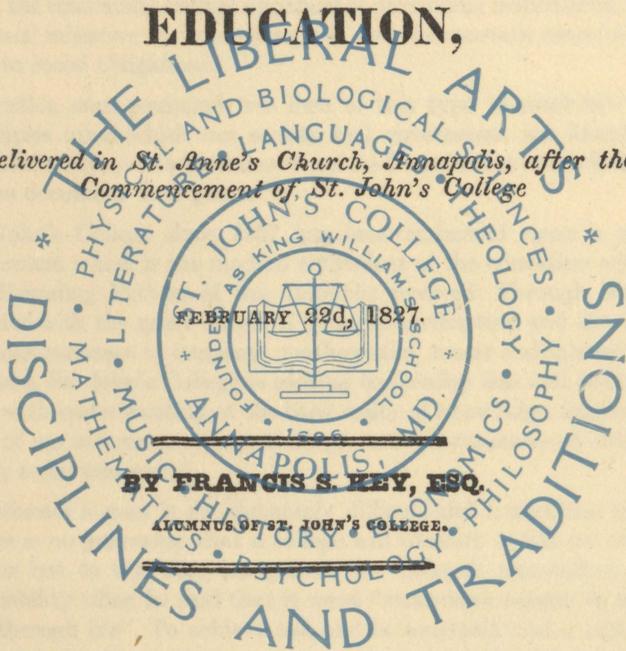


A DISCOURSE

ON

EDUCATION,

*Delivered in St. Anne's Church, Annapolis, after the
Commencement of St. John's College*



FEBRUARY 22d, 1827.

BY FRANCIS S. KEY, ESQ.

ALUMNUS OF ST. JOHN'S COLLEGE.

Published at the request of the Society of the Alumni, and the Faculty
of St. John's College.

OFFICE OF THE MARYLAND GAZETTE, ANNAPOLIS.

J. GREEN, PRINT.

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As St. John's College dedicates a new auditorium as a memorial to Francis Scott Key, patriot, attorney, and educator, it seems right to reprint his famous address of 1827. Key's concern for education is our concern for education: real security for a democracy originates in its liberally educated citizens. Men who can think rationally and imaginatively, who can write and speak clearly and effectively, and who can choose with wisdom are the best guarantee for a nation's future. They must supply the broad perception of executive leadership, the continuing critical appraisal of developing institutions, the personal initiative for bold enterprise, and the constant responsiveness to social obligations.

Education once equipped free men of this type to establish the principles upon which our society and government are founded. The Declaration of Independence and the Constitution of the United States document their genius.

St. John's College since 1937 has been embarked upon a new curriculum which is the modern equivalent of the education which the Founding Fathers of this Republic received. Through direct contact with the great minds of Western civilization and through rigorous exercises in language, mathematics, music and laboratory sciences, St. John's College is seeking to develop free and rational men with understanding of the basic unity of knowledge, appreciation of our common cultural heritage, and consciousness of obligations, social and moral.

To educate a man is an immensely difficult and frustrating task. There is no guarantee that a college will succeed. It has no other choice but to try. Key recognized the College's tremendous responsibility when he said that it must "make man master of himself through life". To achieve this end he proposed that a student be "made familiar with the sages and heroes of antiquity, to catch the inspiration of their genius and their virtue, and the great and the good of every age and of every land are to be made his associates, his instructors, his examples". This is what St. John's College seeks to do.

RICHARD D. WEIGLE
President, St. John's College

ST. JOHN'S COLLEGE.

Annapolis, Feb. 22, 1827.

At a meeting of the Alumni, the Faculty, and Visitors and Governors of St. John's College, held this day at St. Anne's Church, in this City, the following proceedings took place.

JOHN C. HERBERT, Esq. was appointed Chairman.

GEORGE SHAW, Secretary.

On motion, the following gentlemen, viz. A. C. Magruder, F. S. Key, and James Murray, Esquires, were appointed by the Chairman a committee, to prepare a Constitution for the organization of a Society of the Alumni of St. John's College. The meeting then adjourned, to convene at 7 o'clock this evening, at the City Hall.

FEBRUARY 22, 1827.—7 o'clock, P. M.

The meeting convened, according to adjournment. Mr. Magruder, from the committee, reported the following Constitution, which was unanimously adopted:

Constitution of the Alumni of St. John's College.

1st. This Society shall be composed of the Faculty, the Visitors and Governors, and the Alumni of St. John's College.

2d. The Officers of the Society shall be a President, two Vice-Presidents, and a Secretary, to be appointed by the Society at each annual meeting.

3d. There shall be a meeting of the Society annually, to take place in the City of Annapolis, on the second Monday in January, at which time one of the Alumni shall deliver an Oration. The Society shall appoint the person who is to deliver the same; and in case the person so appointed should be unable to attend the next meeting, the President is required to select another of the Alumni for the purpose.

4th. A committee to consist of nine of the Alumni, shall be appointed at each annual meeting, and whose especial duty it shall be to promote the interests of St. John's College.

5th. The Committee may make provision for the admission of Honorary Members.

The Meeting then proceeded to the choice of the Officers, agreeably to the second article of the Constitution,

when the following gentlemen were unanimously elected:
JOHN C. HERBERT, of Prince-George's county, President.

ROBERT H. GOLDSBOROUGH, of Talbot county, first Vice President.

RICHARD HARWOOD, of Thos. of Annapolis, second Vice President.

GEORGE SHAW, of Annapolis, Secretary.

The Society being organized by the appointment of its Officers, proceeded agreeably to the third article of the constitution, to the appointment of one of the Alumni, to deliver an Oration on the second Monday of January next, when John C. Herbert, Esq. was unanimously appointed to perform this duty.

The following gentlemen were then appointed a Committee, agreeably to the 4th article of the Constitution.

DR. DENNIS CLAUDE,
A. C. MAGRUDER,
JAMES BOYLE,
ALEXANDER RANDALL,
THOMAS S. ALEXANDER,
JAMES MURRAY,
JOHN N. WATKINS,
THOMAS H. CARROLL,
DR. JOHN RIDOUT

The following Resolution was adopted by the Society.

Resolved unanimously, That the thanks of this Association be presented to Francis S. Key, Esq. for the very able and eloquent Oration, delivered by him this day, to the Alumni of St. John's College, and that he be requested to furnish the Principal of St. John's College, with a copy thereof, for publication.

GEORGE SHAW, Secretary.

A DISCOURSE, &c.

THE Gentlemen who preside over the institution, whose interesting exercises we have witnessed, have wished to avail themselves of this occasion to lay its claims before the public, and to call upon their fellow-citizens to join them in the great object which they are labouring to promote.

In their behalf, and to fulfil this wish, I appear before you—feeling myself honoured by such a request, and bound to endeavour to obey it. For, however excusable I might have thought myself in declining the delivery of the usual address on such occasions, and leaving the claims of learning to other advocates more indebted for its advantages, and more able to display them, yet a call from this institution to appear in its behalf, and to plead its cause, was not to be resisted.

If gratitude for the richest of all earthly blessings, in the culture and discipline of my earliest and happiest years; if an ardent desire to see this venerable seat of learning restored to her former splendour, and dispensing these blessings to the rising generation of Maryland, the future ornaments and pillars of the state; if any degree of this gratitude, and this desire, could impart the ability to perform what they forbid me to decline, then should I appear before you with no other feelings than those of confidence and exultation—then should I be such an advocate as such a cause deserves—then could I even trust to the inspiration of the moment, and of the scene now before me. If I shall be found to have undertaken what I may not be enabled to execute, the impulse that has prompted my obedience will be my excuse.

It is my purpose to make a plain, and (if I can) a strong appeal to the understandings of my hearers; to set before them an object of great interest and high duty; and to enforce its obligations by every motive that should influence them as men and citizens.

We have the happiness of living under a free government, where, whatsoever the community wills, is to be done. That it may choose what it shall will, it must be informed; and the subjects that arise are therefore, on all fit occasions, to be proposed to the people that they may consider and determine them. We live also in an age of great improvement. A spirit of enquiry and enterprize is awakened—Hence subjects new to the public mind, or new views of subjects, will continually occur, as long as enterprize excites, or experience teaches.

I have before me an audience composed of citizens of Maryland, forming, in point of numbers, and perhaps also of influence, but a small proportion of the community to which they belong. I appear with no pretensions of my own to claim any consideration for what I may propose to them. But I appear in behalf of those who do deserve that any proposition, they may wish to have submitted to their fellow-citizens, should be respectfully considered; and above all the proposition itself deserves such consideration.

If my hearers were less considerable in point of numbers and influence than they are, yet, if they shall favourably receive what I may propose, and shall make it (as they will do if they so receive it,) their care to excite a common interest in behalf of a common object, the public mind will be informed, and the public will, will be pronounced in its favour.

I have therefore to invite your attention to a subject, which, if you will consider it, will speak for itself. It is, as you may suppose from the occasion, the subject of Education.

I mean to shew that the public mind should have higher views than the public voice has yet expressed upon this subject; that it is the duty of the state to do more, in this respect, for the happiness of its people, and its own honour and interest, than it has done. I mean to speak freely, as becomes him who speaks to freemen.

A government administered for the benefit of all, should provide all practicable means of happiness for all. It must also provide useful citizens competent to the discharge of the various services the public interests may require. Education confers happiness, and usefulness, and therefore demands attention. No maxim is more readily admitted than, that a wise and free government should provide for the education of its citizens; but the maxim seems not to be admitted to its just extent. A state affords to the poor or labouring class of its population the means of obtaining a common education, such an one as prepares them for the ordinary duties of their situation, and of which alone they can generally avail themselves, who can give but a small portion of their time, and none of their means, to such pursuits.

And it is too generally thought that this is enough—that the state has discharged its duty—and that what remains to be done, to fit men for higher degrees of happiness and usefulness, and to qualify them for a wider sphere of duty, may be left to itself. But it is not enough. More, far more

can be done, even for those for whose benefit what is done is intended, as I shall hereafter shew. And what is done for the other numerous and important classes of the community? And why are they to be neglected? In all political societies there will be men of different conditions and circumstances. They cannot be all limited by the same necessities, nor destined to the same employments. Nor is it desirable, nor, from the nature of things, possible that it should be so. If they could be reduced to the same level, they could not be kept to it. Idleness and vice would sink below it, honourable effort would rise above it.

There are, and ever will be, the poor and the rich, the men of labour and the men of leisure, and the state which neglects either, neglects a duty, and neglects it at its peril, for which ever it neglects will be not only useless but mischievous. They have equal claims to the means of happiness. They are capable of making equal returns of service to the public.

It is admitted that the neglect of one of these classes is unjust and impolitic. Why is it not so as to the other? If it is improper to leave the man of labour uneducated, deprived of the means of improvement he can receive and requires, is it not at least equally so, to leave the man of leisure, whose situation does not oblige him to labour, and who therefore will not labour, to rust in sloth, or to riot in dissipation? If there be any difference, it is more impolitic to neglect the latter, for he has more in his power either for good or for evil, will be more apt, from his greater temptations, to be depraved himself and the corrupter of others.

This neglect would be peculiarly unwise in a government like ours. Luxury is the vice most fatal to republics; and idleness, and want of education in the rich, promote it in its most disgusting forms. Nor let it be thought that we have no cause to guard against this evil. It is perhaps the most imminent of our perils.* While, therefore, I readily subscribe to the principle, which all admit, that it is essential, in a free government, that the whole population should be sufficiently instructed to understand their rights, and be qualified for their duties, and that for this purpose

*Whoever observes that we have resident among us four or five foreign ministers from the most luxurious courts of Europe, with costly establishments and large incomes—that we send our citizens to all these courts as resident ministers—Whoever notes the change of manners, thus introduced, will see that we have departed far from the republican simplicity of better days, and that it is time for our people, to consider whether either of these modes of importing foreign vices and luxuries be necessary.

such an education as their situation will enable them to receive, should be provided for all, yet I will not fear to maintain (what is not so generally admitted,) that it is just as essential to a wise and proper administration of such a government that there should be found among its citizens, men of more exalted attainments, who can give their whole youth, and their whole lives, to the highest pursuits of every department of useful science.

I might prove this by a general enquiry into the nature of the services which the various circumstances of a state require from its citizens, and the nature of the talents, and how they are acquired, that fit men for such duties. And I might adduce instances from the history of the world, of what has been accomplished by the labours of those who have been thus prepared for eminent usefulness. But I need not waste your time in proving what I may assume. The connection of science, with all the sources of a people's greatness and happiness, requires no other proof than the evidence of the senses.

What gives to agriculture her plains of smiling plenty? To commerce, her wide domain upon the mighty waters? To the arts, the very materials of their labour, as well as the skill to mould them? And what gives the power to defend, and the wisdom to govern the country they enrich? And has science accomplished all her conquests for man? Has she no further rewards for her votaries? Is she not now, in our own days, analyzing the earth for agriculture, and revealing the very elements of fertility? Has she not just given to the arts that safe and cheering light,* which descends into its deepest caverns, and makes its hidden treasures the prize, no longer of the fearful daring, but of the commanding wisdom of man? And is not her richest boon to commerce, the mightiest power with which she rules her dominions, the gift but of yesterday?

She has, and will have, as long as man is doomed to labour, rewards for his labour, blessings to fit him for the enjoyment and diffusion of happiness here, and to prepare for the brighter glory of a higher state to which she teaches him to aspire.

I may perhaps be told that it is not equally the duty of the state to provide these means of higher education, because it is not equally necessary; that the wealthier classes of the community have it in their power, without public assistance, to provide such means.

And can it be thought that this is popular doctrine? That the people are desirous that all, but the rich, shall be ex-

*Sir H. Davy's invention for lighting Mines.

cluded from the higher attainments of learning, and from all the power and advantage that such attainments bestow? If the rich can provide these means, and it is left only to them, the benefits will be confined to them. The state must interpose if provision is made for others. Surely the people at large will have intelligence enough to perceive that such interposition is manifestly in their favour.

But in truth it has seldom, perhaps never, been found, that the wealth and patronage of individuals, without public aid and encouragement, was sufficient for such a purpose. And if the state is concerned, (as it evidently is) in the object, why should it not be made its care to secure it?

I do not mean that such persons should have their children educated at the public expense, as should be the case with those whose necessities require it, but that they should be enabled to find within the state, an establishment founded by its bounty, and governed by its care, where their youth can be received and trained for the discharge of the duties required by their circumstances.

The views I am endeavouring to present are intended to shew that this great subject of public education has not been sufficiently attended to. There is wanting in Maryland, an institution worthy of her patronage, and adequate to the wants of her people, where the higher branches of literature and science should be cultivated. She has established her primary schools, and in this she has done wisely. She has thus provided, (though not sufficiently as I shall hereafter shew,) for one class, and an important class of her population. But she must not aspire to greater merit than that of having done part of a great duty. Till something is done for her other classes, and for a higher grade of education, her duty is unfulfilled. Till provision is made for a succession of competent teachers in the primary schools, the very foundation of her system is imperfect.

If the maxim I have referred to, be allowed to the extent I have stated it, if a government is bound to extend a just and equal care to all its citizens, and see that means of education, suited to the different circumstances of its people, are made accessible to all, I have only to ask how Maryland has discharged this obligation, when we know that her people have not these advantages; that hundreds of her youth are either excluded from the degree of improvement required by their condition in life, or obtain it by being sent to other states?

I might sufficiently prove her obligation to enlarge and complete her system of education, by the attempts she has

already made to provide something beyond the primary schools. She affords support, in most of the counties, to academies for teaching the rudiments of some of the learned languages, and some of the sciences. In this also she has done wisely. And not a reason can be given for the wisdom of this, that does not shew the obligation to do more, and that without doing more, much that has been done will be fruitless.

A boy of ten or twelve years of age, at one of the primary schools, or elsewhere, has acquired a plain English education. His parents are affluent, and have the means of enabling him to devote his youth to education, and are desirous he should do so. When he has passed through his English School, he must either go home, and spend his youth in idleness, or be removed to some higher institution, where he can improve what he has acquired, and engage in other studies. The county academy furnishes generally the means of accomplishing this. But in three or four years he has passed through this also; and though the ability and inclination of the parent may still continue, the state has afforded no means of doing more. He is educated.

I ask if it is admitted to be wise to afford the means of a higher education, and for continuing, under the exercise of discipline, a boy of twelve, who then leaves his first school? Does not wisdom equally demand that he should have the opportunity of learning more than he can have acquired at an ordinary academy? And is it not far more important that a youth of fifteen should be placed under the wholesome restraint of college discipline, and not turned loose upon the world, free from the inspection and controul of authority, to pass the most perilous period of his life? Parents cannot guard his morals, direct his judgment, restrain his passions, and guide his pursuits with the same advantages as a well conducted college. Or, if they could, they have other occupations inconsistent with such a superintendance. We all know the character of youth; we see it now, as painted by the Roman Poet, who in that instance was no satyrist.

*"Imberbis juvenis, tandem custode remoto,
Guadet equis, canibusque, et aprici gramine campi,
Cereus in vitium flecti, monitoribus asper,
Utilium tardus provisor, prodigus æris,
Snblimis, cupidusque, et amata relinqeure pernix."*

To permit so interesting a being, at such an eventful period of his existence, with all the attractions of a deceitful world around him, to throw off the yoke of obedience, and run the reckless course to which his own passions or the vices of others may allure him, is the deepest cruelty.

Restraint, judicious, gentle and persevering—employment, controlling the restless energies of an awakening mind and an excited imagination, are essential to his safety.

Nor is it only as a refuge from the dangers of youth that such an institution is to be regarded. It is to give strength and preparation for the whole life. It is then that habits, principles and tastes, that fix the colour of succeeding years, are to be formed. Then are the victories to be achieved over the temper and disposition, over the temptations from within, and from without, that make the man the master of himself through life. Patience in investigation, accuracy of research, perseverance in labour, resolution to conquer difficulty, zeal in the cause of learning and virtue, are then to be acquired. Then is science to display her charms, and literature her delights, and a refined and exalted taste to lure him, by higher gratifications, from the vain pleasures of the world. Then is he to be made familiar with the sages and heroes of antiquity, to catch the inspiration of their genius and their virtues, and the great and the good of every age and of every land are to be made his associates, his instructors, his examples. Need I say more to shew that institutions, capable of dispensing such means of happiness and safety to so large and interesting a portion of the community, deserve the patronage of a state?

But it is not only the safety and happiness of the individuals, thus benefited, that is to be considered. The welfare of nations, and the improvement of mankind, are promoted by such establishments.

It requires no argument to shew this—the man enlightened by learning, gifted with the high powers which education confers, strengthened by the habits which order and early discipline establish, enriched by collected stores from the wisdom and experience of ages, holds not these sacred trusts only for himself. His greatest enjoyment is to wield them for the glory and prosperity of that country which conferred such privileges upon him.

Will not a grateful sense of these benefits heighten the ardour of his patriotism, and will he not serve a country that cherished and adorned his youth with more devotion, as well as with far more ability? It may be that love of country springs from some undefinable and hidden instinct of our nature, wisely given to the heart of man, to fit him for the filial duties which he owes to the land of his birth. But, this impulse, however pure and high its origin, must submit to the common destiny of all human affections. It may glow with increasing ardour, elevate itself above all our desires, and

reign the ruling passion of the soul. And it may grow cold, languish and expire. A country, like a parent, should meet this instinctive feeling of her children with a corresponding affection; should call it forth to early and continual exercise, by early and continual blessings, by setting before them illustrious examples, and all the high rewards of virtue, and preparing them for all the enjoyments and duties of life. Such a country will not want patriots. But the land that does nothing to cherish or reward the natural affection of her sons, that associates with their early recollections no sense of benefits conferred, sets before them no ennobling incentives to honourable effort, and fits them neither to feel the love, nor to discharge the duties, of patriots, must look for them in vain. She may spread before them the fairest scenes of nature, but they are regarded with a sigh. And the name and the thought of their country awakens no emotions but those of shame and reproach.

It is reasonable, it is just, that it should be so. That a nation should be loved in proportion as it merits the love of its people.

And it is so. The history of the world tells us from what altars the highest and purest flames of patriotism have ascended. The slave of the despot, who leaves an ill-fated country, and wherever he may wander, finds a fairer heritage and a better home, knows nothing of the "maladie du pays." It is the free and hardy Swiss, who hears in distant lands the notes that charmed his ear upon his native mountains, and sickens, pines and dies, with love of country.

And is it nothing to a country thus to exalt itself in the estimation and affection of her sons? Is it unworthy of her care to form institutions for her youth, that shall knit their hearts by the strongest ties to the land of their birth and education? That shall animate them to the highest zeal, and fit them for her greatest exigencies? To what can a nation look for her strength, security and glory, but to a succession of patriots thus trained for her service? Wisdom to discern, firmness to pursue, eloquence and argument to support the measures necessary for her welfare, will all be theirs. Mental improvement, the attainments of learning, in some way or other acquired, are generally essential to the discharge of such duties, and the state that fosters not institutions to afford them, has no right to expect them.

Nor is it only to his own country that the man, thus fitted for his duties, dispenses blessings. They extend over the world, and descend to future generations.

Let not this be thought too wide a sphere of duty. Na-

tions and individuals are alike under obligations to uphold the general cause of humanity to contribute to the common stock of human happiness. The beneficent Creator who has placed us in this scene of probation, has made this both our duty and our interest.

Our country has already been made the instrument of signal blessings to many portions of the earth. In the science of government particularly, much of the improvement made, and now making in the condition of the world, is to be attributed to the free and enlightened discussion of its principles among us, and to the influence of our example. America has held forth the light of liberty to the world. To exalt still higher the lustre of her fame, to give perpetuity to our own institutions, and to dispense more widely the same blessings to others, let her now hold forth the torch of science. If it be true, as the oldest and greatest critic* has pronounced, and a great modern historian§ has acknowledged, that free governments are best adapted to the successful cultivation of literature and the arts, then is it more our duty and our interest to encourage such pursuits.

We have then before us every motive and encouragement that can excite the heart of man. Love to ourselves, to our children, to our country, to our fellow creatures, to God, the giver of all our mercies, who has cast our lot in a land of light and liberty, and who requires us to shew our sense of the blessings we receive, by the blessings we confer—these are the feelings which we are to cherish or to stifle; these are the obligations which we are to fulfil or to slight at our peril. However great that object must seem that connects itself with the improvement and welfare of a country and of the world, yet are there belonging to it still higher considerations. We profess to be a christian people. We have received a revelation, to which every thing within us and around us bears testimony of the high destiny of man, to which he is to be exalted when the ever changing scenes of this probationary state shall have passed away, and for which he is to be fitted, by the due cultivation and employment of the faculties conferred upon him here. Whatever improves these faculties, enlarges the understanding, and exalts the affections, tends to prepare man to receive this faith and qualifies him to adorn it—makes him a shining light in a world of darkness, enables him to endure the conflicts of a life of trial, to "rejoice in the hope set before him," and

*Longinus.

§Hume.

fits him to communicate the blessedness of that hope to others. This faith, in the triumphs it is visibly achieving before our eyes, over the moral and intellectual darkness of the world, disdains not the aid of human learning. It suffers the calm lights of philosophy and science to mingle with its purer and brighter rays, and shine upon the path of its conquests.

If then the institutions of literature have any tendency to promote such results, upon what principle can any people consent to remain destitute of their advantages? Who, among those who hear me, can be called upon in vain to aid in the effort that, I trust, is now to be made for the attainment of such an object?

And here I see before me those who are honoured with the confidence of the people of Maryland, who, I know, will not consider it presumptuous in me, or in the honourable gentlemen in whose name I speak, if I address myself particularly to them, upon a subject so interesting to those whom they represent.

Upon this subject I know it has been thought that Maryland has long since expressed her opinion. That she has not thought it a matter of public concern to provide these means of education for her youth, and has therefore withdrawn the support she once afforded to the only institution competent to afford them—thus leaving to private enterprise an object, to the success of which she was either indifferent, or supposed would, without her care, be sufficiently attended to.

I undertake, however, to deny that there has been any fair expression of the sense of the people of Maryland upon the subject. At the unfortunate period to which I refer, when the brightest ornament of the state was cast away from her protection, it was not the voice of the people, but the strife of party, by which it fell. It is not censorious to say of the opposing politicians who then divided and distracted the state, that in their struggles for pre-eminence, each class considered its own ascendancy as the greatest concern of the state. In their eager search for pretexts to catch the popular ear, the College was thought of. As the people at large seldom saw it or heard of it, and a great proportion of them, from their situation, felt no immediate interest in its continuance, it was thought the saving of the funds could be called economy, and that the many, who were to be flattered, would be pleased with the destruction of what appeared to be only for the benefit of the few. Had a fair appeal been made by either side to the intelligence and patriotism of the people, and their own great interest in the institution been set before them, there is no

reason to doubt but that the sound policy which had originally appropriated these funds to such a purpose, and of which no complaint had been made, would have been sustained. But no such appeal was made. Each party caught at the advantage to be gained by the apparent popularity of the measure, and the real interests and honour of the state were sacrificed by each.

These days have passed away—and their delusions with them. To suppose that the people of Maryland would now, upon a full and impartial consideration of this great subject, with all the lights which experience has thrown upon it, and the view which they must now take of their peculiar political relations, refuse to afford support to such an institution, would be to impute to them a degree of ignorance and prejudice, of which I trust and believe they are undeserving. If there were once doubts upon this subject, there can be none now. We have lived to witness the operation of the political institutions founded by our fathers. Events of the greatest interest have occurred, questions of the utmost moment have arisen, and principles vitally affecting us have been discussed and settled, and others are continually recurring. In all these events and questions and discussions, the people of the United States have been made to see and feel the force of talent, the power of mind, and sometimes also to see and feel the want of them. Talent and mental power, if not always conferred, yet are always increased by education; and that private enterprise is not to be relied on to provide for their development and improvement, experience has proved. Therefore in almost all the states, particularly in such of them as have been most interested in these occurrences, public attention has been drawn to this subject, and wisely determining to call forth all the strength of their people, the public patronage has been given to the institutions of education.

Maryland is a member of the American confederacy, united with the other independent states in one general government. It is her concern that her own political course should be directed by wisdom, and for this she must necessarily look to her own citizens. It is also and equally her concern that the general government should be wisely administered, and with a just regard to her own peculiar interests. She must furnish her quota of talent there. Her duty to the union requires this, her own preservation demands it. It is not enough for her that there should be found there, wisdom and talent and patriotism; but she must see to it that Maryland wisdom and talent and patriotism are found there. There is a great common inte-

rest among these states, a bond of union, strong enough, we all hope, to endure the occasional conflicts of subordinate local interests. But there are and ever will be these interests, and they will necessarily produce collision and competition. Hence will continually arise questions of great national concern, and more or less, according to their respective interests, of vital importance to the states. These are all to be considered, discussed and settled. That they may be settled with justice to herself, Maryland must meet this competition with all her strength. It is not in the number of her delegation that she is to trust. She may send one man who may be in himself a host. It is essential to her that her interest should be seen and felt, and that those who see and feel it, should maintain it with all the power that talent and patriotism can wield. It is essential to her, and to every member of the union, that the agitations excited by these collisions should be kept from endangering the foundations upon which the fabric of our free institutions has been reared—that men of the highest powers and the purest principles should rule the deliberations of our national councils on these occasions of difficulty and danger, and preserve, through every storm that may assail it, the union, the ark of our safety.

It is no reproach to the wisdom of those who framed our constitution that they have left it exposed to danger from the separate interests and powers of the states. It was not to be avoided but by incurring far greater dangers. Nor is our situation in that respect without its advantages. These local interests are powerful excitements to the states to prepare and enrich their public men with the highest possible endowments. Their own immediate interest would afford a more constant and powerful stimulus to do this, than one more remote and felt only in common, which too often leaves its share of duty to others. But for this, a general degeneracy in talent and principle might prevail, and the great concerns of a growing nation sink into hands unfitted to sustain them.

If Providence shall preserve us from these dangers, and give perpetuity to our institutions, Maryland will continue to see an increasing necessity (if she would avail herself of a just share of the benefits they are designed to confer) for calling forth and cultivating all her resources. And if this hope fails us, if the union is dissolved, in the distractions and dangers that will follow, she will, if possible, still more require the highest aid that the wisdom of her sons can afford, to guide her through that night of darkness.

Time will not permit me to illustrate, as I would wish to do, what I have endeavoured to say of the peculiar politi-

cal relations of the states, by exhibiting even a brief view of the various questions that have arisen, and of the principles that are yet to be settled between them. I will mention but one—one, which perhaps now occupies and divides the public mind more than any other. I mean internal improvement. It is yet unsettled whether this great concern is within the powers of the general government, or is to devolve exclusively on the states. The interest of Maryland in the determination of this question is obvious; and if legislation upon this subject shall be assumed by congress, it is evident that new and continual competitions of great and increasing interest must arise among the states. In these how is Maryland to hope for success but from the ability of her representatives there? Whatever may be her natural and commercial advantages, it would be madness to trust to them alone to plead for her.

If it shall be decided that the states alone are to have this subject within their direction, it becomes no less imperiously the duty of Maryland to call and qualify for that direction, all the talent it requires.

I need not seek to awaken Maryland upon this subject. She is already regarding it with anxiety. But is there not an object for internal improvement, which, if overlooked, will render her anxiety unavailing? And does it not demand her first and greatest care?

I mean not rivers, roads, canals, nor all the facilities of commerce—but that which is above them all—which commands them all—at whose bidding the mountain opens to its base, and the waters of the cataract are still. I mean the mass of mind, the native talent of her population. And what is this without improvement? Inert and dead as the rocks and mountains upon which it would labour; wild and wasteful as the torrents it would controul—a chaos of confusion, till called into life and form and vigour, by the light of science; and then, able to reduce into subjection all the elements of nature. This is the power which has placed a sister state foremost among the competitors for internal improvement; that has achieved for her the work to which she justly looks for the continuance of her pre-eminence. It is not to the instruments of labour, with which the work has been accomplished, nor to the hands that wielded them, that the people of that state are to ascribe the success of their efforts. These instruments might have been wielded forever in vain, even by their whole population. A far higher power must be called to these labours. The man of science must go before, and shew blind strength where he is to

strike. And by the side of this man of science, or before him, must go the man of another and a higher science. The patriot and statesman, who makes all the powers of nature, and the resources of art, tributary to his country's greatness—who works upon the noblest of all materials—the mind of man—and achieves higher conquests than he who overcomes the obstacles of nature. For he has mountains of prejudice to remove, floods of passion to controul, mightier than those of nature. He is not only to form his own designs, but he is to be ever prepared, to convince, to refute, to persuade, and to turn the judgments and affections of others into the channel of his own conceptions. This is the power which has given to New York the work to which she owes her ascendancy. And none can doubt to whom the monument should be erected that is to perpetuate the memory of the founder of her greatness.

If then the accomplishment of such an object is to be attributed not to matter, but to mind—and if the cultivation of the mind is essential to its successful operations, where is the wisdom of neglecting this, and attending to far inferior subjects of improvement? Shall Maryland apply her resources to roads and rivers, and make no effort to obtain the science that is to form them into the veins and sinews of her strength? Shall she give millions for canals, and nothing for the makers of canals?

That her institutions of education are insufficient for the proper instruction of her youth, cannot be denied. Shall I be told that this is well? That Maryland may save her own revenues, and avail herself of the expenditures of other states? To this I answer, that it is neither to the honour nor interest of the state that it should be so.* But if there be wisdom in such a policy, may not the other states be expected to adopt it, and thus the means of instruction be attainable no where? And can it be either honourable or safe to depend on the men of science of other states, even if we were sure they could be obtained there, when those very states may be our rivals in the objects for which we would engage them? We must therefore determine, either to rest contented in a perpetual and degrading inferiority, or depend, for the necessary means of success, only on ourselves.

*If only 100 of her youth are sent to other institutions, (and the number is believed to be greater,) the amount annually expended by them would exceed \$20,000, which, if applied to an institution of our own, would be adequate to the instruction of a much larger number.

There has never been but one objection urged against the establishment of a college, that has the least appearance of plausibility. It may be proper to consider it. It is said to be partial in its benefits, that its advantages are confined to its immediate neighbourhood, and to the wealthy of other portions of the state. If this were admitted, it might be asked if the same objection does not apply to every other institution? Locate your courts of justice, legislatures, academies, where you will, and some portions of the community will be more benefited by them than others. Again, place a college where you will, multiply them to any extent, and it will be only those who have some wealth and leisure that can enjoy their advantages. And shall nothing be done for the benefit of the community, because some portion of it may not be equally partakers of the benefit? It concerns the state that both poor and rich should be educated, as far as their means and situation will permit; but because it is impossible to give a high degree of education to the poor, shall it therefore be denied to the rich? But the supposition need not be admitted. It does confer great though not equal benefits, upon every class of society. Indirectly, by the general improvement of the state, (if such as I have endeavoured to shew are its effects) its benefits to all are obvious. But such an establishment may be so conducted as to present great and direct advantages to all. It may be made, and should be made, a part of a general system of education, adapted to the wants and situation of the whole population. A connection may subsist between such an institution, and the academies and primary schools, equally important to all. The want of competent teachers for these academies, and the common schools in the state, has been long felt. And when the primary schools, about to be put in operation, call for their teachers, it will be found far easier to pass a law for schools, and to build school houses, than to procure teachers. The population of our own state, though the most proper on many accounts to resort to, is wholly insufficient to supply the present demand. Nor will it be found that they can be obtained from other states, without the temptation of exorbitant salaries, nor perhaps even then; for the same want is felt every where. Even in Massachusetts, where education has always been a most favourite object, the deficiency of teachers has been so great a subject of complaint, that they are now about to establish an institution for the purpose of preparing young men for such employments.

Maryland may establish a college which besides its other advantages, may supply this defect. What is to prevent the state's educating, at its college, a sufficient number of the poor of each county, under engagements that they shall teach in the primary schools and academies until they shall thus have repaid the expense of their education? A system like this, it is obvious, would, in a few years, ensure to those schools and academies, an adequate supply of teachers, from among our own people, qualified for the important trusts committed to them. Such a system would call forth, and cultivate, and apply to the most useful purposes, all the talent of the state, and diffuse its blessings among all classes of her population. Such a system would be as little partial in its benefits as any that could be devised. It would afford the only means of giving a competent education to all the poor, and of calling many of them to a still higher degree of instruction, which in no other way it would be possible for them to attain.

Let it also be remembered, that every well taught citizen, whatever may be his condition, to whatever station in life he may belong, is, generally speaking, an advantage to the public. Therefore, although but a small number, in proportion to the whole population, may be qualified for higher usefulness by the acquisitions of learning, yet among them may be found some whom the state may proudly reckon as her greatest ornaments—to whom she may be indebted even for her preservation. The Roman historian, who records the effect produced upon the Roman senate by the prudence and eloquence of Cato, upon an occasion of imminent peril to the republic, shews how powerfully he was impressed by the consideration of what the efforts of one man might accomplish, for the welfare of a nation. He is led, by the instance before him, to look back upon the past dangers, difficulties, and deliverances of his country, and he remarks of the "præclara facinora," that adorned her history, that their success and glory are to be attributed to the exalted excellence of a few citizens "paucorum civium eximia virtus."

We too may look back upon the short but eventful history of our country, and see a few names standing highly eminent above their associates. Men who first received in their own exalted minds the great conception, whose impulse they communicated to others—who led the way in the career of glory, and will ever be remembered as the fathers of the republic. In this great enterprize, requiring every faculty that nature could give, or art improve, or

high principles excite, who can say they would have attained—who can say they would have attempted success, if destitute of that intellectual and moral power which impelled and fitted them to the crisis?

Take the opinion of one who stood conspicuous among them—the author of the declaration of that independence which he had aided in accomplishing, who had employed a long life and a great mind in observing the springs of human conduct, and the policy of states, has left a memorable proof of the value at which he estimated literary institutions. His last and most zealous labours were devoted to the accomplishment of this object for his native state; and he regarded it as the greatest work he had been permitted to effect, expressing his desire, in preference to every other memorial of a life of public service, to be remembered "as the founder of the University of Virginia."

Take also the opinion of another, who stood pre-eminent above them all—who will ever hold the first place in the hearts of his countrymen, and in the admiration of the world—Read it in his farewell address, and in the generous appropriation of his private funds, to secure this safe-guard to the liberties of his rescued country.

Take further the opinion of your own men—the patriots and statesmen of Maryland, who in '82, and again in '84, directed their earliest and most earnest efforts to the establishment of literary institutions under the patronage of the state, and declared that they considered them "as the surest basis of the stability and glory of a free republic."*

Will it be pretended that men like these were ignorant of the qualifications necessary to form useful citizens, or of the means of acquiring them, or that they overlooked the consideration that such means could not be afforded to all?

Admitting, therefore, to the objection I have been considering, all it demands—that but few comparatively can receive the advantages that the establishment of a literary institution affords—it is still a sufficient answer, that those few may be looked to with confidence, to make full returns to the state for her care and patronage. Every eminent and gifted man, who may be thus prepared for usefulness, becomes the property of the state, will be of more value, and will be more valued, than all the wealth that a parsimonious policy could heap together in her treasury.

*See in Appendix page i.

May I not call then upon the legislators of Maryland, who are to provide for her present welfare, and her future glory, to consider whether it should not be their first and greatest care to secure for her service, successive generations of enlightened patriots? Whether it be wise to confine the progress of improvement to the mere surface of her earth, and shut out its light and vivifying influence from the bosoms of her children? May I not call upon them to make perfect and effectual the system of instruction they have commenced, to apply in this age of improvement, the spirit of improvement to its greatest and noblest objects, and to lay the deep and broad foundations of their country's greatness, in the religious, moral, and intellectual culture of her people.

As I believe that a just consideration of this subject now, or a further experience of the danger of neglecting it, will bring us to resolve that the state shall no longer remain destitute of an institution for qualifying her citizens for her service, permit me, before I conclude, to endeavour to shew that the establishment should be here. I have already said that the state should not only furnish the necessary funds for its support, but also that care and superintendance, which are equally necessary for its success. The public should be made to understand and see and feel its interest in the object, to take a pride in its annual displays of cultivated talent, and to encourage, by the incitement of its presence and approbation, youthful ardour to its highest efforts.

Where else can the interest, inspection and patronage of the state be adequately called forth, and advantageously exercised, but at the seat of government? Where else can it be situated to be made conspicuous throughout the state, where its progress can be made the subject of general observation, the public care directed to its improvement, and right views of its importance and usefulness diffused among the citizens? These attentions will be essential during the years of its infancy; and when its fruits shall appear and be distributed among the counties, when they are seen in the various departments of honourable employment, and felt in imparting new vigour to the enterprize and character of the state, it will win its way, by the benefits it bestows, to the favour it demands.

Where else, I may also ask, can the influence and excitements so important to impel the youthful mind to the arduous prosecution of its labours, be so effectually afforded as here? where the highest talents of the state are col-

lected before them, and called to their highest exercise—where measures of the deepest interest to the state and general governments are discussed and decided, and the exalted feelings and duties of patriotism are mingled with their earliest conceptions—where they are perpetually reminded, by what they see and hear, of their obligations, as men and citizens of a free and happy country, and encouraged to perseverance by the examples placed before them of what diligence may accomplish.

I will further say, that it should be here—because it was here. Justice demands its restitution.

Thirty years ago I stood within that hall, with the associates of my early joys and labours, and bade farewell to them, to our revered instructors, to the scenes of our youthful happiness, and received the parting benediction of that beloved and venerated man* who ruled the institution he had reared, and adorned, not more by the force of authority than of affection. In a few short years I returned; and the companions and the guides of my youth were gone—and the glory of the temple of science, which the wisdom and piety of our fathers had founded, was departed. I saw in its place a dreary ruin. I wandered over its beautiful and silent green, no longer sacred to the meditations of the enraptured student, nor vocal with the joyous shout of youthful merriment. I sat upon the mouldering steps of that lonely portico; and beneath the shadow of that ancient tree, that seemed like me to lament its lost companions—and the dreams of other days came over me—and I mourned over the madness that had worked this desolation.

If I have ever felt the impulse to mingle in the councils of my country, it was in these scenes and at these moments, when filial affection to my alma mater, and love to my native state, united to impel me to redress the wrongs of the one, and efface the foulest blot upon the name of the other.

Though compelled to leave these duties to other sons, and to become an alien to my state, my heart has been ever steadfast in its allegiance—and the request, with which I have been honoured to appear on this occasion, revived recollections and desires I could make no effort to resist.

Let it be shewn then to the people, and legislature of Maryland, that if the high and warm feelings of patriotism cannot be roused to give to the state an institution essential

*Dr. John M'Dowell.

to her honour and her safety, the colder but sterner principle of justice may be appealed to, and must yield it.

Let it be shewn that the state was not the sole founder of the College—that individuals made liberal donations to its funds, upon the plighted faith of the state, that they should be made available by a public appropriation, adequate to its support.

Though its friends and patrons have long mourned over its declension, though deprived of the public patronage, it was left to languish and almost to die, and the pathetic exclamation of "Troja fuit" was the language of her sons. Yet are we now presented with brighter views. We owe our thanks for this to those whose zeal and ardour have excited them to renewed efforts in her behalf; who with limited means, and against many difficulties, have exhibited before us on this occasion the interesting and gratifying fruits of their labours.

But little, compared with the greatness of the object, is required to be done, to give to the state what it once had here, a literary institution, equal in usefulness to any other in our country.

I may have spoken in vain to the legislators and the citizens of Maryland. Public opinion may be slower in its discernments and operations, than one as inexperienced as I am on such subjects, may have supposed. But I have the consolation of knowing that experience, if a slow, is a sure teacher; and that it cannot be long before Maryland will be made to feel her need of men of high attainments in political and natural science, gifted with the powers necessary to successful service, and to see that the only way to secure them, is to rear them herself. I have also the consolation of knowing, (and I cannot express the gratification with which I feel it,) that I have not spoken in vain—that I could not speak in vain, upon such a subject, to some who are my hearers—who required no speaker to awaken in their bosoms emotions that no language could excite; to whom it is excitement enough that they are here—in the midst of scenes that call around them the recollections of the days that are past, when the morning of life, and the light of intellectual improvement, and the warm associations of early friendship, gave all their brightness to the joys and the visions of youth. To whom it is still more exciting that they are here together, assembled as brethren, bound by the same ties of love, and veneration to their common mother, to do her honour, and (may I not say) to do her service.

*See Appendix.

For shall we separate from these scenes and extinguish these feelings? May I not call upon the Alumni of St. John's, and those whom we have this day welcomed to a participation in her honours, to stand forth and pledge themselves to her cause? To make an appeal in her behalf to the patriotism and justice of their fellow-citizens—to make it till it is heard throughout the bounds of the state—to make it till it is successful?

Let not this filial duty be delayed. Death has already thinned your ranks. Your eldest brethren* have run their brief but honourable course, and are no more. He, too, who had caught within that hall the bold spirit of the ancient eloquence from its mightiest master; who, if he had been spared to stand before you this day, would have roused you from your seats, and called you to join your hearts and hands in a sacred covenant to restore its honours to St. John's, and to swear to its fulfilment by the memory of the dead, the hopes of the living, and the glory of unborn generations—He, † alas! is a light shining no more upon the earth.

He, also, who excelled in all the attainments of mind, and charmed with all the attractions of virtue; who could descend at will from the highest soaring in the regions of fancy, and be found foremost in the steepest ascents of the paths of science; he who had here caught

"The glow,
"The warmth divine that Poets know."

And whose lyre, upon a theme that touched these scenes of his inspiration, would have poured forth its most impassioned strains, and compelled the hearts that eloquence could not subdue, to bow to the magic of its song. He, too, the ornament of St. John's, and the leader of her tenth legion, § has had our tears, and sleeps not in an honoured grave, but beneath the wave of the ocean.

Nor can he ‖ be forgotten, the last but not least lamented of our departed brethren, who would have been among the foremost to offer the feelings of a warm heart, and the powers of a gifted mind, to the labours to which I have invit-

*Alexander—Carr—Lomax.

†John Hanson Thomas, of Frederick. The allusion is to a passage in his oration at the commencement in which his class graduated, exhibiting a most happy imitation of the celebrated oath of Demosthenes. The Virginia University is now indebted to that class for her Professor of Law, and Chairman of her Faculty.

§John Shaw, M. D. of Annapolis, whose class used to be thus designated by the classic Vice President of the College.

‖Henry M. Murray of Annapolis.

ed you. Who had already done so, and stands enrolled in the records of the college, among those who repaid, by their counsels at her board, the honours she had bestowed. Whose zeal and ability would have performed more than his share of the duty, while his unassuming and generous nature would have refused any portion of the praise.

The awful providence which removed him, in the midst of life and usefulness, from the profession he adorned, the society he blessed, and the friends he delighted, has called upon our College to mourn the double loss of an honoured son, and a devoted patron. But it becomes us not to murmur under this mysterious dispensation—rather to be thankful that it has left, to console and animate us, a cherished memory and a high example.

You have lost the assistance of associates like these. And we who survive, are soon to follow them. But let the thought of your diminished strength, and the remembrance of what you have lost, urge you—not to despair, but to effort. Remember the truth declared and attested by history, that the accomplishment of great events depends often, if not always, on the ardour and energy of a few. And when Maryland shall receive from the institution, your labours shall have revived, her able and well trained advocates, the promoters of her future greatness; when, by the aid thus afforded, she shall attain her just rank in the American Union, and the full measure of her prosperity, then shall it be said of her “*præclara facinora,*” as of those of Rome, “*paucorum civium eximiam virtutem cuncta patravisse.*”

APPENDIX

Preamble to an act passed April session 1822, chap. 8.

“WHEREAS institutions for the liberal education of youth in the principles of virtue, knowledge, and useful literature, are of the highest benefit to society, in order 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 such institutions of learning have accordingly merited and received the attention and encouragement of the wisest and best regulated states: And whereas former legislatures of this state have, according to their best abilities, laid a considerable foundation in this good work, in sundry laws for the establishment and encouragement of county schools, for the study of Latin, Greek, Writing, and the like, intending, as their future circumstances might permit, to engraft or raise, on the foundation of said schools, more extensive seminaries of learning, by erecting one or more colleges, or places of universal study, not only in the learned languages, but in philosophy, divinity, law, physic, and other useful and ornamental arts and sciences: And whereas 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; and it having been represented to this general assembly, that it would probably tend most to the immediate advancement of literature in this state, if 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; which two colleges or seminaries, if thought most conducive to the advancement of learning, religion and good government, may afterwards, by common consent, when duly founded and endowed, be united under one supreme legislature and visitatorial jurisdiction, as distinct branches or members of the same state university, notwithstanding their distance of situation: And whereas Joseph Nicholson, James Anderson, John

Scot, William Boardly, and Peregrine Lethrbury, Esqrs. William Smith, Doctor of Divinity, and Benjamin Chambers, Esquire, the present visitors of Kent county school in the town of Chester, have represented to this general assembly, that the said school hath of late increased greatly, by an accession of students and scholars from various parts of the eastern shore of this state, and the neighbouring Delaware state, there being now about one hundred and forty students and scholars in the said school, and the number expected soon to increase to at least two hundred; and that the Latin and Greek languages, English, French, writing, merchants accounts, and the different branches of the mathematics, are taught in the same, under a sufficient number of able and approved masters; that sundry of the students are preparing and desirous to enter upon a course of philosophy, and must repair to some other state, at a very grievous and inconvenient expense, to finish their education, unless they, the said visitors, are enabled to enlarge the plan of the said school, by engrafting thereon a system of liberal education in the arts and sciences, and providing necessary books and apparatus, with an additional number of masters and professors; and the said visitors have further expressed their assurance, that if they were made capable in law of erecting the said school into a college or general seminary of learning for the eastern shore, or peninsula between the bays of Chesapeake and Delaware, (maintaining the original design of the said school as a foundation not to be violated) very considerable sums could be raised in a few years, within the said peninsula, by free and voluntary contributions, for the establishment and support of such seminary, and have accordingly prayed, that a law may be passed to enable them, the said visitors, to enlarge and improve the said school into a college, or place of universal learning, with the usual privileges: Now this general assembly, taking the said petition into their serious consideration, and being desirous to encourage and promote knowledge within this state, have agreed to enact."

Preamble, &c. to an act passed November session 1784, chap. 37.

"WHEREAS institutions for the liberal education of youth in the principles of virtue, knowledge, and useful literature, are of the highest benefit to society, in order to train up and perpetuate a succession of able and honest men for discharging the various offices and duties of life, both civil and religious, with usefulness and reputation, and such institutions of learning have accordingly been promoted and

encouraged by the wisest and best regulated states: And whereas it appears to this general assembly, that many public spirited individuals, from an earnest desire to promote the founding a college or seminary of learning on the western shore of this state, have subscribed and procured subscriptions to a considerable amount, and there is reason to believe that very large additions will be obtained to the same throughout the different counties of the said shore, if they were made capable in law to receive and apply the same towards founding and carrying on a college or general seminary of learning, with such salutary plan, and with such legislative assistance and direction as the general assembly might think fit; and this general assembly, highly approving those generous exertions of individuals, are desirous to embrace the present favourable occasion of peace and prosperity, for making lasting provision for the encouragement and advancement of all useful knowledge and literature through every part of this state."

"XIX. *And*, to provide a permanent fund for the further encouragement and establishment of the said college on the western shore, *Be it enacted*, That the sum of one thousand seven hundred and fifty pounds current money, be annually and for ever hereafter given and granted as a donation by the public, to the use of the said college on the western shore, to be applied by the visitors and governors of the said college to the payment of salaries to the principal, professors and tutors, of the said college.

"XX. *And*, as a certain and permanent fund to procure the said sum of one thousand seven hundred and fifty pounds current money annually, for the use aforesaid, *Be it enacted*, That the sum of twenty-five shillings current money, imposed by the act, entitled, An act concerning marriages, for every marriage licence, and hereafter to be received by the clerks of any of the counties of the western shore, and paid by them to the treasurer of the said shore, agreeably to the directions of the said act, shall remain in his hands, subject to the order of the visitors and governors of the said college, to be drawn according to the directions of this act.

"XXI. *And be it enacted*, That every fine, penalty or forfeiture, for any offence (except only for treason) at common law, or by any act of assembly now in force, or hereafter to be made, and hereafter imposed by the general court on the western shore, or by any county court of that shore, or any judge or justice of either court, and every recognizance taken by the general or any county court on

the western shore, or any judge or justice of either of the said courts, and hereafter forfeited in the said general court or county court, and collected or received, shall be paid to the treasurer of the western shore, and shall remain in his hands, subject to the orders of the visitors and governors of the said college, to be drawn according to the directions of this act.

“XXII. *And be it enacted*, That the regulations and provisions made in the act of assembly, entitled, An act for licensing and regulating ordinary keepers, passed at March session, seventeen hundred and eighty, (except such parts of the said act as relate to the retailing of liquors by merchants or store-keepers, or at horse races,) shall be and remain in full force for ever, as to the granting licences on the western shore (except in the city of Annapolis and the precincts thereof;) and the money hereafter collected for ordinary licences granted on the western shore, and paid to the treasurer of the said shore, shall remain in his hands, subject to the orders of the visitors and governors of the said college, to be drawn according to the directions of this act.”

Since the decision, in 4th Wheaton, 518, of Dartmouth College against Woodward, it cannot be questioned, but that the provisions in the charter above specified, operate as a contract, which no act of the legislature, without the consent of the college, can constitutionally revoke.

OUTLINE OF A COLLEGE.

The following sketch has been prepared in consequence of a suggestion to that effect from some gentlemen who feel interested in the subject, and who think it desirable that a view of the nature of the institution to be established, and of the manner of its government and support, should be presented for the consideration of the public.

I have made use of the best means in my power to enable me to do this, having consulted with some intelligent friends, and examined such of the most modern systems of public education, with some of the more ancient, to which I could have access. As I hope others, who have leisure, will feel disposed to consider this interesting subject, I would recommend them to refer to Rollin's Method, (4th vol.) and Jardine's Outlines of Philosophical Education.

GOVERNMENT.

I would recommend a modification of the present charter, so as to place the government of the college in the Governor of the state and two Visitors from each county.

The visitors in each county to be annually appointed by the Judges of the County Court, or by the Grand Jury.

These should form a body to appoint the Professors and Faculty, pass by-laws for their government, and determine the course of study.

The Faculty to consist of the President and Professors, and an Officer* to be annually elected by the Faculty and Students, called the Rector or Patron, to whom they are to resort as the guardian of their privileges, to whose recommendations, upon all their appeals to him, they are to submit, and whose consent should be necessary to every sentence of expulsion.

The most important duty of the Governor and Visitors would relate to the adoption of a proper course of study. By selecting two gentlemen of learning and experience in each county, who before they meet, can consider the subject, and then compare with each other the views they have respectively thought proper to present, the best opportunity will be afforded for digesting a perfect and satisfactory system.

*This idea is taken from an account of the University of Glasgow. It is perhaps also usual in the other Scotch Colleges. It is thought to have a good effect in promoting order and submission to authority. If conferred (as it is generally in Glasgow) upon the most distinguished men, they would consequently have considerable influence with the Students. He should deliver an annual address, as is usual there.

FUNDS.

The annual amount furnished by the state to St. John's College, by the act of 1784, was £1750.

If it is determined that there should be but one institution for the whole state, twice that amount might be given. As it is intended to propose to institute six fellowships for the most deserving among the graduates, (as will be explained hereafter,) estimated at \$300 each, and to maintain and educate* twenty boys gratuitously, which will cost about \$200 each, \$5,800 should be added on these accounts. Making, say \$9,300, to be applied annually by the state to the institution. As, however, it is proposed that these twenty boys should repay these expenses incurred for them, by their services as teachers afterwards, \$4000 of the above should be considered as loaned, not given.

But if the state made an annual donation of \$12,000 to such a purpose, it could not be considered unreasonably applied to so important an object. If it was found necessary to raise it by a direct tax, it cannot be supposed that the people would consider it a burden, when its objects and consequences were explained to them, and when they see most of the states doing so much more. If some indirect mode must be resorted to, I would suggest a small tax upon legacies. This would be paid without being felt, and collected without expense, a very trifling commission being deducted, and paid into the registry of the orphans court of each county, on the passing of the administrator's account.

A donation from the state will also be required at the establishment of the college, to compleat the library and philosophical apparatus.

COURSE OF STUDIES.

This being left, as before proposed, to the determination of the Governor and Visitors, the following is offered for their consideration:

The course to be completed in four years, one vacation of two months in each year, and another of two weeks, dividing the period of instruction into two terms of four months and three weeks each. The last two weeks of each term to be devoted to reviewing the studies of the term, and preparation for examination.

Public examinations of each class, during the two last days of each term, and exercises in public.

*These should be selected in the counties by the Visitors appointed by each county.

Studies of the first year, or Freshman Class.

1st Term. Latin. Greek. English Language,* and Literature. Readings and Recitations of English prose writers. Compositions in English. Arithmetic.

2d Term. Same as above, with the addition of Readings and Recitations of English Poets. Algebra. Mathematics begun, and attending a weekly lecture to be delivered by one of the fellows, or a student of the senior class, on Natural History.

To be admitted to this class the student should be able to read Ovid and Sallust, and to make Latin exercises with facility, with a thorough knowledge of the Grammar, and sufficient Prosody to read Hexameter verse. § In Greek, he should have passed carefully through Jacob's Reader, and be well acquainted with the grammar, (not meaning the whole of Buttman,) and be able to make Greek exercises.

He should write a plain hand, read correctly, and know the ordinary rules in Arithmetic.

The attention to English, during this year, I think important. The exercises required in that language will prepare the students for the translation and themes of the higher classes, which they will do more easily, and better, after acquiring a knowledge of their own language, and some practice in composition.

Reading and Reciting English is necessary to make them good readers, and is the only true foundation for properly teaching elocution. An hour a day, or every other day, should be thus employed.

Their teacher (who should be a man of taste, and a good reader,) should select passages, requiring all the varieties of manner and expression, from the best authors, which he should read to them, and make them read to him, till they could deliver them with proper effect. And as it would be necessary they should understand and feel what they read, (the true secret of reading well,) this exercise would improve their understandings, feelings and tastes.

The weekly lecture on Natural History, like the readings I have just mentioned, should be an intellectual treat to

*Abridgment of Tooke's Divisions of Purley, and a few extracts from Murray's large Grammar, and selections from Blair.

§If the candidate were deficient in this he should be made to acquire it, (as he could in a week,) before he joined the class.

the students; and it is important to make some of their studies agreeable.

It should be a sort of introduction to the science, and an allurements to prosecute it, by setting before them some of the most interesting researches that have been made into the subjects of which it treats. The preparation and delivery of these lectures would be a highly improving exercise to the senior class, to whom, or to the fellows occasionally, it should be altogether allotted.

SOPHOMORE CLASS.

1st Term. Latin. Greek. English composition, and Mathematics continued. Ancient History and Geography.

2d Term. Same—applying English compositions to translations from Latin and Greek, and themes on subjects proposed in the Lectures; with the addition of French, and lectures on Intellectual Philosophy.

During this year Latin and Greek are continued by reading the authors in the usual way. English compositions, in the last term, are applied to written translations from those languages. The lectures on Intellectual Philosophy should embrace a sufficient portion both of Logic and Metaphysics; I mean as they are both now improved. They should teach the student not only that the mind has the faculty of reasoning, and how it is to be exercised and improved, but should put it into exercise upon various subjects.

JUNIOR CLASS.

1st Term. Critical reading of select Latin Classics, with translations from Latin to English, and from English to Latin. Greek continued. Modern History and Geography. French and Mathematics continued.

2d Term—Same continued, with lectures on Belles Lettres, and Natural History.

Reading the Latin Classics is now made an exercise of criticism upon passages selected for that purpose, and the translations should be required to be more free and spirited. Greek is continued in the usual way.

SENIOR CLASS.

1st Term. Translations from select Latin Classics, and from English writers into Latin. Critical readings of Greek Classics. French and Mathematics continued. History and Geography reviewed. Study of German Language.* Natural Philosophy. Lectures on the Evidences of Christianity.

2d Term—Translations from Latin and Greek to English, and from English to Latin and Greek. Translations from French. Mathematics. Natural Philosophy and German concluded. Hebrew.† Original compositions in English, to be read in public. Lectures on the Evidences of Christianity concluded. Lectures on Political Economy.

The Greek is read in this year during the first term, only critically, in selected passages, as the Latin in the former year, and in the last term; instruction in both those languages is confined to written translations, which should be given out twice or thrice a week, these should be read in the class, and commented on by the Professor.

It will be observed, that I propose to continue instruction in Mathematics and the Classics throughout the course. I consider them the most important studies. The one improves the mind, and gives the ability to think better than any other study. The other, to give taste, and the power of expressing thought and feeling in the most effectual manner, is indispensable.

If the classics are omitted, or much neglected during the last year, (as is too common,) there is not only no improvement made, but what was learned is lost, and the student is taught the strange lesson of neglecting and forgetting, for the sake of other acquisitions, what he has already learned.

The above is proposed as a course for the under graduates. I have omitted Moral Philosophy, because the Latin and Greek, and the New Testament, which they will read, will furnish a better system of instruction, (in the hands of competent and pious teachers,) than could be afforded in a course of lectures. I have not made a Professorship of Logic, because a little of it will be given in the lectures of what I have termed "Intellectual Philosophy," and the art of reasoning will be better acquired by the mathematical studies, and the exercises in composition, than by any regular system of logic.

*This should be a voluntary study.

†Voluntary.

It is meant that the classes should be regularly examined upon every lecture they attend, and write themes upon the subjects discussed in them, and also that half (or if necessary the whole) of one day in each week, should be devoted to the review of that week's studies, preparatory to a weekly examination; and in the same manner a like review and examination at the close of each month, at which the Principal, and all the Professors, are to attend.

Such a course as is here specified would require the following Professors, in addition to the President:

Professor of Latin and Ancient History and Geography.

Professor of Greek and Hebrew.

Professor of Belles Lettres, English Literature, Modern History and Geography.

Professor of Mathematics.

Professor of Natural Philosophy and Natural History.

Professor of French and German.

The duties of the President should be those of a general superintendence and lecturing on the evidences of Christianity. He should also perform the daily religious exercises of the College, and preach to the students on Sundays in the hall, or appoint one of the professors to that duty. Students, whose parents desired it, could be allowed to attend any other place of worship.

PROFESSIONAL EDUCATION.

For the benefit of such of the graduates as might remain, and such other students as might attend, I would propose the following additional Professorships:

1st. Of the Science of Agriculture.

2d. Of Education.

3d. Of Eloquence.

4th. Of Law.

5th. Of Military and Civil Engineering and Military Tactics.

It will be necessary to explain what is meant by them.

There are branches of Mechanics, Chemistry, Natural Philosophy, and Natural History, whose connection with agriculture is obvious. A course of lectures for a year upon those sciences as thus connected, would afford the best preparation for agricultural life. They could be made so interesting and useful that very few educated young men, intending to devote themselves to that pursuit, would fail to attend them.

THE PROFESSOR OF EDUCATION.

That this is a science, and a very difficult one, will be admitted. Yet among the number engaged in it, very few have received any instruction. It is true there are some good works upon the subject, but there also bad ones. Nor is it certain that those who are so employed seek for information on the subject. Every teacher adopts his own system, and improves it only by his own experience.

This cannot be supposed right by any one who will consider its importance. The most learned man in sciences and languages may be utterly unable to excite a desire for learning in his pupils, to form their minds, dispositions, habits and tastes, and to impart his knowledge to them in a way best suited to their capacities. And all this is certainly his business as a teacher. To acquire this, he should have the benefit of consulting the wisdom and experience of others, and become informed of the many improvements that are continually making in this as in other pursuits.*

As it is contemplated to make teachers in the primary schools and academics, of the students who are to be gratuitously educated at the college from the different counties, it will be more necessary that a branch of instruction, so extensively useful, should not be neglected.

PROFESSOR OF ELOQUENCE

This professorship is recommended by Jardine,† and would certainly be highly useful, not only to the law students, but to many others. It should occupy one year, and should be so arranged that it could be attended to with the two former, and with the first year of the law lectures.

Of the remaining two nothing need be particularly said. The legal course should occupy two years, allowing the student to devote his third year to the more practical parts of his profession, in the office of a lawyer in business, and in attending the courts.

I have omitted two professions, Divinity and Medicine, not as being less important, but because they can be better attended to elsewhere. The latter, it is obvious, is already sufficiently provided for, at a place where eminent teachers can be more readily obtained; and greater facilities afforded for giving instruction. The former it is difficult if not impossible to combine with a general system of

*See extracts from Carter's Essays Page xiii †See Page xvi

education. Preference could not be given to any particular sect, and to allow, (as is done in the Virginia University, and some others) each denomination to establish a professorship of its own, would it may be feared, produce confusion and controversy. The religious part of the community seem sensible of this, and therefore no attempt has been made, by any denomination, to avail themselves of such a privilege.

These professorships, being intended for the graduates, and other students, need not considerably increase the expenses of the institution. If eminent men are appointed, they would, in several, if not in all of them, command classes that would make it unnecessary to give salaries; or at least they might be very moderate.

The professor of education would perhaps require a salary competent to his support; and from the nature of his services in qualifying teachers for all the institutions of learning in the state, it would be proper to afford it. This would be the more reasonable, as he would have the instruction of the graduates who were gratuitously educated for that purpose.

There remains one other subject of remark—the Fellowships. I have suggested six. These should be elected by the Faculty, from among the most meritorious graduates. I have estimated them at \$300 each, as that sum would afford a tolerable support to a single man, and at the same time excite them to exertions to add to their income by useful publications and improvements. They should have the benefit of the College Library, and rooms and apparatus, and devote themselves to such branches of science and literature as they might prefer. To prevent them from becoming sinecures for sloth or amusement, they should understand it to be expected of them, to produce some useful results from their studies, and at the end of each year, there should be a re-election, when all who had done nothing, nor given hopes of doing any thing, could be removed.

It would also be useful to adopt the idea of Lord Bacon in his *Nova Atlantis*, and send two of them every year to visit the other states and foreign countries, for their improvement, and to bring back with them the knowledge of such important inventions and works, as might be introduced into our country.

It is impossible to calculate the advantages that might result from the labours of a small body of learned men, thus devoting all their time to such pursuits. If the state had possessed such men thirty or forty years ago, the many

thousands of dollars thrown into the Potomac river, for the impracticable purpose of making it navigable by removing the obstructions in its channel, would have been saved. And this want of men of science is as much felt now, and the consequences may be the same to some of the many works now projected.

We are to send to England, or other parts of Europe, for such men. Besides the consideration that there is something a little degrading in this, is our success certain? Can our confidence be the same as if a man of our own was selected?

Such men, as we should wish to come for such a purpose, will not come, for they can get, and will prefer employment at home. That some will come, there is no doubt—and they will do, or undertake to do, whatever we chuse to pay them for.

The following Extracts are from the excellent Essays of Mr. Carter upon Popular Education.

“It will do but little good, for example, for the legislature of a state to make large appropriations directly for the support of schools, till a judicious expenditure of them can be ensured. And in order to this, we must have skilful teachers at hand. It will do but little good to class the children, till we have instructors properly prepared to take charge of the classes. It will do absolutely no good to constitute an independent tribunal to decide on the qualifications of the teachers, while they have not had the opportunities necessary for coming up to the proper standard. And it will do no good to overlook and report upon their success, when we know beforehand, that they have not the means of success. It would be beginning wrong, to build houses, and to tell your young and inexperienced instructors to teach this, or to teach that subject, however desirable a knowledge of such subjects might be, while it is obvious, they cannot know how, properly, to teach any subject. The science of teaching, for it must be made a science, is first, in the order of nature, to be inculcated. And it is to this point that the public attention must first be turned, to effect any essential improvement.

And here, let me remark upon a distinction in the qualifications of teachers, which has never been practically made; though it seems astonishing that it has so long escaped notice.

I allude to the distinction between the possession of knowledge, and the ability to communicate it to other minds. When we are looking for a teacher, we inquire how much he knows, not how much he can communicate; as if the latter qualification were of no consequence to us. Now it seems to me, that parents and children, to say the least, are as much interested in the latter qualification of their instructor as in the former.

Though a teacher cannot communicate more knowledge than he possesses; yet he may possess much, and still be able to impart but little. And the knowledge of Sir Isaac Newton could be of but trifling use to a school while it was locked up safely in the head of a country school-master. So far as the object of a school or of instruction, therefore, is the acquisition of knowledge, novel as the opinion may seem, it does appear to me, that both parents and pupils are even more interested, in the part of their teacher's knowledge, which they will be likely to get, than in the part which they certainly cannot get.

One great object in the education of teachers, which it is so desirable on every account to attain, is to establish an intelligible language of communication between the instructor and his pupil, and enable the former to open his head and his heart, and infuse into the other some of the thoughts and feelings which lie hid there.

Instructors and pupils do not understand each other. They do not speak the same language. They may use the same words; but this can hardly be called the same language, while they attach to them such very different meanings.

We must either, by some magic or supernatural power bring children at once to comprehend all our abstract and difficult terms; or our teachers must unlearn themselves and come down to the comprehensions of children. One of these alternatives is only difficult, while the other is impossible. The direct, careful preparation of instructors for the profession of teaching, must surmount this difficulty; and I doubt if there be any other way, in which it can be surmounted. When instructors understand their profession; that is, in a word, when they understand the philosophy of the infant mind, what powers are earliest developed, and what studies are best adapted to their development; then it will be time to lay out and subdivide their work into an energetic system of public instruction. Till this step towards a reform, which is preliminary to its very nature, be taken, every other measure must be adopted in

the dark, and, therefore, be liable to fail utterly of its intended result. Houses and funds and books, are all indeed important; but they are only the means of enabling the minds of the teachers to act upon the minds of the pupils. And they must, inevitably, fail of their happiest effects, till the minds of the teachers have been prepared to act upon those of their pupils to the greatest advantage.

“The philosophy of the infant mind must be understood by the instructor, before much progress can be made in the science of education; for a principal branch of the science consists in forming the mind. And the skill of the teacher in this department is chiefly to be seen in his judicious adaptation of means to the development of the intellectual faculties. Every book, therefore, which would aid in the analysis of the youthful mind, should be placed in the library of the proposed institution.

“The human heart, the philosophy of its passions and its affections, must be studied by those who expect to influence those passions and form those affections. This branch of the subject includes the government of children, especially in the earliest stages of their discipline. The success of the teacher here depends upon the good judgment with which he arranges and presents to his pupils the motives that will soonest move them, and most permanently influence their actions.

“The mistaken or wicked principles of parents and instructors, in this department of education, have no doubt perverted the dispositions, of many hopeful children. If successful experience has been recorded, it should be brought to the assistance of those who must otherwise act without experience.

“After the young candidate for an instructor therefore has acquired sufficient knowledge for directing those exercises, and teaching those branches which he wishes to profess, he must then begin his labours under the scrutinizing eyes of one who will note his mistakes of government, and faults of instruction, and correct them; the experienced and skilful professor of the science will observe how the mind of the young teacher acts upon that of the learner, he will see how far and how perfectly they understand each other, and which is at fault, if they do not understand each other at all. If the more inexperienced teacher should attempt to force upon the mind of a child an idea or a process of reasoning, for which it was not in a proper state, he would be checked at once, and told of his fault; and thus perhaps

the pupil would be spared a disgust for a particular study, or an aversion to all study. As our earliest experience would in this manner be under the direction of those wiser than ourselves, it would the more easily be classed under general principles for our direction afterwards. This part of the necessary course in an institution for the education of teachers might be much aided by lectures. Children exhibit such and such intellectual phenomena; the scientific professor of education can explain those phenomena and tell from what they arise. If they are favourable, he can direct how they are to be encouraged and turned to account in the developement and formation of the mind. If they are unfavourable, he can explain by what means they are to be overcome or corrected. Seeing intellectual results he can trace them, even through complicated circumstances, to their causes; or, knowing the causes and circumstances, he can predict the result that will follow them. Thus every days experience would be carefully examined, and made to limit or extend the comprehension of the general principles of the science. Is there any other process or method than this to arrive at a philosophical system of education? If any occurs to other minds it is to be hoped that the public may soon have the benefit of it."

Extract from Professor Jardine's Outlines of Philosophical Education, p. 509, on Professional Education.

"The third branch which I have proposed as an addition to the course of professional education, is *a class for the improvement of eloquence.*

"This proposal I am aware, may appear to many persons to be both less practicable and less useful, than either of the two former—and besides, as there are already in our universities professors of rhetoric, whose office it is to teach at least the principles of eloquence, an additional institution for a purpose so nearly similar may appear unnecessary. These remarks, however, do not apply to the object which I have in view. It is not the science of eloquence merely which I would have taught in our colleges; it is the art of speaking, founded on practice, and illustrated by example, which I regard as a valuable desideratum in our academical course. But before I can distinctly state the object of the class I am now proposing, there are two or three points which must be discussed and settled, in order to establish its practicability. In the first place, I should not despair

of being able to prove, that the seeds of eloquence are to be found scattered in every mind, in a greater or less degree; and also, that there is a certain attainable improvement in that art, to which every student may be successfully carried, by means of judicious training. It is not pretended, indeed, that even the best system of instruction, in this department, will render a man a Demosthenes or a Cicero; but it is maintained, at the same time, that much benefit may arise from cultivating the original powers of the mind, of the voice, and of the ear, whatever may be their limits; as well as from presenting an opportunity to young men, of ascertaining the extent of the gifts which they have received from nature, and of turning them to the best advantage. In this, as in all other branches of education, many individuals, it is true, will derive little profit from the labours of the teacher.

"Again, I have to observe, that considering the great importance of eloquence to public men, it is an object worthy of national attention to provide means for improving it, even though the greater number of students should fail to attain the qualifications of a finished orator. The advantages attending such a class would not, however, be confined to a few. The majority of the young men who should enter it, would infallibly gain improvement, as well from their own practice, as from the example of others; and if we estimate aright the high value of a distinct and effective mode of delivery, in the church, at the bar, and above all in the two houses of Parliament, we shall find that it is of more consequence to promote, even though in an inferior degree, the general culture of this talent, than to confer the highest oratorical accomplishments on a few individuals, whose abilities might naturally be fitted to receive them.

"I have to remark, too, in the third place, that the means, not less than the capacity of improvement, are in the hands of every one. It is not necessary that the student of eloquence should have recourse to the precepts of Aristotle, of Cicero, or of Quintilian, or that he should sedulously form himself on the models of a high antiquity. Nature, and the example of an able teacher, will point out the species of eloquence which he should endeavour to acquire; and a constant well regulated exercise will prove of more avail, for the accomplishment of his purpose, than the most painful study of all that has been written by Greeks and Romans, on the theory of declamation, and on the art of moving the passions. But I forbear at present entering into details relative to the plan of conducting this important

branch of professional education, having some intention of expressing my opinions, in regard to its object, and the practical methods by which alone this object can be attained, in a separate publication, on a kindred subject. If I shall be able to follow out my intentions respecting this third division, one object which I shall keep in view is, to give up the method of teaching eloquence, by explaining the abstract systems of rhetoric, as laid down in the works of Aristotle, Cicero, or Quintilian, which has been so long practiced, and with so little success; nor shall I satisfy myself by extracting brilliant passages or figures from celebrated orations, as has commonly been done. I propose to make a selection of such orations, ancient or modern, as will best suit my purpose, to make the whole and not detached parts of the oration, the subject of my criticism, to direct the minds of youth to the substance, spirit, intelligence, feeling and association, which it contains, from the beginning to the end; and if I shall be successful in this part of my work, it will not be difficult to conduct the other parts of it in such a manner, as to afford a specimen of teaching by example. This complete analysis leads to simple and rational rules of elocution and delivery, within the reach of every student to understand and to apply."

DEDICATION

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St. John's College
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