HISTORY
OF THE
UNIVERSITY OF GEORGIA

BY

THOMAS WALTER REED

VOLUME I

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DEDICATION

This history of the University of Georgia is with deep affection dedicated to all those who taught me in the elementary schools, high school, and the University of Georgia.

Miss Lida Field
Miss Julia
Prof. H. C. Mitchell
Prof. William A. Bass
Prof. William M. Slaton
Chancellor Patrick H. Mell
Prof. Charles Morris
Prof. Williams Rutherford
Prof. W. G. Woodfin
Prof. C. P. Wilcox
Prof. L. H. Charbonnier
Prof. William L. Jones
Dr. Andrew A. Lipscomb
Prof. Henry C. White
Prof. David C. Barrow
Prof. Charles M. Strahan
Prof. George Dudley Thomas
Prof. Andrew J. Cobb
Dr. Samuel C. Benedict
Dr. John D. Neill

Marietta St. School, Atlanta, Ga.
Boy's High School, Atlanta, Ga.
University of Georgia

and to

My friends, advisors and patrons of my college days.

William A. Hemphill
Samuel H. Irman

Atlanta, Ga.

and to

All the members of the University of Georgia, Class of 1888.
INTRODUCTORY

In the name of the Class of 1888 University of Georgia, I am presenting to that institution the manuscript of my History of the University of Georgia, consisting of some five thousand pages.

No claim is laid to any literary excellence. It is more of a compilation of facts and occurrences than anything else. It is essentially a factual history of the institution covering the one hundred and sixty-three years since the original charter was granted by the Legislature of Georgia, January 27, 1785, thus making it the oldest chartered State University in the United States.

I do not know that the manuscript either deserves or will receive the honor of publication, but at least it may find its place as reference material in the library of the institution.

It has been my hope to include in the pages all the essential facts concerning the University during the years of its service to the youth of Georgia. No claim is made that it is a work without errors or omissions, but as far as possible I have endeavored to make the story complete even to the recording of that which many will claim as unimportant and too much in detail.

To my mind the University's history embraces its trustees, who direct its affairs, its faculty members who led the work of instruction, its alumni who represented the product of its labors, as well as due reference to a number of its friends who with money and advice have given it support without which it could not have successfully functioned.

Several hundred men of marked ability and distinction have served as members of the Governing body. Their contributions to its success have been duly mentioned.

More than one thousand men and women have served as members of the faculty. Short biographies of most of these loyal and faithful educated servants appear in its pages. In recording the life stories of these trustees, it has
been quite natural to go into more detail when writing of those who were my trustees during my college days.

Since the founding of the institution it has been under the direction of six presidents and seven chancellors. A full biography of each of those distinguished educators has been presented, together with brief reviews of things accomplished during their respective administrations.

It has been my pleasure to select from each class up to the class of 1900 two or three of the graduates who in their lives after graduation rose to positions of eminent distinction illustrating the contributions made by the University to the preparation of these young men for their future achievements in life. Others there may be to whom this special treatment might have been accorded, but there had to be some limit in the number of selections. It was not feasible to carry this biographical treatment of alumni beyond the opening of the twentieth century, though the past forty-eight graduating classes have had members who have reached high distinction in life. Perhaps at some future date biographical sketches of a number of twentieth century graduates may be added to this manuscript and at least mention of their achievements may be made in some future Alumni Catalogue.

No claim is made to much painstaking research. At least five main sources of information may be mentioned. Fortunately the official minutes of the Board of Trustees and the Board of Regents have been available from the first meeting in the closing days of the eighteenth century to the present time. Also there has been available the original minutes of the University of Georgia Alumni Society from its organization in 1834 to date. The Pandora, this way from the first issue of that college annual of 1886 to date, has given official information to the more important affairs in student life across more than half a century.

No attempt has been made to give detailed bibliographical references. The
above origins of source material plus the information given in the context have been deemed sufficient along that line. Much of the information used in the preparation of this manuscript has come from the personal knowledge of the author who with the exception of three months following his graduation, has been a resident of Athens and for thirty-seven years of that span of time a member of the University faculty, in intimate touch with trustees, faculty and students.

It has been a pleasure to record in more or less detail the facts concerning the Demosthenian and Phi Kappa literary societies, their books being available since about 1825, a span of well over one hundred years. The history of University literary magazines has not been overlooked. The detailed history of college football, baseball, track athletes has been included.

Quite a number of human interest stories have been written in which University boys played their parts, including more than one hundred pages of manuscript covering the personal reminiscences of the author as to his experiences as a college boy, ranging all the way from boyhood pranks and hazings to the serious affairs of college life.

Quite naturally all of this has extended the story of the University far beyond the limits of what was originally intended as to its scope. Consequently as stated above this work is more a compilation than a shorter and more carefully written story could have been.

I desire to thank President Harmon W. Caldwell for his strong encouragement in all my efforts; to thank Dr. Ellis Merton Coulter for many useful suggestions and to thank the heads of all the Departments and Colleges of the University for their kindness in rendering their portions concerning the colleges and departments in which they preside.

The old (Original Campus) of thirty-seven acres on which I have resided the past Forty-eight years is to me the rarest spot on earth in all this world.
My happiest memories cluster about the University of Georgia to which I owe the utmost allegiance and which ranks in my spirit alongside the position assigned to my church. It is my desire that in some way, however small, since my home is here, I have made at least a small contribution to its development, its improvement and the recording of some of its major achievements.
Chapter I
THE BEGINNINGS OF THE UNIVERSITY

(Manuscript Pages 1 through 40)
CHAPTER I

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JAMES EDWARD OGLETHORPE, FOUNDER OF GEORGIA

As the State of Georgia was the first state to issue by legislative act a charter to a state-supported university, thus pioneering in a new field of educational endeavor, in writing the story of the University of Georgia the initial page may be appropriately used in acknowledging the gratitude of all Georgians for the self-sacrificing labors of James Edward Oglethorpe, soldier, statesman, philanthropist, who, together with his associates, on February 12, 1733, landed at Yamacraw Bluff on the Savannah river and founded the colony of Georgia.

The life of the distinguished founder of Georgia has been described by a number of eminent biographers and comments thereon need not be made here in any detail. Suffice it to say that, were it possible for him to return to earth and view the incomparable Georgia of today, he would realize that the dream that led him on to the founding of the colony of Georgia has indeed come true, that a commonwealth far beyond anything he conjectured has been developed from the seed he planted more than two hundred years ago.

James Edward Oglethorpe was born in London, December 22, 1696, the son of Sir Theophilus Oglethorpe and his wife Ellen Wall Oglethorpe. He was educated at Eton and Oxford University. At the age of twenty-six he was elected to Parliament for Haslemere and served in that position for the following thirty-two years.

On a visit to Fleet Prison, where his friend, Robert Castell had been imprisoned for debt, he realized the existence of a great social problem. Castell died in prison and Oglethorpe attributed his death to hardships and barbarities of prison life.

From the day of that visit until his death on June 3, 1785, at the age of ninety, Oglethorpe was devoted to philanthropy. That the relief of imprisoned debtors played its part in the movement inaugurated by Oglethorpe to found the colony of Georgia is not to be denied, but economic reasons were also prominent
in that movement as well as safe-guarding the English interests in the New World against the Spaniards.

Albert B. Saye in his "New Viewpoints in Georgia History" says: "The evidence is persuasive that having been imprisoned for debt was not a determining factor in the selection of a single colonist for Georgia, and that not more than a dozen imprisoned debtors ever came to the Colony."

In 1743, Oglethorpe returned from Georgia to England, where the remainder of his life was spent. During these forty-two years he served a portion of the time in Parliament, a portion in the army, rising to the rank of General, a number of years in the literary company of Samuel Johnson and other noted writers, and all the while devoted to his philanthropic work, the faithful and tireless friend of the underprivileged.

Years ago Harry A. Alexander, of Atlanta, graduated from the University of Georgia in the Class of 1893, presented to the University several small yew tree roots taken from the hedge that adorned the old home of Oglethorpe in England. They were planted alongside the Academic Building on Broad Street and through succeeding years grew to their present size.

In front of these yews there stands a memorial marker that was dedicated in 1943 by the Daughters of the American Revolution with appropriate exercises, in the presence of Mr. Alexander, who had brought the yew plants from England and given them to his Alma Mater.

The marker bears this inscription

THE NEARBY YEMS ARE SCIONS OF THE ANCIENT HEDGE AT CRANHAM HALL ESSEX, ENGLAND, HOME OF JAMES EDWARD OGLETHORPE FOUNDER OF THE COLONY OF GEORGIA

Oglethorpe left many monuments but none more glorious or more lasting than the Colony of Georgia.

Georgia has built many monuments but none more glorious or more lasting than the University of Georgia.
EARLY GEORGIA DAYS

The University of Georgia is the oldest chartered state university in the United States of America, and the state in which it was established was the youngest of the thirteen colonies that established their independence. The colony of Georgia was only forty-three years old when the Declaration of Independence was signed at Philadelphia and had just reached the half century mark when George III of England declared her a free and independent state. The number of white citizens at that time was relatively small. The greater part of her wide domain, established under the direction of George II, embracing the land between the Savannah and Mississippi Rivers, was occupied by Indians, some of them peaceable but most of them warlike.

Full and complete answers have been made to the assertion that Georgia was settled by jailbirds released from English prisons. Recent historical research reveals that "that having been imprisoned for debt was not the determining factor in the selecting of a single colonist for Georgia, that not more than a dozen debtors were ever sent to Georgia, and that any debtor sent was not chosen as such but was chosen from the poor and unemployed, from those most deserving of aid and most promising as a colonist." The greater number were men, who though unfortunate, still had good characters and were determined to succeed in life. As citizens of the new colony they demonstrated their worth.

In those earlier days there was not much venturing into the interior. Settlers did not go many miles from Savannah and the Atlantic seaboard, a little later they pushed northward along the Savannah River as far as Augusta and some of the more venturesome moved westward towards the interior of the colonial domain.

Stories of the rich territory occupied by the Indians, stories of fertile lands and majestic forests reached the ears of many who were longing for adventures and from year to year the white man traveled westward in search
of livelier experiences and more abundant financial returns for his labor.

At the opening of the War of the Revolution, Middle Georgia and even up to the Piedmont section seemed to offer more attractions and the increase in population in that section was steadily growing larger than that of the coastal section.

It has been recorded by a number of writers, and truthfully too, that as a rule the better educated, better trained colonists settled in Savannah, along the coast and in and around Augusta, while those who went into the interior were men rough, hard drinking and dominated by the speculative mania. But it should be remembered that those men lived in times when drinking and other rough habits were not frowned upon as they are in these days, and that with all their faults, for which no excuse may be offered, in spite of many almost insurmountable obstacles, they did succeed in their undertakings and together with their descendants built up a civilization of which any state might well be proud. They were bold pioneers, engaged in a work that required intestinal fortitude. In due time the education and the culture came.

It could hardly be expected that a colony so young in years and so small in population, with little money and struggling from year to year to establish itself safely and securely as a member of the American sisterhood, could provide many schools or could have made any marked advance in educational facilities. Even in the older colonies education had not even begun to reach the masses although a number of colleges and seminaries of learning had been established in the more favored localities.

And yet, from the beginning, the colony of Georgia was not without great leaders who dreamed great dreams, many of which have come true. They realized the need for schools in which the youth of the colony might be given the proper education and in the chief towns of the colony there were established schools that in some measure met the demands of the day. In the very earliest days of the young colony John Wesley, founder of the Methodist Church, orga...
zed a Sunday School near Savannah, and George Whitefield, the great preacher who labored along with Wesley, asked for a college charter for the orphanage he had established at Bethesda, probably the first orphanage established in America and which is still in operation. He did not get the college charter but he was one of those who pointed the way to future achievements.

The War of the Revolution over, Georgia faced a rather gloomy future. She had just come to the point where she could stand on her feet and now she found herself again in the dust. The war had drawn heavily on her sparse resources and in a material way she had little upon which to build. But she had a great number of brave and intelligent citizens. One of these was Lyman Hall.

**Lymann Hall**

Lymann Hall was a native of Connecticut, having been born in Wallingford April 12, 1724, the son of John Hall and Mary Street. He had the advantage of a college education, having graduated from Yale College in 1742 at the age of eighteen years. He was prepared for the ministry, as were so many of the promising young men of those days in that section of the country, but the field of medicine was more attractive to him and within the next few years he became a successful young physician. Along with a number of Puritans he went to South Carolina, but remained there only a short time.

In 1754 he moved from South Carolina across the Savannah and settled at Midway, near the town of Savannah, where he began the practice of medicine. Later on he moved to Sunbury and became "the leading physician of the surrounding country, and because of broad human sympathy and learning, he was honored and trusted by the people."

When the time came for the colonies to break the ties that bound them to Great Britain, Hall was entirely in sympathy with the colonists and took a prominent part in the struggle for independence. He was a member of the Continental Congress in 1775 and was one of the three Georgians who signed the
Declaration of Independence, the other two being Button Gwinnett and George Walton.

"When British troops overran Georgia his property was confiscated and his residence near Midway was ruined. Then he went North with his family until 1782 when he returned to Georgia, settled in Savannah and again practiced medicine."

He was recognized as one of the ablest men in the state and in January 1783 he was elected Governor of Georgia. He faced many difficult problems and towards their solution he made the most valuable contributions. He was very deeply interested in the education of the people and his greatest contribution to Georgia was in the development of that field.

No doubt other able men in America had been thinking about providing educational facilities for the masses of the people. Thomas Jefferson and others had discussed the question and in several states there was a movement in that direction, but nothing definite had been done to put into effect the plans they may have had in mind. Governor Hall believed in linking together religion and education and in extending these high privileges to all the people.

So, in his message to the Georgia legislature July 8, 1783, among other things he said:

"Every encouragement ought to be given to introduce religion and learned clergy to perform divine worship in honor of God and to cultivate principles of religion and virtue among our citizens. For this purpose it will be your wisdom to lay an early foundation for endowing seminaries of learning, nor can you, I conceive, lay better than by a grant of land that may, as in other governments, hereafter by lease or otherwise, raise a sufficient revenue to support such valuable institutions."

This suggestion by Governor Hall evidently met the approval of the legislature for on Feb. 25, 1784, that body directed that twenty thousand acres of land be laid out in each of the two new counties of Washington and Franklin
"for the endowment of a college or seminary of learning." It will be noted that provision was made for one college or seminary of learning, not for several. Under the provisions of this act, John Houston, James Habersham, William Few, Joseph Clay, Abraham Baldwin, William Houston and Nathan Brownson were named as trustees "for the said college or seminary of learning."

After the expiration of his term of office, Governor Hall retired and took no further active interest in public affairs. He, no doubt kept up with the development of the movement he had started and realized that his suggestion had borne fruit, but there is no record of his active participation in the organization or development of any of the academies for learning.

Governor Hall moved from Savannah to Burke county where he spent his last days on his farm. He died Oct. 19, 1790.

But just as Governor Hall passed from active participation in the educational uplift of his people, another champion took up his suggestion and from his brain and spirit came what we call the charter of the University of Georgia. That man, young in years but great in intellect and exalted vision, was Abraham Baldwin.
ABRAHAM BALDWIN

In 1639, there came to this country from Devonshire, England, three Baldwin brothers, who settled a few miles from New Haven. Five generations later a descendant of Nathaniel Baldwin, one of these brothers, was born at North Guilford, Connecticut, on March 2, 1754, and was given the name of Abraham. He was destined to write a little more than thirty years later the charter of the first state-supported University in the new republic, to serve his state and country in the places of highest honor and to die as a member of the United States Senate.

His father, Michael Baldwin, was the village blacksmith, a man of strong intellect and high character and a highly respected citizen of his community. Around his forge the neighbors were wont to gather and in such moments of leisure as he could spare from his work they would get from him the best advice as to how the affairs of the small community should be conducted. His mother was Lucy Dudley "a member of one of the leading intellectual families of New England."

As his mother died when he was but four years of age, it is probable that during the ten years that stretched between that time and the day on which he entered Yale College at the age of fourteen, he was guided in his studies by intellectual members of his mother's family.

His people were Puritans and hence he learned the meaning of discipline. The private schools of those days did not have a rich curriculum, judged by our present day standards. And yet they were such as to give young men a very solid and satisfactory mental training. He learned to read and write and cipher, in other words he was trained in the three "R's". He also learned to speak in public, a training that served him well in future years. Much attention was paid to making him proficient in Latin, much more attention than was paid to acquainting him with his mother tongue. According to the best methods of the times he was prepared for college and in the autumn of 1768, at the age of four-
teen, he entered Yale College, from which institution he was graduated in the spring of 1772 with the degree of Bachelor of Arts.

Having decided to become a minister, he studied Divinity for three years and was licensed to preach in 1775. He received an appointment as tutor in Yale University and filled that position until June 1779, at which time he was appointed as chaplain in the Revolutionary army, serving in that capacity until June 3, 1783.

In 1781, although he was but twenty-seven years of age at that time, he was elected as Professor of Divinity at Yale, but after giving eight months to the consideration of this offer, he declined it. He had evidently made up his mind to enter another profession, for he turned his attention to the study of law, and was soon admitted to the bar.

But he was not destined to remain long in his native state. He was soon to become a citizen of Georgia, the youngest of the thirteen states and to remain a citizen of that state until his death.

Just why Abraham Baldwin came to Georgia, just when he came and just where he first resided cannot be definitely stated. There are some papers that set up probabilities, but he left little information of a personal nature and exact dates, movements and purposes are not to be found of record.

It is true that he was very much interested in the education of the people and that he had rather close acquaintance and association with Dr. Ezra Stiles, president of Yale. It is also believed that he had heard of the suggestion of Governor Hall, a suggestion that agreed with his own views. It is probable that he had discussed with Dr. Stiles this suggestion of Governor Hall and that he came South with some sort of idea about establishing a university under the care and support of the state.

It is probable that he came from Connecticut to Charleston, South Carolina, and from that place traveled through the country to Georgia. Having been discharged from the army in June 1783, it is thought that he came South some-
time during the fall season of that year and that he first went to Augusta, which was at that time the capital of the state. The first notice that is of record as to his presence in Georgia is to be found in the official journal of the House of Assembly, wherein it is stated that on January 14, 1784, "Mr. Abraham Baldwin presented a petition (with two certificates) to be permitted to practice as an attorney-at-law in the courts of the state." This petition was granted January 20, 1784.

Subsequent to that time it appears that on October 22, 1784, "the Governor in Council granted 200 acres of land in Wilkes county to Abraham Baldwin." It is not known to what extent Baldwin settled upon or lived on this land.

He was only thirty years of age, but in addition to his ability as a teacher, a minister and a lawyer, he evidently possessed political sagacity and was a good mixer. He had been in Georgia not more than one year when he had made friends enough to successfully launch his political career, and there is found in the proceedings of the House of Assembly the entry that on January 12, 1785 "Mr. Abraham Baldwin (with two others) qualified as a member from Wilkes county."

He lost no time in making good as a legislator. In just fifteen days from the date on which it was recorded that he took his seat in the House of Assembly, he had introduced and carried through to its passage the act that established the first state-supported University in the nation, the act that we now refer to as the Charter of the University of Georgia.

This great document was not written in a hurry and without due consideration. Before leaving Connecticut he evidently had knowledge of the fact that steps were about to be taken to establish educational institutions in this state. It is quite likely that he had talked about these projected institutions with Dr. Stiles. He had no doubt considered every phase of the situation and had reached definite conclusions to which he gave expression in the bill he introduced and championed in the Georgia Assembly.
The charter of the University and the subsequent work done by Abraham Baldwin as president of that institution will be discussed later on. Just now we will follow him through the years in which he served as statesman and lawmaker up to the time of his death while a member of the United States senate.

He lacked a little over a month of reaching his thirty-first birthday when on January 19th, 1785 he was named by the Assembly as a delegate to the Continental Congress, and thus in the same month he stood forth as an educational leader and a promising statesman. While he devoted much of his time to the development of the new educational institution provided for in the act of the Georgia Assembly, it is nevertheless true that the greater portion of his time and his efforts was devoted to public affairs of a political nature. He was re-appointed or 'held over' until that congress, constituted under the Articles of Confederation, was replaced by the one under the Constitution of 1789.

During all these years Baldwin was also a member of the Georgia Assembly. While his more important service was national in its character, he nevertheless ably and carefully attended to many duties in which the advancement of the State of Georgia was involved. Many questions of great importance had to be discussed and settled by the legislature of the young state. There was much discussion of boundary lines. On the south there were differences to be adjusted with Spain; on the east there arose a conflict between South Carolina and Georgia as to correct boundary lines, and the western part of the state occupied by Indians, furnished numbers of vexatious problems. Following the War of the Revolution there were many disputes as to land titles, and even in those early days there was an insistent demand for the creation of new counties. The young state had very little income and an equitable tax system had to be set up. Even the poll tax question was a live issue, as it has been
in the past few years, and in 1787 a tax of five shillings was levied on every male white person over twenty-one years of age. And then there was the problem of furnishing educational facilities for the benefit of the youth of the State. In all this work Baldwin played an important part, but in the securing of financial aid for education he was not as successful as he had been in getting his educational charter through the Assembly. For, though the state had authorized and directed the establishment of a state university, it was slow to give it financial aid and all through its earlier years it had plenty of trouble in meeting its financial obligations.

Throughout all the years of his legislative service he held the confidence of the people of the entire state. He was an expert in the adjustment of differences between individuals or factions, and as a legislator quite a number of such occasions arose in his period of service. He was a cultured and well-educated leader and able lawyer, and naturally became a leader in the legislature to whom other members looked for advice and guidance.

In the convention that framed the Constitution of the United States, Baldwin was a prominent figure. That was a convention in which concession and conciliation played a great part. Baldwin was a past master in the art of smoothing out differences, and while to Washington's patience and ability must go the chief praise for the successful work of that convention, it is undoubtedly true that he had in Baldwin a thoroughly sincere and effective lieutenant who contributed much to the successful termination of a number of irritating discussions.

Joel Barlow, a kinsman, referred to him as the "Father of the Constitution" and one writer, Miss Ridgely, asserted that the original manuscript of the Constitution was found among his papers after his death."
But there is little or no evidence to support such assertions. However, that he took a leading and most important part in framing that immortal document there can be no doubt.

There were six committees in the Constitutional Convention known as the "grand committees." Baldwin was a member of four of these committees, which fact is proof enough that he was a leading member of that body.

At one time there was a very spirited debate on the question of the representation of the states in the Senate. The larger states wished the membership to be governed by the popular vote in the respective states. The smaller states insisted on equal representation in the upper house of Congress. Should the larger states have their way in the settlement of that question, it was believed that the disruption of the convention would follow and that the proposed union could not be consummated. It was the most critical hour of the assemblage and the fate of the proposed union of states hung in the balance.

Although Baldwin was representing Georgia, one of the smaller states, his personal judgment was that the representation in both houses of Congress should be based on the popular vote, that being to his mind the essence of democracy. But he knew that the disruption of the convention would follow and that the great achievement of a federate republic would be sacrificed. He chose to sacrifice his personal opinion and cast his vote with the smaller states and in favor of equal representation in the Senate. It was the crucial hour and to Baldwin goes the credit of settling the issue in a satisfactory manner and providing the law under which the nation has since been governed in a thoroughly satisfactory manner.

The vote of the state of Georgia was divided, the other delegate, William Few voting with the larger states. Fiske, the historian, says concerning that vote:
"It was Abraham Baldwin, a native of Connecticut and lately a tutor in Yale College, a recent emigrant to Georgia, who thus divided the vote of that state and prevented a decision which would in all probability have broken up the convention. His state was the last to vote and the house was hushed in anxious expectation when this brave and wise young man yielded his private conviction to what he saw to be the paramount necessity of keeping the convention together. All honor to his memory."

Along with William Few, Baldwin on behalf of the State of Georgia signed the proposed constitution. In Georgia he helped secure the vote of the state for the adoption of the constitution and during several weeks spent in his old home state of Connecticut he did effective work in bringing about a favorable vote on the constitution in the convention called to pass on the adoption or rejection of that document.

He was present in Congress in 1788 when the ratification of the Constitution was announced and was a member of the committee that fixed the time and place for the assembling of the first Congress under the new Union of States. On Jan. 20, 1789 he was elected by the Georgia legislature as one of the congressmen from this state under the new Union. Two years later he was re-elected to that position. He continued to serve in Congress until 1799, when he was elected United States Senator and for eight years filled that position with great ability and distinction. He adjusted many troublesome differences and in 1802 was elected President pro tempore of the senate. Baldwin was a federalist, but on many questions supported the positions taken by Jefferson as being more in line with what he thought best for the government. He was a co-worker with Madison, especially in matters that concerned the adoption of the Constitution. Death came to him on March 4, 1807. He died while a member of the United States Senate, a comparatively young man, but in his
rather short life he had rendered conspicuous service to his people.

The Georgia Daughters of the American Revolution a few years since placed a marble marker in front of Old College, the first permanent building erected on the University campus into which has been chiseled the story of Baldwin's life as follows:

ABRAHAM BALDWIN

FOUNDER OF THE UNIVERSITY OF GEORGIA

BORN IN NORTH GUILFORD, CONNECTICUT, NOVEMBER 2, 1754; GRADUATE OF YALE, 1722; LICENSED TO PREACH BY THE NEW HAVEN ASSOCIATION OF MINISTERS, 1775;

TUTOR IN YALE, 1775-1779; CHAPLAIN IN THE CONTINENTAL ARMY, 1779-1783;

ATTENDED TO THE BAR, 1783; MOVED TO GEORGIA THE SAME YEAR; MEMBER OF THE GEORGIA LEGISLATURE AND OF THE CONTINENTAL CONGRESS, 1785-1788;

MEMBER OF THE FEDERAL CONSTITUTIONAL CONVENTION, 1787, SAVING THAT BODY FROM DISRUPTION; WROTE THE CHARTER OF THE UNIVERSITY OF GEORGIA, 1785, THE FIRST CHARTER FOR A STATE UNIVERSITY TO BE ADOPTED BY ANY AMERICAN STATE;

FIRST PRESIDENT OF THE UNIVERSITY, SERVING FROM 1785 TO 1801; MEMBER OF THE UNITED STATES HOUSE OF REPRESENTATIVES, 1789; MEMBER OF THE UNITED STATES SENATE, 1799-1807; DIED MARCH 4, 1807
Dr. Henry C. White, for fifty-six years the cultured head of the Chemistry department of the University of Georgia, in his admirable biography of Abraham Baldwin, gives in detail the story of his life. This brief sketch of the founder of the University is taken largely from Dr. White's book, and for a more thorough knowledge of his service to his country and to the state of his adoption, the reader is referred to that interesting biography.
CHARTER OF THE UNIVERSITY

The preamble of the charter of the University of Georgia is a model both as to language and content. It raised on high a standard that has never been lowered by the institution.

The late Chancellor David C. Barrow quoted Dr. Willis H. Bocock, a scholar of wide learning, as saying that the first sentence of this charter is among the five or six great sentences in the English language, and added that he himself never read the charter without having the feeling of being uplifted.

The charter officially marked the beginning of the institution and is here given in full.

The Charter

An Act for the more full and complete establishment of a Public seat of Learning in this State; Approved Jan. 27th, 1785.

As it is the distinguishing happiness of free governments that civil order should be the result of choice and not necessity, and the common wishes of the people become the law of the land, their public prosperity and even existence, very much depends upon suitably forming the minds and morals of their citizens. When the minds of the people in general are viciously disposed and unprincipled, and their conduct disorderly, a free government will be attended with greater confusions and evils more horrid than the wild, uncultivated state of nature; it can only be happy where the public principles and opinions are properly directed and their manners regulated. This is an influence beyond the stretch of laws and punishments, and can be claimed only by religion and education. It should therefore be among the first objects of those who wish well to the national prosperity to encourage and support the principles of religion and morality, and early to place the youth under the forming hand of society, that by instruction, they may be moulded to the love of virtue and good order. Sending them abroad to other communities for their education will not
answer these purposes, is too humiliating an acknowledgment of the ignorance or inferiority of our own, and will always be the cause of so great foreign attachments, that upon principles of policy it is inadmissible.

This country in the times of our common danger and distress found such security in the principles and abilities which wise regulations had before established in the minds of our countrymen, that our present happiness, joined to the pleasing prospects, should conspire to make us feel under the strongest obligation to form the youth, the rising hope of our land, to render the like glorious and essential services to our country.

And, whereas, for the great purpose of internal education, divers allotments of land have at different times been made, particularly by the legislature at their session in July 1783 and February, 1784, all of which may be comprehended and made the basis of one general and complete establishment, Therefore enacted,

2- Sec. 1. That the general superintendence and regulation of the literature of this State, and in particular of the public seat of learning, shall be entrusted to the one board, denominated "The Board of visitors," hereby vested with all the powers of visitation to see that the intent of this institution is carried into effect; and John Houston, James Habersham, William Few, Joseph Clay, Abrahad Baldwin, William Houston, Nathan Brownson, John Habersham, Abiel Holmes, Jenkin Davis, Hugh Lawson, William Glascock, and Benjamin Taliaferro, who shall compose another board, denominated the "Board of Trustees". These two boards, united, or a majority of each of them, shall compose the "Senatus Academicus of the University of Georgia."

3- Sec. 11. All statutes, laws and ordinances for the government of the University, shall be made and enacted by the two boards united or a majority of each of them, subject always to be laid before the General Assembly, as often as required and to be repealed or
disallowed as the General Assembly may think proper.

4- Sec. 111. Property vested in the University shall never be sold without the joint concurrence of the two boards, and by an act of the legislature; but the leasing, farming and managing of the property of the University for its constant support, shall be the business of the Board of Trustees. For this purpose they are hereby constituted a body corporate and politic, by the name of "The Trustees of the University of Georgia," by which they shall have perpetual succession and shall and may be a person in law, capable to plead and be impleaded, defend and be defended, answer and be answered unto, also to have, take, possess, acquire, purchase or otherwise receive lands, tenements, hereditaments, goods, chattels, or other estates, and the same to lease, use, manage or improve, for the good and benefit of said University; and all property given or granted to or by the government of this state for the advancement of learning in general, is hereby vested in such Trustees, in trust, as herein described.

5- Sec. IV. As the appointment of a person to be President and head of the University is one of the first and most important concerns on which its respect and usefulness greatly depends, the Board of Trustees shall first examine and nominate but the appointment of the President shall be by the two boards jointly, who shall also have the power of removing him from office for misdemeanor, unfaithfulness or incapacity.

6- Sec. V. There shall be a stated annual meeting of the Senatus Academicus at the University, or at any other place or time to be appointed by themselves, at which the Governor of the State, or in his absence, the President of the council, shall preside; their records to be kept by the Secretary of the University.

7- Sec. VI. As the affairs and business of the University may
make more frequent meetings of the Trustees necessary, the President and two of the members are empowered to appoint a meeting of the board; notice always to be given to the rest, or letters left at the usual places of their abode, at least fourteen days before the said meeting; seven of the Trustees thus convened shall be a legal meeting. In case of the death, absence or incapacity of the President, the senior Trustee shall preside. The majority of the members present shall be considered a vote of the whole, and where the members are divided, the President shall have a casting vote; Provided always that nothing done at these special meetings shall have any force or efficacy after the rising of the then next annual meeting of the Trustees.

8- Sec. VII. The trustees shall have the power of filling up all vacancies of their own board, and appointing professors, tutors, secretary, treasurer, stewards, or any other officers which they may think necessary, any the same to discontinue or remove as they may think fit, but not without seven or their number, at least, concurring in such act.

9- Sec. VIII. The Trustees shall prescribe the course of public studies, appoint the salaries of the different officers, form and use a public seal, adjust and determine the expenses, and adopt such regulations, not otherwise provided for, which the good of the University may render necessary.

10- Sec. IX. All officers appointed to the instruction and government of the University shall be of the Christian religion, and within three months after they enter into the execution of their trust, shall publicly take oath of allegiance and fidelity and the oath of office prescribed in the statues of the University; the President before the governor or President of the Council, and all other officers before the President of the University.

11- Sec. X. The President, professors, tutors, students and all officers and servants of the University whose office requires their constant attendance, shall be and they are hereby excused from military
duty and from all such like duties and services, and all land and other
property of the University is hereby exempted from taxation.

12- Sec. XI. The Trustees shall not exclude any person of any re-
ligious denomination from free and equal liberty and advantages of edu-
cation, or from any of the liberties, privileges and immunities of
the University in his education, on account of his, her, or their specu-
lative sentiments in religion or being of a different religious profession.

13- Sec. XII. The Senatus Academicus, at their stated annual meet-
ings, shall consult and advise, not only upon the affairs of the Univ-
ersity, but also to remedy the defects and advance the interests of lit-
erature through the State in general. For this purpose it shall be the
business of the members, previous to their meetings, to obtain an ac-
quaintance with the state and regulations of the schools and places of
education in their respective counties, that they may be thus possessed
of the whole and have it lie before them for their mutual assistance
and deliberation. Upon this information they shall recommend what kind
of schools and academies shall be instituted, agreeably to the Constitu-
tion, in the several parts of the state, and prescribe what branches
of education shall be taught and inculcated. They shall also examine and
recommend the instructors to be employed in them, or appoint persons,
for that purpose. The President of the University, as often as the duties
of his station will per it, and some of the members, at least once a
year, shall visit them and examine into their order and performances.

15- Sec. XIV. All public schools instituted or to be supported by
funds or public moneys in this State shall be considered as parts or
members of the University, and shall be under the foregoing directions
and regulations.

16- Sec. XV. Whatsoever public measures are necessary to be adopt-
ed for accomplishing these great and important designs, the Trustees shall
from time to time represent and lay before the General Assembly.
THE FORESIGHT OF THE FOUNDERS

There have been varying opinions as to whom should be accorded the honor of having founded the University of Georgia, Lyman Hall or Abraham Baldwin. It is undoubtedly true that Hall made the first suggestion in his address as governor to the Georgia legislature in 1783, in which he advocated the establishment of seminaries of learning. Under an act of the legislature such a seminary as suggested by Governor Hall was established under the name of the Richmond Academy, in Augusta, Ga., which institution has existed up to the present time. But that was never intended to be a state university. In February 1784 that act was passed to set aside forty thousand acres of land for a college or seminary of learning, but no definite plans were made for establishing it. It was not until January 1785 that the act introduced in the legislature by Abraham Baldwin was passed and became what has always been called the Charter of the University of Georgia.

Governor Hall and other leaders of thought in Georgia no doubt realized the need for a state-supported institution of learning of collegiate grade, but it does not appear that they had made any study concerning the details of such a movement or that anything definite was proposed concerning such an institution beyond providing forty thousand acres of land for its use. Governor Hall suggested the need for such an institution but did not follow up his suggestion with any definite proposition. It remained for Baldwin, who had already made a study of the situation, to give life to Governor Hall's suggestion and to provide specifically for a state-supported institution to be known as the University of Georgia.

While according due praise to Governor Hall and acknowledging the priority of his statement to the legislature, the general judgment of those who have studied the question from all angles is that Baldwin, with his well-defined ideas and specific provisions as expressed in the act of 1785, should be regarded as the real founder of the University of Georgia.
It required only a few years for other states to follow the lead of Georgia. The idea of a state-supported university took root. The duty of a state to educate its citizens became more and more apparent. The soundness of Baldwin's plan was admitted. The State of North Carolina by legislative enactment provided for a state university. Its plan was not as comprehensive as that under which the University of Georgia had been chartered, but the state of North Carolina, an older and more populous state, could lay its hands more easily on the money that was necessary to launch such an enterprise, and the consequence was that the doors of the University of North Carolina were opened in 1795, six years before the University of Georgia had enough to start on the carrying out of Baldwin's charter. Thus, while the University of Georgia is the oldest chartered state-supported university in the United States, the University of North Carolina is the oldest state-supported university in actual operation.

Chief-Justice Richard B. Russell, of the Supreme Court of Georgia, a graduate of the University in the Class of 1879 and for many years chairman of the University Board of Trustees, after making a thorough study of the questions involved, made an address on "The Legal History of the University of Georgia." It covered every phase of the University's history and was a great contribution. It was published in Vol. 1, No. 3 of the Georgia Law Review, June 1, 1928, a publication issued by the students of the University Law School.

The peroration of that address was devoted to comments upon the University charter and the foresight of the founders of the institution.

Quoting therefrom:

"It is notable that in the Charter that the benefits of the proposed University are extended alike to all citizens of the State, expressly disregarding any diversity of race or creed, religious or political opinion, or
station in life. It is an equally outstanding fact that this charter, after all has been said and done to promote equality of the sexes before the law, contains perhaps the first declaration in the laws of any nation, tribe or tongue of the equality of women in the grant of educational privileges by the State to its citizens. When the legislature came to bestow the blessings designed by the creation of its highest seat of learning, it declared in section eleven of the charter that the trustees shall not exclude any person of any religious denomination whatsoever from free and equal liberty and advantages of education, or from any of the liberties, privileges and immunities of the University in his education on account of his, her and their speculative sentiments in religion or being of a different religious profession. All religious denominations were placed upon an equal footing, and in the same class sharing fully all the blessings to be conferred were those who had only 'speculative sentiments in religion', thus including all who might not have made any decision, profession or affiliation with any of the denominations previously alluded to.

"In using the word 'her' in the section (eleven) the fathers perhaps foresaw with prophetic ken the equality of women in all respects with man, which obtains today, but whether they did or not, they were evidently determined that the girls should receive equal privileges in education of as high a grade as that accorded to the boys and did not hesitate to write the sentiment into law. Whatever may be said of the efforts of others thereafter to further the cause of female education, the legislature of 1785, in the provision for the establishment of the University of Georgia, placed our commonwealth as a sturdy pioneer of the outstanding movement which has followed. I have alluded to these two incidents to show the broad scope within which the act was designed to operate, as embracing all the citizens of the State (slaves never being citizens), but the outstanding fact of the State undertaking to
educate its youth for the benefit of the State itself was so novel and so outstanding as to challenge profound consideration. It is a fact that this was the first instance in history where a State undertook by the establishment of a state university to furnish the sinews of war by which ignorance should be eradicated. It is true that previous provisions had been made for free schools to provide education of an extremely restricted character the three R's as it was commonly said, based, I imagine, upon the supposition that those who received only the benefits of these primary schools began each of the three words, reading, writing and arithmetic, with a capital R. But the legislation of 1785 in the passage of the charter of the University of Georgia ushered in the dawn of a new day, recognized the truth of Pope's statement that 'a little learning is a dangerous thing' and realized that really educated citizens are among the greatest assets in the commonwealth of any country, deemed it a duty to provide the means of a liberal education within the State so as to guarantee homogeneity in the ideals of our youth and patriotic devotion to the state."

On Jan. 27, 1943, the University of Georgia celebrated the 150th anniversary of the signing of the Charter, and the address of the day was made by Hon. Pope Brock, a distinguished Georgia lawyer, who was graduated from the University in the class of 1911. He made a number of references to the vision, the foresight and the sagacity of Abraham Baldwin, which sum up the judgment of all who measure his contribution to education by the achievements that have been made. Just a few of these references may not be inappropriate here.

"Men often deserve to be judged by their dreams rather than by their objective achievements. Measured by this test, Mr. Baldwin is an impressive figure. He belongs to later generations even more so than his own. He projected his thinking a hundred years ahead. He created something
theretofore unknown, a University to be sponsored and operated by public authority, a University to serve the whole people. It became the inspiration for a national system of universities."

"Abraham Baldwin revealed an insight into things to come, he anticipated society's needs and offered a solution for the disorders which dissipate the energies of a people and thwart progress. He trusted the educated mind and provided a place to foster it."

"He met what was perhaps the primary need of his day in Georgia and, in connection therewith, gave direction to an important public policy. His object was to produce here the leaders who should solve the problems of the people of his state."

"The public policy implicit in the creation of this institution projects itself into the future."

"It is particularly worthy of note that the Charter of the University of Georgia sets forth that the reason for its enactment was to provide the higher learning which would qualify its recipients for leadership."

"In short, the goals of the University must coincide with the ends and aims of the social order which it serves. Very explicitly, it was created in this spirit. The emphasis was on the kind of intellectual discipline which could preserve this new political liberty. It was a program for centuries to come."

**ACCUMULATING MONEY FOR A START**

Such was the Charter. Other minds no doubt had envisioned such an institution but had reached no conclusions. There was an intimation of such an institution in the North Carolina constitution. Jefferson had given thought to the subject. But thought has to be connected with action to bring about results. The fact remains that Baldwin was the man who gave a definite body to the idea, wrote out details, secured legislative approval of the plans, and ahead of any other man moved into action and converted a dream into a reality.
Well, he had his charter, a board of trustees, forty thousand acres of land and not a dollar in cash with which to start the institution. It was quite certain that the University could not be built without money. What next? That was the question to be answered.

The state had sanctioned the movement and had given liberally out of all it had - land. It could just as easily have given twice the amount of land or three times as much, for it had plenty of land. But it was manifestly impossible for it to give money, however laudable the undertaking. Only fifty-two years had passed since Oglethorpe had landed at Yamacraw Bluff. The youngest of the American states was sparsely populated and sufficient time had not elapsed in which fortunes might be built up. Even at the beginning of the war of the Revolution, Georgia had no great amount of money and the state's supply had dwindled almost to the vanishing point at the close of that war.

This movement to establish a University was a bold movement, since the great majority of Georgia's citizens, while acquiescing in it, knew nothing about such an institution and probably cared less. They were not people to be stirred into enthusiasm by such a movement. But there were a number of educated men in the older settlements, and be it said to the credit of the unlearned majority that they threw no obstacles in the way even though they could be of little help. There were plenty of clouds in the sky and they didn't appear to be wearing any silver linings. Baldwin had no illusions as to his task. The only way to get hold of the money was to lease or sell land. He addressed himself to that task. Land in Georgia had very little value, especially since, out of its vast domain, enterprising settlers could, by proper request and sufficient political influence, acquire a sufficient number of acres to constitute comfortable homesteads.

Under the charter the government of the University was vested in two bodies, a Board of Trustees and what was called the Senatus Academicus. The latter was made up of the Board of Trustees sitting with the Governor of the State and the senators from the several counties, who constituted what was known as the Board of Visitors. Later on, the Senators were excused from that duty and were replaced by the president of the state senate, the speaker of the House of Representatives and the judges of the Superior Courts. On certain questions
the action of the Board of Trustees did not become final until approved by the Senatus Academicus.

Baldwin's idea was that the University should be tied closely to the state government. That is why he provided for the Senatus Academicus. Results were different from those that Baldwin anticipated. At times it was difficult to secure the attendance of a quorum of the Board of Trustees, but that trouble was insignificant when compared with the difficulty of getting the Senatus Academicus into a meeting. It was always a cumbersome, unhandy, unworkable arrangement. It is doubtful whether it ever did any good and no tears were shed when it was abolished in 1859.

The work of Senatus Academicus throughout the years had been chiefly supervisory. The real work was done by the Board of Trustees, and as that body made up half of the Senatus Academicus, the work of the joint body was chiefly that of ratification of the actions of the Trustees. It is true that for many years after the abolishing of the Senatus Academicus there was a committee known as the Board of Visitors, appointed by the governor and charged with the duty of visiting and inspecting the University each year. It had no powers save that of making such recommendations to the governors as it deemed proper to make. Sometimes its personnel was not all that might be desirable, and in one instance a young member just out of the University two years was found examining the professor who had taught him and very positively and emphatically telling the professor how he should teach.

No doubt the trustees gave thought to the problems that arose. No doubt Baldwin, who had initiated the project, gave thought to what he knew was a situation full of doubt as to plans and procedures. The trustees may have held a meeting soon after the enactment of the law creating the University of Georgia, but, if so, there is no preserved record of such meeting. It is believed that some kind of a meeting must have been held, because in the first recorded minutes of a meeting at a later date reference is made to Baldwin as president and he must have been elected at a former meeting. Again he may have been chosen president at the first recorded meeting and no mention of it made in the minutes. It may have been that no meeting was held in the remaining months in 1785, for on
February 3, 1786, more than a year having elapsed, the Georgia Legislature took the trustees to task for their slowness and passed a resolution calling upon the Board to hold a meeting and proceed to the discharge of its duties under the Act of January 27, 1785.

That resolution of the legislature called for the laying out of a town in the County of Greene on the college survey of land on Richland Creek, the Board of Trustees to concur therein. The trustees saw that they had to do something and that right speedily, so that it is of record that the trustees met ten days later, February 13, 1786, in Augusta, Georgia, then the capital of the state. If the Senatus Academicus convened at that time, there is no record of the meeting. In fact, the first meeting of that body as recorded was in 1799. Under the charter, the attendance of at least seven members of the Board of Trustees was required to constitute a quorum and there were present at that meeting just seven members, to-wit: Abraham Baldwin, President; William Few, William Glascock, John Habersham, Nathan Brownson, Hugh Lawson, and Benjamin Taliaferro.

At this meeting a committee consisting of Thomas Harris, Davis Gresham and William Greer, as agents, was directed "to choose and fix on a place most proper and convenient for a Town, in which the courthouse and jail and other public buildings are to be erected for the county of Greene, and to lay out the streets and alleys of the Town of Greenesboro as this Board may hereafter direct and point out. The said agents shall have power to fix on eight lots in such part of said Town as may be most convenient for a Church, Academy, Courthouse and jail and to advertise and sell at public auction twenty lots and no more."

The remaining part of the resolution directed the surveying of all the land in that county owned by the University and laid down the terms under which it might be leased.

It is probable that the trustees discussed plans for leasing lands in other counties, though no record was made of any such discussions. The forty-thousand acres given in the act creating the University lay in Washington and Franklin counties, in what are now Clarke, Franklin, Rabun, Greene, Hancock, Jackson and Oglethorpe. Five thousand acres in Rabun county were lost by the University
by the final settlement of the boundary dispute between Georgia and South Carolina covering the land between the Tugalo and Kiowee rivers. For a number of years the trustees endeavored to recover this property and lawyers representing the Board appeared several times before the Carolina courts but to no avail.

Then the Board of Trustees went to sleep for the next eight years. At least there is no record of a meeting for that length of time. The members may have been looking after land leasing. The Senatus Academicus had already been asleep one year, not having been organized. Just what Baldwin and his close and interested associates were doing in those eight years is not known. The establishment of a University in Georgia had apparently faded out of the picture. And again this statement may do the memories of those trustees an injustice. They may have been keeping the flickering flame burning.

The Senatus Academicus evidently attempted to hold a meeting in Savannah, April 26, 1794. Only William Gibbons, speaker of the house, and two judges were present. No quorum! For the Board of Trustees meeting Joseph Clay and John Habersham appeared. No quorum. No business could be transacted, but minutes were kept, to the extent of stating that five vacancies existed on the Board of Trustees, caused by William Houston, Nathan Brownson and Abiel Holmes having removed from the state and Jackson Davis and William Glascock having died. Attention was called to the necessity for choosing their successors and it was decided that the next meeting would be held in Augusta on the 29th day of July next. That would of course be July 29, 1794.

But they did not meet on that date. Three years passed without a meeting and then came a meeting on October 20, 1797. At that meeting William Stephens, George Walton, Abraham Jackson, Peter Early, Thomas Peter Cames and John Springer were named as trustees to fill vacancies on the Board and it was decided that the next meeting would be held in Augusta on the first day of July next.
On July 2, 1793, in Augusta, the Board of Trustees met, present William Few, John Habersham, Benjamin Taliaferro and Hugh Lawson. There was the same old trouble - no quorum. But the next day Messrs. Jackson, Early and Carnes, newly elected members arrived, completing the quorum. President Baldwin was not present. His absence, no doubt, was due to national business, as he had been for several years a member of Congress. The time had come for the naming of an officer to look after the money of the University. Evidently somebody had been at work collecting rents. Aquila Scott was named temporary treasurer, a choice that turned out to be a bad one, for later on he was unable to turn over all the money when called upon the do so by the trustees.

Then came July 4, but the trustees did not celebrate. They put in a full day's work, arranged for selling and leasing more land, appointed agents in several counties to look after these sales and leases and directed Scott to give them a statement of the finances of the University. Joseph Clay and John Habersham presented their resignations as trustees and Joseph Clay, Jr. and Seaborn Jones were elected to succeed them. The next day Treasurer Scott presented his statement of finances as follows:

In notes of sundry persons for rent of land and sales of lots in Greensboro $ 5636.14
Estimated amount of interest on said notes 932.29
In paper medium 75.10 pounds at 4 dollars for every pound 302.00
Cash on hand 593.32
TOTAL 879463.75

That sum may not be very impressive now, but it was as big as a mountain to those trustees, even if the major portion was in notes. Subsequently they found out that Scott had been careless.
in the handling of the money and they had to stand a loss of about one thousand dollars, and some of the notes were never paid.

But they were optimistic and in the minutes of the meeting it is stated that "The Trustees are impressed with the conviction that the Funds are sufficiently respectable to commence the building of the University, which subject will, in all probability, be taken in consideration and determined at the next meeting of the Board. "Those old fellows had their nerve with them even if they didn't attend the meetings promptly or regularly. It required nerve to start a University on such a financial showing. It required faith that would move mountains, but they had that faith.

But they had by no means reached the goal. They still had two years to travel over a rather rocky road before the final showdown came and the infant University came into being. At last the members of the Board had rubbed their sleepy eyes, and looked around them, and in fancy at least, had viewed the promised land of their dreams. It is evident that they were elated over the prospects, for they at once ordered two hundred copies of the financial report printed, to be furnished the governor, agents and others to appraise all friends of the institution of the situation, and resolved, "that the next meeting of the Board shall be at Louisville on the second Tuesday in January 1799, when all the members are earnestly requested to attend punctually, as a failure on their part will, in all probability, be productive of consequences highly injurious to an Institution on the prosperity of which materially depend the liberty and happiness of the rising generation, and that every member who does not attend the meeting shall, unless he can give a good and sufficient excuse for such non-attendance, be fined in the sum of twenty dollars."

Such an emphatic resolution should have produced results, but it didn't, for in spite of the high-sounding phrases and the threatened fine, on January 8, 1799, in Louisville, only three members of the
Board, Benjamin Taliaferro, Thomas P. Carries and Peter Early answered to their names on the roll-call. The next day one more member, Seaborn Jones, straggled in. The next day, January 10, Hugh Lawson, Joseph Clay, Jr., and Abraham Jackson, put in their appearance and made up the necessary quorum. President Baldwin was still absent and Mr. Lawson presided. William Stith was elected trustee in the place of John Springer, deceased.

They were meeting at the state capital, but the Board of Visitors could not be corralled in order to form the Senatus Academicus. It seems that the new State Constitution of 1798 had made certain changes that made it doubtful just who constituted the Board of Visitors. The Board of Trustees could not make their action final on certain important matters without the concurrence of the Senatus Academicus, so a resolution was passed suggesting that the Governor, the judges of the Superior Courts, the president of the Senate and the speaker of the house of representatives ought to constitute the Board of Visitors, yet, as doubts had arisen on this subject, that a memorial be prepared and laid before the legislature, requesting the enactment of a law to obviate all difficulties. The memorial may have been sent to the legislature but the necessary legislation didn't come until 1808.

During this session of the Board of Trustees much business was attended to regarding leases, sales and finances. Aquila Scott, the treasurer, reported that he could not settle with the University at that time as requested by the Board, and James Meriwether was named treasurer in his place. The Board then adjourned until July 2, 1799.

The Board met in Louisville on that day, but the Senatus Academicus could not be formed, as the Board of Visitors was still taking its nap. The Board tried its hand with another resolution, full of pleading, as follows:
"It having heretofore been found extremely difficult to assemble
the Senatus Academicus of the University of Georgia (the word impos­
sible might have been used), and notwithstanding the direction of the
legislature and the proclamation of his excellency, the Governor,
requiring that body to convene at this place on the second instant, a
sufficient number of the members have not attended; this Board, taking
into serious consideration the great and important objects of the
trust, the deranged and inefficient state of the funds, and the urgent
necessity of an early convention of the Senatus Academicus, do resolve
to meet at this place again on the 27th day of November next, and do
earnestly recommend it to all the members of the Board of Trustees and
also to the Board of Visitors then punctually to attend."

The Board accordingly met November 27, 1799. George Walker was
elected as trustee to succeed John Habersham, deceased. Meetings from
day to day were held through December 2, the business transacted being
entirely that relating to leases of land and collection of money, ex­
cept the election of J. Hamill as secretary of the Board. The Board
adjourned to meet in Louisville Monday, June 16, 1800. On that date
the Board met in Louisville. President Baldwin was in attendance. It
was found that an epidemic of smallpox was raging in South Georgia and
it was deemed advisable to adjourn until November 24, 1800.

Senatus Academicus Wakes Up

Meanwhile the Senatus Academicus awoke from its slumber. That
is, those who were members of the Board of Visitors awoke. The Trustees
at several previous meetings had awaited their arrival.

The first recorded meeting of Senatus Academicus was held in
Louisville, November 27, 1799. There were present Governor Jackson,
President David Emanuel, of the State Senate, Speaker David Meriwether
of the House of Representatives, and for the Trustees, Hugh Lawson,
Abraham Jackson, Peter Early, Joseph Clay, Jr., Seaborn Jones, William
Stith and George Walton.
It must have been the first meeting of that body, for the first thing that occurred in the meeting was the reading of the Charter of the University. Had there been a previous meeting, the Charter would certainly have been read then.

Immediately Mr. Early introduced a resolution that it was at present expedient to establish a temporary seat only for the University. Action thereon was postponed and later on in the session, Mr. Early withdrew the resolution.

It became manifest that different localities were deeply interested in securing the new University for there were propositions from Greene, Hancock, Wilkes, and Columbia counties on that subject. It was equally manifest that the trustees were not ready to settle that question.

Nearly three days were taken up with discussions on this one point. One after another the propositions from the counties went down under a negative vote. The truth is the members did not know exactly what kind of an institution they wanted or where they wished to locate it.

They began to discuss the different academies in the state at that time, and not knowing much about them, passed a resolution calling on them to inform the Board of their funds, lands, houses, tutors, students, number of teachers, annual expenses, etc.

Then they reached out for information as to what would be the best type of institution to establish as the university. They passed another resolution directed to the Academies, couched in the following language:

"what number of teachers would be required for a temporary literary institution, on a plan more enlarged than that of an academy, under the direction of patronage of this Board; what would be proper salaries for the teachers and what proportion of them, if the monies received for tuition should be insufficient, would probably be required from the funds of the University."

In addition it was asked of the academies "that they report the
apparatus and list of books which will be proper for such temporary institution and which will cost not more than one thousand dollars."

The governing body had had fourteen years in which to make all this investigation and came up to the moment of organization with practically no knowledge of the subject with which it was dealing. The Senatus Academicus had sense enough, however, to ask for information from the teachers in the academies, the people who probably were best prepared among the citizens of Georgia to give that body advice as to what would be best for the proposed university.

However much elated they may have been over the financial report with gross assets of a little over seven thousand dollars, exclusive of land, and the greater part of that in notes, these trustees knew that more money would be needed. In the first place they expected to get a goodly sum from tuition fees and the newspapers of the state were asked to get as many subscriptions as possible to a fund to help finance the new institution.

Then, after a lapse of another year, came the second meeting of the Senatus Academicus on November 24, 1800. Everything was moving now towards the consummation of the plan, though the details were far from complete.

The Academies in Georgia

Answering the request of the Senatus Academicus made in November 1799, the academies made report to that body on November 25, 1800.

Reports were received from eight academies, located in different parts of the state. In brief summary their reports were as follows:

Wilkes County—513 acres of land in Columbus County, estimated value $500; 132 acres in Wilkes County contiguous to the Academy; $811.31 due by different persons; $350 subscribed to be paid annually for ten years. One brick house for the Academy, 60 feet long and 40 feet wide, two stories high, valued at $5202, one Rector with a salary of five hundred dollars and two teachers $480 and 96 students.
Chatham County—— A donation from the state of 5000 acres of land in Chatham County, if so much vacant land can be found therein, from which nothing has yet been derived; 50 acres in the same county, the title whereof is disputed, value not known; two tracts in Effingham for which no price can be obtained, two lots in Savannah sold for 1880 dollars, but nothing paid; one tract in Chatham not known; 8 lots rented out in Savannah, 275 pounds, 15 shillings due by Messrs. Waldburger which is sued for.

Liberty County—— 500 acres of land in Glynn County, bought for 112 pounds, ten shillings, and twelve hundred eighty-five dollars; 73 cents due on two bonds.

Richmond County—— 2 lots in the city of Augusta, value not known, on which are two houses two stories high, other lots in the city, value not stated. One one of them has been begun a large brick building for the Academy. A sum of money due on bonds, notes and open accounts but the amount not stated.

Columbia County—— 150 acres of land in Columbia County, estimated at 1050 dollars, on which stands the Academy, a brick house, two stories high, 44 feet long and 26 feet wide, valued at 3000 dollars. Two hundred acres in the same county, value 600 dollars; 440 acres of land in Bryan County, value 440 dollars. The sum of four hundred dollars in subscriptions. One Rector and two teachers, no salary mentioned. Sixty-eight pupils; rates of tuition per annum are 20 dollars for the classical branches and ten dollars for English, writing, etc.

Warren County—— 800 acres of land in Jefferson County, bought for 1800 dollars, and the sum of 2485 dollars and 71 cents due from the state, being the balance of a donation of one thousand pounds.

Burke County—— 400 acres of land in Camden County, bought for the sum of 640 pounds, 2 lots in Waynestorough on which is situated a two-story wooden building, used for an Academy, thirty feet long and 18 wide, 3846 dollars 71 cents due on bonds with interest, and the sum of 360 pounds due from the state, being the balance of a donation of one thousand pounds.

Oglethorpe County—— 500 acres of land in Columbia County, bought for
562 pounds, 10 shillings; 500 acres of land in Camden County, bought for the sum of 150 pounds; together with the sum of 568 dollars and fifteen cents, due by the trustees of Camden County.

Just what kind of educational work was being done in those academies was not fully set forth, but according to their support and opportunities they were giving the children of the state instruction of fair grade. Thus even before the coming of the University the state had begun to aid in establishment of elementary schools with some secondary educational programs.

The Senatus Academicus first had in mind a six year curriculum which took in at least two grades of secondary nature, but this was never put into practice. Instead a four year curriculum was adopted and a grammar school provided for the younger or less advanced students.

There was considerable wrangling over the naming of a site for the University and after seven ballots it was decided to erect a "wing" of the University in Greene County, sufficient for the accommodation of one hundred students.

Then on November 28, 1800, the faculty was selected. It consisted of one man. The resolution of the Board of Trustees was "that agreeably to the recommendation of the Senatus Academicus Josiah Meigs, Esquire, be appointed first professor of the University, and to preside therein in the absence of the president. That the sum of one thousand dollars be and the same is hereby appropriated for the purchase of the library and apparatus recommended by the Senatus Academicus, and that the said sum be by the Treasurer transmitted to Mr. Baldwin together with a list of the books and apparatus aforesaid, to be by him laid out at such place and in such manner as shall in his opinion best conduce to the benefit of this institution."

Baldwin, the author of the University charter, had slipped away from his congressional duties to appear on the scene when action was to be taken to start the new institution on its career. He had picked the man to lead the way. Meigs had been one of his students when he had taught at Yale. He had watched his work after graduation. He had knowledge of his teaching as a member of the Yale faculty. He believed him to be the man for the place
and he had recommended him to the Senatus Academicus with the result that he had been chosen as the first professor in the University of Georgia.

Baldwin and Meigs had no doubt talked over the whole situation. Both of them were great believers in books and naturally their first thought was about a library. Meigs was of a very distinctively scientific mind. Hence scientific equipment was listed with the library. And thus before there was even a house in which to carry on the work and even before a permanent site had been selected for the University, the first money appropriated was for books and apparatus. Now one thousand dollars was no small sum, considering the total amount of money in hand and the many calls for its expenditure in the launching of the enterprise.

THE UNIVERSITY OPENS

The opening year of the University of Georgia can be set down as 1801. That was the year in which it was permanently located and officially started. It may have been early in 1802 before students began to arrive.

The time had come for Mr. Baldwin to lay down his job. He was at that time serving the State of Georgia in the United States Senate and his duties were too heavy to bear an additional load. In addition, he had never had an idea of teaching or directing the affairs of a college. He had drawn the charter, had advised with the trustees and contributed invaluable service for sixteen years. So he wished to step down and out.

Accordingly at the meeting of the Senatus Academicus and the Board of Trustees on June 16, 1801, he informed those bodies that "the situation of the funds of the University now admitting a paying person as President, of the University, and he resigned accordingly."

The minutes of the Board of Trustees record the election of his successor as follows: "Resolved, that a committee be appointed to examine Professor Meigs, and to report his qualifications for that office, and that Messrs. Baldwin, Cunningham and Jackson be that committee."
"The committee accordingly waited on Professor Meigs, and Mr. Baldwin therefrom, reported that they had waited on Mr. Meigs, and were perfectly satisfied with that gentleman's qualifications to superintend the literature of this state, and his moral and general character. And on motion it was resolved, that this Board will nominate Josiah Meigs to the Senatus Academicus for President of the University of this state—which on returning to the Senatus Academicus was done. And Mr. Meigs was unanimously appointed and was qualified agreeably to an Ordinance for that purpose passed by the Senatus of this day—and took his seat as a member of that body."

The first thing done by President Meigs was to submit to the Board of Trustees the outlines of a plan of education to be taught in the University and also a list of books which he approved of as most proper for University instruction.

The salary of President Meigs was fixed at fifteen hundred dollars per annum and he was allowed four hundred dollars for the expenses of the removal of his family to Georgia.

The Board remained in session two more days, provided for a common seal for the use of the University, fixed the rate of tuition at twenty-four dollars annually and authorized the treasurer to send fifty dollars annually as premiums for the students in the several academies throughout the state.

Mr. Baldwin started the library by presenting Pole's Synopsis Criticorum and Dr. Obadiah Hotchkiss gave the Transactions of the American Academy of Arts and Sciences. These were the first gifts to the institution.

The Board adjourned after having been in session four days and the University of Georgia was officially on its way.

The institution had not as yet been permanently located, but it had a president and a faculty in the person of one man. It will be well just at this point to record something about the man who had been chosen to direct the affairs of the newly-established University.