

February 23d, 1836.

At a meeting of the Alumni of St. John's College, held this day, the following resolution was unanimously adopted:

Resolved, That William Pinkney, John H. Culbreth, John G. Proud, Jr., Thomas H. Hagner, and George Grundy, be a Committee to present to the Hon. Robert H. Goldsborough the thanks of the Alumni of St. John's College, for the eloquent, interesting, and instructive Address, delivered before them at the recent Commencement of the College; and to request of him a copy for publication.

ANNAPOLIS, February 24, 1836.

DEAR SIR: We have the honour to transmit to you the enclosed Resolution, passed at a meeting of the Alumni, held in this City on the 23d instant. In discharging this duty, permit us to express the gratification it will afford us to receive for publication a copy of the interesting and appropriate Address delivered by you on the 22d of February last, in favour of the Institution, to which we are so much indebted, and on which we look with gratitude and affectionate interest.

With sentiments of sincere regard,

Your Obedient Servants,

WILLIAM PINKNEY,
JOHN H. CULBRETH,
JOHN G. PROUD, JR.
THOS. H. HAGNER,
GEORGE GRUNDY,

} Committee.

The Hon. ROBERT H. GOLDSBOROUGH.

TO WM. PINKNEY, J. H. CULBRETH, J. G. PROUD, JR., THOMAS H. HAGNER, and GEORGE GRUNDY, Esquires.

GENTLEMEN: I have had the honour this morning to receive your polite and courteous communication of the 24th, enveloping a resolution of the Alumni of St. John's College, expressing, in most gratifying terms, their approbation of my recent exertions in obedience to their commands—and requesting a copy of my Address for publication.

I yield to the request from a disposition to gratify my Brothers, "The Alumni," in any thing in my power—and as early as I can conveniently arrange it for publication, it shall be presented to you.

I beg you to present me with feelings of cordial respect and good will to "The Alumni," and accept, Gentlemen, my gratitude for your personal kindness and attention.

With sentiments of fraternal regard, believe me,

Very faithfully, yours,

ROB. H. GOLDSBOROUGH.

WASHINGTON, February 26, 1836.

ADDRESS.

My Brothers, the Alumni, and my most respected Audience:

As long as gratitude shall be regarded as a virtue—as long as the offices of filial affection shall be esteemed among men—so long it will be beautiful to behold the Alumni of this venerated Institution, assembling within her portals, to pay the just tribute of their devotion at her Altars.

It is a pious pilgrimage, my Brothers, which illustrates your feelings in the great cause of Science, and will stand in all time to come as evidence to prove, that, in your opinion, Education is one of the grand Pedestals on which the columns must rest that are to sustain the essential principles, and regulate the practice, of our well constructed, popular Representative Government. The other Pedestal (too important to be omitted) is that pure and substantial morality which flows from Revealed Religion. On these two rocks we found our hope and faith—and as the columns of knowledge and of virtue rise, we fancy that we already see the magnificent arch of promise springing from either capital, as the cheering prognostics of our country's future weal.

It is now almost forty years since the class to which I was attached, was sent forth from this Institution into the world, clothed in all its honours—and surely, since that time, she has passed through a great variety of fortune. About the year '89, in the past century, her Professors first began to assemble around her—and in '94, next after, her first honours were conferred upon her first Alumni. But no sooner had she begun to send forth her foster sons, than a foul and fatal plot was laid for her destruction. It was the working of bad ambition upon the untaught credulity of an unsuspecting people. The object was an ephemeral popularity, never worth a groat—the means were to perish the hopes of the newly founded Temple of

Science, whose beams would have cast around too much light for the machinations of her ruthless destroyers.— Thus we witnessed, for years, a contest between the votaries of Science, who desired to diffuse Learning and Knowledge among mankind—and the political electioneers of the day, whose ends were self, and whose instruments were whatever would bend, and could be made conducive to their purpose.

It was in this state of things that, now and then, one or two of her eldest offspring came in to her assistance—but her family was then too young, its members were too few to give her much aid—and they, who did go, had to resist all the allurements and influences that were exerted, to induce them to commit the atrocious act of matricide. Yes, the humble man before you, when first entrusted with the high responsibility of a popular Delegate in 1804—5, was called to decide upon the question of the life or death of his venerated Alma Mater—and he too was invited to receive the gleaming faulchion from their hands, and to plunge it into that bosom on which he had been nurtured with so much tenderness and care, and from whence he had imbibed the elements of every thing that had caused him to be looked upon in life. But he could not do it—could not, did I say? He dare not do it—he dare not prove false to his “soul’s and mind’s integrity”—he could not stand in the face of Heaven and of man, and perpetrate an act, that would have marked him as an ingrate, and pointed him out as one who desired to dry up and deny to others that fountain of pleasant waters, at which he had himself been refreshed. No, I desire to thank God that he could not—but that he stood out with others, undismayed, and successful in her defence. That was her last rescue—at the renewed onset in the following year, the Temple fell—he did not witness that fall.

The dreariness of a Gothic night ensued—but the Visitors and Governors of St. John’s, always faithful and untiring in their duty, never lost sight of her resuscitation; and in the progress of years, as better opinions and more enlightened councils prevailed, St. John’s arose again, revived and restored by a sense of justice, stimulated by re-

morse and a sense of duty—and here we are this day to rejoice in the result, and to witness this grand exhibition that has been brought about by the faithful perseverance of her Visitors, the enlightened liberality of our Lawgivers, and the assiduity and skill of her accomplished Professors.

My Brothers, the scenes of this day throw back our recollections to times and incidents, too intimately blended with our happiness, to be obliterated from our memory. They were the scenes and incidents of youth, when impressions are deep and durable—a truth never to be forgotten by Parents, Guardians, and Preceptors. Every occurrence of to day is associated with recollections of our own time—nor can the eye light upon any thing around that does not revive some pleasing impression. In every chamber—in every apartment—near every pillar in this ancient Hall we see, or think we see, the companions of our early life, or the forms of those venerable men under whose care we grew up. These reminiscences are delightful, and you must indulge me for a moment. Remember our favourite, our admired President McDowell—a man illustrious for his virtues! Whilst our hearts throb, can he ever cease to hold a chief seat there? Call to mind his chastened purity of life—his profound and varied learning—his refined modesty—his simple, unostentatious, but dignified manners—his paternal care—his love of justice throughout his whole official life that was distinguished by diligence, wisdom and firmness—he lived here for years admired, confided in, and beloved by all; nor was there found one so obdurate as not to do him honour.

There was our worthy Professor Higginbotham too, as generous as he was classical—who, like Minerva springing from her father’s brain all armed, came from the maternal bosom of Old Trinity, equipt in all the armour of classic lore. If he had faults, he had enduring and overshadowing virtues also—but in the departments of Ethics and the Classics he had no defects. I do not discern in all this assemblage the countenance of a single member of the old Professor’s favourite class, that he called his tenth legion, and in which he used to pride himself. The

brilliant Legatus* who led the corps has long since been no more. He was a native of this city, and in all the virtues of the heart, and in all the embellishments of mind, he had no superior.

There was also our Professor Magrath, the Busby of his day, whose very frown was law, but whose diligence and discipline could make a scholar of any thing.

Nor let me forget our Priestly, for I must not run this reminiscence too far, who was recalled from the then Western wilderness to this Institution, at the immediate instance of our endeared and venerable Visitor, the accomplished scholar† of West River. To Priestly we owed much for his taste in Greek Literature, and for his skill in the graces of fine reading and public speaking. I remember with delight his clubs and his societies, and we never can forget his ardour and enthusiasm.

But where are all these Benefactors now? They have sunk in the years behind us, whilst we are moving down the stream of time, like them to sink also ere many years are told.

In contemplating those of our own time, if it is a melancholy, it may be a salutary warning, to see how few are left. We, of that day, are not at a time of life to turn from these awful admonitions to obliterate them in a "sea of pleasures." I hope we are clothed with more humility and resignation, and that we are rather preparing to fall in the calmness of philosophy, and in the fortitude inspired by the pure Christian hope.

Such is the tendency of reflection, my Brothers, upon meeting you after our long separation. But I must forbear—I see around me others who merit and command my attention—for these I must leave you to enter, before them, upon a more extended field of remark, more immediately applicable to the great interests of public Education throughout the State.

Standing as I do in the most respectful relationship to the Representatives of the Sovereignty of Maryland, I

* Dr. John Shaw, of Annapolis.

† Mr. John Thomas.

rejoice to meet them here on such an occasion, and I congratulate you Gentlemen on the exhibition of this morning, which cheers us with the conviction, that we have, in the very heart of our State, a Seminary of Learning that has to-day imparted, and will hereafter annually contribute augmenting power, and strength, and durability, to the Republic. No more auspicious scene could engage the Executive and Legislative attention—nor can there be one more worthy to attract the admiration of a refined audience. The strongest evidence of the improved condition of society is seen in an extended patronage to Learning—not more by the munificence of endowments, than by giving encouragements to its exhibitions and efforts by punctual and courteous attendance. Such stimulants operate on all—they animate the exertions of Professors—they kindle a noble ambition in the youthful mind, and give a taste and character to the times, that dispose all to an elevated and liberalized course.

In a Government founded upon, and moved by popular opinion, that opinion to be safe must be enlightened—nor is there any other foundation on which a Representative Democracy can securely rest, than upon sound Learning and sound Morals.

An opinion is prevalent, that native talents, with but little culture, often render men capable of efficient services, and an inference is thence deduced against the necessity of education. That instances of this sort have occurred, cannot be denied, but they are few and very rare, and cannot serve as any rule for our dependence. They are rather exceptions to rule, and ought to be classed among those singular and remarkable events, which arise without rule, and can lead to no decision. Great men, without education, are not more frequent than great Mechanics without an apprenticeship—both would have been much greater had they been better taught.

It is education that forms the mind and gives it the sound direction—it trains, it feeds, it strengthens the faculties—and whilst it forbids the growth of those weeds, prejudices, false opinions, and bad habits, that never fail to stifle and distort a better growth, it implants the spirit of

enquiry and the habit of study. These, together with the elements of science, constitute the ground work of the graduate, and are, altogether, the foundation on which he is to build up his future usefulness and greatness.

From every observation that I have been able to make, and from all the sources of intelligence to which I have had access, I am perfectly satisfied, that the most prevailing and deep rooted popular sentiment in Maryland is directed to the promotion of general education. As the General Assembly of the State have, for some years past, wisely directed their attention to this important subject, I can in no better manner discharge my portion of the tribute of the general admiration for their design, than by a few practical remarks in relation to it.

This sentiment in behalf of general education, I am aware, is for the most part particularly directed to Primary Institutions for the instruction of youth universally—but that sentiment is but the germ of a stronger growth that is to produce still richer and more wholesome fruit. No occasion could be more fit than the present, to combat an error that has grown up, in regard to the relationships that the different grades of institutions for education bear to each other—it belongs to the day and to the times, and may not be unworthy of the attention of that most respectable body of men that I have the honour to address.

This error consists in the opinion, that Academies and Colleges are exclusively beneficial to the wealthy—that they, who in ordinary life look no further than to a common English education to enable their children, when grown up, to transact their usual business concerns, have no interest in such institutions—and therefore, that it ought to be left to the wealthy alone to support them.

In all this, I think, I see much and fatal error.

In all public institutions of whatever kind or nature they may be, by far the greater portion of their expense must be borne by the wealthy in all communities. This is necessarily the case, and may be in some degree a set off against any supposed inequality of advantage. But the point I desire to establish is this, *that there is nothing so*

likely to give rise to, or so well calculated to promote the existence of Primary Schools, as Colleges and Academies.

The students that go out from these latter institutions into the world, settle in various parts of a State, and whilst they are themselves striking examples of the advantages of a high grade of education, they become, in effect, missionaries to propagate a sentiment in behalf of the various systems that are adapted to the different conditions of men. Besides, the Primary Schools are of no avail unless they are filled by teachers who are competent as to learning, and fit as to character—an incompetent teacher being little else than an encourager of idleness, and if he be not a man of good morals, he becomes the corrupter of the morals of youth.

What, let me ask, is our own experience in regard to the schools already established amongst us, few as they are in number? Do we not often find much difficulty in procuring teachers? And are not many of our schools badly supplied? And of those teachers who are competent, are they not almost all natives of other States, who have been educated in their Colleges and Academies? Or foreigners, who have come to us from distant climes where they were educated? This shows, at once, that it is to Colleges and Academies, at home and abroad, that you must look for competent teachers for our Primary Schools; and the question presents itself, whether it is better to rear those teachers up for ourselves, in our own institutions, where their character and competency can be better known—or to trust to procuring them, where we may, and incur the risk that we must be liable to from strangers and impostors? Colleges and Academies are the only nurseries for such teachers as we want, and must have, for our Primary Schools, to render them fit for the purposes for which they were designed—and the mutual relationships between the different grades of Seminaries of learning is found, by the experience of well taught Primary Schools fitting boys for Academies, and Academies fitting them for College—and this relationship being reversed, by Colleges preparing young men for teachers in Academies, and both Academies and Colleges uniting in preparing a greater

number of teachers to fill the greater demand of the Primary Schools. Such is the natural and inevitable progress of the system, and the older it becomes the more the mutual and sustaining action of the system will be developed.

What an increased number of our youths in every branch of life, with a good system of Primary Schools directed by competent teachers, would glow with ardent desire, and become fitted to move on another step! And as knowledge begets the desire for more knowledge, many of that number would still pant on to take a higher step. Thus by such an organization of Primary Schools, talent becomes unfolded, and an opportunity is given to rescue from obscurity the sons of many a man in the land, who would otherwise be doomed to live unseen and die unknown, and enable them to enter into competition on the great theatre of life, for all the prizes of fame, of fortune, and of station. This is not mere theory, it is history—and every man who will take the time and trouble to look into the subject, in other parts of our country, or abroad, where Universities, and Colleges, and Academies are amply provided, will see, that the first step taken by a large portion of the numerous Graduates upon leaving their respective institutions, is, to become teachers in the subaltern or Primary Schools, where they have an opportunity of revising and improving their course of learning, and of gaining a little outfit in life from their salaries. The progress of these keeps up the regular demand for successors, whilst the higher institutions, by their graduates, furnish the supply. If this is not the experience in our own State, it is because the system has not been adopted long enough to produce the effect—for there is no other source from which teachers can be procured that are fit to take care of the Primary Schools.

The course of instruction proper to be adopted in these schools will also show the necessity for such teachers. An ordinary English education, as generally understood, consists in reading, writing, and cyphering. This to be sure is a scant system, but it is good as far as it goes; and it may be all, with our present deficiency of instructors,

that can be effected at this time—but it is very insufficient in itself for the important purposes of primary education, and if destined to be limited to this alone, it would scarcely be worthy of the patronage of the General Assembly of the State. For I can conceive of no adequate course of instruction in Primary Schools, that omits Geography, the elements of Astronomy, and the lower branches of the Mathematics—and these are easily taught, nor will it add much, if at all, to the necessary expense of adequate teachers, nor will it consume a particle more of the time of the scholar than ought to be given up by every Parent. We may say of Astronomy, without the slightest profanity of thought, that, like the Gospel, it is a Heaven descended guide in our pathways upon Earth. Whilst the lower branches of the Mathematics, so intimately involved as they are in all human pursuits, become indispensably useful in all the trades and vocations in life, and at the same time train the mind to think and to reason.

It will not—it cannot be rationally urged in opposition to this, that the children of the poor cannot avail themselves of these advantages. That man must be poor in heart indeed, who, when a school is provided for him within his reach by the munificence of the State and the contributions of the more wealthy around him, does not make use of it for the support and advantage of his child.—Should such an instance be found, it would be no argument against the system, but a melancholy example of accurate folly and unfeeling indifference.

There are others of the same active and laborious classes of men, who are diligent and, industrious to hoard up wealth to distribute among their children—Yes, “man heaps up riches but cannot tell who will enjoy them.” A general system of sound education would soon direct that wealth into a wiser and more parental course, by enriching their minds with knowledge and their hearts with moral sentiment—Better to enter into life without riches than without education—A greater calamity cannot befall a Youth, than to start him into life, abounding in worldly possessions but poor in counsel—his riches are sure to become a poison to his health, and the spoiler of his good

name and happiness—and, in his own irregularities, he lives but as the source of contagion to others. That father acts wisest and most affectionately, who studies to fill his son's heart with good principles, and to store his mind with the elements of sound learning, even if he has not a dollar to give him—his hopes for riches will still be best—his chances for worldly fame and Heavenly treasure will be surest.

Let me then be understood to say—That whilst Primary Schools are indispensably necessary to the welfare of the great body of the people, the higher Seminaries are as essential to support them, by supplying them with the proper kind of teachers. For, I repeat it, without such teachers your Primary Schools become useless—nay, worthless—for all schools are useful only in proportion to the soundness of their system and the fitness of their teachers—and how can you have fit teachers unless they are fitly taught—and how can they be taught, without the higher Seminaries suited for their instruction?

Can we picture to ourselves a more lamentable, certainly not a more preposterous scene, than the future hopes of a little community collected together at a little Country school, and placed under the superintendance of a miserable pedagogue, wholly incapable of teaching, because ignorant of what ought to be taught—wasting his own and his little disciples precious time in sluggish indolence and actual idleness, perhaps often indulging in degrading immorality—frustrating the public design, and the parent's fond anticipations, and blasting the prospects of a rising generation? This scene is taken from life, and what aggravates it the more, is that it is too frequently to be found in every part of our own country. And can it be otherwise, if schools are multiplied in proportion to the popular demand for them, without having Seminaries to supply them with proper teachers?

It admits of no doubt, in my mind, that the gradation of Schools is a mutually dependent, auxiliary, and concatenated system, which is essentially necessary to the whole body of the People of the State, and to the preservation of the ir-Republican Institutions—and that a good system of Pri-

mary Schools, according to the munificent designs and judicious intention of the General Assembly, can no more be sustained without the aid of Colleges and Academies to furnish them with teachers, than that Mills can be made to operate in the different parts of the country, to supply the wants of the people, without workshops and competent mechanics to construct the machinery and to apporportion and apply the adequate propelling power. The whole system must be kept up as containing within itself its own conservative principles, and we must persevere with patience and fortitude until the plan gets fully into operation, when it will preserve itself by its own powers. It will then become a self moving Machine, which, by the beautifully balanced combination of its elasticities and gravities will be rendered happily unaffected by all external pressure.

When that event shall be brought about—(and it is as much within ordinary human reach as any other prospective event)—we shall see the Temples of Liberty and of Learning founded upon rocks where they will neither totter nor fall—and we shall enjoy the consoling reflection, that we shall have adopted the true means to render our successors more enlightened and more capable of discharging all those duties of a free People, when they shall devolve on them, that are now discharged by ourselves. An era will there be evolved when the true Sovereign Power will maintain its rightful ascendancy by the possession of its rightful strength and vigor—and it will be enabled by its own intelligence to withstand the seductions of corruption, by discriminating between the artifices of professions and the genuineness of real patriotism. The designs of political affiliation will be frowned down by the improved sagacity of the Sovereign Power, and merit, and worth, and probity, will command and receive that confidence that will award to them the meed of high places throughout the land.

But if in the inscrutable events of the future, the Sister Fate shall clip the thread of life ere this happier destiny to our country shall arrive—you will, at least, have had the delightful anticipation in view, and you will have

enjoyed the heartfelt satisfaction, that, as your Fathers achieved the Independence of your Country, and built you up a Government that the admiration and experience of the world have pronounced, "the best hope of mankind," you, on your part, have gratefully and faithfully laid the foundation of that system, which if zealously cherished and sedulously promoted, is capable, under Providence, of giving it durability in all time to come.

Before I enter upon my allotted duty to the Graduates of the day, I must ask to be indulged with a short expository address to the Younger Students of the Institution.

You are now, my young Friends, however unconscious you may be of it, at the most interesting and critical period of your lives. Buoyant in spirits and reckless of the future, your desires are bounded by an humble discharge of your collegiate duties, and the enjoyment of your athletic exercises and sports. This is a very proper disposition of your time, provided you take care that a full portion of it be given to your studies. But it is not enough that you merely acquit yourselves well at your recitations, you must study each subject deeply, and impress the whole matter on your mind for after use—and as your memories now may be made as retentive of what you learn, as the pillars of marble are of the letters cut into them, you must devote yourselves to the charms of the classics, and to a thorough elementary knowledge of the various sciences taught at this Institution; as the ornaments and groundwork of your future proficiency.

As the impressions made here will last you through life, and be among the most vivid in old age, it becomes you to imbibe none but what are good, and to separate yourselves from every thing that is unbecoming and immoral. Where youth is adorned with decorum, old age will be crowned with honour—and the delight of looking back upon "a well spent life"* is next to looking forward with hope to future bliss. Remember, and often reflect upon the counsel of those friends to whom you are most dear—

* "Vita bene acta."

whose every wish for you is most anxious, and who desire nothing but your welfare. If you do not profit by your time spent here, it will be an ungrateful return for their affectionate kindness—and "to be ungrateful"* is to be capable of every crime.

To your Professors you should be mindful to shew an unhesitating and willing respect, as nothing marks the character of a student more strongly than the sentiment of respect he cherishes for those who have the care of his instruction. To entertain fear towards a tutor is ignoble, and creates a suspicion of defect of character in the student. Nor is there any need of it. An ingenuous youth is above all the servility of fear. Faithful in all his duties—correct in all his deportment—punctual—obedient to all the laws, he stands superior to reproach and even beyond suspicion. He endears himself to his Professors—and if he happens to err, it is either forgotten or lost sight of in the midst of his numerous merits—or if chided, it will be done with that Parental tenderness, that makes him more and more confide in the Professor as his friend.

Do not regard the hours spent in College as restraints upon your time and pleasures, but as an arrangement and system which wise and good men have found most conducive to make wise and good men of youths. The object is to make you devoted to learning, and to fire your young minds with the noble ambition to excel. The College course is, in some degree, life in miniature; where you constitute a little community, and all the finer passions and sentiments and competitions are brought into action. Rank, Honour, and Fame are all before you, and are the noble prizes to be contended for. These are worthy of your diligence and exertion, and none can be obtained without study and labour.

You have every incentive that Youth ought to have, to rouse you to the most energetic exertion; and I unite with your friends in encouraging you to action, and in wishing that you may avail yourselves of the many and great advantages around you.

* "Qui me ingratum, omnia dixit."

Young Gentlemen, Graduates—

The gratifying duty is assigned to me to bid you welcome upon your arrival at the great portal of life, and although personally a stranger to most of you, yet regarding you as our younger brothers, descended in the same maternal line, I do congratulate you most sincerely upon the manner in which you have passed through your collegiate course; which has been meritedly crowned with the honours of this day. This is your first public reward in life—and a noble reward it is: Conferred by a body of men who hold the proudest distinctions in society—presented by the hand of your learned President, whose enviable life has been successfully spent in Holy Offices, in Science, and in the instruction of Youth; and witnessed by the constituted authorities of the State and a brilliant assemblage of lettered and refined citizens—you are to consider, that the reception of such honours, under such circumstances, implies a pledge on your part, that your future lives shall correspond with the glories of this day.

Nor must you forget this day so memorable in the American calendar. The coincidence is auspicious, that the day on which you are honourably ushered into life, should be the Anniversary of the Nativity of the great Founder of the Republic—a man on whom all eulogy has exhausted itself without reaching its object—whose fame is as durable as the granite rocks of our country—as lofty as the summit of her mountains, and as extended as the earth and the seas.

Emancipated from Collegiate rule and released from your attendance here, I recommend it to you, Young Gentlemen, not to throw yourselves into the vortex of fashionable pleasures that may intoxicate and beguile you from your course, but return to the ardent embraces of your impatient friends, who are more anxious than ever to receive you, covered as you are with honours, to add the tribute of their tenderest caresses and smiles to your other rewards. Nor linger too long in these enchanting scenes of filial and parental dalliance, but enter at once upon your allotted course, whilst the habit of study and the force of discipline are unimpaired. There cannot be a

greater error than to invite a young Graduate to relax and to refresh himself with an indulgence in the pleasures of high life, after what are called his long and laborious duties at College. It is in truth nothing else, than to invite him to divest himself of good habits for the chance of acquiring bad ones. To such alluring requests turn a deaf ear: your good habits have been the means of gaining for you the honours of to day, and if preserved and persevered in, they will gain you many more. Lose not an hour, Young Gentlemen—let the goal you have arrived at to day, be the starting point of to-morrow on the course of life, and waste not the precious moments of preparation in inglorious ease. To a mind familiarized with classic literature and scientific research, how insipid must be the hours of indolence or the indulgence in frivolous pleasures! The difference between intellectual joys and passionate indulgences is marked in the extreme; and he who places his happiness upon the first, becomes elevated above the strifes, the mortifications, and most of the vicissitudes in this world—he achieves the triumph of Philosophy over the grosser passions, and entrenches himself in a fortress that resists the caprices of fortune and of men.

Whatever may be your future expectations in life, it is all important, and I earnestly recommend it to you to engage in some Profession. It will employ your earlier years most usefully, and will give you rank and consequence in the world. If you are already wealthy, how can you employ time better than in gaining distinction in this way? If not, it is all important to you as the means of gaining fame and riches. Adopt a profession as occupation for your earlier years, whether you need it or not in a pecuniary point of view, and by throwing yourselves upon your own resources and self-reliance, you will gain independence. All professions are honourable, if honourably pursued, but any trade or profession is preferable to dropping ingloriously into the political course, before you are prepared for it, and there playing sycophants to power, or courteous mendicants for the dolings of patronage.

In a popular Government, the inducements held out to talented and well educated Young Men, prematurely to

enter into political life, are almost irresistible—Yet such a course is by no means to be desired for them—Many have fallen victims to this false step—more have suffered by it. To sustain political life with éclat, as much preparation and labour is necessary, as in any of the learned professions—and the course of study for it is as profound, as extended, and more varied, than for any other pursuit. It is to a riper period in life that political employment should be deferred—In the meantime, prepare yourselves to sustain the high character of an American Statesman, by devoting yourselves to History, Ancient and Modern—to the elements of Law in all its various branches—to the profound productions of profound men. Cultivate and pursue all Sciences whose ground work you have laid here—and study well the History and Nature of the Constitution and Government of your own Country—weigh well the views of the able men of all parties, and regarding men as frail and changeable, addict yourselves to principles that are unchangeable and imperishable.

If, in your future and more advanced life, you shall be called into the political field, and must there divide among the different opinions of the day—take care to divide on the ground of principle alone, and to it give in your adhesion. Upon such ground you can exult with your Country in success, and stand undismayed in defeat.

It is to be lamented that already, in our country, the pursuit of political office and emolument has become professional—but, as a profession, it must always be of an abject character. The sacrifices of honour and of principle, too often made to it, are degrading—and the tenure of office and of station, so acquired, is as frail as it is prostituted. Public station is certainly an object worthy of the honourable ambition of any man—but it must be gained by merit, not sued for with servility—office should be filled with a view exclusively to the public interest and welfare, not to gain proselytes or to reward favourites.

As public discussions are more frequent and more necessary under popular institutions, it will become you to apply yourselves particularly to Oratory, to perfect yourselves, as far as possible, in that sublime art. To do this,

you must give yourselves up intensely to the pursuit—Study the ancient models that are examples of all excellence, and improve your Classical learning and taste—Then with ample stores of varied science, you will be prepared to wield this all-conquering power. But take care to distinguish well between true Oratory and its counterfeit, the flippant fluency and flimsy declamation which pass for it—guard against that diluted substitute, introduced by the Sophists in the decline of Grecian grandeur, and which is so prevalent in our own times. We hear of natural Orators—there are such—we find them both in savage and in civilized life—but the admiration they extort is rather a tribute of feeling to a prodigy. How would Logan compare with Tully—or even our Patrick Henry with the Orator of Athens? It would be as well to compare the soft murmuring of the gentle rivulet with the wild roarings of the mountain cataract—The one glides forth from a single fountain, whilst the latter is the united and impetuous gush from a thousand fountains. The sentiment should be deeply impressed and widely extended, that real Oratory can exist no where but in union with general literature and its attendant refinements. It charms with the music of its tones and the graces and expressiveness of its action. The stores of learning feed it—taste modulates and embellishes it—and the study of mankind marks out the points of assaillance, and directs its power—it is indeed that happy combination of letters and of taste—of action and of passion—of logic and illustration, that forces the mind to bow down with the submission of conviction, and makes captive all the feelings.

It is to the attainment of this noblest of arts that I now invite your immediate and ardent attention, as being in itself the greatest and most useful accomplishment, that can be possessed in a popular government.

But there is a further subject, Young Gentlemen, of a graver cast, that I have not yet presented to your view, the omission of which, on such an occasion, might be considered unpardonable by those around us.

So far we have looked at those scenes in life alone, where the prevailing motto is “covetous of nothing but

fame."^{*}—It is important however that you should elevate your thoughts from the contemplation of the world that we are in, to the consideration of that to which we are destined to go—We all feel that there is within us a "spark of elemental fire," that is unquenchable, whose mysteries are unfolded by the Book of Knowledge and of Life. To that Book I commend you—let it be your constant companion—"turn it with an evening and with a morning hand"[†]—In it you will find that which will temper all excesses in prosperity, and soothe you with its consolations "when the sighs are many and the heart is faint,"—It contains too the "sound direction," of faith that dispels all the glooms of the Sepulchre, and opens upon us the radiance of an Eternal Day. Dwell on this Sacred Volume with all the interest of devotion, and make yourselves intimate with the doctrines of "Eternal Truth."—They lead to all happiness in life, and whilst they diffuse a lustre over the character that nothing can tarnish—they implant a delightful hope, a sustaining fortitude, a blissful peace, that the world cannot reach. Piety in man is that which gives him all his resemblance to the Great Prototype, the glorious "Herald of Glad Tidings," upon earth—It is the gift from Divinity that diffuses his charities and benevolence far and wide, and binds him to the "Throne eternal in the Heavens"—In Youth it is an ornament—in Age a comfort—in both a treasure—and in that awful and eternal Day, when all Nature shall become a wreck, and human grandeur is no more, it will be the only title to the "Promised Aid," through which alone we can be led into the realms of "never fading joy."

I bid you an affectionate farewell, Young Gentlemen—I met you with gladness in the morning—I part with you at noon with all the feelings of an elder for his younger Brothers. Remember the pledges you have given to-day, and in whatever situation you may be hereafter placed, never—never forget your Duty to your God, or to your Country.

* "Præter laudem nullius avaris"

† "Nocturna versate manu, versate diurna."

BOARD OF VISITORS AND GOVERNORS

OF

ST. JOHN'S COLLEGE.

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" JOHN STEPHEN.

" STEVENSON ARCHER.

" THOMAS B DORSEY.

" EZEKIEL F. CHAMBERS.

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" JOHN G. CHAPMAN.

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THOMAS E. SUDLER, A. M.
PROFESSOR OF MATHEMATICS AND CIVIL ENGINEERING.

WILLIAM B. LEARY, A. M.
PROFESSOR OF GRAMMAR.

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PROFESSOR OF MODERN LANGUAGES.

HENRY ELWELL, A. M.
PROFESSOR OF ENGLISH LITERATURE.

CATALOGUE.

CLASS GRADUATED, FEBRUARY 22d, 1836.

NAMES.	RESIDENCE.
THOMAS GRANGER, A. B.	<i>Queen-Anne's County.</i>
GEORGE GRUNDY, A. B.	<i>Baltimore City.</i>
WILLIAM R. HAYWARD, A. B.	<i>Cambridge.</i>
JOSHUA D. JOHNSON, A. B.	<i>Frederick.</i>
GEORGE JOHNSON, A. B.	<i>Annapolis.</i>
GEORGE EDWARD MUSE, A. B.	<i>Cambridge.</i>
WILLIAM O. REEDER, A. B.	<i>Baltimore City.</i>
JOHN H. REEDER, A. B.	<i>Do.</i>
HENRY WILLIAM THOMAS, A. B.	<i>St. Mary's County.</i>
FRANKLIN WEEMS, A. B.	<i>Elkridge.</i>
NICHOLAS BRICE WORTHINGTON, A. B.	<i>Anne-Arundel County.</i>

SENIOR CLASS.

NAMES.	RESIDENCE.
John M. Brome,	<i>St. Mary's County.</i>
Frederick S. Brown,	<i>Charles County.</i>
John W. Martin,	<i>Cambridge.</i>
Joseph Trapnell,	<i>Frederick.</i>
Trueman Tyler,	<i>Prince-George's County.</i>

JUNIOR CLASS.

NAMES.	RESIDENCE.
William Tell Claude,	<i>Annapolis.</i>
Marius Duvall,	<i>Do.</i>
Henry H. Goldsborough,	<i>Easton.</i>

Thomas Iglehart,
Charles N. Mackubin,
William H. Thompson,
Edward Worthington,

Anne-Arundel County.
Annapolis.
Do.
Baltimore County.

SOPHOMORE CLASS.

NAMES.	RESIDENCE.
John M. Brewer,	<i>Annapolis.</i>
Philip Culbreth,	<i>Do.</i>
Caleb Dorsey,	<i>Elkridge.</i>
William H. G. Dorsey,	<i>Do.</i>
John Thomas B. Dorsey,	<i>Do.</i>
Thomas C. Gantt,	<i>Calvert County.</i>
Benjamin Gray,	<i>Somerset County.</i>
Reverdy Ghiselin,	<i>Prince-George's County.</i>
Jeremiah L. Hughes,	<i>Annapolis.</i>
Richard Hughlett,	<i>Easton.</i>
George Reeder,	<i>Baltimore City.</i>
William C. Tuck,	<i>Annapolis.</i>
Brice J. Worthington,	<i>Anne-Arundel County.</i>
B. Thomas B. Worthington.	<i>Do.</i>

FRESHMAN CLASS.

NAMES.	RESIDENCE.
Robert Bowie,	<i>Prince-George's County.</i>
John G. Gamble,	<i>Weelaunee, Florida.</i>
William Giddings,	
Pinkney Hammond,	<i>Annapolis.</i>
Benjamin Harwood,	<i>Anne-Arundel County.</i>
George S. Humphreys,	<i>Annapolis.</i>
Townly Looeckerman,	<i>Do.</i>
Edward Maynard,	<i>Do.</i>
Francis H. Stockett,	<i>Anne-Arundel County.</i>
James E. Welch,	<i>Annapolis.</i>

PARTIAL STUDENTS.

NAMES.	RESIDENCE.
John W. Duvall,	<i>Annapolis.</i>
William R. Goodman,	<i>Do.</i>
Thomas R. Kent,	<i>Anne-Arundel County.</i>
William Reany,	<i>Baltimore City.</i>
Samuel Ridout,	<i>Anne-Arundel County.</i>
Norman B. Scott,	<i>Frederick County.</i>
Henry Webster,	<i>Baltimore County.</i>
William Webster,	<i>Do.</i>
Edward Williams,	<i>Annapolis.</i>

STUDENTS IN THE GRAMMAR SCHOOL.

NAMES.	RESIDENCE.
George Barrett,	<i>Washington City.</i>
John Basil,	<i>Annapolis.</i>
Richard Bowie,	<i>Prince-George's County.</i>
Robert Bowie, 2d.	<i>Do.</i>
Lewellin Boyle,	<i>Do.</i>
William Brohawn,	<i>Dorchester County.</i>
Nicholas Brewer, 3d.	<i>Annapolis.</i>
Jeremiah T. Chase,	<i>Do.</i>
John Clayton,	<i>Do.</i>
Henry Duvall,	<i>Do.</i>
James S. Franklin,	<i>Do.</i>
Richard R. Gaither,	<i>Do.</i>
Alexander H. Gambrill,	<i>Do.</i>
George E. Gambrill,	<i>Do.</i>
William Goodwin,	<i>Do.</i>
James Gray,	<i>Somerset County.</i>
Benjamin H. Hall,	<i>Anne-Arundel County.</i>
John T. Hall,	<i>Annapolis.</i>
Dennis D. Hart,	<i>Do.</i>
Charles Holland,	<i>Do.</i>
Joseph Hutton,	<i>Do.</i>
John T. E. Hyde,	<i>Do.</i>

George W. Hyde,	<i>Annapolis</i>
Alfred Jones,	<i>Do.</i>
Matthias Linthicum,	<i>Do.</i>
Walter McNeir,	<i>Do.</i>
George McNeir,	<i>Do.</i>
James McNeir,	<i>Do.</i>
George Miller,	<i>Do.</i>
Edward C. Mills,	<i>Anne-Arundel County.</i>
Thomas McParlin,	<i>Annapolis.</i>
Henry Murray,	<i>Do.</i>
Samuel Ridout,	<i>Do.</i>
Horatio S. Ridout,	<i>Anne-Arundel County.</i>
Theodore Revell,	<i>Annapolis.</i>
Alfred G. Ridgely,	<i>Do.</i>
Richard H. Schwrar,	<i>Do.</i>
John A. Smith,	<i>Baltimore.</i>
John S. Stockett,	<i>Anne-Arundel County.</i>
John T. Taylor,	<i>Annapolis.</i>
Montgomery Thomas,	<i>Anne-Arundel County.</i>
James Thomas,	<i>Do.</i>
John Thomas,	<i>Do.</i>
Dennis C. Thompson,	<i>Annapolis.</i>
Levin Winder,	<i>Easton.</i>
James M. Winder,	<i>Do.</i>
Charles F. Werthington,	<i>Anne-Arundel County.</i>

COURSE OF STUDIES.

PREPARATORY YEARS.

English Grammar; Ancient and Modern Geography; Arithmetic; Book-Keeping; Outlines of History; Latin Grammar; Corderius; Æsop's Fables; Historiæ Sacræ; Viri Romæ; Cæsar's Commentaries; Sallust; Ovid; Virgil; Cicero's Orations; Mair's Introduction, or the Latin Tutor; Greek Grammar; Greek Delectus; Jacob's Greek Reader, and Latin Prosody.

Exercises in Reading, Writing and Spelling, to be kept up throughout this course.

FRESHMAN YEAR.

FIRST TERM.

Folsom's Livy.
Græca Majora. (Xenophon, Herodotus, and Thucydides.)
Arithmetic revised, and Algebra begun.
Greek and Roman Antiquities, History, and Mythology.

SECOND TERM.

Horace, (Odes and Epodes,)
Græca Majora, (Lysias, Demosthenes, Isocrates, and Xenophon's Memorabilia.)
Algebra finished.
Writing of Latin Verses.

THIRD TERM.

Horace, (Satires and Epistles.)
Græca Majora, (Plato, Aristotle, Longinus, &c.)
Plane Geometry begun. (Legendre.)
Translations, Themes, and Selected Declamations during the year.

SOPHOMORE YEAR.

FIRST TERM.

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

SECOND TERM.

Cicero de Oratore, or Quintilian.
Græca Majora. (Odyssey, Hesiod, and Apollonius Rhodius.)
Solid Geometry.
Porter's Analysis of Rhetorical Delivery.

THIRD TERM.

Græca Majora, (Tragedians.)
Logarithms, and Plane and Spherical Trigonometry.
Gambier's Moral Evidence, and Paley's Moral Philosophy.
Exercises in Original Composition and Elocution during the year.

JUNIOR YEAR.

FIRST TERM.

Græca Majora. (Bucolic and Lyric Poets.)
 Applications of Trigonometry to the Mensuration of Heights and Distances, and Navigation.
 Abercrombie's Intellectual Powers.
 Do. Philosophy of the Moral Feelings.

SECOND TERM.

Tacitus. (History.)
 Surveying and Conic Sections.
 Logic and Rhetoric. (Whateley's.)
 Chemistry, with Lectures. (Turner's.)

THIRD TERM.

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

SENIOR YEAR.

FIRST TERM.

Natural Philosophy finished, with Lectures. (Olmsted's.)
 Horace, De Arte Poetica, with Lectures on Taste—Revision of Greek and Latin, with Lectures on Greek and Roman Literature.
 Paley's Natural Theology, or
 Roget's Animal and Vegetable Physiology.

SECOND TERM.

Astronomy, with Lectures.
 Political Economy, with Lectures. (Say's.)
 Evidences of Christianity. (Chalmers'.)
 Selections from the Septuagint and the Greek Testament.

THIRD TERM.

Laws of Nations—Constitution—Civil and Political History of the United States. (Kent.)

Butler's Analogy.
 Civil Engineering—(construction of Machines, Bridges, Roads, Canals, &c.) and Drawing.
 Mineralogy and Geology.
 Declamations of Original Compositions, Extemporaneous Debates, and Exercises in Criticism during the year.

The Modern Languages are pursued throughout the course as an additional Recitation, and are required to be so arranged, as not to interfere materially with the regular Studies.

Full courses of Lectures are delivered to the classes on Chemistry, Mineralogy and Geology; on Natural Philosophy and Astronomy, and on Physiology.

The State Cabinet of Minerals, collected by the Geologist of Maryland, is deposited in the College, in the same Hall with the College Cabinet, and may be used in illustrating the Lectures on Mineralogy and Geology.

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

Students not candidates for a Degree, may be admitted to pursue such studies embraced in the course, as may suit their particular views, and will pay the same rates of tuition as the classes to which they may be attached.

EXPENSES, &c.

The Bills for Tuition are payable quarterly, in advance, as follows, viz.

IN THE GRAMMAR SCHOOL.

English Department,	\$24 per annum.
Classical Department,	32 do. do.

IN COLLEGE.

Freshman and Sophomore Classes,	\$40 per annum.
Junior and Senior Classes,	50 do. do.

No extra charges are made for the privilege of the Library, for Lectures, for Room Rent, or Fuel for the Public Rooms; all which

expenses are borne by the Trustees, and are considered as included in the above bills.

Boarding may be had in private families, or in Commons, at \$120 per annum. The Commons are kept by Professor ELWELL, in a building provided expressly for this purpose; and from his high character and long experience in managing establishments of this sort, Parents and Guardians may be well assured that every attention will be paid to the pupils who may be confided to his care. They will not be allowed to leave the College premises without permission first obtained of the Professor; and they will be required to remain in their rooms in the College, at study, after the appointed hours in the evening.

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

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

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

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

VACATIONS.

The regular Vacations are as follows: 1st. From the last Wednesday in July to the first Monday in September. 2d. From the 23d of December to the 1st of January; and 3d. From Good Friday to the Monday week following.

SUBSCRIPTIONS MADE TO THE FUNDS.

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

Isaac McKim,

\$200

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

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

Resolved, by the Visitors and Governors of St. John's College, That His Excellency JAMES THOMAS, and the Hon. BENJAMIN S. FORREST, and the Hon. THOMAS WRIGHT, 3d. members of this Board, be a committee to co-operate with the Principal, in making all suitable preparations to carry into effect the resolution of the Board, to collect subscriptions for the benefit of this institution.

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

COPY OF THE SUBSCRIPTION.

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

Sept. 9, 1834.

James Thomas,	\$500
William Hughlett,	300
Robert W. Bowie,	250
William H. Marriott,	250
Alexander C. Magruder,	200
Henry Maynadier,	200
H. H. Harwood,	200
George Mackubin,	200
Dennis Claude,	200
Ramsay Waters,	200
John Johnson,	200
Nicholas Brewer, Jr.	200
Alexander Randall,	200
Thomas S. Alexander,	200
George Wells,	200
Brice J. Worthington,	200
Richard Harwood, of Thos.	200
Richard I. Jones,	200
Thomas Oliver,	200
J. I. Cohen, Jr.	200
Walter Farnandis,	150
Hector Humphreys,	100
Robert W. Kent,	100
Daniel Clarke,	100
Gabriel Duvall,	100
Fielder Cross,	100
William D. Bowie,	100
John H. Sothoron,	100
William Reeder,	100
Robert Ghiselin,	100
Samuel Maynard,	100
Thomas Franklin,	100
R. M. Chase,	100
Thomas Culbreth,	100
Hyde Ray,	100
James Iglehart,	100
Swann & Iglehart,	100
George F. Worthington,	100
George G. Brewer,	100
John B. Morris,	100
Andrew McLaughlin,	100
Thomas B. Dorsey,	100

William G. Tilghman,	\$100
Charles Goldsborough,	100
John C. Henry,	100
Joseph E. Muse,	100
Henry Page,	100
G. C. Washington,	100
Benjamin S. Forrest,	100
I. Nevitt Steele,	100
Allen Thomas,	100
Charles W. Dorsey,	100
R. G. Stockett,	100
R. W. Dorsey,	100
Larkin Dorsey,	100
John C. Weems,	100
Chas. S. W. Dorsey,	100
Daniel Murray,	100
John H. Alexander,	100
Gwinn Harris,	100
N. F. Williams,	100
Thomas Sappington,	100
Thomas Snowden,	100
George Brown,	100
F. S. Key,	100
Virgil Maxcy,	100
Joseph Todhunter,	100
Thos. H. Carroll,	100
Jonathan Ellicott & Sons,	100
Francis Thomas,	100
John S. Sellman,	100
Charles Carroll,	100
Franklin Anderson,	100
David Hoffman,	100
John P. Paca,	100
Robert H. Goldsborough,	50
E. S. Winder,	50
Andrew Skinner,	50
Jas. B. Steele,	50
Brice J. Goldsborough,	50
Thomas Hayward,	50
William W. Eccleston,	50
Chas. J. Kitgour,	50
J. H. Wilkinson,	50
Thomas E. Sudler,	50

J. Hughes,	\$50
R. J. Cowman,	50
John Randall,	50
George McNeir,	50
Basil Shephard,	50
R. J. Crabb,	50
Thomas Duckett,	50
John H. Waring,	50
William Ghiselin,	50
J. G. Chapman,	50
Leonard Iglehart,	50
Wm. D. Merrick,	50
Charles H. Steele,	50
Wm. T. Goldsborough,	50
H. W. Evans,	50
Nathan R. Smith,	50
Daniel Randall,	50
James Wilson,	50
David Barnum,	50
James Carroll,	50
Wm. Denny,	50
R. Potts,	50
John Tyler,	50
Henry K. Randall,	50
Thomas J. Dorsett,	50
John Iglehart,	50
Ann Iglehart,	50
Richard Marriott,	50
Julius T. Ducatel,	50
George Gordon Belt,	50
Samuel Jones, Jr.	50
Jacob Albert,	50
Benjamin C. Howard,	50
John Tilghman,	50
Richard Earle,	50

The sum of Ten Thousand Dollars, according to the conditions aforesaid, was subscribed, and the fact was announced to Subscribers by the Newspapers, on the 18th of April, 1835, when the First Instalment became due. The Second Instalment, accordingly, became due on the 18th of April,

1836.