

English History



EDUCAT.

15801

Trustees.

INTER.



AN ACCOUNT  
OF THE  
CEREMONY OF LAYING  
THE  
CORNER STONE OF THE NEW BUILDING,  
AT  
ST. JOHN'S COLLEGE,  
PERFORMED BY THE  
*Hon. JOHN STEPHEN, Judge of the Court of Appeals,*  
WITH AN  
ADDRESS DELIVERED ON THE OCCASION,  
BY  
JOHN JOHNSON, Esq., one of the Visitors and Governors,  
JUNE 18TH, 1835.  
WITH A  
HISTORICAL NOTICE OF THE INSTITUTION, A CATALOGUE  
OF THE OFFICERS AND STUDENTS,  
AND A  
COPY OF THE SUBSCRIPTIONS MADE TO THE FUNDS.

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ANNAPOLIS:

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ORIGIN OF ST. JOHN'S COLLEGE.

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THE first act of Assembly in Maryland, to provide for Collegiate Education, passed in 1782, for founding a Seminary on the Eastern Shore. It was required, by the charter, that a sum of money should be raised by contribution, for its endowment, equal to £500 for each county on the Eastern Shore; and *five years* were allowed for the performance of this condition. In an account of the progress of the undertaking, printed at Philadelphia in 1784, it was urged, emphatically, that "*lasting provisions must be made, by GOOD EDUCATION, for training up a succession of PATRIOTS, LAWGIVERS, SAGES and DIVINES; for LIBERTY will not deign to dwell, but where her fair companion KNOWLEDGE flourishes by her side; nor can GOVERNMENT be duly administered, but where the principles of RELIGION, JUSTICE, VIRTUE, SOBRIETY and OBEDIENCE, for CONSCIENCE SAKE, are upheld.*" This appeal to the people of the Eastern Shore, was not made in vain. In less than *five months*, upwards of £10,000 were subscribed for the College, in the various counties on that Shore; and measures were immediately adopted to put the Seminary into operation. An accurate list of the subscribers, is preserved in the above "*Account, &c.*" which exhibits, in a striking manner, the sense of its importance then felt by the people. *Washington College* was accordingly opened at Chestertown, and held its first Annual Commencement, for the conferring of Degrees, May 16th, 1783, in the Church at that place. The Rev. W. Smith, D. D. of Philadelphia, presided on the occasion, and his son having



been thought worthy of the first honour, spoke the valedictory oration. The Degree of Bachelor of Arts, was conferred on five gentlemen, Alumni of the College. Copies of the valedictory and salutatory orations, are preserved in the above "*Account, &c.*" and indicate that the exercises were of uncommon interest and effect. In May, 1784, the College was honoured with a visit from Gen. WASHINGTON, who became a member of the Board of Trustees, and is enrolled among the most munificent of its patrons. The College Edifice was 160 feet in length, three stories in height above the basement, and contained rooms for more than 100 Students. Perhaps it was an error, to erect *one* building of these dimensions, instead of following the usual plan of separate Halls, for a smaller number each, on different parts of the College grounds. In consequence of this arrangement, when the building took fire some years since, the whole was reduced to ruins.

An error of more consequence was committed by forming the *University of Maryland* in two Branches, one on the Eastern and one on the Western Shore. In the preamble to the charter of Washington College, it is stated that "*this great and laudable undertaking hath been retarded by sundry incidents of a public nature, but chiefly by the great difficulty of fixing a situation on either Shore of this State, for a Seminary of universal learning, which might be of equal benefit and convenience to the youth of both Shores.*" It was determined under these circumstances, that "*the inhabitants of each Shore should be left to consult their own convenience in founding and freely endowing a College or Seminary of general learning, each for themselves, under the sanction of law.*" Perhaps there were considerations in operation at that period, rendering such a course necessary or expedient, of which we are not now sensible. Intelligent men on both Shores, however, very generally, question the policy of that arrangement, and appear

to be convinced that it would have been far better to concentrate the patronage of the State at some one point favourably situated, for the establishment of a State University. This opinion, now so frequently expressed in every quarter, by the people of Maryland, is embodied with great effect in the Annual Report to the Legislature, by the Hon. JOHN B. MORRIS, of the committee appointed to visit St. John's College, December session, 1833.

"The prosperity of St. John's College is deemed a subject of great importance, so that the youth from every portion of the two great divisions of the State, may convene with the well grounded assurance of being able to acquire a liberal education, and at the same time, consummate the patriotic anticipations of the charter; "that the connexion between the two shores, will be greatly increased by uniformity in manners and joint efforts for the advancement of Literature." It is believed in no way can this parental aspiration be so well realized as by sustaining on a liberal scale a Seminary of Learning at the seat of Legislation—where parent and child are convened, the one to aid in devising wholesome regulations for the welfare of Society—the other to acquire the principles of knowledge, which in the regular course of events is to be put in requisition under the favorable auspices of "uniformity of manners" and early associations."

Language more felicitous could not be chosen to utter what must be the spontaneous sentiments of every true friend of the State, who knows the story of this unfortunate institution. *St. John's*, like *Washington College*, has been subject to calamity and adversity—called into existence, almost simultaneously, and set into successful action by a wise government and a liberal people, it seems to have been fated that the paralysis should strike them both, before either could attain the permanent vigour and efficiency that belong to well matured institutions.



The same worthy agent, whose venerable name is enrolled in the early Records of Washington College, took the most active part in the endowment and establishment of this second branch of the University. A list of the subscriptions obtained by him, for the benefit of St. John's College, is preserved on the books of the Board of Trustees. The amount was equal to that which had been obtained for the other branch on the Eastern Shore; *i. e.* £10,000, of which sum two thousand pounds were subscribed by "*the Rector and Visitors of the Annapolis School.*" This subscription secured to the Rector and Visitors of the Annapolis School, the privilege of appointing two Visitors and Governors of St. John's College; a privilege also extended to the other class of subscribers, in the same ratio, *viz.*—one Visitor and Governor for each £1000 subscribed and secured for the College. This corporation was originally called "*King William's School,*" and possessed considerable funds, the balance of which, it was proposed, also, to convey to St. John's College, after it should be completed. The Rector and Visitors, however, proposed to couple the following condition with their subscription, that in case of a vacancy in *their* number of Visitors and Governors, "*to fill up the vacancy so happening, out of such citizens of Annapolis as shall be worth £1000 current money each.*" This limitation was not approved or accepted, "*the Visitors and Governors, not thinking themselves at liberty, within the principles of equality upon which the College is founded, that the choice to fill up such vacancy shall be confined to the citizens of Annapolis.*" And from this proposition the Rector and Visitors of the School, unanimously agreed to recede. Their subscription of £2000, was therefore made, and two Visitors and Governors were elected and returned to the Board.

The original members, chosen by subscribers, were the following:—

WILLIAM WEST, D. D.  
THOMAS J. CLAGGETT, D. D.  
NICHOLAS CARROLL, Esq.  
JOHN H. STONE, Esq.  
WILLIAM BEANES, Esq.  
RICHARD RIDGELY, Esq.  
SAMUEL CHASE, Esq.  
JOHN THOMAS, Esq.  
THOMAS STONE, Esq.  
ALEXANDER C. HANSON, Esq.  
THOMAS JENNINGS, Esq.

The other members chosen by the Visitors and Governors to constitute the Board, were the following:

JAMES BRICE,  
JOHN ALLEN THOMAS,  
GUSTAVUS R. BROWN,  
EDWARD GANTT,  
CLEMENT HILL,  
RICHARD SPRIGG,  
CHARLES CARROLL, of C.  
JEREMIAH T. CHASE,  
CHARLES WALLACE,  
JOHN CARROLL, D. D.

The first meeting of the Board was held Feb. 28th 1786. The members were qualified before A. C. Hanson, one of the Judges of the General Court, by repeating and subscribing a declaration of their belief in the Christian Religion, and taking the two oaths of fidelity required by the Constitution and Laws of this State.

On the 1st of March 1786 the Board proceeded to fix upon a place proper for establishing the College. Two places only were nominated, *Annapolis* and *Upper Marlborough*; when *nine* ballots were given for the former, and *two* ballots for the latter place. This election of Annapolis, according to the terms of the Charter, secured the possession of a lot of four acres of land within the city, purchased for the use of



the public, and conveyed, in 1744, by Stephen Bordly, Esq. to Thomas Bladen, Esq. then Governor of Maryland. This lot has since remained the property of the College, and is the scite on which the present buildings stand.

On the 10th of March 1786, it was resolved to finish the building, then standing on the ground, for the purposes of the College, and to add wings on the North and South ends, according to a plan furnished by Mr. Joseph Clarke. This plan was never executed, and is probably lost. The following gentlemen composed the Building Committee.

ALEXANDER CONTEE HANSON,  
NICHOLAS CARROLL,  
RICHARD RIDGELY, Esquires.

DR. JOHN McDOWELL was the first officer chosen to preside over the College as Professor of Mathematics; and he was afterwards promoted to the station of Principal, which office he discharged with great ability for many years. The 11th day of Nov. 1789 was selected for the occasion of opening the Institution, and the Rev. Dr. Smith was requested to attend as Principal of the College, *pro tempore*, and to deliver a sermon. The dedication was performed with much solemnity, all the public bodies being in attendance, and forming a long procession from the State House to the College Hall. In addition to the sermon by Dr. Smith, an oration, by Mr. Higginbottom, Professor of Ancient Languages, was delivered on the advantages of classical education. And from the account published by the authority of the Trustees, it is evident that the high reputation of this College, for its classical course, has been owing, in a great measure, to the thorough discipline which was then provided, and which has been preserved to the present time.

The Trustees proceeded to the appointment of other Professors, as the increase of their funds gave them the necessary means; and in 1792 the sum of £275 was expended for the purchase, in London, of

the requisite Philosophical apparatus. Most of the articles are still found in the College, though some important ones, among which was a *theodolite*, have been lost. At this period there were six Professors and Teachers, constantly employed in the College; and, for many years, its reputation was such that a long succession of distinguished scholars took their degrees at its annual Commencements.

On *Friday*, Nov. 22d 1805 (a day of singular fatality and ill-omen to education in Maryland,) leave was granted in the House of Delegates to bring in "*an act to withdraw the funds from Washington and St. John's Colleges.*" The strongest possible influence which the enemies of the College could command was concentrated, and brought to bear upon it; but so firm were the convictions of the impolicy and injustice of the act, then felt, that a majority of but *eight* members, under all the excitement of the occasion, could be prevailed on to take the fatal step. This decision was not had in the House of Delegates till the 1st of January, 1806. And a strong indication of the *dispassionate* judgment of the House, on this important matter, is found in the vote subsequently taken at the same session, upon a resolution introduced to restore \$1600 per annum from the funds which had been withdrawn, for the purpose of enabling the Trustees to continue the institution. The question was taken upon this resolution on the 27th Jan. 1806, and was lost by only a single vote.

In consequence of this action on part of the Government, the Visitors and Governors were under the necessity of passing the following resolution on the 12th of May 1806. "*Whereas, by virtue of an act of the Legislature of Maryland, at their last session, the donation from the State to St. John's College of £1750 per annum, will cease and determine on the 1st day of June next, therefore,—Resolved, that the Principal, Vice Principal, Professors and Masters of said College, be discontinued on the 10th day of Au-*



*gust, next."* Such provisions were made, however, at the same time, as the funds would allow for the maintenance of a respectable school; but its character as a College was lost. Yet the Visitors and Governors have never abandoned the hope under the most pressing period of their necessity, of ultimately fulfilling the designs of its founders. They have, accordingly, appealed to the Legislature, at several periods, for a restoration to the enjoyment of their rights, and the justice of their claim has been repeatedly acknowledged; and acts of partial indemnity have been passed in their favour. In 1811 an act was passed, appropriating \$1000 per annum on the same terms, with similar sums granted to other county Seminaries. In 1821 a lottery was also granted, which added \$20,000 to the permanent funds. Finally, in 1833, an act of compromise was passed, by which \$2000 per annum, in addition to former grants, were secured to the College forever, which the Visitors and Governors accepted in full of their legal and equitable claims; and the deed of release, required by the act, was executed and entered upon the records of the court of appeals. By the same act, ten of the highest officers of the State Government were introduced into the Board of Trustees. These measures have gone far to restore to the College the confidence of the people of Maryland, and the consequent increase of patronage, has required the addition of another building for the accommodation of students. It was accordingly resolved, Feb. 15, 1835, to solicit funds, *by subscription*, for this purpose and for the general improvement of the library and apparatus. Upwards of eleven thousand dollars have been already subscribed, and a commodious edifice, 80 feet by 40, 3 stories in height above the basement, has been commenced, and will be completed by the ensuing spring:

The foundation walls are built of stone, in the most substantial manner, furnishing one large and convenient public room, in the basement story, in

addition to a kitchen, cellars, &c. of sufficient size for a public establishment. The walls above the basement, are of brick, with partitions of the same material, and will contain *twenty-five* separate rooms, for the accommodation of fifty Students, besides rooms for the family of a Professor of the College. The Corner Stone was cut from a single block of granite, in the form of an Octagon, four feet across, corresponding with the form and dimensions of the angular buttresses.

The ceremony of laying the Corner Stone, was preceded by Prayer, by the Rev. Dr. Humphreys, the President of the College. The following inscription, enclosed in a sealed glass vase, was deposited in a metallic box, under the stone:

"This corner stone was laid on Thursday, the 18th day of June, A. D., 1835, by the Hon. *John Stephen*, Presiding Judge in the Court of Appeals, the Rev. *Hector Humphreys*, D. D. President of St. John's College, and *John Johnson*, Esq. one of the Visitors and Governors; being present and assisting; His Excellency *Andrew Jackson*, being President of the United States; His Excellency *James Thomas*, being Governor of Maryland, and the Hon. *John S. Martin*, *Thomas Veazey*, *George C. Washington*, *Nathaniel F. Williams*, and *Gwinn Harris*, being the Executive Council; and Dr. *Dennis Claude*, being Mayor of Annapolis.

<i>Ramsay Waters,</i>	}	Building Committee.
<i>John Johnson,</i>		
<i>Nicholas Brewer, Jr.</i>		
<i>R. C. Long, Architect,</i>		
<i>Elijah Wells, Builder."</i>		

After the ceremony was performed, the following remarks were made by the presiding Judge, standing on the Corner Stone.

"The object of erecting the Edifice, of which the corner stone has just been laid, is one of vital importance to the future happiness, prosperity and welfare



of that community of which we are members. Here likewise, is to be laid the corner stone of that intellectual cultivation, which is to develop the powers of the youthful mind, and enable it to gather wealth from those treasures of antiquity, which have outlived the wreck of Empires, and survived the all-mouldering hand of time. Here the rising generation are to acquire the rudiments of science, and to be taught those elemental principles of learning, which elsewhere, under higher auspices, are to be fostered and cherished, and receive additional culture, until they expand into full growth and maturity. To the mind of the Patriot, the spectacle which the ceremony of this day has exhibited, must bring a train of thought, of the most gratifying and consoling character. Within these walls, the first lessons of that wisdom are to be taught, which is to guide and control the future destinies of this rising Republic, to sway the deliberations of its Rulers, and elevate its character to that high degree of splendour, dignity and renown, to which, under the benignant smiles of Providence, and a virtuous and enlightened administration of its affairs, it seems to be tending with a step as certain as fate, and sure as the advance of time itself. To the friend and lover of his country, no human interest can present stronger claims to patronage and support, than the cause of science and literature; by their lights and influence, the mind is invigorated, the taste refined, and the heart warmed with noble and elevated sentiments. But above all, in a Government founded, as our's is, upon the virtue and intelligence of the people, a general diffusion of knowledge is essential to its prosperity and permanent existence. May we not then, indulge the pleasing, the delightful hope, that from within these walls, the lights of science will go forth and pervade every corner of our land, illumine the minds of the rising generation, and impart to posterity those blessings which learning and virtue never fail to bestow.

## ADDRESS

BY

**JOHN JOHNSON, Esq.**

DELIVERED IN THE HALL OF ST. JOHN'S COLLEGE,

*June 18th, 1835.*

The occasion which calls us together is one which addresses itself most powerfully to the best affections of the human heart. We are engaged in providing means for the education of the rising generation. In supplying that aliment for the minds of those who are to fill the places now occupied by us, without which the glorious institutions transmitted by our forefathers to ourselves, would be but a barren and unprofitable inheritance.

In vain did the Heroes of the Revolution toil and bleed to free us from the galling yoke of Colonial servitude. In vain did the warm currents of their lives best blood, stream over the fields, whose abundance we now enjoy, if we, their sons do not furnish the future owners of all these blessings, with a full knowledge of their inappreciable value. It may be truly said, that the eyes of the whole civilized world are anxiously directed to the career of youthful America. The friends of freedom regard her progress with exulting anticipations it is true, but with hopes sometimes overcast with gloomy forebodings of the future. The advocates of despotic authority, dreading the influence which her bright example may exert over those who have so long been the victims of that authority, watch every indication of degeneracy, eagerly longing for the moment, when the spectacle of bleeding and dismembered America may be a warning to avoid, rather than an example to follow. And shall we not employ all the means placed by a



gracious Providence within our reach, to fulfill the hopes of our friends, and disappoint the expectations of our enemies? Shall we pretermitt any efforts which may sustain, in all their purity, the beautiful fabric of Republican Institutions, purchased with the blood of our glorious ancestors, from a nation whose valor until then, had never been successfully resisted? and how is this priceless treasure to be preserved—these inestimable institutions upheld and defended, but by teaching their full value to those to whose keeping they must ere long be confided? There is no way in which this can be done, unless education is diffused widely among the people. To appreciate a blessing, its worth must be known, and it can only be known, by assiduously cultivating the minds of those upon whom the impression is to be made. A glorious destiny awaits Republican America if she is faithful to the principles which led to her independence. She has already taken the lead of the older nations of Europe in the science of Government. The votaries of freedom there, pant in vain for the high prize which descended to us from our venerated forefathers—oppressed and borne down as they are with the barbarous institutions, of barbarous and benighted ages; institutions interwoven with the very web of their social systems, and which cannot be overthrown, or even essentially modified, without danger to the fabric itself; ages must roll away before the same perfection in Government is attained there, as exists with us—none dispute our superiority in every thing which relates to political organization. It is admitted and unquestionable, and if we can likewise outstrip other nations in the cultivation of the sciences and the lessons of practical wisdom, we shall prove ourselves deserving of the blessings we enjoy. It is not to be expected, or perhaps desired, that the same high finish and elegant polish in literature, shall be acquired in this country, as is to be found in the higher grades of European society. There the great accumulation and concentration of wealth, in

the hands of a few, enable them to dedicate their whole lives to the cultivation of those arts which serve rather to adorn than benefit mankind—with us, this can never be the case. The genius of our institutions is alike opposed to the monopoly of wealth or knowledge. They were framed in a spirit of diffusive philanthropy, and whilst the law provides that wealth shall not accumulate for ages, the avenues to knowledge are thrown open alike to all. The great object is to enlighten the mass. The intelligence of a nation consists in the aggregate of the wisdom of its people, and not in possessing a few dazzling luminaries, whose brilliancy but deepens the surrounding gloom. It is not meant that the minds of all can be equally cultivated. Society is a chain of dependencies, and some are invited to the discharge of duties, which require higher attainments than are necessary to the parts which others are called on to play. Whilst therefore, the strength and durability of the Government, and the happiness and independence of the people, are essentially promoted by the spread of intelligence and education, it is of the highest importance that means should be liberally provided, for the more elaborate instruction of those who may be regarded as the especial conservators of the institutions of the country, and upon whose success in the great struggle for mental superiority, the fame of the nation must necessarily rest. For this reason, it is the duty of all who cherish the honor and welfare of the State, not only to furnish abundantly the means of improvement to the mass of the community, to enable them to appreciate truly, the happiness of their condition, and to choose discreetly, those to whom the machinery of Government shall be confided, but it is also their imperative obligation to supply seminaries, where the most perfect culture, of which the mind is capable, may be afforded.

In proportion as these are multiplied, and society is filled with a class of men, eminently qualified for



the discharge of its most important duties, the danger of selecting unfaithful or incompetent trustees of the public welfare, is diminished. The conduct and qualifications of every candidate for the popular suffrage, will be vigilantly and searchingly examined, and it will rarely happen, that ignorance will escape detection, or presumption fail of its rebuke. And should the various States of this happy country, rival each other in the cause of education, with the same zeal which they now display in improving their physical condition, in opening avenues to wealth, and adding new impulses to commerce, a degree of prosperity may be attained, which the imagination of the wildest visionary has not yet conceived. Every motive to exertion, which can actuate the human heart, must exist in a nation like this. With us, there are no privileged orders, born to fill the high places in the State. No sense of conventional inferiority, presses upon the mind here, deadening its energies, and smothering its virtuous aspirations. The highest posts in the State; posts, the possession of which, might thrill with a palpitating gladness, the bosom of the loftiest monarch of the world, are accessible to the humblest individual. The standard of merit in this nation of republicans, is virtue, intelligence, integrity and devotion to the public welfare. These are qualifications which depend not, on blood, on wealth, or adventitious influences of any kind. The son of the humblest peasant within the wide borders of our almost limitless territory, or the offspring of the poorest artisan in our numerous cities, may by his merit alone rise to a height of true glory, whose elevation would render giddy the head of the proudest potentate of Europe. He may be placed at the head of a nation of freemen, whose selection of him for such a trust, stamps him with a perpetual and glorious immortality.

With these motives to stimulate to exertion, who can set bounds to American genius, if proper appliances are furnished for its careful cultivation.

In most of the States of the confederacy, this momentous subject is engaging much of the public attention, and large sums have been contributed by public and private munificence, for the promotion of education. In Maryland, a fatal lethargy for a long time, seems to have brooded over the public mind. In all the other elements of greatness, sufficient activity has been manifested, especially within the compass of the last few years. Efforts have been made, and are now making, to attract within our borders, by stupendous works of internal improvement, the inexhaustible riches of the western world.

The lofty Alleghanies are to be pierced or scaled, and a tide of commerce and wealth poured into our lap, from fields and vallies, which it was supposed were separated by impassable barriers. These are achievements to which Maryland enterprize, and Maryland treasure, are freely devoted, and if successful, as can scarcely be doubted, will reflect imperishable honor upon those who devised, and those who executed them. But whilst we are pressing vigorously on the heels, if not outstripping our sister States in the race of physical and commercial improvement, it is not to be disguised, that we are far behind most of them, in furnishing the means of education within our own borders. We have not yet among us, any great State Institution, affording adequate facilities to our youth, of acquiring the higher branches of intellectual improvement. In consequence of the absence of a liberally endowed and flourishing seminary of learning, our youth are compelled to resort to other States, where feelings and principles may be imbibed in opposition to the best interests of the land of their birth.

It is natural to the human heart, to feel a strong yearning of affection for the spot where the light of wisdom first beamed upon the mind. The places in which we abode "when life was in its spring," and which are associated with our freshest recollections—



where the capacities of the mind were first unfolded, and the lessons of virtue and wisdom originally instilled, are always remembered, even to the dying hour, with feelings of gratitude and love.

Would it not be wise then to tie the sons of Maryland by these golden cords of affection to the land of their birth, and not expose them to the perils of a divided allegiance? It is far from the purpose of this address to excite sentiments of hostility, or even of indifference, to the welfare of our sister States. We all constitute one great family, banded together in the holy brotherhood of affection and mutual interests—living under one common government; pursuing the same objects, and linked together by a thousand recollections of mutual dangers and mutual support, shared with, and afforded to each other. The prosperity of each is the prosperity of the whole, and may the brilliancy of the constellation never be dimmed, by the obscuration of a solitary star—on the contrary, our earnest wish is, that they may grow brighter, and brighter, until their rays shall illuminate the farthest ends of the earth. All that is urged is, that it is the true dictate of wisdom to bind the sons of Maryland to her soil, by every sympathy which can penetrate to the recesses of the human heart. They should be taught to regard the land of their birth, as the land by which every blessing they enjoy has been bestowed, and to whose glory and advancement, they are bound to dedicate the best energies of their nature. They should not be permitted to reflect, that whilst they are Marylanders, by the accident of birth, they owe to other States all for which life is worth preserving; the education of their minds, that moral culture which ensures their respect among men, and those religious impressions, on which their hopes for eternity are reposed.

In addition to these inducements, which are surely of some weight, the effort now making to establish a flourishing seminary of learning in Maryland is re-

commended by considerations of the truest economy. The amount annually expended by our young men, who are sent abroad for their education, must necessarily far exceed the interest of the sum, which would be required to build up a college at home, adequate for every purpose. Independently of which, what is carried abroad is lost, or only returned in attachments severed from home; whilst what is expended at home is promotive of the public good, by being more widely diffused. It cannot be doubted, that \$100,000 spent abroad, impoverishes the State more than five times that sum spent among ourselves—whilst the first is so much taken from the general mass, never to be restored; the latter after performing a round of circulation, giving employment to the poor, and food to the industrious, is returned to the sources from whence it was contributed, by a thousand channels. Why education has been so long neglected in Maryland it is difficult to conceive. As early as the year 1784 the attention of the State authorities was called to this subject, in order as the preamble to the charter of Washington College declares “to raise up, and perpetuate a succession of able and honest men, for discharging the various offices and duties of the community, both civil and religious, with usefulness and reputation,” and in 1784 an annual donation of £1250 was granted to this College, to be applied to the payment of the salaries of the principal, professors and tutors. In the same year 1784, an act was passed for founding a College on the western shore, and constituting the same, together with Washington College on the eastern shore, one university, by the name of “the University of Maryland.” This institution was incorporated by the name of the Visitors and Governors of St. John’s College, and for the purpose of providing a “permanent fund for the further encouragement and establishment of the said College,” the sum of £1750 was “annually and for ever thereafter given and granted, as a donation by the public, to the use



of the said College on the western shore," to be applied in the same manner as the donation to Washington College, "for the liberal education of youth in the principles of virtue, knowledge, and useful literature."

Thus it will be seen, that our ancestors, those who fought the battles of the Revolution, and bequeathed us the rich inheritance of freedom, were fully sensible of the incalculable importance of education, and counted not price, in the means of furnishing it. They had just emerged from the dangers of a bloody and fearful contest, and "frighted peace had hardly found time to pant," after the ferocity of the struggle. The music of the martial trumpet, and "the earthquake shout of victory," had scarcely ceased to ring in their ears, when the paramount importance of education arrested their attention, and in the circumstances in which they were placed, the most liberal provision was made for it. For not only did the State, in its political capacity, grant the donation which has been mentioned, but contributions to the amount of upwards of £10,000, were furnished by individuals, for the same elevated and benevolent purpose. Among these contributors, beside a list of names, which any age or nation might be proud to exhibit, is to be found that of Washington himself, the man, who had not only "filled the measure of his country's glory," but who had raised the standard of humanity, throughout the limits of the civilized world. With the means thus supplied, St. John's College was established, and pursued for many years, a career of usefulness and honor, dispensing the blessings of education upon hundreds of her sons, and bidding fair to raise the reputation of the State, which founded and fostered her, to an equal height at least, with any of her sisters.

In 1805, less enlightened and liberal counsels appear to have prevailed, and the funds which had been perpetually dedicated to the support of this institution, were withdrawn. It is not our purpose to speak

harshly of the proceedings of that day. It is enough to say, that they fell heavily upon the hearts of those, to whom the interests of education were dear, and that the brightening beams of St. John's were shorn of their lustre. The University, within whose walls had been educated many of the most illustrious men of the age, who had sent forth from her venerable shades, a number of the States, most distinguished ornaments, was doomed for a season, to sicken and languish, from the indifference of the parent, who had engaged by every sanction, to nurture her to the last. But may we not indulge the hope, that these days of neglect are past? That the minds of our fellow citizens are fully awakened to the vital importance of building up, and sustaining here at home, a high seminary of learning, commensurate with the progress of society, and the dignity and honor of the State.

The Legislature of 1832, influenced by enlightened counsels, and stimulated by a sense of justice, restored a portion of the funds withdrawn in 1805, and incorporated in the Board of Trustees, several of the chief officers of the State, thus clearly impressing upon it, the characteristics of a State institution.

From that auspicious moment, the progress of the College has been rapidly onward. The Board of Trustees had previously engaged the services of a gentleman in the capacity of Principal, eminently qualified for the duties of such a station. To the advantages of much experience, deep and various learning, a character of the most elevated cast, he adds a zeal and devotion which knows no flagging, and a perseverance and assiduity which has never faltered.

Under his guidance, with the growing interest manifested by the community for our welfare, the full realization of our hopes can hardly be doubted. Occupying a position in the confederacy, eminently favorable to the development of her resources, Maryland cannot fail to become one of its most conspicuous members, if she is faithful to her own best interests. No apathy on the subject of these interests has been



displayed, save only with respect to education. In opening channels of communication with the distant and fruitful west, gigantic efforts have been, and are being made, and millions of treasure unhesitatingly expended. To ascertain what hidden treasures lie buried in the bowels of the land, and contribute our portion to the cause of science, liberal provision has been made, and we have the proud consciousness of knowing, that with reference to the latter objects, we have taken the decided lead. The beneficial results of these wise measures, are already most sensibly felt. The spirit of commerce, which had begun to droop beneath the incubus of inactivity, is now buoyant with renovated life, and whitening every ocean with her wings. The farmer pursues his meritorious occupation, with the well founded assurance of being amply remunerated for his toil, and the industrious artizans of our towns and villages, partake largely of the general prosperity. In the midst of this rejoicing, this actual fruition of abundant causes of present gratulation, and prospects for the future most cheering to the heart of the philanthropist; it is our happiness to know, that the hopes of the friends of St. John's are once more reviving. In addition to the recent bounty of the State, already adverted to, and the steps which have been taken towards placing her in the footing of a State institution, a considerable accession of funds has been derived, from the voluntary contribution of individuals. With the means thus acquired, the Edifice, the corner stone of which has just been laid, is to be erected. The object of the building is, to accommodate with board, students from a distance, whose parents or guardians may wish to exclude them from the city. The want of such an appendage to the College, has been long felt; and when finished, we confidently hope, will infuse new vigour into its reviving energies. The appeal however which is being made to the public liberality, has been but partially responded to.

To place the institution upon the lofty ground, which it deserves to occupy, to enable it to fulfil the hopes of its friends, and to accomplish the high purposes of the patriotic generation which founded it, a far more generous supply of means is indispensably necessary. That they will not be furnished, we will not believe—Maryland can, and will maintain within her bosom one high seminary of learning, where her sons may drink freely, of those fountains of truth, of wisdom, and of virtue, so essential to their happiness and promotive of her aggrandisement. Why should not the pure and elevating lessons of philosophy, the profound recesses of science, the beautiful and captivating graces of Grecian and Roman literature, be as effectually inculcated, explored, and unfolded here, as elsewhere? The libel, that the "genius sickens, and the fancy dies" in America, has long since been exploded. The productions of our statesmen, and our orators, our poets, and our men of science, are borne across the broad Atlantic, to be admired, wondered at, and imitated, by those who taunted us in our infancy. The profound argument, the deep discussion, the clear perception of the duties of government, the flashing wit, the withering sarcasm, the brilliant imagination, which have distinguished our congressional debates, not only demonstrate that genius does not languish in America, but that she has found new worshippers here, to kindle her flames into a yet brighter effulgence. What American does not feel his bosom swell with patriotic pride, when he hears the praises of her sons wafted back from the shores of Europe? What has become now of the sneer, "who reads an American book?" Where, within the limits of the wide world, are such accurate views of Government entertained? Where so pure a morality inculcated, and such rapid advances in all that can adorn and elevate humanity, made, as in youthful America. The nations of Europe, though centuries before us in the order of time, are nearly distanced



in the race of prosperity. In reforming their political constitutions, in tearing down the cumbrous machinery of remote ages, and substituting in their place, institutions better adapted to the progress of civilization. In abolishing complications which oppress, and supplying simplicity which relieves; in destroying despotism and establishing freedom, the example of this western Republic is exerting a mighty and most salutary influence. In all these important requisites of human happiness, the space between us and them, can hardly be measured by comparison. We are young, vigorous and free, full of present enjoyment, and radiant with hopes of the future. They, old, feeble, and enslaved, living under institutions crumbling beneath the hand of time, and heaving to their foundations under the billows of popular discontent. The same shores which received the pilgrim fathers, flying from shackles forged for their consciences, are now the refuge for the oppressed of every clime. The victim of political usurpation, he who is made to contribute from his scanty means to support a church, whose creed carries no consolation to his bosom; the lover of freedom, and the slave of tyranny; the starving Irish, and the exiled Pole, all seek and find an asylum on the shores of happy America. With these motives to warm our hearts with gratitude towards our creator, should we not strain every nerve for the fulfilment of his holy precepts? And why should not one great Temple to learning be erected here, on this spot, associated as it is, with some of the most interesting events in our history? 'Twas here the father of his country resigned that sword, which had waved in triumph over the fields, on which the battles of independence had been fought. 'Twas here he bade adieu to authority, suppressing, if he ever felt them, the promptings of ambition, and presenting to the world a spectacle of sublimity, which never has been equalled, and never can be excelled.

If education is to be fostered in Maryland as its importance demands, no location more favorable for its cultivation could be selected than this. The building now existing, and that in the course of construction, are seated in a plain of great extent and unrivalled beauty. The climate of the place is unsurpassed for salubrity, and whilst the moral contamination incident to the vicinity of a large Town, is not to be dreaded, the presence of the seat of Government is full of advantages.

Every thing conspires to render St. John's a favorite of the State. It was built up by the purchasers of our freedom, whilst the storms of the revolution, were yet rocking the battlements of the Republic. It has enrolled among its alumni some of the brightest ornaments of the nation, and continued its usefulness to the last, though frowned upon and discouraged by the parent which created it. It is endeared by its origin; venerable for its age; illustrious for the great minds nurtured within its walls, and entitled to our gratitude for yet striving to do good. Let us then hope, as we do hope, that the days of its discouragement are past, and that from the walls now about to rise, a race of virtuous and enlightened men may be sent, who shall add new lustre to their country's glory, until the bright star of the Republic shall scatter the rays of liberty to the uttermost ends of the Earth.

No maxim is more universally admitted than that wealth and knowledge are mighty elements of power. That nation which is possessed of these, in the largest abundance, not only holds her own liberties impregnable to the assaults of others, but the fate of others is generally in her keeping. Extensive territory, and a teeming population if destitute of these resources, so far from giving vigor to a Government, invite aggression and encourage rapacity. Points accessible to attack are generally multiplied in proportion to territorial extent; and the dangers of internal dissension are increased by the ex-



istence of a dense, if unenlightened, population. In every nation spread over a large extent of surface, there must, by the unalterable laws of nature, exist geographical distinctions, which wisdom and patriotism can alone appease. If these are wanting, not only will actual diversities of interest impel to disunion, and ensure weakness, but interests only seemingly conflicting, will be inflamed by the designing into irreconcilable differences. What was it, but the sound good sense of the American people, the love of country and its laws, which result from understanding their excellence, which saved these United States from dismemberment, during the recent violent political agitations. It was said, and no doubt believed, by the people of an important division of the country, that their rights and interests were sacrificed to enrich other sections, less favored by nature than themselves. They were told that the bounties which Providence had showered upon them with a prodigal liberality, were wrested from their enjoyment by a tyrannical course of legislation. Every avenue by which the human heart can be approached, was assailed with maddening and soul stirring appeals. Their honor, their interests, their feelings of State pride, the natural indignation of a gallant people at oppression, were all in turn addressed by the eloquent victims of a fearful delusion. It is impossible to contemplate without shuddering, the consequences which might have resulted from these causes, if the people of these United States had not felt, and known, the value of their government. The Halls of Congress would in vain have rung with the eloquent voices of our unrivalled orators. Their warnings, their invocations, their deep sagacity, their solemn adjurations, and their beseeching appeals, would have been all, all in vain, and the same fields on which Green and Howard had fought for their country's independence, might have been crimsoned with American blood, shed by American hands.

And how is it that the English nation, for so many centuries, has maintained her ascendancy among the nations of Europe? Her territory and population compared with many of them, would, but for other causes, place her far below them in the scale of greatness. These causes are, her superior wealth and knowledge. By their means, she has not only placed and maintained herself on a footing of equality, with the most powerful of them all, but has been enabled to interpose her protecting ægis, to save them in their extremest danger. The warlike spirit of France, blown into an inextinguishable flame, by the whirlwind of the Revolution, and guided and concentrated by the matchless genius of Napoleon, threatened the world with universal conquest. One after another, the nations of Europe yielded to his dominion. The Alps and the Pyrenees, presented no obstacle to the victorious march of his conquering legions, and death and desolation, followed resistance to his will. Italy, the seat of the once proud mistress of the world, Spain, unmindful of the glory which once distinguished her among the nations, Austria, Prussia, and Russia, with their countless armies and imperial sceptres, had all quailed before the eagles of invincible France. In this full career of conquest, however, there was one spot to which their victorious pinions could never reach, and that was the land of our forefathers; that island anchored in the deep, whose wealth and whose knowledge bid defiance to their flight. Not only did she preserve her own shores, unprofaned by a hostile foot, though every nation of Europe, at one time, was leagued for her overthrow, but persevered in the struggle, until the star of the victor paled before her banner, and "the arbiter of others' fates, became a suppliant for his own." And these mighty efforts were made, and this splendid consummation accomplished, by the potent engines of wealth and knowledge, for "no towers or bulwarks along the steep," ever were deemed necessary to the safety of England.



Whilst however, the power which results from wealth, exerts a tremendous influence upon the destiny of nations, that which arises from superior knowledge, is far more likely to ensure their happiness and tranquility. The acquisition of the former, not unfrequently brings with it, luxuries which vitiate the public morals, and vices that contaminate the very sources of public virtue; whilst the latter expels corruption, where it existed before, and purifies, as with fire, the foulness which preceded it. In seeking, therefore, to better our condition, to promote our own happiness, and advance the power of the nation, let us not in the pursuit of riches, overlook the paramount claims of education; but rather, let us be doubly desirous to acquire the latter, that the vast energies of the former may be directed to better and holier purposes.

## SUBSCRIPTIONS MADE TO THE FUNDS

The subscription mentioned in the prefatory remarks, was made in three, equal, annual, instalments. It was carried through the several counties on the Western Shore, and the amount obtained, was *ten thousand pounds*.

In 1821, at a meeting of the Alumni, in the Senate Chamber, at Annapolis, a plan of subscription was drawn up, a condition being inserted that the whole should be void, unless the sum of ten thousand dollars should be obtained. Several names were subscribed upon the spot, but no agent was appointed; the requisite sum was not obtained, and the subscription paper has been lost. The only record of it that remains, is the payment of the following sum, which was discharged by the donor, though not required to do so by the terms:

Isaac McKim,

\$200.

The following resolutions exhibit a plan for the same object, undertaken in 1834, and now in the course of prosecution.

*Resolved*, by the Visitors and Governors of St. John's College, that the Principal be authorised and requested to collect subscriptions, payable to the Visitors and Governors, to be applied by them, in the erection of suitable buildings, for the accommodation of students, and for improving and extending the Library and Philosophical Apparatus of the College, and that the Treasurer be authorised to pay to the Principal, the expenses he may incur, in carrying into effect this resolution.

*Resolved*, by the Visitors and Governors of St. John's College, that the Governor of this State, His Excellency JAMES THOMAS, and the Hon. BENJAMIN S. FORREST, and the Hon. THOMAS WRIGHT, 3d.



members of this Board, be a committee to co-operate with the Principal, in making all suitable preparations to carry into effect the resolution of the Board, to collect subscriptions for the benefit of this institution:

*St. John's College, Feb. 15th, 1834.*

#### COPY OF THE SUBSCRIPTION.

We, the subscribers, hereby agree to pay to the Visitors and Governors of St. John's College, at Annapolis, Maryland, or order, the sums of money opposite our names, respectively, in two equal instalments, to be applied in carrying into effect the foregoing resolutions: provided, however, that this subscription shall be void, unless at least ten thousand dollars shall be subscribed, as aforesaid; and on the completion of said subscription, the first instalment above mentioned, shall become due, and the other instalment, twelve months thereafter.

*Sept. 9, 1834.*

James Thomas,	\$500
William Hughlett,	300
Robert W. Bowie,	250
Wm. H. Marriott,	250
Alexander C. Magruder,	200
Henry Maynadier,	200
H. H. Harwood,	200
George Mackubin,	200
Dennis Claude,	200
Ramsay Waters,	200
John Johnson,	200
Nicholas Brewer, Jr.	200
Alexander Randall,	200
Thomas S. Alexander,	200
George Wells,	200
Brice J. Worthington,	200
Richard Harwood, of Thos.	200
Richard I. Jones,	200
Thomas Oliver,	200
J. I. Cohen, Jr.	200
Walter Farnandis,	150

Hector Humphreys,	\$100
Robert W. Kent,	100
Daniel Clarke,	100
Gabriel Duvall,	100
Fielder Cross,	100
William D. Bowie,	100
John H. Sothoron,	100
William Reeder,	100
Robert Ghiselin,	100
Samuel Maynard,	100
Thomas Franklin,	100
R. M. Chase,	100
Thomas S. Culbreth,	100
Hyde Ray,	100
James Iglehart,	100
Swann & Iglehart,	100
George F. Worthington,	100
George G. Brewer,	100
John B. Morris,	100
Andrew McLaughlin,	100
Thomas B. Dorsey,	100
William G. Tilghman,	100
Charles Goldsborough,	100
John C. Henry,	100
Joseph E. Muse,	100
Henry Page,	100
G. C. Washington,	100
Benjamin S. Forrest,	100
J. Nevitt Steele,	100
Allen Thomas,	100
Charles W. Dorsey,	100
R. G. Stockett,	100
R. W. Dorsey,	100
Larkin Dorsey,	100
John C. Weems,	100
Chas. S. W. Dorsey,	100
Daniel Murray,	100
John H. Alexander,	100
Gwinn Harris,	100
N. F. Williams,	100
Thomas Sappington,	100
Thomas Snowden,	100
George Brown,	100
F. S. Key,	100



Virgil Maxey,	\$100
Joseph Todhunter,	100
Thos. H. Carroll,	100
Jonathan Ellicott & Sons,	100
Francis Thomas,	100
John S. Sellman,	100
Robert H. Goldsborough,	50
E. S. Winder,	50
Andrew Skinner,	50
Jas. B. Steele,	50
Brice J. Goldsborough,	50
Thomas Hayward,	50
William W. Eccleston,	50
Chas. J. Kilgour,	50
J. H. Wilkinson,	50
Thomas E. Sudler,	50
J. Hughes,	50
R. I. Cowman,	50
John Randall,	50
George McNeir,	50
Basil Shephard,	50
R. J. Crabb,	50
Thomas Duckett,	50
John H. Waring,	50
William Ghiselin,	50
J. G. Chapman,	50
Leonard Iglehart,	50
Wm. D. Merrick,	50
Charles H. Steele,	50
Wm. T. Goldsborough,	50
H. W. Evans,	50
Nathan R. Smith,	50
Daniel Randall,	50
James Wilson,	50
David Barnum,	50
James Carroll,	50
Wm. Denny,	50
R. Potts,	50
John Tyler,	50
Henry K. Randall,	50
Thomas J. Dorsett,	50
John Iglehart,	50
Ann Iglehart,	50
Richard Marriott,	50

The names of future subscribers will be embraced in the next Annual Report of the College, to the Legislature. It is proposed to collect at least *thirty thousand dollars*, for the above objects. The present buildings, when completed, will be insufficient for the purposes of the College. The old building contains all the necessary public rooms for such an establishment, being 80 feet in length, by 60 feet in width, and three stories high, above the basement. But a separate building is required, for the exclusive accommodation of the GRAMMAR SCHOOL. And, should the number of students increase, according to present prospects, a third COLLEGE EDIFICE will become necessary, at no distant period.



BOARD OF VISITORS AND GOVERNORS

OF

ST. JOHN'S COLLEGE.

---

His Excellency JAMES THOMAS, ex-officio President.

Hon. JOHN BUCHANAN.

" JOHN STEPHEN.

" STEVENSON ARCHER.

" THOMAS B. DORSEY.

" EZEKIEL F. CHAMBERS.

" C. ASA SPENCE.

" THEODORIC BLAND.

" JOHN G. CHAPMAN.

" WILLIAM J. BLAKISTONE.

" JOSEPH KENT.

" ROBERT W. BOWIE.

ALEXANDER C. MAGRUDER, Esq.

SAMUEL RIDOUT, Esq.

JAMES BOYLE, Esq.

NICHOLAS BREWER, Esq.

HENRY MAYNADIER, Esq.

WILLIAM H. MARRIOTT, Esq.

THOMAS H. CARROLL, Esq.

THOMAS S. ALEXANDER, Esq.

JOHN N. WATKINS, Esq.

THOMAS FRANKLIN, Esq.

RAMSAY WATERS, Esq.

DR. DENNIS CLAUDE, Esq.

NICHOLAS BREWER, JR. Esq.

JEREMIAH HUGHES, Esq.

GIDEON WHITE, Esq.

ALEXANDER RANDALL, Esq.

JOSEPH H. NICHOLSON, Esq.

JOHN JOHNSON, Esq.

TREASURER,

GEORGE MACKUBIN, Esq.

SECRETARY,

GEORGE WELLS, Esq.

FACULTY.

---

Rev. HECTOR HUMPHREYS, D. D.,

PRESIDENT AND PROFESSOR OF MORAL SCIENCE.

---

JULIUS T. DUCATEL, M. D.,

PROFESSOR OF CHEMISTRY, MINERALOGY, AND GEOLOGY.

---

EDWARD SPARKS, M. D.,

PROFESSOR OF ANCIENT LANGUAGES.

---

THOMAS E. SUDLER, A. M.,

PROFESSOR OF MATHEMATICS AND CIVIL ENGINEERING.

---

WILLIAM B. LEARY, A. M.,

PROFESSOR OF GRAMMAR.

---

CHARLES T. FLUSSER, Esq.,

PROFESSOR OF MODERN LANGUAGES.



CATALOGUE OF THE STUDENTS  
OF  
ST. JOHN'S COLLEGE.  
1835.

CLASS GRADUATED, FEBRUARY 21st, 1835.

NAMES.	RESIDENCE.
THOMAS HOLME HAGNER, A. B.	<i>Washington City.</i>
ABRAM CLAUDE, A. B.	<i>Annapolis.</i>
EDWIN BOYLE, A. B.	<i>Annapolis,</i>
RICHARD SMITH CULBRETH, A. B.	<i>Caroline County.</i>
RICHARD CREAGH MACKUBIN, A. B.	<i>Annapolis.</i>
RICHARD WEEMS, English Diploma,	<i>Anne Arundel Co.</i>

SENIOR CLASS.

NAMES.	RESIDENCE.
Thomas Granger,	<i>Queen Anne's County.</i>
George Grundy,	<i>Baltimore City.</i>
William R. Hayward,	<i>Cambridge</i>
Joshua D. Johnson,	<i>Frederick.</i>
George F. Johnson,	<i>Annapolis,</i>
George Edward Muse,	<i>Cambridge.</i>
William I. Reeder,	<i>Baltimore City.</i>
John H. Reeder,	<i>Do</i>
Henry W. Thomas.	<i>St. Mary's County.</i>
Franklin Weems,	<i>Elkridge.</i>
Nicholas B. Worthington,	<i>Anne Arundel County.</i>

JUNIOR CLASS

NAMES.	RESIDENCE.
John M. Brome,	<i>St. Mary's County.</i>
Frederick S. Brown,	<i>Charles County.</i>
George B. Dunkel,	<i>Baltimore City.</i>
John Buchanan Hall,	<i>Washington County.</i>
John W. Martin,	<i>Cambridge.</i>
Joseph Trapnell,	<i>Frederick.</i>
Trueman Tyler,	<i>Prince George's County.</i>

SOPHOMORE CLASS.

NAMES.	RESIDENCE.
William Tell Claude,	<i>Annapolis.</i>
Marius Duvall,	<i>Do</i>
David Edgar,	<i>Baltimore City.</i>
Thomas Iglehart,	<i>Anne Arundel County.</i>
Charles N. Mackubin,	<i>Annapolis.</i>
William C. Thompson,	<i>Do</i>
Edward Worthington,	<i>Baltimore County.</i>

FRESHMAN CLASS.

NAMES.	RESIDENCE.
John M. Brewer,	<i>Annapolis.</i>
Philip Culbreth,	<i>Do</i>
Caleb Dorsey,	<i>Elkridge.</i>
William H. G. Dorsey,	<i>Do</i>
John Thomas B. Dorsey,	<i>Do</i>
John W. Duvall,	<i>Annapolis.</i>
Thomas C. Gantt,	<i>Calvert County.</i>
Benjamin Gray,	<i>Somerset County.</i>



Reverdy Ghiselin,	Prince George's County.
Jeremiah L. Hughes,	Annapolis.
Richard Hughlett,	Talbot County.
Thomas R. Kent,	Anne Arundel County.
Absa'om Ridgely,	Annapolis.
William C. Tuck,	Do
Brice J. Worthington,	Anne Arundel County.
B. Thos. B. Worthington.	Do

## PARTIAL STUDENTS.

NAMES.	RESIDENCE.
William R. Goodman,	Annapolis.
Edwin E. Pratt,	Queen Anne's County.
Samuel Ridout,	Anne Arundel County.

## STUDENTS IN THE GRAMMAR SCHOOL.

NAMES.	RESIDENCE.
George Barrott,	Washington City.
John Basil,	Annapolis.
Robert Bowie,	Prince George's County.
Lewellin Boyle,	Annapolis.
Jeremiah T. Chase,	Do
John Clayton,	Do
Henry Duvall,	Do
Richard R. Gaither,	Do
Alexander H. Gambrill	Do
Benjamin H. Hall,	Anne Arundel County.
Dennis D. Hart,	Annapolis.
Benjamin Harwood,	Anne Arundel County.
George S. Humphreys,	Annapolis.
John T. E. Hyde,	Do

Edward G. Maynard,	Annapolis.
Walter McNeir,	Do
George McNeir,	Do
Nicholas Holland,	Washington City.
James McNeir,	Annapolis.
George Miller,	Do
Edward C. Mills,	Anne Arundel County.
Thomas McParlin,	Annapolis.
Henry M. Murray,	Do
Horatio S. Ridout,	Anne Arundel County.
Samuel Ridout,	Annapolis.
Richard Ridgely,	Do
Alfred G. Ridgely,	Do
William Ridgely,	Do
Richard H. Schwarar,	Do
Francis H. Stockett,	Anne Arundel County.
John T. Taylor,	Annapolis.
Dennis C. Thompson,	Do
James C. Welch,	Do
Levin Winder,	Easton.
James M. Winder,	Do
Charles F. Worthington,	Anne Arundel County.
Nathan Moore,	Baltimore City.
John G. Gamble,	Weelaunee, Florida.
Adam Smith,	Baltimore City.
Allan Quynn,	Annapolis.



## COURSE OF STUDIES, EXPENSES, &c.

### PREPARATORY STUDIES, VIZ:

English Grammar; Geography; Arithmetick; Latin Grammar; Corderius; Æsop's Fables; Erasmus; Cæsar's Commentaries, or Sallust; Eclogues, and first six books of the Æneid of Virgil; Cicero's Orations; Mair's Introduction, or Latin Tutor; Greek Grammar; Greek Delectus; and Jacob's Greek Reader, and Prosody.

Pupils not intending to enter College, will also be received into the English Department, and will pursue such branches of Education, embraced in the course, as may suit their particular views.

## COLLEGIATE COURSE.

### FRESHMAN CLASS.

#### FIRST TERM.

Folsom's Livy.  
Græca Majora—(Xenophon, Herodotus, Thucydides.)  
Greek and Roman Antiquities, History, and Mythology.

#### SECOND TERM.

Horace, (Odes.) Virgil's Georgicks.  
Græca Majora, (Lysias, Demosthenes, Isocrates.)  
Algebra, with Arithmetic revised.

#### THIRD TERM.

Horace, (Satires and Epistles.)  
Græca Majora, (Xenophon's Memorabilia, Plato.)  
Algebra completed.  
Translations, Themes, and Declamations during the year.

## SOPHOMORE CLASS.

#### FIRST TERM.

Juvenal, (Leverett's.)  
Homer's Iliad, (Robinson's.)  
Plane Geometry, (Legendre's.)

#### SECOND TERM.

Cicero de Oratore, or Quintilian.  
Græca Majora, (Odyssey and Hesiod.)  
Solid Geometry, (Legendre's.)

#### THIRD TERM.

Rhetorick and Belles Lettres.—(Whateley.)  
Græca Majora.—(Tragedians.)  
Logarithms; Plane and Spherical Trigonometry.  
Exercises in original Composition and Elocution, during the year.

## JUNIOR CLASS.

#### FIRST TERM.

Græca Majora. (Minor Poets.)  
Applications of Trigonometry to the Mensuration of Heights and Distances, Navigation, Surveying, Levelling, &c.  
Moral Philosophy.  
Abercrombie's Intellectual Powers.

#### SECOND TERM.

Tacitus.—(History.)  
Conick Sections.  
Chemistry, with Lectures. (Turner's.)

#### THIRD TERM.

Tacitus—(Manners of the Germans, and Life of Agricola.)  
Natural Philosophy, with Lectures. (Olmsted's.)  
Elements of Criticism, with Lectures on the Fine Arts.—(Kames')  
Debates, Compositions, and Declamations, during the year.



## SENIOR CLASS.

## FIRST TERM.

Natural Philosophy, finished, with Lectures. (Olmsted's.)  
 Horace, De Arte Poetica, with Lectures on Taste, and a  
 Revision of Latin.  
 Logic, and Philosophy of the Mind. (Whateley's.)

## SECOND TERM.

Astronomy—with Lectures. (Cambridge.)  
 Political Economy—with Lectures. (Say's.)  
 Evidences of Christianity and Natural Theology. (Paley's.)

## THIRD TERM.

Laws of Nations—Constitution, and Civil and Political  
 History of the United States. (Kent.)  
 Butler's Analogy.  
 Civil Engineering—(construction of Machines, Bridges,  
 Roads, Canals, &c.)  
 Mineralogy and Geology. (Shepard's.)  
 Declamations of Original Pieces, Extemporaneous Debates,  
 and Exercises in Criticism, during the year.

The study of the Modern Languages, shall be so arranged  
 as not materially to interfere with the College course.

The officers of instruction, will endeavor to make the  
 course of study as *thorough* as possible; and in no case will  
 a Scholar be allowed to pass, to an advanced standing, till  
 he shall have sustained all the previous examinations, to the  
 satisfaction of the Faculty.

Full Courses of Lectures are delivered to the classes, on  
 Chemistry, Mineralogy and Geology, and on Natural Philo-  
 sophy and Astronomy.

The State Cabinet of Minerals, collected by the Geolo-  
 gist of Maryland, is deposited in the College, and may be  
 used, together with the College Cabinet, which of itself is  
 quite respectable, in illustrating the Lectures on Mineralogy  
 and Geology.

## EXPENSES.

The College Bills are payable quarterly, in advance, as  
 follows, viz:

English Department,	\$24	per annum.
Preparatory Classes,	40	do. do.
Freshman and Sophomore Classes,	40	do. do.
Senior and Junior Classes,	50	do. do.

The above Bills include all *extras*.

No Commons are established; but board may be had in  
 private families, for \$120 per annum.

Parents and Guardians are requested to place all monies  
 intended for the use of the students, in the hands of one of  
 the Professors, who will exercise a parental discretion, in  
 their disbursement; and the following Law of the State,  
 passed December session, 1834, is published for the infor-  
 mation of all persons concerned.

Section 1. *Be it enacted by the General Assembly of Ma-  
 ryland*, That no person or persons shall give credit to any  
 Student of St. John's College, being a minor, without the  
 consent, in writing, of his Parent or Guardian, or of such  
 Officer or Officers of the College, as may be authorised by  
 the government thereof, to act in such cases, except for  
 washing or medical aid.

Sec. 2. *And be it enacted*, That if any person or persons  
 shall give credit to any minor as aforesaid, contrary to the  
 provisions of this act, he or they shall forfeit and pay to  
 the Treasurer of the Western Shore of this State, a sum  
 not less than twenty, nor more than three hundred dollars,  
 according to the nature of the offence, and at the discretion  
 of the Court of Anne Arundel County, which may be  
 recovered in any proper action, before said Court.

Sec. 3. *And be it enacted*, That it shall be the duty of  
 the Attorney General of this State, or his Deputy, on the  
 complaint of any of the Officers aforesaid, to prosecute for  
 all violations of this act.







