Chapter III

THE ADMINISTRATION OF PRESIDENT MOSES WADDEL

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THROUGH DARKNESS TO THE LIGHT

The first sixteen years of the life of the University of Georgia had been years of alternate hope and despair, predominantly the latter. There had been some enthusiasm, it is true, on the part of a small number of citizens of culture and wide vision, but in the main the thoughts of the people of the state were devoted to other fields of endeavor.

For a short while the outlook had been bright, but when President Meigs handed in his resignation the attendance of students had already begun to decline. Now when a large institution shows a small decline in student attendance, the situation is not necessarily a serious one, but when a newly-founded institution within less than ten years and at best with only a few dozen students begins a downward slide, that is quite a different condition and a note of alarm is sounded. Much good work had been done during those years, but the new institution had not taken possession of the hearts of the people of Georgia in such a way as to guarantee its perpetuity.

The administration of President Brown had not been such as to give much hope for the future, especially since the three years of the War of 1812 had brought about disturbing situations that naturally militated against educational advancement. In the darkest of all its dark hours, the Trustees thought they had solved the problem when they elected Mr. Finley to the presidency of the University and hopes had been entertained for the coming of better days. But now Death had cut short the career of that educator and the plans he had made for the advancement of the University had been left without the guiding hand of the planner. Darkness again surrounded everything and Hope began to stretch her wings in preparation for her departure.

Following the death of President Finley the University for two years was practically in a state of suspension. There were but few students and the number steadily decreased until it had reached the low ebb of seven...
two members of the faculty who remained discharged their duties as effectively as they could under the circumstances and by strenuous efforts kept the flickering flame ablaze.

The trustees realized the precarious situation and knew that unless something very effective were quickly done, the closing of the doors of the institution was inevitable. It was no easy task to secure a competent head of the University. There was little inducement to offer either in the way of salary or encouragement as to outlook for success. There was only a chance that by a stroke of luck they might find a man who would be willing to face such a deplorable condition.

Such a man was not to be found in Georgia. The state had a number of well-educated men, but so far as the trustees could see none of them fitted the position. The University had been moulded after the Yale pattern. The initial program had been arranged by a New Englander and Yale graduate, the first active president had been a New Englander and Yale graduate, and it was quite natural that the trustees should look in that direction in search for a new president.

Their choice fell upon a Presbyterian clergyman in Vermont, the Reverend Nathan S.S. Beman. Dr. Beman was a man of ability and it was believed that the problem could be solved if he could be induced to accept the position. Incidentally it may be remarked that for more than half a century the trustees were to be very much enamored of Presbyterians when a president of the University was to be elected, and other denominations were not slow to voice disapproval.

The University had been practically closed for several months when on March 21, 1818 the Board of Visitors passed the following resolution:

"Resolved unanimously, That the Rev. Nathan S.S. Beman be and he is hereby appointed president of the University of Georgia pro tempore." He was
officially notified and took the matter under consideration. He took several months to consider. Beyond all doubt he did not go into this new field of labor with much enthusiasm, but he did decide to make the trial. The minutes do not disclose a prompt acceptance of the offer, but it was recorded that on June 29th, three months later, he did appear at the Board meeting and announced his acceptance of the position thus tendered him. At that meeting of the Board of Trustees a resolution was passed nominating Dr. Beman to the Senatus Academicus for appointment and qualification at their next meeting. Evidently in those days considerable red tape had to be unwound.

Dr. Beman made a good impression on all who met him. He was a learned preacher and the sermon he preached on June 28th was such as to move the Trustees to order the treasurer to have published and distributed at the expense of the University. Dr. Beman was requested to deliver a sermon at the next meeting of the Board in Milledgeville the following November.

Thus that Board meeting came to a close with the trustees convinced that their problem had been solved. But when November came and they assembled in Milledgeville the University had no president and the anticipated sermon was not one of the attractions. For Dr. Beman had changed his mind and had given up his job. The first thing that came to the attention of the Board was a letter from Dr. Beman, in which he stated that his wife, suffering from a chronic affection of the liver, had entreated him not to remove her, enfeebled and helpless as she was, from her home, and that he could not deny the request. Naturally that was a request not to be denied, but it was not entirely unlikely that the esteemed Doctor lacked some of the nerve necessary to the undertaking he had agreed to assume a few months prior to that time.

The members of the Board of Trustees found themselves in the woods again. They had to cast around for another president. By this time it had become the settled policy to elect no one to the presidency of the University
who was not a minister and back to New England they went in search for Dr. Beman's successor.

Educationally, Andover, Massachusetts, was a good field for exploitation and in that place was a minister of note to whom the Trustees turned in their dilemma. Having accepted the declination of Dr. Beman, the Board passed the following resolution: "Resolved, That Dr. Ebenezer Porter be and he is hereby nominated to the Senatus Academicus as President of Franklin College." That reverend gentleman was evidently not enamored of the situation down in Georgia and turned a deaf ear to the offer.

Three months elapsed before the next meeting of the Board which was held on March 1, 1819. Meanwhile the University had been struggling along without a directing head; part of the time its rooms had been closed and the attendance had about reached the bottom.

Three important dates in the history of the University should be remembered: January 27, 1785, the day on which the charter was granted by the legislature of Georgia; the day in 1801 when its doors swung wide to receive the first student body; and March 1, 1819, the day on which it was re-born. For on that day about all that remained to be done was to lay it in its shroud and usher it into the land of memories.

But the trustees decided to make one more effort and passed the following resolution: "The Rev. Ebenezer Porter, who was appointed president of the University in November last, having signified his mon-acceptance of said appointment to the Board by letter dated Jan. 22, 1819: "Resolved unanimously by the Board of Trustees that the Rev' Moses Waddel be and hereby is nominated president of the University of Georgia." The Trustees may not have realized it at that time, but the sun was shining through the clouds.

Another preacher, but along with that he was also a teacher of ability and a native Southerner, Dr. Waddel accepted the nomination and, accord-
ing to the minutes presided over the Board meeting on June 15, 1819. At that
time began a service of ten years that were covered with success, that started
the institution on the upgrade, and since that time there has been no retro-
gression.

Just what would have been the fate of the University of Georgia if
Moses Waddel declined the offer of the presidency can only be conjectured, but it
is certainly not going too far if we accord to him a place alongside the
great educators of the republic and beyond all question it is true that he
revived the drooping spirits of those in charge of the University and breathed
into the institution the very breath of life.

Too much cannot be said in praise of this great educator, either as
to his intellectual capacity, his high character or his qualities of leadership.
At this point it is not amiss to insert a brief biography of the man who bravely
and confidently took the helm at a critical moment and steered the ship away
from the reefs upon which it had almost been wrecked.
MOSES WADDEL

Moses Waddel was pure Irish, even though he was born in America and saddled by his parents with the name of a great Jewish lawgiver. His parents, William Waddel and Sarah Morrow Waddel, were born in the county of Down, near Belfast. They came to this country in 1766, bringing with them five little daughters. They had heard of the rich lands in Georgia and the opportunities there afforded to those who might be willing to work and win. So they started out with the intention of settling in Georgia. But they were not destined to reach Georgia as soon as they intended, though in the end they did get here.

When their ship reached Charleston, S.C., they fell in with a North Carolinian who had just sold the produce he had brought to the South Carolina portland. He was enthusiastic in his praise of the wonderful country where he lived. So they changed their minds and accepted his offer to assist them on the inland journey. Northward they traveled several hundred miles and came at last to journey's end in Rowan county, North Carolina.

William Waddel had left Ireland with fifty guineas in his pocket and by careful expenditures along the way had saved enough to pay for a small farm on the South Yadkin river. There he established a happy home. Months passed and then one morning, the 30th of June, 1770, the five little girls were delighted to welcome the appearance of a little brother. He was evidently a puny little fellow for in later years one of his sons in writing of him said "he received his name from the extreme improbability of his surviving his birth many months." It is not apparent just why this was thus written, for it is recorded in Exodus that the mother of Moses, "when she saw that he was a goodly child hid him three months", and that Pharaoh's daughter "called his name Moses" and she said, "Because I drew him out of the water. But if it is true that they gave him that name because they didn't think much of his chances to live, it is certain that he gave them a most enjoyable surprise,
for, to use the vernacular of the prize ring, he knocked death out in the first round, and in his mature life led a dying institution out of the vale of despondence and having set it well on its way, from the heights of another Pisgah pointed out the glories of the promised land.

He was a precocious child. At the age of six years he was entered as a pupil in a school taught by Mr. McKown, and three months after he had reached his eighth birthday he was studying Latin under the tutelage of Mr. James McEwen in a school that bore the name of "Clio's Nursery." In 1779, Mr. Francis Cummins took over the work of Mr. McEwen. In 1780 the school was closed on account of the near approach of the British army and it was not re-opened until 1782, when it was operated by "Mr. John Newton. Here young Waddel remained as a student until 1784. In the eight years he had attended school, in fact in six years, since he lost two years by the school being closed, he had laid the foundations of a splendid education, although he was still a mere child.

Dr. John M. Waddell, a son of Moses Waddell, who in later years became Chancellor of the University of Mississippi, in writing of those days of his father's schooling, records that "in the year 1784 he had completed the study of the Latin and Greek languages, arithmetic, Euclid's elements, geography, moral philosophy and criticism. This course of study he had accomplished in about five or six years attendance and before he had completed his fourteenth year."

A school had been opened in Camden, S.C., and search was being made for a teacher who was a good linguist. The reputation of "Clio's Nursery" had spread abroad and Moses Waddell, although he had not quite reached his fourteenth birthday, was a good linguist, as linguists were reckoned in those days. And moreover he was showing that talent that in future years was to make him a great teacher and educator. His father was asked to consent to
the young boy's acceptance of this teaching position, but he refused to give his consent on the ground that the boy was too young to be sent so far away from home where he would be exposed to many temptations. Yet it was only a few months later that another teaching position was offered the fourteen year old boy and the father gave his consent to the acceptance of the offer.

A school had been established about fifteen miles from the Waddel home at a place known as Hunting Creek, in what is now known as Iredell county, N.C., and the services of a Latin teacher were desired. Young Waddel had five pupils in Latin and twenty in English in the first classes he taught. He gave perfect satisfaction as a teacher, but his health gave way and at the end of the first year he had to return to his home. The next two years were devoted to teaching in schools near his home and later on in Greene county, Georgia. He had reached the age when he began to think of a college education and on the advice of a close friend of his father he journeyed to Virginia, where on January 3, 1791 he entered Hampden-Sidney College as a Senior and was graduated from that college Sept. 29, 1791. He was so well-prepared that he finished his college training in nine months.

Two years prior to that time he had joined the Presbyterian church and just before his graduation at Hampden-Sidney, he applied to the Presbyterian church for license to preach which was granted. He was a born teacher and at the same time the ministry he esteemed as his calling. He became a powerful preacher and always kept religion at the forefront of all his endeavors, but he was always a great teacher and throughout his life he divided his time and attention between these two callings, slitting neither.

In 1794 he decided that he could add to his usefulness as a minister by teaching school, and accordingly he began to teach in a little rural school two miles from Appling, Ga., the county seat of Columbia county. Later on he moved into the town and taught there.
While teaching there he had as a pupil and later on as a fellow-teacher a young man of brilliant intellect who in later years became one of the dominant figures in America—William Harris Crawford, who served as a cabinet member under Presidents Madison and Monroe, and to whom some writers have attributed the real authorship of the famed Monroe Doctrine, who was a candidate for the presidency in 1824 and who might have been elected to that high office in that close and exciting campaign had he not suffered a slight stroke of paralysis during the campaign. It has been stated that "it is a well-known fact that in this school, under the direct instruction of Mr. Waddel, he received the whole of his scholastic training, never having attended any other institution of learning subsequently."

Just across the Savannah river was a neighborhood known as the "Calhoun Settlement", and young Waddel, then only twenty-four years old, was called to come over and do some preaching there. The leading citizen of that community was Patrick Calhoun, and, as he was greatly impressed with Waddel's preaching, he invited him into his home. There he met Catherine, the charming young daughter of his host, who, in the following year 1795, became his wife. A little more than a year later she passed on, leaving him an infant daughter, who soon followed her mother to the grave.

There was another member of Patrick Calhoun's family to whom Mr. Waddel was fondly attached, the young brother of his wife, John Caldwell Calhoun. To the care of Mr. Waddel Patrick Calhoun delivered this young man in order that he might be prepared for college. John C. Calhoun was taught by his brother-in-law and then entered Yale College where he became a brilliant student and from which institution he was graduated with honors. On the death of Mr. Patrick Calhoun, Waddel stopped teaching and for several years devoted all his energies to preaching the gospel. Having been a widower five years, he was married in 1820 to Miss Eliza Woodson Pleasants, whom he had known.
while a student at Hampden-Sidney College in Virginia. Among the children born of this union were James Pleasants Waddel, who served many years as a professor in the University of Georgia, John N. Waddel, who became Chancellor of the University of Mississippi, Isaac W. Waddel who became a well-known minister, and W. W. Waddel, a successful physician. But the lure of the schoolroom would not let him rest. There were two things that Moses Waddel just had to do. He had to preach and he had to teach, and not many years of his life without his performing these two duties conjointly. In 1801 he moved to Vienna, S.C. and opened a school there, where he taught three years, moving to Willington, a few miles away, and establishing there a school that under his management became famous throughout the entire nation.

It is doubtful whether any one teacher in America ever had among his pupils more young men who in later years became great and distinguished citizens. Among the South Carolinians who came under the tutelage of Moses Waddel before and during his services at Willington were John C. Calhoun, vice-president of the United States, George McDuffie, distinguished congressman, Hugh S. Legare, James L. Petigru and Pickens Butler, a colleague of Calhoun in the Senate, and from Georgia went William H. Crawford, cabinet member and diplomat, Augustus B. Longstreet, famous author and educator, George R. Gilmer, governor of Georgia, as well as many others who filled stations of high honor and responsibility in their respective communities. He was destined to add to that list during his service as president of the University of Georgia such names as John A. Campbell, Robert Toombs and George F. Pierce.

Moses Waddel remained at Willington about sixteen years, during which time he lived a very strenuous life as preacher and teacher. During the last few years he had devoted much of his time to preaching, superintending meanwhile the work of the Academy under the direction of his nephew, Moses Waddel Dobbins. While thus engaged in 1919 he received the invitation to accept the
presidency of the University of Georgia which he accepted.

The work of Dr. Waddel as the chief executive of Georgia’s leading educational institution will be more fully described in a subsequent chapter. For a little while after resigning the presidency of the University in 1829, after ten years of arduous and successful work, he remained in Athens, then in 1831 he went back to Willington, where he had spent his younger days. He devoted his energies to the preaching of the gospel, but could not get away from teaching. So he opened a school where the teaching could be done by two of his sons and superintended by himself. In 1836 he suffered a stroke of paralysis which was not fatal but which left him with a clouded intellect.

In that condition he lingered until July 21, 1840, carefully attended to by his family, passing away at the home of his son, James P. Waddel, a member of the faculty of the University of Georgia. In Coonee cemetery in Athens stands a modest monument, erected by the Phi Kappa Society, of which he was an honorary member, which bears this inscription

MOSES WADDELL, D.D.

Born July 23, 1770

Died July 21, 1840

President of the University of Georgia 1819–1829

In the First Presbyterian church in Athens, Ga., is this mural tablet

IN MEMORIAM

REV. MOSES WADDELL, D.D.

Born in Iredell county, North Carolina, July 29, 1770

While President of the University of Georgia he organized this Church Dec. 25, 1820 and for ten years was its minister

Died in Athens, Ga. July 21, 1840
Preacher and Teacher

In each office, forgetting self and aiming only at the glory of the Redeemer, he evinced the possibility of making both subservient to that great end. Eminent for piety, illustrious for services, the full measure of years allotted to man crowned his life.
When Moses Waddel accepted the presidency of the University of Georgia, he knew that he was up against a very serious proposition. He was a trained educator and realized the tough work that lay ahead. But likewise he was a man of faith and courage and when he tackled a job he was ready to see it through to the end. He knew in his own mind what he wanted to do and he was not slow in making his wishes known to the Trustees. When he reached Athens he had his plans all mapped out and he took charge in a sensible and business-like way. He had an abundance of faith, but along with the faith he knew he would have to supply the necessary works if he succeeded. And he had no idea of not succeeding.

He was a man who placed nothing above his religious devotion. He settled all important questions after spiritual communion with God. He accepted the presidency of the University only after a thorough conviction that God was leading him into that field of service. He expected to teach young men and to revive a practically dead institution of learning, but along with the management of that institution he had determined to carry his religion and he believed that he could be of the greatest service in improving the lives of many young men spiritually. That he succeeded in this work is attested by the record of his ten years of service as president of the University, during which time one hundred and sixty-one young men were graduated from that institution, of whom more than thirty became ministers of the gospel, some of them bishops and high officials in the church.

President Waddel was, of course, familiar with the charter of the University, one sentence of which appealed to him very strongly. Said the charter: "There is an influence beyond the stretch of laws and punishments, and can be claimed only by religion and education." That sentence covered pretty well Moses Waddel's program of life—preaching the gospel and teaching the youth of the communities in which he lived.
When he reached Athens he found the president's house in such a dilapidated condition as to render it unfit for occupancy. So he and his wife and five children had to take up their residence in "Steward's Hall" along with the students in attendance, until the president's house could be repaired. There was plenty of room for them in that hall.

The first problem he had to face was that of getting more students. There were only seven students to begin with, but he knew that he could not build a university without increasing the number of students. In order for students to be prepared for college they had to have the proper training. The Grammar School on the University campus had almost ceased to exist. So the new president set to work at once to bring that institution up to an efficient standard. President Waddel had a brilliant young nephew, and the Trustees in June 1819 elected him as rector of the Grammar School. They made a good choice as succeeding years showed. In addition to this selection, Mr. Ebenezer Newton was named as joint rector of the Grammar School. President Waddel also got in touch at once with the several academies in different parts of the state and they began to send their best students to the University. It was a slow, hard job, but it was carried through successfully, so that from a pitiful seven at the beginning, the attendance during the first year of Dr. Waddel's administration was between thirty and forty, and the attendance at the end of his ten years of service had increased to about one hundred and fifty.

But of what benefit would it be to get new students unless the institution had a sufficiently strong faculty to teach them? The last two years had witnessed the disintegration of the faculty. Only two members remained and they had remained through pure loyalty.

On the recommendation of President Waddel the Board of Trustees proceeded to supply such additional professors as the finances of the institution would allow. A committee was named to correspond with and
procure a person properly qualified to fill the professorship of Mathematics and Astronomy. It took the committee about four months to find the right man, but they found him, and on Nov. 19, 1819 Alonzo Church was elected to that position. He was destined to remain in the service of the University forty years, during thirty of which he was to be president of the institution.

A more detailed account of the work of Dr. Church will appear in a later chapter. Other instructors were added at a later date, but during the first year of President Waddel's administration the main work of instruction was done by him and Dr. Henry Jackson and Dr. Church.

President Waddel realized that no worthwhile program could be made unless the finances of the institution could be put in better shape and unless more interest in the work of the institution be taken by the people of the state.

So, under his advice, the Board of Trustees in June 1819 passed a resolution "that Col. A.S. Clayton and Mr. Professor Jackson be requested to prepare an address to the people upon the present situation and prospects of the college and cause the same to be published as soon as possible by the secretary of the Board in the newspapers printed in Milledgeville, Augusta and Savannah." Just how far this propaganda reached and how much support it added to the University is not recorded, but it evidently did good, for interest in the institution did increase and no doubt some of that interest was stirred up by this publicity.

Aside from possibly two or three small log houses that had been at first erected as a temporary makeshift nearly twenty years before that time, there were only houses on the campus, and it is not by any means certain that any of those log cabins were there. In spite of this condition, the trustee had the nerve to name an inspector of buildings with instructions to have all necessary repairs made. These three buildings...
were the main building, now known as Old College, the president's house and the grammar school building, the latter buildings being of ordinary wood.

collection and in bad condition. And then, too, the main building, though built of brick was nothing to brag about, sadly needing repairs. This inspector of buildings got busy and the three buildings were soon in presentable condition.

But President Waddel was a builder and had no idea of being content with those three buildings. He had some very definite plans that later on he got into operation, but just at that time he got behind a movement to erect a building already authorized by the trustees, but on which work had not been started.

On March 30, 1818 the trustees had authorized the erection of "brick chapel forty by thirty-two feet, neatly furnished in such manner as will conveniently answer the purposes of a chapel and have commodious library and philosophical apparatus room." As the writer pens these lines he is sitting in the building provided for in that resolution, which for more than a century has been used for several purposes and which for the past twenty-four years has been his residence.

In some way the trustees and the new president had succeeded in getting the legislature to appropriate $2000 for the erection of the grammar school building. The exact spot on the campus where this building was located is not known. The records indicate that it was built about where the Strahan House now stands. Of course, it has long since disappeared. The money with which the new building for chapel purposes and for library and philosophical apparatus was erected came for the income of the University from its land leases. These two buildings were finished some time during the next year.

President Waddell was a great believer in books. Without a good library instruction was sure to lag. He was therefore gratified when the
Board of Trustees, in carrying out the provisions of a resolution previously passed, authorized the payment of eight hundred and fifty dollars for books already purchased in England. The new president was likewise interested in science and was delighted to learn that two thousand dollars had been expended by Dr. Henry Jackson in purchasing laboratory equipment in Europe, and that it was then on its way to this country. And in this connection it may be said that, in spite of limited funds the trustees seemed to be impressed with the importance of providing scientific equipment and, while the amount purchased was not large when considered in terms of later days, the University was in a few years as well equipped as a number of older and more firmly established colleges.

There were no Seniors to graduate in 1820, but exercises were held by the Sophomores and Juniors. The degree of Bachelor of Arts was conferred on three young men who had previously passed their examinations and were entitled to their degrees, but, on account of the disturbed conditions, had not been officially declared to be graduates of the institution. These men were William W. Cane, Pulaski L. Holt and Elizur L. Newton. The degree of Master of Arts was conferred on Rev. Jabez P. Marshall, Col. Thomas F. Foster, Dr. Henry Hull, Joseph W. Malloy, Ebenezer Newton and Milus C. Nesbit.

One of these graduates, Elizur L. Newton, was destined to hand down to his children and descendants a loyalty to the University that, across one hundred and twenty-five years, has never been diminished. His son, his grandson, his great-grandson and his great-great-grandson, in direct line of descent, received their collegiate education in the University of Georgia. Mr. Newton became a prominent merchant in Athens, and was a leading member of the Presbyterian church. He was the builder of the three story hotel on the corner of Broad street and College Avenue, known for years as the Newton House and later on as the Commercial Hotel, now known as the Gilbert Hotel.

The five generations of Newtons whose names appear on the rolls of the University are:

Elizur L. Newton, Class of 1820
John T. Newton, Class of 1851
John T. Newton, Jr., Class of 1876
Floyd O. Newton, Class of 1908
Floyd O. Newton, Jr., Class of 1939

The first year of the administration of President Waddel had been a period of marked success. It found every official and every student interested in the work of the coming years. The new president had a way of inspiring students and getting effective work out of them. In order that every officer and student might know the laws and regulations governing the University, the trustees ordered that the laws be revised, amended and printed in sufficient number to allow a copy to each official and each student. The whole ground had been mapped out for future development. The sun was shining and, as it turned out, it continued to shine. The University had emerged from darkness into the light.

The Trustees were so pleased with what had been accomplished that they closed the record of that year with this resolution: "The Board of Trustees at the present commencement, having received the most satisfactory evidence of the capacity and fidelity of the college officers and of the industrious and moral deportment of the students, congratulate themselves upon the brightening prospects of the institution and unanimously tender their sincere thanks to the president, professors and tutors in college and the rector of the grammar school to whose able and zealous exertions to the objects of the University so prosperous a change is under Providence to be attributed."

There would come in the future days when everything would not run as smoothly as they were running then, but there would be no more conditions such as confronted Moses Waddel when he first set his feet on the University campus.

From the beginning of the administration of President Waddel, the records of students attending the University were either kept more correctly or they have been better preserved, for in addition to those graduating, lists of those simply matriculating and not going through to graduation can be found. For several years the graduates were few and the matriculates many but after a while the relative sizes of those two classes of students were better adjusted until there were about
forty per cent of all students registering who went through to graduation, which is about the per centage of graduates in this day in the standard colleges.

Detailed information is not available concerning the lives and achievements of the great majority of those students and hence little can be recorded save their names. As that is more appropriately included in an alumni catalogue, there will be no attempt made in this story of the University to go biographically beyond recording a brief summary of facts concerning those who have achieved more or less prominence after graduating.

Two of the matriculates in this period of time of whom mention may be made here were Charles Jones Jenkins and Absalom Harris Chappell.

**ABSALEM HARRIS CHAPPELL**

Absalom Harris Chappell was a matriculate in 1820. He was born in Georgia in 1801 and lived in Columbus, Georgia. After leaving the University he studied law and became a leading member of the bar. He served as a member of the Georgia house of representatives and the State Senate in his younger days, and was elected to Congress in 1843. After the War Between the States he was a member of the Georgia Constitutional Convention. From 1845 to 1855 he served as a trustee of the University. He lived to be seventy-seven years old and three years before his death published a book "Miscellanies of Georgia."

**CHARLES J. JENKINS**

Among the students at the University of Georgia in the earlier days who in after life achieved great success and filled with distinction a number of high offices was Charles J. Jenkins. The minutes of the Board of Trustees do not list him as a graduate and Hull's history of Athens places him in the Class of 1819 and also refers to him as a member of the Class of 1823. He could not have graduated in 1819 on account of his age and in 1823 he was about the right age for graduation. The records of those days, when the University was very much disorganized before the coming of President Moses Waddel, were not very specific.
probability is that he entered as a Freshman in 1819, was a member of the Class of 1823, but did not remain until graduation.

Be that as it may, he was here as a student and began his collegiate career on this campus. The University of Georgia is proud to enroll him as one of its most distinguished alumni and to acknowledge its debt to him for more than four decades of wise counsel and enthusiastic service.

He was born in Beaufort District, South Carolina, January 6, 1805. He was a mere boy when attending the University. He went North to finish his education, graduating from Union College, Pennsylvania, in 1824. A few years later that college was to add to its list of graduates another Georgia boy who became famous, Robert Toombs.

During his young boyhood, Jenkins' parents had moved from South Carolina to Jefferson County, Georgia. Soon after his graduation from Union College, young Jenkins was, at the age of twenty-five, sent to the legislature of Georgia. The next year he became the attorney-general of the state. He resigned that office the last year of his term and in 1836 was returned to the legislature, in which body he served the succeeding fourteen years, occupying the office of Speaker of the House when his party was in power in that branch of the general assembly.

He was a states-rights Jeffersonian in politics, but nevertheless supported Harrison for president in 1840 and Clay in 1844. He was a Union member of the Georgia convention of 1850, and, as its chairman, was the author of the resolution known as "The Platform of 1850" in which it was "resolved, that the State of Georgia, even to the disruption of every tie which binds her to the Union, resist any act of Congress abolishing slavery."

His reputation was national and President Fillmore offered him a place in his cabinet as Secretary of the Interior, which he declined. He was a member of the Georgia State Senate in 1856 and in 1860 was appointed as Justice of the Supreme Court of Georgia, to fill the vacancy caused by the resignation of Judge Minton Stephens. That office he held until the close of the War Between the States.
Judge Jenkins was elected governor of Georgia in 1865 and in 1866 was removed from office by Gen. Thomas H. Ruger, U. S. A., in military control of the state under reconstruction. When he left his office, he carried with him the seal of the state and successfully concealed it so that no state document under the military government could bear its impression. When the carpet-bag government was overthrown and the white men of Georgia regained control, he returned the seal to Governor James M. Smith.

The last important service of Governor Jenkins was performed in 1877 when he presided over the state convention that framed the Constitution of 1877.

His love for the University was unbounded. He became a member of the Board of Trustees in 1839, when he was only thirty-four years of age and served as such more than forty-four years until his death in 1883, for many years being chairman of the board.

NEW FACULTY MEMBERS

Two new professors and one new tutor came into the faculty during the college year 1820-1821. Each of these new members stayed only two years.

Professor John R. Golding had filled the chair of Ancient Languages from 1811 to 1819, during those unsettled years of the University's history. His loyalty and devotion to the University could not be questioned. When Moses Waddel was called to the presidency in 1819, he found Dr. Golding one of two members of the faculty still on the job. In fact, the University was without a president and Dr. Golding had kindly consented to keep the institution going. He told President Waddel that he would remain in the faculty one year, so when that year was over, he resigned.

Rev. Joseph Wallace was named as his successor at a salary of $1500 per annum, to which was added that he might get his board in Steward's Hall free of charge, in view of the fact that he would have to do extra work in teaching Freshmen and Sophomores.

The increase in enrollment called for an additional tutor, and during the
session President Waddel employed Rev. Alexander Hamilton Webster, whose employment was ratified by the Board of Trustees in June 1821. It will be noted that the trustees, in selecting members of the faculty in most instances went after preachers. Mr. Webster was popular with the students but remained in that position only two years. After his resignation in 1823 he went to Washington, where he taught several years in an academy in which one of his most interesting pupils was Alexander H. Stephens. Dr. Webster prepared your Stephens for entering the University and Stephens, who had no middle name, became so much attached to him that he added the name "Hamilton" to his own name.

Professor James Tinsley made his appearance in 1821 as the successor to Dr. Henry Jackson as Professor of Chemistry and Natural Philosophy. During the earlier years of the University it was spelled "Chymistry," but Dr. Jackson had ceased using that "y" and from his time on we find the word spelled correctly.

On the authority of Hull in his History of the University of Georgia, covering the first three decades of the life of the institution, Dr. Tinsley was what might be called an erratic genius. He was a native of Columbia county, Georgia, and as a young man had been a pupil of Dr. Waddel in his Willington, S.C., Academy and during his stay there was a classmate of Augustus B. Longstreet. He had studied medicine and had practiced his profession in Washington, Georgia, a few years before coming to Athens as a member of the University faculty.

Hull tells the story of a trial of strength between Dr. Tinsley and a man named Bailey, who lived in Clarke county just a few miles from the campus. Dr. Tinsley weighed only 160 pounds but was possessed of tremendous physical strength. Bailey had remarked that he would like to "feel of him." Dr. Tinsley heard of the remark and walked out in the country to give him the opportunity. Bailey said he had never fought a man without being mad at him. Dr. Tinsley waived that requirement, sailed into Bailey, gave him a good thrashing and then carried him to his own home, attended to his bruises and other injuries and saw him restored in every way to his former condition.
THE MENU AT STEWARD'S HALL

It is probably true that no college boarding house ever put on the table food that was entirely satisfactory to the students. The average college boy is prone to be grouchy concerning his food. Sometimes his complaint had justification, often it was nothing more than an outlet for words of criticism.

Be that as it may the trustees made out a menu which the keeper of Steward's Hall had to furnish. This menu, which will give one a good idea of what the college boys had to eat in those days was as follows:

For breakfast: good coffee and tea, corn and wheat bread well-baked, butter; wholesome bacon or beef.

For dinner: corn bread, wholesome bacon, including alternately all the parts of the hog usually preserved, with vegetables and fresh meat, either beef, mutton, lamb, shote, or poultry, and when fresh meat cannot be had, it may be supplied by milk or molasses with a second course of confectionery - molasses every other day, soup two times a week and a course of confectionery once - all of which shall be well-cooked and served up in a neat, cleanly manner.

For supper: corn and wheat bread, good coffee and tea or coffee and milk, and butter.

In spite of all that could be done, the boys would not behave at the table, and it was deemed necessary that tutors and professors eat at the table with the students to insure good order. And even the good order was not always preserved.

It was many decades before this condition disappeared. In the college days of the writer, he has witnessed the throwing of biscuits and chicken bones across the table, the biscuit when they had been warmed over, but the chicken bones never thrown before they had been stripped of the meat.

PRESERVATION AND USE OF APPARATUS

Strange as it may seem in these days when science and scientific investigation play such a dominating part in world development, one of the major problems of the trustees of the University and some of the professors was the preservation
and use of the scientific apparatus in possession of the University.

To be sure there was no great amount of it to either preserve or use, but what was on hand was precious. It had cost a lot of money to start with, for a thousand dollars in those days was looked upon as a million would be regarded now. And aside from its monetary value, it had been secured through great effort. All of it had been brought across the Atlantic from England and France.

There was more or less curiosity attached to it on the part of both professors and students. Very few of the professors and none of the students had ever seen anything like it. All of it was simple enough according to the present store of knowledge, and there wasn't enough of it to go crazy about, but professors and students loved to play with it. But those who used it didn't know how to take care of it. They had no suitable room in which to keep it, no covered glass cabinets to prevent the accumulation of dust on the different instruments. And then, too, they would doubtless slam it around carelessly, involving the breaking of parts that could not be duplicated this side of France.

It was said at that time that it was as good a collection as could have been found in many of the older colleges. President Meigs had said during his administration that it compared favorably with the laboratory equipment at Yale. He ought to have known what he was talking about since he came to the University of Georgia right out of the Yale faculty. But then he might have stretched the blanket a little through over-enthusiasm about the progress of the new institution of which he was the chief executive.

The trustees had approved the building of a new chapel and philosophical hall just before President Waddel took charge and that official had immediately urged the erection of that building. The new building had just been completed in 1821 and the trustees ordered the second story to be properly fitted up for the reception of the library and the scientific apparatus.

But they were not going to take any more chances on the preservation and use of the apparatus. So they passed the following resolution:
Whereas the Philosophical apparatus of this College has been greatly impaired by the want of care in its preservation, and whereas the expense and difficulty of having it repaired or renewed renders it highly necessary that effectual measures may be adopted for its safe keeping and preservation from injury by natural causes and accidents, on motion of Mr. Cobb, the following resolution was taken on the subject:

Resolved, 1st. That the Prudential Committee do cause to be made cases and sashes filled with glass for the preservation of the instruments from dust and the action of air and external violence. Also that a neat counter or other fence be erected within which no person shall be permitted to pass except the person having charge of the apparatus.

2nd. That no person but the president, the Professor of Natural Science and Chemistry, and when necessary the students of the Junior and Senior classes, under the immediate inspection of the professor shall be permitted to handle or use the several instruments.

3rd. In the absence of the professor, the President shall be particularly charged with the care of the apparatus.

4th. Experiments shall be performed only by the Professor of Natural Philosophy and Chemistry, with the instruments and other apparatus, and by the Senior and Junior Sophisters under his immediate direction and inspection.

5th. It shall be the duty of the Professor of Natural Philosophy and Chemistry, as soon as practicable, to cleanse the apparatus as well as possible from rust and dust, and arrange the same on shelves or in cases made or to be made for that purpose, and after such arrangement, the same shall not be disturbed or removed, but by his permission and under his immediate direction.

6th. The professor will be held responsible by the Board for injuries done to the apparatus, and he is hereby authorized by and with the concurrence of the President to ordain and establish any other rules and regulations in addition to the foregoing which, in his discretion, he may deem necessary to perform the
duties imposed on him on this subject."

It is safe to surmise that after the promulgation of these rules, very few students put their hands on any of that apparatus for a time at least and it is doubtful whether the professor fooled with it very much. It must have become a museum just to look at.

Later on, in the records, will be found criticism on the part of the trustees that the scientific apparatus was not being used as much as it should be. Naturally so. That professor and those students were evidently looking after the protection of their pocket books.

But the resolutions did have the effect of causing greater care to be exercised in properly preserving the apparatus from neglect and damage.

It is probable that in those earlier days the students did not individually handle the apparatus to any great extent and that the professor performed most of the experiments in the presence of his classes. The writer remembers that even as late as 1888 the students in the Physics department simply watched Professor Charbonnier illustrate his lectures by using the apparatus, of which there was an abundance in the laboratory. The time had not come when breakage fees, paid by the students, took care of damage to the instruments. In the class in Mechanics, however, students were allowed to use certain instruments in working out problems and one day carelessness cost the writer five dollars. It became necessary to pour a few drops of mercury into a delicate graduated glass tube, and without thinking of the weight of the mercury, he simply turned up the mercury container and poured it in. The mercury knocked the bottom off the glass tube and scattered in hundreds, probably thousands, of little globules all over the floor.

Realizing the pressing need, in 1821 President Waddal urged upon the Trustees the great need for another big building, as large as the main building, Old College, and that body took steps to bring this matter to the attention of the state legislature.

Class of 1821

The graduates in the Class of 1821 were only three in number, all with
Bachelor of Arts degree, Robert W. Mechlin, Eugenius A. Nisbet and Alfred V. Scott. The names of twenty-seven students were recorded as matriculates in that class, none of whom graduated. One of that number, John Billups, of Athens, son of Col. John Billups, who manufactured and furnished the brick that went into Old College during the opening years of the University, in later life was Speaker of the Georgia house of representatives, state senator, president of the Senate, and for a period of thirty years, 1841-1871, a faithful trustee of the University of Georgia.

The member of the graduating class of 1821 who achieved greatest fame was Eugenius Aristides Nisbet.

**EUGENIUS ARISTIDES NISBET**

The University of Georgia had been open only two years when one of its future distinguished alumni was born December 7, 1803, near Union Point, Georgia.

On that day there was born to John Nisbet and his good wife a boy to whom was given the high-sounding name of Eugenius Aristides. His middle name was well chosen for throughout his life he merited the name of "The Just."

John Nisbet was of Scotch descent. He was one of the pioneer settlers in Georgia and was a member of the state convention that prepared the Georgia constitution of 1798.

Eugenius Nisbet may have been and probably was one of those seven students found at the University in 1819 when Moses Waddel came to the presidency of the institution. He graduated in 1821, the second graduation under Waddel's administration. He had made up his mind to study law and became a student in the Litchfield Law School, Connecticut, an institution in which many Southern boys were trained as lawyers.

As a young man he served several years in the Georgia legislature. Then from December 2, 1839, to March 3, 1843, he was a member of Congress, having been elected as a Whig. He then resumed his law practice. In 1845 he was appointed judge of the newly organized Georgia Supreme Court. As a colleague of the great Chief Justice Joseph Henry Lumpkin, Judge Nisbet rendered able and conspicuous
service for eight years, retiring in 1853. In politics he was a strict constructionist, but supported Harrison in 1840 and Clay in 1844. In 1855 he was a leader in the American Party Movement. In 1860 he supported the Bell and Everett ticket in the presidential election.

He was an ardent secessionist and took an active part in the Georgia Convention in 1861. He introduced the Ordinance of Secession which was passed, carrying Georgia out of the Union.

In 1864 he became a member of the Board of Trustees of the University and served as such until his death in 1871.

He will be best remembered as a jurist. His long service as an Associate Justice of the Supreme Court of Georgia will remain as his chief monument.

More Flowers for the Faculty

The Trustees came to the end of the annual session in June 1821 with their faces wreathed in smiles. Another prosperous and satisfactory year had passed and here is the bouquet of flowers that body tossed to the President and Faculty:

"The Trustees congratulate the President and other gentlemen of the Faculty upon the growing prosperity of Franklin College, particularly evinced by the proficiency of the students at the late examination and commencement, and cannot close the present session without the expression of their unqualified approbation of the officers of the college, and the sincere pleasure they received from the exhibition of talent, industry and correct demeanor on the part of the students. The Trustees also witnessed with great satisfaction the attention and ability with which the teachers of the Grammar School have discharged their duties, proved by the progress made by the students under their care."

This unlimited praise of both Faculty and students, though deserved at that time, would not last throughout all of President Waddel's official life in the University. There would be some lack of harmony to develop in the Faculty and more or less disorder among the students, but just then there was no ripple on the waters. The ship was sailing through balmy weather and clear skies.

The Trustees looked with disfavor upon the admission of irregular students.
that is students who desired to choose their own studies and sometimes those who
were not quite old enough to be admitted under the rules. But sometimes they had
to bend a little. Former President Brown, who still lived in Athens, presented a
petition asking the admission of a young man named Marks as an irregular student.
Ordinarily the petition would have been turned down, but young Marks was the son
of Mr. John H. Marks and the elder Marks had given the University one thousand
dollars with which to purchase scientific equipment. The Trustees were caught
between the devil and the deep sea, but the boy was admitted under a resolution
that said: "The rule excluding irregular students from College is a sound one,
conducive greatly to the convenience of the Faculty and the benefit of the regular
student and ought not lightly to be broken in upon - but in consideration of the
munificence of the father of the youth in whose favor this application is made, and
which the Trustees must ever remember with gratitude - the Committee recommends
his admission upon such favorable conditions as the President may prescribe." Just
then the gift of a thousand dollars carried with it no little power.

A REQUEST FROM THOMAS JEFFERSON

Four years before the great Thomas Jefferson had founded the University of
Virginia. He had always been a great reader. He believed in books and although
he was then past four score years in age and within two years of his death, he
was greatly interested in building up a library in his newly-founded institution.
It is hard to understand now how it would have been necessary for him to have done
anything but make a request of Congress to help solve the question of securing
books, but he didn't hesitate to put the pressure on Congress from every direction.
He had not lost his faith in the power of public opinion.

One day the Trustees received a letter from the old Virginia statesman. He
knew about the University of Georgia and of the work it was doing. So he sought
its favorable influence. Books were hard to get in this country and most of them
had to be bought in England.

The Committee to whom was referred the letter of Mr. Jefferson upon the subject
of existing duties on imported books reported that it entirely coincides with the opinion of Mr. Jefferson; that although our manufacturers ought to be encouraged, the paramount interest of Science demands that every facility should be afforded to the obtainment of books which are essential to the student and man of letters and which are rarely, if ever, published in our country.

"Resolved, that a respectful petition to the Congress of the United States be prepared approving the repeal of the duty on imported books, and that an address to be signed in like manner be made to the Senators and Representatives of Georgia in Congress soliciting their aid in effectuating the object of said petition."

The United States at that time were young as a government, but the tariff question was on hand and had to be met in the solution of many questions. Mr. Jefferson no doubt got his books for the University of Virginia library, and the University of Georgia library no doubt was benefited.

THE ERECTION OF NEW COLLEGE

The enrollment of students had steadily increased and another building was needed. President Waddel had been busy with the Trustees and the trustees had been busy with the legislature, and the legislature had given consent to use some of the money from land sales. Thus the time had come to erect the building which came to be known as New College. The plans were drawn, the site was selected and the contract made for the building of the new structure. It was stipulated that the building should be one hundred and twenty-feet long, forty-five feet wide, four stories high and upon the plan of Old College. There were some changes in the plan, but essentially it was carried out.

The contractors were John R. Golding, Thomas Moore and Zachariah Sims, and the cost was to be twenty-four thousand, nine hundred and eighty dollars. The building was completed and turned over to the trustees in September 1823. The work had not been done to exactly suit the trustees, and they required the contractors to make several alterations after which they were paid the amount stipulated.
in the contract.

In 1830 this building was totally destroyed by fire and a new building had to be erected. This was done in 1832 and the building then erected is what is now known as New College, the home of the School of Pharmacy.

The presumption is that under the terms of the contract the building that was destroyed by fire was a four-story building. The new building, now known as New College, is a three-story structure. The reduction of one story in height was probably caused by the necessity for economy in the rebuilding.

It appears that neither the officials nor the students were taking proper care of the main college building and the trustees voiced their criticism concerning broken window panes and doors, damaged walls and ceilings, and much dirt and filth. The proper repairs were ordered.

CLASS OF 1822

When Commencement arrived in 1822 the evidence was abundant that the University was distinctly on the upgrade. The year before there were only three students who graduated. Now there were nine. There were thirty-nine students listed in this class who did not graduate. A total of forty-eight students in the Senior Class showed that the enrollment of students had been steadily increasing.

Those who graduated with the A. B. degree in 1823 were Paul Colson, William H. Jack, Robert A. Jones, Wiley W. Mason, James C. Patterson, Turner H. Trippe, James Pleasant Waddel, Benjamin F. Ward and Lucius L. Wittich. Colson became a lawyer, Mason rose to be Chancellor of the Supreme Court of Alabama, Patterson became a Presbyterian minister and for a while was a tutor in the University of Georgia. Trippe, who was the first honor man, succeeded as a lawyer and planter, was Solicitor General in 1826 and Judge of the Superior Court in 1839; Wittich became a teacher and Presbyterian minister and was President of Madison Female College.

James P. Waddel, who was the son of President Waddel, was chosen as a tutor
in the University the year of his graduation, but filled that position only
one year. Later on he taught the old Willington Academy in South Carolina a few
years and in 1836 came back to the University as Professor of Ancient Languages,
in which position he served twenty years.

The trustees had been endorsing all of President Waddel's recommendations up
to this time, but in 1833 there were two recommendations turned down by the Board.
President Waddel was a pretty stern disciplinarian and it was evident that he was
being given more or less trouble in keeping the students in hand and at their
work. He wanted to make a difference between the two lower classes and the two
upper classes as to discipline, and also wanted to require attendance on religious
services on Sunday afternoon.

The trustees disagreed with him on both propositions. They held that the
first proposition would produce invidious relations between the classes, and
rather than make the students attend religious exercises on Sunday afternoons
the trustees allowed them to walk around, provided they went no further than one
mile from the campus and conducted themselves properly.

That the boys were getting unruly was evidenced by the trustees empowering
the President to force them to testify as to any violation of college laws,
provided such testimony would not incriminate them, and that a number of them had
been imbibing too much liquor was evident from the passing of a resolution "that
whenever any student is found buying, or drinking any spirits in any of the stores,
shops or taverns in the town of Athens, or found intoxicated there or elsewhere,
he shall for the first offense be punished by suspension and for the second be
expelled from college."

During the year the faculty had been strengthened by the addition of three
tutors. The age of admission was raised. In the past at times students had been
admitted to the Freshman class as young as eleven years of age. At this commence-
ment the minimum age was fixed at thirteen for Freshmen, fourteen for Sophomores,
fifteen or Juniors and sixteen for Seniors. In keeping with their desire to
promote scientific work among the students, the trustees decided to spend eight
hundred dollars more on scientific apparatus and books on Mathematics.

At this commencement Dr. Tinsley resigned his position as Professor of
Chemistry and Natural Philosophy and Dr. Henry Jackson again took up that work.

The tutors that year had evidently protested vigorously about having to eat
at Steward's hall and preserve order there, and the trustees gave them relief by
passing a resolution that they should be at liberty to procure accommodation where
they may think proper, at their own expense.

President Waddel, always ready to promote the cause of ministerial preparation,
succeeded in getting the trustees to agree to granting free tuition for the
ministry, provided they convince the president that they were pious and needy.

In 1823 the chair of Natural Philosophy and Chemistry was divided. Dr. Henry
Jackson remained as Professor of Natural Philosophy and Professor James Jackson
was elected as Professor of Chemistry and Geology and on the side was expected to
teach French. In 1827, on the resignation of Dr. Henry Jackson, the old combina-
tion was resumed and Professor James Jackson took on the duties of teaching
Natural Philosophy also, which he continued until 1842. He continued to teach
Chemistry and Geology until 1850. In the twenty-seven years of his service as a
member of the faculty he was greatly respected by both students and faculty members.

He was a member of the first graduating class in 1804, the son of Governor James
Jackson. Naturally he was very fond of his father's reputation as an uncompromising
foe of corrupt government, and it is said that when some student hadn't prepared
his recitation and feared being called on in class, he would suggest to Professor
Jackson that he tell the class all about his father's taking that sun-glass on the
capitol square in Louisville and drawing fire from heaven with which to destroy
the papers of the Yazoo fraud. The professor never tired of relating that story
and the class would escape further questioning on the lesson.

There were thirty members of the Senior Class in 1823 and twenty of them
received the degree of Bachelor of Arts. That was the largest graduating class up to that time, and relatively the smallest number of matriculates who failed to graduate. Five of the graduates became lawyers, five physicians, five ministers of the gospel, one teacher, four of whom no record is obtainable.

James Neil Bethune lived the greater part of his life in Columbus, Georgia. He served as Solicitor-General in 1827 and was a Brigadier-General in the Indian War 1836-1837. In addition to his work as a lawyer, he was an editor and was the author of "The Tariff of 1872."

Two of President Waddel's sons graduated in the Class of 1823, Isaac Watts Waddel, who became a teacher and Presbyterian minister, dying in 1849 at the age of forty-five, and William W. Waddel, who became a well known physician and also died at an early age in 1843.

The member of the class who achieved most prominence was Iverson L. Harris, who became one of Georgia's great lawyers. He served as a member of the lower house in the Georgia legislature, also as state senator, and as Judge of the Superior Court. For a number of years he was a member of the Supreme Court of Georgia, at the time Joseph Henry Lumpkin was Chief-Justice, and for a number of years after the death of that distinguished jurist.

DISCIPLINE AND POLICING

When the nineteenth century opened, the hand of authority rested upon both home and school. Minor offenses might call for admonition but more serious offenses called for corporal punishment. The college had stepped up a little higher in a way and had discarded the corporal punishment feature.

The preservation of law and order has always constituted a vexatious problem that has taxed the wisdom, the patience and the forbearance of administrative officers. The University of Georgia was no exception to the rule.

Josiah Meigs had followed the Yale College laws as to discipline, and Yale at that time had as good a set of college laws as any of the few colleges then in
Meigs himself was a pretty firm disciplinarian. He didn't have a very large student body to contend with and there were only one or two members of the faculty, hence little disposition to disagree as to how discipline should be enforced. His successor, President Brown, was a poor disciplinarian, but he, too, had very few students to tax his patience or give him great concern.

The institution in those early days had its good boys and its bad boys. Some of them would drink to excess, some would gamble, some were licentious, some created disturbances. Such conduct was by no means general among the student body, but there was enough of it to create unfavorable comment and to bring about differences of opinion among the faculty members as to the best ways in which to handle the situation.

In the early days the University had a Grammar School where the young boys were prepared to enter college and to which recalcitrant Freshmen and Sophomores were sometimes banished in punishment for misbehavior. In 1806, Rev. John Hodge, in charge of the Grammar School, complained to the University trustees about the conduct of the boys and the trustees authorized him to use corporal punishment if they didn't behave themselves.

There was smooth enough sailing for President Waddel during the first few years of his administration, but as the number of students increased and the institution gradually became a real college, the conduct of a number of students became such as to cause more or less adverse comment. Both President Waddel and his successor, President Church, were strict disciplinarians. They proceeded along lines that had long been established in the older institutions of learning. They were not to be unduly criticized, for they had a hard job on their hands. There were unruly elements in the student body and it required a firm hand to hold them in check. And yet there was a resentment against the strict rules, and it pervaded both faculty and student body.

It is unnecessary that all the University laws for the government of students be discussed here nor that a record be made of the violation of those laws by many
students. Should the reader be interested in more or less detailed accounts, in which names of students and professors involved are given, he might read with interest the chapter in E. M. Coulter's interesting book "College Life in the Old South", in which the author tells of "Justice in the High Court of the Faculty."

The rules that were most difficult of enforcement and whose violation brought most of the offenders before the president for punishment were confinement to rooms at night, drinking, card playing, damaging college property, fighting and general disobedience of faculty orders.

Students had to get up before daybreak and attend classes before breakfast, and tutors had to be at the breakfast table to see that they behaved themselves. It doesn't require a very vivid imagination to conceive what passed through the minds of those students and teachers.

Students were forbidden to enter any establishment where spirituous liquors were served, nor to board in a hotel where they were served. That was a good rule but in order to round up the violators of the rule, members of the faculty were required to keep a constant eye on the boys and report infractions of the rule to the president.

There was a college rule of the curfew nature. All students must be in their rooms at night. It is not stated in the rule just what time "night" began. In common parlance it was "after dark." Professors were required to visit the rooms of the students regularly and to report infractions of the rule. The minutes of the Faculty reveal the fact that this was the one rule most generally disregarded, and it is certain that it was the rule most resented by the members of the faculty. No one liked to "snoop."

There was a rule against card playing, the reason given for it being that it led to gambling. The boys paid little attention to the rule and played cards practically whenever they got ready to do so. Occasionally the alert professor on his rounds of visitation would break up a game, and the offenders would be summoned into the presence of the president, and either admonished or fined, generally
both, and persistence in such conduct would bring on dismissal.

On Sundays the boys were allowed to take walks out in the country but not farther than one mile from the campus. The presence of a surveyor to measure the distance was not required, but if a professor chanced to meet them at more than that distance, they were in trouble. There was a strict law against the use of profane language, a good enough law but hard to enforce.

The many rules the students were required to obey, restrictive of their liberties, as they interpreted them, served to make them rebellious and in some instances they were disrespectful to members of the faculty and drew severe penalties therefor. In the light of present day psychology, social behavior and liberty of action many of those rules appear to have been foolish and without reason, but under the existing circumstances they were probably necessary. At least President Waddel and President Church were of that opinion, and the one served ten years and the other thirty years as President of the University. Their conduct of the affairs of the institution seemed to satisfy the Board of Trustees.

Some of those whose names were inscribed on the list of the distinguished in after life had to answer the call of President Waddel and President Church for violating some of those rules and some were banished to the Grammar School for persistent disregard of the rules. Very few, if any, of the members of the faculty got any pleasure out of their "policing" duties.

The first year or two of the administration of President Waddel had been free from trouble in maintaining discipline, but by the time the commencement meeting of the Board of Trustees was held in 1823, there were mutterings of discontent. The enrollment of students had largely increased and the enforcement of discipline had become more difficult. Then, too, the faculty were not agreed upon the best methods. It was not openly charged, but it was felt that some of the professors were not in harmony with each other and the president.

The committee on laws and discipline read the faculty a lesson without mentioning any names.
The committee, in order to get at the facts, addressed letters to all the members of the faculty "making inquiries of them. First, as to the manner in which the Laws have been enforced for the preservation of order and a due regard to study and moral conduct among the students. Second, as to the proficiency of the students in their studies, and as to the manner in which the officers perform their duties and whether that harmony and zeal exist among them, so necessary for the institution and the improvement of the students."

All of the faculty replied, and the committee found that "discipline has evidently become relaxed and a deplorable backwardness in enforcing it has but too plainly manifested itself." The proficiency of the three younger classes in their studies was found to be good, but that of the Senior Class was not so flattering. Then the committee went after the members of the faculty for the lack of harmony, which they said was without question fully proved, stating that "this state of things is known and deeply regretted, and that their own good sense will teach them that it will not long be tolerated." As a final warning the committee urged that "each endeavor to support the standing and authority of every one in the several stations which they may fill. If such a course does not produce the desired results, the sooner such discordant materials can be separated, the better will the interests of the University be promoted."

To put teeth in the report, the Board passed a resolution directed to the faculty "that during the hours of study they shall be at their several recitation rooms attending to the behavior of students and prepared to render them any assistance in their studies which may be necessary, and that any delinquencies in this respect be reported by the president to this board."

It is not clear just what members of the faculty were at variance. Within a year two of the tutors resigned, but the trustees gave praise and appreciation of their work.

Dr. Henry Jackson, who had given devoted service as Professor of Chemistry and Natural Philosophy during the dark days of President Brown's administration,
was one who was not in favor of the "policing" rules. He had resigned in 1820 and was succeeded by Dr. James Tinsley. When Dr. Tinsley left in 1822, Dr. Jackson was again elected and the Board of Trustees thereupon, knowing his views and convictions, passed the following resolution, perhaps on Dr. Jackson's insistence that he would not return to his former position unless he could be relieved of all policing: "Resolved, by consent of the present officers of the college, that Dr. Jackson be released from any and all of the duties which relate to the police discipline or government of the college, and that his services be exclusively confined to the complete care of the Philosophical apparatus and the instruction of the classes of college submitted to his care in the due course of collegiate studies, at stated hours, which shall be assigned and not altered without his consent."

Dr. Jackson had won his fight and had come back to his old position. He was no doubt happy for he loved to handle scientific apparatus and make scientific experiments. He had for a number of years bought all the scientific apparatus for the institution and on one occasion had crossed the Atlantic and made his purchases in France.

But this special treatment of Dr. Jackson no doubt did not please the other members of the faculty who had to go right on with their policing.

Things went on for a year, but when the next commencement came around the trustees, evidently forgetting their positive action guaranteeing Dr. Jackson against police duties, passed a resolution that at once stirred the ire of the doctor.

Recounting that "such a distinction should not exist among the professors of the college and the consent of the president having ceased for its continuance," so much of the former resolution "is hereby repealed and the said professor be required to perform all such duties as are usual for professors to perform in said college." Evidently President Waddel and Dr. Jackson were at odds on this proposition.
It took Dr. Jackson just a few days to send the trustees a letter of resignation in which he said that he was "left with no other alternative than to conclude that his services were no longer wanted." The Trustees hastened to assure him of their respect for "his well-known talents and approved usefulness." But the resolution was not changed and Dr. Jackson gave up his position.

That didn't suit the members of the Senior Class. Naturally the boys were fond of the professor who refused to "snoop" and aside from that feeling, Dr. Jackson was greatly beloved by the students who had been in his class rooms. So the members of the graduating class petitioned the trustees to allow Dr. Jackson to sign their diplomas. This was allowed, if agreeable to Dr. Jackson.

Rev. G. S. Olds, of Massachusetts, was elected as his successor in January 1825. But his stay was brief, for at the next commencement in August he tendered his resignation. The trustees expressed regret and gave him an extra five hundred dollars to compensate for the expense and trouble of his coming to Athens from his Massachusetts home.

And then the trustees turned again to Dr. Jackson, who was called back into the faculty under terms acceptable to him. They exempted him "from attending morning prayers and from the recitation of classes in the evening, except when cases of discipline should require the immediate attendance of the Faculty." He served three years until November 1828 when he resigned.

While all of this resigning was going on there was another resignation tendered to the trustees. It was the resignation of President Waddel. The exact reason for his resignation is not revealed in his communication, but no doubt he didn't appreciate the lack of harmony referred to by the trustees, and then, too, he may have wanted to get back to a regular preaching job.

When the trustees received President Waddel's resignation they were greatly disturbed. They paid him the highest compliments that could be expressed in the English language. They had no idea of giving him up if they could avoid it. They begged him to remain in office at least one year longer, until November 1, 1825, should he refuse to withdraw his resignation. They prevailed on him to continue
in his position and he served as president until 1829 when he made a final
decision to retire from his office. The little flurries that marked the middle
years of his service as president ceased and the closing years were of marked
efficiency and splendid results.

But differences of opinion on the subject of "police" duties never disappeared.
They were always a thorn in the flesh. Practically all the professors detested the
rules and the students certainly had no love for them. And yet they remained in
force for thirty years longer and finally went out when the re-organization of
the faculty was effected in 1856.
The years 1824 and 1825 showed signs of increasing opposition to disciplinary rules and this opposition was not confined to the students. There was a growing disaffection among the members of the faculty. But President Waddel and Dr. Church, both firm disciplinarians, stuck to their guns. This feeling was smoothed out to some extent in 1825 after President Waddel had withdrawn his resignation and agreed to serve on as the executive head of the institution, and the last four years of his administration were devoid of any unseemly differences, although some of the students gave the president and faculty plenty to think about touching the question of peace and good order.

It was unmistakable that the institution was advancing both as to attendance and scholarship. The majority of the students were doing better work in their classes.

Ten students from the Class of 1824 were graduated with the degree of Bachelor of Arts. There were thirty other matriculates who were in attendance part of the time but did not graduate. Three of the graduates, Benjamin C. Franklin, Richard Kennon Hines and Hines Holt became lawyers; four graduates, Hugh M. Neisler, Thomas C. Watkins, Mackarness Goode and Samuel W. Goode, physicians; John H. Morton, David and Oliver Wiley, ministers; Charles F. Biggs, teacher. The life work of other members not indicated in the records.

Benjamin Franklin served as Judge of the Superior Court.

Richard K. Hines became a successful banker and served in the state legislature.

HINES HOLT

Hines Holt practiced law in Columbus the greater part of his life. He took great interest in politics and government. He was a member of the Electoral College in the presidential election of 1832. He was a member of the state house of representatives in 1841; in 1844 delivered the address of welcome when Henry Clay visited Columbus; was a member of the "Know Nothing" party in 1857; served
as a state senator in 1859 and 1860; was chairman of the committee to codify the laws of Georgia in 1859; treasurer of the State of Georgia in 1859; member of the Union Constitutional convention in Milledgeville in 1860; member of the Confederate Congress 1862-1864; member of the State Constitutional convention in 1865. He died while attending that convention, and was buried in Columbus, Georgia.

HONORARY DEGREE FOR WILLIAM H. CRAWFORD

In August 1924, when the annual commencement exercises were being held, the country was in the midst of an exciting presidential campaign. Four strong candidates were in the race, one from New England, John Quincy Adams, one from the border state of Kentucky, Henry Clay, two from the South, Andrew Jackson and William H. Crawford. Crawford was, at that time, the ablest and most prominent Georgian in public life. He had been Minister to France and a member of the Cabinet under Madison and Monroe. Naturally the members of the Board of Trustees were intensely interested in his election. He had been a member of the Board since 1811 and no trustee had ever rendered more faithful service to the University than he.

So the Board, in the midst of the campaign, conferred upon him the highest honor in its power to confer. At the Commencement in 1824 the Board conferred upon him the degree of Doctor of Laws. This was the first LL.D. degree ever conferred by the University.

Mr. Crawford was one of the handsomest of men, over six feet in height, well-proportioned, commanding in appearance. It was said of him that when he was presented as United States Minister at the French court, the emperor was so struck by his physical appearance and his handsome face that he bowed to him twice, and in conversation with him asked how tall was the president of the United States.

Now James Madison was a man of small stature, and the story goes that Crawford, with a smile on his face, stretched his arm out straight above the head of Napoleon and said: "About this tall, your majesty." Whereupon Napoleon is said to have replied: "I have noticed, honored sir, that all really great men are of..."
Mr. Crawford was defeated in the presidential race. Neither candidate received a majority of the electoral vote; the house of representatives was called on to name the president; Clay threw his vote to John Quincy Adams, who was elected, and Clay became Secretary of State in his cabinet. Crawford continued to serve as a member of the Board of Trustees for six more years.

The Board conferred other honorary degrees at the 1824 commencement. Doctor of Divinity on Rev. William H. Barr, of South Carolina. The degree of Master of Arts was conferred on Rev. Alexander H. Webster, a former tutor in the University, and upon Rev. Joseph Travis; also upon J. V. Harris, Wiley C. Mason, William C. Dawson and Eugenius A. Nisbet, alumni of the University, and Nathan Warner, an alumnus of Union College, and Alfred Iverson, an alumnus of Princeton College.

CLASS OF 1825

The University was showing a considerable increase in attendance when the graduating class of 1825 came to the end of its college work. Also there was an increasing tendency on the part of the students to stay in college until graduation. There were twenty-seven graduates in this class, compared with ten the preceding year, and thirty-three matriculates compared with twenty the preceding year.

The class evidently was attracted by the legal profession, for thirteen members became lawyers, William Dougherty, Hugh A. Haralson, K. L. Haralson, James W. Harris, William L. Harris, William C. Macon, Ferdinand Sims, George J. Walker, Edward H. Wingfield, Middleton Witt, James E. Sanders, Marshall J. Wellborn. Seven members became successful farmers, Edward Atkinson, Adrian N. Mayer, Henry J. Pope, J. H. Blackshear, Joseph S. Reynolds, Joseph Ware. Three went into the ministry, John Francis Hillyer, John J. Hunt, Benjamin C. Pope. Two were physicians, Reuben V. Reynolds and Edward R. Ware.

William Dougherty served in the state legislature and was a Trustee of the University of Georgia from 1847 to 1855.

William L. Harris became a lawyer of prominence in Mississippi and served
as justice of the Supreme Court in that state.

William L. Mitchell's achievements in life will be found in the story of the Lumpkin Law School of the University of Georgia in which for many years he was a member of the faculty.

Edward R. Ware was for many years a leading physician in Athens, Georgia. He also served as a member of the state legislature.

Middleton Witt became a successful lawyer in Jackson county and served as a member of the state senate.

HUGH ANDERSON HARALSON

The member of the Class of 1825 who achieved the most prominence was Hugh Anderson Haralson. He was born in Greene County, November 13, 1806, entered the University of Georgia in January 1822 and graduated in August 1825, with the degree of Bachelor of Arts. He became a lawyer and practiced his profession in LaGrange, Georgia, which was his home throughout his life. He also engaged in farming to a large extent. He married Miss Caroline Lewis in 1828. Their daughter, Fannie, became the wife of General John B. Gordon. Hugh A. Haralson was a member of the state legislature 1831-1832 and of the state senate 1837-1838. In 1842 he was elected to Congress and served with distinction in that body until 1852. In 1852 he was chosen as elector in the presidential election. He took a lively interest in military affairs and held the office of Major-General of Georgia militia. He was a member of the Methodist Church. He died Sept. 25, 1854, at the age of forty-nine.

CLASS OF 1826

For several years after 1810 there is no detailed record of the graduation exercises. On account of the small number of students there were few regular commencement exercises held over a period of ten or twelve years. Even in later years the practice of recording the commencement programs ceased. But, as a part of the University history of those days, giving due credit to those boys who won the honor of appearing on those programs, such programs as are now available are
The Class of 1826 at the annual commencement exercises presented the following:

- William H. Reynolds
- Benjamin T. Mosely
- Paul F. Eve
- Hampden C. Carter
- John A. Campbell
- John A. Cowles
- Charles H. DuPont
- William E. Jones
- Ezekiel Lamar
- Thomas Magruder
- James A. Meriwether
- Daniel Chandler

- Latin Salutatory
- English Salutatory
- Philosophical Oration
- Eulogy on Rev. Levi Parsons
- The Genesis of Man
- Eulogy on Patrick Henry
- The Potency of Mind
- The Inconstancy of Fortune as it affects the conduct of Men

There is a tide in the affairs of men, which if taken at the flood, leads on to fortune."

"The Lack of Vision the ruin of a people."

- Freedom of Speech
- Valedictory

Twenty-three members of the Class of 1826 were graduated with the degree of Bachelor of Arts and there were seventeen members who remained in the class only a portion of the time and did not graduate. Four of the graduates became ministers, Robert Caldwell and Hampden C. Carter, Presbyterians, Thomas Magruder, Methodist, and William H. R. Mosely, Baptist. Four became Judges of the Superior Courts, Robert Dougherty, in Alabama, Charles H. DuPont, in Florida, William E. Jones, in Texas, and James A. Meriwether, in Georgia. Five were members of the state legislature, J. B. Blackshear, John A. Campbell, Daniel Chandler, J. A. Meriwether, and W. H. Reynolds. Two were members of the U. S. Congress, William E. Jones and J. A. Meriwether. Five members of the class achieved prominence in their respective fields of labor, Daniel Chandler, Paul Fitzsimmons Eve, James A. Meriwether, William Henry Reynolds, and John A. Campbell.

Daniel Chandler, first honor man, in the Class of 1826, achieved distinction as a lawyer in the years that followed his graduation. A more detailed account of his career is contained in the pages that follow under the heading "College Education for Women."
PAUL FITZSIMMONS EVE

Paul Fitzsimmons Eve became a great physician and surgeon, who for the greater part of his life was a noted teacher in medical colleges. He was born in Georgia in 1806. He became noted as a surgeon. In 1831 he was a surgeon in the 15th Polish Infantry. In 1832, when only twenty-six years of age, he was elected as a professor in the Georgia Medical College. In 1850 he was a professor in the University of Louisville. From 1853 to 1876, a period of twenty-three years, he was a professor in the University of Tennessee. He had a national reputation and was at one time president of the American Medical Association. He died in 1877, aged seventy-one years.

JAMES ARCHIBALD MERIWETHER

James Archibald Meriwether, who shared first honor with Chandler and Reynolds, chose law as his profession and achieved success. He served as speaker of the Georgia House of Representatives, also was a member of Congress. He also served as Judge of the Superior Court, and was a Captain of Volunteers in the Seminole Indian War.

WILLIAM HENRY REYNOLDS

William Henry Reynolds, who shared first honor with Chandler and Meriwether, spent much of his life as a planter. For two years in 1834-1835 he served as a member of the Georgia legislature, and was a State Senator in 1836-1837 and 1854-1855. He saw military service as a Colonel in the Indian War in 1837. He was interested in Education and served as a Trustee of Wesleyan College.

JOHN ARCHIBALD CAMPBELL

There may have been some other boy who was graduated from the University of Georgia at an earlier age than John Archibald Campbell, of the Class of 1826, but the records do not disclose his name. When young Campbell received his diploma from the hands of President Waddel and was entitled to write the coveted A.B. after his name, he had just passed his fifteenth birthday.

In the earlier days of the University the rules were not so rigid as to the
minimum age at which a student could enter the institution, and when this young boy started his collegiate work in the University he was only eleven years old. But the authorities made no mistake in admitting him, for he carried the work successfully, made a brilliant record in all his classes, and throughout a long and useful life achieved the highest success.

He was born June 24, 1811, in Washington, Wilkes County, Georgia. At that time in that little Georgia town there was a little one year old toddler with black hair and large brown eyes named Bob Toombs. These two children were destined to become collegemates, great lawyers, great leaders in state and nation.

John Archibald Campbell was descended from Scottish and Scotch-Irish ancestry. His paternal great-grandfather wore the scotch plaid and was among the Highlanders who fought in the battle of Culloden. Following that disaster, along with other Highlanders, he emigrated to North Carolina. His grandfather, whose name he bore, was a member of the Continental army and was on the personal staff of General Greene. His father, Duncan Greene Campbell, removed to Georgia in 1803 and married Mary Williamson, daughter of Lt. Colonel Micajah Williamson. Duncan G. Campbell became one of the most prominent men of those days in Georgia. From 1816 to his death in 1828 he was a member of the Board of Trustees of the University and was among those who selected Moses Waddel as president of that institution and aided him in his work of developing and vastly improving the work of the University.

It was quite natural that Duncan G. Campbell should send his boy to the institution of which he was a trustee. And, though his boy was only eleven years old, he was willing to put him under the care of President Waddel, with whom he was well acquainted and in whom he had great confidence.

Young Campbell, though but a child, became a brilliant student, standing almost at the head of his class in his graduating year. He was a member of the Demosthenian literary society and took part in the debates with much interest. He was on the program of graduating exercises in August 1826 and delivered an oration on "The Genesis of Man."
Following his graduation he became a cadet at the Military Academy at West Point under the appointment of John C. Calhoun, a friend of his father. In 1828 Duncan G. Campbell was in the race for Governor of Georgia with good prospects for a successful campaign, when death came to him suddenly. The young cadet withdrew from West Point and came home and thus his military career came to an end.

He turned his attention to the study of law, prepared for that profession under the tutelage of Governor John Clark, and at the age of eighteen was admitted to the bar along with Robert Toombs who was one year his senior. But in order for them to be admitted to the bar at their tender age it was necessary that a special act of the legislature be passed.

The next year he moved to Mobile, Alabama, and until his elevation to the bench lived in that city. He married Anne Esther Goldthwaite. There he achieved eminence as a lawyer. He had an unusual memory and became a master of the principles of both civil and common law.

When he was but twenty-four years of age he was tendered an appointment as associate justice of the Supreme Court of Alabama, which he declined, and at a subsequent date he was again tendered that office and again declined it. He served two terms in the Alabama legislature but found that he had no taste for politics.

At forty he had a national reputation as a lawyer. In March 1853, when he had scarcely reached his forty-second birthday, he was appointed Associate Justice of the Supreme Court of the United States by President Franklin Pierce. His appointment came about in a very unusual way. The president was requested by the members of the Supreme Court itself to make this appointment.

He came to this position when the agitation of the slavery question had become very aggressive and very bitter. He was devoted to the doctrine of states rights. He was a member of the Supreme Court when the famous Dred Scott case came before that tribunal for review. He was one of the majority of that court that backed up the opinion delivered by Chief Justice Taney. When he was appointed as a
of the Supreme Court he at once emancipated his slaves. His opinions rendered while on that bench were regarded by eminent lawyers throughout the nation as masterpieces of English and logic.

In 1860 his name was favorably mentioned in connection with the nomination for the presidency of the republic, but he had no political aspirations and the movement received from him no encouragement.

He was opposed to secession as a remedy, but did not doubt the constitutional right of a state to secede from the Union. When the break came he acted as the intermediary between the Confederate commissioners and President Lincoln and Secretary Seward in the negotiations preceding the fall of Fort Sumter. By some Southerners he was accused of double-crossing the South in those negotiations, in which there no doubt was some duplicity on the part of Lincoln and Seward, but James Fred Rhodes, an impartial historian, says "Campbell's conduct was above reproach."

He resigned his position on the Supreme bench and returned home. In 1862 he became Confederate Assistant Secretary of War and filled that position until the end of the war.

In January 1865, along with Alexander H. Stephens and R. M. T. Hunter, he was a member of the peace committee that met Lincoln and Seward at Hampton Roads. After the war he was a prisoner at Fort Pulaski for four months and was released by President Johnson.

He had lost about all of his property and at fifty-four started again at the bottom. He soon enjoyed a large and lucrative practice. His argument in the case of New York and New Hampshire vs. Louisiana (108 U.S. 76) was declared by Chief-Justice Waite to have been "the greatest he had ever heard in a court of justice." When he died at the age of seventy-seven he had for the second time in his life come to be recognized as one of the leading lawyers in America.

John Archibald Campbell, in the formative years of his life, spent four years under the tutelage of Moses Waddel. It is not too much to say that his
later achievements were largely due to that training. He was one more great
American added to the list of those whom Waddel had taught and lived to see
rise to national eminence. Likewise Campbell deserves to be ranked as one of the
truly great alumni of the University of Georgia.
COLLEGE EDUCATION FOR WOMEN

The University of Georgia enjoys the distinction not only of being the oldest chartered state university in the United States but also the distinction of having launched through one of its graduates the movement that resulted in the establishment of the first college in America specifically for the education of women and with the right to grant degrees to them upon the completion of the required work.

In 1826, Daniel Chandler was graduated from the University of Georgia with the degree of Bachelor of Arts. He was a native of Warrenton, Georgia, having been born in that town in 1805. He was twenty-one years old when he received his degree, several years older than the average graduate in those days, as many graduated then at eighteen and nineteen years of age.

During his stay in the University Chandler was one of its most brilliant students, possessed of qualities of leadership that in future years gave promise of carrying him forward to splendid achievements. He was the first honor man in his class, and after graduation he studied law and located in Mobile, Alabama, where for many years he was a leading member of the Alabama bar. He married Sarah G. Campbell, was a man of high character, took great interest in civic affairs and was an elder in the Presbyterian church. At one time he was a member of the Alabama legislature, but beyond that it appears that he held no other political office.

No doubt under the tutelage of Moses Waddel he developed a great interest in education and devoted much time to studying how best to carry to the masses its inestimable benefits. The more he studied this question the more thoroughly he became convinced that all the educators throughout the country, as well as throughout the world, had paid little or no attention to the education of women. True it was that the subject of education for women had been discussed by a number of men, but nothing definite had ever resulted
from the discussions. There was not a college in the country specifically devoted to the education of women. Men won their degrees, but no woman could boast a degree from a college.

Chandler just couldn't regard such a situation as fair and honest. He couldn't reconcile the differences between the opportunities for intellectual improvement offered to men and those offered to women, and the more he thought about it, the firmer was his conviction that women should have equal opportunities in the field of college education.

Nine years after his graduation there came his opportunity to express his views in a most impressive manner. He had been a member of the Phi Kappa Society while a student in the University of Georgia, and it was the custom at University Commencements for a distinguished speaker to deliver an address before the literary societies of the institution. The Phi Kappa Society would invite a speaker one year and the Demosthenian Society would invite one the next year. In 1835 it was the time for the Phi Kappa Society to issue the invitation, and cognizant of the success this alumnus had achieved at the bar in Alabama, the society sent an invitation to Chandler to make the address at the Commencement of 1835, which he accepted, and on that occasion he delivered an address that goes down in history.

He prepared the address with great care. It was a long address, but in those days public addresses were expected to cover not less than one hour, and frequently they went beyond that length of time. Audiences did not weary if the speaker had something worthwhile to say. That address was worthwhile. It was rather ornate, full of rhetorical flourishes, overburdened with language, if judged by the criticism of the present day. But it made an impression that lasted and bore fruit.

The subject of the address was "Female Education" and the concluding paragraphs constituted a challenge to Georgians to provide for women a college
where higher education might be secured and degrees earned. He asked in
his brilliant peroration: "Who will dare, nobly dare, to introduce in our
state an enlightened system of Female Education? Is there no one present
who honors the tears of beauty and prizes the smile of virtue? Is there here
no friend of female worth, no admirer of female greatness?"

The Phi Kappa Society had printed five thousand copies of the
address and distributed them where it was thought they might aid in stirring
up sentiment among the people. The resolution under which these copies were
authorized stands as follows in the minutes of the Society:

(See following page.)
PHI KAPPA HALL, Aug. 7th, 1835.

On motion of the Hon. JOHN McPHERSON BERRIEN,
Resolved, That in consideration of the splendid manner
in which Mr. DANIEL CHANDLER has discharged the appointment as
Orator, from the Phi Kappa Society, to deliver an Oration on the
day after Commencement — a Committee be deputed to wait on him
and request a copy of his eloquent Address for publication.

Resolved, That 5,000 copies of the Address be published at the
expense of the Society.

PHI KAPPA HALL, Aug. 7th, 1835.

SIR: — In compliance with the instructions of the Phi Kappa
Society, the undersigned, the Committee appointed in conformity with
one of the foregoing resolutions, return you the thanks of that
Association for the very able, eloquent, and appropriate Address
delivered in the College Chapel before the Demosthenian and Phi Kappa
Societies — and request a copy of your Oration for publications —
hoping earnestly that the Address particularly intended for the Students,
which was not delivered on account of your indisposition, will be
embodied with the main part of the Oration.

Very respectfully, yours,

JOHN JONES, )
B. C. YANCEY, ) Committee.
W. H. LEE, )

DANIEL CHANDLER, Esq.

HELICON SPRINGS, Aug. 6th, 1835.

GENTLEMEN: — Your note requesting for publication, a copy of the
Address, which I had the honor to deliver before the Demosthenian and
Phi Kappa Societies, was this day received. I feel gratified in
ascertaining, from the Resolutions adopted by the Society, that my
humble exertions upon that occasion, have met its approbation. In
compliance with your request, a copy of the Address will be placed at
your disposal.

Yours respectfully,

DANIEL CHANDLER.

Messrs. JOHN JONES, )
B. C. YANCEY, ) Committee.
W. H. LEE, )
The movement towards the consummation of Chandler's wishes was slow in formation. No doubt the copies of his address set many minds to thinking and with the passing of a few years the plans for better educational facilities began to be discussed, especially by the citizens of Macon, Georgia.

In 1826 when Chandler delivered his valedictory address on Commencement Day out in the audience sat a young Freshman just fifteen years old, too young perhaps to catch the full meaning of the speech and yet destined to become, at the age of twenty-eight, the first president of the college that made Chandler's dream come true and to have the honor of handing to a young girl in 1842 the first diploma carrying with it a degree ever conferred upon a woman. That Freshman was George F. Pierce, who became the greatest of all the bishops of the Methodist Episcopal Church, South.

At that time, there was down in Crawfordville, Georgia, a little pale, emaciated boy, who two years later was to enter the University of Georgia and six years later was to graduate with first honor in the Class of 1832 and within another three years was to leap into prominence as one of the coming lawyers of Georgia. That little boy was Alexander Stephens.

So it came to pass that in 1836 under the leadership of Alexander H. Stephens, a member of the Georgia legislature, a bill was passed chartering the Georgia Female College, a few years later named Wesleyan College, the first degree-granting college for women in the world.

Since this marked the beginning of collegiate education for women and since the whole movement sprang from the address of Daniel Chandler before the literary societies of the University in 1835, the full address of Chandler is herewith incorporated as a part of the story of the University of Georgia and its services to the state, the nation and the world.
AN ADDRESS
ON
FEMALE EDUCATION
DELIVERED BEFORE THE
DEMOSTHENIAN AND PHI KAPPA SOCIETIES
On the
DAY AFTER COMMENCEMENT
IN THE
UNIVERSITY OF GEORGIA

BY

DANIEL CHANDLER, ESQ.

A Member of The Phi Kappa Society.

Printed by WILLIAM A. MURCER, Washington
Georgia. 1835
RESPECTED AUDITORY:

Another year has passed, and the grave and gay, the learned and curious, the humble and distinguished, have again assembled at this seat of learning, to witness the triumphs of cultivated intellect, the ardour of youthful emulation, the gorgeous display of fashion's whims, and the winning smile of beauty's charms. Again we witness, the splendors of an imposing ceremony, and the enlivening circumstances of a Commencement scene — and with feelings responsive to the claims of duty, attest the improvement of the Student, the fidelity of the Instructor, and the prosperity of our own dear Institution. The divinity of mind has in every age, had its worshippers, — and the rich embellishments of a cultivated taste, have never been displayed, without a train of circling admirers. When they are exhibited, in the aspirations of youthful ambitions — infusing a rich spirit into lifeless matter, and casting a brilliant illumination over surrounding darkness — they cannot fail to vindicate the cause of popular Education, and recommend to public consideration, the important subject of intellectual improvement. The exhibition of the few last fleeting days, has removed the prejudices of some, and fired the new-born zeal of others. Judging from the performances themselves, and the satisfaction evinced by those who are most deeply interested in the diffusion and perpetuation of such blessings, we may safely confide in the anticipation, that from this day forth, the pride and boast of Georgia's munificence, will strike deep its foundations in the affections of the people, and send far and wide its cheering light, to aid, elevate, and bless, the struggling and enquiring pilgrim. Here he may resort, and lingering here may live. Science will shed upon his mind its enlivening beams, and religion pour upon the darkness of his soul, the light of immortality. He can here grasp the sublime truths of Philosophy — trace the varied combinations of Chemistry — dive into the dark depths of Metaphysics — ascend the towering heights of Mathematics — and following the sciences through their sublime developments, to the wisdom, power, and goodness of their Author, learn the adoration which is due to Him from his creatures, and reap the reward, which he has promised to his worshippers.

In this day of intellectual illumination and individual enterprise, when mind in its unfettered activity, and its conscious powers, is blessing the world by its inventions and discoveries, it is impossible to limit the extent of its acquirements, or circumscribe the boundary of its flight. It will march with the sun, while he kindles his fires upon this "diurnal sphere," and dwell with the stars, as in their linked spells and quiet beauty, they remind the child of immortality of his final resting place.

"Tyrant! in vain ye trace the wizzard ring;
In vain ye limit mind's unwearied spring,
What! can ye lull the winged winds asleep,
Arrest the rolling world or chain the deep?
No!—the wild wave contems your sceptered hand—
It rolled not back when C'aumte gave command!"
Intimately connected with the powers, operations, and triumphs of the intellect, is a subject, that comes home with peculiar force to our bosoms, feelings, and interests. To its influence, the statesman is often indebted for that profound sagacity, which controls the destiny of nations, and regulates the social relations of man; to its power the warrior in the pride of victory, dates the creation of that martial feeling, which fired his soul with the love of distinction, and nerved his arm in liberty's defence; to its early impressions, the scholar, laden with the rich spoils of antiquity and the treasures of modern acquisition, attributes that thirst for knowledge which led him to explore the mysteries of science, and court the pleasures of literature; and to its sanctifying effects, the Christian, as he reposes on the hopes of a blissful immortality, looks as the true source of that tranquillity of mind, which enables him in the dark hour of his dissolution, to link the last pangs of expiring nature with the first raptures of ceaseless joy. It concerns us all. It interests the present and all coming generations. It is the parent of patriotic feeling, of virtuous sentiment, of religious desire, and literary distinction. It connects time with eternity, and brings into sweet identity, hope and immortality. And still, it is rarely honored with the distinction of a grave discourse, or recommended by the force of a sincere compliment. It is esteemed by power, and insulted by wealth. Legislation neglects it, and learning itself——blush ye gifted spirits of the age!—casts upon its humble pretensions, the withering smile of a cold recognition. It is now an outlaw in our State, and persecution with all its ancient rigor, still impedes its struggling march. My hearers will be relieved from suspense, but not surprised to learn that the subject alluded to, is FEMALE EDUCATION, and that it hath an humble but zealous advocate, in the Speaker upon the present occasion.

The praises of Woman have been sung in every age; and in all countries, where the light of civilization has diffused its blessings, her virtues and her worth have had admirers. To paint her loneliness and recommend her charms, the fictions of the poet, and the tropes of the orator, have been called into requisition. The mind has been stretched to its utmost tension, to exalt her worth, and the imagination, in the exuberance of its productions, has drawn upon its resources, to emblaze her memory and canonize her name.—A devotion that partakes of the spirit of chivalry, and an adoration that runs into the extravagance of idolatry, characterize the feelings and control the actions of those who live upon her smiles and die in her love. In the ardor of youthful admiration they invest her with an ideal perfection, and ascending beyond towering arch or glittering dome, place her so high,

"It were all one
That we should love a bright particular star,
And think to wed it."

But a spirit as destitute of liberality, as it is devoid of all native manliness, has too often presided over the customs, manners, and legislation, that have fixed and regulated the rights, duties, privileges, and obligations of woman.——She has been sunk by the force of public opinion beneath the high destiny of her creation. She has been deprived of many of her natural rights by an arrogant assumption of all superiority. Constrained by the usages of society to the drudgery of domestic employment, and constrained by necessity to the performance of duties, in the discharge of which, neither strength of intellect, nor cultivation of mind is required, the opinion has too generally prevailed that she is deficient in intellec-
tual endowments. This impression, together with the conviction, that there is no necessity to devote either time or attention, to the development of her mind or the regulation of its powers, has tended to lower the standard of female worth, and to expose the sex to the mortifications of ignorance, and the humiliation of a gross inferiority. Is this impression warranted by facts? Can it be justified upon any system of national policy, or be sustained by reference to any consideration, connected with individual happiness, or social enjoyment? It shall be my object, upon the present occasion, to show that these questions, must be answered in the negative, and to demonstrate the importance and necessity of Female Education.

The intellectual capabilities of females, have never been fairly developed, or accurately tested. Individual cases may be found, in which the experiment has been partially made, and notwithstanding the paucity of their number and the inaccuracy of the test, the result has been such, as to authorize the presumption, that, if not equally gifted with the other sex, they are by no means deficient in sprotliness of imagination, quickness of perception, originality of thought, and depth of reflection. But what have generally been their opportunities for improvement, and how many facilities have been afforded them, in their efforts to acquire it? Have they been instructed by those, who have devoted their time and talents, in qualifying themselves for a satisfactory discharge of their duties? Have the grand machinery and apparatus of scientific discoveries, been thrown before them, with all the light of oral explanations, and experimental illustrations? Have they enjoyed the benefit of twenty-one years' sedulous application, before they were drawn into society, to make a display of their acquisitions? Have their lots been cast upon such times and countries, as to enable them to devote without interruption, the vigor of youthful feeling and the maturity of grave reflection, to the investigation of abstruse questions, the explication of grand phenomena, and the development of deep and mysterious principles? Who would have encouraged a trespass upon the sacred dominions of sovereign might, and selfish, aristocratic nobility? What reception would have been given to a philosophical dissertation, or a political disquisition, emanating from a female mind? Who would have believed her theories, though founded on philosophical principles, or adopted her discoveries, though sustained by fact, and confirmed by experience? What encouragement has she received from science in its munificence, literature in its wealth, and learning in its generous liberality? Who has stood in the open portals of science, and invited the timid, though gifted intellect, to the consecrated services of her temple? Who has presented to her youthful eye, flashing with ambition's fire, the glittering reward of literary distinction; or held out to her admiring gaze, the diadem of ceaseless fame? When her genius has burst the bands of restraint, and in the elasticity of its powers, sprung to an altitude as astonishing for its novelty, as grand for its sublimity, she is unable even from the height of her exaltation, with the splendors of glory circling her brow, and a bright illumination irradiating her mind, to flash the light of conviction upon the astonished beholder. He gazes and doubts — admires and disbelieves. If truth extorts a compliment, its value is destroyed by allusions to the singleness of the phenomenon, and by explanations, which deprive talents of their due, and merit of its reward. Yet the opinion as to femininaste incapacity, is yielding the tenacity of its grasp, and the developments of the past, made under circumstances of peculiar neglect and oppression, are losing the stronghold of pre-conceived opinions and pre-existing prejudices. Truth has flashed its light upon the
world, and the force of its eloquence, has arrested the attention of philosophizing Sceptics, and moralizing Metaphysicians. It has pointed to ancient and modern days, and rescued from oblivion's wave, the illustrious names of many a daring dauntless soul, of many a gifted splendid intellect.

Aurelian, in storming the devoted city of the Syrian Queen, was constrained to admit the greatness of her mind, the intrepidity of her valor, and the heroism of her soul; and history, in the justice of its delineations, has informed us, that Zenobia, banished to the villa of Trivoli, could boast at worthiness, to wear a glittering crown, with Palmyra's great destroyer.

The name of Aspasia, is associated with Grecian glory and Athenian Eloquence, and she who was able, by the greatness of her intellect, the extent of her acquirements, and the graces of her eloquence, to instruct the most distinguished Philosopher, and effective Orator of antiquity, has purchased from the illiberality of the age, the right and title to a deathless fame.

If Cleopatra, the proud Egyptian Queen, was the spoiled child of fortune, she was also the boasted representative of female learning. So happy was the combination of her personal accomplishments and mental acquirements, that she could cause the gay, entertain the grave, interest the learned, and confound the distinguished. Speaking with equal fluency ten distinct languages, she could hold her Court with the ambassador of as many different nations. She could win by the blandishments of her person, and charm by the attractions of her mind.

The virtues and maternal devotion of Scipio's illustrious daughter, adorn the brightest page of historic fame. In the discretion of genuine devotion, she rejected the hand of princely pride and regal power, for the sterling worth and unobtrusive merit of a Roman citizen; and when she became the "mother of the Gracchi," she could boast with true propriety, of jewels more precious, than the sparkling diamonds and glittering gems of the Campanian Lady.

The fame of Myrtis and Corinna, the fair instructress and victorious competitor of Pindar's lyric verse, has come to us from distant time, perfumed with the sweetness of Grecian incense; and Sappho's muse hath survived the Lesbian coins and monumental temples, that wore her image, and sternized her name.

The eloquence of Hortensia, the accomplished daughter of Tully's rival, has been preserved by the fidelity of Appian's pen. When the Triumveri resorted to the low expedient of raising contributions from Roman ladies, to resist the arms of Brutus and Cassius, she boldly appeared before the tribunal and pleaded the cause of her companions and herself, with a zeal, ability and eloquence, that reached the heart of her oppressors, and gained the object of her intrepidity.

And where are Agrippina, Aurelia, Atia, Corellia, Julia Precilla, Iulia, and the long bright throng, that shine resplendently through the distant vista of years gone by? They live in the recollection of every friend of literary taste, and pleased in soul-subduing eloquence, the injured cause of female greatness and female worth.

If we descend to modern times, the light of truth will still disclose, Empires won by female valor, Sceptres wielded by her hand, Crowns lying at her feet, Men the play-things of her power, the World the theatre of her great-
If Boadicia could well aspire to Britain's ancient throne, it became the indisputable right of Elizabeth, in the greatest, brightest day of England's renown. Notwithstanding her admitted infirmities, the elevation of her views, the grandeur of her conceptions, the varied accomplishments of her mind, and the dazzling splendors of her intellect commanded the homage of an admiring world. Statesmen respected the wisdom of her counsels. Philosophers admired the ingenuity of her speculations. Poets were charmed by the delicacy of her taste, and even Divines, forgetting the injunctions of the Decalogue, in celebrating the "birth-day of the Gospel," worshipped as she passed. Viewing the splendors of her reign, and properly appreciating the grandeur of her administration and its blissful results, the proudest name of the Tudors or Plantagenets, had not a right "more divine" to rule, than Elizabeth of England.

The name of Catherine, the second, is associated with Russia's prosperity, splendor, and glory. This is the more remarkable, as her sex were regarded by the legislation and received opinion of that country, as beings of subordinate rank—alike destitute of intellectual endowments, and of a spiritual existence. To such an extent was this prejudice carried, that in taking a census of the population, as late as the reign of Peter the Great, men were denominated souls, and women were denied the dignity of this appellation. But Catherine redeemed the intellectual character of her sex, and by her policy and achievements, shed upon the page of the World's history, a brightness and glory, that have shone with undiminished lustre, through the lapse of intervening ages.

With the splendor of Maria Theresa's reign, we are all familiar. The virtues of her heart were only equalled by the accomplishments of her mind, and her "queenly existence" demonstrates what good can be effected by a wisdom, that studies the happiness of a people, and a prudence that controls the selfish suggestions of our nature. When she received the reigns of dominion from the hands of her living father, the countries over which it was her privilege to exercise regal authority, had, by the imbecility and mismanagement of her unfortunate predecessor, been reduced to ruin and distraction. Soon after her accession to the throne, while young and inexperienced in the arts and science of Government, she was called by the peculiar circumstances of her situation, to display the strength of a resolution and the boldness of a design, that carry with them the thrilling interest of a romantic adventure. In the war of the Austrian succession, Frederick's arms were victorious—Silesia was his, and the capital of Maria Theresa, was in imminent danger of a disastrous invasion. In vain she applied for assistance, in vain she expected promised deliverance, in vain she looked to her ministers for advice, and to her friends for consolation. In the strength of her despair, she flew alone to Presburg, and by the blandishments of her charms, the policy of her measures, and the magnanimity of her soul, was proclaimed Queen of Hungary. With the iron crown of St. Stephen upon her head, and his glittering scimitar girded to her side, she appeared before the Senate of her new but enthusiastic subjects. The splendors of a Queenly robe were laid aside for the simplicity of the Hungarian costume. The habiliments of mourning flowed gracefully around her—maternal solicitude was depicted upon her countenance—and the situation of her suffering subjects pressed heavily upon her heart. Her feelings spread from bosom to bosom, the flame ran with electric rapidity, and all awaited with beating hearts, her tale of sorrow. Rising before the assembled nobles, "fair as the sun and lovely as the moon," she tells them in thrilling, feeling language, "that the very existence of our kingdom, of our person, of our children, of our crown, is now at stake; and, forsaken by all, we place our sole hope in the fidelity, arms, and long-tried valor of the true Hungarians."
The touching appeal, the melting manner, the visible distress, the urgent necessity, overcame the assembled chiefs. Her enthusiasm is caught—her martial feeling has fired the bosoms of restless souls—and it spreads from heart to heart, till all are wrapped into a blaze of excitement. The glittering sabre is drawn, the pointed spear is displayed, the martial cry is heard, and with one accord, there bursts from every heaving bosom the animating, cheering cry, "our swords and our blood for your Majesty—we will die for our King, Maria Theresa!" The valor and loyalty of the devoted Hungarians saved the heroine of Pressburg, and she lived to bless the world, and raise her kingdom to the first rank among the nations of Europe.

Leaving the splendor of Palaces and the exaltation of Thrones, we shall find in the tranquillity of private life and the unobtrusive pursuits of literary acquirements, the same evidences of moral grandeur and intellectual greatness. We shall there see, shining in brilliant glory, the "precious fragments of Elizabeth Smith—the venerable learning of Elizabeth Carter—the elevated piety of Hannah More—the persuasive sense of Mrs. Barbauld—the bewitching fictions of Madam D'Arblay—the vivid picturesque, and terrific imagery of Mrs. Radcliffe—the glowing poetry of Mrs. Hemans—the practical instructions of Miss Edgeworth, the great known, standing in her own department, by the side of the great "unknown."

These examples, selected from the great number, that swell the volumes of the world's history, must serve as illustrations of the vigor and strength of female intellect, and vindicate the pretensions of the sex to high intellectual endowments, from the unanswerable imitations of a stupid scepticism. Let it not be said, that her mind is not susceptible of great improvement. Away with the supposition, that she cannot master the sciences or understand the higher branches of literature. She can comprehend them, in all their varied extent, and diversified ramifications. Give her an opportunity, and science will be her handmaid—philosophy her companion—and literature her play-thing.

Such then, being the capabilities of the female mind, I am led by an easy and natural transition, to the consideration of the importance of its cultivation. The proposition strikes one, with the force of an axiomatic principle, and the only wonder is, that the world has slumbered through so many ages on a question, that involves in its determination, individual greatness, social happiness, and national prosperity. The marked difference, that exists in the education of the sexes, cannot be justified upon any principle of sound philosophy or legitimate reasoning. Their duties, responsibilities, and engagements are widely dissimilar, but this very diversity of pursuits, if dispassionately considered, will demonstrate the necessity of forming by education, the female mind, and of improving by early attention, its natural powers. Man, stands before us, in all of his native dignity. He commands admiration by the boldness of his designs, the grandeur of his conceptions, the chivalry of his deeds, and the pre-eminence of his talents. He delights to figure in the world's eye, and to hear his praises rung by every tongue. He glories in the stormy agitations of life. His throne is tempest, and his state convulsion. He rules nations by a word, shaking kingdoms by his influence, overturns governments at his will, and destroys his fellow-man in the mere wantonness of power. Riding upon the whirlwind, he mocks the raging storm; playing with the lightning, he bears...
unnerved the thunder's voice. The wings of time, make for him music as they move; and he forgets too often, as he is wafted to Eternity's brink, the dreadful realities of a "God in thunder, and a world on fire." Such are generally the aspirations of his mind, the employment of his life, and the consummation of his career. To be prepared for their strange vicissitudes, and to control with facility, their wonderful mutations—Man should be educated.

Woman sits by her fireside, in the beauty of her charms, and in the worshipped graces of her loveliness. The nature of her duties, the care of her children, the laws of the land, and the usages of society, bind her to the home of her love. She delights to smooth the rough asperities of nature, to temper the burning heat of restless ambition, to check the adventurous spirit of daring heroism, and to soothe by the endearments of social intercourse, the passing hours of a brief existence. When the world is convulsed by the madness of ambition, and distracted by the vice and follow of legalized wickedness, she enlivens and purifies the domestic circle, by the affections and charities of a "well-ordered life, and a blameless conversation." She watches with maternal solicitude, the sportive tricks of helpless infancy—listens to the sweet music of its voice—emits in the endearing playfulness of its smiles—weep at the melting accents of its cry—and as she rocks the little manly spirit to its repose, strikes the silver-toned notes of merry happiness, and enjoys again the "very freshness of life's morning hour." In time's rapid flight, the days of childhood have passed, and the little prattle, stands by his "mighty mother's" side, life's young pilgrim. With a deep sense of the responsibility of her trust, she moulds his mind, and forms his manners; directs his powers, and regulates his conduct. In process of time, she unfolds the saving truths of his condition and danger, destination and immortality. She strikes the chords of deep-toned feeling, opens the fountains of sympathetic emotions, kindles the flame of virtuous ambition, points to the source of religious consolation, and at last, sends forth the wanderer upon the world's wide theatre, with a mother's love, and a mother's blessing. To perform appropriately these high and delicate trusts, should not Woman be educated?

The importance of female education, may be considered in the first place, with reference to the females themselves. It has been a common opinion, and even now its incorrectness is not universally admitted, that the cultivation of the female mind, is inconsistent with the domestic duties of the wife, and that her time can be more appropriately and profitably employed, in studying the thirfty arts of household industry, than in acquiring a taste for intellectual enjoyments. This is not true. Knowledge will interfere with no duty of life, nor will it weaken the force of any obligation that is imposed by nature or society. Such is not its effect. It springs from a source, that forbids such a supposition. As the mind is enlightened, its perceptions will be increased, and its convictions deepened. It can then see more vividly the nature of its obligations, and appreciate more highly the necessity of their performance. Instead of regarding the economy and industry of domestic engagements as onerous duties, the enlightened female, will esteem them a peculiar pleasure; because their importance, and her responsibility, will come home to her good sense, with a force and frequency, that habit can never create. She will discover too, that such employments are not incompatible, and that method and system, will enable her to devote her time and attention, both to domestic arrangements and intellectual improvement. True knowledge is the parent of human virtue, and human happiness. It softens the feelings and susceptibilities of the heart, deepens the affections and deviations of the soul, and elevates the views and conceptions of the mind. It sheds a "cheering light on domestic duties, and its very sparkle, like those of the
diamond, attest at once its power and its purity." Admitting, however, that such a supposition is warranted by fact, is it not inconsistent with the spirit of the age, and the obligations we owe the female sex, to hide in neglect and smother in ignorance the bright light of an immortal mind? Have they not important duties to discharge—duties that extend beyond the sphere of household industry? Have they not too, trials to bear and sufferings to endure, that conquer the fortitude of the greatest—that often rend the spirit, and make existence itself a miserable allotment? There are troubles that sweep like a whirlwind over the path of woman's life; and what can prepare her for the violence of their shock, but the elevating principles of education, and the tranquilizing spirit of religion? The cultivation of her mind, would not only raise her above misfortune's storms, but exalt her in her own estimation, and give her in the social circle, a degree of intellectual importance, which she has never enjoyed or properly appreciated. The consequence would necessarily be, a reformation of the social habits of the sex, a renovation of her intellectual pursuits, and a regeneration of her spiritual energies. She would cease to delight so much in the giddy amusements, that serve only to dissipate time and waste away existence. Reading would be an employment, study an amusement, contemplation the source of happiness, and reflection the rich treasury of many a blessing. Conversation would assume a more refined and elevated tone, and partake of that simplicity, purity, richness, elegance, eloquence, and spirituality, that ever characterize intellectual improvement and true feminine dignity. The collision of mind with mind, would strike out the fire of genius. It would glow in friendly discussions, and blaze in more animated debates. It would spread from bosom to bosom, and burn from altar to altar, till every heart was warmed by the vestal flame, and purified by the holy essence. New tastes would be formed, new habits created, and new occupations pursued. An impetus would thus be given to female exertions. She would enter the race for literary distinction, and struggle for the prize of scientific reward. A consciousness of intellectual power, would engender in every bosom a feeling of self-respect—this would lead to improvement—improvement to distinction, and distinction to immortality. In view of these important truths, how long will it be before the female mind is directed to intellectual acquisitions, employments, and pursuits?

The importance of this subject will be conceded, if we consider in the second place, its effects upon the feelings, pursuits, and happiness of the other sex. Men is social in his nature, and delights to hold communion with refined and intellectual beings. His mind requires relaxation, and flying from the dullness of abstract speculations, or the perplexities of a complicated business, he will seek a congenial spirit with which he can enliven the flight of a passing hour. He will find it in the woman, whose education has blessed with refinement of feeling, delicacy of sentiment, elevation of thought, and sanctity of character. With such an one, his recreations are consecrated to Science, and his very amusements become the schools of instruction. If he sustain her a tenderer relation than that of a friend, his sources of happiness will be multiplied beyond the limit of computation. In all the trials of life and the vicissitudes of fortune, none with its hallowed endearments, will be the centre of attraction. It will draw to its sanctuary adversity's child, and shield from the envy of an unfriendly world, fortune's outcast. The Wife is there, to welcome, to comfort, and to bless. It is her happiness, her pride, her true glory. The Husband sees, feels, knows it. His heart runs to meet its hope, and throws itself
with an entire recumbency upon its sustaining prop. Dissipation's paths are now deserted, and pleasure with its syren song, can no more allure its victim to ruin's brink. In the vain pursuit of present happiness, he has tried to grasp its fleeting phantoms. It has mocked him with its protean forms, and cheated him by its Cambion hues. Driven by adversity's storm, he has sought it at last, in life's chosen companion. Lucretia-like, she is found at home. 'Tis consecrated ground! who will intrude? 'tis a privileged spot! who can interfere? Be still, ye raging tempests,—be hushed, ye roaring storms,—a refuge is sought,—a refuge found.

"Ask the gray pilgrim, by the surges cast
On hostile shores, and numb'd beneath the blast;
Ask who relieved him—who the heart began
To kindle,—who with spilling goblet ran—
Oh! he will dart one spark of youthful flame
And clasp his withered hands, and Woman name."

The importance of Female Education, can be more fully exemplified, by reference to its effects upon the hopes, characters, and prospects of the rising generation. Childhood is helpless, and wants protection, ignorant, and needs instruction, peaceable, and requires supervision. The pliancy of his feelings, the tenderness of his heart, the susceptibility of his mind, and the flexibility of his purposes, all show, that at this critical period of his existence, it is a matter of the utmost importance to his future usefulness and happiness, that a virtuous direction be given to his principles, and holy aspirations be kindled within his bosom. As his faculties expand and his mind strengthens, science brings her contributions from every region in the realm of thought. They are often dangerous in their nature, ruinous in their tendency, and destructive in their effects. Owing to the neglect of early instruction, and the want of proper information, false systems are embraced, dangerous doctrines entertained, incorrect impressions imbibed, fatal opinions encouraged, and delusive hopes indulged. These evils can only be obviated by a correct, systematic, and judicious course of juvenile instruction. It must commence in the nursery. These impressions are to be made, and truths inculcated, which will eternally, and extend through eternity. The mind is very soon susceptible of impressions, and the durability of these impressions, is generally in inverse ratio, to the earliness of their inculcation. They often, when thus acquired, influence the conduct, control the actions, and stamp their characters, upon the page of man's destiny. From whom, is he to derive these sentiments, opinions, and principles? Where is he to look for instruction, for direction—for the light, to illuminate the darkness of his mind, and the sun to warm the torpidity of his energies? The mother in the tenderness of her love, in the fullness of her heart, in the solicitude of her feelings, in the strength of her resolution, and the boundlessness of her influence, is to open the leaves of the dawning intellect, and direct the branches of the expanding faculties. She is appointed by nature, and made by the usages of society, the first instructor of the immortal mind. Who can estimate the power, she exerts, over the precious trust, committed to her charge? How boundless her influence; how illimitable her sway; how irresistible the force of her instructions! The Orator may arise in the dignity of his professions, and catching fire, from the inspiration of his theme, may flash the lightnings of his mind, roll the thunder of his voice, and sweep away in the whirlwind of his eloquence, an electrified audience, and fail after all in the accomplishment of his purpose. He has prejudices to encounter, opinions to combat, impressions to remove, and opposition to overcome. And when the storm of passion has
passed, and the tempest of feeling subsided, it will be discovered that the
lightning's blast has been resisted, and the thunder-bolt's power defied.
Not so with the Mother. Her eloquence is ever felt, because it is always
effective. It is not dressed in the splendors of rhetoric, or encumbered
with the drapery of a meretricious decoration. It plays in mild persua-
sion, around the yielding heart, and steals upon the mind, like the "soft
breeze of summer." It enforces its argument by smiles, arms its reasoning
with kindness, and produces conviction, by its touching gentleness. It
has not the pride of opinion to combat, the stubbornness of prejudices to
remove, the inveteracy of habits to conquer, and the presumption of self-
sufficiency to overcome. The consequence is, her eloquence reaches the
heart, and infusing into the young immortal mind, her own feelings, convic-
tions, sentiments, and principles—she moulds a character, and fashions a
man, that may work the redemption of the world.

The present system of juvenile instruction as pursued in our country,
is deficient in several important particulars—and these deficiencies if
traced to their proper origin, will generally be attributed, to the neglect
or mis-direction of maternal influence. The object of Education is two-
fold. In the first place—to cultivate the principles of our nature,
as to bring them to the greatest possible perfection—and in the second
place, to manage and control the impressions and associations of early
life, in such a manner, as to secure them against the mischiefs of error,
and the dangers of a false philosophy. If the principles of the mind, the
affections of the heart, and the aspirations of the soul, be judiciously
developed, controlled, and directed, one great object, in juvenile instruc-
tion, will be accomplished—and then, if habits of mental exertion are
acquired, impressions of a moral nature are made, associations of a proper
character are formed, and a taste for intellectual enjoyments has been
cultivated and confirmed—the great business of human education, will be
consummated. To accomplish objects of such great importance, and moment-
ous magnitude, it is necessary that the agent, by whose instrumentality,
this work is to be commenced and perfected, have a correct knowledge of the
principles of human nature, and of the laws which regulate their operations,—
a due conception of the capabilities of the mind, and of its sources of en-
joyment.

If a love of literature and scientific investigations, is not implan-
ted in the mind, in the days of its pliancy and impressibility, it will, with
great difficulty be inspired, after our habits are formed, our pursuits
selected, our characters developed. The mind from its very nature, must
have some object on which to fix its attention, and if not properly di-
rected to the light, that reveals its high capabilities and true destina-
tion, its spirit will evaporate in the frivolity of its engagements, and
its energies be prostrated for the want of suitable employment. Hence the
necessity of creating in infancy a thirst for literary pursuits, and a taste
for intellectual enjoyments; and of preparing every person, by a proper cul-
tivation of the intellect, and a correct discipline of the mind, to become,
if circumstances or necessity require, the instructor of his own children.
Upon the mother, this duty generally devolves. The father cannot do it.
The nature of his business, the bent of his inclinations, and the engage-
ments of his mind, often preclude the possibility of his devoting any of
his time to this important subject. Immerged in the duties of his profes-
sion, distracted by the multiplicity of his engagements, agitated by the
storms and tempests of politics, and aspiring himself to distinction, he
too often forgets the claims of his rising offspring. The nature of such
employments, and the absorbing character of such pursuits, throw upon the
virtues, labors, love, care, and attention of the mother, the fearful responsi-
bility, of training and educating the dear pledges of their love. If she have
no taste herself for literary pursuits, no knowledge of the operations of the
mind, no disposition to undertake the drudgery of a systematic course of instruc-
tion, the young immortal, with its faculties expanding and courting the dews of
science, grows up in neglect and withers on the sterile soil of home, or is sent
abroad among strangers, to acquire those rudiments of learning, which domestic
instruction should have afforded. Thus situated, he is either neglected, or ex-
posed to the vices of the world, the dissipations of the age, the temptations
of pleasure, and the seductions of a false morality. Free from the wholesome
restraints of parental authority, without a mind previously disciplined by in-
struction, or a heart sufficiently fortified by virtue, he plunges into the
vortex of dissipation; and amid its iniquitous whirls, is wrecked and lost, to
a mother's love and a country's hope. The dangers of sending from under the
parental eye, females of a tender age, are still more serious. In their infan-
cy, they always need a mother's care and a mother's attention. Timid and con-
fiding, ingenuous and unsuspecting, warm and enthusiastic, they are exposed
necessarily to the demoralizing effects of a promiscuous association, and to the
unseen dangers of a thousand temptations. Needing counsel, the timidity of
their nature, often prevents them from applying to their superiors for direction,
and requiring admonition, the tenderness of their years, frequently disarms re-
proof of its instruction. In times of trial, who is to direct them? When
perils are near, who is to warn them? Who is to guard the "glad bright
creatures," springing into life with "patient, vigilant, never wearied" atten-
tion?

"There is none,
In all this cold, and hollow world, no fount
of deep, strong, deathless love, save that
within

A Mother's heart!"

Is there no way to enlighten the mind without running the risk of
corrupting the heart? Can no system be devised, that will accomplish the
great objects, juvenile education, without hazarding the happiness of the
parent, and destroying the usefulness of the child? The spirit of the age
responds, there is. The genius of philosophy tells us, that an enlightened
system of Female Education, will make the nursery the school of wisdom and
instruction. In the solitude of its retirement, the affections can be cul-
vated, the mind developed, the passions regulated, and the character formed.
There our sons can be prepared to tread with safety the fields of science, and
our daughters qualified to become, in their turn, the instruments of elevating
the aspiring mind, and sanctifying the youthful heart.

The importance of thus enlightening the female mind, may be illustrated
by taking another and more extensive view of the subject. The education that
thus qualifies the mother for the instruction of her own household, will not be
confined to its circumscribed limits. It will scatter in rich munificence, its
blessings o'er the land. Prepared by study and experience for the important
duty of juvenile instruction, she will send forth from a teeming press, books
and productions, suited to the taste and adapted to the comprehension of the
youthful mind, and calculated by their simplicity and sublime morality, to in-
spire the feelings and principles, which ensure greatness, glory, usefulness,
and individual happiness. In this department of science, a new era has already
been witnessed, and the names of Erbbauld and Edgeworth, Taylor and Harleian,
Hoore and Sigourney, deserve to be inscribed high on the rolls of fame. In
this province, Women is at home. She knows the feelings and dispositions of the
youthful heart—the powers and capabilities of the expanding mind. She can
therefore accommodate herself to the tenderness of early years, and by a rich infusion of her own spirit into the productions of her pen, conduct the inquisitive mind to knowledge, virtue, and practical usefulness. Her light will not be confined to the little system of which she is the centre. Taking to itself "the wings of the morning," it will fly to every point, where the darkness of ignorance prevails. It will beam on the mountain, glow in the vale, and warm into life and action, the dormant energies of many a child of poverty, who will itself become the centre of new systems, equally grand and beneficial.

In the elegant and fashionable literature of the day, a wide scope is presented for the active employment of her mind. There the sprightliness of her wit, the purity of her style, the elevation of her thoughts, and the spirituality of her religion, can shine in their most attractive lustre, and sparkle with their greatest brilliancy. Her descriptions of natural scenery of rural felicity are striking — and her expositions of the passions and emotions of the mind, find a counterpart in the stormy realities of our existence. She breathes in every word the purity of her own thoughts, and breathes around every sentiment, the charm of her own loneliness. Licentious productions are abroad in the land, recommended by all the charms of style, all the delusions of sophistry, all the attractions of wit, and all the fascinations of talent. Our youth revel in the voluptuousness of their scenes, and banquet on the elegance of their descriptions. It is woman's pen that kindles the beacon light, which is to warn the young and the unwary of the fatal rocks, that lie beneath the smooth waters of these seductive effusions. There will always be seen and felt in her productions, the virtue that exalts, the sentiments that purify, the trials that call forth a Seraph's energies, and the "sweet affections, that strew with flowers, life's dusty highway." Vice will never find in her an advocate—licentiousness a friend—or infidelity an apostate. She breathes the atmosphere of virtue and piety. Her heart is religion's home. It deepens her feelings, exalts her thoughts, and purifies her affections. How comprehensive its morality—how sublime its mysteries—how subduing its effects—how encouraging its promises—how lasting its rewards! Child of immortality! here is your hope—Country of my love!—on this rock must rest the temple of your freedom.

The importance of this subject may be further illustrated, by considering its influence upon public opinion, and its connection with the prosperity and perpetuity of our Government. The liberty of our country is bound up in its virtue—its virtue depends upon its intelligence—and its intelligence springs from the cultivation of its intellect. We may legislate—we may enforce with stern inflexibility the most sanguinary laws—the pulpit may thunder its ex- quence Sabbath after Sabbath—the press may pour forth its bitter denunciations from day to day—and unless public opinion is enlightened, elevated, and refined, crimes will multiply, and guilt, instead of being disarmed and driven from the land, will laugh to scorn the efforts that are made for its suppression. We must strike at the very foundation of all private transgression, and public iniquity. We must enlighten the public mind, purify the public morals, engage public attention, and then we will remove from their lodgement, vice, ignorance, idleness, and all of their concomitant evils. Then our country, in the pride of its strength and the beauty of its promise, will march with a rapidity that has never been equalled, to the summit of national greatness and earthly renown. She has already accomplished much, but more remains to be done; and the danger most to be dreaded is, that a declension in public virtue and a servile, sycophantic spirit, that seems to characterize the age, and strike dead the high and noble exertions of an independent mind, will defeat
the grand experiment we are making. A few years since, our country was without commerce, without credit, without resources, and without a government. Her destiny was unknown. It was the theme of countless speculation, and the object of serious apprehension. After resisting the fury of the whirlwind, she stood tottering on an unstable basis. By a concurrence of extraordinary events, she adopted a Constitution, salutary in its provisions and limited in its powers. Since that time, she has organized her Government, increased her population, extended her territory, established her credit, invigorated her finances, and enriched her treasury. She has waved the wand of the enchantress, and spoken into existence the visions of her fancy. Where once the Indian roamed, and panther prowled, cities now stand in proud magnificence. The plough boy's whistle now salutes the ear, where late the war-whoop echoed through the wild-wood. Where once the smoky wigwam stood, the stately church now rears its lofty spires. The forests have fallen beneath the axeman's steady blows, and been transformed into habitations of refinement and elegance. Commerce, commanding the arts and sciences to her aid, has thrown off her sluggish auxiliaries, and now appears in new and imposing attributes. She sweeps along the land with the lightning's wing and the thunder's voice. By her own inherent energies, she rides proudly over the rushing torrent, and scuds lightly over the foamy ocean. She visits every land, and returns with the treasures of every clime. Our Navy moves in majesty by her side, and dares the nations of the earth to arrest her pursuits. Within our borders, is to be seen industry in all its forms, and all its skill. Science has her votaries in every department. In government and all its connexions and dependencies, they have no rival. In philosophy, Theology, Belles Lettres, and the exact sciences, they are fast rising to the first rank. Through all the length and breadth of our country are to be seen wealth, peace, liberty and happiness. How are these blessings to be preserved and perpetuated? By parchment scrolls and paper constitutions? Well said the pungent Randolph, "you may entrench yourself in parchment to the teeth, the sword will find its way to the vitals of the Constitution. I have no faith in parchment—I have no faith in the Abracadabra of the Constitution." If the durability of our institutions and the perpetuity of our liberties depend on them, we have no reason to boast of our political pre-eminence, our national superiority, our individual rights, or civil immunities. They are within the power of the first aspiring demagogue. They will be trampled under foot by the first successful Tyrant. An iron-handed despotism, as relentless as death and remorseless as the grave, will forge for you its chains, and clank their music in your ears. What are parchment limitations or paper prohibitions to the popular Tyrant? Can they bind him? Will they restrain him? He will snap them asunder as "burning tow," and scatter their shattered fragments to the winds. Not fellow citizens, the durability of our Government and the permanence of its institutions, rest upon the elevated virtue, the enlightened opinion, and the irresistible moral force of a free people. Our Union was cemented by blood—it is consecrated by affection. It cannot be riveted by physical power. The bonds that unite us, are moral ones. They spring from the mind and heart. Their strength is found in virtuous patriotism, in liberal feelings, in magnanimous concessions, and in mutual forbearance. Cultivate those feelings, principles, and sentiments, and you cement the very elements of your Union. Every patriot will then cling to it, and the only "pledge of freedom and peace." Around its glittering stars and streaming stripes, will be found clustered the chivalry of the land. United in the bonds of "one great brotherhood," our eyes will cease to gaze on the splendors of a central Sun, but will contemplate in their beauty, twenty-four eternal Stars, lighting up the temple of freedom, with their quenchless lustre.
If such be the influence of intelligence and morality upon public opinion, and such their connection with the prosperity and perpetuity of our Government, is not the deduction necessarily legitimate, that our country itself will feel, through all of its diversified relations, the saving effects of the intellectual powers of the female mind? Such will be the result. Our public men will be more pure, enlightened, virtuous, disinterested and patriotic. Our private citizens will be more industrious in their habits, elevated in their feelings, and intellectual in their pursuits. Our sons will abandon the scenes of dissipation and ruin, and with excited thoughts and holy aspirations, struggle for honor and immortality. And our daughters, catching the spirit of the age, will in the tranquil devotion of their feelings, kneel at the altar of science and religion, and invoke the blessings of their holy ministrations. What a change in the aspect of our country! What a difference in the moral and intellectual character of the people! May it be our happy lot, to realize in the fulness of their fruition, these cheering and sublime anticipations!

Having attempted, after illustrating the capabilities of the female mind, to demonstrate the importance of its improvement, I will in the conclusion of my remarks, exhibit to our consideration a few data, that will tend to show the necessity of adopting in our country, and particularly in our State, an enlightened and systematic course of female education. There are in the United States 2,000,000 of mothers—spread over its surface, mingling with its society, and rearing up the future defenders of our liberty, and supporters of our institutions—and of this number, what proportion is qualified to fashion and direct a mind, "formed in the finest mould, and wrought for immortality!" How many of them are now engaged, in giving their children the advantages of a preparatory education? How many in our State, where the light of education is not so generally diffused, are affording the young and inquisitive mind, the full and lasting benefits of inductive instruction? Had I the means of ascertaining with certainty the exact number, the bare statement of the fact, would produce a revulsion of feeling through this enlightened assembly, and would force upon the mind of scepticism itself, a conviction of the necessity of attending to the intellectual improvement of the female sex.

Again—There are in the United States, 5,000,000 of females, and in Georgia 1,145,000—and of this number, how many have contributed to the elegant literature of the day—the rich poetry of the age—the bewitching fictions that amuse—and the sober dissertations that instruct? A Sigourney and a Sedgwick have sent from their glowing minds, the bright scintillations of an "ethereal fire;" and a few other gifted spirits have struck their harps of poetry, and sung its quiet tunes to the "sleeping woods"—but we have looked in vain for that bright constellation of "eternal stars," which lights the heavens of literature with its sparkling radiation, and attracts the eyes of the world by its dazzling brilliancy. We have seen a meteor flash its light, and pass in blazing glory through the world—but seldom has the bright orb of science, burst with its splendors from the sky, and cast upon the female mind its glittering beams. Our country has produced but few distinguished females, who have presumed to dispute the dominion of authorship, with the aspiring minds of the other sex. Why is this the case? Why have not the pages of our literature, been enriched with the names of a Carter, and a Smith, a Moore and a Barbauld, a Daver and a D'Arblay, a de Stael and a Hemans, and Edgeworth and a Radcliffe? We have the materials in rich abundance. Diamonds lie buried in our intellectual mines. They shine through the rubbish and neglect of ages. Polish them by the hand of culture and they will sparkle in the coronet of fame, and glitter in the crown of immortality.
As a further illustration of the necessity of an enlightened system of Female Education, I would state that the number of Females in the United States, between the age of 15 and 20 years, may safely be estimated at 500,000, and in the State of Georgia at 15,000. They are in the bloom of youth and the loveliness of beauty. They mingle in our society, contribute to our social enjoyment, and spread the wittiery of their charms over youthful feeling and matured reflection. And of this number—so captivating by their personal attractions, and winning by their native delicacy of sentiment—how many have enjoyed the privilege of conversing with the mighty dead of other days; of holding communion with the master-spirits of Grecian and Roman fame; of walking with Philosophy in its brilliant discoveries, or keeping pace with Science in its progressive improvements? How many of them have enjoyed the inestimable benefits of an enlightened education? Are they familiar with general and natural History—with natural and moral Philosophy—with Chemistry, Geometry, and practical Mathematics—with Chronology, Belles-Lettres, and Rhetoric? How many of them have never heard of Newton's Principia or Bacon's Organum? And how few of them, understand the philosophy of the human mind and the laws of its operations—the science of Theology and the sublimity of its truths? These questions come home to our feelings and interests, and could satisfactory answers be obtained, they might awaken the public mind to the consideration of the most important subject, that has ever engaged its attention.

Again—There are in the United States, at least 2,000,000 of Females, under the age of 15 years—and in the State of Georgia, not less than 75,000. What proportion of this number, embracing the promise and beauty of the land, is reaping the fruits of instruction, or enjoying the pleasures of knowledge? Upon many of their minds, the first ray of science has never shot its sacred light—and the few who seek the consolations of intellectual instruction, repair to temples erected for other worshippers, and kneel before altars consecrated by a stranger's blessing. In our country, there are 61 colleges, containing extensive philosophical and chemical apparatus, valuable cabinets of minerals, and libraries that embrace more than 300,000 volumes—and to the disgrace of the nation be it spoken, not one is dedicated to the cause of female education. No apparatus explains the principles of her studies—no libraries throw their collected light upon her neglected mind. She has no sanctuary in which to place her shrines—no altar where she can kneel, and with saint-like devotion, "make of her prayers one sweet sacrifice." Child of promise! the day of thy liberation draweth nigh. Knowledge has raised her eyes to Heaven, and sent to its glittering throne her prayer of faith in thy behalf. On its power I rely—in its efficacy I trust. In the performance of its duties, it fears no danger, spares no expense, omits no exertion. "Its seat is the bosom of God, its voice the harmony of the world. All things in heaven and earth, do it homage, the very least as feeling its care, and the greatest as not exempt from its power. Both angels and men, of what condition soever, though each in different sort and manner, yet all with uniform consent, admiring it as the parent of peace and happiness."

These facts collected from a great variety that are at hand, demonstrate the true cause, why the most interesting portion of our population is yet in comparative ignorance and obscurity. Give the female, the same advantages of instruction with the male; afford her the same opportunities for improvement, and she will struggle with the boldest mind, for the mastery in science and in letters, and outstrip in the proud race of distinction, many of the favored objects of parental solicitude and legislative bounty. Shall not these advantages be afforded her? The spirit of the age, which seems by
the ubiquity of its presence and the greatness of its power, to pervade every country, animate every bosom, and prosper every cause, is destined soon I trust, to shed its blessings upon the female mind. In this great work of moral and intellectual illumination, will GEORGIA remain inactive? She has been forced at last, to strike her march in the broad way of internal improvement, and after pursuing for years the vacillating policy of a timid legislation, has caught on the verge of ruin, the prevailing spirit of her sister States, and consented before her destruction was sealed, to the greatness of a noble undertaking. Animated by the expectation of future improvements, she begins to reap in anticipation the fruits of her liberality and enterprise—and looking beyond the scenes of surrounding desolation, sees in imagination her cities flourishing, her lands improving, her population increasing, and her Institutions multiplying. To realize in the fullness of their glory these bright anticipations, the Female MIND must be enlightened, and the humble invocations which the votaries of Science are sending to the Heaven of their love, must be answered by the responsive benedictions of a free and happy people. In view of its future triumph, who will step forth the champion of an injured cause? Who will dare, nobly dare to introduce in our State, an enlightened system of FEMALE EDUCATION? Is there no one present, who honors the tears of beauty and prizes the smiles of virtue? Is there here, no friend of Female worth—no admirer of Female greatness? If there be, on this day sacred to the cause of Literature, in this Temple consecrated to the services of Science, the assembled Beauty and Virtue of the land, make this one appeal to the heart, that will be enshrined in their affections, and to the mind, that will be remembered in their devotions! Shall it be in vain? Let the liberality of the age reply—let the Spirit of Georgians determine!

Ye Rulers of the Land—Legislators of the Country—Friends of Literature, and Patrons of Science—to you I appeal. I come in the name of your Daughters—I plead at the request of your Wives—I ask for the benefit of your Sons. Shall it too be in vain? By the blessing of God it shall not. I see already the smile of promise; I hear the voice of encouragement. The vista of futurity begins to brighten. The day-star of hope is on high—the light of learning streaks the skies—and soon the sun of Science, will pour his dazzling splendors upon the Female Mind. "Visions of bliss! with every breath to Heaven, I speed an ejaculation, that the time may hasten, when your reality shall be no longer the ground of votive supplication, but the theme of grateful acknowledgment; when the choral gratulations of the liberated myriads of the elder world, in symphony, sweeter than the music of the spheres, shall hail your Country, Americans! As the loveliest Daughter of Freedom!"—and your State, GEORGIANS! as the fairest offspring of Christian hope and Female Education.

GENTLEMEN OF THE
DEMOSTHENIAN AND PHI KAPPA SOCIETIES:

The present actors upon the stage of life will soon pass from its busy scenes, and their places must be supplied by those who are treading in their footsteps. We are in a world of change. Its mutations are constant, and its vicissitudes are strangely chequered. Time, in the rapidity of its
flight, carries all things speedily to their destined end. Dissolution is stamped upon the works of man, and written visibly upon Nature's face. It is high Heaven's decree, and none can resist its force or avert its stroke. This succession and gradation of existences, are not capriciously regulated or unwisely ordained. It has been my object in the remarks submitted to the consideration of this enlightened Assembly, to demonstrate that they may subsist the best of human purposes, and by proper attention, be instrumental in the great plan of man's intellectual elevation and moral regeneration. Appreciating as you do, the advantages of a liberal education, and interested as you must be, in every enterprise, that has for its object the illumination of the mind and the improvement of the heart, I anticipate with certainty your zealous co-operation in the noble undertaking, that is destined, if vigorously commenced and successfully prosecuted, to form a new era in the moral and intellectual history of our State. Some of you have just completed your Collegiate course, and will soon leave the place that is hallowed by many a tender recollection, to mingle in the strife and agitations of a tumultuous world. The scenes of your youthful struggles and early joys will never been forgotten. Memory will still linger around these sacred walls, and often, very often, cheer the dreariness of life with the freshness of their wonted enjoyments. These sacred hills, dotted with the beauty and splendor of architectural magnificence, may pass in the dimness of distance beyond a visual ray, but they will never fail to bring with their recollection, the cheering associations of happier days. The murmuring stream moving onward in its indicated course—the stately grove, bending beneath the morning blast—the solitary graveyard, adorned by monumental tributes to departed worth—all, all will pass before the mind with their early vividness, bringing with their fond reminiscences the sad conviction that

"Our time's a moment, and a point our space."

You are about to enter upon a more enlarged sphere of action, and necessity, if not choice, is the impetus of your transit. Henceforth you will have to contend with men—with the veterans of age and experience. Be not discouraged if the public voice refuse to pronounce you triumphant. The time will come, when to the arid of youth, you will add the maturity of age, and to the fire of ambition, the strength of wisdom. Then your swords will be flushed with victory, and your temples adorned with the garlands of glory. But till then, struggle for immortality. She is not to be courted with cold indifference, or won by occasional exertions. To reap her earthly rewards, time must be improved, opportunities appreciated, talents exerted, and genius applied. Fix high the standard of your ambition. Gaze on the splendors of the sun, and in the triumphs of a bold ascension, learn man's destination from his celestial origin. In the great moral and intellectual warfare that is now convulsing the civilized world, you have taken sides, and the commissions you have recently received, show that you are prepared for the contest. Grab the rod of Hermes—wield the thunderbolts of Jove. In the dangers of the conflict, virtue will be to you an amulet of protection, and wisdom a talisman of safety. You have cause for encouragement. The star of hope is planted in the darkness of our moral sky, and the bow of promise, with its varied splendors, now spans the circling heavens. Be yours the glory to usher in the bright and cheering day, when the sun of Science will warm every heart and illumine every mind—when our Sons and Daughters in the pride of their strength and the beauty of their promise, will realize in the fulness of their fruition, the priceless blessings of an enlightened Education. It may then be yours

"The applause of listening Senates to command
The threats of pain and ruin to despise;
To scatter plenty o'er a smiling land,
And read your history in a nation's eyes."
The Class of 1827 was not a large class. It had only twenty-four members, but all of them graduated except five, and that was a good sign. The number of those staying in college the full time and getting their degrees was increasing. This class was a good bunch of average boys, who succeeded in life but contributed no member of brilliant achievements. Four of its members became lawyers, George R. Clayton, N. W. Cocks, Floyd Stewart and John Rutherford; four looked after their plantations, Leonidas Franklin, Serenus A. Mayer, Giles Mitchell and Levi M. Crawford; three were physicians, Abram S. Hill, W. B. McKigney and Robert A. Ware.

N. W. Cocks was Chancellor of the Southern District of Alabama; Floyd Stewart served in the Georgia legislature, as did Giles Mitchell. Robert A. Ware published a book on "The Baleful Influence of Intemperance." John Rutherford, who graduated in law at Litchfield, Connecticut, succeeded well in the practice of his profession and was directed to compile the laws of the legislative session of 1853-1854.

The member of the class who probably gained the greatest distinction was George R. Clayton, who served in the Georgia legislature in 1833-34-35, was later on Judge of the Circuit Court in Mississippi and who also was a member of the federal Congress.

The commencement program, as rendered by this class, was as follows:

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<tr>
<th>Latin Salutatory</th>
<th>English Salutatory</th>
<th>An Oration</th>
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<td>The progress of Civil Liberty</td>
<td>How weak is principle when assailed by passion</td>
<td>The abuses of the Federal Government</td>
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<tr>
<td>A pretense of patriotism is often a cloak of ambition</td>
<td>&quot;Gold glitters most where virtue shines no more.&quot;</td>
<td>Commencement Day</td>
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Nathaniel W. Cocks
Stewart Floyd
Robert A. Ware
Henry P. Hill
Hugh W. M'Kie
George R. Clayton
Giles Mitchell
David L. Sherrill
Serenus A. Mayer
In addition to the degrees conferred upon the members of the graduating class, the degree of Master of Arts was conferred on James Harris, John Hillyer, Iverson L. Harris, Hugh A. Haralson, William L. Harris, Hugh M. Neisler, William Dougherty, Isaac W. Waddel, John J. Hunt, alumni of the University, and Seth P. Storrs, a graduate of Middleburg College. The degree of D.D. was conferred on Rev. Robert Cunningham, of Alabama, and Rev. Mr. McDowell, of Charleston, South Carolina.

CLASS OF 1828

The Class of 1828 graduated twenty-seven young men with the degree of A.B. There were twenty-six matriculates in addition who were members of this class but who did not finish their work and receive their degrees. Four members of the class became planters, John B. Barnard, Thomas E. Blackshear, James J. Bryan, B. H. Moultrie; four lawyers, Sampson W. Harris, Junius Hillyer, E. D. McMinley and Augustus R. Wright; two physicians, T. G. Barnard and W. B. Bacon; one legislator, T. E. Blackshear; two ministers, Samuel J. Cassels and Joseph A. Kenney; two judges of Supreme Courts, John J. Floyd, Junius Hillyer; two members of Congress, Sampson W. Harris, Junius Hillyer; one professor, George M. Newton; one United States Senator, Robert Toombs, one Governor of Liberia, John B. Pinney.

The following program was rendered at the graduation exercises.

Prayer by President Waddel
Samuel J. Cassels
George M. Newton
Thomas E. Blackshear
John A. Calhoun
Edward B. Cobb
George H. Harris

Latin Salutatory
English Salutatory
"Thou Art the Man"
"Nas has the mind a limit"
"Some will act while others sleep, Thus runs the world away."
Success which conceals the weakness of ignorance robs wisdom of half its glory.
"A thousand years scarce serve to form a state, an hour may lay it in the jumble."

"Know all the world that one may smile and smiling be a villain."

Scientific Oration
Valedictory. Subject, Liberty of the Press

Following the conferring of degrees on the graduating class, the degree of Master of Arts was conferred on Robert Dougherty, G. J. T. Walker, A. N. Myers, William Macon, Edward R. Ware, Thomas N. Beall, W. E. Walker, Hugh Neisler, William H. Reynolds and Edward Atkinson.

Samuel J. Cassels, while in college, was considered a young man of literary attainments. He was active as a member of the Phi Kappa Society. In after life he published two volumes of poetry. He became a prominent Presbyterian minister. He was a member of the well-known Cassels family, several of whom were alumni of the University in the hundred years that followed his graduation.

Sampson W. Harris was a son of Stephen Willis Harris, of the Class of 1805, the second class to graduate from the University of Georgia. He became a distinguished lawyer and served in the federal Congress.

Archelius H. Mitchell became a prominent Methodist minister, serving the greater part of his life in Alabama. He lived to a very advanced age. He was born in Athens in 1807, when the University was in its swaddling clothes. Quite a number of his relatives are listed among the alumni of the University. In 1901, when he was ninety-four years old, he attended the centennial of the University. He died three years later at the age of ninety-seven. An account of his visit to Athens in 1901 is given in the story of the Centennial Celebration.

Henry C. Lee, the first honor man of the class, was not attracted by public life, but became a successful farmer.

John B. Pinney became a physician and Presbyterian minister. He held one position no other Georgia alumnus ever held. He was greatly interested in missions and in work for the uplifting of the negro race and served a term as Governor of
Liberia.

Junius Hillyer

Among the more prominent members of the Class of 1828 was Junius Hillyer, who was born in Wilkes County April 3, 1807. He lived to be seventy-nine years of age, dying in Decatur, Georgia, June 21, 1886.

He began the practice of law in Lawrenceville, Georgia, in 1828, but the next year moved to Athens, which became his permanent home. In 1834 he was elected Solicitor-General of the Western Circuit. In 1841 he became Judge of the Superior Courts of the Western Circuit. In 1851 he was elected to the thirty-second Congress of the United States and was re-elected to the thirty-third. During his service in Congress he took part in a number of the great debates on the slavery question. In 1857 he was appointed Solicitor of the U. S. Treasury by President Buchanan.

On February 13, 1861, he resigned that position and came back to Georgia. He was too old a man to enter the Confederate Army, but worked at home for its success. He was a member of the Mitchell Thunderbolts, a local home defense company in Athens, an account of which appears elsewhere in these pages.

The most distinguished member of the Class of 1828 did not graduate. He entered the University in 1824, had a rather stormy career as a student, was somewhat of a problem with the faculty, brilliant in mind but exceedingly independant as to college laws and finally left the institution in his junior year. His life-story cannot be told within the limits available here, but a brief review of what he did in life is appropriate at this place. That student was Robert Toombs, of Washington, Wilkes County.
In 1824, five years after Moses Waddel had started the University of Georgia back on the march to success, a young boy of fourteen years of age came to Athens from the nearby county of Wilkes and entered the institution as a Freshman. A little more than sixty-one years later, full of years and honors, he passed from earth. He possessed a mind fully able to have placed him at the head of his class, but thought too much about having a good time, never exerted himself in his studies, worried his teachers by acts in defiance of college regulations and left the University without receiving his degree. A little more than sixty-one years later he passed from earth. It is doubtful whether any Georgian ever packed into six decades of life as much ability, energy, independence, combativeness, or unflinching devotion to duty as he did throughout a stormy and eventful life. He wrote his name high on the roster of Georgia's illustrious sons and he will never be forgotten as long as there is a Georgia.

That boy was Robert Toombs, known to us through the record of his life as lawyer, orator, statesman and unreconstructed Southerner, who, after Appomattox claimed no country as his own and gave his residence as simply "Washington, Wilkes."

His grandfather, Gabriel Toombs, was one of those Virginians, who, along with Washington, served under Braddock in his disastrous march against Fort Duquesne in 1755. His father, Major Robert Toombs, was a Virginia soldier throughout the War of the American Revolution. He himself was destined to become a Confederate brigadier-general in the War Between the States. All of his family for generations had been fighters. It was in the blood and in no member of the family was this combativeness more marked than in the handsome, slender boy who entered the University in 1824.

Pleasant A. Stovall, in his admirable Life of Robert Toombs, says:

"Robert Toombs, of Georgia, was fond of tracing his ancestry to the champions of the English King, who defended their sovereignty at Boscober. They were found in the old country fighting Cromwell's army of the rebellion. But the American family was made up of lovers of liberty rather than defenders of the King. It
was one of the anomalies of the Georgia Toombs, who resisted all restraint and challenged authority in every form, that he should have located his ancestry among the sworn royalists of the seventeenth century." And, judging him from the record he made in life, there can be no doubt but that had he lived in those long-gone days, he would have been fighting under the banner of Cromwell.

The father of Robert Toombs had come to Georgia in 1783, having received as a reward for conspicuous services in the Revolution a tract of 3000 acres of land in Wilkes county, Georgia, near the town of Washington, and at that place on July 2, 1810, Robert Toombs was born. In his boyhood days he was small and slender, and by his schoolmates he was nicknamed "Runt." He resented that name and in spite of his lack of size he ever and anon would engage in a fight with those who gave him that appellation. He determined to get rid of that name, and so he grew up to be a man of superb physical build. His given name was Robert Augustus, but when in future years political opponents referred to him by his initials as "RAT", he discarded his middle name and became simply Robert Toombs.

The years he spent in the University were not years of study. He was a born independent and chafed under any restraint. President Waddel was a rather strict disciplinarian and Toombs was in no sense in sympathy with the promulgated college rules as to student conduct. There was nothing vicious in his nature, but he was full of mischief and seemed to delight in the breaking of college rules. Thus President Waddel and the members of the faculty had their hands full looking after the young gentleman from Wilkes and attempting to curb his unruly spirit. He was in no sense a close student, but he was fond of reading Shakespeare and history and biography had an appeal for him. He loved to play cards and had to exercise his ingenuity occasionally to escape detection by the professors or tutors who had certain police duties to perform. At times he would indulge in wines and spirituous liquors.

There are more campus traditions about Toombs than are told of any other student who ever attended the University. If he left no record as a scholar,
he certainly left one full of traditions. Fifty years ago, a new student would not be on the campus twenty-four hours without some older student regaling him with some Toombs story. One of the earliest I heard when I came to the University was about the conduct of this young college boy just after the college professor had broken up a game of cards and all the players had escaped except Toombs, who backed up against the wall and met the professor with all the air of injured innocence. "Sir," said Toombs, "you see the truth of the Biblical saying 'the wicked flee when no man pursueth, but the righteous are bold as a lion.'"

On one occasion, it is said, when he and some of his friends had been caught playing cards and he knew he would be in serious trouble when he went up before President Waddel, he hastened to the office of the president before that official had had time to be informed of the escapade, and tendered his resignation as a student. President Waddel was no doubt glad to get the troublesome boy off his hands, and accordingly the resignation was promptly accepted.

Later on, when President Waddel had been informed about the card game, he met Toombs on the campus and told him he had taken advantage of him when he did not know of his violation of the college rules. Toombs looked the college president squarely in the eye and told him that he was talking to a free American citizen and not a student of the University of Georgia and that he didn't care to hear anything more from him on the subject. That was the Robert Toombs of later years speaking just then.

There is a tradition about a speech he made under the big oak tree that stood in front of the University Chapel. According to that story Toombs was not allowed to deliver his Junior oration at Commencement, being at that time under college discipline, whereupon he took his stand under the spreading boughs of the big oak tree, invited the assembled crowd in the chapel to come out and hear him talk (an invitation that was readily accepted), proceeded to deliver the speech that had been banned by the college authorities, and left the regular speakers to address practically empty benches. There is no official record of this occurrence, but
across the years it has come to be accepted as the truth and for many years the magnificent tree was known as the "Toombs Oak."

In 1885, the year in which Toombs died, this tree was struck by lightning and a portion of its bark ripped off from top to bottom, but it lived on for a number of years and finally one Sunday morning, July 4, the decayed trunk, all that was left of it, crumbled and fell to the earth. My friend, Judge Ernest Kontz, of Atlanta, a member of the Class of 1887, wired me to get him a piece of the old tree and I expressed a piece about six feet long. It was very brittle, but strong enough to preserve as a memento. Out of that piece of wood Judge Kontz had two beautiful walking sticks carved and sent me one of them, which I prize among my best-beloved mementoes of historic interest.

There is another story that is probably untrue, that in later years, after Toombs had achieved high honors, the University offered him a degree, which he refused, sending back to the trustees a message that when he was young and a degree would have been of service to him, it was denied him, and that now when it would be an honor to the University to confer it, he would not consent to receive it. This does not sound like the utterance of a man who was devoted to the University and who for many years served faithfully as one of its ablest trustees.

Among his closest friends in college was George Foster Pierce, of the Class of 1829. Even in their college days they gave evidence of marked oratorical ability. Both became great orators, known throughout the nation. Pierce became a great Methodist bishop and Toombs a great Whig Senator. They met one day and Toombs remarked: "Well, George, we haven't changed much since we were college boys. We are both born fighters. You spend your time fighting the Devil and I spend mine fighting the Democrats."

In the early forties it became necessary for Pierce to negotiate a loan to save the Georgia Female College (now Wesleyan) from being sold to satisfy a mortgage. It is recorded that Pierce had certain friends in Washington, Georgia, from whom he thought he could get the money. He did secure the loan, though the name
of the lender is not of record. Many think that in that emergency Bob Toombs was the man who stood in the breach.

College friendships are often the strongest of all friendships. Such was the friendship of George F. Pierce and Robert Toombs. "Pierce and Toombs had much in common — although one was full of saintly fire and the other, at times, of defiant irreverence. It was Pierce whose visits Toombs most enjoyed at his own home, with whom he afterwards talked of God and religion. The good Bishop lived to receive into the Methodist Church the bowed and weeping figure of the giant Toombs."

In his later years, as a member of the University Board of Trustees, he rendered invaluable service to the institution, and was ever ready to defend it and help secure financial assistance when it was sorely needed. There is no doubt that, though disinherited as a student in his college days, he regarded the University throughout his mature life as his Alma Mater and was genuinely devoted to her interests.

Toombs did not give up the idea of a college education when he left the University of Georgia. He went North and in 1828 was graduated from Union College, Schenectady, New York, with the degree of Bachelor of Arts. He then studied law one year at the University of Virginia, and, returning to Georgia, was admitted to the bar in Elbert County in 1830. His license to practice law in Georgia was signed by the illustrious statesman, William H. Crawford, who, after his stroke of paralysis during the presidential campaign in 1824, had decided to wind up his brilliant career as a Judge of the Superior Courts.

For the first seven years of his practice, Toombs did not succeed very well. As a matter of fact he had not struck his stride. But following the panic of 1837 there was much litigation and he handled many cases and collected a number of large fees. He was a natural financier, a man of the finest business judgment.

At the bar he achieved eminent success. He was one of the fairest and most just men in the state. Linton Stephens said "I would rather trust Robert Toombs
to decide a case in which I was interested than any man I ever saw."

He was a master of fervid eloquence but wasted no words in expressing his thoughts. In his greatest flights of eloquence it was his epigrammatic style that captured his audiences.

Once he was arguing a case before the Supreme Court on behalf of his client, a widow suing for her dower rights in the settlement of the estate of her deceased husband. He had prepared a full brief of the case and filed it with the court. When the oral argument came on, opposing counsel had a pile of law books from which they read many decisions and argued at length. When his time came to argue for his client he made a speech containing just four words: "Marriage, seisin, death, dower", and took his seat. He won the case. Chief Justice Jackson, in commenting on that case, pronounced that speech one of the greatest ever delivered before the Supreme Court. He said: "Lightning-like rapidity of thought distinguished Toombs. He saw through a case at a glance and grasped the controlling point. Concentrated fire was always his policy. A big thought compressed into small compass was fatal to his foe."

Toombs started out politically as a Whig, although he had cast his first vote for Andrew Jackson. He belonged in Georgia politics to the faction led by Governor George M. Troup. He believed in a protective tariff and a national bank. He was always a state's rights man.

He went to the Georgia legislature in 1837 as a Whig and served in that body also in 1839, 1840, 1842 and 1843. He led the fight in that body in 1843 for the establishment of a Supreme Court in Georgia.

He was a close friend of Alexander H. Stephens and in 1843 both were making the race for congress in different districts. The legislature rearranged the districts, so that both Taliaferro and Wilkes counties were placed in the same district. That would never do, so Toombs got busy and succeeded in arranging it so that the two counties were put in different districts and both he and Stephens were elected.
In his first year in Congress he clashed in debate with the famous George McDuffie, of South Carolina, and held his own with him.

In 1844 he was a member of the convention that nominated Henry Clay for president. The campaign in Georgia was exciting. He and Stephens both went to Congress, but Polk carried Georgia in the presidential race. In the next presidential race, he was more successful for his candidate, General Zachary Taylor, on the Whig ticket, carried Georgia.

The slavery question was by that time becoming the dominant question in America and Toombs began to edge away from many of his Whig associates. He vigorously supported the Compromise of 1850, and when Winfield Scott was nominated for the presidency, he left the Whig party and went over to the Democrats, supporting Pierce. From that time on until his death he was a state's rights Democrat.

In 1851, he was elected as United States Senator and served ten years in that office, during which time he became nationally known and recognized as one of America's greatest orators and statesmen.

As early as 1850, in the House of Representatives, he affirmed the right of secession. Concluding a speech in that body he said: "Give us our just rights and we are ready, as ever heretofore, to stand by the Union, every part of it, and its every interest. Refuse, and, for one, I will strike for independence."

One of the first speeches made by Toombs in the Senate was in favor of the Kansas-Nebraska bill in which he clashed with Charles Sumner and came off victor. It has often been charged that Toombs in the midst of his speech said that he would call the roll of his slaves at the base of Bunker Hill monument." He denied ever using such words.

In 1854 the "Know-nothing" party sprang up in the West and South and the "American Party" came into existence. Toombs was strictly in opposition to all they stood for. He was criticized for having subscribed to build a Catholic church in Georgia. Replying to his critics he said "You can tell the people that..."
distribution of my money is none of their business." He went to Europe in 1855 but got back in time to help defeat the American party in Georgia and elect Herschel V. Johnson as governor of Georgia.

In 1856 he did something no other Southern democrat had ever had the nerve to do, with sectional feeling running so high. He went to Boston and defended the South and slavery in Tremont Temple. When he spoke of the fugitive slave law and asserted that the federal constitution recognized slavery, someone in the crowd hissed him. He had a quick and effective reply: "I did not put that clause there. I am only giving you the history of the action of your own John Adams, of your fathers and mine. You may hiss them if you choose."

Toombs had been a great admirer of Stephen A. Douglas, but he parted company with him when he advocated "squatter sovereignty."

In 1857 Toombs and Stephens ran into another Georgian whose oratorical ability was just beginning to be recognized. He was a young man named Ben Hill. He was at that time a candidate for governor on the "American" party ticket in opposition to Joseph E. Brown, the Democratic nominee, who was elected. He met Stephens in joint debate in Oglethorpe county and Toombs in his home county of Wilkes. A great many said young Hill held his own with the two veteran leaders.

Toombs was a good business man. He had bought ninety thousand acres of Texas land. In 1857 he went to Texas to look after his property, sold it and came back with a profit of one hundred thousand dollars.

On January 24, 1860, in the Senate he made what was called his "door-sill" speech. It could be clearly seen that the dissolution of the Union was near at hand. He called upon his people in Georgia never to permit the black Republican party to rule them. Said he: "The enemy is at your door; wait not to meet him at your hearthstone; meet him at the door-sill and drive him from the Temple of Liberty, or pull down its pillars and involve him in a common run."

In the presidential election in 1860 Toombs and Stephens, hitherto at all times together, separated. Toombs supported Breckinridge, Stephens supported
Breckinridge carried Georgia in the election.

After the defeat of the Crittenden compromise resolution in the Senate, Toombs saw that further efforts of Southern Senators would be of no avail and on January 7, 1861, he made his farewell address to the Senate. Concluding that great speech he said: "Redress these grave wrongs - seen of all men - and it will restore fraternity and unity and peace to us all. Refuse them, and what then? We shall then ask you, 'Let us depart in peace.' Refuse that, and you present us war. We accept it, and, inscribing upon our banners the glorious words, 'Liberty and Equality,' we will trust to the blood of the brave and the God of battles for security and tranquility."

Toombs left the Senate for his home in Georgia, attended the state convention in the capitol at Milledgeville, voted for the ordinance of secession, later on was prominently mentioned for president of the Confederate States, became the first Secretary of State in the cabinet of Jefferson Davis, left that position in time to appear on the battlefield of Bull Run in July 1861, took part in several of the great battles in Virginia, and later on in the war was adjutant and inspector-general of the Georgia Militia. It is believed that he left the Virginia army on account of President Davis not promoting him to major-general. His last military service was in the siege of Savannah in December 1864.

After Appomattox, the federal government sought to capture Davis, Stephens and Toombs. The first two were captured but Toombs escaped, spent some time in France and Cuba and after it became safe for him to do so, he returned to America. He returned to the practice of law and soon recouped the greater portion of his losses during the war. He ranked easily among the greatest of Georgians in the days of Reconstruction. In Atlanta he and Howell Cobb and Ben Hill made speeches at the famous "Bush Arbor" meeting. As far as invective was concerned, no three speeches ever delivered in America were as severe. In his speech, referring to the Reconstruction leaders, Toombs said they were like dead carcasses, rising as they rotted.
The last public service rendered by General Toombs to his native state was in 1877 when a constitutional convention framed the constitution under which Georgia is now governed. He was sixty-eight years old but full of vigor and with his intellect unclouded. The convention came near dissolving when the money ran out and no funds were in sight for defraying its further expenses. General Toombs sold a portion of his bonds, furnished twenty-five thousand dollars and enabled the convention to conclude its work. Of course, the money was repaid at a later date by the state.

He was very careful to safeguard the interests of the state and make it impossible for the tax money to be squandered. So well satisfied was he with this work, that when the convention had adjourned, he said that he had locked the door of the treasury and had thrown the key away.

His last public speech was in November 1884, when he was informed of the election of Grover Cleveland as president.

Another year passed and he lay dying in his home in Washington, Georgia. He always kept up with the news and asked of the attendant at his side: "What about the Georgia legislature?" "The legislature has not yet adjourned, General."
"Lord, send for Cromwell" came from the lips of the dying statesman. On December 15, 1885, he breathed his last.

He was a man of intense passion, often said things for which he was ready to apologize in his calmer moments, but never ready to take back anything that was based on principle. At home his life was clean and pure and beautiful. He cared nothing for gaming. After the War Between the States he indulged too much in the use of ardent spirits. That was his great fault. His biographer, Pleasant A. Stovall, says of this habit: "His talk, when under the influence of wine, was racy, extravagant and fine, and his sayings too often found their way into print. In this way great injustice was done to his reputation, and Northern men who read those quaint sayings and redolent vaporings formed a distorted idea of the man."

Perhaps the greatest tribute to his intellect ever paid was the utterance
of his life-long friend, Alexander H. Stephens a few years before his death. Said he: "His was the greatest mind I ever came in contact with. Its operations, even in its errors, remind me of a mighty waste of waters."

The writer remembers as if it were yesterday the only time he ever saw General Toombs. Going home one day from the Boys High School in Atlanta, he passed by the Kimball House and saw a great crowd in the lobby of the hotel. Naturally he stopped to see what had happened.

An old man was standing with his back against the clerk's desk and the crowd was listening intently as he told them joke after joke and caused them to laugh and clap their hands with delight. The old man was General Toombs, who, when he came to Atlanta, always made the Kimball House his headquarters. He was then within a year of the end of life's journey and was well past the three score and ten milestone. His shoulders were slightly stooped, his thinning gray hair struggling across his massive forehead, his eyes, not so bright as in younger days, still animated, and his tongue still moving freely in entertaining his hearers. He looked like an untamed, old lion. He not only looked like one. He was one.

After the War Between the States, Toombs had refused to take the oath of allegiance. In fact, up to the hour of his death he considered himself a man without a country. He knew General Grant very well, and just after Grant had entered upon his duties as President, Toombs, who was in Washington on business, decided to pay the president a social call. He went to the White House, and, finding the President out of his office, left his card and started to go out of the building. Just then the President stepped into his office, saw the card on his desk and sent a messenger hurriedly to bid General Toombs return. The unreconstructed Georgian returned and President Grant remarked to him that he had just found out from the visiting card on his desk that he had called on him.

"Yes, General," replied Toombs, "When I am in a foreign country I always leave my card with the chief of police."
The reply was in characteristic Toombs style, but the General had a smile on his face when he made it and he was talking to a former friend. Presumptively they had a pleasant chat together.

TOOMBS AND THE KU KLUX KLAN

Nothing was ever brought out that connected General Toombs with the Ku Klux Klan, though it was a matter of general belief that a certain member of his family was the Grand Dragon in Georgia. A story has been told how General Toombs victimized a Northern newspaper man just after the war.

The New York papers were anxious to get the exact facts about the Ku Klux, so they sent representatives to Georgia to get at the bottom of the rumors that had reached the North.

One of these correspondents reached Washington, Georgia, and went to the home of General Toombs for an interview. The General treated him with great cordiality, told him the woods were full of Ku Klux, whom he denounced in scathing language. He told the correspondent that it was no uncommon thing to see a man dangling from a tree or impaled on a pitchfork.

"In fact," said the General, "every member of the Klan, on joining, takes an oath that he will kill so many negroes and so many Yankees every quarter. Just now some of the members are short on Yankees and are hunting for them in order to fill up their quota. You must stay at my house while you remain in town, as it would not be safe for you to go on the street. If the d—d Ku Klux knew that I was entertaining you at my house and giving you all these facts, they would swing us both up to the same tree."

The invitation of the General was accepted and the correspondent considered himself a lucky mortal in not having to face any of those white-hooded marauders. The General continued to give story after story of the Ku Klux brutalities and the correspondent couldn't go to sleep. In the early hours of the morning the General had to order his carriage and send the man, under the protection of a trusted driver, to the nearest railroad station, where he took the first northbound train.
In due time there appeared in the New York paper a most terrible story about Ku Klux outrages, and, in spite of his promise not to do so, the correspondent gave the name of General Toombs as his informant. The general had turned on his joking machine full force, but the Northern press swallowed the whole story as the truth. That newspaper correspondent was fully impressed as to the facts and was taking no risk when he shook the dust of Washington from off his feet.

THE SORROW OF GENERAL TOOMBS

Robert Toombs, after the War Between the States, lived and died a man without a country. He refused to take the oath of allegiance or ask for pardon. When he signed his name to a hotel register, he did not give state or nation. It was simply "Robert Toombs, Washington, Wilkes."

A story is told that when he came back from his exile in Europe, on one occasion he went to Washington, D.C., and while there called on President Grant. He left his card at the White House, and when the president saw it, he sent a runner after the General, bidding him to return and come into the White House. General Toombs then informed the president that it was his custom in traveling in foreign countries to call on the ruling potentate—referring to his state being pardoned.

While in Washington a number of his former colleagues in the Senate insisted that he permit them to ask for his pardon, so that he could come back to the Senate. Toombs replied that he would never do it.

"Why, Bob, all you will have to do will be to say that you are sorry. They would let you back without any further action on your part."

"That is a fair enough proposition, gentlemen, replied General Toombs.

"I am willing to do that if you will let me tell you just how sorry I am."

"Good," said all the Senators, "let's have it."

"In my old county of Wilkes, near old Sardis church lived a man by the name of Peavy. I will tell you a story about what happened to him and of his great sorrow, and you can apply what he said about being sorry to my case."

"In the same part of Wilkes county lived an old maid, who was called by her
friends 'Sister Rachel.' She was rather advanced in years, was quarrelsome, had
a squint in one of her eyes, and on many occasions made the lives of her neighbors
miserable. That neighborhood was not without its superstitions and there were many
who vowed that Sister Rachel had what was called the 'evil eye' and that whoever
or whatever she looked upon with the 'evil eye' would die.

"One afternoon, just about twilight a thunderstorm came up and several
ladies and gentlemen were driven into Peavy's home to get out of the drenching
rain. Sister Rachel was among the number and Peavy didn't like that a bit, for he
was superstitious about her and her 'evil eye.'

"But Southern hospitality would not allow him to complain of her presence and
so the whole party was given shelter and entertainment for the night. The next
morning an elegant breakfast was served and everybody appeared to be in a good
humor when the time came for the guests to take their departure.

"Just then a trusted negro servant called Peavy aside and in a low voice
whispered to him that Sister Rachel had looked upon his best cow with the 'evil
eye' and the cow was dead.

"Peavy was enraged. He entirely forgot his good Southern manners and proceeded
to say things to Sister Rachel in words that were in no sense gentlemanly, and
then invited her in strong language to get out of his house.

"Sister Rachel, who belonged to the same church where Peavy had his membership
brought charges against him and there was a great split in the church. From time
to time the hearing of the case was put off and the feelings between Peavy and
Sister Rachel became more and more strained.

"Finally some of Peavy's friends talked to him and showed him how the church
was being torn apart and greatly damaged and that something should be done to
settle the dispute.

"I will not apologize", said Peavy, and those who knew Peavy knew that he
meant it.

"Oh, you will not have to apologize, Peaby, all that you will have to do will
be to say you are sorry and the case will be dropped.

"Well, I'll go that far", said Peavy. "I will do that much for the church's sake.

"So one day the case was called, with Brother Jesse Mercer in the chair. Mercer was a distinguished Baptist preacher for whom Mercer University was named. But the good deacons, who had made the agreement with Peavy, failed to tell Brother Mercer about the agreement.

"Brother Mercer called the case, while everybody in the church waited with baited breath to see what would happen. Peavy wriggled and squirmed a while and then got up on his feet.

"I'm sorry," said Peavy, and sat down without saying another word.

"Brother Peavy, you sat down too quick. Your action does not show real repentance. Your apology is not ample. You will have to tell us more about your sorrow, just how sorry you are for your unchristian conduct towards Sister Rachel.

"Brother Peavy did not get up, but a frown gathered on his brow. The friendly deacons, regretting that they had failed to put Brother Mercer wise as to the agreement with Peavy, were nervous and ill at ease.

"Finally Brother Peavy found his tongue, but his words were as short and snappy as usual.

"I can't tell you how sorry I am, Brother Mercer.

"Oh, yes you can, Brother Peavy, if you are really repentant.

"No, I can't, Brother Mercer, not here in this church.

"But you will have to", said Brother Mercer in a firm voice. "You will have to show some sorrow of mind and contrition of heart.

"Well, if you will have it, I will have to say how sorry I am. The blame be on your head, Brother Mercer. The only thing I am sorry about is that I didn't kick her down the steps and break her d-d old neck."

Oliver Norton, Charles Sumner and other senators enjoyed the joke, at least they said they did, but perhaps they were not above slight prevarication.
But Bob Toombs did not go back to the Senate and it didn't bother him in the least when he didn't put "U.S.A." after his signature.
Wearing Georgia Homespun Clothes

The year 1828 was a year of tariff discussion all over the United States. The people of Georgia were no exception to the rule. They were loud in their protests against a tariff that enabled Northern manufacturers to pile up profits on manufactured clothing. This feeling extended to the students of the University of Georgia and they passed resolutions that they would wear clothes manufactured in Georgia.

These resolutions came to the notice of the Trustees during the annual session of the Board in August 1828, and the Trustees also saw that the students were standing by their resolutions. The broadcloth had been discarded and the Georgia homespun was in evidence.

The Trustees passed the following resolution, which greatly pleased the students:

"Resolved, That Judge Clayton and Major Walker be a committee to address the students of Franklin College, approving their resolutions to appear in clothes manufactured in this state at the present commencement and requesting them further to consider the propriety of adopting some uniform dress to be made of domestic homespun hereafter manufactured in this state and assuring them that although this Board feels reluctant at this time to prescribe such a measure, yet that it would be highly gratifying that they would themselves adopt it."

That was all the boys needed. It was adopted.

The older citizens had already begun to wear Georgia homespun in August 1828. That was the time when Georgians, who usually wore broadcloth, discarded that more fashionable material and began to patronize home manufacturers. That was the month when a thin, emaciated little boy from Crawfordville came to Athens to enter the University. He was not but fifteen years old but he knew all about the tariff. So Alexander H. Stephens wrote back to his relatives after his first day's stay in Athens that he had seen strange sights, elegant gentlemen attired in homespun and their negro slaves or servants wearing broadcloth.
November 11 was Armistice Day at the end of World War I, but back in 1828, so far as the University of Georgia was concerned, it signified a declaration of war. There were no guns or cannon involved. It was somewhat of a Gandhi passive resistance movement, the ammunition being a contempt for the prevailing United States tariff laws.

The University students had caught the contagion and had made known their wishes to the trustees and that body, on November 11, 1828, passed the following resolution:

"That from and after the 15 day of April 1829, the following uniform dress be prescribed for the students of Franklin College, viz., a frock coat made of dark grey Georgia homespun, wool and cotton, the seams covered with black silk cord, or narrow braid, black buttons and pantaloons of the same material, corded or braided in the same manner."

The students were at first wild about their new clothes. The young girls were fascinated by the new uniforms. The novelty of the situation had its effect. But the enthusiasm soon began to fade out and objections began to be offered, not so much to the material as to the trimmings and the style. The boys began to get tired of everybody dressing exactly alike. They began to feel that they were losing their independence, and when an American boy gets to feeling that way there is more or less revolution in the air. So, a few months later they talked to the trustees and that body left the putting on of the cord or braid to the discretion of the students.

By the time August 1829 rolled around the boys wanted to get rid of the uniforms and go back to the old custom of dressing just as they pleased, but the Trustees wouldn't let them. When the question came up in the Board meeting, "the committee recommended a strict adherence to the principle that produced that regulation, especially since it was adopted by and with the consent of the students themselves." The trustees added that "they could see no good reason for so early a departure from the regulation, practiced with good effect in other institutions and attended as the committee conceive with most salutary consequences in our own."
They conceded this much, however, to the students, "that while the rule be observed as to the material which constitutes the uniform, it is permitted to the students to adopt what fashion they may severally prefer, in the mode and making of their apparel."

Another year passed on and by that time the student body was fairly up in arms against the wearing of homespun uniforms. A new president was in charge of the University. There is no record as to just what President Church's views were on the subject, but no doubt he was delighted to get rid of the troublesome regulation. The students presented their case to the trustees and prayed for the abolition of the resolution. The trustees agreed to the request of the students and after eighteen months of trial the idea of compelling the students to wear these uniforms was abandoned.

More than a century has passed and there has been no further attempt on the part of the trustees to pass upon the kind of clothes the student should wear, nor have the students asked for any such legislation. Tariffs are still in vogue and for the most part clothes are manufactured in the North, but the Georgia student prefers to dig up the necessary money (that is to have the old gentleman at home dig it up) and pay the extra price, regardless of the profit that stays on the other side of the Mason and Dixon line.
THE CLASS OF 1829

The Class of 1829 was the last class to receive diplomas from the hand of President Moses Waddel, as that able educator, who had done so much for the advancement of the University of Georgia, resigned at the 1829 Commencement.

It was a fitting class with which to wind up his career as an educator in Georgia and in the years that followed quite a number of its graduates achieved eminence in educational and religious fields. Two of them became bishops in their churches, four became presidents of colleges and one a college professor.

NATHANIEL MACON CRAWFORD

Nathaniel Macon Crawford was born in Georgia in 1811. He was the son of Georgia's great statesman, William H. Crawford, who served in the cabinets of Madison and Monroe. He entered the University of Georgia in 1826, was a member of the Demosthenian Literary Society, was a brilliant student, graduating with first honor. He was a Baptist minister and was a prominent figure in his church, but the greater part of his work was in the field of education, and as an educational leader he will be chiefly remembered.

He was only twenty-seven years old when he became a member of the faculty of Oglethorpe University in 1838, in which position he served two years. During the next ten years, from 1846 to 1856, he served as a professor in Mercer University. Then for two years he was a member of the faculty of the University of Mississippi. From there in 1857 he went to Georgetown College, where he was a professor two years. In 1858 he was called to the presidency of Mercer University, where for eight years he contributed much to the advancement of that institution, and to its preservation throughout the period of the War Between the States. In 1865 he was elected president of Georgetown College and remained in that position until his death in 1871.

JOHN NEWTON WADDEL, D.D., LL.D.

John Newton Waddel was the youngest child of Moses Waddel and Eliza Pleasants Waddel. He was born April 2, 1812 in Willington, South Carolina, where
for a number of years his father ran the famous Willington Academy, prior to his assuming the presidency of the University of Georgia in 1819. During the years of his childhood he attended a private school in Athens, taught by James Fulton in a small wooden building on the University campus. Concerning his career as a student in the University, in his book "Memorials of An Academic Life" published many years later, he says of himself: "My standing in college was always very respectable. My classical superiority and my good standing in other departments enabled me to win very respectable grades, although rather deficient in mathematics."

He was a member of the Phi Kappa Literary Society and took much interest in its meetings. He records that thirteen members of his graduating class were Demosthenians and eight Phi Kappas.

Moses Waddel had decided that his youngest son should be a teacher and a teacher he became and remained in that work the greater part of his life. He started in a little school near Willington, South Carolina, and among his earliest pupils was Jabez Lamar Monroe Curry, who became famous as an educator, statesman and diplomat. A more complete story of his life appearing in the history of the Class of 1842, in which he was graduated from the University of Georgia.

John N. Waddell resembled his father in many ways. He lived to an advanced age and during his entire mature life divided his time and labor and devotion between the ministry and education. Like Moses Waddel he was a great Presbyterian preacher and much of the magnificent work of that church in Mississippi and Tennessee was directed by him. But like Moses Waddel he could not at any time lose his interest in education and the greater part of his life was devoted to the management of educational institutions.

At an early age he left South Carolina and took up farming in Alabama. One year of that was enough for him and he moved into Mississippi. As his father had established an academy at Willington, so he established one at Montrose, Mississippi.
In 1841, which he conducted successfully.

In 1844 the University of Mississippi was chartered. In 1848 it opened its first session. John N. Waddel was a member of its first Board of Trustees and was elected as Professor of Ancient Languages in its first faculty in 1848. He served in that capacity until 1857 when he resigned to become president of the LaGrange Synodical College, an institution just established in LaGrange, Tennessee. He remained in that position until the closing of the college in 1862. During the remaining years of the War Between the States he worked for his church in providing religious services and attending to relief work among Confederate soldiers. In 1865 he was chosen as Chancellor of the University of Mississippi, serving in that office until 1874 when he resigned to devote the remaining years of his life to work for his church. During the succeeding five years he filled the office of Secretary of Education for the Southern Presbyterian Church. In 1879 he was elected as Chancellor of the Southwestern Presbyterian University, a newly-established college in Clarkesville, Tennessee. There he did effective work until 1887, when on account of failing health he resigned. The remaining years of his life were spent in religious work.

In 1873 the University of Georgia conferred upon him the degree of Doctor of Laws. It pleased him very much to be thus honored by his Alma Mater. He records in his book "Memorials of An Academic Life" that he was the seventh person to receive that honor from the University of Georgia, naming the other recipients as follows:

Hon. William H. Crawford in 1824
Hon. George McDuffie in 1843
Hon. John McPherson Berrien in 1850
Hon. Eugenius A. Mibbet in 1868
Dr. L. A. Dugas in 1869
Hon. L. Q. C. Lamar in 1870

John N. Waddel made a notable contribution to education in the South. He was one of many University of Georgia alumni who did such outstanding work.
RICHARD DUDLEY MOORE

Richard Dudley Moore was a native of Athens, Georgia, having been born in that city in 1809. His parents were among the first citizens to cast their lot with the little village that was growing up around the University of Georgia, then in its swaddling clothes. In college he was a member of the Demosthenian Literary Society. He was fond of scientific studies and decided to become a physician. After graduation from the University of Georgia, he attended Jefferson Medical College and graduated there with the degree of M. D. He became one of the beloved physicians of Athens, was prominent in the affairs of his church, serving for many years as Senior Warden, and was a member of the Board of Trustees of the University from 1851 to his death in 1873.

When in 1874 the City of Athens gave to the University the sum of twenty-five thousand dollars with which to erect a commodious building for the accommodation of the newly-created State College of Agriculture and the Mechanic Arts, as a part of the University of Georgia, the building was named in his honor and has since been known as Moore College.

SHALER GRANBY HILLYER

Shaler Granby Hillyer was a boy, who even in his college days, gave distinct evidence of the success he was to attain in life. He was a good student, a boy of high character, had the courage of his convictions. He was a member of the Demosthenian Society. So was Bob Toombs. They were not good friends. One day they got into a fight. Toombs was dismissed from college and Hillyer was put under bond to keep the peace and confined in the grammar school. In later years they became good friends and Hillyer was one of the officiating ministers at the funeral of the great Georgia statesman.

Shaler G. Hillyer was very much interested in education. For years he was a trustee of Mercer University and for fifteen years, from 1847 to 1862, was a member of the faculty of that institution. After the war he became, in 1867, President of Monroe Female College and served in that capacity fourteen years.
Throughout a long and useful life he was one of the most distinguished Baptist ministers in the South. He lived to be eighty-one years of age, passing on in 1900.

THOMAS FIELDING SCOTT

Among the more brilliant students in the Class of 1829 was Thomas Fielding Scott. He was the second honor man in his class and was especially talented as a debater and on one occasion took part in a debate against his classmate, George Foster Pierce. The debate was on the subject of the propriety of admitting other states into the American Union. Scott championed the affirmative of the proposition and Pierce the negative. They were only eighteen year old boys but a few fragments of their speeches show that at that early age they gave evidence of genius. Scott became for a few years a Presbyterian minister and later on went into the Episcopal Church. He was chosen Bishop of Oregon and served as such several years, dying in 1867 at the age of fifty-seven.

ALEXANDER B. MEEK

Alexander B. Meek was a matriculate in the Class of 1829 but did not remain in college long enough to graduate. He was a native of South Carolina, having been born in that state in 1814. He became a lawyer and made Mobile, Alabama, his home. At the age of twenty-two he was elected attorney-general of that state. In 1845, when he was only thirty-one years old, he served as Assistant U. S. Treasurer. He had just reached the meridian of life when he died in 1865. While devoting his chief attention to the practice of his profession, he still found time to interest himself in education and was regarded as the father of the public school system of Alabama.

Among the other graduates in the Class of 1829, James McDowell Hall Adams, born in South Carolina in 1810, a member of the Democthenian Society, became a Presbyterian minister; John M. Guvler, born in Georgia in 1806, became a physician, was a surgeon and later on a brigadier-general in the United States Army and lived to old age, dying in 1884; George T. Heard became a Methodist
minister; William E. Fulwood, a physician; Samuel T. Lawrence, a physician; and John E. Trippe treasurer of the State of Georgia.

The remaining members of the class who graduated with the degree of Bachelor of Arts were William E. Adams, Gray A. Chandler, Edward J. Erwin, W. B. Flournoy, Isaac N. Morland, Edward C. Paine, Wm. N. Smythe, William J. Vason and John D. Watts. Of these, Smythe shared third honor with George F. Pierce, Adams won fourth honor and Cuyler fifth honor.

The matriculatates, who attended for a time but did not graduate were Gideon Alston, Horrell Ashurst, Albert Thomas Bacon, Marvin Banks, William M. Borders, Joseph A. C. Bouchelle, John T. Dearing, Francis De Graffenried, David M. Henning, Joseph B. Henning, A. D. Hester, John H. Lumpkin, John T. Milledge, Henry C. Mitchell, Robert M. Phinizy, William O. Saffold, Abner B. Stanley, Samuel Spencer, Virgil Skrine, Francis Upson, Jacobus Watts, and Samuel Way. Of these Bacon was a well known physician in Liberty County, Lumpkin became a Congressman, Upson a leading citizen of Oglethorpe County and Way a prominent physician and planter in Liberty County. Available records disclose nothing as to the lives of the others.

The story of the life of one more member of the Class of 1829 remains to be told, that member who rose to higher distinction than any of his classmates, one of the giants of his day and one of the most illustrious of all the alumni of the University of Georgia - George Foster Pierce.

GEORGE FOSTER PIERCE

It is not often wise to indulge in superlatives, but it is simply the statement of an opinion held by all who knew him and by all who are familiar with the story of his life, when it is recorded that he was among the greatest of all the sons of Georgia and the alumni of the University. For the details of his long and useful life one must go to the published biographies, but the University of Georgia can claim with just pride that the training he received as a student
on the old campus had a marked influence in all the successes he attained in life. Hence it is appropriate that a condensed account of that life be given in these pages.

Much of a man’s genius descends biologically. Hence it is well to know a little, at least, of the ancestors of George F. Pierce. After he had become Bishop of the Methodist Church, South, he was asked to write a sketch of his father, the great Methodist preacher, Lovick Pierce, and in doing so he also referred to his grandparents, who were the children of an Englishman and his wife who had settled in Halifax County, North Carolina. A few excerpts from his description of his grandparents will give a good idea of the source from which came many of his own prominent characteristics.

Said he: "Philip Pierce, my grandfather, whom I remember well, was a plain man, of fine physique, an open, magnetic face, in repose, with a thoughtful, rather serious expression, but when he smiled, radiant and beautiful. He was a quiet, peaceable man in all the relations of life, amiable, affectionate, full of sympathy, and always ready to work, but somehow deficient in those qualities which insure success in business pursuits. He was thrifty; he never prospered in the world, never accumulated property, he never owned slaves, whether from poverty or conscience I never knew. He had very little education, but had a vigorous, incisive intellect. Poverty (not pauperism) seems to have been an heirloom in our generations. Short incomes, meagre support, a simple, decent living has been the best we could do."

Concerning his grandmother he said: "Lydia Pierce was a rare woman, of small stature and delicate organization, and in her youth of great beauty. She had a bright, black eye, brilliant at fourscore, an open brow of unusual height and configuration for a woman, and a mind quick, sharp, humorous, ready in repartee, and capable of pungent expression. Her education was scanty and her reading limited largely to the Bible. The whole family were intellectual, quick
to learn, comprehending facts and principles readily."

Lovick Pierce, the father of George F. Pierce, was born on March 24, 1785, in Halifax County, North Carolina. What education he received came the hard way, the result of a fixed determination to gain knowledge without the benefit of formal instruction. He was one of the great pioneer Methodist preachers in Georgia and throughout a long life was known throughout the South as one of the leading figures in the Methodist world. He died in 1879 at the age of ninety-four, having preached the Gospel seventy-five years.

In September 1809 Lovick Pierce was married to Ann Foster, daughter of Colonel George Foster, a planter of considerable means who had moved from Prince Edward County, Virginia, to Greene County, Georgia, and who lived a few miles from Greensboro. Here is a description of the young woman who was to become the mother of George F. Pierce, as given by Lovick Pierce himself:

"She was taught that to dress and to dance was indispensable to women's finish. When I made her acquaintance, in 1806, she was as gay and vain as a woman of her sense ever gets to be. Of ornamental dress she was extremely fond. She was active, industrious and domestic, and kind as love and sympathy could be; her mind strikingly quick in its perception, and practical in its working." In 1807 Ann Foster was converted and joined the Methodist church and in 1809 was married to Lovick Pierce. Throughout the years that followed she was a model wife and mother of a great Methodist preacher and a great Methodist Bishop. Incidentally it may be remarked that the Bishop, like his mother, was not in any way averse to wearing nice clothes.

At the home of his grandfather, near Greensboro, on February 3, 1811, George Foster Pierce was born. Lovick Pierce, preaching at several stations not far removed from Greensboro, left his family in the old home and went back and forth to his labors. Thus the boyhood days of George F. Pierce were spent in the home of his grandfather. Mr. Archibald Scott and his good wife taught the boy..."
until he was fully prepared to go to college.

He was fifteen years old when he entered the University of Georgia. The distinguished president of that institution had in the past taught a number of America's great men. He couldn't know it then, but he was taking under his care another who was destined to rank with the greatest.

Young Pierce was a handsome boy and he remained handsome down to old age. Shaler G. Hillyer, one of his classmates who in after years became a great Baptist preacher, said of him: "Bishop Pierce, when young, was very handsome. His physique, in size, in shape, and symmetry was about faultless. His face was manly, his head noble, his eyes lustrous and expressive. His movements were easy and graceful, without the least appearance of effort or affectation."

During his four years in college young Pierce was a good student and took great interest in debating in the Phi Kappa Society, of which he was a member. Like a majority of the students of today he did not like mathematics as shown by lower grades in that subject than in any of the other subjects. He graduated with third honor, sharing it with William Smythe.

During his stay in college he boarded in the home of Asbury Hull, one of the prominent citizens of Athens. A memorandum of his expenses while in college totals $436.43. It is evidently an incomplete statement for even in those days, a student could not have held his expenses to that small a sum, covering as it did three and one-half years.

He was eighteen years old when he graduated. He started the study of law in his uncle's law office, but soon came to the conclusion that he didn't like it. So he laid his book on the mantel and said: "I'll quit this anyhow."

He decided that he wished to preach and made application to the Quarterly Conference. He was told that his coat was too ornamental, that it showed that he had not given up all worldliness and that he would have to take it off if he hoped to get permission to preach.

"Well", said Pierce, "if you are going to license my coat and not me, I will
change it, but I don't expect to change it until I am obliged to get another."

Objection was raised to his brushing his hair upward instead of downward. Said Pierce: "God made my hair to grow up and I cannot make it grow down." In spite of these objections he was licensed to preach and on March 28, 1830, at the age of nineteen he preached his first sermon.

Lack of space forbids a detailed statement of his steady advance as a preacher up to the highest office in the gift of his church, that of Bishop. Only the highlights in his remarkable career can be touched on.

If a man marries happily and well, he takes the most important step in his life. In 1834 George F. Pierce was married to Ann Maria Waldron, of Savannah. This is what he had to say about her: "I found Miss Waldron to be modest, sensible, practical, religious and poor. She was no heiress and I was no fortune hunter. I was poor but proud and independent and I was firmly resolved that I would never marry a wealthy girl."

On the occasion of the celebration of their golden wedding, which was just a short while before the Bishop's death, he recalled how a few days after his marriage he was assigned to preach in Charleston, South Carolina, and that he found that he had only eleven dollars and his wife five dollars, a total of sixteen dollars, and that they landed in Charleston with an unexpended surplus of two dollars and fifty cents. Said he: "This was our outfit for a pilgrimage of half a century. This was the first and darkest shadow on our pathway - and the last."

Rev. William Martin, one of the Bishop's colleagues, writing of him after his death, recalled his appearance at this time in Charleston and said: "I thought then and I think still that he was one of the finest-looking, most perfectly formed men I had ever seen. His like in personal appearance, mental ability and preaching power I have never known." Bishop Pierce was certainly a handsome man, of commanding appearance and endowed with a wonderful mind, for dozens of the most eminent men of his times made comments similar to those of Dr. Martin.

He was only twenty-four years old in 1835 when he was made presiding elder
of the largest district in the state, which included Augusta, Lincoln, Washington, Warrenton, Sparta, Sandersville, Louisville, and Waynesboro. It was then that he made his home in Hancock county, near Sparta, and though in the years that followed, he moved to several places, that remained his real home county until his death a half century later.

Rev. G. C. Smith, in his "Life and Times of George F. Pierce" gives an interesting account of the work of the boyish presiding elder during the three succeeding years.

"He did three years useful and happy work in this district. He had shown in his field work the stuff he was made of. The Church was passing through an important era, and sundry changes were being made in her adjustments to the times. The days of his youth had been days of the better. The preachers were rigid in their discipline and in their interpretation of the General Rules. Rings, flounces, ruffles, fashionable apparel were denounced in sermon after sermon; conformity to the world was wearing clothing such as the world wore. Mr. Pierce despised a religion of externals. He saw as much merit in the habit of a Carmelite monk or a Jesuit priest as in the straight-breasted coat or broad-brimmed hat of a Methodist preacher. He did not like extravagance, nor gorgeous, vulgar display; but he laid little stress on mere apparel. He would not wear these, and never did afterward, the straight-breasted coat, or the white neck-handkerchief. He despised conventionalisms everywhere; there were no pulpit tones, nor pulpit manners with him. He was simply a man in every-day life, and the Christian orator in the pulpit."

Just about this time the Methodists in Georgia began to be education-minded. There was much talk about the need for colleges under the direction of the church. A manual labor school was started in Covington and it finally emerged as Emory College.

The year 1836 was a year to be remembered in Georgia Methodism and in the educational world. Daniel Chandler was the first honor student in the graduating
class of 1826 and George F. Pierce was just finishing his Freshman year. Chandler, who had become an able young attorney, made a speech in which he advocated the establishment of a college in which young women could secure a thorough education. He argued that women were intellectually the equals of men and should be given as good educational facilities as those afforded men.

There were a number of citizens of Macon, Georgia, who were interested in establishing a grammar school. They decided to make it a college and so the Georgia Female College came into existence in 1838, a few years later to change its name to Wesleyan College, the first college in America to grant a degree to a woman.

The new college was under the control of the Georgia Methodist Conference. A president had to be selected for the college. The sentiment of the Conference was unanimous. The unquestioned ability of a twenty-seven year old preacher was recognized and George F. Pierce was elected as president of the Georgia Female College.

The first graduating class to go forth from that college received their degrees on July 16, 1840. President Pierce handed to the young women the diplomas that represented the first degrees ever awarded to women in America. At the same time he bade farewell to the presidency of the college and went back to the pulpit. As a matter of fact, there was one condition he exacted when first elected president of the college and that was that his college duties should not interfere with his preaching. By 1841 the college was in great financial difficulties. Pierce was called on to help raise money to pay off its indebtedness. This was not much to his liking, but he did manage to raise a few thousand dollars. Then came a foreclosure of the mortgage and Pierce went to Washington, Georgia, where he had some influential friends and borrowed the money with which he bought in the college at the sale, and thereafter by good management the money was repaid. No record is available as to who lent him the money. Some have wondered whether Bob Toombs had a hand in the transaction for he was a great friend of Pierce.
he had some money, and he lived in Washington.

In May 1840, although he was but twenty-nine years old, he was sent as a delegate to the General Conference which met in Baltimore. He was in such demand that he preached four sermons during the session of the conference. He served on the committee on slavery and in later years he said that at that conference he could clearly discern the rift in American Methodism that was to lead to the separation of Northern and Southern churches, and that in his judgment it would have been better had the separation come at that time.

In December 1843 he was chosen by the Georgia Conference as one of the delegates to the General Conference, receiving the largest vote and heading the delegation, in which his father was a member. He was only thirty-one years old, but in that convention established a reputation for oratory and leadership unequalled in the annals of Methodism. He was the acknowledged leader and the greatest orator of those days.

Bishop Andrew was one of his closest friends and one of the leaders in the church. His character was challenged under the charge that he owned two slaves. These slaves came to him through his wife, but were nevertheless regarded as his.

The attack on Bishop Andrew was severe. One good brother said: "Men buyers are on a level with men stealers." Pierce had remained quiet during the debate until at last he could no longer refrain from giving the Conference his views. His address on that occasion was a classic as to diction, argument and oratory. It goes down as one of the truly great American orations. It was full of argument and also of intense feeling.

Among other things he said: "I am not prepared to believe that any considerable damage would be done in the Middle Conferences. I do not believe the people of New York would decline to receive Bishop Andrew for their bishop. I do not believe he would be objected to in the New Jersey, Pennsylvania, Maryland, or any of the Conferences of the Western states. The differences are with the New Englanders.
They are making all this difficulty, and may be described, in the language of Paul, as intermeddlers in other men's matters.

"I will allow, as it has been affirmed again and again, that there may be secession, societies broken up, conferences split, and immense damage of this sort done within the New England Conferences; and I speak soberly, advisedly, when I say I prefer that all New England should secede, or be set off and have her share of the church property. I infinitely prefer that they should go, rather than that this General Conference should proceed to make this ruthless invasion upon the connectional union and the integrity of the church. Let New England go, with all my heart. She has been, for the last twenty years, a thorn in the flesh, a messenger of Satan, to buffet us; let her go, and joy go with her, and peace will stay behind. The Southern church has nothing to fear, and she has nothing to ask on this subject. As far as we are concerned, sir, the greatest blessing that could befall us would be a division of this union. There, sir, at the South, we dwell in peace, and the Good Shepherd watches the flock and guards us from all harm. There are no jarring strings, no discordant sounds, no incarnate emissaries of the Evil One going about seeking whom they may devour; but there we lie down beside the still waters."

"I tell you, then, unless Bishop Andrew is passed free of any censure, the days of Methodist unity are numbered."

The debate ran on, but the end was certain. Bishop Andrew was virtually deposed and the Methodist Church was divided along sectional lines. That division lasted until a few years since when they became re-united. So far as this writer is concerned, he never favored unification, believing that it would have been better to have continued the Northern and Southern churches as separate organizations, and though his church is dead, he still regards himself as a member of the Methodist Episcopal Church, South.

At the annual meeting of the American Bible Society, held that year in New York, Mr. Pierce made a great address, described as follows by Rev. William
Martin: "I heard him in 1844, before the American Bible Society, when Freelinghuysen, Lord Ketcham and other distinguished men of the nation were speakers, and from every indication, intense attention, frequent, loud and long-continued applause, together with the many enthusiastic expressions I heard, the young Georgia Methodist preacher surpassed them all."

About this time there was a great deal of discussion among Methodists about the kind of clothes a Methodist preacher should wear. Mr. Pierce had no patience with this kind of criticism, saying, "Those who determine upon the genuineness of religion by the color of her ribbons, or the shape of the coat, expose the Church to shame and subject her members to ridicule."

Speaking of a good friend in the ministry, Mr. Pierce said: "His figure is so antiquated by his ungainly costume that he looks as if the head of someone of twenty-five had been set upon the body and shoulders of some decrepit revolutioner. His clothes hang upon him like a shirt upon a pair of tongs. Nor is there any sense in such an arrangement of dress, nor is there any religion in it. Some men do not understand the difference between humbling themselves and humbling their religion."

In 1849, at the age of thirty-eight he was called to the presidency of Emory College, served in that position with great efficiency five years. In 1854, at the age of forty-three, he was elected Bishop of the Methodist Episcopal Church South, and served as such thirty years until the day of his death. Concerning his work as Bishop volumes might be written. He took no very great interest in politics. In his earlier life he was a Whig. After the passing of that party he was a Democrat. In the presidential campaign in 1860 he was a Union Democrat and voted for Bell and Everett. He was a Southerner of Southerners and an ardent supporter of the Confederacy. Throughout the war he devoted his energies to keeping the Methodist church going. He was a man of quick temper when aroused. During the war years his comments on the foe were rather incisive. After the war he was a great agent in bringing back the reconciliation of the sections.
On March 27, 1863, on the invitation of Governor Brown he addressed the General Assembly of Georgia. That address is published in full in O. G. Smith's "Life and Times of George F. Pierce." It is well worth reading.

He easily became the acknowledged leader of his great church to whom for three decades the Methodists of the South looked for guidance. He was always interested in education, but the pulpit was the place in which he always longed to be. Even while holding high educational positions, he never gave up the ministry. While he was a great educator, he was a still greater orator and preacher. Throughout his thirty years as Bishop he preached almost as many sermons as he had preached in the earlier days of his ministry.

He was always loyal to his Alma Mater. Even in the midst of fierce denominational wrangling, he was the consistent defender of the University of Georgia. In 1867 he was named as a member of the Board of Trustees and for seventeen years up to the date of his death rendered the institution conspicuous service.

Benjamin H. Hill has been generally regarded as Georgia's greatest orator, but there are many who doubt whether he was the superior of George F. Pierce.

In May 1884 Bishop Pierce and his wife celebrated their golden wedding anniversary. Although he was in failing health he kept on at work. In June he delivered the Commencement sermon at Wesleyan College, an institution that he had served almost a half century before as its first President, it then being known as the Georgia Female College. A little later he preached his last sermon at Thomson, Georgia, on a hot August day. Returning home he went to his couch from which he was not destined to rise again and before the new year arrived he had passed through the gates of light. He left one son, four daughters and a large number of grandchildren. Concerning his lineal descendants, while many achieved distinction, not a single one entered the ministry. One of his great-grandsons, Dr. Robert C. Wilson, at the present time Dean of the School of Pharmacy of the University of Georgia, has for more than thirty years been a member of the faculty.
This brief story of the life of George F. Pierce can be brought to a close in no more fitting manner than by quoting the opinions of three great men.

"General Robert Toombs said of him that he was the most symmetrical man he had ever known, the handsomest in person, the most gifted in intellect, and the purest in life.

"Judge L. Q. C. Lamar said of him that of all the great Georgians he considered him the first, and Governor Colquitt who sat under his ministry in his youth, who entertained him at his home, who sat with him on boards of trustees, and who was his cherished friend for many years, said that no man of any position in her whole history had ever done so much to mould the Georgia people, and had done so much to direct them in the right way as Bishop George F. Pierce. Bishop Capers, in his memorial sermon declared there were no sins to lament and no vice to deplore. Said his Biographer, G. G. Smith, 'From the school at Athens in 1829 to the grave in Sparta in 1884, his pathway had been that of the just, shining more and more to the perfect day.'"
Trustees During Waddel Administration

Mention has been made of the men who had served the University up to the election of Moses Waddel to the presidency in 1819. Of the sixteen men who at that time constituted the Board of Trustees William H. Crawford, Edward Paine, Augustin S. Clayton, James Meriwether, Thomas W. Cobb, James M. Wayne and Edward Holden, were still serving when President Waddel's administration came to a close.

During the ten years from 1819 to 1829 fourteen trustees were elected to take the places of those who had died or who had resigned.

In 1820 Stephen W. Harris, a graduate of the Class of 1805, the second graduating class, was elected and served until his death in 1828. He was an eminent lawyer and a Judge of the Superior Court.

Dr. James A. Nisbet, a well-known physician, served from 1820 to 1832.

William H. Jackson, a member of the first graduating class of 1804, became a trustee in 1822 and served continuously until 1864, a period of forty-two years. The University never had a more interested or more loyal trustee.

Joel Crawford served from 1823 to 1828. He was a member of the federal Congress.

Dr. William Terrell was a member from 1824 to 1826. In later years he gave the University a fund of $20,000 with which to start in 1854 the teaching of Agriculture. Dr. Terrell in later years was a member of Congress.

Abram Walker served from 1824 to his death in 1834.

For eight years, from 1825 to 1833, George M. Troup, governor and United States Senator, was a member of the Board, and a very deeply interested and colorful member in all the Board's deliberations.

Dr. Henry Hull, a well-known Athens physician, whose interesting story of the early days of the University furnishes much of the historical data of those years, served as a trustee from 1825 to 1829.

It is doubtful whether the University ever had a more interested or a more
devoted trustee than George R. Gilmer, Governor of Georgia and member of the national Congress. His interest in teachers was such that he gave the University a fund of fifteen thousand dollars to help train the teachers of the state.

John McPherson Berrien, Attorney-General of the United States and United States Senator, called by many "The American Cicero," was a member of the Board for thirty years, from 1826 to his death in 1856.

James Whitehead, graduate in the class of 1806, was a member of the Board from 1828 to 1847, a period of nineteen years.

James Camak, a well-known mathematician and once a member of the University faculty, was elected as a board member in 1828 and served until his death in 1848, twenty years later.

Oliver H. Prince served from 1828 to his death in 1837, and George R. Clayton from 1820 to 1824.

Too much cannot be said in praise of the members of the Board of Trustees during those crucial ten years in the history of the University. They had no easy job. They backed President Waddel to the limit. They handled a number of very vexatious problems with skill and ability. While paying just tribute to President Waddel, the services rendered by the trustees should not be forgotten.

Farewell to the Grammar School

One feature of educational training on the University campus faded out in the same year that closed the administration of President Waddell. The year 1829 witnessed the passing of the Grammar School. No tears were shed over its departure. It was doubtful whether it had a real friend in the two lower classes of college and not many in the upper classes.

The Grammar School came into existence in the very opening days of the University. There were few schools in Georgia of any kind, especially such as would halfway prepare a boy for college. So President Meigs sought a way in which the necessary preparation might be given young boys who might wish to enter the
University. No doubt good work was done in the Grammar School in those days.

But the passing years saw improvement in the academies throughout the state and new schools came into existence and more boys were being prepared for college work. Still that was not the chief reason for hostility to the Grammar School.

For several years preceding its demise it had been largely used for disciplinary purposes. There had grown up feeling of class difference. The University students looked down on the Grammar School youngsters. Gradually a feeling of intense dislike arose and in the eyes of the University students it was something of a disgrace to attend the Grammar School.

Then it was that a rule of the faculty, approved by the Board of Trustees, added fuel to the flames. When any member of the two lower classes in the University was found guilty of serious infraction of college rules, the Faculty was empowered to banish him to the Grammar School for three months. That raised a feeling of deep resentment on the part of the recalcitrant University students thus punished as well as among the friends of those students. It was like putting a dunce cap on the heads of the offending culprits.

That meant the introduction of an element of disorder into the Grammar School and in many instances an open flouting of the orders of the headmaster. President Waddel and the trustees worried along from year to year with this problem until finally it became apparent that the institution must go into the discard. And accordingly in 1829 it went that way. The students were glad to get rid of it and that probably was the way the faculty felt about it.

The Stamp of Religion

Abraham Baldwin, in the Charter of the University of Georgia, had declared religion and education to be the two great agencies by which the youth of the land were to be improved, lifted up and made capable of advancing the civilization of their day.

When Moses Waddel debated the question as to whether or not he should accept
the call to the presidency of the University, those views of Baldwin met his full
approval and had great weight in shaping his course of procedure. For with Waddel
religion always controlled his conduct. He convinced himself that a great field
lay before him in which he might better the lives of hundreds of boys and bring to
them the blessings of religion. He came to Georgia with that purpose and during
his ten years at the head of the University he fulfilled that purpose.

He put upon the University of Georgia the stamp of religion. Throughout
more than a century up to this good hour that stamp has never been effaced.

Waddel knew exactly what he was up against. He had no illusions on the sub-
ject. He had met similar conditions in South Carolina and bettered them. He knew
that the people of Georgia were of an independent nature, restless under restraint,
with few schools and few churches, full of the spirit of adventure, that carried
with it more or less drinking and gambling, possessed of tempers that easily led
them into fighting, often with serious consequences. But he had plenty of the
fighting spirit in him, too, albeit he did not exhibit it in the same way. With
him it was a fight of the spirit, not of the flesh.

There wasn't a moment in his ten years as President of the University when
he was not the preacher as well as the teacher. He encouraged members of the
faculty to conduct religious exercises. He influenced students, whenever it was
possible, to prepare themselves for the ministry, he urged students to attend
religious services, he promulgated college rules that many of the students resented
on account of the restrictions placed upon their liberties of action as they con-
ceived it, he preached to them in the chapel, he had the assistance in this work
of another great preacher, the professor of mathematics, Dr. Alonzo Church, who
later on was to succeed him as President of the University, and in order to keep
the religious movement in full swing he invited distinguished preachers to hold
revival services in Athens, among them such men as Rev. Joseph C. Stiles, Rev. S.
S. Davis, and Rev. A. H. Webster. The effect of these revivals was noticeable
not only among the students, many of whom professed religion and thereafter lived
up to their professions, but also among the citizens of Athens, who organized their congregations and set to work to build houses of worship.

In 1826 there was a great revival of religion in Athens and especially among University students. Among the college students affected by this revival were George F. Pierce, Thomas F. Scott, Shaler Granby Hillyer, Archibald H. Mitchell, Samuel J. Cassels, Nathaniel M. Crawford, John N. Waddell, and others who in after years became eminent ministers of the gospel, two of them Bishops.

Dr. Waddel himself set the pace. He organized the first Presbyterian church in the city and the congregation erected a wooden building just inside the campus, where the old library building was erected later on (the northern part of the building now known as the Academic Building). A portion of the front of this old Presbyterian church can be seen in a picture of the campus taken in the early eighteen thirties. Dr. Waddel, in addition to his duties as President of the University, was pastor of that church until he resigned the presidency in 1829.

President Waddel had plenty of trouble controlling the wilder element of the students under his care, but the lives of his students after graduation gave proof of the fact that he had implanted in their lives something that urged them to keep their feet on the safe path of right living.

Two hundred and fifteen boys graduated who were under the care of President Waddel in his ten years of service. Of that number twenty-nine are recorded as having become ministers of the gospel, of whom two became bishops in their churches and several became presidents of colleges. Forty-two entered the legal profession a number of whom rose to high station as jurists in important courts. Seven of them in later life were teachers of prominence, fourteen were physicians, twenty-four were successful planters, two were bankers, three were merchants. No information is available as to the remaining eighty-seven. But these figures are illuminating. To be sure there were bad, unruly boys in the University during those days. But the net output was excellent in many ways.

If Moses Waddel left no other monument than the stamp of religion which he
placed with determined and unfaltering hand upon the University, he had served the institution in a way that could never be forgotten.

Summary of President Waddel's Work

For the ten years of the administration of President Waddel, the records disclose the names of 336 students. To that number may be added approximately one hundred who were in the three lower classes when he resigned the presidency, so that the total number of students under his presidency was approximately 436. He started in 1819 with seven students and during his last year the attendance was approximately 140.

The nearly five hundred students who attended the University of Georgia during those ten years went into various fields of labor after leaving the University. The records are incomplete as to what line of work many of the students engaged in, and in a number of instances their life-work was in more than one field, but the following table will give a very fair idea of the final product of Moses Waddel's administration:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Justice of the U. S. Supreme Court</td>
<td>1</td>
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<tr>
<td>Governor</td>
<td>1</td>
</tr>
<tr>
<td>U. S. Senator</td>
<td>1</td>
</tr>
<tr>
<td>Congressman</td>
<td>10</td>
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<tr>
<td>State Supreme Court Judges</td>
<td>9</td>
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<tr>
<td>State Superior Court Judges</td>
<td>12</td>
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<tr>
<td>Legislators</td>
<td>23</td>
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<tr>
<td>Church Bishops</td>
<td>2</td>
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<tr>
<td>Ministers of Gospel</td>
<td>29</td>
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<tr>
<td>Lawyers</td>
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<tr>
<td>Physicians</td>
<td>29</td>
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<td>College Presidents</td>
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<tr>
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<td>3</td>
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<td>2</td>
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<td>13</td>
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<tr>
<td>State Treasurer</td>
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<tr>
<td>State Attorney-General</td>
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<tr>
<td>Governor of Liberia</td>
<td>1</td>
</tr>
<tr>
<td>Trustees University of Georgia</td>
<td>10</td>
</tr>
</tbody>
</table>
To be sure the University of Georgia lays no claim to all the good work done by these men in their varied fields of service, but it is certain that their youthful minds were trained by this institution, and in their accomplished work this institution can justly claim a large contribution.

To the guiding spirit that directed the affairs of the University for those ten years much praise is due. The finished product as set forth in the above table tells the story of the foundation work of Moses Waddel and constitutes his greatest contribution to the advancement of the world in which he lived.