Senior Year. It is given in a practical manner, so far as conveniences are provided for so doing. Other conveniences are required to give this course its full development, viz.: a lecture-room for Physics, one for Chemistry, one for Natural History, an observatory with astronomical instruments, a room for Mixed Mathematics, and a laboratory for Analytical Chemistry and Chemistry applied to the Arts. With these
appliances the course of Navigation, Higher Surveying; Astronomy, Chemistry, Physics, and Natural Science, could be made more thorough and practical.

All which is respectfully submitted.

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