REPORT

ON THE

ORGANIZATION OF THE FREE ACADEMY.

Executive Committee of the Free Academy, Sept. 1, 1851.

Resolved, That a sub-committee be appointed to report to this committee, for consideration, a complete and detailed course of studies to be pursued in the Free Academy, with their arrangement, designating such as shall be optional and how such option shall be determined. The professors and other teachers which will be necessary, with their titles and compensation, and the mode in which the corps of instructors shall be organized, the length of time which the full course of instruction shall embrace, and the text books to be used.

REPORT:

The sub-committee, appointed under the foregoing resolution, entered upon the consideration of the matters referred to them with a sense of their great importance. When the Free Academy was organized, its arrangements were of necessity made with a view to its temporary and experimental progress, till experience and reflection should throw light upon its ultimate wants, and fix its more permanent organization. It has now been in operation three years, nearly the usual period devoted to the course of study
in American colleges—the great and embarrassing evil of receiving two classes a year is discontinued—and new requisites for admissions have been adopted. The time seems, therefore, to have arrived when a complete system of studies and duties should be adopted and the institution be subjected to a reasonably permanent policy. The sooner that is done the sooner will all the machinery work without friction or jar, and its whole power be devoted to the most useful practical results, and its real character and value be known and appreciated.

The Free Academy is a part of the Common School system of this city, and as such, alone, can it be easily defended as an institution entirely supported from the public treasury. This being so, the transition from the Ward schools to the Academy should not be so great and striking as to seem forced and unnatural, but it should be by a process of easy and uninterrupted development, like passing from one class to another in the schools. In this way alone will the Academy and the schools act and react upon each other, in the most salutary manner, and by mutual and reciprocal influence, the standard of excellence in each be reflected in the other.

It is a peculiar institution, and while it should be so constituted and managed as to take its rank in the higher class of colleges, its characteristic peculiarity should never be lost sight of. It is an agency of the government, intended to offer to all the people equally—to those who pay the taxes as well as to those who perform the productive labor—the means of educating their sons, up to the point from which they respectively start in the practical pursuits of manhood and citizenship, and to that purpose we should aim, in all things, to adapt it. We should endeavor so to constitute it that it should not only be free from obstacles to any class, but should be positively attractive to all classes. In no other way can we expect to commend it to the favor of the people, and thus be the means of carrying it on efficiently.

It was naturally to be expected that many students would enter the Academy without any purpose of remaining there any very long period, and this proves to be one of its most striking peculiarities. Some desire only to fit themselves for particular employments, not supposed to require a complete education, others expect to remain long enough to acquire a thorough education in
various branches of abstract and practical learning, yet prefer to devote the time which would be necessary to acquire the Greek and Latin languages, to other studies which they are pleased to consider more important and practical. Some are unable to complete the course which they originally intended, and others became discouraged; they lack the patience, obedience and industry, which are necessary to maintain their position. It is accordingly found that a large proportion of those who enter, leave by the end of the first year, and a large proportion of the residue by the end of the next year. There is also another class who may desire to resort to the academy for instruction in a single department or even a single study. The committee think all these classes of temporary students will always exist in large numbers in the institution, and without proper provision for their wants, it is doubtful whether the institution can be maintained for any long period.

The following table shows the statistics of the admissions and dismissals since the opening of the Academy:

<table>
<thead>
<tr>
<th>Year</th>
<th>Whole number admitted</th>
<th>Dismissed</th>
<th>Remaining in the Academy</th>
<th>Pursued Ancient Languages</th>
<th>Dismissed</th>
<th>Remaining</th>
<th>Pursued Modern Languages</th>
<th>Dismissed</th>
<th>Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>1849-Feb'ye</td>
<td>143</td>
<td>103</td>
<td>40</td>
<td>96</td>
<td>66</td>
<td>30</td>
<td>47</td>
<td>37</td>
<td>10</td>
</tr>
<tr>
<td>July......</td>
<td>58</td>
<td>35</td>
<td>23</td>
<td>47</td>
<td>25</td>
<td>22</td>
<td>11</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>1850-Feb'ye</td>
<td>52</td>
<td>29</td>
<td>23</td>
<td>37</td>
<td>20</td>
<td>17</td>
<td>15</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>July......</td>
<td>81</td>
<td>41</td>
<td>40</td>
<td>60</td>
<td>25</td>
<td>35</td>
<td>21</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>1851-Jan'y</td>
<td>105</td>
<td>20</td>
<td>85</td>
<td>78</td>
<td>13</td>
<td>65</td>
<td>27</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>July......</td>
<td>130</td>
<td>11</td>
<td>119</td>
<td>104</td>
<td>10</td>
<td>94</td>
<td>26</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Total.....</td>
<td>569</td>
<td>239</td>
<td>330</td>
<td>422</td>
<td>159</td>
<td>263</td>
<td>147</td>
<td>80</td>
<td>67</td>
</tr>
</tbody>
</table>

Of the 239 who have left the Academy, 141 left to go to some trade or business, and 58 without assigning any cause, or asking for a regular dismissal.
Now, while we cannot prevent this freedom and dissimilarity of purpose—and it is by no means sure, that we should endeavor to do so—it seems clear that, as far as practicable, we should so arrange the studies, as to give the student the highest practicable cultivation and intelligence while he is connected with the Academy; that every one shall leave it with a grateful remembrance of its benefits to him. And in this remark, we do not lose sight of the proper purpose of education; we are aware that it is by no means its principal purpose to store the mind with knowledge for actual use in life, although that is one of its advantages. The practical is not always that which we have the most occasion to practice, but that which most increases our practical ability—which is the great end of education. We do not study chemistry because we expect to devote our lives to retorts and crucibles, and gases and acids. We do not rack our brains with conic sections and the higher calculus, because we expect to apply them in actual life, any more than we study mechanics because we expect to labor with the windlass, the wedge, and the lever. The main purpose of our studies is to give the means of selecting, acquiring, and using knowledge, in the various circumstances in which we may be placed. It is to expand, to strengthen, and to cultivate the intellectual and nobler part; to adjust and to set in motion the most powerful intellectual and moral machinery of the human constitution; so that all its parts may go on in harmonious and easy action, accomplishing the greatest amount of good, and enjoying the greatest amount of happiness. Our studies should be, therefore, selected and arranged with this view, never forgetting that a study is doubly valuable which, in addition to increasing greatly our practical ability by cultivating our powers, is also highly and constantly useful for practical purposes.

A course of college studies is properly divided into three classes.

1. Studies especially adapted to give expansion and strength and cultivation to the intellectual and moral faculties, and to give habits of thought, investigation, and analysis; such are Mathematics, Natural Philosophy, Languages, Metaphysics, &c. Such subjects, students are expected to master thoroughly, making them matters of exact knowledge; and this can be done only by careful, critical, and profound study and teaching.
2. Studies which partake somewhat of the nature of art; such as Drawing, Oratory, Composition, &c. These, also, are to be carefully studied, with an aim at perfection, and are intended to cultivate the taste.

3. Studies intended only to complete the outline of modern academical instruction and general intelligence. They may be taught in a more popular manner—as far as they go, indeed, with the care and exactness of science—but giving, only a scientific outline and analysis, a mere syllabus of details, and a general knowledge of their terminology, so as to put the student in the right way of pursuing them further at his pleasure; such as Natural History, Physiology, Commercial and Constitutional law, &c.

The Board of Education has already presented, in general terms, a course of studies of this character which is quite equal in its outline to the usual college course. The Committee are of the opinion that those studies should be fixed in their arrangement; and that in like manner, there should be a prescribed period of years, in which its regular course of studies is to be completed. In no other manner can the institution receive any regular organization. That period, in all American colleges, is four years; but their preparatory studies are somewhat different from ours, and if our course of study is filled up in the future, as it has been in the past, it cannot be well completed in four years. Five years seems to be the better period, all the peculiarities of the institution being considered; and especially, the highly salutary practice of turning back in their studies those who fail to meet the just requirements of their instructors.

Five years is therefore recommended as the period allotted to the completion of the whole course of study, each year to be divided into two terms of five months each. Beyond this, no student should be permitted to remain in the Academy; and, while all who leave it should be entitled to testimonials of their actual progress, the completion of the entire course should alone give title to the regular Diploma of the institution.

Of the studies to be pursued, some have supposed that there
should be an almost universal and indiscriminate option allowed as to the studies. Such a course is entirely impracticable, even if students, fresh from the schools, were always competent to choose their studies, as they are not—and in many cases, their parents are not. The option hitherto practically exercised has been a choice of any one, two, or neither of the following languages—Latin, Greek, French, Spanish, German. This various option has been the cause of some embarrassment; and the Committee now recommend two full courses, one embracing the ancient languages; another embracing the French, Spanish, and German; an extra course embracing both, for such as have never been turned back, and a partial course; and giving the option of one or the other of these courses, which, when chosen, is to be inflexibly pursued so long as the student remains in the Academy. Whatever may be thought of the relative merits of the ancient and modern languages, this freedom of choice should be the right of all.

Many of the students enter the Academy too young, and are immature and uncultivated in body, mind and manners. Having been exclusively devoted to the little circle of studies required for admission to the Academy, they have not that elevation of position, breadth of horizon, and manly consciousness of original power which come from more various cultivation, and it is this more various cultivation which they need before applying themselves to a more systematic and thorough course of study, and, as has been before shown, many intend to remain there but a portion of the prescribed period. Now, in view of these considerations, is it not clearly best, if practicable, so to arrange the studies that all may go on together, for a period, in such elementary studies as all must pursue, and as are at the same time highly practical and profitable in training and cultivating the mind, and greatly increase the amount of knowledge and general intelligence—leaving the selection of the higher course to be made, and its studies to be pursued, after a year in the Academy, shall have made them much better able to make the choice, and to master the difficulties of science?

The committee have therefore arranged a course for the first year, made up of elementary studies, which should be required of
all. We think all should be required to study Algebra and Geometry, that all may have that peculiar discipline of the mind, which gives habits of careful, profound thought, and exact knowledge—the Philosophy of language, that they may well understand the nature and use of the great instrument of human influence and progress, especially of their mother tongue—Moral philosophy, that the great principles of right and duty may act their important part in forming and cultivating the moral nature, a branch of study more than any other culpably neglected in our systems of early education. No portion of life whether in public business, or in private, professional, or domestic affairs, can be without its duty, and in the faithful performance of that is to be found the highest honor, and in neglecting it the greatest baseness,* said the greatest of Roman philosophers and orators to his son, when he told him also that moral philosophy was best fitted for the youthful mind and most grateful to parental care—Drawing, that all may acquire that education of the eye and the hand which so multiplies the resources of usefulness and enjoyment, and which is so much neglected in American education. Elocution, Oratory and English composition, studies by universal consent important to every American citizen—Anatomy, Physiology and Hygiene, so far that the young may acquire correct general notions of the construction, organization and laws of their constitution and health—Natural History, so far that they may have a general knowledge of the classification and general characteristics of the great classes of objects of the natural world, as the same are passing before their eyes, and that stones, plants and animals may be constant sources of inquiry, observation and cultivation—Ancient and modern history of nations and dynasties, to give a general idea of the past, and breadth, variety and systematic arrangement to their knowledge of it—and all should be required to practice Gymnastic Exercise to give hardness and elasticity to the muscles, and health and vigor to the constitution.

* Nulla enim vitae pars neque publicis, neque privatis, neque forensibus, neque domesticis in rebus, neque si tecessum agas quid, neque si cun altero contrahas, vacare officio potest: in eoque colendo sita vitae est honestas omnis, et negligendo turpitudo Cic. de off.
The following table exhibits the first year's studies as proposed:

**FIRST YEAR.**

**First Term.**

<table>
<thead>
<tr>
<th>September</th>
<th>Algebra</th>
<th>Elements Ancient History.</th>
<th>Elements Minerology and Geology.</th>
<th>Drawing</th>
<th>Composition,</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>do</td>
<td>do</td>
<td>do</td>
<td>do</td>
<td>Oratory,</td>
</tr>
<tr>
<td>November</td>
<td>do</td>
<td>Moral Philosophy.</td>
<td>do</td>
<td>do</td>
<td>and</td>
</tr>
<tr>
<td>December</td>
<td>do</td>
<td>Rhetoric.</td>
<td>do</td>
<td>do</td>
<td>Gymnastics,</td>
</tr>
<tr>
<td>January</td>
<td>do</td>
<td>Philosophy English Language.</td>
<td>do</td>
<td>do</td>
<td>through</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Second Term.</td>
<td></td>
<td>the year.</td>
</tr>
<tr>
<td>February</td>
<td>Geometry.</td>
<td>do</td>
<td>do</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>do</td>
<td>Modern Hist. of Nations and Dynasties</td>
<td>do</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>do</td>
<td>do</td>
<td>do</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>do</td>
<td>do</td>
<td>do</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>do</td>
<td>Elements of Logic.</td>
<td>do</td>
<td>do</td>
<td></td>
</tr>
</tbody>
</table>

This year, and during the whole course, each student should be required to devote daily, three hours to study, under the eyes of his instructors at the Academy, in addition to his studies at home, and three hours in the recitation room.
All these studies have these great excellencies—that they are intelligible and grateful to the young—that their united tendency is to cultivate all the powers of the mind, the reflective, the perceptive, the constructive, the perfective and the moral—that they are in themselves of great practical utility—and that their actual application in practice is of constant occurrence, and daily life is a perpetual review of them. The young men that, under the influence of ripe and scholarlike minds shall have devoted a year to the elements of these studies, cannot fail to have become wiser and better, more manly and intellectually dexterous. If they are to go out, with no more than that, they will enter upon any other course of life with an amount of resources, practical ability and educated intelligence, for which they will hold the Institution and the Faculty in most grateful remembrance, and if they are to remain in the Academy they will be much more able, as students, to master the remaining studies of the course with a constantly increasing facility, which must show itself in their aggregate of their acquisitions. If we could have an intermediate institution between the schools and the Academy, in which the students could receive this more various training and higher fitting for the subsequent studies, we should think our system greatly improved. That is impracticable. By this proposed course, the students will have the advantage this year of more various and cultivated preparation for the four years to come, with the further advantage of having acquired with it the spirit and motion of the institution in which they are to complete their studies.

After a year thus spent, the student himself and his parents and the Faculty, from observation of his progress and his tastes, will be more able to direct his choice of future studies.

The option of the studies in all cases should be actually expressed or submitted to the discretion of the Faculty by a declaration in writing to that effect, from the parent or guardian which should be registered and filed at the Academy, and when submitted to the discretion of the Faculty, their decision, determining the option should be in writing, and registered and filed.

The selection of the course of study is to be always made at the commencement of the 2nd academic year.

The following is proposed as the arrangement of studies for the last four years:
<p>| Feby., March, April, May, June, | Surveying, Navigation, Descriptive Geometry, do | do | do |
| | Analytical Geometry, do | do | do |
| Feby., March, April, May, June, | Diff. and Int. Calculus. do | do | do |
| Feby., March, April, May, June, | do | do | do |
| Feby., March, April, May, June, | General Review of Studies in this column. do | do | do |
| | History of England. do | do | do |
| | History United States. do | do | do |
| | Ancient History. do | do | do |
| | Rhetoric. do | do | do |
| | English Language. do |
| | English Language. do |
| | Literature, Style, Criticism. do |
| | Philos. Rhetoric. do |
| | English Language, its History and Sources. Best authors in every age, critically. do |
| | do |
| | Moral Philosophy. do |
| | Logic. do |
| | Int. Philosophy. do |
| | do |
| | do |
| | do |
| | do |
| | Int. Philosophy. do |
| | do |
| | do |
| | do |
| | Polit. Philosophy. do |
| | do |
| | do |
| | do |
| | do |
| | do |
| | Review of Studies in this column. do |
| | do |
| | do |
| | do |</p>
<table>
<thead>
<tr>
<th>YEAR</th>
<th>OPTIONAL</th>
<th>Drawing</th>
<th>Composition</th>
<th>Oratory</th>
<th>Gymnastics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anc. Languages and Mythology.</td>
<td>French. Spanish. German.</td>
<td>do do do</td>
<td>do do do</td>
<td>do do do</td>
</tr>
<tr>
<td>TERM</td>
<td>French. Spanish. German. do do do do</td>
<td>Civil Engineering. do do do do</td>
<td>do do do do</td>
<td>do do do do</td>
<td>do do do do</td>
</tr>
<tr>
<td>TERM</td>
<td>Critical Reading of Cic. de Officiis, and Greek Testament. do do</td>
<td>Review of Chemistry and Civil Engineering. do do</td>
<td>do do do do</td>
<td>do do do do</td>
<td>do do do do</td>
</tr>
</tbody>
</table>
The Committee do not perceive that any great inconvenience would be likely to arise from allowing any young man at the commencement of a term to be admitted to join any one or all the classes, provided he shall have been taught the requisite period in the common schools, shall pass the proper examination in the requisites for admission, and an examination, satisfactory to the Faculty, in the various studies of the classes or departments which he may desire to join, and we recommend that as a feature of the optional course.

The particular arrangements of these studies must, of course, be subject to changes, to meet the convenience and economy of instruction. The committee have aimed to keep the students at each study till it is completed, an hour a day, without interruption, as most likely to secure the greatest acceleration of progress—but in practice this cannot always be secured.

It will be perceived that no place is assigned to the drawing of maps, an exercise to which much time has been hitherto devoted. The drawing of maps on the blackboard, as a mode of reciting geography, is a useful exercise, but the careful, exact and fanciful making or copying of maps, seems to be time thrown away, in an institution in which so much time is devoted to teaching the eye and the hand in the drawing department. Book-keeping is also omitted. It can hardly be studied to any profit, except as an elementary beginning for its final study and practice, on entering into business. It cannot be better studied in the Academy than in the schools, where it is now one of the regular studies, and if its elements were required for admission to the Academy, a greater service would be done to the cause of business education than by pursuing it in the Academy, where it is now a source of considerable embarrassment. The committee therefore recommend that the class entering in 1853, be required to pass an examination in elementary book-keeping.

The foregoing course of studies has been arranged, after free conversation and consultation with the Principal and with each of the other full Professors. It is not proposed as perfect, nor in all its details satisfactory to all the Faculty, yet their suggestions have been
of great service, and in many cases adopted, and on the whole, this prescribed course is believed to be acceptable to nearly all those gentlemen.

By this arrangement of studies, it is quite possible that a less proportion of those who join the institution, will commence the study of the ancient languages—for those who leave during the first year will have no opportunity to do so. The committee do not intend to undervalue those languages, but they think that students who are to remain in the Academy but a year or less, may spend that time more profitably in other studies than in the rudiments of Latin and Greek, or any foreign language. The best provision should be made for instruction in those ancient languages, as part of the course of studies, for such as desire it, and it is expected that, as heretofore, large numbers of the students will study them. So far as the voice of the parents is concerned, the majority is very great in favor of those languages—of 569 who have joined the academy, 422 have chosen the ancient languages—but it is not believed to be desirable that those should begin them who do not intend to acquire at least a useful knowledge of them. The opinion is undoubtedly common, but none the less erroneous, that children should be put to the study of the dead languages, in early childhood. For all the purposes for which those languages are now studied, they can be better acquired in three-fourths of the time in riper years, and with more practiced intellect. We no longer study them as mediums of intercourse, by writing or speaking, but that their highly complicated, but perfect and philosophical structure may give a kind of cultivation of the mind, which is not, easily, otherwise acquired, and that we may have the best access to the great writings of classical antiquity, and be profited by their profound thought and exquisite finish—all of which are considerations addressed to minds in a measure mature. And young men are much earlier able to appreciate and profitably to study the structure and philosophy of their mother tongue than of any other language, and it should be first taught them. If that be first learned thoroughly, it cannot fail to be a great help in the study of any other language, while, on the other hand, the effect of placing the other languages first, is usually to put our own language in an inferior position, and to cause it to be neglected.
Indeed, where is there an institution of learning, in which the English language, as a language, is made the subject of any proper, manly and thorough instruction? And who can fail to see what it is that has enfeebled it, and enabled Greek and Latin derivatives to drive out that noble English which is the beauty and force and life of the language. In native strength and beauty, and artistic finish, the Greek language excels all other languages. This might be expected from the fact, that their national language and literature was the object of their highest pride. It was their jealous boast that their literature had the merit of being an original possession, carried to perfection by native resources, which was accomplished by giving to the profound and various study of their native tongue, one of the highest places in the system of mental training of that wonderful race. It is with these views that so much time in the course is allotted to our language and literature, and that in another part of this report we have added a Professorship of the English language and literature to those of five other languages.

The system of instruction at the West Point Military Academy, although characterized by many and not without reason, as a one-sided course, has certainly this great advantage, that it gives to the graduates an amount of practical resources, what those of other institutions, do not so often seem to have. The Committee believe that it is in part to be attributed to the thorough mathematical training which they receive, and to the constant practical application of their studies to the actual pursuits of the profession to which they are, for the time being at least, devoted—they study every thing in connection with a purpose, and all their studies are practically illustrated, from day to day, during their whole course—but much of it is due to that daily training of the eye and the hand, and that constant physical exercise to which they are subjected for the purpose of acquiring muscular dexterity.

These remarks suggest to the Committee the subject of physical education as one of great importance in connection with the organization of the Academy. Without physical exercise we may make good scholars. Extensive learning and high literary culti-
vation may be attained with feeble physical constitution and no manual skill or muscular dexterity, but such learning and cultivation, while it is a source of great enjoyment to the possessor, is of comparatively less value to mankind. In this active age the greatest practical benefits are conferred on mankind by those who, by some physical training, have given to the mind that practical facility which never fails to come with muscular dexterity.

In a great city, where the students come together only to recite and never for recreation and amusement, unless something be done, affirmatively, in favor of physical education and exercise, it is quite likely to be neglected. The subject has greater importance for us, if we are to put to the hard studies of our course, children of twelve years of age. Already parents begin to look with anxiety upon the doubtful health of their sons whose ambition and industry give a morbid activity to the brain, while the students themselves are occasionally compelled to intermit their studies to allow overworked nature to find repose and restoration.

It is believed to be quite practicable to introduce a most useful system of physical exercise, at the Academy. If by excavations, within or without the building, rooms or vaults might be provided for the use of the janitor and for our coal, &c., then a large space on the ground floor might, at trifling expense, be excavated to such depth as to make large rooms which might be fitted up for gymnastics and athletic exercises, where the students might at the same time find health, amusement and instruction.

While it is necessary that six hours a day should be devoted by all to the business of the Academy at the Institution, it is by no means sure that it is wise, for either the students or the Faculty to be kept six consecutive hours on the stretch of study, or teaching, or with only a brief half hour of respite—hardly enough to unbend the mind, or refresh the body. The Committee suggest, that it would be better for both teachers and students, if there should be more time for relaxation. It probably would work no inconvenience if portions of the students, alternately, from half-past eight to nine—from twelve to half-past twelve—and from three to half-past three—should be required to give
themselves to gymnastic exercises, under the care of a teacher of
 gymnastics; and that from half-past twelve to one they should all
 have an opportunity to take their lunch. The aggregate annual
 progress of the students in their studies would probably be in-
 creased rather than diminished by it.

 The Committee also recommend that the whole of Saturday
 be given up to the students and the Faculty. It is understood that
 many parents greatly desire that their sons may be excused on
 that day; and it would be especially acceptable to those who keep
 the seventh day of the week as the Sabbath.

 The Committee are also directed to report the Professorships
 which will be necessary, and the mode in which the corps of in-
 structors shall be organized.

 It has sometimes been made a question, whether the instruc-
 tors should not consist of the Principal, a few Professors, immedi-
 ately responsible to the Principal, each Professor being at the
 head of all instruction in some extensive and various department
 of learning, and having under him one or more assistant Profes-
 sors, responsible to him; and they again having under them such
 subordinate assistants as may be necessary to complete the corps
 of teachers. This organization seems to the Committee to be lia-
 ble to many objections; the principal of which is, its expense,
 and its strong tendency to bring with it a system of inevitable
 regular promotion, by which the assistant will succeed to his prin-
 cipal, in case of a vacancy, by a sort of right; and thus, in the
 course of time, the highest seats will come to be filled, perhaps,
 by second rate men, who were originally appointed, only because
 they were fit for a subordinate station, and who have been for
 years waiting to take by promotion, places which otherwise would
 never have been given to them.

 The Committee also think that the title of Professor in our
 highest institutions of learning, is a desirable and highly honorab-
 le one; and those ripe and honored scholars who fill the chairs
 of Professors, ought not to be compelled to divide that honor with
 their subordinates, who, though designated in the catalogue as as-
sistant Professors, will be properly known and addressed as Professors, and being permanent officers, will need the salaries of Professors; while, in real service, they will hold but the place of assistants to the Professors. These objections do not lie with the same force to the more usual organization of more numerous Professors of less extensive and various departments, with Tutors who are not expected to be permanently attached to the Academy; but who, by merit in the Academy, may reasonably hope for promotion out of it, or in it; and who, for a small salary, will be not unwilling to devote a few years to the responsible business of higher instruction, performing as much labor as assistant Professors, for one-half or one-third the salary. Teachers may be also employed for occasional service, or for teaching those branches which do not properly belong to the course of scientific and literary instruction—such as gymnastics and book-keeping, if it be continued.

The Committee, therefore, recommend, that the corps of instructors should consist of Professors, Tutors, and Teachers.

The Professors and Tutors should be designated by those titles respectively, with the descriptive addition of some science or study, to instruction in which, they are to be principally devoted; but the Committee recommend that there should be a by-law providing that any of them, as occasion may require, shall teach in any department in which their services may be necessary and they are competent to teach.

Of the Professors, some should be men of profound learning and ability to teach, who, for competent salaries, devote their whole time to the institution in actual service, their fame and prosperity being identified with it; while others, devote only a portion of their time to the service of the institution in teaching larger classes by lectures, and from the rostrum, in particular branches of the course. These last are hardly fitted to take part in the management of the Academy, while the others should be considered the Governing Faculty.

The unity of a Governing Faculty, with an Executive Head, seems to be of great importance in a public institution of so high an
order. It carries with it the idea of influence, power, and respectability, more than can belong to no matter how many or how few Professors, considered merely as individuals. The fact that such a body meets often, as a united faculty of instruction and discipline, before which delinquent students may be required to appear, and that it listens to reports from each individual officer, thus securing for each the experience, the observation, and the suggestions of all, cannot fail to have the most salutary moral influence on the students in all their relations to the institution. The Committee, therefore, recommend, that the Principal and the full Professors who devote their whole time to the institution, should constitute a Governing Faculty, and be required to meet statedly, to consult on the condition, progress, and discipline of the Academy. It should be their duty to report to the Board of Education, at its first meeting in September, the state and progress of the Academy during the next preceding academic year. And, at any time, to communicate in writing to the Executive Committee any suggestions and recommendations which the majority may deem necessary. Regular minutes of their proceedings should be kept.

The organization and business of the Academy are such, that a large amount of labor must be devoted to the records, notices, and reports, all which should be prepared and recorded with the greatest neatness and correctness. For this purpose, there should be a Registrar of the Academy, whose duty it should be to keep the records, and prepare the necessary papers. He should also be the librarian, and render such service, as an instructor, as may be practicable. The Principal should be the single superior executive and supervising officer, bound to see that the rules and discipline of the institution are steadily administered, and to report to the Executive Committee any further rules which he may deem expedient; and any delinquencies, insufficiency, or unfitness of any of the instructors. The Principal should be the president of the Faculty, and the Registrar should be the secretary.

The present academy building was intended to accommodate one thousand students. It seems to be the opinion of the Principal that 500 is the largest number which can be well taught within its walls. The Committee are apprehensive that the people would
be disappointed to find its capacity so small, and the Committee are disposed to believe that the mean between these extremes, is probably the more reasonable limit, say 750; which number can without embarrassment be accommodated by dividing the recitation rooms.

In the larger colleges there is found to be required about one instructor for every sixteen students, and with the greatest economy of labor it will be hardly practicable to carry on the Free Academy with less than an instructor for every 20 students. This is about the present ratio, and with 750 students we should require 37 instructors, and their task must then be one of incessant labor. So large a body of Professors and assistant Professors at only moderate salaries, would require an annual expenditure which we should all shrink from.

The following is recommended as a practicable and efficient distribution of instructors:

Professorships.

1. The Principal—Moral, Intellectual and Political Philosophy.
3. Natural Philosophy.
4. Civil Engineering.
5. Chemistry and Physics.
6. History and Belles Lettres.
7. Greek and Latin Languages and Literature.
8. English Language and Literature.
10. Spanish Language and Literature.
11. German Language and Literature.
13. Natural History, Anatomy, Physiology and Hygiene.

Registrar, Librarian, and Permanent Tutor.
In Mathematics.
History and Belles Lettres.
Natural Philosophy.
Civil Engineering.
Moral Sciences.
Ancient Languages.
Modern Languages.
Natural History.
Drawings.
Teacher of Gymnastics.

Of these Professorships, those of Civil Engineering, the English Language and Literature, and Natural History, &c., alone remain to be filled. It would be necessary that they should be filled in time for the Professors to enter upon their duties at the commencement of the next academic year.

The Registrar should be appointed without delay, that he may give his labors to the library. Tutors and Teachers may be appointed as the wants of the Institution may require them, and probably two or three more will be required at the commencement of the next term, when a new class will enter, to which time the present instructors will be sufficient.

The subject of salaries is important in its relation to the practicability of the organization proposed. The salaries at present amount to $15,650, and on the first of February, will be increased to $17,650, and in July should be increased to at least $20,500. At the present rates, the salaries of the instructors necessary for 750 students, will amount to $29,000. That number will not be reached probably, before the lapse of several years.

The Committee, however, think that the principal permanent Professors should have not less than $2,000 a year. When we consider the expenses of supporting a family in this city, and compare the salaries of clergymen, bank and insurance officers, heads of departments and bureaus, we cannot believe that less
than that sum can be deemed a proper salary for men of learning, whose whole time must be devoted to the important and responsible business of keeping up that institution. In its first two or three years of experimental life, with few students and a doubtful hold on the public confidence, it was not too much, perhaps, to ask them to accept the small salaries of $1,500—little more than the average salary of a book-keeper. But now, they are entitled to receive at least a competent support, and it would be disreputable to this great city to ask their services for less. The Professor of Drawing and the Fine Arts should have a salary of $1,000. The Professor of French, Spanish and German, we would leave unchanged. A Professor of Natural History, Physiology and Hygiene, we suppose could be procured to give the necessary instructions in those branches for $500.

To the Registrar, we suppose a salary of $1,000 should be allowed.

With regard to the compensation of the Tutors, the Committee propose that the salary should be enough to give a comfortable support to a single man, and not enough to make the situation desirable as a permanent one, even for a single man. Many young gentlemen, recent graduates of this and other institutions, will always be found, who are entirely competent to perform a large part of the labor of instruction, and who will be ambitious to do so for a small salary. Some of them only desire to earn a support while they are accomplishing themselves more thoroughly, fitting themselves for Professorships, or pursuing professional studies, and who, in three or four years at farthest, will expect to give place to others. Experience, thus far, has shown that gentlemen of competent ability can now be procured for $500 a year, and after two or three years our own graduates will be likely to keep the supply equal to the demand at that price.

A Teacher of Gymnastics would probably require a salary of $300.

At these rates, the expense for salaries, when we should have 750 students, would be $33,000, and at the commencement of the
next academic year, if the students should then amount to 450, the expense for salaries would be $26,500. In any view of the case, with the utmost economy, the Academy cannot be conducted another year for $20,000, and unless the legal limit shall be enlarged, we must retrace our steps and give the institution another form, inferior in character and less expensive.

There is still left the subject of the Text Books to be used. The following list contains the books now used in the Academy, except those used in French and Spanish instruction. It includes some which are used not properly as text books, but as books of reference—and more books of that sort will also be needed, as the classes proceed. A few text books have been added to the list, suggested by the modified course of studies herein recommended.

TEXT BOOKS AND BOOKS OF REFERENCE.

Wayland's Moral Philosophy.
Mahan's Intellectual Philosophy.
Whately's Logic.
Butler's Analogy.
Paley's Natural Religion.
Tytler's History.
Markham's History of England.
Mitchell's Atlas, Ancient and Modern.
Newman's Rhetoric.
Campbell's Rhetoric.
Graham's Synonymes.
Worcester's Dictionary.
Reid's Dictionary.
Fowler's English Language.
Kame's Elements,
Mills' English Literature.
Lovell's Speaker.
National Speaker.
American Speaker.
Bronson's Elocution.
How's Elocutionist.
Marshall's Oratory.
Mandreil's Oratory.
Goodrich's History United States.
Hedge's Logic.
And. and Stod. Lat. Grammar.
Andrews' Lat. Reader.
Cesar's Commentaries.
Virgil.
Cicero's Orations.

Cicero de Officiis.
Livy.
Terence.
Leveritt's Latin Lexicon.
Anthon's Lat. Prose Composition.
" Classical Dictionary.
" Mediæval Geography.
Zumpt's Latin Grammar.
Sophocles' Greek Grammar.
" " Lessons.
Xenophon.
Thucydides.
Homer.
Liddel and Scota's Greek Lexicon.
Anthon's Greek Prose Composition.
Greek Testament.
Bird's Natural Philosophy.
Fowne's Elements of Chemistry.
Davies' Bourdon's Algebra.
" " Legendre's Geometry.
" " Surveying.
" " Navigation.
" " Descriptive Geometry.
" " Analytical "
" " Dif and Int. Calculus.
Bartlett's Mechanics.
" " Astronomy.
In the other departments, now in operation, the nature of the studies is such, that, the gentlemen filling the chairs of these departments, will doubtless deem it necessary to continue the same text books which they now use, so long as the Academy continues to enjoy the benefit of their services. In the departments in which Professors have not been appointed, it has not been deemed necessary to adopt text books without consulting the Professors who should be appointed—and the Committee make no other suggestion, than that a carefully prepared list of all text books, adopted for use, should be kept carefully written up, and that no book be introduced except the same shall be regularly added to that list by order of the Executive Committee, and that all the books furnished to the Academy, be placed in the library under the charge of the Registrar, and that he be responsible for them, except so far as he shall have delivered them out on the order of the Principal. And the Committee recommend that no student be allowed to receive a regular certificate of discharge, or a diploma, unless he shall have returned to the library the books delivered to him, or shall satisfactorily account for them.

The Sub-Committee in recommending these changes, does not contemplate their actual introduction before the next academic year, and desires not to be understood as even intimating anything like censure upon the original organization of the institution. That organization was best for that stage of its existence, and showed the wisdom and care of those who directed its arrangements in such manner, that experience and observation should not be embarrassed, in completing the organization, and what is here submitted, is in harmony with their views, as presented in their reports, and is intended by a proper system of development only to perfect what was purposely left incomplete.

Being appointed to report to the Executive Committee "for consideration," a plan of the matter set forth in the resolution, the Sub-Committee have completed their task in the spirit in which they suppose it to have been imposed upon them.

The Executive Committee can have no purpose but the perfecting and establishing the Free Academy, in a plan of organization
and instruction, which shall make it the crowning glory of our system of Free Education for all the people. Its perfection cannot be the work of a day, or of even a few years. What the Executive Committee shall recommend, and what the Board of Education shall adopt, will still, thereafter, be matter for consideration by us and our successors, and the Faculty of the Academy, and as they and we shall be bound to consider the same, with balanced minds and without prejudice, or pride of opinion, so this Sub-Committee have considered and treated the subject, and they now with diffidence, and with some hesitation as to some of its conclusions, lay it before the Executive Committee, for the consideration of us all, and the members of the Sub-Committee will enter upon the consideration of this report, with minds ready to listen, open to conviction and every way desirous to agree upon the best system, and on further reflection and conviction, to dissent from and to modify any of the conclusions herein submitted to the Executive Committee.

All which is respectfully submitted,

E. C. Benedict,
Henry Nicoll,
Sub-Committee.

Dec'r 3d, 1851.