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N. H. R. DAWSON, *Commissioner*

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No. 5

EDUCATION IN GEORGIA

BY

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The Bureau of Educ.

"Your institution has taken a strong root, and will flourish; and I feel some degree of pride in reflecting that a century hence, when this nascent village [Athens] shall embosom a thousand of the Georgian youths, pursuing the paths of science, it will now and then be said that you gave this land, and I was on the forlorn hope."—PRESIDENT MEIGS: Letter to Governor Milledge, May 11, 1808.

"It [the University of Georgia] was the creation of no one man or set of men; it was the gift of no political party; it was the offspring of no religious or denominational sect; it drew its life and being from the State by whom it was created. It was of the people, by the people, and for the people."—CHARLES Z. MCCORD: Address to Alumni, 1885.

"Had we carried out the views of her early patriots, and the framers of our first Constitution, Georgia would now have a system of education equal, if not superior, to that of any State in the Union."—PRESIDENT CHURCH, in 1845.

*"I regard the education of the children of the State as the grand object of primary importance, which should, if necessary, take precedence of all other questions of State policy. * * * Educate the masses and inculcate virtue and morality, and you lay broad and deep, in the hearts of our people, the only sure foundations of republican liberty and religious toleration; the latter of which is the brightest gem in the Constitution of our country."*—GOVERNOR BROWN: Message of 1858.

"It is not population we want. But we do want a population educated to know how to use their mind and muscle. It is not capital we want. But we do want the wisdom of science and art to know how to use the capital we have. It is not resources we want. Providence has given us more than we know what to do with. Nor, indeed, are we wanting in those higher qualities which ennoble the private and the organic life of a people. What we most need in this critical period is that educated intellect which can direct our energies and discipline our immense power so as to lift up the Commonwealth, and fortify it, at all points, against the inroads of threatening evils."—CHANCELLOR LIPSCOMB, in 1873.

LETTER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October 10, 1888.

The Honorable the SECRETARY OF THE INTERIOR,
Washington, D. C.

SIR: The present monograph was prepared by Mr. Charles Edgeworth Jones, of Augusta, Ga., a son of the historian of that State, and late graduate student of Johns Hopkins University. The work was undertaken by my direction under the supervision of Dr. Herbert B. Adams, editor of the present series of Contributions to American Educational History, and authorized by your predecessor.

Mr. Jones discusses the history of education in the State of Georgia. The inquiry has been carefully prosecuted, and all available sources of information appear to have been intelligently utilized.

The paper opens with a sketch of the educational advantages afforded by the few schools which existed during the colonial epoch.

The formation and conduct of academies after the Revolutionary War are next considered. Among the more prominent were the academies of Sunbury and of Richmond County, which exerted a marked influence at that early period, and constituted the most important factors in the education of the sons of the infant Commonwealth.

The author then addresses himself to a review of the elementary education afforded in the rural schools, the teachers of which were supported by the tuition derived from the attending scholars. Carefully, and with an exhaustive analysis of the laws and constitutional provisions bearing upon the subject, are the rise, development, and decadence of the "poor school system" noted.

Prior to the late Civil War steps had been taken to establish a system of common schools accessible to all white children between the ages of six and eighteen. They were, however, interrupted by the War, and it was not until some five or six years after the cessation of hostilities that the present system of public schools was inaugurated. With the opportunities presented by this system for the instruction of the youths of the State this paper deals fully.

Having discussed these preliminary topics, Mr. Jones turns his attention to the history and present status of higher education in Georgia,

as represented in the University of the State and its branches, in various denominational colleges, and in special institutions designed to facilitate studies in law, medicine, theology, science, and art. All charitable and literary institutions ministering to intellectual, social, and moral improvement receive due consideration.

Upon a review of the whole subject, it will be seen that education in Georgia, both elementary and superior, is practically free, and that within the borders of that State there is no present excuse for illiteracy.

The publication of this contribution to American educational history is respectfully recommended.

Very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

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CHAPTER I.

EARLY SCHOOLS IN GEORGIA.

THE ORPHAN HOUSE AT BETHESDA.[1]

The earliest efforts toward education in Georgia found expression in the school for the religious instruction of the Indians, located at Irene, under the conduct of the Moravians,[2] and in the Orphan House established at Bethesda, near Savannah, by the Rev. George Whitefield, in association with his friend the Hon. James Habersham. The former of these continued for only a few years, its existence terminating with the departure of the Moravian settlers for Pennsylvania, in 1738. The other claims a more extended notice, since it constituted the most prominent institution of learning in the colony prior to the Revolution.[3]

ORGANIZATION BY CHARLES WESLEY AND GEORGE WHITEFIELD.

The idea of founding an orphan house in Georgia was suggested by the Rev. Charles Wesley, who, at his meeting with Mr. Whitefield in 1737, convinced him of the educational wants of the plantation and the

[1] Bethesda, Its Founders, etc.; A Historical Sketch, by J. F. Cann.

Sketch of Hon. James Habersham, and Robert H. Griffin's Address. Union Society Records, 1750-1858. Savannah, 1860.

White's Historical Collections of Georgia (New York, 1854, pp. 329-33), containing an account of the institution taken from a pamphlet printed in the year 1746, entitled, "A Brief Account of the Rise, Progress, and Present Situation of the Orphan House in Georgia." Also *Ibid.*, p. 681.

Historical Record of the City of Savannah. Savannah, 1869. Pp. 197-9.

History of Georgia, by Charles C. Jones, Jr., LL. D. Boston, 1883. Vol. I, Chap. XXV.

[2] Jones's History of Georgia, Vol. I, p. 199.

[3] One of the earliest school-masters in the colony was Charles Delamotte, the son of a London merchant and a friend of the Wesleys, who arrived in Savannah early in 1736. (Jones's History of Georgia, Vol. I, p. 204.)

immediate necessity for supplying them. Accordingly, the latter having previously by a personal visit to the colony satisfied his mind of the justness and expediency of the project, petitioned the Georgia trustees, from whom he received a grant of five hundred acres of land as a home for his proposed institution. His next business was to procure the funds requisite for the erection of buildings. With this object in view, Whitefield commenced preaching in the fields. His efforts were eminently successful. "So wonderful," we are told, "were these open-air ministrations, so eloquent was he in utterance, and so powerful in thought and argument, that multitudes flocked to hear him." English liberality was not tardy in responding to his summons, and the contributions to his orphan house multiplied so rapidly that, when he returned to Georgia early in 1740, his receipts amounted to more than one thousand pounds sterling.

Before his arrival his friend, Mr. Habersham, had located the five-hundred-acre grant about ten miles from Savannah, and had begun to clear and stock the land. Meanwhile such orphans as he had collected were entertained and instructed in a house hired for that purpose. Years afterward, in reviewing his conduct in connection with the inception of the institution, Mr. Whitefield remarked:

"Had I proceeded according to the rules of prudence I should have first cleared the land, built the house, and then taken in the orphans; but I found their condition so pitiable and the inhabitants so poor, that I immediately opened an infirmary, hired a large house at a great rent, and took in, at different times, twenty-four orphans."

The first collection made in America in aid of the Orphan House was at the church of the Rev. Mr. Smith, in Charleston, S. C., early in March, 1740. Mr. Whitefield was on a visit to that place, having gone there to meet his brother, who was a ship captain. He was invited to deliver a public address in behalf of his Georgia orphans, and the contribution amounted to seventy pounds. On the 25th of that month, with his own hand, he "laid the first brick of the great house which he called Bethesda, *i. e.*, house of mercy."[1] At this time the orphans under his charge numbered forty. Besides them, there were about sixty servants and workmen to be paid and fed. Having but little to his credit in bank, he again departed to influence subscriptions of money and provisions. By the 5th of June he was welcomed in Savannah, bringing for Bethesda money and supplies valued at more than five hundred pounds. His family, as he termed them, now numbered one hundred and fifty, and their subsistence and compensation depended entirely upon his exertions. He could take no rest, and in a little while was off for Charleston on his way to the populous northern provinces, where the balance of the year was consumed in preaching, and whence he returned to the Or-

[1] This structure, which was finished the same year, was of wood, and measured seventy by forty feet. (Union Society Records, 1750–1858.)

phan House on the 14th of December, having, during his absence, delivered one hundred and seventy-five discourses in public, and secured "upward of seven hundred pounds sterling in goods, provisions, and money for the Georgia orphans." Having spent a happy Christmas with his charge, committing the management of the temporal affairs to Mr. Habersham, and leaving Mr. Jonathan Barber as superintendent of spiritual concerns at Bethesda, he departed early in January, 1741, for England.

DESCRIPTION OF THE ORPHAN HOUSE.

The general arrangements of the institution at this time, and the routine of duties observed by the orphans, are minutely described by an eye-witness, who, after mentioning that the House contained sixty-eight children, the whole family numbering eighty-four persons, besides nineteen laborers about the premises, says: "The bell rings in the morning at sunrise to wake the family. When the children arise, they sing a short hymn, pray by themselves, go down to wash, and by the time they have done that, the bell calls to public worship, when a portion of Scripture is read and expounded, a psalm sung, and the exercises begin and end with prayer. They then breakfast, and afterward some go to their trades, and the rest to school. At noon, they all dine in the same room, and have comfortable and wholesome diet provided. A hymn is sung before and after dinner. Then, in about a half an hour, to school again; and between whiles they find time enough for recreation. A little after sunset, the bell calls to public duty again, which is performed in the same manner as in the morning. After that, they sup and are attended to bed by one of their masters, who then prays with them, as they often do privately."

Upon his return from Europe, Mr. Whitefield ascertained that the number of children had so greatly increased, that, in a short time, he made another voyage to renew his exertions in their behalf. Of the prosperous condition in which he found Bethesda on the occasion of his next visit, we are apprised by one of his letters, written in 1746: "Many of the boys," he writes, "have been put out to trades, and many girls put out to service. I had the pleasure the other day to see three boys at the house in which they were bred—one of them out of his time, a journeyman, and the others serving under their masters. One that I brought from New England is handsomely settled in Carolina; and another from Philadelphia is married, and lives very comfortably in Savannah." In the following year Mr. Whitefield purchased a plantation of six hundred and forty acres of excellent land in South Carolina, and placed several negro slaves upon it; the profits and products of this investment were applied to the support of the orphan asylum at Bethesda.

PETITION FOR A COLLEGE CHARTER.

Conceiving the design of converting the Bethesda Orphan House into "a seminary of literature and academical learning," Mr. Whitefield on the 18th of December, 1764, submitted to His Excellency James Wright, Esq., "Captain-General and Governor-in-Chief of His Majesty's Province in Georgia," and to "the members of His Majesty's Council in the said Province," a memorial, in which he called their attention to the fact that no institution of that character had as yet been founded south of Virginia; "and consequently [he continues] if a college could be established here (especially as the last addition of the two Floridas renders Georgia more centrical for the southern district) it would not only be highly serviceable to the rising generation of this colony, but would probably occasion many youths to be sent from the British West India Islands and other parts. The many advantages accruing thereby to this province must be very considerable."[1]

The Georgia authorities heartily applauded and indorsed this design of Mr. Whitefield, whose next step was to proceed to England, that he might, by personal influence, obtain from the Crown the necessary sanction and assistance. That the matter might be brought directly to the notice of His Majesty, Mr. Whitefield prepared and delivered into the hands of the clerk of the Privy Council another memorial, in which he prayed for a charter upon the plan of the College of New Jersey, and expressed his readiness "to give up his present trust and make a free gift of all lands, negroes, goods, and chattels which he now stands possessed of in the Province of Georgia, for the present founding and toward the future support of a College to be called by the name of Bethesda College in the Province of Georgia." His earnest wish was to obtain a college charter "upon a broad bottom," to provide proper masters to instruct and prepare for literary honors many youths who, in Georgia and the adjacent provinces, were desirous of superior educational advantages, to inaugurate a liberal trust which would endure long after he was gathered to his fathers, and to know that his beloved Bethesda would not only be continued as a house of mercy for poor orphans, but would also be confirmed to the latest posterity "as a seat and nursery of sound learning and religious education."[2]

This favorite and crowning scheme of Whitefield's life was never consummated. His petition for a college charter was refused. Heavy as was his disappointment on account of this failure, he did not allow himself to be daunted. Abandoning the idea of a college, he determined, if possible, to make Bethesda an academy similar in its plan to one then established in Philadelphia, which sustained a high reputation.

Revisiting Bethesda in 1769, he reports that everything there exceeded

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[1] Jones's History of Georgia, Vol. I, pp. 408, 409.

[2] A letter to His Excellency, Governor Wright, etc., etc. London, MDCCLXVIII. Pp. 1-30.

his most sanguine expectations. During this year two wings had been added to the main building for the accommodation of students, Governor Wright himself laying the corner-stone in March.

Mr. Whitefield remained at Bethesda some five months or more, giving personal and continual attention to the affairs of the institution.

DEATH OF WHITEFIELD AND FAILURE OF THE ORPHAN HOUSE.

But the care proved too arduous for him, and, with impaired health and a fast declining constitution, he made a trip to the North, only to be arrested by illness at Newburyport, Mass., where he died early on the morning of the 30th of September, 1770. By his will the Orphan House estate was vested in Lady Selina, Countess Dowager of Huntingdon;[1] and upon her demise, which occurred in June, 1791, it passed into the hands of thirteen persons, who were specially appointed trustees of Bethesda College,[2] then duly named and incorporated.[3]

Shortly after Whitefield's death, the Orphan House was consumed by fire. It was afterward partially rebuilt, but in the course of a few years suffered a second demolition by hurricane and fire. Those charged with its conduct became seriously embarrassed by these casualties and the lack of funds, and the institution soon ceased to have an active existence. By act of December 22, 1808, the Legislature directed the trustees to sell the estate, and, all debts being paid, to provide for the distribution of the proceeds among certain eleemosynary institutions in the city of Savannah.[4] In 1854 the Board of Managers of the Union Society purchased a part of the original Bethesda tract, and upon the very spot formerly occupied by Whitefield's Orphan House erected buildings for the accommodation of the boys committed to their charitable care. "Thus happily," exclaims Colonel Jones,[5] "is the philanthropic scheme of the most noted of English pulpit orators, who 'loved to range in the American woods,' who was never happier than when

[1] "And whereas there is in this State a very considerable property, as well real as personal, known and distinguished by the name of Bethesda College, or Orphan House estate, originally intended for an academy, and devised in trust by the late Reverend *George Whitefield*, for literary and benevolent purposes, to *Selina, Countess of Huntingdon*. Be it enacted, etc." (Section III of Act of February 1, 1788. Watkins's Digest, p. 373.)

[2] Mr. Whitefield in his will had expressed the wish that, as soon as might be after his decease, the plan of the intended Orphan House or Bethesda College might be prosecuted.

[3] Act of December 20, 1791. (Marbury and Crawford's Digest, p. 566.)

[4] One-fifth of the net proceeds was to be applied to the uses of the Savannah Poor House and Hospital Society; and of the remainder of such net sum, one-half was to be paid to the Union Society in Savannah, and the other half to the Chatham Academy (which was established by Act of February 1, 1788), to increase their funds for the instruction of youth generally; the proviso in the case of the latter being that it should support and educate five orphans. (John A. Cuthbert's Digest of School Laws, Milledgeville, 1832. Pp. 47–8.)

[5] History of Georgia, Vol. I, pp. 414–15.

'holding a levee of wounded souls,' and whose generous arms were ever open to succor the poor and the orphan, perpetuated in the living present."

In another place,[1] referring to the valuable services performed by the school at Bethesda, the same author says: "That this orphan house, in the face of many disappointments connected with its advancement to the stage of usefulness and prosperity anticipated and predicted for it, was an institution of great benefit to the colony, and that its sheltering arms ministered to the comfort of many homeless orphans and pointed the way to future industry, respectability, and independence, cannot be questioned. True it is that several persons who exercised a controlling influence over Georgia affairs during the last quarter of the eighteenth century were wards of this charity."[2]

[1] History of Georgia, Vol. I, pp. 405–6.

[2] Among them may be mentioned Milledge and Ewen, both Governors of Georgia, and Langworthy, who was a delegate from that State to the Continental Congress.

CHAPTER II.

SCHOOLS AFTER THE REVOLUTIONARY WAR.

THE ACADEMY OF RICHMOND COUNTY.

Some months had elapsed after the signing of the Declaration of Independence when Georgia took her next step in educational progress. This was effected under the Constitution of 1777, the fifty-fourth section of which provided that schools should be erected in each county, and supported at the general expense of the State.[1] During the Revolutionary War, such were the distractions of the period and of the community, that all efforts for education, either public or private, were wholly omitted. Upon the return of peace and the adjustment of affairs, both private and political, attention was once more directed to this important subject.

The earliest legislation in regard to public education occurring after the war will be found in an act for laying out the reserve land in the town of Augusta into acre lots, the erecting of an academy or seminary of learning, and for other purposes therein mentioned, assented to July 31, 1783.[2] By the fourteenth section of this act, the Governor was empowered to grant one thousand acres of land for a free school in each county. Under the same act provision was made for the establishment of a free school in the town of Washington, Wilkes County, and of two academies, one at Waynesborough, Burke County, and the other at Augusta, in the county of Richmond. Of the academies the latter only deserves special consideration, partly from the fact of its longevity, it having from the beginning almost uninterruptedly maintained an active existence, but particularly on account of the historic memories which are connected with it.

After reciting, "And whereas a seminary of learning is greatly necessary for the instruction of our youth, and ought to be one of the first objects of attention, after the promotion of religion,"[3] the act directed the town commissioners to lay out the reserve land of Augusta into acre lots and sell them. With the moneys arising from such sales they

[1] Watkins's Digest, p. 15.

[2] Marbury and Crawford's Digest, pp. 132–4.

[3] Section 4 of Act.

were, among other things, to erect an academy. This was the origin of what has since been known as the Academy of Richmond County. The school was regularly opened in 1785, and on the 25th of March of that year, we are told, "Mr. William Rogers, late of the State of Maryland, having been well recommended as being of good fame and sufficiently learned in the sciences," was appointed master of the academy, at a salary of two hundred pounds a year, with the use of the tenement buildings and the garden on the premises. He was required to teach the Latin, Greek, and English languages, and the common practical branches of mathematics. The tuition of the highest class of pupils was fixed at ten dollars per quarter. The master, as he was called, had the assistance of one, and afterward of two tutors.[1]

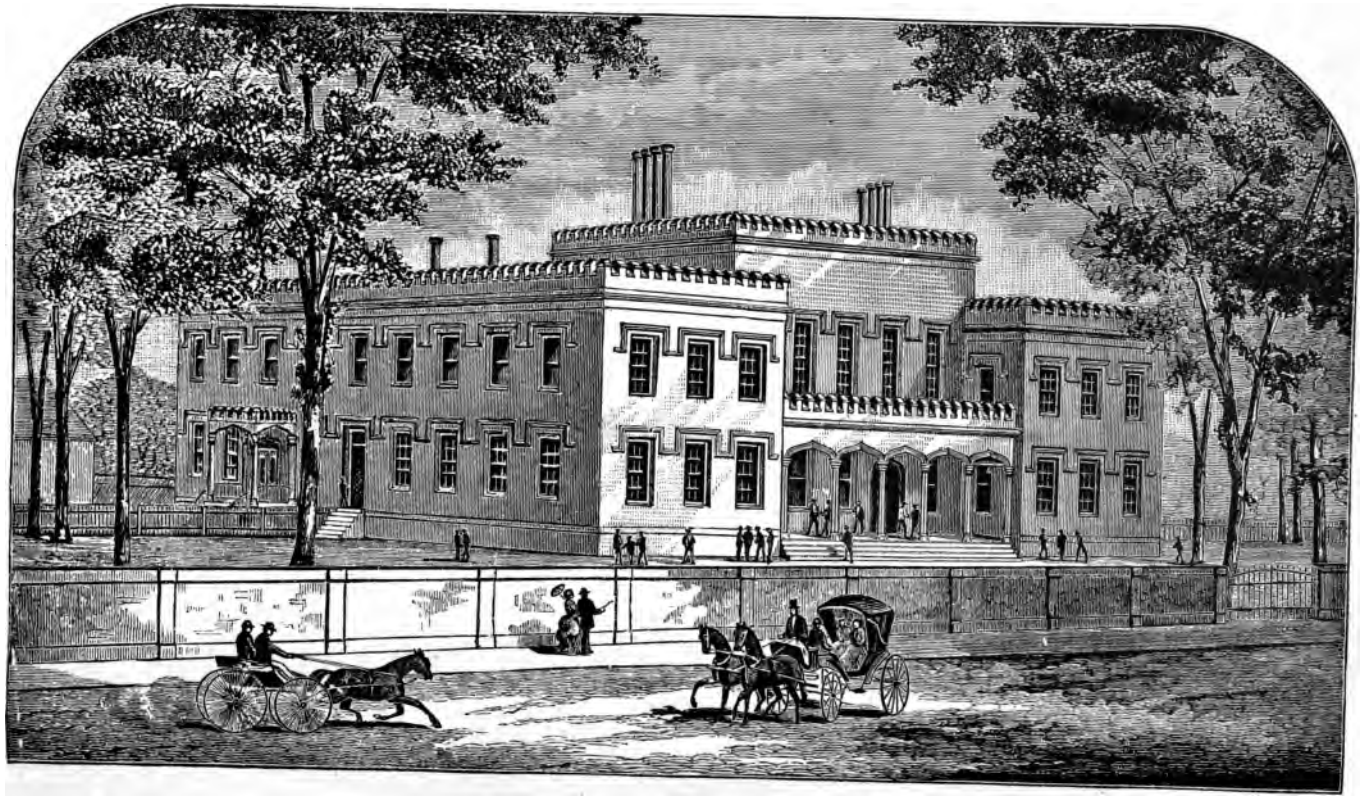
Mr. Rogers was re-elected annually to the office of rector of the academy until 1793. Three years later the Hon. William H. Crawford, who was afterward United States Senator from Georgia, minister to France under President Madison, and Secretary of War under President Monroe, became connected with the institution, serving two terms as English teacher in the academy, and one in the capacity of rector, resigning the latter position in 1799. In 1826 James P. Waddell, subsequently a professor of ancient languages in the University of Georgia, assumed the control of the school, holding the rectorship during six successive terms. The present faculty of the academy consists of three teachers, its principal being a prominent graduate of the University of Virginia.

The original trustees of the Academy of Richmond County were George Walton, Joseph Pannill, Andrew Burns, William Glascock, and Samuel Jack. The number was subsequently increased to seven, and then to nine, as at present. The office of president of the Board was created in 1788, William Glascock being the first incumbent. Since Mr. Glascock sixteen persons, including the one now serving, have successively filled the position.

In 1790, Augusta still being the seat of government of Georgia, the building occupied by the academy, upon its tender by the trustees, was accepted and utilized for the transaction of the general business of the State. In May of the following year the academy was honored by a visit from President Washington, who, in his tour through the States, had stopped at Augusta. The General expressed himself highly pleased with the condition and conduct of the institution, and complimented the teachers upon the fine appearance of their pupils. In 1815 a branch school was located and organized on the Sand Hills, near Augusta, which for many years subserved the purposes of a preparatory department for the academy.

The academy continued in successful operation until the latter part of the Civil War, when it was used by the Confederate authorities as a hospital. It was occupied by United States troops for a year or more after the termination of hostilities, and was then restored to its trustees, who,

[1] Hand-Book of Augusta, etc. Augusta, Ga., 1878. Pp. 63–5.



ACADEMY OF RICHMOND COUNTY.

through the active and efficient intervention of Gen. George W. Rains, as regent, succeeded in reopening it on the 1st of January, 1868. Since that time the institution has been regular in its exercises, averaging annually from eighty to ninety pupils. The session of 1882–83, which concluded with a centennial celebration of the academy, was among the most prosperous of its existence. There were in attendance that year over one hundred pupils.

The present academical structure, situated in the midst of an ample grove of trees, was completed in 1802 at a cost of fifteen or twenty thousand dollars. Prior to this time the academy classes were instructed in a building specially rented for that purpose.

The Academy of Richmond County is well endowed for an institution of its sort, having funds sufficient to meet all current expenses and add not less than one thousand dollars per annum to its endowment fund.[1]

SUNBURY ACADEMY.

The legislation of the next two years (viz, 1784 and 1785), educationally considered, had reference to the establishment of the University of Georgia, and will not, therefore, concern us until we come to speak of the colleges; so we pass on to February 1, 1788, a date memorable at least for the foundation of two academies, one at Sunbury, in Liberty County, and the other at Savannah, in Chatham County. The only remarks which need be made in connection with the Chatham Academy are that, by the act incorporating it, vacant land, not to exceed in quantity five thousand acres, was reserved for its use;[2] and that it was one of the beneficiaries at the sale of the Bethesda property in 1808, and received two-fifths of the proceeds.[3]

The Academy at Sunbury[4] was, in an educational point of view, the *e pluribus unum* of its time; and when the act of February 1, 1788,[5] gave it "a local habitation and a name," it soon rose to a high and influential position among the schools of southern Georgia. Abiel Holmes, James Dunwody, John Elliott, Gideon Dowse, and Peter Winn were nominated in the act as commissioners. To them, or a majority of them, was authority given to sell at public sale, and upon previous notice of thirty days in one of the gazettes of the State, any confiscated property within the County of Liberty to the amount of one thousand pounds.[6]

[1] In his address before the Georgia Historical Society in 1845, Doctor Church said: "The Richmond Academy has buildings and library and apparatus worth probably $30,000, an annuity from real estate amounting to $1,600, and bank stock to the amount of $12,000, besides lands which are rapidly increasing in value." (White's Statistics of Georgia, p. 71.)

[2] Marbury and Crawford's Digest, p. 563.

[3] Cuthbert's Digest, pp. 47–8.

[4] Jones's Dead Towns of Georgia. Savannah, 1878. Pp. 212–16.

[5] Watkins's Digest, p. 380.

[6] This authority to sell confiscated property was, so far as records show, conferred then for the first time; nor did the granting of it become general in the State until some years later.

This sum, when realized, was to be by them expended in the construction of a building suitable for the purposes of the academy.

The fair fame of Sunbury Academy is lastingly associated with the name of Rev. William McWhir, under whose able and energetic management it passed through its most successful period. This teacher, writes Colonel Jones,[1] "did more than all others to establish a standard of scholarship and maintain rules of study and discipline unusual in that period and among those peoples. * * * Great was the obligation conferred upon the youths of southern Georgia, for certainly two generations, by this competent instructor and rigid disciplinarian." A native of Ireland, a graduate of Belfast College, and licensed to preach by the Presbytery of that city, he came to America in 1783 and settled in Alexandria, Va. There, for ten years, he was the principal of the academy of which General Washington was a trustee. Removing to Sunbury about 1793, he took charge of the academy, and, for nearly thirty years, made it the leading institution of learning in that entire region. Besides the Latin, Greek, and English departments, with which Doctor McWhir was thoroughly conversant, the higher branches of mathematics were also taught; and, as a preparatory school, Sunbury Academy, under his guidance, had no superior within the limits of the State. The average attendance was about seventy. Pupils were attracted not only from Liberty, but also from the adjacent counties of Chatham, Bryan, McIntosh, and Glynn. Some came from even greater distances.

The school-house—a large two-story-and-a-half double wooden building, about sixty feet square, and located in King's Square—was pulled down and sold some time about the year 1842.

Sunbury Academy has itself passed away; but not without leaving an influence on Georgia's educational progress which the State will always gratefully recognize.

OTHER ACADEMIES.

The second Constitution of Georgia, which was adopted in 1789, contained no specific grants in respect to education. Three years later, however, in December, 1792,[2] we find an act authorizing the commissioners of the county academies to purchase one thousand pounds' value of confiscated property for the use and support of their respective institutions. Similar provisions were made in 1802[3] and in 1810,[4] and were designed to cover all cases where the commissioners had not as yet received their portion. By the act of February 22, 1796,[5] an academy was established at Louisville, in Jefferson County. This and the academies already erected at Augusta, Waynesborough, Savannah, Bruns-

[1] Dead Towns of Georgia, p. 214.
[2] Cuthbert's Digest, p. 25.
[3] Clayton's Digest, p. 677.
[4] Act of December 8, 1810 (Clayton's Digest, pp. 598, 599).
[5] Marbury and Crawford's Digest, pp. 567, 568.

wick (Glynn County),[1] and Sunbury, were all, so far as the writer has been able to discover,[2] which had been incorporated in the State prior to the present century.

At this stage of our subject it may be well to quote the ample provision contained in Article IV, Section 13, of the third Constitution of Georgia,—that of 1798:[3]

"The arts and sciences shall be promoted in one or more seminaries of learning, and the Legislature shall, as soon as conveniently may be, give such further donations and privileges to those already established, as may be necessary to secure the objects of their institution; and it shall be the duty of the General Assembly, at their next session, to provide effectual measures for the improvement and permanent security of the funds and endowments of such institutions."

Truthfully, and with even greater force, does Doctor Church's observation in regard to the Constitution of 1777 apply to the Constitution of 1798; for, had the broad-minded views which found expression in the latter been fully carried out, "Georgia would now have a system of education equal, if not superior, to that of any State in the Union."[4]

In 1802, as has been seen, the General Assembly re-enacted the provision respecting the privilege of "claiming a credit of £1,000" at the sales of confiscated lands which had previously[5] been accorded to the commissioners of county academies. The first institutions to avail themselves of the benefits of this legislation were the Academies of Greene County and Washington County, which were established about 1803.[6] They were followed by Oglethorpe Academy, the name of which was shortly after its foundation[7] changed to Meson Academy. Effingham Academy was the next in order, being incorporated in 1809;[8] and in 1810[9] Mt. Enon Academy was chartered, which had been in operation since

[1] Founded under the act of February 1, 1788. (Watkins's Digest, p. 381.)

[2] See Watkins's and Marbury and Crawford's Digests. From an act approved December 14, 1793 (Marbury and Crawford's Digest, pp. 141–2), it appears that the portion of the moneys arising from the sale of acre lots in the town of Washington, Wilkes County, which was intended, under the act of July 31, 1783, to be applied to the erection and equipment of a free school there, had been utilized in the establishment of an academy, and that the same had been duly organized, and the services of teachers engaged. See also act of December 12, 1804 (Clayton's Digest, p. 213), by which the commissioners of the institution above alluded to were authorized to inaugurate a lottery for the purpose of raising two thousand dollars toward finishing the academy and purchasing literary apparatus for it.

[3] Watkins's Digest, p. 42.

[4] Discourse delivered before the Georgia Historical Society on the 12th day of February, 1845, by Dr. Alonzo Church, president of the University of Georgia. (White's Statistics of Georgia, p. 66.)

[5] In 1792.

[6] See Clayton's Digest, pp. 149-50 and 181.

[7] Act of November 27, 1-07. (Cuthbert's Digest, pp. 135–6.)

[8] An Act to incorporate the commissioners of the academy of Effingham County, passed December 1, 1809. (*Ibid.*, p. 61.)

[9] Act of December 15, 1810. (Clayton's Digest, p. 666.)

1806.[1] The year 1811[2] gave birth to the Mount Zion and Powellton Academies, both of them in Hancock County. The former enjoyed an enviable reputation for many years.[3] They were subsequently incorporated, Powellton Academy in 1815,[4] and Mt. Zion Academy in 1823.[5] In December, 1815,[6] the Sand Hills Academy was founded. It was a branch school to the Academy of Richmond County until 1866, when it became an independent organization.

In 1816 Eatonton Academy, in Putnam County, was established, and for its support the funds and property formerly belonging to the Union Academy[7] were transferred to its trustees. Two years afterward Sparta Academy, in Hancock County, and academies in Jackson and Jasper Counties were incorporated. In 1819 the Washington County Academy received a charter, being then in the sixteenth year of its active existence; and during the next twenty years the work of the erection of academies in Georgia rapidly progressed. We are told by Mr. Evans (History of Georgia, p. 206) that there were sixty-four academies in active operation in 1829; and that (p. 232) in 1840 academies had been built in the State to the number of one hundred and seventy-six, with an aggregate attendance of eight thousand pupils. These institutions of learning have grown with the growth of the State, and may now be found in every county and town in Georgia. A reference to pages 443–9 of the Report of the Commissioner of Education for 1884–85 will show the names of some of the more recently established academies.

THE ROMAN CATHOLIC ACADEMIES.

It may not seem improper, in this connection, to notice the Roman Catholic academies, which, while perhaps in some of their features aspiring to a place among colleges, still, generally speaking, deserve to be classed with the institutions just alluded to. There are six principal academies of the Roman Catholic denomination in Georgia. Of these the first established was the Academy of St. Vincent de Paul, located at Savannah, and founded in 1845. It was incorporated in 1849, under the title of the Savannah Institute of the Sisters of Mercy, and enjoys the distinction of being not only the pioneer Catholic academy in the

[1] Campbell's Georgia Baptists, p. 195.

[2] Evans's History of Georgia, p. 142.

[3] Rev. C. P. Beman, who afterward was president of Oglethorpe University, was for a considerable period in successful and efficient management of this institution. The present able president of the Georgia State Agricultural Society (organized in 1846), Hon. W. J. Northen, was also at one time associated, in the capacity of principal, with the Mount Zion Academy.

[4] Act of November 23, 1815. (Lamar's Compilations, pp. 4–5.)

[5] An Act to establish and fix the name of the Academy at Mount Zion, in the county of Hancock, and to incorporate the trustees thereof. Passed December 20, 1823. (Cuthbert's Digest, pp. 86–7.)

[6] The act authorized the trustees of the Richmond Academy to establish a seminary of learning on the Sand Hills, near Augusta, to be held and considered as a branch of the Richmond Academy. (*Ibid.*, pp. 150-1.)

[7] Incorporated by act of December 15, 1809. (Clayton's Digest, pp. 581–2.)

State, but also the parent of three out of the five Catholic academies of high rank which have since arisen. I refer to the St. Mary's Academy and the Sacred Heart Academy at Augusta, and the Academy of the Immaculate Conception in Atlanta, the respective dates of their foundation being 1853, 1876, and 1867. In 1876 an academy was started at Macon, by the name of Mt. De Sales Academy. All these academies were organized and conducted by the Sisters of Mercy, but the last was founded by a distinct branch of that order and independently of the rest.

We conclude with St. Joseph's Academy, situated at Washington, Wilkes County, and under the direction of the Sisters of St. Joseph. This academy was likewise established in 1876, but did not receive its charter until 1878. Although it professes to have the right of granting diplomas, and conferring all degrees peculiar to female colleges in the State of Georgia, and has what it terms a collegiate department in addition to the elementary and preparatory departments, the course of study pursued there does not appear to materially differ from, or to be in any way superior to, the curricula in the other academies. It consists, in the case of the graduating classes, of Christian doctrine, trigonometry, English literature, mythology, geology, astronomy, logic, and moral philosophy.

A department of music is embraced in each of these schools, and special emphasis is laid upon this feature of the instruction. The academies are well attended, and offer good advantages.

ELEMENTARY EDUCATION.

So much for what Georgia has accomplished in the way of academical instruction. The important influence which her academies exerted in the earlier periods of her history cannot be questioned, nor can it be doubted that the academies were largely instrumental in laying, broad and deep, the foundations upon which the system of colleges and universities was subsequently to rest. Let us remember, however, that the facilities for education, as afforded in academies, were not accessible to all. Many there were who lived far beyond the reach of the towns and cities, where the majority of those institutions were located; under such circumstances recourse was had to the elementary schools, in which they found their only source of educational supply. In these schools the simplest elements of learning, viz, spelling, reading, penmanship, arithmetic, and sometimes English grammar and geography, were taught; and they were, Doctor Orr tells us, the sole reliance throughout the rural districts of the State for many years. We are indebted to him for the following account[1] of the general plan upon which these elementary schools were conducted:

"The men who taught them were often incompetent—being sometimes

[1] See the Educational Needs of the South; an Address delivered before the Department of Superintendence of the National Educational Association, at the meeting of 1879, by Gustavus J. Orr. Washington, 1879. Pp. 13.

without natural capacity, attainments, or aspirations—and now and then even persons of bad morals. There were among them no teachers' institutes or associations, no circulating libraries, no educational periodicals—in short, nothing approaching the modern appliances provided with a view to professional elevation. There was no examination of teachers, no issuing of license as a condition precedent to obtaining a school, and no supervision. Every teacher was isolated, entirely dependent upon his own ability to modify methods or originate better ones, and completely and absolutely independent in the little realm over which he held sway. The obtaining of a school was entirely a matter of contract between himself as teacher and his proposed patrons. The latter were often utterly incompetent to judge of the teacher's qualifications, and hinged their acceptance or rejection of him solely upon the rates at which he offered his services. A vivid picture of one of the more harmless of this class of 'old field school-masters,' as they were called, is drawn in the person of Michael St. John, in the Georgia Scenes, a book of infinite humor, written by my venerated and revered preceptor, Hon. Augustus B. Longstreet; while a type of the more brutal class is given us in the character of Israel Meadows, of the celebrated Philemon Perch Papers, of which Col. Richard M. Johnston, now of Pen Lucy Academy, near Baltimore, is the author."

THE POOR SCHOOL SYSTEM.

The next subject we will consider is the poor school system, in regard to which it has been said,[1] that this "so-called system had no system in it, that it was full of defects, and that it was lacking in a hundred of the elements that make up an efficient public school system." Nevertheless "it answered a valuable purpose in its day. It placed the elements of an imperfect English education within reach of the entire white population, among whom the means of comfortable support were so general as to be well-nigh universal."

ORIGIN OF THE SYSTEM.

This system[2] took its rise in the act of July 31, 1783. By the fourteenth section of that act, and in pursuance of a provision therein made respecting the erection of a free school in the town of Washington, Wilkes County, the Governor, upon proper application, was empowered to grant one thousand acres of vacant land for the establishment of free schools in the several counties of the State. Here was the beginning of

[1] Doctor Orr's Address on the Educational Needs of the South, p. 7.

[2] Report on Public Education, by Mr. Lewis, of Hancock, with Appendices giving Statistics of School Returns, and other Documents on the Subject. Milledgeville, Ga., 1860.

Popular Education in Georgia; a History of Education in the State, with Suggestions to an Improved System of Public Schools, by Martin V. Calvin. Augusta, Ga., 1870. Pp. 12.

Also Cuthbert's, Prince's (2d ed. to 1837), and Cobb's Digests.

the poor school system in Georgia, although it was not thoroughly inaugurated, and no decided action was taken until December 18, 1817, when an act was passed to create and establish a fund for the support of free schools throughout the State,[1] and an appropriation of two hundred and fifty thousand dollars was made for that purpose. By an act for the "permanent endowment of county academies, and to increase the funds heretofore set apart for the encouragement and support of free schools, and for the internal improvement of the State,"[2] approved December 21, 1821, the General Assembly provided for the division of five hundred thousand dollars equally between the academies and free schools. Hence originated the distinction which so long obtained in Georgia between the Academic and the Poor School Funds. Under the act of December 22, 1823,[3] provision was made for the investment of the latter fund, and the distribution of the annual income, amounting to between twenty and thirty thousand dollars, among the counties in proportion to their white population, for the education of the poor children, and in payment for their tuition. An act of the preceding year had specified what persons should be the beneficiaries of the fund.[4] "It was not," we are told,[5] "the policy to establish separate schools for these indigent children. Such teachers of the academies and of the inferior or elementary schools as were willing to submit to an examination, which was often a mere matter of form and conducted by incompetent examiners, were entitled, if approved, to receive their pro rata of the public fund for teaching any children adjudged by certain magistrates as belonging to the class known as 'poor scholars,' who may have entered their schools."[6]

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[1] Prince's Digest, p. 18.

[2] *Ibid.*, p. 19.

[3] Dawson's Compilations, p. 14.

[4] Act of December 23, 1822. The sixth section says that "no child shall be sent to school under the age of eight or exceeding eighteen years; and no child shall be sent to school at public expense more than three years." (Dawson's Compilations, p. 11.) But an act to amend the second and fourth sections of an act to provide for the education of the poor, assented to 27th of December, 1843 (in which it was declared that, in order to be received and educated, the poor children must be between the ages of eight and sixteen years), provided that the children to be returned to the inferior courts by the justices of the peace, or other persons in the several militia districts, should be between the ages of six and sixteen years, and that the poor children to be reported by the justices of the inferior court of each county to His Excellency, the Governor, should be between the ages of six and sixteen years. (Act of February 14, 1850. Laws of 1850, p. 154.) See also act of December 17, 1857 (Laws of 1857, p. 10).

[5] Dr. Orr's Address on the Educational Needs of the South, p. 7.

[6] From the New York Teacher for May, 1855 (Vol. IV, p. 88), we find that "every indigent child in Georgia had the right to go to school at six and a quarter cents a day, to be paid by the county." According to Mr. Lewis's Report on Public Education, which was published in 1860, the whole number of poor children then in Georgia was safely estimated at from forty to fifty thousand—about one-third of all the children in the State between the ages of six and sixteen, the whole number of the latter being, by computation, something over one hundred and forty thousand.

By an act of December 23, 1836, one-third of the surplus revenue, amounting to three hundred and fifty thousand dollars, was set apart as "a permanent free school and education fund," and a joint committee of five, two from the Senate and three from the House of Representatives, was appointed, whose duty it was "to digest a plan of common school education best adapted to the genius, habits of life and of thought, of the people of Georgia," and two of whom were authorized to visit, during the ensuing year, different parts of the United States, and particularly the New England States, ascertain the operation of their several school systems, and report to the General Assembly at its next session a plan of common schools. They were also empowered to "institute a correspondence with such persons as they might think proper, either in the United States or Europe, or both, for the purpose of getting information of some of the different systems of common school education which likewise prevail in some of the European countries."[1]

They fulfilled their mission. The report, as submitted by the committee, while objecting to the moral and social tendency of the manual labor system considered as a system of general education to be adopted and followed by the Government, as well as to the general application of the Laveleyean plan of instruction, recommended the adoption of a system not unlike that in vogue in the Eastern and Middle States. It assumed, above all, as a leading principle, that the good of the community required that the rich and the poor should be educated together at common schools. It was further stated, as the result of investigation, that out of eighty-three thousand children in the State, only twenty-five thousand of that number were in attendance upon schools.[2]

The Legislature amended and modified this report, and in 1837 passed an act establishing a general system of education by common schools,[3] to take effect in 1839. By that act the academic and poor school funds were consolidated; and, together with the interest on one-third part of the surplus revenue, were constituted "a general fund for common schools." In the following year this act was modified in some of its provisions, and the inferior courts (at their discretion), on the recommendation of the grand jury, were authorized to levy an extra tax in their respective counties, not exceeding fifty per cent. on the general tax. The amount thus raised was to be added to the common school fund.[4]

REPEAL OF THE ACTS PROVIDING FOR A COMMON SCHOOL SYSTEM.

In 1840 the acts of 1837 and 1838, establishing a system of common schools, were repealed, and the funds for their support were set apart as a poor school fund.[5] This legislative act was amended in 1843, and

[1] Prince's Digest, pp. 26–7.

[2] American Annals of Education, Vol. VIII, p. 39 (published 1838)

[3] Act of December 26, 1837. (Laws of 1837, pp. 94–9.)

[4] Act of December 27, 1838. (Laws of 1838, pp. 96–9.)

[5] *Act of December 10, 1840.* (Laws of 1840, pp. 61–5.)

the inferior courts were authorized to raise by an extra tax an amount sufficient, when added to the pro rata distribution from the State, to educate the poor children in their respective counties.[1] The leading provision of the law establishing the poor school system made it the duty of the magistrates in the districts to report to the inferior court, annually, the names of all the children in their respective districts deemed by them proper persons to receive a portion of the fund set apart for the education of the poor. These returns were sent by the inferior court to the "executive office," and formed the basis for the distribution of the fund, which amounted to about twenty thousand dollars.[2]

OBJECTIONS TO THE POOR SCHOOL SYSTEM.

This duty of the magistrates, under the law, to make returns of the poor children, was often entirely neglected. Even when made these returns were very imperfect. Not more than three-fourths of the poor children in the State were returned, and of those returned (as was learned from commissioners of the poor school fund in a few counties), little more than half were sent to school, and those who went did not attend four months in the year. In 1849 thirty-two counties made no returns of their poor children. In 1850 fifteen counties failed to make returns; and notwithstanding the law provided that counties making no returns should participate in the educational fund agreeably to the last return on record,[3] in the same year eight counties received nothing because they had never made a return.[4] In further illustration of the general indifference then felt on the subject of poor schools, we quote from Governor George W. Crawford's message of 1845. He says that "during the past year [viz, 1844] only fifty-three of the ninety-three counties of the State made application at the treasury for their allotments of the poor school fund," and when, too, the penalty for default was known to be an absolute forfeiture of claim.[5]

Another objection to the poor school plan were its gross injustice to the poorer counties, where there were the greatest number of poor children and the least ability to bear taxation. For instance, the counties of Newton and Jasper paid into the treasury, as State tax, $3,910, and returned some 120 poor children; whilst those of Union and Gilmer, which paid a State tax of $1,594, returned 2,884 poor children.[6]

Mr. Calvin presents the following view of the poor schools, as they

[1] An act to provide for the education of the poor, assented to December 27, 1843. (Laws of 1843, pp. 43-5.)

[2] Lewis's Report, p. 26. The poor school fund seems to have been originally much larger, for the same writer (p. 31), referring to the provision made for the education of indigent children, says that "as far back as 1836, forty thousand dollars were annually distributed for this purpose."

[3] Prince's Digest, p. 22.

[4] Lewis's Report, p. 27.

[5] *Ibid.*, p. 83.

[6] *Ibid.*, p. 27.

existed in 1869:[1] "Under the laws now in force," he writes, "a board of education in each county, consisting of the Ordinary, as ex-officio treasurer of the poor school fund, and a commissioner appointed by the judge of the superior court, issues license to almost any person, authorizing said person to teach when, where, and how he or she may please. As a general rule, the teacher provides his own school-room and school furniture (of the most primitive kind), and is allowed seven cents a day for each pupil in actual attendance; he files his account with the Ordinary quarterly, and receives compensation at the expiration of the year. * * * No argument is necessary to prove that the absolute effect of this system is to transform the State schools from common schools (such as the people wish) into the veriest pauper or 'poor schools,' as they are termed. The law-making power seems all the while to have been laboring under the impression that the children in our State belong to two classes—regarding the one as belonging to rich families, and the other as paupers. This is a mistake, though measurably adhered to still. We have made these schools mere charities. * * * The 'poor schools' of this State, by reason of the law which creates them, are robbed of the influence for good that they might otherwise wield. The very law subjects every patron of these schools to the jeer of pauperism."

In the same spirit had Governor William Schley written, as far back as 1837. In referring to the distinction as made by the General Assembly of academic and poor school funds, he remarked: "There should be no such designations as *academic* and *poor school*, because they are invidious and insulting. Poverty, though a great inconvenience, is no crime; and it is highly improper, whilst you offer to aid the cause of education, to say to a portion of the people, 'You are poor.' Thousands of freemen who, though indigent, are honest, patriotic, and valuable citizens, will refuse your bounty and despise the hand that offers it, because it is accompanied with insult."[2]

The truth of Governor Schley's observation was abundantly confirmed by the results which everywhere attended the workings of the poor school system. We are told by Kiddle and Schem[3] that in 1850 there were in Georgia 213,903 white adults, of whom twenty per cent. were unable to read and write; and a reference to the United States Census of 1860, when the number of illiterates had been reduced to eighteen per cent., shows that there were then in the State 16,900 males and 26,784 females (white) over twenty-one years of age, ignorant of even the simplest rudiments of learning.

Amply had it been demonstrated that the poor school system in its then state was wholly inadequate to meet the educational demands which it was designed to supply. Clearly apparent it was that a reform in

[1] Popular Education in Georgia, p. 5.

[2] Lewis's Report, pp. 76–7.

[3] Cyclopædia of Education. New York and London, 1877. Page 347.

its methods was greatly needed, and that a system was wanted which, in the language of Thomas R. R. Cobb, "should remedy these defects, avoiding others: schools to which the children of the poorest citizens might be sent without submitting parent or child to the jeer of pauperism: school-houses which should awaken a feeling of pride in every neighborhood,[1] and cause the richest to feel that no private teaching can afford equal advantages to the common schools."

For a correct understanding of the difficulties inherent in and the reason for the failure of the poor school plan, it must be remembered that, previous to the Civil War, the people of Georgia looked to private or independent schools for the education of their sons and daughters. The system of education adopted and attempted by the State contemplated that provision should be made for the instruction of indigent white children in the elementary branches of an English education. The question of the cost of tuition in private schools was not considered. The stand-point from which the people viewed the subject rendered the consideration of that item entirely unnecessary. The means were at hand, and the people cheerfully used them. Public sentiment, as a rule, was against the suggestion that it was the province and duty of the State to educate her youth. It was conceded, however, that the State might, with measurable propriety, provide for the intellectual training of children whose parents were *too poor* to pay tuition in the independent schools.[2] To this end it was that poor schools were established; and had that fatal error which was the spirit and leading idea of the theory upon which the system was based from its inception to its abolition—I mean the condition of pauperism, which was an inseparable incident to a participation in its benefits—been thoroughly eradicated, there can be no doubt that the system would have proved a most wholesome institution, and one productive of considerable good for the indigent classes.

[1] In speaking of the poor schools, Mr. Calvin says (Popular Education in Georgia, p. 7): "They [poor schools] are never visited. They are generally accounted 'Hedge Schools,' and so denominated, secretly and openly."

[2] Augusta Centennial Chronicle, Augusta, Ga., May, 1885.

CHAPTER III.

THE PUBLIC SCHOOL SYSTEM.[1]

HISTORY OF THE ORGANIZATION OF THE PUBLIC SCHOOL SYSTEM.

That there was no regularly organized system of common schools supported by public taxation in Georgia prior to the Civil War has been already shown. Of the attempts toward the establishment of such a system we are now to speak. Efforts were made in 1845 and again in 1856 to inaugurate a common school system in the State, both of which were unsuccessful. Still it was evident that the people of Georgia were beginning to feel the need, and were expecting the erection of public, or free schools. They took their first step in that direction when, on December 11, 1858, the Legislature set apart one hundred thousand dollars annually of the net earnings of the Western and Atlantic Railroad (State property) for educational purposes; and provided that, upon the payment of any portion of the public debt of the State by means of the sinking fund, bonds of the State to a like amount should be executed by the Governor and deposited with the Secretary of State, who should hold them as trustee of the educational fund, the interest thereon at six per cent. to be appropriated to school purposes.[2]

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[1] Thomas P. Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Pp. 179–82.

Henderson's Commonwealth of Georgia, etc. Atlanta, Ga., 1885. Pp. 257–63.

Dr. Orr's Address on the Best School System for a Southern State. Atlanta, Ga., 1886. Pp. 16. Also his Reports to the General Assembly from 1878 to 1887, and the Report for 1888 of his successor, James S. Hook.

Public School Laws of the State of Georgia of General Operation and now of Force throughout the State. Atlanta, Ga., 1886.

Report on a System of Public Schools for the State of Georgia. Savannah, 1870. Pp. 18.

Popular Education in Georgia, etc., by Martin V. Calvin. Augusta, Ga., 1870. Pp. 12.

Code of Georgia, 1882. Pp. 260–7.

Extract from Governor Smith's Message to the Legislature in January, 1877 (quoted in Derry's Georgia, etc.). Philadelphia, 1878. Pp. 109–12.

[2] See an act to provide for the education of the people of this State between certain ages, and to provide an annual sinking fund for the extinguishment of the public debt. (Acts of 1858, pp. 49–51.) By an act to "alter and amend" this, approved December 21st of the following year, it was provided that the ages of the children who were to receive the benefits of education from this source should be between six and eighteen years (Laws of 1859, pp. 29–30).

These measures contemplated the realization at no distant day of a fund sufficient to establish free schools throughout the State. This anticipation would probably have been realized but for the Civil War. The provisions of the law went so far as to allow the people of any county to establish free schools and use their share of the funds for this purpose; and, in 1860, in one county (Forsyth) free schools were established and successfully carried on.

The public school system, as now known in Georgia, sprang up after the War, and was essentially an outgrowth of the many changes effected by it. "Most of the States in the South," says Doctor Orr,[1] "in adopting new constitutions under the reconstruction acts, incorporated into the fundamental law the public school policy. * * * Not only were constitutions which provide for public education generally adopted, but in every State in the South the attempt has been made to inaugurate a school system under laws passed in accordance with the new constitutional requirements."

Georgia formed no exception to this rule. In her Constitution of 1868 she provided for "a thorough system of general education to be forever free to all children of the State."[2] Two years later, in October, 1870, the first public school law was enacted; and it is an interesting fact in connection with that law that its main provisions were identical with a plan submitted to the Legislature by the

FIRST STATE TEACHERS' ASSOCIATION.

This body, in the month of August, 1869, held its first annual meeting, as a regular organization, in the city of Atlanta. A committee was raised to report upon a school system adapted to the condition and wants of Georgia. This report was to be submitted, first to the executive committee of the Association, and, after revision by its members, to the Association itself, at a special session to be held in the following November at Macon. Some changes were made in the committee after its first appointment, and it finally stood as follows: Gustavus J. Orr, the late respected State School Commissioner, chairman; the late Bernard Mallon, for many years superintendent of the schools of Atlanta; the late John M. Bonnell, at that time president of the Wesleyan Female College; Martin V. Calvin, a Representative in the Legislature from Richmond County; and David W. Lewis, late President of the North Georgia Agricultural College at Dahlonega.

A meeting of the committee was held, and each member having fully given his views,[3] Doctor Orr was directed to write the report. When

[1] Educational Needs of the South, p. 9.

[2] Article VI, section 1. (Code of Georgia, 1873, p. 925.)

[3] It is noteworthy that Mr. Calvin had read a paper (Popular Education in Georgia, etc.) before the Georgia Teachers' Association, at its meeting in August, 1869, which, after discussion, had been referred to a committee of five as above stated, who were instructed to report a system of common schools for the State; and that

he had performed this duty, his work was submitted to the executive committee, consisting of the Rev. Dr. H. H. Tucker, Prof. LeRoy Broun, the late Dr. Alexander Means, Prof. W. D. Williams, the late Dr. J. M. Bonnell, the late Mr. Mallon, and Doctor Orr himself, the last three being members of both committees. The report was read, and nine hours were spent in discussing it, section by section. The result of this careful examination was the adoption of the report as it was written. Another full discussion was had before the State Teachers' Association, that body devoting an entire day to the subject. A few slight alterations were made, and the report was unanimously adopted.

The Association then appointed a committee, composed of the Rev. Dr. H. H. Tucker, Col. D. W. Lewis, Dr. G. J. Orr, Mr. B. Mallon, and Hon. David E. Butler, to put the report in the shape of a bill, and urge the same upon the attention of the Legislature. Before the assembling of that body reconstruction was reconstructed, and many members were unseated and others substituted, by military orders, in their stead. Under the circumstances, the committee last raised thought it best not to be personally present when the Legislature convened, all concurring in this opinion. As the session advanced, however, Doctor Orr decided to see what could be done through two personal friends, the Hon. I. E. Shumate, Representative from the county of Whitfield, and the Hon. Council B. Wooten, Senator from the Eleventh District. Mr. Mallon, through personal friends in the body, co-operated. The result was that the plan of the Georgia Teachers' Association was laid before the Committee on Education of the House and Senate, and a bill was framed and became a law, following in its main provisions the system mapped out in the report, so carefully prepared, so critically examined, and so heartily adopted by the educators of Georgia.

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the views urged in this paper were indorsed and incorporated in that report. Mr. Calvin, among other things, adverted to the necessity of establishing graded schools, and a State normal school, or schools, "where we can train our own teachers." He is said to have been the first to suggest the education of the colored as well as the white population. "Let the system be common to all," he writes, "but require their schools to be separate from those of the whites in fact and locality. Set apart the colored poll-tax, and the tax on their property to the support of their schools; and to the same end let the people add such sums as they may feel able to donate." He also advised the setting apart and application of one-half of the three hundred thousand dollars annually accruing from the State road for the support of common schools, the amount to be judiciously and promptly distributed among the different counties. Hon. William H. Stiles, of Chatham, had struck the key-note regarding normal schools many years before. In a speech delivered in the House of Representatives, January 29, 1856, he pointed out Georgia's standing as to rate of illiteracy as being the twenty-third in the Union, there being only four more illiterate States than herself, and urged the establishment of normal schools. He introduced a bill, the first section of which was: "That for the arrangement, supervision, and improvement of such schools as may be supported in any manner out of appropriations from the treasury of the State, or out of taxes specifically levied upon the counties for the purposes of education, the Governor shall appoint a Commissioner of Public Schools who shall hold his office for two years." This point the speaker emphasized.

The first changes made in the law were in January, 1872, these changes being brought about by a memorial from the same body as that from which the first plan emanated. The main effect of the alterations thus made was to cause the views of the Association, as embodied in their report, to be more closely followed than they had been in the first act. Much credit for the changes made at this time is due to Hon. Henry Jackson, then a Representative from Fulton County.

Under the act of October 13, 1870,[1] an organization was effected. Gen. J. R. Lewis was appointed State School Commissioner by Governor Bullock, and entered upon the duties of his office. Schools were very generally put in operation; but, as the Legislature had diverted the school fund to other purposes, when the schools closed there were no funds to pay a debt of about three hundred thousand dollars to school officers and teachers. This deficiency arose in part from the failure to collect the poll-tax during the years 1868, 1869, and 1870.[2]

When there occurred a change in the administration of the State, General Lewis having resigned, Governor Smith sent into the Senate as one of his two first appointees—the other being Chief-Justice Warner—the name of Gustavus J. Orr to be State School Commissioner. He was promptly confirmed by the Senate. This was in January, 1872, and he continued to occupy the position to which he was then appointed until the 13th of December, 1887, when death removed him from the discharge of his important and useful functions. On all occasions he manifested an interest in the welfare and advancement of public school education which can not be too highly commended. Almost his first official act was to direct school officers to make no efforts to establish public schools during the year 1872. This suspension was owing to the confusion in the school finances and the lack of confidence on the part of the people because of the unpaid debt of 1871.

At the summer session in 1872, upon the recommendation of the State School Commissioner, an act was passed to raise money to discharge this indebtedness.[3] A large sum was raised and expended, and it is now well ascertained that under the provisions of this and of subsequent acts on the subject[4] all, or very nearly all, valid claims have long since been settled.

At the request of Judge William M. Reese, Senator from the Twenty-ninth District, a bill was prepared by the State School Commissioner to "perfect the public school system and to supersede existing school

[1] An act to establish a system of public instruction. (Laws of 1870, pp. 19–31.)

[2] See also the act of October 25, 1870, which declared the collection of the poll-tax for those years illegal. (*Ibid.*, pp. 66–7, and Derry's Georgia, p. 110.)

[3] "An act to provide for the payment of the debt due to teachers and school officers who did service under the public school law in the year 1871," approved August 19, 1872. (Laws of 1872, p. 62.)

[4] See especially "An act to provide for the payment of the claims of school officers and teachers for services rendered in the year 1871," approved March 3, 1874. (Laws of 1874, p. 30.)

laws."[1] This bill was introduced into the Senate by Judge Reese in the summer of 1872, and was ably championed by him. It passed both branches of the Legislature, and practically[2] remains the general school law of the State.

It would be tedious to follow in detail all the legislation which has obtained since 1872. Many minor changes have been made, some of which were tried for a while and then repealed. Others still stand. Some of these changes have been wise and salutary. Several determined efforts have been made, from time to time, by the opponents of public schools to overturn the system, but on every occasion able defenders have arisen who have battled for and perpetuated its existence. The most signal triumph of its friends was when the Constitution of 1877 placed in the fundamental law the provision that there should be "a thorough system of common schools."[3]

SOURCES OF THE PUBLIC SCHOOL FUND.

The public school fund is derived from the following sources: The poll-tax, one-half the rental of the Western and Atlantic Railroad (one hundred and fifty thousand dollars), a tax on shows and exhibitions, a tax upon dealers in spirituous and malt liquors, the net proceeds of the hire of convicts, the net proceeds of the fees for the inspection of fertilizers, and certain other sources of minor importance. A direct property tax for the support of schools, though specifically authorized both by the Constitution of 1868 and that of 1877, and though often proposed, has never been levied.[4] The school fund has increased gradually but surely, gaining little by little, and, like the mechanical power known as the screw, never losing anything once gained. In 1873 the total school fund was two hundred and fifty thousand dollars; in 1874, two hundred and sixty-five thousand. Year by year it has been growing, until, in 1887, we find the grand total of this fund to be $795,987.[5]

The fund and the number who have come forward to participate in

[1] Act of August 23, 1872. (Acts of 1872, pp. 64–75.)

[2] "An act to amend, revise, and consolidate the common school laws of the State of Georgia, and for other purposes," better known as the Denny Bill, was approved by the General Assembly October 27, 1887 (Laws of 1887, pp. 68–83); but the changes which it introduces in the excellent provisions framed by Doctor Orr are so inconsiderable that no further allusion need be made to it, other than to state that its principal features may be found summarized in the Report of the Commissioner of Education for 1886–87, pp. 126–7.

[3] Art. VIII, sec. 1, par. 1. (Code of Georgia, 1882, p. 1321.)

[4] Such, however, is now no longer the case. Since the above was written a new state of things has supervened. The Legislature of Georgia, at its present session (1888–89), passed an act providing for the levy of a general property tax of $165,000 for the current year (1889), and $330,000 for the year next ensuing, for the support of the common schools of the State.

[5] This includes the $302,478 which constituted for that year the school fund of the various cities and counties in the State under local laws.

its benefits have increased with even pace. The early beginnings were small. In 1871 there were enrolled in the schools 42,914 white and 6,664 colored children. It was for the tuition of these that the large debt of three hundred thousand dollars was contracted. No debt has been allowed to be contracted since that date. In 1872, as before stated, there were no public schools.

In the early summer of 1873 the State School Commissioner assembled at Atlanta the county commissioners of the State in convention. This meeting was of great importance. Much enthusiasm was aroused; and, as the school finances were on a better basis than at any previous time, the commissioners returned to their respective counties resolved to inaugurate at once public schools. Right well were their resolutions carried out.

GRADUAL INCREASE IN ATTENDANCE.

The following table will show by years the steady advance in the number of children attending the public schools of the State; the enrolment, and the increase in enrolment; the average attendance, and the increase in average attendance, from the year 1871 to the year 1887, inclusive:

Year.	Enrolment.				Average attendance.	Increase over preceding year.
	White.	Colored.	Total.	Increase over preceding year.		
1871	42,914	6,664	49,578	.....	.....	.....
1872 *a*	.....	.....	.....	.....	.....	.....
1873	63,922	19,755	83,677	34,099	.....	.....
1874	93,167	42,374	135,541	51,864	85,839	.....
1875	105,990	50,385	156,375	20,834	98,029	12,190
1876	121,418	57,987	179,405	23,030	108,646	10,617
1877	128,296	62,330	190,626	11,221	119,160	10,571
1878	137,217	72,655	209,872	19,246	130,605	11,445
1879	147,192	79,435	226,627	16,755	*b* 130,565	.....
1880	150,134	86,399	236,533	9,906	145,190	14,625
1881	153,156	91,041	244,179	7,646	149,908	4,718
1882	161,377	95,055	256,432	12,253	164,180	14,272
1883	175,668	111,743	287,411	30,979	188,371	24,191
1884	181,355	110,150	291,505	4,094	195,035	6,664
1885	190,346	119,248	309,594	18,079	209,184	14,149
1886	196,852	122,872	319,724	10,130	226,407	17,223
1887	208,865	133,429	342,294	22,570	226,290	.....

a No public schools were put in operation in 1872.
b The report of average attendance for 1879 was not full.

Thus will it be seen that there has never been a retrogression, either in the total number in attendance[1] or in the number of white scholars.

[1] There was a decrease in average attendance in 1887, as compared with that of the preceding year, of 117. These statistics have been obtained since the writing of the above.

The only falling off in attendance on the part of the colored pupils was in the single year 1884, there having been 1,593 more colored children in the public schools in 1883 than in 1884.

Let us now compare the attendance in 1873 with that in 1885. We find that in the former year there were 63,922 white children and 19,755 colored, or a total of 83,677 in the schools; in the latter year there were 190,346 white, and 119,248 colored pupils, making a total of 309,594 in attendance. From this we may see that the attendance has been in the case of white children 126,424 beyond what it was in 1873, and in the case of colored children an increase will be noted of 99,493; giving an aggregate increase of 225,917.

SPECIAL SCHOOL SYSTEMS.

Side by side with this general school system, established and made operative throughout the State by the school law of 1870, have grown up special school systems, regulated and controlled by local laws. Chatham County led the way, and was the first to have a separate system of her own.[1] She was shortly followed by Columbus.[2] This was in 1866, and antedated the passage of the first general public school law. Atlanta came next in order, her system being formed in 1870.[3] Richmond and Bibb Counties inaugurated their systems in 1872,[4] and Glynn County her system in 1873.[5] In 1884, in addition to those just named, local laws and organized schools existed in Americus[6] (Sumter County), West Point[7] (Troup County), and Sandersville[8] (Washington County), these systems having been developed through special laws enacted from time to time. In 1881[9] public schools were organized in Rome, and a system was inaugurated for the city of Griffin[10] (Spalding County) three years later. Of the thirty or more counties which now enjoy the privileges of special school systems, the more prominent are Richmond, Chatham (Savannah), Bibb, Clarke (Athens),[11] Floyd (Rome), Fulton (Atlanta), and Muscogee (Columbus).

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[1] Historical Record of the City of Savannah. Savannah, 1869. Pp. 155–6. See also the act of March 21, 1866, and the act amendatory to it, approved December 18, 1866. (Laws of 1865–66, pp. 78 and 175.)

[2] Act of December 28, 1866. (Laws of 1866, p. 174.)

[3] Act of September 30, 1870. (Laws of 1870, p. 481.)

[4] Acts of August 23, 1872. (Laws of 1872, pp. 388 and 456.)

[5] Act approved February 21, 1873. (Laws of 1873, p. 256.)

[6] Act of February 13, 1873. (*Ibid.*, p. 114.)

[7] Act approved February 7, 1877. (Laws of 1877, p. 192.)

[8] Act of September 8, 1881. (Laws of 1880–81, p. 429.)

[9] Act of August 11, 1881. (*Ibid.*, p. 421.)

[10] Act approved December 24, 1884. (Laws of 1884–85, p. 331.)

[11] Act of October 15, 1885. (*Ibid.*, p. 603.)

THE MAIN FEATURES OF THE PUBLIC SCHOOLS.

The main features of the public school system were thus outlined by Doctor Orr in his address on the Best School System for a Southern State (pp. 11–13):

"1. The Constitution of the State provides that there shall be a thorough system of common schools for the education of children in the elementary branches of an English education only, the expenses of which shall be provided for by taxation or otherwise.[1] The same limitation which is thus put upon what the State may do educationally is also put upon what a county may do under authority from the State. No such limitation is put upon what a municipal corporation may do by State authority. Hence many of our cities and towns are having a much wider range of studies taught, some of them having established good high schools for both sexes. The general school law of the State provides for teaching spelling, reading, writing, English grammar, geography, and arithmetic, which may be considered as a legislative interpretation of the words 'elementary branches of an English education,' though these words are clearly susceptible of a wider interpretation. Our school law absolutely secures the continuance of public schools for the children of both races for three months of the year in every county of the State, and throughout the entire county.

"2. Both the Constitution and the school law provide that separate schools shall be established for the children of the white and colored races.

"3. Our law creates a State Board of Education, composed of the Governor, the Secretary of State, the Attorney-General, the Comptroller-General, and the State School Commissioner. This board is a body corporate and can hold property. It is an advisory body, to whom the State School Commissioner may apply for counsel when in doubt as to official duty. It is also the high court of appeals in school matters, its decision either between parties litigant, or upon questions involving the construction or administration of the school law, being final.

"4. We also have a State School Commissioner, who is appointed by the Governor and confirmed by the Senate. He is required to prescribe all the forms used by the subordinate school officers, to visit the counties as often as practicable, for the purpose of inspecting school operations and delivering public addresses, to collect school statistics, to make a full report of school operations to the General Assembly, making, at the same time, such recommendations to them in reference to the school policy of the State as his judgment may approve, and to see to the proper administration of the school law throughout the State. He is also a judge, and sits as such to hear and determine appeals from the decision of County Boards on suits in controversy before them. From his decision, as has been stated, there is an appeal to the State Board.

[1] Art. VIII, sec. 1, par. 1. (Code of Georgia, 1882, p. 1321.)

"5. The law also provides for a County Board of Education, consisting of five members chosen by the Grand Jury. The term of office is four years; but the terms of the members are so arranged that there is a change in the constituents of the board every two years, three new members coming in at the time of one change, and two at the time of the next. It is the duty of this board to locate schools, to employ teachers, to pass upon all accounts, and to direct all the school operations of the county. The board also sits as a court for trying all matters of school controversy. No man is eligible to membership on this board unless he is a freeholder.

"6. The County School Commissioner is the executive officer of the County Board, and is elected by that board. He examines teachers, executes the contract which the board makes with them, visits and inspects schools, collects school statistics, and is the custodian of the school fund, receiving and paying out, when ordered by the board, all funds raised for school purposes.

"7. The Board of Education also appoints three school trustees for each school district of the county. The principal duty of these trustees is to recommend teachers for the different schools of their district. They are required to recommend, as teacher for each school, the person whom they believe to be the choice of the community, and the board is bound to employ this person, if he can stand a satisfactory examination and produce evidence of good moral character.

"8. The Grand Jury also perform certain educational functions. They are themselves chosen under the Constitution from among 'the most experienced, intelligent, upright men of the county.' As has been seen, they elect the members of the County Board of Education. The County School Commissioner is required to make a full report to them, once a year, of the school operations of the county, and to place his books before them for examination; and they are required, in their general presentments, to take such notice of the management of the school interests of the county as they may think proper."

In conclusion may be quoted a statement made by Doctor Orr in the same address,[1] relative to the high repute in which the Georgia public school system is held, and the distinguished place which, by virtue of its excellence and efficiency, it occupies among kindred existing systems of other States. "A few years ago," he says, "I had the honor of being placed by the National Educational Association upon a committee charged with the duty of reporting upon the best school system for a State. The chairman of the committee was the Hon. James H. Smart, who has been trusted by the State of Indiana, having held and filled with credit the highest educational positions in the gift of that State. The other member of the committee was the Hon. J. P. Wickersham, for sixteen years Superintendent of Public Instruction for the State of Pennsylvania, a man who ranks, and deservedly ranks, second

[1] The Best School System for a Southern State, p. 11.

to no one among the educational thinkers and organizers of this continent. After twelve months' study of the systems of all the States, the ideal system, the system considered as the best and which was submitted as the best to the Association, followed very closely in its leading provisions the school law of Georgia; and both these distinguished gentlemen afterward, in public addresses delivered in my State,[1] declared the Georgia system to be the very best, with one or two exceptions, in the United States."

[1] This was spoken before the Florida Chautauqua.

CHAPTER IV.

THE UNIVERSITY OF GEORGIA.[1]

EARLY PLANS AND LEGISLATION.

This first of the institutions of higher education established within the limits of the State of Georgia, an institution which has nearly com-

[1] A History of Georgia, from its First Discovery by Europeans to the Adoption of the Present Constitution in MDCCXCVIII, by Rev. William Bacon Stevens, M. D., D. D. 2 vols. Philadelphia, 1859. Vol. II, pp. 344, 353–5, 360–4.

George R. Gilmer's Georgians. New York: D. Appleton & Co., 1855. Pp. 239, 240.

Lippincott's Cabinet Histories: Georgia. Philadelphia, 1854. Pp. 94, 273–4.

Digest of all the Laws and Resolutions now in Force in the State of Georgia on the Subject of Public Education and Free Schools, by John A. Cuthbert. Milledgeville, 1832. Pp. 179–80.

D. W. Lewis's Report on Public Education. Milledgeville, Ga., 1860. Pp. 42, 113–14, 119, 124–5.

The Commonwealth of Georgia. The Country; the People; the Productions. By J. T. Henderson. Atlanta, Ga., 1885. Pp. 263–8.

Donation of Fifty Thousand Dollars by Gov. Joseph E. Brown to the State University, the Correspondence on the Subject, and Action of the Board of Trustees Accepting the Donation. Atlanta, Ga., 1883. Pp. 35.

Evans's History of Georgia. Macon, 1884. Pp. 124–5.

Address delivered before the Alumni Society of the University of Georgia at the Annual Commencement July 14, 1885, by Charles Z. McCord. Pp. 27.

Centennial Catalogue of the Trustees, Officers, and "Alumni of the University of Georgia from 1785 to 1885." Athens, Ga., 1885. Pp. 85.

Code of Georgia, 1882. Pp. 253–6.

Chancellor Mell's letters on the State University in September, 1887.

Address delivered February 3, 1875, before the General Assembly of the State of Georgia, on the Condition, Interests, and Wants of the University of Georgia, by Henry H. Tucker, Chancellor of the University. Atlanta, Ga., 1875. Pp. 37.

White's Statistics of Georgia. Savannah, 1849. Pp. 69, 72–6.

T. P. Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Pp. 182–5.

Chancellor's Report to the Governor, 1873. Savannah, 1874. Pp. 11.

A Gazetteer of the State of Georgia, etc., by Adiel Sherwood. 3d ed. Washington City, 1837. Pp. 115–22.

Stephenson's Geology, etc., of Georgia. Atlanta, Ga., 1871. Pp. 167–9.

Georgia, etc., by J. T. Derry. Philadelphia, 1878. Page 106.

Kiddle and Schem's Cyclopædia of Education, etc. New York and London, 1877. Page 349.

A Code of Laws for the Government of Franklin College, University of Georgia:

UNIVERSITY OF GEORGIA.

pleted the one hundred and third year of its chartered existence and the eighty-seventh year of its active operations, properly introduces the subject of higher education. The earliest date associated with it is 1784. On February 25th of that year the Legislature of Georgia passed an act laying out what were then called the counties of Franklin and Washington,[1] a territory which now embraces more than a dozen counties as at present constituted. The eleventh section of that act conveyed forty thousand acres of those lands, then wild, to the Governor for the time being, and certain other persons named, in trust for the endowment of a college or seminary of learning, there being at that time no such institution in existence.[2] The recital that "whereas, the encouragement of religion and learning is an object of great importance to any community, and must tend to the prosperity, happiness, and advantage of the same,"[3] was accompanied with directions to the county surveyors to "lay out in each county twenty thousand acres of land of the first quality, in separate tracts of five thousand acres each." These lands were severally vested in and granted to the Governor, and John Houstoun, James Habersham, William Few, Joseph Clay, Abraham

made, enacted, and ordained by the Senatus Academicus, at their session in Milledgeville, in November, 1834. Athens, Ga., 1835. Pp. 43.

Catalogue of the Officers and Students of Franklin College, University of Georgia. 1842. Athens, April, 1842. Pp. 12.

Catalogus Curatorum, et eorum qui Munera et Officia gesserunt, quique aliquo Gradu exornati fuerunt in Collegio Frankliniensi, Athenis, in Republica Georgiæ. Athenis: MDCCCLVIII. Pp. 31.

A Gazetteer of the State of Georgia, by Adiel Sherwood. 2d ed. Philadelphia, 1829. Pp. 54–67, containing a full account of the history of Franklin College prior to that time, and constituting one of our principal sources up to that period.

Present Organization and Proposed Plan of Expansion of the University of Georgia. Athens, 1872. Pp. 16.

A Plea for the Unification of the University of Georgia and the Denominational Colleges, etc., by Rev. J. O. A. Clark, D.D. Macon, Ga., 1874. Pp. 42.

White's Historical Collections of Georgia. New York, 1854. Pp. 223–4, 394–5, 397–8.

Statements and Discussions Elicited by Attacks and Criticisms on the University of Georgia, by Chancellor Mell. Athens, Ga., 1887. Pp. 21.

[1] See an act for laying out two or more counties to the westward, and pointing out the mode of granting the same. (Watkins's Digest, pp. 290–5.)

[2] When, on July 8, 1783, the Legislature of Georgia assembled at Augusta, the Governor, Hon. Lyman Hall, in his message on that occasion, said:

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

This idea or suggestion of granting land to endow "such valuable institutions" is interesting, not only for the reason that it was the foundation stone in the history of the University of Georgia, but also because it is the earliest recorded opinion on the subject of education in Georgia after the close of the Revolutionary War.

[3] Section XII of act.

Baldwin, William Houstoun, and Nathan Brownson, who were appointed the trustees of the institution to be erected.

In the passage of this act, Abraham Baldwin, a graduate of Yale, and one of the best scholars of his time, was chiefly instrumental. Though he had recently come to Georgia, Mr. Baldwin's popularity was already so great as to secure for him a seat in the General Assembly. During the session he originated the plan of the University of Georgia, and obtained from the Legislature the grant of land, as above stated, for its endowment.

BILL FOR THE ESTABLISHMENT OF THE UNIVERSITY OF GEORGIA.

The Assembly, by an act passed on the 27th of January, 1785,[1] developed almost into maturity the germ of a University found in their legislation the previous year. Under this act a charter was granted to the persons above mentioned, and to certain others named in addition,[2] as trustees of an institution to be established and to be called the "University of Georgia." The bill was entitled, "An act for the more full and complete establishment of a public seat of learning in this State," and opens with a preamble which, in the language of Dr. Alonzo Church, "would do honor to any Legislature, and will stand a monument to the wisdom and patriotism of those who framed and of those who adopted it."[3] This preamble reads as follows:

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

[1] Marbury and Crawford's Digest, pp. 560–2.

[2] Viz, John Habersham, Abiel Holmes, Jenkin Davis, Hugh Lawson, William Glascock, and Benjamin Taliaferro.

[3] Address before the Georgia Historical Society, February 12, 1845. (White's Statistics of Georgia, p. 69.)

our own, and will always be the cause of so great foreign attachments, that upon principles of policy it is inadmissible.

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

The act provided that the general superintendence and regulation of the literature of this State should be confided to two bodies, one consisting of the Governor and Council, the Speaker of the House of Assembly, and the Chief Justice, termed a "Board of Visitors;" and the other, consisting, as we have seen, of thirteen persons, to be called the "Board of Trustees." These two bodies, united, were to constitute the "Senatus Academicus of the University of Georgia."[1] This "Senatus Academicus" was to "consult and advise, not only upon the affairs of the University, but also to remedy the defects and advance the interests of literature through the State in general."

The fourteenth section of this bill also declared that "all public schools instituted, or to be supported by funds or public moneys in this State, shall be considered as parts or members of the University, and shall be under the foregoing directions and regulations;" while by the ninth all the officers of the University were required to be "of the Christian religion," and to "publicly take the oath of allegiance and fidelity."

LIBERAL SPIRIT OF THE CHARTER.

That which is most striking in the charter of the University of Georgia, and which best indicates the catholic spirit in which it was conceived and drawn, is found in the eleventh section, wherein the trustees are forbidden to "exclude any person, of any religious denomination whatsoever, from free and equal liberty and advantages of education,

[1] The union and joint operation of these boards no longer exist (for abolition of the Senatus Academicus, see Act of December 14, 1859, Laws of 1859, pp. 26–7). The board of trustees, which originally consisted of thirteen members, has since been increased to thirty-six, and exercises an independent and unassisted control over the affairs and interests of the University. The Board of Visitors, as now known, is composed of five citizens annually appointed by the Governor, whose business it is "to attend the examinations at the University of Georgia, preceding the annual commencement, and to examine personally into the condition and management of the institution;" they receiving as a compensation for their services (which must not exceed ten days) four dollars a day, estimating from the date of leaving home. (Act of October 13, 1887, Laws of 1887, p. 67.)

Five new members have been added to this board through the establishment of the Georgia School of Technology at Atlanta, the commissioners appointed for the erection, equipment, and organization of that institution being regarded as *ex-officio* trustees of the University.

or from any of the liberties, privileges, and immunities of the University in his education, on account of his or their speculative sentiments in religion, or being of a different religious profession." Truly has it been said of this institution: "It was the creation of no one man or set of men; it was the gift of no political party; it was the offspring of no religious or denominational sect; it drew its life and being from the State by whom it was created. It was of the people, by the people, and for the people."[1]

After the act of 1785, under which the University of Georgia received its charter and its trustees were appointed, nothing more was done in its behalf for many years. Until the Constitution of 1798 ordained that the next Legislature should take effectual measures for the University, it had no funds or donations except the forty thousand acres of wild land at first appropriated. These lands lay on the north-western frontier, and were open to the danger of Indian hostilities.[2] This circumstance, in connection with the fact of their exceeding cheapness,[3] and the difficulty of securing purchasers, rendered them almost entirely unproductive of income. The lands, therefore, of the University could not be made available for any valuable purpose, and the trustees were unable to give vitality to the institution. By the treaty of Beaufort,[4] April 28, 1787, about five thousand acres of the land granted to the University had been ceded to South Carolina, which reduced the amount to thirty-five thousand acres; and even this amount was further curtailed by the fact that some of the University lands overlapped lands previously granted to other parties.[5]

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[1] See McCord's Speech, pp. 5–6.

[2] "The country was perfectly wild," writes Chancellor Tucker, "and mostly uninhabited, except by Indians. Even in those portions of the State which were most thickly settled, and had been longest inhabited by white people, so savage was the condition that it was found necessary to provide, by the act of March 3, 1784, 'that a guard, consisting of an officer and from six to twelve horsemen, be furnished to the commanding officer of each county; that is to say, the guard of Chatham County, to escort the President and Council to the lower line of Effingham County; that the guard of Effingham County be ready there to escort them to the lower line of Burke County; and that the guard of Burke County be ready there to escort them to the lower line of Richmond County; and that the guard of Richmond County be ready there, to escort them to Augusta.'" (Tucker's Address on the Condition, Interests, and Wants of the University of Georgia, pp. 13–14.)

[3] "Probably the whole forty thousand acres could not have been sold for one thousand dollars. * * * As an evidence of the low value set on these lands, it is worthy of notice, that the State offered to give five hundred acres of it to any man, and any kind of man, who would set up a saw mill on any portion of it—he to take his choice; and on the same conditions, two thousand acres to any one who would set up a forge." (Watkins, 205.) "To each head of a family who would settle on it, the State offered to give two hundred acres, with fifty acres additional for every member of his family, whether old or young, white or black." (*Ibid.*, 234, 309, etc.) "If the sale of the forty thousand acres had been forced, it may well be doubted whether it would have brought three cents an acre." (Tucker's Address, pp. 13–15.)

[4] Watkins's Digest, p. 752; and Marbury and Crawford, pp. 337, 662.

[5] Tucker's Address, p. 16.

FIRST MEETING OF THE ACADEMIC SENATE.

The first meeting of the Senatus Academicus of the State, of which any record remains, was held at Louisville, in Jefferson County, in November, 1799. The original intention[1] of the Legislature seems to have been to cause buildings for the University to be erected in that town, but the donation of Governor John Milledge[2] changed the plan. In 1801 he gave to the trustees, for the benefit of the University, about six hundred and thirty acres of land, on a part of which the University buildings are situated, and the rest of which is now occupied by the city of Athens.

Soon afterward the institution went into operation. We have the following account of this event from the pen of Governor Wilson Lumpkin:[3]

"In 1801," he says, in a letter dated November 1, 1855, "the trustees determined to put a college into operation. By the patriotic donation of Governor Milledge, they had plenty of ground and a most eligible site to build upon; but they had no houses or money in hand to build them,[4] or even funds to pay a president of a college an adequate salary, or aid him by a faculty of any sort.

JOSIAH MEIGS THE FIRST PRESIDENT OF FRANKLIN COLLEGE.

"Yet that most excellent man, with all his attainments, Josiah Meigs,[5] LL. D., was induced to accept the presidency, of what has been called Franklin College ever since the year 1801, with a limited and precarious salary, and if I am to rely upon record, without the aid of a professor or even a tutor,[6] and he continued in that office until 1811, his first classes reciting under the shades of a large oak, for the want of a better

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[1] See Watkins's Digest, p. 320, Act of January 26, 1786. The expediency of establishing the University at Greensborough was also at one time considered, the Legislature having, by an act for laying out Greene County within the limits of Franklin County, and including a portion of the University land, approved February 3, 1786 (Watkins, pp. 322-3), authorized the trustees to lay out that town, sell the lots, and apply the proceeds to the benefit of the University. This project, however, did not meet with general favor. Efforts were also made to locate the institution in Hancock, Columbia, and Wilkes Counties.

[2] It is due to the memory of Mr. Milledge to say that he was one of the first with whom the idea of establishing our State University originated. He cordially united with the most eminent men in Georgia to carry out that important measure.

[3] Lewis's Report, pp. 124-5.

[4] When Franklin College was opened, we are told (Evans's History of Georgia, p. 124) that no suitable building had as yet been erected; and there were but two houses in Athens at that time. According to Chancellor Tucker's account, the only college edifice was a frame building of only one room. (Tucker's Address, p. 23.)

[5] He was a professor of natural philosophy and astronomy in Yale College, and was elected by the "Senatus Academicus" in 1800, at a salary of fifteen hundred dollars. (Stevens's History of Georgia, Vol. II, p. 362.)

[6] The truth was that he had the assistance of one professor for the first five years of his service, and of one tutor during the last five years. (Lewis's Report, p. 125.)

shelter. Yet in the ten years of Mr. Meigs's presidency, upward of fifty students were graduated and received their regular degree of A. B."

The first commencement of Franklin College was held in May, 1804, the exercises being conducted under an arbor formed of branches of trees, upon the campus. "Here, in this rustic chapel, surrounded by the primeval forest, and amidst a gathering of a few friends of the institution, and a still larger number of persons assembled to witness the novel scene, Col. Gibson Clark, the Hon. Augustin S. Clayton, General Jephtha V. Harris, Col. William H. Jackson, Prof. James Jackson, Thomas Irwin, Jared Irwin, Robert Rutherford, Williams Rutherford, and William Williamson graduated with the honors of the institution."[1]

Upon the close of President Meigs's term of service the exercises of the college were, through lack of funds, suspended for a year. In 1812 the Rev. John Brown, D. D., was called to the vacant chair, where he remained until 1816, when he resigned. During his administration upward of twenty students received diplomas.[2] There were no classes in 1813, in consequence of the war with Great Britain.

At first the college had looked for its partial support to the rent accruing from the lands given by the State. In that early day English ideas were largely prevalent, and it was thought that a long rent-roll was the best of all endowments. Experience soon proved that in this new country the renting of lands was not profitable. Some of the lands were accordingly sold,[3] and the college was sustained from the proceeds of such sales. It was soon discovered, however, that this plan was unwise, and afterward the lands were all sold, payment being made in the notes of the purchasers, bearing interest and secured by mortgage.[4] By the act of December 16, 1815, the State authorized the Governor to advance to the trustees any amount of money not exceeding two-thirds of the sum called for by these notes,[5] and to receive the notes in lieu of the same. One hundred thousand dollars was the sum agreed upon,

[1] Stevens's History of Georgia, Vol. II, p. 364.

[2] Lewis's Report, p 125.

[3] "None of the lands were sold until 1803, and then only a small portion, and at a low price." (White's Statistics of Georgia, p. 73.)

[4] Section III of the act of December 16, 1815 (Prince's Digest, pp. 870–1), declares that "if the said trustees should dispose of the lands aforesaid upon a credit, the bonds given by the purchasers for the same shall be secured by good personal security, together with a mortgage upon the land so purchased; and the said bonds and mortgages, when collected, shall be applied by the said trustees to the subscription for stock in any banks now in this State, in case further subscriptions should be by them opened, or any bank which may hereafter be established by the State or the United States."

[5] Under the provisions of this act the University lands were sold, and, as nearly as has been ascertained, the aggregate amount of the sales was about one hundred and fifty thousand dollars, one hundred thousand of which, under the direction of the Legislature, were converted into bank stock, and the balance, it is supposed, was applied to the purpose of reimbursing the State for advances made to the University from time to time. (Lewis's Report, p. 119.)

but as the money was not paid, this amount was regarded as a debt due to the University by the State, and it was agreed that interest should be paid upon the same at the rate of eight per cent. per annum. In compliance with this arrangement, the sum of eight thousand dollars has been regularly and annually paid by the State to the University to the present day. The act establishing this permanent University fund was not passed until December 21, 1821.[1] "Finally," says Governor Lumpkin, in a letter dated November, 1855,[2] "what has been called the permanent endowment of the University was made by the act of the Legislature of 1821, by which the State took into its own keeping the one hundred thousand dollars of bank stock owned by the University, and secured to the University the payment of eight per cent. per annum on one hundred thousand dollars; since which date the limited financial condition of the institution has been free from any serious embarrassment."

Dr. John Brown was succeeded in the presidency of the college by Robert Finley, D. D., of Baskingridge, N. J., whose term was brief. It was terminated by his death in 1817. Then ensued an interregnum, occasioned chiefly through the inability of the Board of Trustees to organize the faculty in a satisfactory manner. This lasted until 1819, when the Rev. Dr. Moses Waddell was elected president. Franklin College was then in a very unfortunate plight. "When he took charge of it," writes Governor Gilmer,[3] "there were neither funds, professors, nor students." Doctor Waddell was an admirable disciplinarian and organizer.[4] Under his management the institution was established upon a firmer and better basis than at any former time. The attendance of students increased, and the Board secured the services of a respectable number of professors and enlarged the library[5] and apparatus.[6] His term expired in 1829, when the Rev. Alonzo Church, D. D., of Brattleborough, Vt., was called to the chair. The latter had for some years been filling the professorship of mathematics and astronomy in the institution.

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[1] Prince's Digest, pp. 873–4. The act was entitled "An Act to provide for the permanent endowment of the University, and to appropriate moneys for the erection of a new collegiate edifice at Athens."

[2] Lewis's Report, p. 119; see also pp. 113–4 of the report.

[3] "Georgians," p. 239.

[4] Doctor Waddell had taught a large academy in Abbeville (S. C.) with remarkable success, for a number of years. Under his tuition some of the most distinguished men in Georgia and South Carolina received, in whole or in part, their education. From long and successful experience he had acquired a reputation for the government and instruction of youths which amply qualified him to give character and reputation to the college, as subsequent events abundantly proved. (Georgia Gazetteer, 1837, p. 119. See also Ramsay's History of South Carolina, Vol. II, pp. 369–71.)

[5] This was originally due to an act approved November 23, 1806 (Clayton's Digest, p. 308), by which the trustees had been allowed to establish a lottery for the purpose of raising three thousand dollars to purchase a library for the use of the University.

[6] White's Statistics of Georgia, p. 73.

In 1830 one of the main college buildings,[1] including the library and a portion of the apparatus, was destroyed by fire; and to replace the loss thus incurred, and also to aid in the current expenses, an appropriation of six thousand dollars was made by the Legislature,[2] which was annually continued from 1830 until 1841. While this fund has been regarded by some in the light of a donation from the State, it would appear to have been really nothing more than an acknowledgment by the State of a long outstanding debt. For, when the thirty-five thousand acres of land were sold and brought one hundred and fifty thousand dollars or more, only one hundred thousand dollars, as has been seen, were invested in bank stock for the benefit of the University, leaving about seventy-five thousand dollars, beside the five thousand acres lost under the treaty of Beaufort, unaccounted for, in the hands of the State. This liability was met by an annual appropriation of the interest thereon, which was estimated at six thousand dollars.

ASSISTANCE TO THE UNIVERSITY BY THE STATE.

The first money advanced by the State to the University consisted of five thousand dollars, paid in 1802.[3] Another loan of ten thousand dollars was made in 1816,[4] and still another of the same amount in 1830. The last-mentioned sum was to be employed in repairing the damage inflicted by fire in buildings and equipment. In the same year, it will be remembered, the six thousand dollar appropriation began, which was in part devoted to the same object.

From 1841, when this appropriation was discontinued, until 1875, a period of thirty-four years, nothing whatever appears to have been contributed to the University by the State. In February of the latter year an act was passed[5] giving five thousand dollars a year for three years to the "Georgia State College of Agriculture and the Mechanic Arts," which was a branch of the University, the origin and history of which will be shortly considered. On the 29th of September, 1881,[6] the Legislature appropriated two thousand dollars per year for four years, to make tuition free; and on September 27, 1884,[7] an appropriation of two thousand five hundred dollars was made to repair certain buildings[8] on the college campus.

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[1] Three had been erected—Old College about 1801, Philosophical Hall about 1817, and the Demosthenian Hall in 1824.

[2] See act of December 21, 1830. (Cuthbert's Digest, pp. 185–7.)

[3] Act of November 27, 1802. (Clayton's Digest, p. 79.)

[4] Act of December 18, 1816. (Prince's Digest, pp. 871–2.)

[5] Session Laws of 1875, p. 11.

[6] Session Laws of 1881, p. 16. In the same year ten thousand dollars were appropriated by the Legislature to rebuild North Georgia College.

[7] Session Laws of 1884, p. 15.

[8] Among these was the chapel (built about 1832), which has, with the assistance of this fund, been entirely remodelled in its interior arrangements, and is now a very respectable audience hall.

The most recent State donation to the University was that which was effected during the last session of the General Assembly, in October, 1887.[1] By four separate enactments of the same date, five thousand dollars were given to the University to repair its buildings; five thousand, for a similar purpose, to the branch college at Dahlonega; and thirty-five hundred dollars each to the branch colleges established at Thomasville and Milledgeville. These sums, inclusive of the amount realized from the sale of the forty thousand acres of land, conveyed by the act of February 25, 1784, made available by the State by the advance of sixty-six and two-thirds cents on the dollar, and forming the endowment fund of the University from which the eight thousand dollar annuity is drawn, constitute all the pecuniary assistance which the State has, in one way or another, given to what Chancellor Tucker terms "the child and property of Georgia."

New College was built about 1831. Like Old College, it is used as a dormitory for the accommodation of students. In the following year the Ivy Building and the chapel were erected; and from 1834 dates the construction of the Phi Kappa Hall. This belongs to the Phi Kappa Literary Society, which was founded in 1820, Washington's birthday being the anniversary of its establishment.[2] The other literary society of the University, the Demosthenian, was founded as early as the year 1802,[3] and is therefore almost coeval with the opening of Franklin College. Its annual meetings are held on February 19th of each year. Both of these societies are in active and successful operation, and have always been regarded as important factors in the college training. Each has a library of about three thousand volumes.

PRIVATE BENEFACTIONS.

In 1854 Dr. William Terrell, of Hancock County, bequeathed twenty thousand dollars to the University, which it still retains. With this fund, says Governor Herschel V. Johnson in his message of 1855,[4] an agricultural chair was established, the interest of this gift being applied to the support of its professor. This was the second benefaction which the institution received from private sources, the first having been Governor Milledge's land gift in 1801. The bequest of Governor George R. Gilmer should be next mentioned. By it he donated fifteen thousand dollars to the trustees for the purpose of improving the "school-masters of Georgia." In 1873 the city of Athens gave the sum of twenty-five thousand dollars for the erection of what is known

[1] Acts of 1887, pp. 10–13.

[2] Georgia Gazetteer, 1837, p. 121.

[3] *Ibid.*, 1829, p. 64. We are told that it "had at that time for its accommodation a handsome brick building, with a beautiful hall and other apartments, and was in a flourishing condition."

[4] Lewis's Report, p. 94.

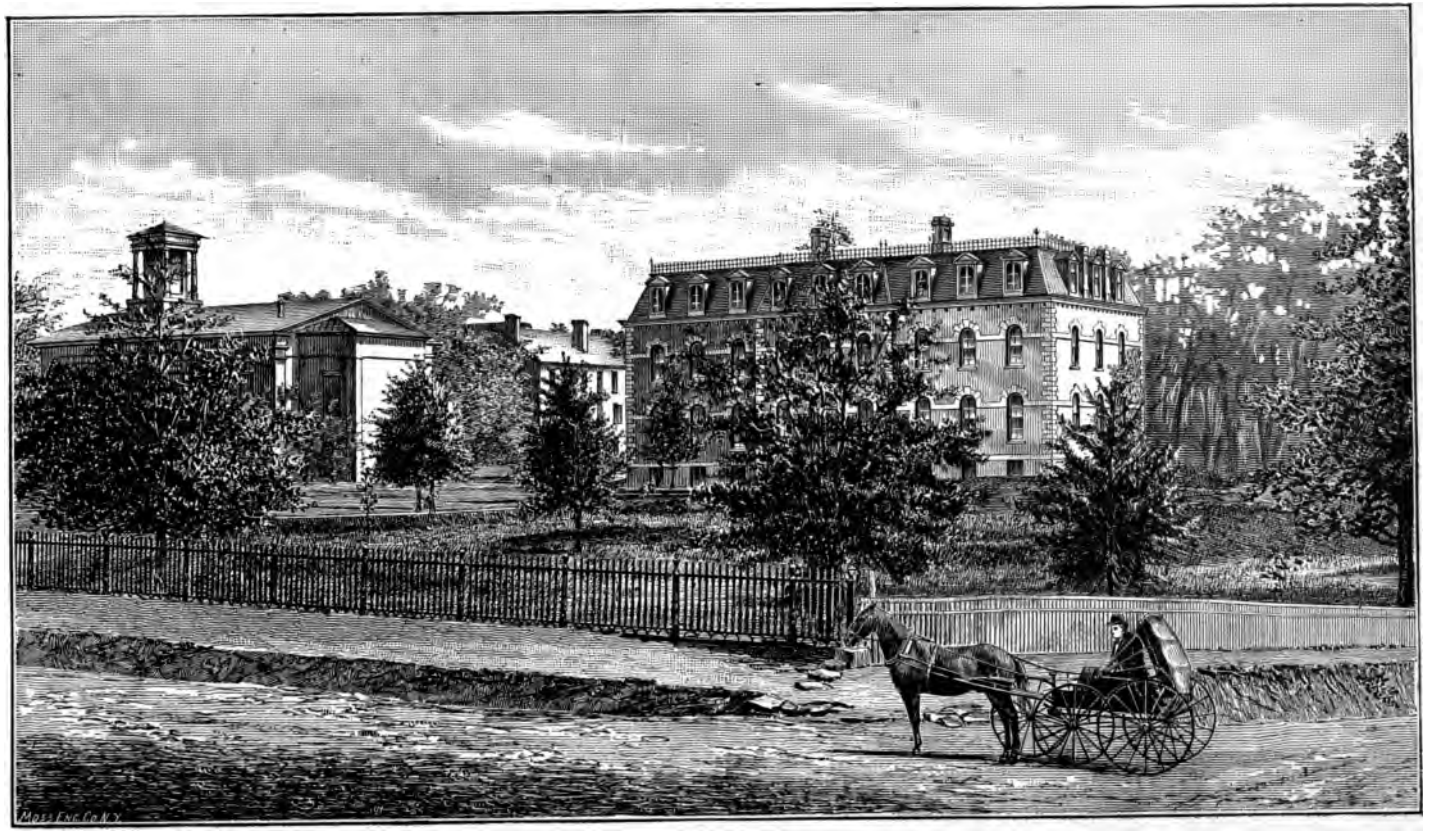
as the "Moore College." This structure was completed in the following year, and is by far the handsomest building on the campus. It is three stories high, exclusive of the mansard roof. The entire first floor and basement are appropriated to the use of the chemical department, and contain, among other things, analytical laboratories, an assay-room, a room for microscopic and spectroscopic work, and an industrial museum. The second floor is devoted to the department of natural philosophy, and the third to that of engineering. Moore College is the seat of the "Georgia State College of Agriculture and the Mechanic Arts."

THE CHARLES MCDONALD BROWN SCHOLARSHIP FUND.

The most recent and noteworthy donation to the University was made by Senator Joseph E. Brown, ex-Governor of Georgia, in 1881, and is known as the Charles McDonald Brown Scholarship Fund. This fund, consisting of fifty thousand dollars, bears the name of one of Senator Brown's sons, who died while prosecuting his studies at the University, and by whom, had he lived, this sum might have been possessed. The income arising from this fund is intended to "aid worthy young men of the State in their efforts to get an education," and four students are, each year, enabled to avail themselves of the assistance thus afforded. An applicant for benefits under this fund must be "eighteen years old, of good moral character, apt to learn, of reasonable health and proper ambition," and "he must be prepared at least for the Freshman class." Money is loaned out only to those who, unaided, would not be able to acquire a university education, on the condition that they refund the money thus loaned, as soon as they can make it, after providing for their livelihood in an economical manner; and the amount which is repaid by each student, with interest at four per cent., in return for the money he has received, is added annually to the principal of the endowment. Young men pursuing their studies for the purpose of preparing themselves for the ministry, or who, after completing their studies, may devote themselves to the work of the ministry, are required to return with interest only one-half the amount loaned to them. The colleges participating in the benefits of this fund are those at Athens and Dahlonega, and the Medical School at Augusta.

Doctor Church's administration closed in 1859. He had served the University in the capacity of president for thirty years. About the same time the Senatus Academicus of the State of Georgia was abolished, and all its rights, powers, duties, and privileges were given to the Board of Trustees of the University of Georgia, in whom was vested the sole government of that institution, subject to the direction of the General Assembly of the State.[1] In 1860 the title of president was changed to that of chancellor, Rev. Andrew A. Lipscomb, D. D.,

[1] See Act of December 14, 1859. (Laws of 1859, pp. 26-7.)



MOORE COLLEGE.

LL. D., being the first incumbent.[1] He remained at the head of the University until 1874,[2] when he was succeeded by the Rev. H. H. Tucker, D. D., LL. D.

By an act of the Congress of the United States, approved July 2, 1862, there was given to each of the States, for educational purposes, an amount of land equal in quantity to thirty thousand acres for each Senator and Representative to which the State was entitled under the apportionment of 1860. The State of Georgia, by the act of March 10, 1866, accepted this grant of land on the conditions specified in the grant, and by the act of December 12, 1866, the Governor was empowered to receive and sell the scrip representing the said land, and to invest the proceeds for the purposes mentioned in the grant. The amount realized from the sale of this scrip was $242,202.[3] On the 30th of March, 1872, His Excellency James M. Smith, Governor of Georgia, transferred the fund thus obtained to the trustees of the University of Georgia, and on the 1st day of May, 1872, the trustees opened and established the "Georgia State College of Agriculture and the Mechanic Arts." This institution was a distinct organization, complete in all its parts, but still constituting an integral school of the University of Georgia, controlled by the trustees of the latter, and presided over by the chancellor *ex officio*. There are thus two colleges in one. The students of both are taught by the professors of each, in the same lecture and recitation rooms, largely from the same text-books, and frequently in the same classes. The combination has proved harmonious and advantageous.

THE ELECTIVE SYSTEM ESTABLISHED.

In 1869 what is known as the "Old College curriculum" was for the most part displaced by giving the students, on certain conditions, an elective course of study, and by establishing various other degrees in addition to those formerly conferred. "Retaining the undergraduate course and adding to the old-time A. B. curriculum other curricula, so as to give undergraduates the option of modern languages and of a

[1] In a report of the trustees of the University of Georgia to the Governor (Joseph E. Brown), dated October 2, 1860, appears the following: "At the meeting of the Board of Trustees of the University of Georgia, which lasted from July 27 to August 3, 1860, inclusive, the offices of chancellor and vice-chancellor were created, Rev. Andrew A. Lipscomb, D. D., being called to fill the first place, and Rev. P. H. Mell, D. D., professor of moral and mental philosophy, being elected to the second. The Faculty, as at that time organized, consisted, in addition to the above-named officers, of William S. Rutherford, Jr., A. M., professor of mathematics and astronomy; William H. Waddell, A. M., professor of ancient languages; Richard M. Johnston, A. M., professor of oratory and belles-lettres; James Woodrow, Ph. D., professor of natural philosophy, chemistry, and natural sciences; William D. Wash, A. M., adjunct professor of mathematics and natural philosophy; and Dr. Daniel Lee Terrell, professor of agriculture." (Quoted in Lewis's Report on Public Education, p. 42.)

[2] There was a suspension of college exercises from September 1, 1863, to January 1, 1866.

[3] Pamphlet Laws of 1872; McCord's Address, 1885, p. 15.

greater degree of philosophy and science than was admissible in the chiefly disciplinary A. B. course," writes the late Chancellor Mell,[1] "it [the University] added schools in which young men might prepare themselves as civil and mining engineers, as chemists, as physicists, and as scientific farmers." Since about 1870 the new system of instruction, which is termed the University system, has been in force; and there are now, besides the A. B. course, bachelor of philosophy, of science, of chemical science, of agriculture, and of engineering, and master of arts courses, all of which end in degrees.

The year 1873 is remembered as that in which the University entered into arrangements with the Medical College at Augusta, in pursuance of which the latter became one of its departments. With this event we have no present concern, as the Medical College will be considered at length elsewhere.

NORTH GEORGIA AGRICULTURAL COLLEGE AT DAHLONEGA.

We therefore turn our attention to the North Georgia Agricultural College at Dahlonega (Lumpkin County), which was opened in January, 1873. The school owed its origin to the act of Congress of July 2, 1862, entitled "An Act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts." The act contemplated the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes."

By an act of March 10, 1866, as has been observed, the General Assembly of Georgia accepted the donation "upon the terms and conditions prescribed" in the act of Congress; and, upon the receipt of the fund, the interest of it, amounting to about seventeen thousand dollars, was placed under the control of the trustees of the University, to carry into effect the objects of the act. The North Georgia Agricultural College, having been incorporated in 1871, received from the United States Government, in pursuance of an act of Congress in that year, a donation of the building at Dahlonega previously known as the United States Branch Mint, with ten acres of land connected therewith. A contract was then made with the trustees of the University, by which the North Georgia Agricultural College became a branch and part of the University, the title to the above-mentioned property being conveyed to the trustees of that institution, on the conditions specified in the donation; they appointing the president of the college, making a certain allowance for its support, and exercising over it a general

[1] Statements and Discussions, etc., by Chancellor Mell, p. 16.

supervision. The charter of the college authorizes it to confer degrees, viz, the A. B. and B. S. degrees. The degree usually conferred, however, is that of A. B.; the design being to make the curriculum as nearly as possible the same as that prescribed in the bachelor of arts course at Athens.

The privileges of this school are enjoyed by both sexes. It is a common thing for the A. B. degree to be conferred upon females at Dahlonega.

Military tactics form an important feature in the college course. The instruction in this department is both theoretical and practical—the former, by a study of the tactics prescribed in the United States Army; the latter, through actual drills in artillery and infantry tactics, and in other military exercises.

This college is a participant in the benefits of the Charles McDonald Brown Scholarship Fund, from which it receives one thousand dollars annually.[1]

Hon. David W. Lewis was the first president of Dahlonega, and the students in attendance during its first session numbered one hundred and seventy-seven.

BRANCH COLLEGES AT THOMASVILLE, CUTHBERT, AND MILLEDGEVILLE.

In addition to the college at Dahlonega, three other "Branch Colleges" of the University have been established, viz: the South Georgia College of Agriculture and Mechanic Arts, which was opened at Thomasville, Thomas County, in September, 1879; the South-West Georgia Agricultural College, located at Cuthbert, Randolph County, and opened during the same month;[2] and the Middle Georgia Military and Agricultural College, at Milledgeville, Baldwin County, which commenced operations in January, 1880.[3] In reference to the school at Cuthbert, it is proper to state that it is no longer a branch of the University. It ceased to be regarded as such in 1885, when its directors failed to comply with their contract with the trustees.[4] Prior to this event about seven thousand dollars of the interest of the land scrip fund had been annually distributed among the branch colleges.[5]

[1] See "Donation of Fifty Thousand Dollars by Governor Jos. E. Brown to the State University, the Correspondence on the Subject, and Action of the Board of Trustees accepting the Donation," p. 9.

[2] See act authorizing the establishment of branches of the State University at Cuthbert and Thomasville, approved December 16, 1878. (Laws of 1878–79, pp. 97–98.)

[3] See act of incorporation, approved October 14, 1879. (*Ibid.*, pp. 91,92.)

[4] Since writing the above, another (1888–89) session of the Legislature has convened, one of the first acts of which was the reception of Cuthbert back into the University system. An appropriation has likewise been made of three thousand dollars to Dahlonega, and two thousand dollars each to the other three branch colleges.

[5] Two thousand dollars had gone to the school at Dahlonega, fifteen hundred to the one at Milledgeville, and about twelve hundred dollars to the schools at Thomasville and Cuthbert, respectively.

Like the North Georgia Agricultural College, the schools at Thomasville and Milledgeville are mixed schools, and in them members of both sexes are taught. In them, too, military exercises form a part of the instruction. But, unlike Dahlonega, they are considered as merely preparatory schools for the University, their collegiate capacity being limited to the Freshman and Sophomore years, after which students are expected to repair to the parent and central institution, and there complete their course. The old State Capitol buildings, which were granted to the trustees of the University of Georgia for the purpose of establishing a branch college at Milledgeville, are at present occupied by the college, and are said to furnish ample accommodations for the students.

Doctor Lipscomb's term of office expiring in 1874, Rev. Henry H. Tucker, D. D., LL. D., who had previously[1] been the president of Mercer University, succeeded to the chancellorship of the University. He occupied this position till 1878, when the late lamented Rev. P. H. Mell, D. D., LL. D., was elected. For almost a decade did this worthy chancellor preside over the affairs of the University. Only a few months[2] ago was he called away from a life of energetic usefulness and unswerving devotion to the charges committed to his keeping.

Under the University system there are, in addition to the three branch colleges and the Medical Department at Augusta, already alluded to, the Franklin and State Colleges and a Law Department at Athens.

FRANKLIN COLLEGE.

In Franklin College four courses of study are open to the student: the classical or bachelor of arts course; the literary or bachelor of philosophy course, which differs from the A. B. course in so far as it allows the substitution of French and German for the Latin and Greek of the latter course; the scientific course; and the master of arts or highest and most comprehensive course in the University. There are ten Academic Schools in Franklin College: School of the Latin Language and Literature; the Greek Language and Literature; the Modern Languages; Belles-Lettres, including rhetoric, criticism, and æsthetics; Metaphysics and Ethics; Mathematics; Physics and Astronomy; Chemistry; History and Political Science; and Biology and Geology. All of these schools enter into the composition of a master of arts degree, and consequently the receipt of an A. M. diploma implies that the student has satisfactorily availed himself of all the privileges of the college. While the amount of work imposed by this course is, perhaps, greater than that experienced in the other courses of the University, the duration of it is less, the master of arts course only extending through the Junior and Senior years.

[1] From 1866 to 1871. [2] His death occurred January 26, 1888.

THE STATE COLLEGE.

The State College embraces schools of Agriculture, Engineering, and Applied Chemistry. That of Agriculture is designed principally for the sons of farmers, or other young men who purpose making farming their leading occupation, and is a strictly professional school. There are four classes in this school, during the first two of which English, arithmetic, trigonometry, mensuration and surveying, and book-keeping are studied. Students of the Junior year pursue the studies of general chemistry, physics, natural history, embracing botany and zoölogy, experimental field-work at the farm,[1] and practical work in the chemical and biological laboratories; and those of the Senior class studies in industrial and agricultural chemistry, agriculture, theoretical and practical, and geology and mineralogy. Bachelor of agriculture is the degree conferred in this school. The courses in engineering and applied chemistry occupy likewise four years. The diplomas awarded in these departments are bachelor of engineering and bachelor of chemical science.

In referring to the work accomplished by the State College, the late Chancellor Mell, in a letter to Martin V. Calvin, Esq. (of Augusta), dated September 19, 1887, says: "In the State College of Agriculture here has been given the most thorough instruction in those departments of science that have most intimate relation with scientific agriculture. Scattered all over Georgia are accomplished physicists and chemists, who are competent to give scientific instruction and practical aid in such scientific analyses as farmers need, who obtained their culture in the halls of the Agricultural College here. Through the agency of this institution then, there have been given to the State not a small number of men who are thoroughly versed in all those sciences that make the important factors in scientific agriculture. Ninety-four (94) accomplished young men have graduated from the Agricultural College here during the few years of its existence,[2] and fifty-one undergraduates enrolled themselves on its books as matriculates last year."

THE LAW DEPARTMENT.

The Law Department of the University is the successor to the Lumpkin Law School, which was established in 1859.[3] Of this the professors were Joseph H. Lumpkin,[4] Thomas R. R. Cobb, and William Hope Hull. This school ended, *eo nomine*, with the death of Chief-Justice Lumpkin, when the present Law Department was inaugurated. Since it was or-

[1] This farm, located at what is known as "Rock College" (built in 1861), in the suburbs of Athens, consists of some sixty-five acres, fifty of which are under cultivation.

[2] It was established in 1872.

[3] See act of December 19, 1859. (Laws of 1859, p. 84.)

[4] It was Chief Justice Lumpkin who organized the Phi Kappa Society. (White's **Historical *Collections* of Georgia**, p. 395.)

ganized the professors of law have been William L. Mitchell, Benjamin H. Hill, William M. Browne, Pope Barrow, George Dudley Thomas, and Andrew J. Cobb. The last two are now in office, and are assisted by Samuel C. Benedict as lecturer on medical jurisprudence.

The course of instruction in the Law Department is completed in one year, consisting of two terms, the first being devoted to the study of Blackstone's Commentaries, Broom's Commentaries on the Common Law, and the Constitutions of the United States and of the State of Georgia; and the second term to the study of the principles of pleading, evidence, equity, commercial law, and the Code of Georgia. During this second term frequent moot courts are held, in which one of the professors presides, and the students are taught the actual practice of their profession. A study of medical jurisprudence is embraced in the course; and, until his death, it was the custom of Chancellor Mell to deliver lectures to the students on parliamentary law.[1] At the end of the course students receive their diplomas, by virtue of which they are admitted without examination to practise in the superior courts of the State of Georgia, and in all other courts of the State except the Supreme Court. To this latter court the diploma admits when the good moral character[2] of the applicant is properly vouched for.

SCHOLARSHIPS.

The first free scholarship established at the University of Georgia appears to have been founded upon a donation of the late Robert Taylor, Esq., of the city of Athens, who bequeathed a certain amount to support a young man at college. This failed because of the fact that it was based upon property owned at the time of his death, which became valueless in consequence of the emancipation of slaves.

When the State College of Agriculture was organized, a free scholarship was awarded, for appointment, to each member of the Legislature, and a certain number were given to the city of Athens, which had donated twenty-five thousand dollars for the construction of a building.[3] Writing of these scholarships in 1875, Chancellor Tucker says:[4] "The University offers tuition free to three hundred and fifteen students. About one hundred of these free scholarships are occupied, and we now offer two hundred and fifteen more to the people of Georgia. It is but

[1] Chancellor Mell wrote in 1876 A Manual of Parliamentary Practice, which is the text-book used in the University. This work is held in high repute throughout the Southern States. The Chancellor was a fine presiding officer, and in that capacity performed long and valuable services.

[2] See Catalogue, 1886–87. The Code of Georgia, 1882, p. 255, provides that "any law student having a diploma of graduation, signed by the proper authority of the University, is entitled to plead and practise law in all the courts of law and equity of this State on the same terms of the graduates of the Lumpkin Law School."

[3] Viz, Moore College.

[4] See Doctor Tucker's Address in 1875, pp. 31–2.

fair, however, to say that two hundred and fifty free scholarships are on the bounty of the land scrip fund, which was a gift from the Congress of the United States, and only sixty-five are on the bounty of what is called Franklin College. But as matters now stand, both the Agricultural College and Franklin College are constituent parts of the University of Georgia; the students of both occupy the same buildings, are taught by the same instructors, and enjoy the same privileges." In 1877 we are told that "fifty meritorious young men of limited means," residents of Georgia, were admitted to the academic department (Franklin College) free of tuition, in return for which they were expected to teach in the State for a term of years equal to the time they had enjoyed the advantages of the University; and that needy students intending to enter the ministry also received tuition free.[1]

Upon the introduction of free tuition for all departments of the University, except the Law and Medical Departments, in 1881, free scholarships of course ceased to exist. The Charles McDonald Brown Scholarship Fund, established about the same time, constitutes the only student help now afforded at the University.

THE LIBRARIES OF THE UNIVERSITY.

There are four libraries in the University: the college library, containing some thirteen thousand volumes; the Gilmer library, which is a collection of about one thousand volumes of select literature, bequeathed to the University by His Excellency the late ex-Governor George R. Gilmer;[2] and the Demosthenian and Phi Kappa libraries, consisting each of some three thousand volumes. In addition to the general library of the University, the Law Department has a special library containing many of the standard law books. It may not be inappropriate to mention in this connection that the branch college at Milledgeville has recently come into possession of a library of about three thousand volumes. There are also several thousand books in the library of the Medical Department at Augusta.

It is claimed that the University of Georgia has the finest physical and chemical apparatus in the South, the physical being valued at ten thousand dollars. It possesses also a large collection of mineralogical and geological specimens, and is well supplied with engineering models and machines for testing the strength of materials.

THE PROPERTY OF THE UNIVERSITY.

The property of the University, including its ten main college buildings, which cost in the aggregate one hundred and forty thousand dollars, and the apparatus, which is worth fifty thousand more, has an

[1] Kiddle and Schem's Cyclopædia of Education, p. 349.

[2] These two libraries occupy the entire second floor of what is known as the Library Building (erected in 1862).

estimated value of $663,000.[1] Beside the campus, which consists of thirty-seven acres of land and is a part of the original gift of Governor Milledge, there is an experimental farm of sixty acres at Rock College, in the suburbs of Athens, belonging to the University.

Large numbers have graduated from the University of Georgia, and many of its alumni have been prominent, both in the State and the Federal Government.[2] The various chairs have been occupied by seventy-seven professors,[3] and there have been forty-two tutors. The college has graduated seventy-nine classes. According to Chancellor Tucker's estimate, made in 1875,[4] the University has given to the State one hundred ministers, twenty-six Congressmen, nine supreme court justices, fifty superior court judges, thirty presidents or professors of colleges, about two hundred legislators, four governors, and two bishops. Inclusive of its undergraduates, it has been instrumental in the education of fully six thousand persons in Georgia. During the session of 1887–88 there were in attendance upon all the departments of the University 1,177 students.

The University of Georgia is now under the efficient and energetic management of the Rev. Dr. William E. Boggs, of Memphis, Tenn. He was elected to the position of chancellor, as successor to the late Doctor Mell, in October, 1888.

GEORGIA SCHOOL OF TECHNOLOGY.

On October 13, 1885, an act[5] to establish a technological school as a branch of the State University, to appropriate money for the same, and for other purposes, was passed by the General Assembly of Georgia. In it provision was made for the appointment of five "fit and discreet

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[1] See Centennial Catalogue, etc. (published 1885).

[2] Among them may be mentioned Alexander H. Stephens, Howell Cobb, Benjamin H. Hill, and Herschel V. Johnson. It may also be interesting to know that Dr. Crawford W. Long, the discoverer of anæsthesia, was a graduate of this institution.

[3] The faculty of instruction at Athens, including the professors of law and the lecturer on medical jurisprudence, at present consists of eleven professors.

Among the professors at different times connected with the University may be mentioned the Rev. Patrick H. Mell, D. D., LL. D., James P. Waddell, William H. Waddell, and William G. Woodfin, in the department of ancient languages; C. P. Wilcox, A. M., in that of modern languages; Charles F. McCay, A. M., LL. D., John LeConte, M. D., William L. Jones, M. D., Charles S. Venable, LL. D., L. H. Charbonnier, A. M., and Montgomery Cumming, A. M., in natural philosophy; Alonzo Church, A. M., William LeRoy Broun, A. M., LL. D., and Williams Rutherford, A. M., in mathematics; Joseph LeConte, M. D., Joseph Jones, M. D., Harry Hammond, M. D., and H. C. White, C. and M. E., in chemistry and geology; D. C. Barrow, Jr., in engineering; Joseph H. Lumpkin, LL. D., William L. Mitchell, A. M., Pope Barrow, and A. J. Cobb, in law; William M. Browne, A. M., in history and political science; and William B. Stevens, D. D., William T. Brantly, D. D., R. M. Johnston, A. M., and Charles Morris, A. M., in belles-lettres and rhetoric.

[4] See Doctor Tucker's Address, p. 24.

[5] Laws of 1884–85, pp. 69–72.

persons," citizens of the State, to be known as the Commission on the School of Technology, whose business it should be to procure the grounds and buildings necessary for the establishment of the institution. That school was to be located within or near the corporate limits of that city or town in the State which should offer the best inducements for such location in the opinion of the Commission. Preference was to be given to such place as should be easy of access to all the people of the State, due regard being had to the appropriateness, eligibility, and healthfulness of the surroundings. The selection, once made, was to be final. It was further enacted that when so established the school should be a part of the University of Georgia, and come under the control and management of its Board of Trustees, and the general supervision of its chancellor; that its officers should be a president, a superintendent of the manual department, a secretary and treasurer of the faculty, and such other professors, teachers, and instructors as should be necessary, in the opinion of the Board of Trustees, to carry on the school in accordance with the intention of the act; that a course of practical training in the use and manufacture of tools and machines for wood and iron working should be provided for all the students of the school; and that the curriculum should include, as near as practicable, consistent with the appropriation,[1] the branches now taught and followed in the Free Institute of Industrial Science at Worcester, Mass.[2]

Atlanta has been chosen as the seat of the School of Technology. It was selected both with reference to its central situation and on account of the liberal inducements offered, the city giving fifty thousand dollars in cash, and fifty thousand dollars in the shape of a twenty-five hundred dollar annuity for twenty years, while the citizens contributed twenty thousand dollars in cash, and the land for the site, which is valued at ten thousand dollars. No members of the faculty, except the president, Dr. Isaac S. Hopkins, who at present occupies a like position in Emory College, and two of the professors have been elected. There are two college buildings, which, it is hoped, will be ready for occupation by August 1st of the current year (1888).[3]

[1] Sixty-five thousand dollars.

[2] This institution "was founded by John Boynton in 1865, through a conviction that it is possible advantageously to unite in a course of training thorough mental discipline and a knowledge of the application of science to some of the practical arts. It offers a good education, based on the mathematics, living languages, physical sciences, and drawing; and gives sufficient practical instruction in some branch of applied science to secure to its graduates a livelihood. It is specially designed for those who wish to become mechanics, civil engineers, chemists, or designers. Special prominence is given to the element of practice, which is required in every department. The training of students preparing for mechanical engineers occupies three and a half years; that of all others three years of forty-two weeks each." (Report of the Commissioner of Education, 1884-85, p. 135.)

[3] Since writing the above, a prospectus of the Georgia School of Technology has been issued, a faculty of instruction secured, and the institution regularly opened to students. The school is now (1889) in successful operation.

CHAPTER V.

DENOMINATIONAL SCHOOLS.

BAPTIST INSTITUTIONS.

MERCER UNIVERSITY.[1]

If to the University of Georgia must be accorded the first place among the schools for the higher education of the youth of Georgia, the second most certainly belongs to Mercer University at Macon.

GEORGIA BAPTIST CONVENTION.

This institution is the property of the Baptists, and owed its origin to the Georgia Baptist Convention, under whose auspices it was founded. At the annual session of that body at Buckhead Church, Burke County, in the spring of 1831, the Rev. Adiel Sherwood offered a resolution, which was adopted, to establish in some central part of the State, as soon as the funds should justify it, a classical and theological school,

[1] Georgia Gazetteer, by Adiel Sherwood. 3d ed. Washington City, 1837. Pp. 324-5.
Memoirs of Elder Jesse Mercer, by C. D. Mallary. New York, 1844. Pp. 160-78.
Georgia Baptists—Historical and Biographical, by Jesse H. Campbell. Richmond, 1847. Pp. 195, 201-11.
White's Statistics of Georgia. Savannah, 1849. Pp. 76-7.
Thomas P. Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Pp. 186-7.
History of the Baptist Denomination in Georgia, etc. (Compiled for the Christian Index.) Atlanta, Ga., 1881. Pp. 143-57, 199-201, 215-17, 247-55.
The Baptist Encyclopædia, etc., by William Cathcart, D. D. Philadelphia, 1883. Pp. 782-4.
President Battle's Sketch of Mercer University (prepared for Picturesque America in 1885).
The Commonwealth of Georgia, etc., by J. T. Henderson. Atlanta, Ga., 1885. Pp. 269-70.
Catalogue and Triennial Register of Mercer University, Macon, Ga., 1885-86.
Annual Catalogues for 1886-87 and 1887-88.
Historical Record of Macon and Central Georgia, etc., by John C. Butler. Macon, Ga., 1879. Pp. 299-302.
American Baptist Register for 1852. Philadelphia, 1853. Pp. 426-8. Mercer University, by Rev. B. M. Sanders.
Catalogues for 1856-57, 1858-59, 1874-75, 1879-80.

which would "unite agricultural labor with study, and be opened for those only preparing for the ministry."[1] The idea of founding a manual labor school, where theory and practice should be taught,—a scheme much in favor with Georgia Baptists,—seems to have originated with Doctor Sherwood,[2] who was the first to demonstrate its feasibility in the academy established by him near Eatonton, in Putnam County, early in 1832.[3] His plan, as then presented, contemplated an institution exclusively for the benefit and training of young ministers. At the next meeting of the convention, however, which was held at Powellton in 1832, the resolution was modified so as to admit "others besides students of divinity."

Lands and money having been subscribed, a site was chosen for the proposed school, seven miles north of Greensborough, in Greene County, identical with the location of the present village of Penfield, in Oglethorpe County.

REV. JESSE MERCER.

The school, called Mercer Institute, was so named in honor of the Rev. Jesse Mercer, a Baptist divine and philanthropist, well known throughout Georgia for his zeal, liberality, and piety. He was one of the earliest advocates of a thorough educational system, and of him it has been said that "he was the most influential minister of his day, and perhaps the most distinguished minister of the denomination ever reared up in the State."[4] Deeply did Mr. Mercer appreciate the compliment thus paid him, and of this his subsequent acts gave proof. "As it was determined by his brethren that the seminary should bear his honored name, from its first establishment it engaged his unremitting solicitude. * * * Indeed the part which he took in the nurture and endowment of this institution[5] may be considered the most important and prominent of the many and useful benevolent services of his whole life."[6]

One of the objects of the Georgia Baptist Convention,[7] as set forth in its constitution, was "to afford an opportunity to those, who may conscientiously think it their duty, to form a fund for the education of pious young men who may be called by the spirit and their churches to the Christian ministry." From 1826 to 1832 several beneficiaries were adopted by the Convention, and no less than eight received aid from the Convention in the last-named year. In 1828, Josiah Penfield, a de-

[1] History of the Baptist Denomination, etc., p. 144.

[2] Mallary's Life of Mercer, p. 165.

[3] Georgia Gazetteer, 1837, p. 324.

[4] Campbell's Georgia Baptists, p. 182.

[5] He was by far the largest contributor, as he gave during his life and by will about forty thousand dollars. (Baptist Encyclopædia, etc., p. 782.)

[6] Mallary's Life of Mercer, p. 165.

[7] *The Convention was incorporated* under the act of December 22, 1830.

vout deacon of the Savannah Baptist Church, offered to give twenty-five hundred dollars toward a fund for the education of young ministers, provided the Convention would contribute an equal amount. More than twenty-five hundred dollars were subscribed by the delegates at the Convention in Milledgeville in March, 1829. From this Penfield legacy, and from annual additions, grew the permanent fund for the education of young ministers, which at one time amounted to thirty-three thousand four hundred dollars.

CLASSICAL AND THEOLOGICAL SCHOOL ESTABLISHED.

Having an educational fund, the Convention, as before stated, resolved in 1831 to establish a classical and theological school to be connected with manual labor; and in the following year a subscription of fifteen hundred dollars was reported and a site was chosen. The executive committee who had charge of the matter from the first acted on the maxim "do not go in debt," and made the best arrangements which the means in hand would permit. The buildings were located in what is now the village of Penfield, and consisted of "two double cabins, with a garret to each, for dwelling, for dining, and for study, for both teachers and students."

THE FIRST PRINCIPAL, MR. SANDERS.

"With these limited accommodations," continues the Rev. B. M. Sanders, the first and only principal of Mercer Institute, "I opened the institution in January, 1833, with thirty-nine students, having thirty-six of them to board in my own family. Among those were seven young men preparing for the ministry.

"I shall ever remember with lively emotions of pleasure[1] the patience and cheerfulness with which the students of this year sustained the privations and trials to which they were subjected by their cramped circumstances. They may be truly said to have borne hardness like good soldiers. While living as in a camp in their midst, and burdened with the charge and responsibility of the literary, theological, laboring, and boarding departments, I found no little support in all my cares and labors from witnessing that, while they lived upon the cheapest fare, had no place for study but the common school-room, no place to retire to for rest but a garret without fire in the coldest weather, and labored diligently three hours every day, no complaint was heard, but that the most entire cheerfulness ran through all their words and actions.

"In a word, those favorable indications of the success of the enterprise soon began to inspire its friends with confidence, and to animate

[1] See Mr. Sanders's Valedictory Address delivered before the Trustees, Faculty, Students, and Friends of Mercer University, December 12, 1839 (given in part in Mallary's Life of Mercer, pp. 166–75).

their efforts for the extension of its advantages. An amount was soon raised to erect another large wooden building, with eight comfortable rooms for dormitories, and a brick basement for chapel and school-rooms.

"The second year's operations were commenced with increased accommodations, with an additional teacher and eighty students, seventy of whom boarded in commons. During the second and third years, the building of a larger and more comfortable dwelling, a commodious dining-room, and two society halls, abundantly increased both the comforts and conveniences of the institution."

The growth of Mercer Institute was gradual until 1837, when a new departure was made, the result of which was its elevation to the character and dignity of a college. Inspired by the example of the Presbyterians, who were contemplating the erection of a college at Midway,[1] near Milledgeville, in Baldwin County, the Baptists determined to build one at Washington (Wilkes County). Into this movement Mr. Mercer had gone with all earnestness, contrary to his usual principle of not dividing resources. A hundred thousand dollars had been subscribed for the school at Washington,[2] when it was decided to give up the attempt, since it was feared that the denomination could not support both institutions. The great financial panic which overwhelmed the country in 1837, and delayed the operations of some of the most solid institutions for several years, was the chief motive for this determination. The establishment of the Southern Baptist College[3] at Washington was, therefore, abandoned by its projectors, at a meeting of the Board in Athens in 1837, in consequence of the embarrassments of the times, the inadequacy of the means in hand, etc. It was then determined to connect a collegiate department with the Mercer Institute, continuing at the same time its academic system. Mr. Mercer was sorely disappointed at this,[4] but magnanimously accepted the decision. "I cannot work alone," was his emphatic declaration; "I must go with my brethren;" and before the close of the year he subscribed five thousand dollars for the endowment of the Collegiate Department at Penfield. Application was made to the Legislature, and a charter was granted by that body in December, 1837,[5] with the usual privileges to colleges.

[1] Viz, Oglethorpe University (incorporated by act of December 21, 1835; see Prince's Digest, pp. 877–8).

[2] According to Mr. Butler (History of Macon, p. 299), fifty thousand dollars were subscribed to this object in 1836, which amount was increased to one hundred thousand dollars during the following year.

[3] Such was the name of the proposed institution, the act incorporating it having been passed December 29, 1836. (Prince's Digest, p. 879.)

[4] It seems that, in addition to liberal contributions to the enterprise, he had likewise tendered a beautiful situation in the suburbs of the town or Washington, as a home for the purposed institution.

[5] See Act to amend an Act, entitled an Act to incorporate the Baptist Convention of the State of Georgia, approved December 22, 1837. (Laws of 1836–37, pp. 152–3.)

OFFICIAL BEGINNING OF MERCER UNIVERSITY.

Under this charter the Baptist Convention of the State of Georgia at its session in May, 1838, elected the first Board of Trustees of Mercer University.[1] The first meeting of this Board was held at Penfield, in July of the same year, when they assumed the management of the institution; and this date may be regarded as the official beginning of Mercer University, though the college classes were not organized until January, 1839. Intermediately an agent had succeeded in securing the transfer of sixty thousand dollars of the subscriptions which had been made to the college at Washington to the University, and in 1838 the institute assumed the title of Mercer University, in honor of its great promoter, the Rev. Jesse Mercer. About the same time a town was laid out around the institution and named after Josiah Penfield, the founder of the school, who was also the donor of one of the first contributions to "aid in the education of poor young men preparing for the ministry." Many lots were at once sold, and the proceeds were appropriated to build a female academy. A condition was attached to all the sales of lots prohibiting the keeping thereon of gambling-houses or tippling shops, on pain of forfeiture of title.

In consideration of the wholesome influence which Mr. Sanders's administration had exerted in the institute, and for the reason that, during the six years of its existence, students had been attracted to it from all parts of the State, twenty young men having been sent out to preach the Gospel, religious revivals among the students having been frequent, and "nearly one hundred of them," to use Mr. Sanders's own words, "having been hopefully transferred from the kingdom of darkness to that of light," it was thought that no better man than Mr. Sanders could be selected as president of Mercer University. He was accordingly chosen, and he entered upon his duties early in January, 1839. His retirement from the presidential chair of the college in December of the same year occasioned a temporary suspension of its exercises. He had then held the position for almost eleven months, and under his able direction the infant University, like its parent, the institute, had enjoyed a fair measure of prosperity, ninety-five students having been in attendance during this first year of its scholastic work.

In February of the following year Mercer University was reopened with one hundred and thirty-two students in the collegiate and academic

[1] The late Thomas Stocks, so long a prominent member in the Georgia Senate and House of Representatives, was the first president of this Board, continuing in that office about twenty-five years. Among the other members of the Board, twenty-seven in all, may be mentioned C. D. Mallary, V. R. Thornton, J. H. Campbell, Jesse Mercer, B. M. Sanders, Mark A. Cooper, Adiel Sherwood, and J. E. Dawson. The members of this Board were fair representatives of the Baptist denomination in Georgia in piety, wealth, intelligence, and in social and political influence. They gave the University its shape and character, and to their wise counsel, in its formative period, is due much of its past success.

departments. The faculty, as then constituted, embraced the Revs. Otis Smith, president and professor of mathematics; Adiel Sherwood, professor of sacred literature and moral philosophy; Robert Tolifree, professor of chemistry and natural philosophy; Albert Williams, professor of ancient languages; and S. P. Sanford and J. W. Attaway, assistant professors. The Convention at this time supported five beneficiaries at the institution.[1]

On the 6th of September, 1841, the Rev. Jesse Mercer, who had for half a century occupied a high and influential position among the Baptists of Georgia, and than whom few, if any, in the denomination could be remembered as exhibiting more wisdom in counsel, more profundity in the knowledge of divine things, more assiduity in pious labors, and greater liberality in his contributions to the cause of benevolence, terminated his useful and honored days. Of the influence which he exerted, Mr. Mallary truly and eloquently said: "It was as salutary as it was extensive, and as pure as it was powerful. The gospel which he unfolded with so much skill, clearness, and heavenly unction, had exerted much of its transforming power upon his heart, and rendered him, character and life, an eminent illustration of the truth of the doctrines which he proclaimed."[2]

In December, 1844, the manual labor system, which had been on trial since the foundation of the institute in 1833, was abandoned, having proved to be inefficacious.[3] Several other attempts had been made, during the same decade, to establish manual labor schools in different places, which, with one exception,[4] had likewise failed. The country was not yet ready for the introduction of that new feature in education.

THE UNIVERSITY CONTINUES THROUGHOUT THE CIVIL WAR.

Mercer University continued to advance in prosperity until the commencement of the War. The Senior class of 1861, which consisted of thirty-one members, was the largest ever graduated from that institution. When the trustees met at Atlanta it was resolved by them not to suspend the University, but to continue its exercises for the benefit of

[1] History of the Baptist Denomination, etc., p. 200.

[2] See the Report adopted upon the death of Jesse Mercer, which was written by the Rev. C. D. Mallary, and presented before the Convention of 1842. (*Ibid.*, p. 201.)

[3] "Not only unprofitable, but positively injurious," thought Mr. Campbell. (*Ibid.*, p. 155.) The Board of Trustees reported December 18, 1844, that "*whereas* the manual labor department of Mercer University has been sustained at a heavy expense—an expense which the present state of our funds will not justify, and has, in our judgment, materially retarded the growth of our institution * * * *resolved*, that this department be and is hereby indefinitely suspended." (*Ibid.*, p. 250.)

[4] Hearn Manual Labor School, located at Cave Spring (Floyd County), and founded in 1839.

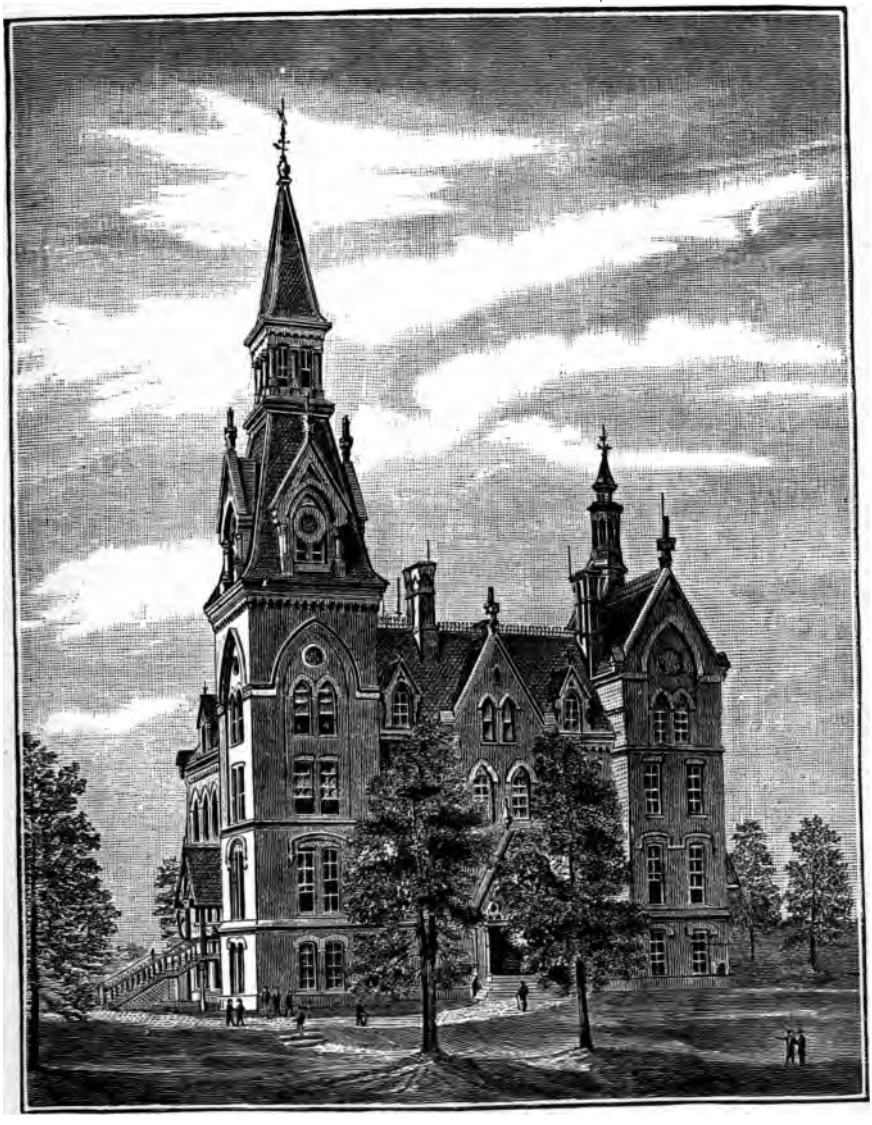
all those who might be able to prosecute their studies. At a later period of the War, a resolution was adopted tendering tuition without charge to disabled Confederate soldiers, many of whom gratefully availed themselves of the kind and patriotic offer.[1]

The trustees succeeded in holding a meeting in December of 1865, and began the rehabilitation of the University and the reorganization of its faculty. Three officers were appointed, who conducted the school until July, 1866, when two more were elected, one of whom entered on his duties immediately, and the other early in 1867. One of the effects of the War upon Mercer University was to change its location. In 1850, at a meeting of the Convention at Marietta, a feeble effort was made to move the college to Griffin. In 1857 a more determined effort at removal was made in the Convention in session at Augusta, which, however, experienced a most decided repulse. But the War, and especially the redundant currency it set afloat, made men and communities more adventurous and speculative, and under this influence the project of moving the University assumed a new phase. Consequently, when the City Council of Macon offered one hundred and twenty-five thousand dollars and nine acres of choice lots in a most desirable locality of the town, to the University, if it would remove to that place, its directors did not hesitate in accepting the proposition. The faculty temporarily opened the institution in Macon, on their own responsibility, in 1870, and in 1871, the new charter having been perfected, the trustees resolved to locate the University permanently in that city, and to sustain a high school, under their care, at Penfield, utilizing for that purpose the campus and such of the buildings as might be necessary. Mercer University was, accordingly, formally transferred to Macon in October, 1871. The trustees at once proceeded to the erection of a large and handsome four-story brick building, containing over thirty rooms, which were to be devoted to the library and apparatus, and used for the purposes of recitation. They also erected a brick building as a dormitory and dining-hall for students. A chapel and a building to contain the museum and to furnish lecture-rooms were in contemplation, but the financial panic of 1873 caused a suspension of further proceedings. In his description of the institution, six years later, Mr. Butler[2] speaks of two buildings of handsome architectural style which were still to be erected, from which it would appear that the design of the trustees, as entertained in 1873, had not then been perfected.

COURSES OF STUDY.

The leading idea in the establishment of Mercer University, as it had been in the case of the institute, was to afford the advantages of a Christian education to the sons of Georgia, and to furnish an intellect-

[1] Butler's History of Macon, p. 300. [2] *Ibid.*, p. 301.



MERCER UNIVERSITY.

ual and theological equipment to young men contemplating the gospel ministry. Throughout its entire career it has kept this purpose steadily in view. The University embraces three departments: 1st, the College of Liberal Arts; 2d, the Department of Theology; 3d, the Law School.

In the College of Liberal Arts, the scheme of instruction includes two courses of study,—the Classical (of four years) and the Scientific (of three years). Each of these has a carefully arranged curriculum, and between them applicants have an election. Graduates in the former school receive the degree of bachelor of arts; in the latter, bachelor of science. It is to be observed that *courses*, and not *individual studies*, are elective.

DEPARTMENT OF THEOLOGY.

The Department of Theology, intended for the special theological instruction of candidates for the ministry, has always been regarded as an integral part of the system. In both Mercer Institute and the University a theological education was a primary thought, and was specifically provided for in donations and legacies.[1] Very appropriately, therefore, was the Rev. Adiel Sherwood, in 1840, elected the first theological professor. He was a clergyman of excellent classical and theological training. Since making Georgia his permanent home, in 1818, he had been an active minister, had organized several churches, had preached very extensively, had taught a number of young ministers at his own house, and had been foremost in all measures for the progress of the Baptist denomination in the State. The actual originator of the Convention and of Mercer Institute, it was desired that he should develop the Theological Department of the University, which had grown, in a great measure, from his earnest advocacy of liberal education. But he remained a professor three years only, accepting a call to the presidency of Shurtleff College, in Illinois, in 1843. In 1845 the Theological Department of Mercer University was more fully organized, and was continued until 1862. During that time seven classes, numbering twelve members, graduated with the degree of B. D. The course was quite extensive and thorough, embracing Greek, Hebrew, systematic and practical theology, ecclesiastical history, and Biblical literature. Two professors usually gave most of their time to the instruction in this department, and the course of study extended through three years.[2]

For some time after the establishment of the Southern Baptist Theological Seminary, this department lapsed into a state of suspended ani-

[1] From the American Baptist Register for 1852, p. 427, we learn that in 1851 there were in Mercer University a Central Association Theological Professorship Fund of $18,400; a Mercer Theological Fund of $21,500; and a new Theological Fund of $450.

[2] History of the Baptist Denomination, etc., p. 250.

mation.[1] But of late years a renewed demand has arisen for instruction nearer home,[2] and this school of divinity is now showing signs of vigorous life. The graduates in this department receive the degree of bachelor of divinity.

THE LAW SCHOOL.

The Law School was organized in 1873, with three professorships, viz, international and constitutional law, common and statute law, and equity jurisprudence, pleading, and practice. By an act of the General Assembly of Georgia, "Any person having from the proper authorities of Mercer University in this State a diploma of graduation in the Law School of said University, shall be authorized to plead and practise in all the courts in this State, without further examination."[3] The degree conferred is that of bachelor of law.

The property of Mercer University is estimated at three hundred thousand dollars.[4] Its productive funds amount to about half that sum.[5] It has excellent buildings, a library of about nine thousand volumes, a very fair equipment of physical and chemical apparatus, and a good cabinet of minerals and fossils. The central edifice is a handsome structure. It has eight commodious recitation and lecture-rooms, with a private study attached to each; three library, two apparatus, and two cabinet rooms; two society halls,[6] with library; and a suite of apartments for the president.

INFLUENCE OF MERCER UNIVERSITY.

Mercer University has contributed to the pulpit, the bench, the halls of Congress, the gubernatorial office of Georgia, and to the various

[1] This institution, established and opened in 1859, was first located at Greenville, S. C. A concentration of money and patronage on that enterprise, in order to build up a first-class theological seminary at the South, was deemed advisable by the Southern Baptists generally, in consequence of which the Theological Department at Mercer University remained for many years inoperative. Indeed, one of the theological professors of Mercer, Dr. William Williams, left in 1859 to join the faculty at Greenville, being elected to that position. (History of the Baptist Denomination, etc., p. 251.)

[2] The removal of the Southern Baptist Theological Seminary to Louisville, Ky., in 1877, further precipitated the necessity of reopening the Mercer Theological Department.

[3] Act of February 24, 1875 (Laws of 1875, p. 38). See also p. 100 of Georgia Code of 1882.

[4] See American Baptist Year-Book for 1888, p. 211.

[5] The endowment of Mercer University, writes Doctor Battle, its able president, though not probably the largest, ranks among the largest of the endowments of Southern denominational institutions. Even in the inception of its career the institution possessed what was considered a liberal endowment for the times, between one hundred and fifty thousand and two hundred thousand dollars having been given for the establishment and endowment of Mercer University and its Theological Seminary. (See Doctor Church's speech. White's Statistics of Georgia, p. 72.)

[6] These are the property of the Phi Delta and Ciceronian Debating Clubs.

professions and occupations of life a number of the most distinguished, cultivated, and successful men of the day.[1] It has been an efficient agent in elevating and strengthening the denomination under whose auspices it was established; while it has borne an honorable part in developing an intelligent citizenship in the State.

In its history it has had six presidents. The first who filled this office was the Rev. B. M. Sanders, a man of superior sagacity and of great force of character, who had successfully conducted Mercer Institute during the greater part of its career. He served the University during the year 1839. He was succeeded by the Rev. Otis Smith, a well-known educator of that day, who, after two years of service, retired at the close of 1842. The third president was the Rev. John L. Dagg, D. D., a man of large intellect and ample acquirement, and an author of standard ethical and theological works. Doctor Dagg served ten years (1844–54). Rev. N. M. Crawford, D. D., a son of Hon. William H. Crawford, of national fame, was the fourth occupant of the presidential chair. His term of office was from 1854 to 1864. He was distinguished for an extensive and accurate scholarship, and left a deep impress upon the minds of the young men under his charge. The successor of Doctor Crawford was the Rev. Henry H. Tucker, D. D., LL. D., a gentleman possessing a peculiarly original genius and uncommon energy of character, and the author of several works, religious and theological. He administered the affairs of the University from 1866 to 1871. The present able incumbent, Dr. Archibald J. Battle, D. D., LL. D., succeeded to the presidency in 1872, soon after the removal of the University to its present seat, at Macon. He is now completing the sixteenth year of his administration.

The present staff of professors includes educators of culture and experience. It is a noteworthy fact that one of them, Shelton P. Sanford, LL. D., professor of pure mathematics, has occupied his chair from the organization of the University, a period of forty-nine years. He is the author of a popular series of arithmetics and of an elementary algebra. These text-books are used in almost every southern State, and in some of the northern States. Prof. Joseph E. Willet, LL. D., has served the institution for forty-one years in his present capacity as professor of physical science. Among others may be mentioned the Rev. Dr. John J. Brantly, in the department of English, and Dr. J. G. Ryals, in that of theology—scholars worthy to be classed with the best educators of the country.[2] Altogether there are ten instructors at Mer-

[1] Among other names it is interesting to note that of Richard Macolm Johnston, the popular humorist, who was one of the first three students to receive a diploma from this institution (class of 1841).

[2] The names of Rev. Patrick H. Mell, D. D., LL. D., in ancient, William G. Woodfin, A. M., in ancient and modern languages, Rev. Epenetus A. Steed, A. M., in connection with the Latin language, and Rev. Shaler G. Hillyer, D. D., in connection with the department of belles-lettres, are inseparably linked with the educational history of Mercer University.

cer University, including Edgar T. Whatley, A. B., principal of its adjunct, Hearn Institute.[1]

HEARN INSTITUTE.

This school is located at Cave Spring (sixteen miles from Rome), and its functions are to prepare students for the University classes. It is almost as old as the University, having been founded by the Baptists of North Georgia in 1839.[2] It was transferred to the State Convention in 1844, and a board of trustees was appointed to take charge of it. The school was in a highly prosperous condition in 1848, with sixty students in attendance. Fifty-four hundred dollars, a part of the Hearn legacy[3] of twelve thousand five hundred dollars, had been realized. The year following, the flourishing condition continued, about seven thousand dollars, besides its landed interests, etc., being in the hands of the institution. In 1850 Mr. J. S. Ingraham was secured as principal, and the school prospered. For a series of years the institution continued to thrive under him, the attendance generally varying from fifty to sixty pupils. In 1855 the school was doing well in all respects. Sixty-six pupils had been received during the year, among whom were two young preachers, beneficiaries of the Convention. Mr. Ingraham continued at the head of the Hearn Manual Labor School, as it was then called, until the close of 1857.

In 1863 the Hearn School and the female school at Cave Spring were united temporarily under the Rev. S. G. Hillyer, D. D. There were thirty-five students in the male department. That fall, however, it became necessary to suspend the exercises in consequence of the proximity of the contending armies. This suspension is supposed to have lasted until the end of the War. The buildings were much injured, and the library and apparatus were destroyed by the enemy. The funds of the school, in the hands of the trustees, were invested in Confederate securities and became of no value. The amount thus lost was about four thousand dollars. The school, however, still has twelve thousand dollars of the Hearn legacy in the care of the Georgia Baptist Convention, and its landed estate consisting of some forty or fifty acres.

In addition to the male school at Hearn Institute, a female department, separate from that school, was established, and was for four years under the successful management of Mrs. Undine B. Lane, principal. It was discontinued in 1887.

The number of students in attendance at the institute during the scholastic year of 1887–88 was forty, which, together with the one hundred and forty-seven registered at Mercer University for the same

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[1] History of the Baptist Denomination, pp. 215–17.
Catalogue of Mercer University for 1887–88.
American Baptist Register for 1852, p. 458.

[2] See An act to incorporate the Manual Labor School at Cave Spring, Vann's Valley, Floyd County, Ga., approved December 21, 1839. (Acts of 1839, pp. 130–2.)

[3] Mr. Lott Hearn, after whom the school was named, died in 1846.

time, makes a total return from all departments of one hundred and eighty-seven students.

SOUTHERN FEMALE COLLEGE.[1]

Beside Mercer University at Macon, there are four institutions of higher education in Georgia which at present enjoy the support and patronage of the Baptist denomination.[2] They are the Southern Female College, at La Grange; Monroe Female College, at Forsyth; Shorter College (female), at Rome; and the Georgia Seminary for Young Ladies, at Gainesville.

We will first speak of the college at La Grange. This institution is one of the oldest of its kind in the United States. It was organized in 1843, by Rev. J. E. Dawson, as a school of high order for the education of young ladies. Doctor Dawson, however, was quickly succeeded by Milton E. Bacon, A. M., whose first class of five young ladies graduated in 1845.[3] Under Mr. Bacon's administration[4] the college rapidly grew into favor, the graduating classes and the attendance on the various departments of instruction increasing from year to year. Large and beautiful buildings were erected to serve the uses of the school, and for the accommodation of boarders, who came in great numbers from Georgia and the adjoining States. President Bacon retired from office in 1855, and was succeeded in the position by John A. Foster, A. M., who remained in charge until 1857.

ADMINISTRATION OF PRESIDENT I. F. COX.

I. F. Cox, A. M., was the next incumbent. His valued services in this capacity extend over a period of thirty years; and the noble record of usefulness which they represent the future presidents of the college

[1] White's Historical Collections of Georgia. New York, 1854. Page 651.

The Baptist Encyclopædia, etc., by William Cathcart. Philadelphia, 1883. Pp. 1087–8.

The Commonwealth of Georgia, etc., by J. T. Henderson. Atlanta, Ga., 1885. Pp. 280–1.

Catalogues for 1886–87 and 1887–88.

American Baptist Register for 1852, p. 428.

[2] It should be stated that about 1854 two colleges were established by the Baptists: one, the Cherokee Baptist College, at Cassville, in Bartow County; the other, Marshall College, in the town of Griffin, Spalding County. Both of them failed to secure endowments, and soon passed away. The former existed about ten years. During the first year of its operation seventy-six students were in attendance. Its downfall was hastened by the destruction by Sherman's army in 1864 of the main college structure, with apparatus, library, and other valuable appurtenances. (History of the Baptist Denomination, pp. 217–8.)

[3] The alumnæ of the college now number somewhat over four hundred.

[4] About this time the first recorded legislative incorporation occurs. By an act of January 31, 1850 (Laws of 1849–50, pp. 111–12), it became the La Grange Collegiate Seminary for Young Ladies. This name was changed two years later to that of Southern and Western Female College (see act of January 14, 1852, Laws of 1851–52, pp. 311–12). The final alteration took place in 1854, and, by act of February 17th of that year (Laws of 1853–54, p. 131), the institution received its present name of Southern Female College.

should strive to emulate. Mr. Cox has been, in the highest and truest sense, the friend and patron of the institution. For when, in 1863, the college buildings were destroyed by fire, and this calamity, with the financial ruin then prevalent, caused serious embarrassment, with persistent, indomitable energy he kept up the organization of the college despite these seemingly insurmountable obstacles, and with the returning prosperity of the country, assisted by the liberal citizens of La Grange, purchased the present admirable site,[1] and commenced the work of rebuilding. He erected the handsome structures now used by the college, and supplied the various departments,—literary, music, and art,—with an outfit commensurate with the demands of this age of progress and intellectual activity. His unflagging efforts in behalf and for the improvement of the institution for whose weal he had pledged himself have been crowned with their merited reward, and to day La Grange stands first among many, and second to few schools for the higher education of females in the southern States.

Since her husband's death[2] Mrs. Cox has undertaken the management of the college. In association with her are her son, Prof. Charles C. Cox, A. M., principal of the literary department, and a faculty of sixteen teachers.

The course of instruction pursued at the Southern Female College consists of a primary department; a preparatory department, with first class, second class, and third class; and a collegiate department. The last gives the full four years' course. "The courses of study are adapted to the systematic training and proper exertion of the mental faculties. The aim is to blend the studies which develop and strengthen the mind with those which polish it, elevate and refine its tastes, and adorn the intellectual and moral powers with appropriate graces." With this end in view the college has been organized into the following schools: mathematics, English, Latin and Greek, modern languages, natural sciences, philosophy, elocution, music, and drawing and painting. An elective system has been introduced, by which students not desiring to take the regular course are enabled to concentrate their whole time and attention upon a few subjects.[3]

SCHOOL OF MUSIC.

Of all the schools, that of music is the most interesting and important, the most thoroughly equipped and ably taught.[4] This department of the college is famous, and is believed to be hardly equalled in the South. The teachers who have given it such a reputation still have it in charge.

[1] This was done in 1871.

[2] It occurred in June, 1887, during the commencement exercises.

[3] The diplomas given in the college are of two kinds: the full diploma, upon the completion of a course including most of the studies in the schools; and the eclectic diploma, upon finishing a school.

[4] There are six instructors in this department, whose separate assignments are violin, organ, piano (advanced pupils), piano (theory), piano, voice culture (Italian method), and guitar.

They have made a life study of the best European conservatories and most distinguished artists, and are brilliant performers on more than one instrument.

The very large number of pupils in music,[1] many of whom are excellent pianists and vocalists, attest the high appreciation of the department. At the State Fair in 1874 the premium of fifty dollars "for the best display of musical talents by any college," and the premium of twenty-five dollars "for the best performer on the piano-forte," were awarded to La Grange pupils; and at the State Fair in 1872 they gained the same prizes. In 1870 the premium "for the best performer"—twenty-five dollars—and fifteen dollars "for the best performer under twelve years of age" were also won by La Grange pupils. Five different scholars have taken premiums as the "best performers" on the piano. The college is supplied with twenty-one pianos for practice, most of them purchased recently, and a magnificent Steinway grand for concerts.

ART DEPARTMENT.

Another noteworthy feature in the Southern Female College is its drawing and painting department. This is under an artist of skill and experience, who has received thorough training in oil, water-colors, portrait and china painting, and has studied under some of the best teachers, both North and South. Two large studios are fully equipped for the study of art. All due stress is laid on the importance of pupils learning to draw. Drawing from casts and still life is thoroughly taught, preparatory to painting. The only art medal is awarded for the best drawing. The course in crayon is especially attractive. Many fine portraits show the merit of this branch of instruction. Twenty were finished in the college in 1886. Thorough training is given in cast and object drawing. The "premium for the best oil painting by a pupil of any female college," offered at the Atlanta Fair in 1871, was awarded to a pupil of this institution, as were also the premiums for the best drawing and the best painting in water-colors, at the State Fair in 1872. The college has a library of about one thousand volumes, and a museum which is perhaps the most complete in the State. The latter contains eight or nine thousand specimens representing zoölogy, botany, mineralogy, and general and applied chemistry.

The Clionian Society is the name of the young ladies' debating club. It publishes a weekly paper called the Vox Clionis, one of the best college organs in the State.

The buildings of the Southern Female College are three in number. The handsome edifice on the northern part of the lot contains an audience room for the college department, and thirteen other rooms for music, laboratory, and recitations; while that on the south side is the new chapel, a large wooden building, Gothic in style, and with a lofty

[1] Out of the one hundred and eighty-two in attendance during the session of 1887–88, one hundred and forty-four were students in music.

roof surmounted on one of its front corners by a tower. The central structure is the boarding house. This is likewise comparatively new, and is admirably furnished for the purposes for which it is intended, having forty-two rooms, with halls, piazzas, and elevator. By means of the latter an ascent is made to the tower, which rises to the height of eighty-five feet, and is used as an observatory, being supplied with a mounted four-inch telescope, clock-work, and other appointments.

La Grange, the seat of the institution under consideration, is situated in Troup County, and is an eminently healthy locality. In proof of its salubrity we have the statement that in twenty-eight years not a single death in the college occurred. We conclude with the opinion entertained by Rev. A. J. Battle, D. D., President of Mercer University, in regard to the general excellence of the school. In a letter dated June 20, 1882, he says:

"A recent visit to the Southern Female College has impressed me with the fact that it has no superior in the South. In all the departments the best talent is employed, and a world of conscientious, faithful work is done. * * * This college boasts the finest school of music in the South. The concerts and other musical displays far surpass any school exhibition I have ever witnessed. * * * Such perfection of voice culture and technical skill is worthy of professional artists. * * * The teacher of vocalization has achieved a brilliant success in the admirably trained voices and artistic vocal execution of her pupils. She is herself a rare and charming vocalist. The fine art department is ably directed. The works upon the walls of the college chapel reflect great credit upon their accomplished teacher."

MONROE FEMALE COLLEGE.

By reference to White's Historical Collections of Georgia, page 561, it will be seen that as early as 1849 the citizens of Forsyth, Monroe County, impressed with the importance of supplying better educational advantages for their daughters, "met for a consideration of the question." The result was the establishment of an institution at first known as Forsyth Female Collegiate Institute.[1] A board of trustees, seven in number (three Methodists, three Baptists, and one Presbyterian), placed Rev. William C. Wilkes in charge, and under his management the college began a career which, under different names and phases of fortune, has continued to the present time.[2]

[1] See an act to incorporate the Forsyth Female Collegiate Institute, and to appoint trustees for the same, approved December 21, 1849. (Laws of 1849, pp. 110–11.)

[2] Doctor Wilkes entered upon his duties with a determination to elevate the institution to a rank equal to that of any in the South. He well knew the difficulties to be encountered; but with prudence, energy, and a full board of efficient assistants, the college was soon placed in a position to secure confidence and command extensive patronage. The annual increase of pupils was over twenty-five per cent., and after two years the trustees became convinced that more extensive arrangements were needed to meet the requirements. (White's Historical Collections of Georgia, p. 561.)

In 1856 a change was made which affected the status of the institution. The advantages then accruing to the town from the provision respecting the higher education of the daughters of its inhabitants, induced in the latter a desire for the establishment of a school of high grade for their sons. The subject was carefully reviewed, and the best method for accomplishing their purpose was discussed. The decision eventually reached was to accept the proposition of the Baptist members of the board, who offered to furnish thirty-five hundred dollars with which to build an institute for boys, provided a division of the board of trustees and of the field of labor should be so arranged as to leave to the control and management of the Baptists the school already organized for the education of girls. The thirty-five hundred dollars were accordingly raised and paid over. Two boards of trustees were organized instead of one, and a handsome edifice, known as Hilliard Institute, was erected one mile north of the court-house.

The two institutions thus established moved on in their mission successfully until 1861. The close of the Civil War in 1865 left the South impoverished, its school buildings dilapidated, its social and political systems shattered, and the country under military rule, which gave promise of naught but oppression and ruin. To add to the gloominess of the picture, a debt hung over the Monroe Female College which the trustees were unable to cancel. To meet the emergencies of the case a combination was formed by the Rev. W. C. Wilkes, Hon. A. D. Candler, R. T. Asbury, and Capt. B. M. Turner, and an agreement was entered into whereby the debts of the institution were assumed, on condition that the management, under certain limitations and restrictions, should be placed in their hands. Changes soon followed, new combinations were formed, and other parties became stockholders for more than half the investment. In 1867 Dr. S. G. Hillyer was called to the presidency of the college, an arrangement having been made to the satisfaction of Dr. W. C. Wilkes, who until this time had presided.

For years the affairs of the institution progressed smoothly. But means were wanted to furnish appliances and to give such facilities as were needful for success. The following plan was devised, by which assistance was procured for both institutions: The town council was authorized to sell bonds and purchase a certain amount of stock in each, with certain limitations and restrictions; one of the latter, as incorporated in the bill, being that the organic status of the two schools should remain unchanged. Thus supported, the two institutions took on new life, and continued for years in prosperous operation.

In the winter of 1876 Hilliard Institute was consumed by fire, and in October, 1879, Monroe Female College shared a similar fate. But to the credit of her citizens, Forsyth to-day looks upon both edifices reconstructed, and boasts of educational advantages possessed by very few towns in the State. The college has a main building with rooms for recitation in literature, science, music, drawing, and painting. A

nucleus has been made for a library, laboratory, museum, etc. An excellent corps of teachers are at their respective posts.[1] The attendance of pupils is good,[2] and the institution is making rapid strides in regaining prestige and popularity.

The first class of Monroe Female College was graduated in 1854, and over two hundred young ladies have received diplomas since that time.[3]

SHORTER COLLEGE.[4]

This college is situated at Rome, Floyd County. In the summer of 1873 several gentlemen of that city organized a company, and bought for school purposes a piece of property known as "Shelton Hill," located in the centre of the town. Prominent in this organization was Col. Alfred Shorter, who took fifteen shares of the stock and gave the influence of his recognized business capacity to the enterprise.

In October, 1873, the "Cherokee Baptist Female College" was established. Some changes were made in the buildings already standing on the premises and intended to serve the uses of the college. The necessary school furniture and instruments were supplied, and good teachers were secured, thus enabling the institution to afford at the beginning excellent educational advantages. The Rev. L. R. Gwaltney was elected president; and was assisted by a faculty of five instructors. After holding the presidency a twelve-month, Doctor Gwaltney was succeeded in 1874 by Prof. A. B. Townes, of South Carolina. Upon the resignation of the latter in the following year, the institution was again placed under the management of Doctor Gwaltney, who remained in charge until his call in 1876 to the presidency of the Judson Institute, Marion, Ala., when Rev. R. D. Mallary, of Albany, Ga., was chosen as his successor. In 1877 the entire property was transferred to Col. Alfred Shorter,[5] whose name the college now bears. He removed every building from the hill, and erected three large and elegant structures in their stead, admirably suited for school work. The main edifice contains the Memorial Chapel and thirteen rooms for college purposes. Another building, three stories high, is arranged for the music-rooms, study-hall, and art gallery; and the boarding-house constitutes the third.

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[1] Associated with Prof. R. T. Asbury, president of the college, who fills the chair of mathematics, is a faculty of seven teachers.

[2] The 1886–87 register shows it to be one hundred and seventy-eight.

[3] The historical sketch of the college, as above given, is principally taken from its 1886–87 Catalogue, pp. 18, 19, and the Baptist Encyclopædia, p. 809.

[4] The Baptist Encyclopædia, pp. 1054–5.

Henderson's Commonwealth of Georgia, pp. 275–6.

Catalogue for 1886–87.

[5] Rightly is the institution called after him; for he was practically its founder, being foremost in the movement which produced it, spending during his life-time one hundred and thirty thousand dollars on the grounds, buildings, and appliances, and leaving by will to the college forty thousand dollars as the nucleus of an endowment.

In 1882 Colonel Shorter sent to Doctor Gwaltney, requesting him to return to Rome and resume his office as president. This the doctor consented to do, and entered upon his duties in the fall of the same year. He is[1] the present incumbent, and is assisted by an able and experienced corps of fourteen teachers. Eight supervise the literary department, four teach music, and two instruct in art.

The regular course of study comprehends five years, one each for the Freshman, Sophomore, Junior, Sub-Junior, and Senior classes. There is likewise a preparatory department. As in the Southern Female College, so in Shorter College, the various branches are arranged in schools, for the benefit of those who desire to specialize. There are ten of these: English; history; mental and moral philosophy;[2] mathematics; ancient languages; modern languages, including French, German, and Italian; natural science; music; art; and art embroidery. Of all these schools, that of music is the most largely patronized. Out of the one hundred and sixty-three students in attendance on the college during the session of 1886–87, one hundred and forty-two were pupils of music. Instruction in music, as here afforded, embraces the piano, organ, violin, guitar, and vocal culture. This and the art and natural science departments are well equipped with instruments, models, and apparatus.

THE GEORGIA SEMINARY FOR YOUNG LADIES.[3]

This institution, situated in the town of Gainesville, Hall County, arose from a desire on the part of the friends of education to establish a large female university in Georgia. The matter was broached in the Georgia Baptist Convention, and a committee of twenty was appointed to choose a location for it. In 1877, when the Convention met at Gainesville, as that town offered twenty-five thousand dollars to aid the enterprise, it was selected as the home of the institution. Work was commenced on July 4, 1878, and a charter was procured for the school, which was opened with flattering prospects on the 11th of the September following. At the time of its organization Dr. W. C. Wilkes was president of the faculty and Rev. D. E. Butler president of the board of trustees. During the first year of its existence the seminary had in attendance ninety-four pupils, and during the second year one hundred and twenty-five. There were then in service, we are told, a full corps of popular and experienced teachers, the president himself being an able educator.

Doctor Wilkes continued at the head of the school until his death, which occurred in March, 1886, when Prof. A. W. Van Hoose, the present incumbent, was elected as his successor. Professor Van Hoose assumed control of the seminary early in September of the same year.

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[1] March, 1888.

[2] Doctor Gwaltney has charge of this department.

[3] The Baptist Encyclopædia, p. 441. Catalogue for 1886–87.

The session commenced with thirty-one pupils; but before its close in June, 1887, one hundred students had been enrolled. This number has, during the past year (1887–88), been increased to one hundred and thirty-five. In view of this rapid increase in attendance, Professor Van Hoose was obliged to erect another building for the accommodation of students. This building, a handsome three-story brick structure, contains a chapel on its first floor and school-rooms on the other two floors.

The present faculty of this institution consists of nine teachers. In addition to the primary and the collegiate departments, instruction is afforded in law, hygiene, telegraphy, and book-keeping. Departments of art and music are also attached to the institution, the facilities for the study of music being very good.

GEORGIA FEMALE COLLEGE.[1]

We conclude our consideration of Baptist institutions with a notice of the Georgia Female College, which, although now discontinued, still, in view of past services rendered, is fairly entitled to honorable mention by the side of living and thriving seminaries for the advancement and development of higher female education within the borders of the Commonwealth.

The college to which we here refer was located at Madison, Morgan County, and was incorporated by an act of the Legislature of Georgia on the 17th of January, 1850.[2] At that time it was known as the "Madison Collegiate Institute," but soon afterward the board of trustees, by a legislative amendment, changed the name to that of Georgia Female College.

The school was founded under the auspices of the Baptists, and the men mainly instrumental in establishing it were residents of Madison. Rev. George Y. Browne was called to the presidency of the institution in 1850, and, entering upon his duties in the following year, ably and successfully conducted its operations for the space of a decade. In 1861 he removed to Alabama, but in 1870 returned to Madison and accepted the position which he had formerly occupied in the college, and which declining health compelled him to resign in 1878. "As an instructor," we are told, "George Y. Browne had no superior and but few equals, and those who enjoyed the benefit of his instruction received no superficial education."

Among the other presidents of the Georgia Female College may be mentioned the Rev. J. R. Branham, D. D.; Prof. A. B. Townes, of South Carolina, who held the office for a brief period; Prof. R. T. Asbury, the present head of Monroe Female College, who was called to the chair about 1880; and Col. Edward Butler, son of the late Rev. D. E. Butler,

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[1] American Baptist Register for 1852, p. 428.
The Baptist Encyclopædia, p. 445.
White's Historical Collections of Georgia, p. 566.

[2] Laws of 1849-50, pp. 112–14.

who was in charge of the institution when it was burned in 1882. He was the last of the presidents, and the Georgia Female College is now but a pleasant and interesting memory, constituting no unimportant link in the chain of the educational history of the Commonwealth.

In 1852 the institution had fine buildings, a large endowment, and was a flourishing school. Fourteen thousand dollars had been recently subscribed in Morgan County, which had been increased to eighteen thousand dollars by subscriptions from other parts of the State, for the completion of the buildings, purchase of apparatus, etc. The faculty at that time consisted of twelve instructors, representing the branches of mental and moral science, the natural sciences, mathematics, rhetoric, belles-lettres, natural theology, physiology, French, Italian, Spanish, music, and drawing and painting. The whole number of pupils in attendance during the first session of the college (1851–52) was one hundred and forty-eight.

In 1854 we are advised of the contemplated formation of a normal class, free of all tuition fees, for the benefit of those graduates who might desire to receive instruction in the theory and practice of teaching. One hundred and fifty-six names were enrolled on the college register during the preceding year, and the apparatus was reported to be "of the most recent and approved construction."

A quarter of a century elapses, and we again meet with the Georgia Female College, this time under the efficient management of Professor Asbury, who then, as now, enjoyed a widely extended reputation as a thorough and successful teacher. He was assisted by an able corps of instructors. The main college building was a large and well arranged brick edifice, situated in a beautiful grove, and presenting an attractive appearance. The college was supplied with fine philosophical apparatus.

Such is the last glimpse that we have of an institution which was very popular in its day, and which gratefully recognized as the foundation and chief corner-stone of its prosperity the administration of the Rev. George Y. Browne.

PRESBYTERIAN INSTITUTIONS.

OGLETHORPE UNIVERSITY.[1]

Having reviewed the leading Baptist denominational schools in Georgia, our attention is next directed to those in the establishment and maintenance of which Presbyterian energies and resources were chiefly enlisted. Of these there are two. First in time, and also in impor-

[1] Georgia Illustrated, etc., by William C. Richards. Penfield, Ga., 1842. Pp. 6–8.
White's Historical Collections of Georgia. New York, 1854. Page 266.
Thomas P. Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Pp. 201–2.
Georgia Gazetteer for 1837, p. 323.
White's Statistics of Georgia, p. 78.

tance, is Oglethorpe University, one of the oldest chartered colleges in the State, and for many years a vigorous and flourishing institution.

This University had its origin in a division of the interests of the Educational Society of Georgia,[1] at its dissolution, between the two manual labor schools, the Midway Seminary and the Gwinnett Institute. The trustees of the Midway Seminary, in the spring of 1835, tendered it to the Hopewell Presbytery, believing "that ecclesiastical supervision would give weight and permanency to the object, and secure that moral and religious influence over it which, with a strict and reasonable discipline, would render it more worthy of support and confidence."[2] The Presbytery accepted the offer, and appointed a committee to report on the expediency of elevating it to the rank of a college.

ORGANIZATION OF THE COLLEGE.

That committee reported at the fall meeting of the Presbytery in 1835, through their chairman, the Hon. E. A. Nisbet, the following resolution, which was adopted: "*Resolved*, That it is expedient that Hopewell Presbytery undertake to endow, organize, and maintain a college, to be under the exclusive government and control of the Presbyterian Church." It was further "*Resolved unanimously*, That this institution shall be located at Midway, Baldwin County."[3]

In pursuance of this determination, the Presbytery appointed a board of trustees, consisting of twenty-four members, to take charge of Oglethorpe University, as the new college was called. The first meeting of this board was held at Milledgeville, Ga., October 21, 1835; and just two months from that date the desired charter was procured from the General Assembly.[4] This was ample in all respects. The preamble of the act incorporating Oglethorpe University runs as follows: "*Whereas*, The cultivation of piety and the diffusion of useful knowledge greatly tend to preserve the liberty and to advance the prosperity of a free people; and *whereas*, these important objects are best obtained by training the minds of the rising generation in the study of useful science

[1] Alluding to this organization, Doctor Wilson (Necrology, p. 29) says: "The most important enterprise ever entered into by any ecclesiastical body in the State had its inception at the session of Hopewell Presbytery at Thyatira Church, in the spring of 1823. This was the formation of the Georgia Educational Society. Out of this enterprise arose the whole movement of denominational education in the State. To it we trace the existence of Oglethorpe University, Emory College, and Mercer University." See also *ibid.*, pp. 29–35.

[2] Professor Talmage's sketch in Georgia Illustrated, p. 6.

[3] The idea of establishing the college at Midway was an after-thought, it having at first been the intention of the Presbyterians to found it at Washington, in Wilkes County. This location was selected with reference to its healthfulness, its central situation, and because it was easy of access to all pupils coming from Georgia and the southern States. It was near the great thoroughfare from New Orleans to the North, and within a few miles of the line of the Central Railroad from Savannah to the West, thus bringing the seaboard and the mountains to its doors.

[4] See Prince's Digest (to 1837), pp. 877–8.

and imbuing their hearts with the sentiments of religion and virtue; and *whereas*, it is the duty of an enlightened and patriotic Legislature to authorize, protect, and foster institutions established for the promotion of these important objects: *Be it enacted*," etc. One of the provisions of this charter was that "It shall not be lawful for any person to establish, keep, or maintain any store, or shop of any description, for vending any species of merchandise, groceries, or confectioneries," within a mile and a half of the University, under the penalty of a sum not less than five hundred dollars; the form of deeds granted in the sale of University lots requiring the forfeiture of the lot to the University when those restrictions were violated.

THE UNIVERSITY ORGANIZED.

On November 24, 1836, the University was organized by the election of the following officers and faculty: Rev. C. P. Beman, D. D., president, and professor of chemistry and natural philosophy; Hon. Eugenius A. Nisbet, vice-president, and professor of belles-lettres and mental philosophy; Rev. Samuel K. Talmage, professor of ancient languages; Rev. C. W. Howard,[1] chaplain and lecturer on moral philosophy and evidences of Christianity; and N. Macon Crawford, professor of mathematics and astronomy.

The corner-stone of the University was laid with appropriate ceremonies, and an address was delivered by Chief-Justice Joseph Henry Lumpkin, March 31, 1837. The main college edifice had been commenced the August before, and was completed in July, 1840. This building Professor Talmage, writing in 1842,[2] thus describes: "It is a brick structure, painted white, two stories high, beside a basement. It is constructed after the Grecian-Doric order, without and within. The central part contains the finest college chapel in the United States; its whole dimensions are fifty-two feet front by eighty-nine feet deep, including a colonnade fourteen feet deep, supported by four massive pillars, and the vestibule to the chapel eleven feet deep. The dimensions of the chapel are forty-eight feet by sixty in the main story, and forty-eight by seventy-one in the gallery, the latter extending over the vestibule. The ceiling of the chapel is in the form of an elliptical arch, resting on a rich cornice, and containing a chaste and ornamental centre piece. Attached to the building are two wings, thirty feet front by

[1] Doctor Howard is entitled to special notice and credit by virtue of the fact that it was at his suggestion and through his personal exertions that the Midway Seminary was established, under the auspices and patronage, as we have seen, of the Hopewell Presbytery. To him likewise belongs the honor of having been instrumental in transforming the school into a college; of proposing the name of Oglethorpe University, which the institution afterward bore; and of having raised, in one year, in Georgia, an endowment fund of one hundred and twenty thousand dollars. (See T. P. Janes's Hand-Book of Georgia, pp. 201-2.)

[2] See Georgia Illustrated, pp. 7-8.

thirty-four deep, and three stories high; making the entire front of the edifice one hundred and twelve feet in length. Each story in the wings is divided into a professor's office in front, and a recitation or lecture room in the rear. There are in the basement story and the wings sixteen rooms, affording ample accommodations, museum, apparatus, and all other conveniences for college purposes." On each side of the campus there was a row of dormitories of one story[1] for the habitation of the students. The other buildings were the president's house, on the south side of the campus, below the dormitories; the academy, a large two-story edifice, opposite it on the north side; and an old chapel, the interior of which was converted into recitation rooms.

The college commenced operations in January, 1838. From that time the number of students gradually increased until 1842, when it amounted to one hundred and twenty-five. Of these, fifty were in the collegiate and seventy-five in the preparatory department.[2] The first class was graduated in the fall of 1839.

The college year was divided into two sessions. The winter session, which began the collegiate year, opened on the first Monday in January and closed on the second Wednesday in May. The summer session began four weeks after the latter date, and closed on Commencement Day, the Wednesday after the second Monday in November.

In the fall of 1839 the Presbytery, at the request of the board of trustees, offered the institution to the Synod of South Carolina and Georgia, by whom it was unanimously accepted.

President Beman resigned his position in 1841. In November of the same year the Rev. Samuel K. Talmage, a graduate of Princeton, and uncle of the present Dr. T. De Witt Talmage, was called to the presidency of the college. He remained in office until his death, which occurred September 2, 1865.

The exercises of Oglethorpe University were suspended toward the close of the War through the lack of necessary funds; and from 1867 to 1869 the college was still struggling with financial difficulties. All attempts at reorganization had proved fruitless, and the several elections made had been repulsed by declinations. Finally, on October 6, 1869, Rev. W. M. Cunningham was chosen president. He died, however, before the reopening of the college, and on March 31, 1870, Dr. David Wills was appointed his successor. About the same time it was decided to remove the University to Atlanta, where its exercises were resumed in October, 1870, with Doctor Wills as president. After continuing its operations for a year or two, in 1872 the institution was closed, and has not since been reopened, though its organization is maintained through the board of trustees, who meet annually in Atlanta.

[1] These were placed twelve feet apart, and each one was divided into two rooms eighteen feet square.

[2] See Doctor Talmage's sketch of Oglethorpe University, in Georgia Illustrated, p. 8.

The apparatus and other property have been returned to Midway, and, with the former buildings of the college, are used and occupied by the Talmage High School, which was well patronized in 1876, the property being then worth twenty-five thousand dollars.[1]

Recently the question of reorganizing and rehabilitating Oglethorpe University has been discussed by the Presbyterians of Georgia. Among the plans suggested is the purchase of some four hundred acres of land at Kirkwood, near Atlanta, including one of the finest groves in the State, as a site for the college.

ROME FEMALE COLLEGE.

This institution, while several years the junior of Oglethorpe University, has this advantage over the latter, that it is still in active existence. The Rome Female College is the outgrowth of the Rome Female Academy, which was established in 1845 by Rev. and Mrs. J. M. M. Caldwell. The college was incorporated and began its work in 1857 under the auspices of the Synod of Georgia. In common with similar institutions under the control of that body,[2] it passed into private hands in 1862, becoming the property of its president, Doctor Caldwell. After seven years of great prosperity,[3] the approach of contending armies in 1864 rendered the suspension of the college a necessity. Another seven years elapsed before it was reopened, under the direction of its former president, in 1871. Since that year it has steadily grown in usefulness, and has maintained its position in the front rank of institutions of learning.

The present faculty of the college consists of nine instructors. One of them, Prof. S. C. Caldwell, has been connected with Doctor Caldwell in his labors for more than twenty years, and is well known in the South as an accomplished and successful teacher of the sciences (physical and metaphysical) and higher mathematics.

The course of study, as prescribed in the collegiate department, occupies five years. The classes are, respectively, the Senior, Junior, Sophomore, Novian, and sub-Novian, the last named being preparatory in its character. Beside the collegiate, there is likewise an art and also a music department. The art department is fully equipped for instruc-

[1] See Janes's Hand-Book of Georgia, p. 202.

[2] Previous to the War there were two flourishing female institutions under the care and management of the Synod of Georgia. One of them, located at Greensborough, and called the Greensborough Female College, was opened January 2, 1852. (White's Historical Collections of Georgia, p. 477.) The other was situated at Griffin and known as the Synodical Female College. (*Ibid.*, p. 634.) It was incorporated by act of January 22d of the same year. The Rev. Dr. I. S. K. Axson, of Savannah, was at one time connected with the former, and Rev. Carlisle P. B. Martin for some years associated with the latter, in the capacity of president. The Griffin Synodical Female College was used as a hospital during the War, and was burned in 1864.

[3] During the first seven years of its existence (from 1857 to 1864) Rome Female College had an average attendance of one hundred and twenty-five pupils.

tion in oil, water-color, and pastel painting, crayon and pencil drawing, china painting, and other modes of decorative art. A fine series of plaster casts and models is provided for the use of the "sketch class," and regular exercises in drawing from living subjects are given twice a week. The success achieved in this department of the college is a source of just pride. A bronze medal was awarded its exhibit of scholars' work, consisting of fifty free-hand and crayon drawings, at the Paris Exposition of 1878. A number of its pupils are now teachers of painting and drawing in other institutions, and several have established profitable private studios.

The department of instrumental and vocal music is well supplied with facilities for instruction and practice, and gives general satisfaction.

The college possesses a valuable collection of physical and chemical apparatus, a cabinet of minerals and fossils, especially rich in Georgia, Alabama, and Tennessee specimens, and a large and well-selected library.

The attendance here during the sessions of 1885–86 and 1886–87 was about one hundred students. This diminution in the numbers attending has been due in large measure to the effect of the establishment of public schools in the city of Rome.

One feature in the Rome Female College has not been touched upon. We refer to the noble relief which the institution has for many years been giving to indigent Presbyterian ministers who need help in the preparation of their daughters for the avocation of teachers. This work was commenced immediately after the War, and since that time, as we are informed by President Caldwell, over seventy-five daughters of such ministers, residing in nine different States, have received succor. "We have now five daughters of ministers," he says, "who are being aided. * * * The results have been eminently good, and the need of this kind of help is such that we do not wish to suspend it. It should be perpetuated; this is one object before us."[1] One of the motives prompting the contemplated purchase of the college property by the citizens of Rome, for presentation to the trustees of the Synod, on condition that that body will at once proceed to raise funds for the enlargement, more thorough equipment, and fuller endowment of the school—is that the opportunities for aiding the daughters of indigent ministers may be increased.

[1] Letter dated March 3, 1888.

METHODIST INSTITUTIONS.

EMORY COLLEGE.[1]

In the month of December, 1836, the first and foremost Methodist colleges in Georgia were chartered. The act incorporating Emory College passed the General Assembly on the 10th of that month, and the act which provided for the foundation of what is now called the Wesleyan Female College, at Macon, received its assent on the 23d of the same month. Both are denominational institutions. They are now, and have at all times been, conducted under the supervision and auspices of the North and South Georgia Conferences of the Methodist Episcopal Church South. Latterly the co-operative patronage of the Florida Conference has been added. These colleges belong to the great quartette of educational factors of which the University of Georgia and Mercer University are the other members, the presence and influence of which are generally felt and acknowledged throughout the State.

Emory College is located in the town of Oxford, Newton County, though its original site was at Covington. By the first section of the bill establishing the college a board of seventeen trustees, consisting, among others, of Ignatius A. Few, Lovick Pierce, and George F. Pierce, was appointed to take charge of it. The first formal meeting of this board was held February 6, 1837, in Covington. Twelve of the members were present, and Mr. Few was elected president of the body. One of the objects of this meeting was to inspect the lands offered for the contemplated institution and to locate the college and campus. The trustees visited the lands February 7, 1837.

At a meeting held on the 8th of the ensuing December, Ignatius A. Few, LL. D., was chosen president of the college, and the organization of the faculty was completed by the election of Archelaus H. Mitchell as professor of moral philosophy, "and, for the time being, professor of mental philosophy and belles-lettres;" Alexander Means[2] as professor

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[1] White's Historical Collections of Georgia. New York, 1854. Pp. 574-5.

Thomas P. Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Page 187.

Seney Hall: An address by Atticus G. Haygood, D. D., President of Emory College, Oxford, Ga., on the occasion of laying the corner-stone by Bishop G. F. Pierce, D. D., LL. D., June 8, 1881. Macon, Ga., 1881. Pp. 16.

Henderson's Commonwealth of Georgia, pp. 268-9.

President's Report of Emory College, Oxford, Ga., and Wesleyan Female College, Macon, Ga., to the patronizing Conferences, December, 1886. Pp. 3-12.

Catalogues of Emory College, 1856-57, 1869-70, 1877-78, 1882-83, 1886-87, and 1887-88.

History of the Department of Technology of Emory College. (September number of Dixie. Atlanta, Ga., 1887. Pp. 552-4.)

White's Statistics of Georgia, pp 78-9.

Bishop Simpson's Cyclopædia of Methodism. Revised ed., 1882. Page 340.

[2] Mr. Means was the fourth president of Emory College. It is noteworthy that to him more than to any other person has been due the removal of the college to its present site. (See Haygood's Seney Hall address, p. 4.)

of natural sciences; George W. Lane as professor of ancient languages; and Harry B. Lane as professor of mathematics and civil engineering.

With its departments thus supplied with instructors, the institution was at once opened. Mr. Few soon resigned his place on account of ill health, and was succeeded in the presidency by the Rev. Augustus B. Longstreet, LL. D., who remained at the head of the college until July, 1848, a period exceeding ten years, when he was in turn followed by the Rev. George F. Pierce, D. D., LL. D. Since Bishop Pierce there have been six presidents, viz: Alexander Means, James R. Thomas, Luther M. Smith, Osborn L. Smith, Atticus G. Haygood, and the present able incumbent, Rev. Dr. Isaac S. Hopkins.[1]

The first class of three students was graduated from Emory College in 1841. From that time until the present, with the exception of one suspension (1862–68), the exercises of the institution have been regularly conducted. The last returns show a graduation list for the whole period of its existence of eight hundred and twenty-six students.[2] The average attendance for the past few years has been two hundred students, and during the session of 1886–87 it was two hundred and forty-one.[3]

The present college faculty consists of fourteen instructors. These conduct, in addition to an academic course of the highest grade, a commercial school, a school of telegraphy, a school of law, and a school of tool-craft and design.

COURSES OF STUDY.

The academic course of study embraces a classical course of six years (including the two sub-Freshman classes), and a scientific course of three years. Of these courses it may be remarked that Bible instruction is an important element in both of them, that branch being pursued through the Junior year in the classical and for the first two years of the scientific course. During the last year in each course lectures on the evidences of Christianity are delivered. The ancient languages

[1] Since the above was put in type, Doctor Hopkins has left Emory College to become president of the Georgia School of Technology, at Atlanta.

The terms of service of the presidents who have come after Bishop Pierce, who resigned in the summer of 1854, have been as follows: Rev. Alexander Means, LL. D., from July, 1854, to December, 1855; Rev. J. R. Thomas, LL. D., from December, 1855, to July, 1867; Rev. L. M. Smith, D. D., from July, 1867, to December, 1871; Rev. O. L. Smith, D. D., from December, 1871, to December, 1875; Rev. A. G. Haygood, D. D, LL. D., from December, 1875, to December, 1884; Dr. I. S. Hopkins, from December, 1884, to July, 1888. Rev. Warren A. Candler, D. D., was installed in the position of president in the fall of 1888.

[2] Among Emory's graduates are Hon. L. Q. C. Lamar, Associate Justice U. S. Supreme Court; Gustavus J. Orr, the late State School Commissioner of Georgia, widely recognized and admired for his abilities and labors as an educator; and ex-Member of Congress Thomas Hardeman.

[3] There were two hundred and fifty-five students in attendance during the session of 1885–86.

are studied through the Freshman, Sophomore, and Junior years. The modern languages are taken up in the Junior and continued in the Senior year. Mathematics runs through the whole of the classical course. The study of English and English composition receives thorough attention both in the classical and scientific courses. There is, moreover, a master of arts course of two years' duration, in which the ancient languages, mathematics, natural science, the modern languages, and mental and moral science enter. Of the schools of telegraphy and law little need be said. The course in the latter is completed in one year. What is especially to be noted in the case of the school of telegraphy is that females as well as males are entitled to the enjoyment of its privileges.

Beside the book-keeping department, which is said to be in successful operation, a school of vocal music is annexed to the institution.

There is also special provision made for the study of Hebrew.

DEPARTMENT OF TECHNOLOGY.

The chief strength of Emory College, and the foundation of its claims to high repute in educational circles, centre in its Department of Technology. This school, which is memorable as being the first successful attempt at introducing and popularizing manual training for youth as a branch of college instruction in Georgia—the other efforts in that direction, made at an earlier date, having proved futile,—was commenced in connection with the college in October, 1884. "A small shop in Doctor Hopkins's yard, containing two foot-lathes and a few tools (all the personal property of the doctor), was all there was to begin with. The need of this kind of education among our own people" (we quote from a writer in Dixie for September, 1887) "seemed to be more sensibly felt than ever before, so that before the close of the first year the friends of the institution had donated ten thousand dollars for the benefit of this department. The present commodious building was begun before commencement, and was finished and supplied with machinery during vacation. During this time also a competent instructor had been secured, so that at the opening of the next college year the Department of Technology was ready to begin its work.

"The first year's class—that of 1885–86, as nothing worthy of notice in the way of work was accomplished until the present shop was built—was about three times as large as was expected. During this year the portion of time devoted to shop-work was principally given to elementary training in wood-work. Much attention was paid to mechanical and architectural drawing. The zeal and fondness which the boys manifested for their work and its universal popularity among students[1] and citizens convincingly assured President Hopkins of the timeliness and

[1] Some in the regular course undertook to carry on the work of this department during that year.

utility of the step he had taken, and it soon became evident that the founding of the school was no longer considered an experiment, but rather a potent and useful factor in the future education of the South."

The session of 1886–87 opened with a good attendance for this department, the whole number of students being thirty-five, nearly one-half of whom were received during that year. The same eagerness to learn which characterized the students of the first year was remarked in those of the second. At the State fair held at Macon in the fall of 1886, samples of work in wood and iron, and specimens of drawing from the Emory School of Technology, were exhibited, and a diploma was awarded to the department for general excellence in mechanical work. When it is remembered that the specimens shown on this occasion were the product of the first year's labors, it will be seen upon what a substantial and excellent basis the course of training in this department has from the first rested. "The object of this department is to supply to the country a class of citizens who shall be skilled workmen, and at the same time educated men. * * * Furthermore, it has been sought to embody the principle that mechanical science has in itself an educative power of the highest possible value in the development of the perceptive faculties, the taste, the judgment, and the reason."[1]

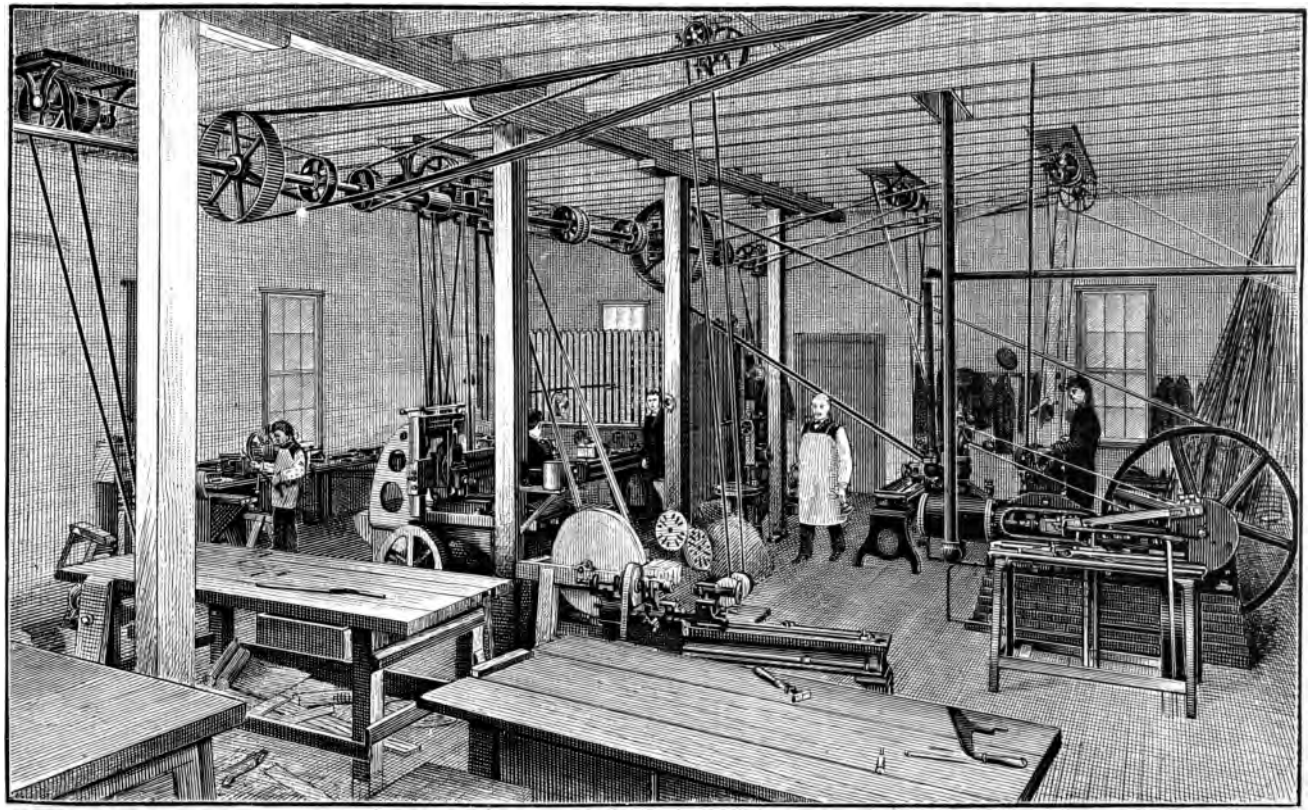
The workshop is conducted as a regular manufacturing establishment. Work is done under the idea that it goes into the market with other productions of skilled labor, and must stand or fall by its excellence and merit. Contracts are taken for all classes of wood and iron work, thus giving the stimulus of variety and gradations of work to the pupil.

For convenience the course is divided into three years. The main reason for doing this is to allow for and encourage strong predilection for any particular branch. The first year is devoted principally to wood-work, embracing the use of hand tools, wood-turning, machine sawing, planing, and boring, cabinet-work, and pattern-making. The second is dedicated, for the most part, to iron-work, embracing chipping, filing, drilling, lathe and planer work, forging, etc. The third year is given to finer work of all classes,—finishing, tool-making, and machine construction. Mechanical drawing is taught throughout the course.[2] From the simplest exercises the pupil is advanced as rapidly as thorough work will admit, up to the most elaborate and difficult tasks.

By gifts from friends interested in industrial education, North and South, as we have seen, the facilities for practice and instruction in the Emory Technological School have rapidly increased, until at present they represent, in buildings and appliances, an investment of ten thousand dollars. The buildings consist of a new shop, built of brick, with engine and boiler room, and a two-story brick structure, with four apartments, furnishing in all a floor-space of over six thousand square feet. The wood and iron working departments are both adequately

[1] Catalogue for 1886–87, p. 53.

[2] Three hours a week are given to this branch in the first year, six in the second, and four in the third.



MACHINE SHOP, EMORY COLLEGE.

supplied with apparatus, among which is a milling-machine, made in the department. The motive-power is a Winship engine, of twenty horse-power, with horizontal tubular boiler.

Beside several varieties of engines, some of the school's own designing, including a twenty horse-power automatic (Corliss) engine, which was recently finished for the Atlanta Constitution job office, the manufactured articles of the Technological School include brackets and mantels, from the simplest to the most elaborate patterns, pulpits, pew-ends, and indeed all classes of ornamental and useful wood-work.

Considering the extreme youth of the department, the small beginnings from which it emerged to its present state of enlarged usefulness, and the work it has accomplished, we cordially praise the noble and energetic pluck and the steady perseverance of its projector and founder, Doctor Hopkins.[1]

FREE SCHOLARSHIPS AND HELPING HALLS.

The next subjects to be considered are the Free Scholarships and the Helping Halls of Emory College. Particular credit is due to the institution for the generous hand of assistance and support it has always extended to those who, though lacking the requisite means, yet have the ambition for acquiring a collegiate education. Here we see the great and governing principle and the foundation virtue of this college. It is a significant fact in its history, that since 1837 it has helped to a complete or partial course more than two thousand young men.[2] The board of trustees, in July, 1874, in order to increase the benefactions of the institution, granted "two free scholarships in the college classes to each presiding elder's district in the three patronizing Conferences, namely, the North Georgia, the South Georgia, and the Florida Conference." These scholarships are given to the sons of laymen and local preachers. Another bounty has been provided for the sons of itinerant preachers and pastors of churches, which is that they are relieved from the payment of tuition.

The "Helping Halls" constitute the other agency which Emory College has employed to benefit its students. With a view to aiding in obtaining collegiate education young men who were very poor, but desirous of learning, the college, as far back as 1876, began, in a little six-room cottage, the experiment of procuring cheap board for those who needed it. In the fall term of that year ten young men commenced housekeeping in the rented house. For three years the experiment was conducted in the little cottage. At the end of that time these facts were established: (1) That cheap and good board was within the reach of poor boys; (2) that in health, morals, social standing among students and citizens, and scholarship, the Hall boys ranked with the best.

[1] Since the resignation of Doctor Hopkins, the technological department has been discontinued.

[2] See Catalogue for 1886–87, p. 62.

From the beginning, including the current year, not less than four hundred young men of limited means have found in the Helping Halls the solution of their financial problem, and have been enabled to take a full or a partial college course. These Helping Halls are under the direct control of the president of the college. He appoints the managers and they are responsible to him.

No small boys without guardians, or persons not needing aid, or pupils of bad character, are admitted to them. Three of the largest and best houses in the town of Oxford are used as Helping Halls.

SENEY HALL.

The college buildings are situated in a grove of oak and hickory of original growth, the grove embracing an area of forty acres. Of these buildings there are six, noteworthy among them being Seney Hall, the gift of Mr. George I. Seney, of Brooklyn, N. Y. There are few college buildings in the country so admirably constructed and so thoroughly furnished as Seney Hall. It is three stories high, the first and second floors being occupied by four lecture-rooms, and the third being devoted exclusively to the use of the college library. The building also contains eight offices and reading-rooms.[1] Beside the college buildings are two society halls, belonging respectively to the Few (organized in 1839) and Phi Gamma (organized in 1837) Literary Societies. They have their separate libraries, amounting in all to about five thousand volumes. A monthly publication of these societies, known as the Emory Mirror, was started in October, 1879, and has been continued to the present time.

While Emory College has furnished the State and country at large with leading men in all ranks of public and private life, the peculiar glory of the institution is that it makes higher education possible to young men of limited means.[2]

WESLEYAN FEMALE COLLEGE.[3]

"For my own part, I call education, not that which smothers a woman with accomplishments, but that which tends to consolidate a firm and regular character; that which tends to form a friend, a com-

[1] Mr. Seney's other gifts to the college included seventy-five thousand dollars to increase its endowment fund, and five thousand dollars to aid in paying one of its debts.

[2] Among the professors at various times connected with Emory College may be mentioned the late Gustavus J. Orr, LL. D., and G. W. W. Stone, in mathematics; I. S. Hopkins, D. D., and Rev. A. Means, LL. D., in physics; Rev. Morgan Callaway, D. D., in English language and literature; A. G. Haygood, D. D., LL. D., and W. A. Candler, D. D., in metaphysics; H. A. Scomp and Rev. J. M. Bonnell, D. D., in Greek; and W. D. Williams and Rev. J. O. A. Clark, D. D., LL. D., in Latin.

[3] Georgia Illustrated, by William C. Richards. Penfield, Ga., 1842. Pp. 13–16.

An Address on Female Education, by Daniel Chandler. Mobile, Ala., 1853. Pp. 32. (*A reprint of the original* speech delivered at Athens, Ga., in 1835.)

SENEY HALL, EMORY COLLEGE,

panion, and a wife. I call education, not that which is made up of the shreds and patches of useless arts, but that which inculcates principles, polishes taste, regulates temper, cultivates reason, subdues the passions, directs the feelings, habituates reflection, trains to self-denial, and more especially, that which refers all actions, feelings, sentiments, tastes, and passions, to the love and fear of God." So wrote Miss Hannah More of the proper scope and aims of female education, in the higher sense in which she understood it. These views it has been the privilege of a country other than England to inaugurate and apply. America, or rather Georgia, claims the honor of establishing the oldest chartered and regularly organized college in the world for graduating young ladies. The institution to which we allude is the Wesleyan Female College at Macon. "The founders of this 'mother of female colleges' (as President Bass[1] thinks it may justly be called) were doing a greater and wiser" work than they at first imagined. "They set in motion a train of influences destined to roll as far as civilization extends, and to act a most important part in shaping the history of the world."[2]

The act of incorporation for the Georgia Female College was approved by the General Assembly of the State December 23, 1836.[3] For fifteen years and more prior to that time the subject of a more liberal system of female education had received earnest attention and had been extensively discussed in Georgia. The sympathies of fathers and

Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Pp. 188-9.

Butler's Historical Record of Macon. Macon, Ga., 1879. Pp. 116-21, 296-9.

Henderson's Commonwealth of Georgia. Atlanta, Ga., 1885. Pp. 271-3.

Presidents' Reports of Emory College, Oxford, Ga., and Wesleyan Female College, Macon Ga., to the patronizing Conferences. December, 1886.

College Catalogues for 1855-56, 1865-66, 1869-70, 1871-72, 1874-75, 1877-78, 1886-87, and 1887-88.

White's Statistics of Georgia, pp. 79-80.

Bishop Simpson's Cyclopædia of Methodism. Revised Ed., 1882. Page 920.

Act of incorporation, assented to December 19, 1843, and Statutes and Regulations of the Board of Trustees.

Educational Needs of the South; an Address by Gustavus J. Orr. Washington, 1879. Pp. 5-6.

Southern Ladies' Book. Macon, February, 1840. Vol. I, No. 2: "The Georgia Female College; Its Origin, Plan, and Prospects." By George F. Pierce.

[1] In a letter dated September 30, 1887, he says: "Oberlin in Ohio, for men and women, was chartered about the same time, or a little before perhaps, but did not confer *any degrees* till after the Georgia Female College had conferred degrees. The same may be said of Mt. Holyoke in Massachusetts, which never bore the name of college, but obtained charter privileges to confer degrees a little prior to our college, but I think it has always been called a seminary, and has not conferred degrees, or did not till after our college had done so. I think it a well-established fact that the Georgia Female College, now Wesleyan, is the first college in the world that ever conferred a degree upon a woman. Certainly it is the first strictly woman's college that exercised the prerogative." See also Encyclopædia Britannica, 9th Ed., Vol. X, p. 437; and Bishop Simpson's Cyclopædia of Methodism, Revised Ed., 1882, p. 920.

[2] Catalogue for 1886-87, p. 52.

[3] Laws of 1836, pp. 101-3.

mothers were alike enlisted in the all-absorbing question. Many of the latter, interested for their daughters, evinced the power of the female mind by the admirable communications and essays which they published in the gazettes throughout the State.[1] The opinion in the Old World, long maintained, that the education of women should be confined to the "mere rudiments of learning and to domestic application," had prevailed in America. It was now, however, undergoing a modification. A true appreciation and recognition of female capabilities were the order and inspiration of the day.

BILL REPORTED BY HON. D. G. CAMPBELL.

The first prominent action taken in this matter was during the session of the Legislature in November, 1825, when, as an accompaniment to the report of the Committee on Public Education and Free Schools, Hon. Duncan G. Campbell[2] offered the following: "A Bill—To be entitled An act to establish a public seat of learning in this State for the education of females." The preamble, because of the interest which gathers about it from its association with these early efforts at founding a female college, may be appropriately quoted: "It is the distinguishing happiness of the present generation to live in an age of improvement and enjoy the means of ameliorating the condition of all classes of society. In a review of the progress of literature throughout the country in which we live, we are furnished with the fact that in no part of this vast Confederation has the education of females been the object of public munificence. To this class of society is intrusted the early instruction of both sexes, and our feelings and our principles are of maternal origin. How necessary, then, that a department so high and charged with duties so delicate and important should early be placed under the regenerating hand of science and religion. These are the strongest safeguards, under Providence, of political security and of individual excellence. To direct them in their appropriate destinies is the grateful duty of those who wish well to the national prosperity. For the acquirement of solid and useful female education our sister States will afford but incompetent reliance. And if we were but satisfied of their sufficiency, the resort would be too humiliating for the generous ambition of Georgia and her means of indulging it. For the purpose, therefore, of rescuing from comparative obscurity the fairest portion of our community, and of enabling them to contribute to the valuable store of literature, philosophy and religion,—*Be it therefore enacted*," etc.

It was provided in this bill that the general superintendence and regulation of female education throughout the State, and particularly of the public seat of learning established for that purpose, should be

[1] Butler's History of Macon, p. 116.

[2] He was the father of the late Hon. John A. Campbell, ex-Associate Justice of the Supreme Court of the United States.

committed and intrusted to a board of trustees, to be denominated "The Board of Trustees of the Female Seminary of Georgia," and to consist of fifteen males and fifteen females. There were seven other sections in the bill, defining the authority of the Board and making all necessary provisions for the permanent establishment of the institution. The bill passed the House, but met with strong opposition in the Senate. Although the Legislature declined to pass the bill, Mr. Campbell was generally regarded, and is still gratefully remembered, as the originator of the scheme which contemplated female education in Georgia. Five years prior to the introduction of this bill he had labored in his district of the State and before the General Assembly in the interest of female education. His object was the establishment of an institution wherein females could enjoy educational advantages equal to those afforded in male colleges. Upon his death, which occurred in July, 1828, the bar and the press, and the State University at Athens, rendered the highest tribute to his public services. In no instance did they omit to eulogize his efforts in behalf of female education.[1]

After the death of Colonel Campbell, the interest which he had excited in a higher standard for the education of females began to wane, until 1834, when, at the annual commencement of the University of Georgia, Daniel Chandler, Esq., delivered his memorable address upon female education before one of the largest and most refined audiences that had ever assembled in those classic halls. The address was an eloquent and a brilliant appeal in behalf of the intellectual capabilities of woman. In announcing his subject, Female Education, Mr. Chandler said:

"It concerns us all. It interests the present and all coming generations. It is the parent of patriotic feeling, virtuous sentiment, of religious desire, and literary distinction. It connects time with eternity, and brings into sweet identity hope and immortality."

After speaking of the shameful neglect with which female education had been treated, he continued: "But the opinion as to female incapacity is undergoing a change. The developments of the past, made under circumstances of peculiar neglect and oppression, are correcting preconceived opinions and pre-existing prejudices. Truth has flashed its light upon the world, and the force of its eloquence has arrested the attention of philosophic skeptics and moralizing metaphysicians. It

[1] In a eulogy published in Washington, Ga., August 9, 1828, occurs the following passage:

"The Christian community mourns a support, while one star will ever shed its mild and tranquil light on *his memory*. It was that which was lighted, when, amidst the prejudices of the age, he called on his country to elevate the standard of female education, and, by 'an enlightened female community, to add strength to the State and perpetuate the blessings of a free government.'

"Female gratitude would record this philanthropic, though unsuccessful, effort in indelible characters, and many a tearful eye will attest how those whom he would have served sorrow that his sun has descended; that a good man has fallen."

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."[1]

In another place[2] he said: "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."

This address was subsequently printed, and copies of it were distributed throughout the State. The effect produced in Georgia by its publication and dissemination cannot be over-estimated. It gave a new direction to the opinions and feelings of the people on the very important subject of female education, wrought a wonderful change in the minds of all who had ever disputed "an equality in the intellectual culture of the two sexes," and contributed in some measure to the establishment of several colleges and institutions which have proved a great blessing to the State.

FOUNDATION OF THE GEORGIA FEMALE COLLEGE.

Pursuant to the suggestion first advanced by Mr. Campbell, the citizens of Macon were contemplating building a seminary for females, independent of the male academy, with grades of classes similar to a college course, when, in 1835, the Georgia Methodist Conference assembled in their city, and it was ascertained that that body had under consideration the foundation of a permanent and thoroughly organized institution for the education of women. At a meeting of the citizens of Macon held in June of the same year, it was resolved that a committee of four, consisting of Messrs. R. A. Beall, Jere Cowles, Robert Collins, and Henry G. Lamar, should be appointed to secure the influence of Revs. John Howard, Sinclair, and Tally, resident ministers in Macon and members of the Conference, who should represent to the Conference the intention of the citizens of Macon to establish a female college and their willingness to place it under its fostering care. A site was chosen, and nine thousand dollars were subscribed for the proposed college.[3] When the Conference re-assembled in January, 1836, the tender was cordially accepted, and Dr. Lovick Pierce was appointed to serve as travelling agent to collect funds to build the college and put it in operation. In this capacity he continued to act for two years.

[1] Chandler's Address on Female Education, p. 9.

[2] *Ibid.*, p. 31.

[3] When, in 1832, the lots were laid off on the common for the purpose of sale, the five acres on Encampment Hill were reserved for a college or some public building. The citizens made an application to the City Council for a grant of the reserve for the Macon Female College. The Council agreed to dispose of it for twenty-five hundred dollars; and at a called meeting on the 8th of July, 1834, the above-mentioned sum was subscribed toward the college, which was afterward increased. (Butler's History of Macon, p. 121.)

Doctor Pierce was from the beginning, in more senses than one, the unswerving friend of the institution. A trustee of the college from its foundation to the end of his illustrious life, proudly cherishing its memories, and ever watchful of its best interests, he shares with his son, Bishop George F. Pierce, also a prominent member of the board, and at one time employed as its financial agent, a position in the Wesleyan's annals which will always be the subject of grateful and admiring retrospect.[1]

The first official record of the Georgia Female College, contained in its charter, embraces the names of the persons appointed to act as its trustees. These were substantially the same as those which constituted the Board of Emory College, viz: James O. Andrew, John W. Talley, Samuel K. Hodges, Lovick Pierce, Ignatius A. Few, Alexander Speer, William Arnold, Thomas Samford, William J. Parks, George F. Pierce, Elijah Sinclair, Henry G. Lamar, Jere Cowles, Ossian Gregory, Robert Collins, E. Hamilton, George Jewett, Henry Solomon, Augustus B. Longstreet, Walter T. Colquitt, James A. Nisbet, and Robert Augustus Beall.

The board of trustees held many meetings, and had many interesting discussions as to the plan of the building, the ways and means of erecting it, the adoption of the curriculum, etc. Being pioneers, it is remarkable that so few mistakes were made. Two years after their organization, that is, in June, 1838, the trustees elected a president of the college and one professor, and in the following November the other professors and officers were chosen. The college, crowning Encampment Hill, since known as College Hill, was opened to the public and began its appropriate work January 7, 1839, with the following faculty: Rev. G. F. Pierce, president and professor of English literature; Rev. W. H. Ellison, professor of mathematics; Rev. T. B. Slade, professor of natural science; Rev. S. Mattison, principal of preparatory department; B. B. Hopkins, tutor; John Euhink, professor of music; Miss Lord, first assistant in music; Miss Massey, second assistant in music; Mrs. Shelton, matron; Mrs. Kingman, department of domestic economy; and A. R. Freeman, steward.

OPENING OF THE COLLEGE.

The opening of the college, even at that time, was recognized as an important event in the history of the times. John C. Butler, in his History of Macon, p. 298, says:

"It was an occasion of great interest and deep and thrilling excitement. A large and respectable number of the citizens of Macon assembled in the college chapel to witness the opening scene. The hopes

[1] In his Report to the Patronizing Conferences in December, 1886, President Bass suggests the propriety of erecting a handsome and commodious edifice, to be known as Memorial Hall, and to bear the honored and beloved names of Lovick and George F. Pierce, as a monument to the devoted father and son whose lives were consecrated to the work of education in Georgia.

and the fears of its friends, the predictions of its enemies, and the eager delight of the congregated pupils, all conspired to invest the service with an interest additional to its intrinsic importance."

On that day ninety young ladies enrolled their names as pupils; and before the termination of the first term the number increased to one hundred and sixty-eight.

The first class of eleven graduated in 1840. Since that time[1] eleven hundred and six have received A. B. diplomas, including the class of forty-eight young ladies which graduated in 1887. It has been the custom from the beginning, and until a very recent date, to confer master of arts degrees on graduates ten years after the receipt of their A. B. diplomas, and in that time more than seven hundred have been complimented with such honors. Beside these, there have been thirty-one graduates in the honorary first degree, eight in the honorary second degree, and fifty-nine in music. According to Mr. Butler,[2] who wrote in 1879, the largest number of undergraduates for any one year was two hundred and forty-four (in 1863–64). The smallest was one hundred and four, during the session of 1843–44. The last catalogue, that for the year 1887–88, shows a total enrolment for the college of three hundred and twenty-six students.

EARLY HISTORY OF THE INSTITUTION.

Having given these figures, we proceed with the early history of the institution. The buildings were completed in January, 1839, at a cost of eighty-five thousand dollars. We have the following contemporaneously published account of the Georgia Female College as it then appeared:[3]

"The college is located on a commanding eminence, midway between the business portion of the city of Macon and the village of Vineville. Four acres are enclosed with a neat and handsome fence. The edifice is one hundred and sixty feet long by sixty wide, rising four stories high in the centre, with wings three stories high. The roof is flat and covered with tin, and surrounded by a parapet. The front view is relieved from the monotony of a plain surface of brick by a recess of several feet, over which the roof projects, supported by massive pillars. There are fifty rooms in the building, with a spacious dining-room attached, library rooms, parlors, etc. The rooms used for sleeping are usually eighteen feet square, with large windows, ceilings high pitch, so as to allow a full and healthful volume of air. The building can accommodate with comfort one hundred and twenty boarders. The view from the cupola is one

[1] It is worthy of special remark that during the late war between the States the college was kept open, and went on regularly with its work, with the exception of two or three weeks when General Sherman passed by on his march to the sea, and of two days when General Wilson took possession of the city.

[2] History of Macon, p. 298.

[3] Quoted in Butler's History of Macon, pp. 296–7.

of the most picturesque to be obtained from any public edifice in the State. The city of Macon is spread on the plain below, with its busy streets alive with the signs of bustling trade. Splendid mansions are set upon the surrounding hills, and Vineville is seen stretching its quiet length until the pines that border its more thickly settled portions hide from the gaze its more retired dwellings; the mighty sweep of horizon, with its radius of many miles, round and round, without a break, until in the far distance the very heavens seemed to have leaned for rest upon the forest trees that tower up, young and old, in sturdy strength, as if glad to bear the honorable burden; the Ocmulgee, winding its current along, hid in the overshadowing forest, and leaving the beholder to trace its route by the vigorous growth that shoots heavenward from its fertile banks. It is a scene of beauty and grandeur, of active life, and of sober stillness; Art amid her manufactures and her ornaments, and Nature in her simplicity and repose."

From what has been said of the auspicious opening of the Georgia Female College, its well organized faculty, the large attendance of pupils, and its admirably equipped college buildings, it might be inferred that a career of prosperity was in store for it. But such did not prove to be the case. The views and plans of the trustees were too liberal for their age, or at least for the cramped financial condition of the times.[1] They became responsible for the salaries of professors and teachers; debts accumulated and creditors threatened to close the doors of the college. The Georgia Female College was actually sold and bought at sheriff's sale, and given to the Georgia Annual Conference of the Methodist Episcopal Church. The president and faculty resigned, but they were immediately elected to fill like places in the *Wesleyan Female College*, the new name given to the institution. Thus the college, without the loss of time in its great work, passed under a new jurisdiction, and set out upon a new career. The date of these occurrences was 1843.

In December of that year a charter was granted, establishing the institution on its present basis and under the corporate name of Wesleyan Female College.[2]

GEORGIA FEMALE COLLEGE BECOMES THE WESLEYAN FEMALE COLLEGE.

In July, 1850, a committee appointed for that purpose reported to the board of trustees a history of the manner in which the Georgia Female College changed its title and relations and became the Wes-

[1] It is stated by Mr. Butler (History of Macon, pp. 297–8) that when the college commenced operations it was encumbered by a debt of twenty thousand dollars, which was the main source of its subsequent embarrassment.

[2] See "An act to incorporate a Wesleyan Female College, to be located in the city of Macon, Ga.," approved December 19, 1843. (Laws of Georgia, 1843, pp. 41–3.) The composition of the new board, as constituted by this charter, was almost identical with that of the old, nearly every surviving member of the old board holding his seat in the new.

leyan Female College. A part of that report, taken from the minutes of the board, is here presented:

"The committee find it necessary to refer to the Georgia Female College in order to arrive at facts connected with the history of the Wesleyan Female College. The friends of education inaugurated the former with bright prospects, but it was found at the end of five years to be irretrievably bankrupt, not able to pay ten cents in the dollar. The most of its friends surrendered the enterprise as an entire failure. Here the committee cannot refrain from mentioning the names of Rev. Samuel Anthony and William H. Ellison as having used extraordinary efforts to sustain the institution. They called on a particular friend, William Scott, Esq., of Vineville, to advise them of any means by which the college could be continued. He suggested the whole plan on which the Wesleyan Female College is now settled. After the plan was submitted by their friend, William Scott, to Messrs. Ellison and Anthony, and approved by them, the friends of female education then came at once to its aid.

"Mr. Elam Alexander, the original contractor for the building, had a mortgage on it for a large amount, and was determined to sell it as soon as he could legally do so. When it was ascertained that his claim could be bought for ten thousand dollars, the following gentlemen, with their own money, bought the claim and divided it into ten shares, each one thousand dollars, as follows: George W. Persons, William Bailey, John Rawls, James Dean, William H. Ellison, Ambrose Chapman, one share each; and James A. Everett and William Scott, two shares each. The mortgage was foreclosed; these gentlemen bought the property and became the *bona fide* owners of the building. The object was not to speculate with their money, but to advance female education. They tendered the college building to the trustees for what it had cost them. Their agent, Rev. Samuel Anthony, made labored and repeated efforts to raise the amount necessary to purchase the college building, but was unsuccessful. There was still left unpaid between seven thousand dollars and eight thousand dollars, which the late James A. Everett proposed to advance, on the condition that the trustees would give him four perpetual scholarships in the institution. The trustees accepted the proposition, and got a title to the college buildings, which has been legally and correctly obtained."

Dr. W. H. Ellison was the second president of the Georgia Female College, and the first of the Wesleyan Female College. There have been four other presidents, viz: Drs. E. H. Myers, O. L. Smith, John M. Bonnell, and William C. Bass. Doctor Bass has held the office since 1874, and also occupies the Seney chair of mental and moral science. The Rev. C. W. Smith, recently[1] deceased, was elected secretary of the faculty in 1852. He had been a professor in the college since 1854. At the time of his death he was occupying the Lovick Pierce chair of

[1] April 5, 1888.

WESLEYAN FEMALE COLLEGE, MACON.

mathematics and astronomy. Inclusive of Doctors Bass and Smith, the board of instruction has, until lately, consisted of eighteen teachers, seven of whom were employed in teaching music. With the exception of four or five, these teachers are all women.[1]

THE COURSES OF STUDY.

The curriculum embraces the English, Latin, Greek, French, and German languages, a full course in mathematics, the natural sciences, mental and moral philosophy, logic, evidences of Christianity, parliamentary law, ancient and modern history, elocution, and composition. The preparatory department is designed for those who are unprepared to enter the regular college classes, and before the pupil is admitted to the second or lowest class in the college, she must "be able to spell well and to read fluently; to write a fair hand; must have completed geography; have studied some elementary English grammar; have familiarized herself with the fundamental rules of arithmetic, including proportion, reduction, and decimal and vulgar fractions; and must be able to translate and parse simple Latin." Beside the regular A. B. course, there is a post-graduate or A. M. course at the Wesleyan Female College, the old custom, already alluded to, of conferring degrees upon alumnæ of ten years' standing having been abolished. This course extends through two years, and upon its completion the A. M. diploma is awarded. Metaphysics and ethics, English, Latin, Greek, German, French, and natural science are the main studies in the post-graduate course.

The instruction in music imparts a knowledge of the piano, the guitar, and the organ, and of voice culture and harmony. This department is naturally divided into two schools, the piano school and the vocal school. Each school is separated into distinct grades, each grade comprising a definite portion of the pupil's progress in the school. Each grade is assigned, as far as possible, to a certain teacher, who gives instruction to all in that grade, so long as they continue in it; thus, on the principle of the "division of labor," securing the highest order of skill in the teaching of the whole course.

All who accomplish the work as prescribed in the piano school receive musical diplomas. The popularity of this department of the college is sufficiently evinced by the fact that, of the three hundred and twenty-six students in attendance on the institution during the session of 1887–88, one hundred and forty-eight were pupils in instrumental music and forty-six in special vocal training.

The art department is under the direction of a talented artist, and is well supplied with all the casts and models necessary for successful

[1] Among the professors of the Wesleyan Female College will be remembered G. W. W. Stone and C. W. Smith in mathematics; W. F. Cook, D. D., and J. T. Derry in ancient *languages; J. M.* Bonnell and W. C. Bass, D. D., in natural sciences; and *J. R. Thomas and Mrs. A. C.* Cobb in English literature.

study. The course includes every style of drawing and painting, china decoration, and embroidery. A full course in art, including perspective, entitles the graduate in this department to an "art diploma."

The munificent gift of over one hundred thousand dollars by Mr. George I. Seney, of Brooklyn, N. Y., has enabled the trustees to make such additions and changes in the main college building as to render it one of the most attractive and complete edifices for educational purposes which may be found either at the North or in the South. This building is two hundred and forty-six feet long and eighty-five feet wide. It is five stories high, including the mansard roof, and is surrounded on three sides by ample upper and lower colonnades. Arcades, stairways, transoms over every door, and broad passages throughout the entire building give adequate ventilation, and the structure throughout has every modern convenience and comfort. The first floor contains the parlors, library room, museum, and professors' family rooms; the second and third contain the sleeping rooms of boarding pupils, matron, and lady teachers; and on the fourth floor are located the art hall, society halls, and gymnasium.[1] There are two other buildings on the college premises used as chapel, laboratory, and recitation rooms.

BENEVOLENCE OF MR. GEORGE I. SENEY.

Before concluding this sketch of the history and educational work of the Wesleyan Female College, it is proper to add a word in recognition of the bounty of one who has proven himself the second father of the institution. The building of which I have spoken is a living monument to the liberality of George I. Seney. Independently of the sixty-five thousand dollars donated for the purposes of renovating, enlarging, and modernizing the old college edifice, Mr. Seney has appropriated five thousand dollars, to be equally divided between the college library and the scientific department and to be expended in their equipment; five thousand dollars for improving the grounds and furnishing the building; and fifty thousand dollars to be set apart as "a perpetual endowment, the income from which may be employed according to the wisdom of the trustees."[2] Of the last-mentioned sum, twenty-five thousand dollars have been applied by the board to endow the president's chair, which is known as the "Seney Professorship." By request of Mr. Seney, the other twenty-five thousand dollars were applied to the endowment of a chair, to be called the "Lovick Pierce Professorship;" for, as the philanthropist declared, "there is no man, North or South, whose character I admire more, and whose name and virtues I would prefer to perpetuate."

In all, his gifts[3] to the Wesleyan Female College amount to one hun-

[1] This is a large hall, sixty by ninety feet, well lighted and ventilated, and supplied with ample apparatus for healthful exercise.

[2] Catalogue for 1886–87, p. 47.

[3] They were all made in 1881.

dred and twenty-five thousand dollars—a similar sum to that received from him by Emory College, making a total benefaction for both institutions of two hundred and fifty thousand dollars. In appreciation of these gifts and of the noble Christian character of Mr. Seney, the faculty and students of Wesleyan Female College, with the sanction and hearty approbation of the board of trustees, have adopted his birthday, which occurs on the 12th of May, as a regular college anniversary. It is named in the calendar "Benefactor's Day," and is annually observed by suitable literary and musical exercises, in connection with the anniversary of the literary societies.

LA GRANGE FEMALE COLLEGE.[1]

The Methodists have the largest representation in colleges of any religious denomination in Georgia. In addition to the two just mentioned, they claim five others, viz: La Grange Female College, at La Grange; Georgia Methodist Female College, at Covington; Andrew Female College, at Cuthbert; Dalton Female College, at Dalton; and the Methodist College for young ladies, at Gainesville.

First of these, in many respects, is the La Grange Female College. Founded in 1833, it was, in its infancy, an academy of high grade, and its first teacher of note was Rev. Thomas Stanley. In December, 1847, under the presidency of Mr. Joseph T. Montgomery, a charter was procured, and the academy became a college.[2] After several years of great prosperity, more than two hundred girls being often in attendance,[3] the whole college property was sold to the Georgia Annual Conference of the Methodist Episcopal Church South. The trustees elected a new corps of competent teachers, and in September, 1857, the college began its distinctive work of Christian education under the presidency of Rev. W. G. Connor, a member of the conference. It enjoyed patronage from all parts of Georgia and from other States. Under the presidency of Rev. W. A. Harris, D. D., in 1859, it took the lead of church schools in sending out the first resident graduate class in the South, of which Mrs. Alice Culler Cobb, now a successful teacher in the Wesleyan Female College, was an honored member.

Well established in a career of enlarged and increasing usefulness, its work was arrested by a disastrous fire on the 28th of March, 1860. The college property, consisting of a handsome building, an ample

[1] White's Historical Collections of Georgia, pp. 651–2.

Catalogues for 1885–86 and 1886–87.

[2] See an act to incorporate the La Grange Female Institute, approved December 17, 1847. (Laws of Georgia, 1847, pp. 120–1.) The fifth section of the act says that the principal of the institute shall have power to confer all such honors, degrees, medals, and privileges as are usually conferred in colleges and universities. Name changed to La Grange Female College by act of December 26, 1851. (Laws of 1851–52, p. 312.)

[3] According to Mr. White, who wrote in 1854, the college had averaged, for the six preceding years, two hundred and forty pupils. (Historical Collections of Georgia, p. 651.)

chemical and physical apparatus, a complete equipment of costly musical instruments, and well-selected libraries,[1] was then consumed. Nothing daunted by this calamity, the friends of the institution rallied with willing hearts and open purses to the work of rebuilding. Their labors were interrupted by the War, and it was owing to the energy and perseverance of Rev. James R. Mayson, late president of the college, that the building was put in a condition to be used. In the midst of the general depression and business prostration consequent upon the War, he succeeded in raising, principally from among the citizens of La Grange, ten thousand dollars, with which he was enabled to complete the work. After several years of prosperous service, he resigned his position in order to return to pastoral duties. The trustees then elected Rev. John W. Heidt, D. D., president. The present incumbent in this office is Rufus W. Smith, A. M. He is assisted by a faculty of nine teachers.

The course of study embraces a preparatory, a collegiate, a commercial, a music, and an art department. The collegiate department has Freshman, Sophomore, Junior, and Senior classes. It is intended to make the commercial department one of special utility. Book-keeping, commercial arithmetic, business correspondence, and penmanship are taught in this course. Music receives marked attention.

The alumnæ of the La Grange Female College number over four hundred. The attendance during the session of 1886–87 consisted of one hundred and forty-six pupils.

The college occupies a very fine site, in full view of majestic landscapes. The late Doctor Sears, agent of the Peabody Fund, said of the situation, that he had travelled very extensively in Europe and America, visiting schools and colleges, but had never seen one equal to this for beauty and adaptation. The grounds are nine acres in extent, and, attractive by nature, are diversified with terraced groves and gardens. The main buildings are the college and the college home. On the second story of the college is the chapel, with a complement of music, art, society, and library rooms. This chapel "has been pronounced by distinguished visitors to be the finest audience-room in the South."[2]

The Irenian is the literary society of the La Grange Female College. It is accomplishing much good for the institution.

MADISON FEMALE COLLEGE.

This college was incorporated by an act approved by the General Assembly of Georgia January 26, 1850 (Laws of 1849–50, pp. 108–9). Mr. White, in his Historical Collections of Georgia (published in 1854),

[1] Mr. White (Historical Collections of Georgia, pp. 651–2) describes the college building as having few equals in the South. The principal edifice was of granite, one hundred and twenty feet long by sixty feet wide, and four stories high. Its cost was thirty-five thousand dollars. The entire investment for the outfit of the college had *been seventy-five thousand* dollars.

[2] *See Catalogue for 1886–87*, p. 28.

p. 566, alludes to the college as being "an institution of a recent date, numbering, according to the last catalogue, one hundred and seventy-one pupils. It is well supplied with philosophical and chemical instruments. * * * The course of study embraces every useful and ornamental branch."

The college was established by the Methodists, and held its last annual commencement, as the writer has been informed, in 1862. During the war between the States the main building of the institution subserved a purpose similar to that to which the Georgia Female College, likewise in Madison, was devoted. It was used as a hospital by the Confederate Government, and in this capacity continued to be occupied until its accidental destruction by fire, which occurred in 1864 and put an end to its existence.

The first president of the Madison Female College was Rev. Lucius L. Wittich, an experienced educator and a preacher of considerable mark. The second incumbent in the position was the Rev. Joseph H. Echols, while the third was the Rev. James L. Pierce, a brother of the late Bishop Pierce, and a man of fine literary attainments—under whose administration the institution achieved its greatest success. The last named of the presidents is still in life. Full faculties were associated with these officers, and among the departments represented in the curriculum were mathematics, natural philosophy, history, chemistry, Latin, Greek, belles-lettres, and music.

The college, as has been seen, was a chartered institution, granting diplomas and conferring degrees. At one time Dr. W. C. Bass, now president of Wesleyan Female College, and Dr. W. H. Felton, of Bartow County, a distinguished and influential member of the State Legislature, were numbered among its professors. A curriculum of high order was in force, and the educational advantages of the school are said to have been excellent. Fine apparatus was provided for the chairs of chemistry and natural philosophy, and the department of music received every attention. The faculty, as a general rule, comprised some eight or ten members, and the annual attendance upon the Female College averaged about one hundred and fifty pupils.

GEORGIA METHODIST FEMALE COLLEGE.[1]

This institution is located in the town of Covington, Newton County. It was first erected by the people of the place for a female school of high order in 1851, and called the Southern Female College.[2]

TRANSFERRED TO THE MASONIC ORDER.

Transferred in the following year to the Grand Lodge of the Masonic fraternity in Georgia, a new charter was obtained for it, and its name

[1] White's Historical Collections of Georgia, p. 574.
Janes's Hand-Book of Georgia, p. 189.
Catalogue for 1886–87.

[2] *See an act to incorporate* the Southern Female College, located in the town of Covington, *Newton County;* approved December 3, 1851 (Laws of 1851–52, pp. 313–14).

was changed to Southern Masonic Female College.[1] We learn from Janes's Hand-Book (published in 1876) that the Grand Lodge of the State appointed the board of trustees for the college, of which the grand master was president; that it was the sole property of the fraternity, and was founded for the purpose of educating the female orphans of Masons; that it had a collegiate curriculum, and conferred a full baccalaureate degree upon its graduates. It had in 1876 an average attendance of ninety, and had graduated over three hundred and fifty up to that time. It was largely patronized by citizens who were not members of the Masonic order.

In 1882 this institution passed into the possession of the Methodists, and became the Georgia Methodist Female College. Under the present organization Rev. John T. McLauchlin, A. M., is president. He is assisted by five teachers. English, mathematics, natural science, ancient and modern languages, and history are studied throughout the college course. Instruction is also afforded in music and art. The enrolment of students for 1886–87 was about one hundred and forty.

ANDREW FEMALE COLLEGE.[2]

This school, designed for the higher education of women, was established about 1854.[3] It is located at Cuthbert, Randolph County, and is the property of the Methodist Episcopal Church South. Its course of study, covering five years, is conducted by a faculty of competent instructors, of whom the Rev. Howard W. Key, A. M., a ripe scholar, an experienced teacher, and an admirable disciplinarian, is the president. The grounds, several acres in extent, have been rendered more attractive by summer-houses, trellises, and other artificial contrivances. The main college building is in the form of a Roman cross, fronting one hundred feet, with spacious lecture rooms at either end, and enclosing in the centre a chapel, forty-five feet in width and one hundred and twenty-five in depth, the whole being well ventilated and lighted.

There was an attendance at the college of one hundred and thirty-five students during the session of 1886–87.

DALTON FEMALE COLLEGE.

This institution was founded in 1872, and is now in the sixteenth year of its existence. In 1873 it received a charter, and in the following year graduated its first class of four members. The first president of the Dalton Female College was the Rev. Mr. Rogers, whose term of service extended over a period of seven years. He was succeeded by Prof. R. W. Smith, who held the position for five years. Upon the

[1] Act of February 14, 1854 (Acts of 1853–54, pp. 130–31). Sections IX, X, and XI relate to the institution; and in pursuance of their provisions the Grand Lodge appointed trustees for the Southern Masonic Female College.

[2] Henderson's Commonwealth of Georgia, p. 278.

Catalogue for 1886–87.

[3] *Act of incorporation*, approved January 15, 1854. (Laws of 1853–54, p. 116.)

resignation of the latter in 1885, the present incumbent, John A. Jones, A. M., was called to the presidency of the college.

The college is under the auspices of the Methodist Episcopal Church South. Its history has been a quiet, unostentatious one, yet remarkably successful, considering the means at its command.

The college building is a two-story brick structure, consisting of seven spacious, comfortable, and conveniently arranged school-rooms, beside the chapel. The college has, connected with it and located near it, a large and well-equipped boarding department. The whole property is worth about fifteen thousand dollars.

The college curriculum, requiring from ten to twelve years for its completion,[1] is about as full and extensive as that of most of the female seminaries of the country. There are eight teachers in the faculty, three of whom superintend the music department. The alumnæ of the institution number almost one hundred. The last (1886–87) register showed an attendance of one hundred and eighty-two pupils, one hundred and sixty-nine of whom were in the literary, fifty-three in the music, and twenty-nine in the art department.[2]

THE METHODIST COLLEGE.[3]

This institution, which is situated at Gainesville, Hall County, having been chartered in April, 1881, with full college powers, was established for the higher education of young women. Its officers are a president, secretary, and faculty, supervised by an incorporated board of directors, and visited by a special board, appointed by the North Georgia Conference of the Methodist Episcopal Church South, under whose fostering care the college is administered.

Beside the preparatory and collegiate departments, a piano school, with Freshman, Sophomore, Junior, and Senior classes, is attached to the college. The art and ornamental branches, also, receive attention. Inclusive of the Rev. Charles B. La Hatte, A. M., president of the college, the present faculty consists of eight teachers. The 1885–86 catalogue gave the college an attendance of seventy-nine pupils. The first class graduated in 1883.

ROMAN CATHOLIC INSTITUTIONS.

PIO NONO COLLEGE.[4]

This college, the only one which the Roman Catholic denomination has ever owned, or of which it has ever had the supervision in Georgia, is now extinct. It was located at Macon, and the Rt. Rev. William H.

[1] This includes college and sub-college classes and the preparatory department.

[2] For our facts in this case we are chiefly indebted to a letter from President Jones, dated November 22, 1887.

[3] Henderson's Commonwealth of Georgia, pp. 279–80.
Catalogue for 1885–86.

[4] Janes's Hand-Book of Georgia, p. 187.
Butler's History of Macon, pp. 302–3.

Gross, D. D., bishop of Savannah, to whose efforts since his consecration in 1873 it principally owed its origin, laid its corner-stone in May, 1874. Soon after his entrance upon his new duties, Bishop Gross determined to erect a college within his diocese, and was cordially aided by members of his own denomination and many who were not Catholics. The college building was commenced in the spring of 1874, and was completed during the following October. It was a handsome brick structure, one hundred and seventy-five feet in length, sixty-five in width, and five stories high, and cost fifty thousand dollars. On the 28th of February, 1876, the institution was chartered. At that time, we are told, it had a regular college curriculum, including classical and scientific courses. Surveying, engineering, book-keeping, and commercial law were taught. There was also a theological course.

Ten professors and tutors, of whom Rev. C. P. Gaboury was president, constituted the faculty. The attendance during the session ending June, 1876, embraced eighty-six students. In September of the ensuing year the college was entirely reorganized, the Rt. Rev. Bishop Gross himself assuming the presidency. This position he held until 1883,[1] when Rev. H. J. McNally succeeded him. The latter remained in office only one year; and in 1884 the last president, V. Rev. L. Bazin, was installed. His term of service expired with the life of the institution, in August, 1886.

BECOMES A JESUIT NOVITIATE.

The building and property[2] were then transferred to the Jesuits, and what was once known as Pio Nono College has become the Jesuit novitiate, and is now regarded as a training school for those who desire to enter the priesthood of that order.

[1] It should be stated that the functions of the bishop were more in the nature of a general supervisor, Rev. J. W. Daley doing most of the administrative work.

[2] A library, museum, and chemical laboratory were possessed by the college.

CHAPTER VI.

MISCELLANEOUS COLLEGES AND INSTITUTIONS IN GEORGIA.

GRIFFIN FEMALE COLLEGE.[1]

Griffin Female College was incorporated in 1848, organized in the following year, and graduated its first class in 1850. Though most of its pupils come from Georgia, its alumnæ are found in many parts of the South. The college occupies one of the most beautiful groves in the city of Griffin, Spalding County. The system of instruction is thorough, provision being made for six courses of study; viz, primary, preparatory, academic, collegiate, music, and art. The school of instrumental and vocal music is especially fine. The college outfit consists of a library of fifteen hundred volumes, a fair philosophical and chemical apparatus, and a cabinet of minerals. The faculty, of which Mrs. A. C. Winters is at present the head, numbers four teachers.

GEORGIA MILITARY INSTITUTE.

The list of institutions of higher education in Georgia would be incomplete without a mention of the Georgia Military Institute. This school was located within a short distance of Marietta, Cobb County. Originating under the direction of Col. A. V. Brumby, and first organized by him in 1851, its first session opened on July 10th of that year with only seven cadets, but the attendance swelled to twenty-eight before the term ended. "Since that time," says Mr. White, writing in 1854, "the number has steadily and rapidly increased at each session up to the present time; and now, having completed but two years of its history, it numbers one hundred and twenty cadets, five professors, and one assistant professor."[2]

At the instance of Colonel Brumby, in 1851, a joint stock company had been formed, and the institute chartered as a military college un-

[1] Henderson's Commonwealth of Georgia, pp. 281–2.
Catalogue for 1882–83.
Circulars for 1886–87 and 1887–88.

[2] *Historical* Collections of Georgia, p. 401.

der the control of a board of trustees.[1] The act of incorporation dates from December 8, 1851 (Laws of 1851–52, pp. 298–9), and it is worthy of note, in this connection, that it was largely to the influence and active intervention of Col. John Milledge and the Hon. Francis S. Bartow that the passage of the bill was due. At the same session an act was passed, entitled, "An Act to provide for the education of a certain number of State cadets in the Georgia Military Institute, to defray the expenses of the same, and for other purposes therein mentioned."[2] The Legislature likewise directed the Governor to make requisition upon the Government of the United States to furnish the institute with arms and accoutrements. The arms were received in due course, and were, we are told, "of the most beautiful and appropriate kind for their purpose."

The government and discipline of the institute were strictly military. The course of studies was thoroughly scientific, modelled as nearly as possible after that of the United States Military Academy at West Point, of which Colonel Brumby was a graduate, and was almost identical with that of the Virginia Military Institute. A full collegiate curriculum was provided, in addition to those departments of study more immediately connected with military affairs.

The land and buildings occupied by the school remained the property of Colonel Brumby and his associates until 1857, when the entire establishment was purchased by the State, and appropriations were made for the erection of additional buildings and the purchase of apparatus for the scientific departments of instruction. In addition to the board of trustees, a board of visitors was appointed at each session of the Legislature, whose duty it was to report to them directly upon the affairs of the institute. From this time that seminary became, in all respects, a State college.

Colonel Brumby continued to fill the position of superintendent of the institute until 1859, when he was succeeded by Prof. F. W. Capers, at present a member of the faculty of Charleston (S. C.) College. The superintendent and commandant of the school were usually aided in their labors by some six or seven professors, several of them being graduates of West Point. Of the character of the instruction there afforded we have already spoken. The average attendance of students after the second year ranged from one hundred and fifty to two hundred.

It appears from the annual messages of the Governor that the exercises of the institute were conducted without intermission down to 1864, when the battalion of cadets was placed in active service. They re-

[1] They were David Irwin, Andrew J. Hansell, Wm. P. Young, John H. Glover, Martin G. Slaughter, David Dobbs, John Jones, Charles J. McDonald, William Harris, Mordecai Myers, and James Brannon.

[2] See act of January 21, 1852 (Laws of 1851–52, pp. 6–8). Pursuant to the intention of this act, eight cadets were sent from the Congressional districts, and two from the State at large, the appointments being given to young men who could make proof of their inability to procure an education from any college where they would be forced to pay their expenses.

mained in the field, faithfully, gallantly, and efficiently discharging their duties, until after the surrender of the southern armies, and were disbanded at Augusta, May 5, 1865.

This disbandment of the battalion was a matter of necessity. Their guns and tents had been turned over to the State or Confederate authorities, under special order; the buildings at Marietta had been burned;[1] the apparatus, library, and furniture of the institute, which had been removed to Milledgeville for safe-keeping, had been destroyed by the United States Army; and the condition of the currency was such as to leave the superintendent destitute of the means of furnishing even the poorest subsistence. There was nothing of value remaining to the institute but the small tract of land near Marietta, upon which the buildings once stood.

An unsuccessful effort to revive the Georgia Military Institute was made in 1873, when a convention of former officers and cadets was held at Atlanta. The meeting was largely attended, and why it failed to accomplish the desired results, it is difficult to say. "Perhaps," says Professor Capers, who was present on that occasion, and to whom we have been indebted for much of the foregoing, "the formal resolutions demanded too much for the convention, leaving little to be done by the Board or the Legislature."

COLLEGE TEMPLE.

This institution was founded in 1853 by Prof. M. P. Kellogg, A. M., and during the greater portion of its existence enjoyed a liberal patronage throughout the United States. Located at Newnan, Coweta County, the object in its establishment was the higher education of young ladies. The first degrees conferred at College Temple were in 1855. The class of 1876, composed of twenty-eight members, was the largest ever graduated from the institution. According to the 1885–86 catalogue there were one hundred and sixty-one pupils in attendance. The faculty numbered eleven teachers. The course of study embraced primary and preparatory departments and a collegiate course.

College Temple is now extinct. Its existence ceased when, in January, 1888, President Kellogg turned over the building to the town authorities for public school purposes.

BOWDON COLLEGE.

This college was founded in 1856 by Col. Charles A. McDaniel and Maj. John M. Richardson. It received a charter in the following year, and the name of Bowdon Collegiate Institute. This appellation it bore until 1871, when it became the present Bowdon College. "The chief object of its founders," we are told, "was to establish an institution of learning on the strictest principles of economy, so as to place an education within the reach of young men of moderate means." "This is

[1] This was done by Federal troops during Sherman's march through Georgia.

still the characteristic feature of the institution, * * * and the simple, yet neat and substantial mode of Bowdon life is now proverbial." Bowdon, the seat of this college, is located in the western part of Carroll County, Georgia, a few miles from the Alabama line.

Bowdon College favors the joint education of the sexes. It was one of the first institutions in the State to pursue this method. In 1872 it opened its doors to young ladies on equal terms with young men, and has found "that the advantages of co-education far exceed the disadvantages; and by diligence and watchful care the evils of the system may be avoided." Sixty-five of the one hundred and sixty-nine pupils in attendance during the session of 1886–87 were females, and five of the six members of the Senior class for that year were young women.

Beside the collegiate or regular course of study, there is a scientific and also an engineering course. These differ from the collegiate course in substituting for the classics French, and a more thorough and critical course in the natural sciences and applied mathematics. Upon those who complete these courses the degrees of A. B., B. S., and C. E. are severally conferred.

Rev. F. H. M. Henderson, D. D., is president of the institution. He is assisted by six teachers.

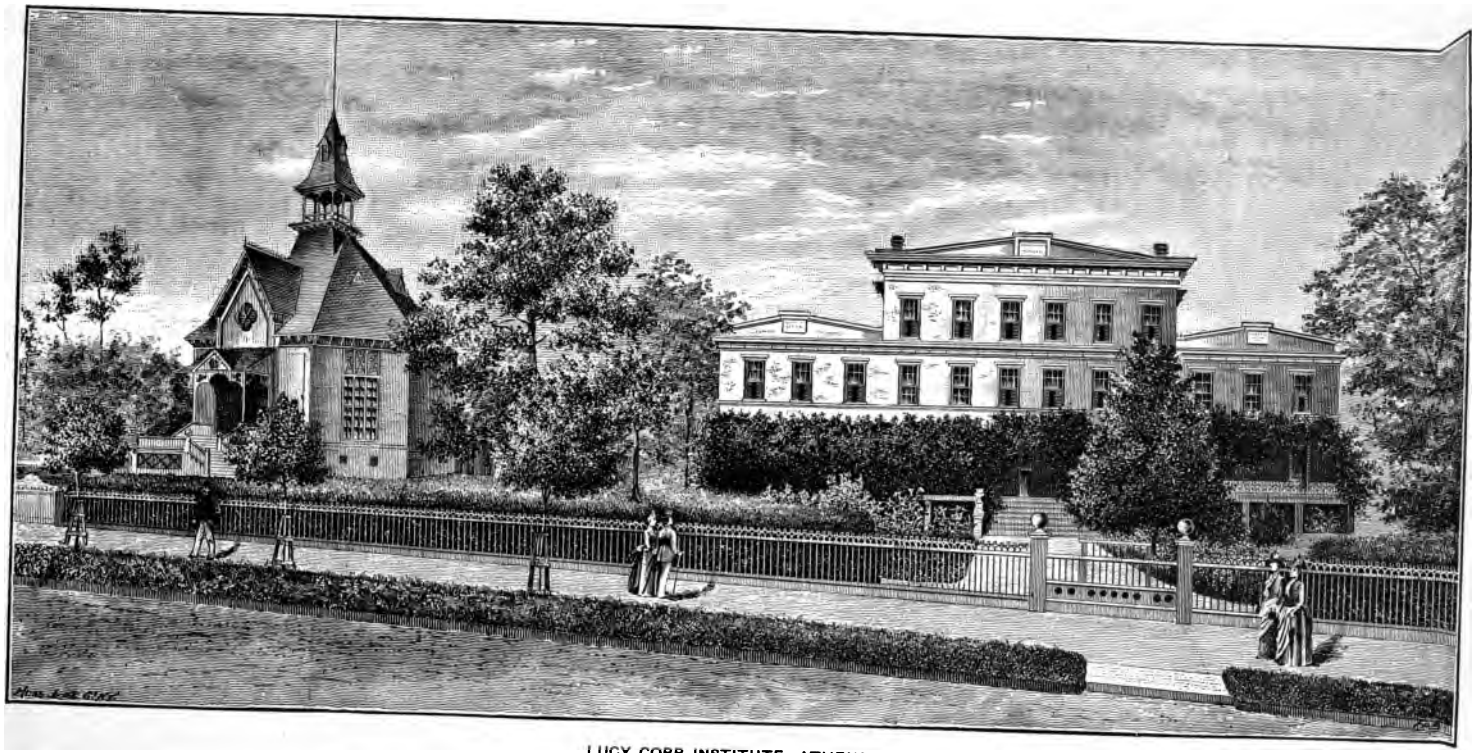
LUCY COBB INSTITUTE.

In 1857 General Thomas R. R. Cobb set on foot a movement to establish a girls' school at Athens, in Clark County. This effort on his part resulted in the erection, by a stock company, of a handsome four-story building in one of the best neighborhoods of the city. Just as the edifice was nearing its completion, General Cobb's favorite child, a girl of fourteen, died. In compliment to her memory, and in appreciation of her father's devotion, the board of trustees[1] named the school the Lucy Cobb Institute.

The institute was opened in 1858, well furnished both in its boarding and literary departments. Mr. Wright, a Northern gentleman, was its first principal. He conducted the school very satisfactorily until the commencement of the Civil War, when he returned to his people, and was succeeded in the position by the Misses Kay and Ferris. They were followed by Mr. Müller. Then Madame Sosnowski assumed charge, and after her, Doctor Jacobs. In 1871 Mrs. Wright[2] was elected principal. She "found the school in a languishing condition, the previous term having closed with one boarder and fourteen day scholars," and "without a curriculum or charter." She accordingly made application

[1] By an act to incorporate the Lucy Cobb Institute for the education of young ladies, in the town of Athens, approved December 2, 1859 (Laws of 1859, p. 83), Henry Hull, Jr., John H. Newton, Henry R. J. Long, Stephen Thomas, and Thomas R. R. Cobb, and their successors in office, were constituted the board of trustees of the school.

[2] *She is now Mrs. A. E. Cox, and is principal of the Forest Hill Institute, in Columbia County.*



LUCY COBB INSTITUTE, ATHENS.

to the trustees to have the institute chartered. They promptly acceded to her request, and on July 6, 1872, five young ladies received diplomas.[1] The numbers increased every year until, in 1880, the date of Mrs. Wright's resignation, there was a graduating class of fifteen.

Miss Millie Rutherford, the successor of Mrs. Wright, has since conducted the school with great success. She is assisted by a corps of fifteen teachers, several of whom hold professorial chairs in the University of Georgia. Prominent among the lecturers were the late honored chancellor of the University, Rev. Dr. P. H. Mell, and Dr. A. A. Lipscomb, ex-chancellor of the same and emeritus professor of Vanderbilt University (Tennessee).

The faculty of instruction has been organized into six schools; viz, schools of science, languages, mathematics, music, art, and English. The course of study is both academic and collegiate. The former is subdivided into First Academic and Collegiate; the latter into Freshman, Sophomore, Junior, Senior, and Graduate classes. "Only young ladies holding a diploma of this school, or one of the same standard, can enter the Graduate class, which is intended to supplement the Senior course in all high schools and colleges." The regular college course embraces mental and moral philosophy, ancient and modern history, Latin, mathematics, the natural sciences, physiology, general literature, and bookkeeping. The art department is under the direction of Miss Jennie Smith, a graduate of the institution, and a lady of unusual attainments.

SENEY-STOVALL CHAPEL.

It was chiefly through the exertions of one of its alumnæ that the Lucy Cobb Institute became possessed of its beautiful chapel. In 1881 Miss Nellie Stovall, of Athens, wrote to Mr. George I. Seney, of Brooklyn, N. Y., a letter in which she represented her *alma mater* as an object worthy of his bounty. The result of this graceful appeal was the handsome edifice to the left of the main building, known as the "Seney-Stovall Chapel." Mr. Seney erected it at a cost of ten thousand dollars. He has also placed in it a large pipe organ, valued at three thousand dollars. The chapel is octagonal in form, is tastefully decorated within, and is altogether quite a gem of its sort. Another noteworthy feature of the institution is its boarding department. We conclude with the quotation of an opinion expressed by a writer in the Atlanta Constitution of October 27, 1885, in regard to the excellence of the system which regulates this branch of the institute. He says:

"I have visited and inspected the methods of most of the prominent schools of this kind in this country, and never have I seen one that comes as near as it does to supplying all the requirements which I consider should enter into the organization of a school to which we are to intrust the care of our daughters. It is like a perfect home, and, under the care of its affectionate and attentive teachers, every young lady in

[1] *It should be stated that* before 1872 no diplomas had been conferred by the school.

attendance becomes one of a circle which partakes more of the family hearth-stone than of strangers bound together by the mere ties of association and collegiate discipline."

MARTIN INSTITUTE.

The school now known as Martin Institute was incorporated by act of the Legislature, November 20, 1818, under the name of Jackson County Academy.[1] It was afterward called the Jefferson Academy.

In December, 1859, the charter was amended and the name changed to Martin Institute, in honor of its benefactor, William D. Martin, through whose munificence the institution had been liberally endowed.[2] During the long period that has since elapsed the school has been in successful operation, the number of students in attendance seldom being less than one hundred, and often nearer two hundred.

Prior to the Civil War several distinguished teachers were at various times connected with this institution. Among them was Dr. Gustavus J. Orr, late State School Commissioner. Under him the present principal, Prof. John W. Glenn, and one of the teachers were instructed. In 1869 Professor Glenn came from the East Alabama Male College, took charge of the institute, and extended its influence to the neighboring States.

In 1874 the charter of the Martin Institute was enlarged so as to confer upon it all the rights granted to other colleges. These rights it has never exercised except in graduating classes in the female department. It has turned its attention unpretentiously to preparing young men for colleges of higher claims, if not better advantages.

Classes of young ladies were graduated regularly until 1882, when Principal Glenn was called to the University of Tennessee, to take charge of the department of agriculture in that institution. From 1870 to 1882 Martin Institute enjoyed a liberal patronage, the number of scholars ranging from one hundred and twenty to two hundred and seventy. About October, 1883, the old building was burned down. The present structure was not completed until two or three years later. Prof. Benjamin T. Hunter, from the Agricultural School at Cuthbert, Ga., became principal of the institute in 1885–86. Upon his resignation, in the fall of 1887, Professor Glenn resumed his old place, which he still retains. He is assisted by a corps of five teachers.

The curriculum of Martin Institute is similar to that of other male colleges, embracing the usual English, classical, and mathematical studies, together with a practical course in the physical sciences and

[1] Lamar's Compilations, p. 20.

[2] See Section II of act of December 9, 1859 (Laws of 1859, pp. 77–9). From the preamble of this act it appears that Mr. Martin had given by will to the trustees of the Jefferson Academy and their successors in office, one hundred and fifty shares of his stock of the Georgia Railroad and Banking Company, the preamble interpreting the terms "Trustees of the Jefferson Academy" as none other than the institution incorporated as the Trustees of the Jackson County Academy.

mechanical drawing. It has also business and normal courses. The standard of scholarship is high, especially in the department designed for young ladies. In the latter case the requirements are greater than in most of the female colleges.

In Martin Institute, as originally in Jackson County Academy and in Jefferson Academy, there exists co-education of the sexes. By reference to the catalogue for 1885–86, it will be perceived that of the one hundred and fifty-two students in attendance during that session, eighty were males and seventy-two were females.

This institute is located in the town of Jefferson, the county seat of Jackson County, nearly midway between Athens and Gainesville. The situation is elevated, overlooking the town, and commanding a beautiful and extensive view of the surrounding country.

The institute building was completed in 1886, and equipped at a cost of more than fifteen thousand dollars. The structure is large and imposing. It is built of brick, is slate-covered, and is well arranged in its appointments. The first floor contains recitation rooms, with seating capacity for nearly three hundred students, and ample blackboard facilities for every school purpose. A spacious chapel, approached by two broad stair-ways in front and one in the rear, together with vestibule, stage, and music rooms, occupies the entire second story. The building is surmounted with a belfry, provided with a sweet-toned bell of more than a thousand pounds' weight, the peals of which are distinctly heard at a distance of several miles.

HOME SCHOOL FOR YOUNG LADIES.[1]

In the year 1865 two institutions for the higher education of young ladies were established in Georgia—one, which is the subject of this section, at Athens; the other, presently to be considered, in the city of Atlanta. The Home School was founded by Madame Sophie Sosnowski, a lady of German birth, of long residence in this country, and distinguished for her high character, fine culture, and ability as a teacher. She came to Athens from Columbia, S. C., whence the fortune of war had driven her.

This institution was founded with a view to meet a real want felt by many parents in the selection of a school for their daughters, a want which is implied in its name, and which Madame Sosnowski's long experience had made plain to her, namely, of a school that should combine the advantages and discipline of a real home with those of a school for mental training; one that would command the personal attention and influence of the principal in behalf of each pupil, and avoid the rather casual training and promiscuous association of a large boarding school or college. This school was never intended for more than a limited number of scholars, who might be, at all times, under the eye of the

[1] For my information in regard to this school, I am in the main indebted to a sketch prepared by Prof. Charles Morris, of the University of Georgia.

teachers, and who, while enjoying the opportunities of more special instruction, should, at the same time, form a home circle with the principal as its centre.

In this point of view, the school has been very successful. The attendance has been good, and the plan of the worthy madame, the projector and organizer of the institution, has been steadily and faithfully carried out.

The Home School is under the management of Madame Sosnowski, assisted by her daughter, Miss Caroline Sosnowski, and an efficient corps of teachers. Among them are the accomplished grand-daughters of the principal, one of whom, Miss Ida Schaller, a thorough musician, having been well instructed in the Boston Conservatory of Music, has charge of the musical department. Excellent advantages in drawing and painting are afforded by Miss C. Sosnowski, who is herself a skilful artist.

The school offers a full course of instruction in the English branches, history, French and Latin, mathematics and physics, and in drawing, painting, and music, both vocal and instrumental.

ATLANTA FEMALE INSTITUTE AND COLLEGE OF MUSIC.

This school was organized by Mrs. J. W. Ballard, its present principal, in 1865, and is located at Atlanta. In 1882[1] it received a charter containing full power for conferring college diplomas. The faculty of instructors and lecturers, independent of the principal, number thirteen, all of whom are specialists in their several branches. The institute embraces a literary department, a department of modern languages, an art department, and a music department.

The last mentioned department constitutes, perhaps, the greatest attraction of the school. Mr. Constantin Sternberg, of repute as a pianist, is the general musical director. Two other teachers are associated with him in the department.

The course in the art department is very thorough. It embraces charcoal and pencil drawing from casts, still life, and nature; crayon portraiture; painting in oil and water colors; china painting; silk, velvet, and plush painting; lustra painting; brass hammering; and all the decorative and ornamental branches.

Primary, intermediate, academic, and collegiate departments are all represented in the general curriculum. The literary and classical training, as afforded in the collegiate course, is excellent, French, Latin, mathematics, and the natural sciences entering into and forming the subjects of every one of the classes. Instruction in elocution is also imparted.

According to the catalogue of 1886–87, the attendance of students on the various schools and departments of the Atlanta Female Institute,

[1] See Report of the Commissioner of Education for 1885–86, p. 371.

including the kindergarten, which has been established there, is one hundred and forty-six.

The new institute building is said to be the finest in the city of Atlanta, and is well supplied with art,[1] musical, chemical, and physical apparatus.

YOUNG FEMALE COLLEGE.[2]

Major E. R. Young, a wealthy planter of Thomas County, died in 1860, leaving a legacy of thirty thousand dollars to be used in the establishment and support of an institution for the education of females, to be known as "Young Female College," and appointing seven trustees[3] of his own selection to carry out his wishes. His will was contested, and no decision was had upon it until 1868.

The board of trustees organized June 23, 1866, when Mr. Thomas Jones was chosen president and A. H. Hansell, secretary.

In February, 1868, the board purchased the residence of Mr. James Kirksey, with fifteen acres of land attached, and engaged Mr. John E. Baker, formerly of Liberty County, to take charge of the institution, which was opened that month. As soon as it could be conveniently done, a handsome chapel, with recitation and study rooms, was built, and the college entered upon a prosperous course. While changes have from time to time occurred in the faculty, Mr. Baker has been continued as its head from the beginning, giving striking evidence of his faithfulness and fitness for the position. He is assisted by six teachers. The college shows an attendance, from year to year, of over one hundred scholars[4] and the house of the president, who lives at the college, is full of boarding pupils from the adjoining sections of Georgia and Florida. The course of study embraces five classes; viz, First, Second, Sophomore, Junior, and Senior.

Young Female College has been largely instrumental in helping to build up the little city of Thomasville, in which it is located.

BUTLER FEMALE COLLEGE AND MALE INSTITUTE.[5]

This institution, situated in Butler, Taylor County, was organized under the name of "Johnston Institute," in the year 1872. Through the action of the stockholders in 1875, a charter was obtained and the name was changed to "Butler Female College and Male Institute." The

[1] There is, among other things, a large and choice collection of art models, numbering over five thousand, the property of Mr. William Lycett, the professor of art.

[2] Henderson's Commonwealth of Georgia, pp. 277–8.

Catalogue for 1886–87.

[3] The trustees named in Major Young's will were Messrs. Thomas Jones, James T. Hayes, David S. Brannon, William J. Young, James L. Seward, A. T. McIntyre, and A. H. Hansell.

[4] The catalogue for 1886–87 gives an enrolment of one hundred and twenty-four.

[5] Henderson's Commonwealth of Georgia, p. 278.

Catalogue for 1885–86.

original building, which cost about ten thousand dollars, was consumed by fire in 1882. It was rebuilt upon an improved plan and supplied with suitable furniture. In pursuance of an act of the Legislature of Georgia, the town of Butler appropriated to this college certain sums of money annually accruing from various sources, and in this way tuition has been so far reduced as to make it a comparatively free school.

The course of instruction includes primary, preparatory, and collegiate departments. In the collegiate department both classical and scientific courses are open for the choice of the students. Those completing these courses receive the respective degrees of bachelor of arts and bachelor of science. The catalogue for 1885–86 gives the college an attendance for that session of ninety males and eighty-six females.

The president of the faculty is P. E. Davant, A. M., who has three assistants.

GAINESVILLE COLLEGE.

This is likewise a co-educating school, and was regularly chartered in 1875. Its curriculum consists of primary, kindergarten, preparatory, and collegiate departments. Beside the bachelor of arts or regular college course, there is a licentiate instruction course, which differs from the other only in the fact that the Senior studies are omitted. Music[1] and art receive attention in the college. The faculty is at present composed of four teachers, of whom R. E. Mitchell, A. B., is the president. The Annual Register of 1886–87 shows an attendance of two hundred and one pupils of both sexes.

WEST GEORGIA AGRICULTURAL AND MECHANICAL COLLEGE.

The West Georgia Agricultural and Mechanical College, situated in the town of Hamilton, Harris County, was incorporated in the fall of 1881. In the following year efforts were made to effect a union between it and the University of Georgia, to the end that it might become a branch college of the latter. The attempt, however, failed, and the institution remains separate from, and in nowise connected with, the State University.

Capt. John W. Dozier is at the head of the school. He has four assistant teachers. The course of instruction embraces primary, academic, and collegiate departments. Music is also taught. The enrolment of students (male and female) for the session of 1886–87 was one hundred and six.

The college building, comprising six study rooms, with a commodious chapel and an ante-room on the second floor, was completed in 1884 at a cost of about ten thousand dollars.

SOUTH GEORGIA MALE AND FEMALE COLLEGE.

The seat of this college, which was established about 1882, is at Dawson, in Terrell County. The faculty consists of seven members, Morgan

[1] The chair of music is at present vacant.

L. Parker, A. B., being president. There are literary, music, art, and business departments. The literary department is divided into three schools, viz, primary, preparatory, and collegiate. In addition to the regular college classes, there is a post-graduate class. The attendance during 1886–87 was one hundred and six males and seventy-six females.

OTHER COLLEGES.

In addition to the colleges already considered may be mentioned the Middle Georgia College, at Jonesborough, the county seat of Clayton County; Washington Seminary in Atlanta, which was founded by Miss Lola Washington about 1878, is presided over by Mrs. Baylor Stewart, and numbers among its faculty Mr. Alfredo Barili, a nephew of the celebrated Adelina Patti, and a musician of some note; Elberton Female Collegiate Institute, in Elbert County; Bradwell Institute, at Hinesville, in Liberty County; and the Agricultural College, at Cuthbert, in Randolph County, the latter at present forming a part of the State University at Athens.[1]

BUSINESS SCHOOLS IN GEORGIA.

MOORE'S BUSINESS UNIVERSITY.—Four principal commercial colleges have been established in the State, two at Atlanta, one at Macon, and one at Augusta. Of these, Moore's Business University, located in the city of Atlanta, is the oldest and, perhaps, the best known. Founded by Prof. B. F. Moore, at Savannah, Ga., in 1858, and opened in October of that year, Moore's Commercial Institute was conducted with marked success until the inception of the War in 1861. Its operations then ceased. In 1862 President Moore moved to Atlanta, where, six years later, viz, in October, 1868, the present institution was reopened, commencing its work with nine students. From that small beginning the school has increased so rapidly that it now numbers on its roll nearly four thousand graduates. About three hundred students are in annual attendance. "Moore's Business University is devoted to the education of young and middle-aged men and women in the commercial branches, and in instructing them in technical knowledge, by qualifying them for transactions of business, and the proper management of business affairs." The school is a completely organized community, with its necessary adjuncts, banking houses, and insurance, transportation, and other agencies. The system of teaching is eminently practical, and embodies an actual business training. Among the subjects embraced in the curriculum are single and double entry book-keeping, plain and ornamental penmanship, commercial arithmetic, merchandising, political economy, actual business, business correspondence, and mercantile law.

[1] The school at Cuthbert, as has been intimated above, has become once more (1889) a member of the State University system, and consequently falls under the general description of the "Branch Colleges."

MACON COMMERCIAL COLLEGE.—This institution dates from 1881. Its founder was the present principal, Prof. W. McKay. "I opened this school," he says,[1] "in connection with my own practice as a professional accountant, and have sought rather to give a thorough training to a few students than a smattering to a larger number, and have had ample proof of the truth of my theory of conducting such schools." Beside penmanship, business arithmetic, correspondence, bill-making, and general business routine, peculiar stress is laid upon the different details of book-keeping and accounts, "accounting being recognized and taught as a science," and, by reason of the excellent facilities afforded, constituting an important department in the college. Instruction is also given in stenography and type-writing. A special feature of the Macon Commercial College is its department for the graduation of females in book-keeping and accounts.

The other two commercial colleges to which we have alluded are Osborne's Business College, at Augusta, and Goldsmith and Sullivan's School of Business, at Atlanta. The former has been in operation since January, 1882, and was chartered in 1886.[2]

LITERARY INSTITUTIONS—THE GEORGIA HISTORICAL SOCIETY.[3]

Among the institutions of higher education in the State we should not omit to mention one which, aside from its importance as illustrating a phase in the development of the country, has exerted a truly potent influence in the departments of literature and original research. We refer to the Georgia Historical Society, at Savannah. This excellent organization dates from 1839. For many years previous, the need for some such association in the city of Savannah had been felt and acknowledged, but it was not until April, 1839, that any definite action was taken in regard to the subject. Then the Rev. William B. Stevens, Israel K. Tefft, Esq., and Dr. Richard D. Arnold addressed a circular to a number of gentlemen whom they thought most likely to interest themselves in the design, inviting them to attend a meeting for the purpose of forming an historical society. The convocation was accordingly held, and a society was formed. The officers "selected to give nascent tone, character, and impulse to the institution," were John McPherson

[1] In a letter dated January 23, 1888.

[2] See Report of the Commissioner of Education for 1885–86, p. 614.

[3] White's Historical Collections of Georgia, p. 315.

The Georgia Historical Society: Its Founders, Patrons, and Friends.

Anniversary address delivered in Hodgson Hall on the 14th of February, 1381, by Charles C. Jones, Jr., LL. D. Savannah, Ga., 1881. Pp. 40.

Historical Record of the City of Savannah. Savannah, 1869. Pp. 160–1.

Address of Richard D. Arnold, M. D., on the organization of the Georgia Historical Society and of the Savannah Library Association, delivered July 24, 1871. (Collections of the Georgia Historical Society, Vol. III, pp. 415–28. Savannah, 1873.)

Proceedings of the Dedication of Hodgson Hall, by the Georgia Historical Society, *on the occasion of its thirty-seventh anniversary, February 14, 1876. Savannah, Ga., 1876. Pp. 29.*

Berrien, of national reputation, president; James Moore Wayne, remembered as an Associate Justice of the Supreme Court of the United States, vice-president; Matthew Hall McAllister, vice-president; Israel K. Tefft, whom Colonel Jones[1] describes as the *fons et origo* of the society, corresponding secretary; George W. Hunter, treasurer; Henry K. Preston, librarian; William Thorne Williams, Charles S. Henry, John C. Nicoll, William Law, Robert M. Charlton, Alexander A. Smets, William Bacon Stevens, and Richard D. Arnold, directors.

Under the guidance of these its first officers—than whom, we are assured,[2] from out the entire circuit of the community none more competent or trustworthy could have been chosen—the Georgia Historical Society entered upon a career of usefulness.

In December, 1839,[3] the society was chartered; and its avowed object, as revealed in the preamble[4] of the act incorporating it, was the collection, preservation, and diffusion of information relating to the history of Georgia in all its various departments. To that end its officers and members, with a zeal worthy of all commendation, by correspondence, circular, contribution, purchase, and petition, concentrated as rapidly as they could in the library of the institution all printed and manuscript matter within the range of present possibility.[5] "So earnest," says Colonel Jones,[6] "was the society in the prosecution of its mission, and so eager to offer palpable evidence of its vitality, and to assert a right to honorable companionship in the sisterhood of kindred institutions, that in the second year of its existence it printed its first volume of collections." It was a valuable and interesting publication; and "it is not an exaggeration to affirm," continues the same author,[6] "that this first contribution of our cherished society will compare favorably with the transactions of any kindred society within the wide borders of this land." The second volume, like unto the first in historical value and genuine interest, was given to the public two years afterward; and in 1848 appeared part first of the third volume of the Georgia Historical Collections.

As early as March, 1841, the society invited Dr. William Bacon Stevens to undertake, under its auspices, the preparation of a new and complete history of Georgia. Liberal aid was extended to him in the prosecution of this most important labor, which resulted in the publication of two octavo volumes, one in 1847 and the other in 1859. The

[1] Colonel Jones's Address, p. 7.

[2] *Ibid.*, p. 8.

[3] See act of December 19 (Laws of 1839, pp. 132–4).

[4] "*Whereas* the members of a society instituted in the city of Savannah, for the purpose of collecting, preserving, and diffusing information relating to the history of the State of Georgia in particular, and of American history generally, have applied for an act of incorporation * * * *Be it enacted*," etc.

[5] Colonel Jones's Address, pp. 12–13.

[6] *Ibid.*, p. 13.

author concludes his history with the adoption of the Constitution of 1798.

For nearly eight years after its organization the association possessed no building of its own, but through the courtesy of the Savannah Library Society was permitted to occupy its rooms as a place of convocation. In 1847 there occurred a practical consolidation of these institutions, and two years subsequently the Georgia Historical Society found a convenient abiding place in the edifice which had been erected for its accommodation on Bryan Street, opposite the Bank of the State of Georgia. The library of the Savannah Library Society was merged into that of the Georgia Historical Society, and thus were the literary attractions of the latter enhanced by the addition of some twenty-five hundred volumes.[1]

Through the generosity of one of Savannah's distinguished sons, Dr. James P. Screven, a liability incurred in the erection of its hall was, in 1852, discharged, and the society liberated from debt.

During the next few years little of special moment transpired in the proceedings of the society. Then ensued the Civil War, which necessitated an entire suspension of all its operations, and well-nigh put an end to the organization itself.

Soon, however, after the termination of hostilities, under the encouragement of its then president, the Right Rev. Stephen Elliott, D. D., of blessed memory, the society revived, and entered upon a career of activity and usefulness. The impetus then given to its membership, its deliberations, and its exertions, was continued during the subsequent administrations of the Hon. Edward J. Harden, Mr. George Wymberley-Jones De Renne, Doctor Charters, and the Hon. Henry R. Jackson.

In 1871 the society published an interesting *brochure*, entitled An Authentic Account of the Origin, Mystery, and Explanation of Hon. Richard Henry Wilde's Alleged Plagiarism of the Lament of the Captive. Two years afterward, through the liberality of Mr. George Wymberley Jones, the society was enabled to give to the public the third volume of its historical collections, embracing letters from General Oglethorpe to the trustees of the colony and others, from October, 1735, to August, 1744; a Report of Sir James Wright to Lord Dartmouth on the condition of the colony, dated September 20, 1773; letters from Governor Sir James Wright to the Earl Dartmouth and Lord George Germain, secretaries of state for America, from August 24, 1774, to February 16, 1782; an anniversary address of Col. Charles C. Jones, Jr., on Brigadier-General Count Casimir Pulaski; and an address by Dr. Richard D. Arnold, on the Organization of the Georgia Historical Society and of the Savannah Library Association.

In 1878 the society, the cost of the publication being defrayed by Mr. De Renne, printed the fourth volume of its Collections, consisting of

[1] Colonel Jones's Address, pp. 15–16.

"The Dead Towns of Georgia," by Col. Charles C. Jones, Jr., LL. D., and "Itinerant Observations in America," reprinted from the London Magazine.

On the occasion of the celebration of the thirty-seventh anniversary of the organization of the society, possession was formally delivered of Hodgson Hall, the present beautiful and commodious home of the society, a gift from Miss Telfair and Mrs. Hodgson.

Here the society, with its twelve thousand volumes, lives and prospers, exerting a literary and refining influence, and conserving all memories appertaining to the history of Georgia.

THE TELFAIR ACADEMY OF ARTS AND SCIENCES.[1]

Through the munificence of Miss Mary Telfair, the daughter of Governor Edward Telfair, the Telfair Mansion in Savannah, with all the furniture, fixtures, books, pictures, statuary, and works of art, was bequeathed to the Georgia Historical Society, to be erected into an academy of arts and sciences.

For the maintenance of this institution she bequeathed one thousand shares of the capital stock of the Augusta and Savannah Railroad.

Under the auspices of the Georgia Historical Society, and in pursuance of the charitable intent of this noble woman, wonderful progress has been made in the erection of the Academy of Arts and Sciences, in filling its halls with works of value, and in making it what its founder designed it to be, a school for the development of a higher education in art.

This academy, which is the only one of the sort in Georgia, is under the direction of Mr. Carl N. Brandt, an artist of considerable reputation.[2]

[1] See the fourteenth item in the will of Miss Mary Telfair, who died in June, 1875.

[2] A description of the academy, and an account of the work which has been performed by Mr. Brandt in bringing the institution to its present state of usefulness, is given in Harper's Monthly Magazine for January, 1888.

CHAPTER VII.

MEDICAL INSTITUTIONS.

THE MEDICAL COLLEGE OF GEORGIA.[1]

This institution is the oldest of its kind in the State, having been in active operation ever since 1829. The act establishing and incorporating the "Medical Academy of Georgia" was approved December 20, 1828.[2] By that act a board of twenty-four trustees was appointed for the government of the academy, to whom, under certain conditions, the authority was given to confer the degree of bachelor of medicine upon its graduates.

Prominent among the members of this board was Dr. Milton Antony, who was the soul and spirit of the movement to which the academy owed its origin, and who has rightly been designated as its founder. As early as the year 1827 Doctor Antony proposed the establishment of a medical school in the city of Augusta. "Such an institution presented itself to his mind as desirable and all-important. The scheme, although deemed by many impracticable, seemed to him simple and feasible. His indomitable spirit prompted him to leave no efforts untried in the accomplishment of his favorite design; while his sanguine heart never dreamed of defeat. He was devotedly attached to his profession, in which he ever held distinguished rank. * * * His desire was to assist in the perfection of his favorite science; and, in the accomplishment of his ends, he regarded nothing more important than the proper and thorough education of its young disciples."[3]

The first meeting of the board of trustees of the Medical Academy was held March 2, 1829, and on May 17 of the following year, the name of

[1] See Georgia Gazetteer for 1837, pp. 196–7.
Georgia Illustrated, etc., by William C. Richards, Penfield, Ga., 1842. Pp. 41–4.
White's Statistics of Georgia. Pp. 81–2.
Lewis's Report on Public Education, etc., Milledgeville, Ga., 1860. Pp. 115, 137.
Sixth Annual Report of the State Board of Health of Illinois, Appendix A: Conspectus of the Medical Colleges of America, pp. 18–19, Springfield, Ill., 1884.
Henderson's Commonwealth of Georgia, etc. Atlanta, Ga., 1885. Page 282.
Catalogue for 1886–87.

[2] Dawson's Compilations, pp. 196–7.

[3] Georgia Illustrated, pp. 41–2.

MEDICAL COLLEGE OF GEORGIA.

the institution having in the meanwhile been changed,[1] it was regularly organized as the board of trustees of the Medical Institute of Georgia.

From the Legislature of 1833 the institute received a donation of ten thousand dollars,[2] and from the City Council of Augusta five thousand dollars more, by guaranteeing medicines and medical services to the city hospital for ten years. With the fifteen thousand dollars thus obtained, the trustees erected "their beautiful Grecian-Doric structure which," wrote one of the professors[3] in 1842, "while exteriorly adding to the beauty of the city, is, in its interior arrangements, unequalled, for the purposes of a medical college, by any edifice in our country."[4]

With the exception of twenty-five thousand dollars which the Legislature afterward gave the Medical College, the moneys above referred to constitute the only pecuniary aid from without, so far as the writer can learn, which this institution has ever received. Hence it may be said to have been, almost from its inception, self-supporting. Certain it is, that upon the seven thousand dollars individually contributed by Doctors Antony, Ford, Hoxey, Crawford, Banks, Jones, and Garvin, of the board of trustees in 1829, the school prior to the receipt of those funds mainly subsisted.

The act by which the State, in 1833, appropriated ten thousand dollars "for the use and benefit of the institute," contained a provision changing its name[5] to that which it has ever since retained, viz, *The Medical College of Georgia.* The college was organized with Doctors Antony, Ford, J. A. Eve, Paul F. Eve, John Dent, and L. A. Dugas in its respective chairs. Early in the spring of 1834 the faculty raised upon its own responsibility the sum of ten thousand dollars, and dispatched to Europe one of the professors, to purchase an anatomical museum, chemical apparatus, a surgical cabinet, etc., for the use of the college.

A second application for pecuniary aid was made by the trustees in 1835, which was so far successful that the State generously turned over to the college all her interest in the premium resulting from the sale of the increased stock of the Bank of Augusta. This was valued at the sum of twenty-five thousand dollars. Thus assisted, the faculty liquidated every outstanding debt, and preserved a fund for contingent expenses.

"In the session of 1833–34 the class in attendance amounted to thirty, and at the second commencement the degree of M. D. was con-

[1] Section 1 of an act to alter the name of the Medical Academy of Georgia and to extend the corporate powers of the same, passed December 19, 1829, declares that from and after the passage of this act the Medical Academy of Georgia shall be entitled and known as "The Medical Institute of the State of Georgia." (See Dawson's Compilations, p. 197.)

[2] Lewis's Report, p. 115. Also Prince's Digest, p. 681.

[3] Dr. Paul F. Eve, afterward of Nashville, Tenn.

[4] The building, which stands upon a lot adjoining that occupied by the Richmond Academy and which was generously ceded by the trustees of the academy for the use of the college, was completed in the spring of 1834.

[5] See Section 5 of act of December 20, 1833 (Prince's Digest, p. 681).

ferred upon fifteen approved candidates. In the class of 1834–35 were thirty-seven students and fifteen graduates. In 1835–36, from extraordinary circumstances, the number of students was but thirty-one, with eight graduates. In the following winter the attendance was increased to forty-four, while fifteen graduates received the degree of M. D.

"The class of 1837–38 numbered forty-one, and thirteen were graduated. During the session of the following year the number of students amounted to sixty, with twelve graduates.

"The college was now fairly established among the many similar and rival institutions of the country; and with but twelve graduates out of a class of sixty, there was every prospect of a large increase for the next session. But, alas! disappointment came from a quarter least of all expected. A fatal epidemic visited the city, for the first time, and all hope and enterprise sank under its withering influence. Among the victims of the terrible disease the institution had to mourn the death of its beloved and distinguished founder. Dr. Milton Antony fell a martyr to the cause of humanity and his professional zeal, on the 19th of September, 1839.[1] When the period arrived for commencing the session of 1839–40, but two professors were able to discharge their duties. In consequence it was found necessary to postpone the course of lectures two weeks, and even then the exercises began with but four professors. Notwithstanding these disadvantages, the institution nobly sustained itself. The class that year numbered fifty-four students, and in the spring following eighteen were graduated."[2]

The session of 1841–42 noted an increase of nineteen over the attendance of the preceding year. The number of graduates from the institution has multiplied proportionately with the students annually enrolled, until now[3] it has one thousand six hundred and fifty-three alumni.

ADMINISTRATION OF DR. PAUL F. EVE.

Dr. Paul F. Eve became dean of the Medical College about the year 1842, being the successor to Doctor Garvin, the first incumbent. Under his wise rule the college passed through its most successful period. Never since has it enjoyed that high degree of prosperity to which it then attained. Indeed, Doctor Eve's administration is admiringly referred to as exhibiting, and as being inseparably associated with, the college in its prime.

Since Doctor Eve, six or seven persons have held the position of dean

[1] Doctor Antony is buried in the college yard, and a slab designates his resting-place. A fine portrait of him hangs in the library-room.

[2] Georgia Illustrated, p. 43.

[3] Taken from the University of Georgia catalogue for 1886–87. The 1885–86 register of medical students showed an attendance of one hundred and three, and a graduation list of thirty-eight. During the session of 1837–38 forty-seven M. D. degrees were conferred.

of the faculty, the present incumbent being Dr. Edward Geddings, who entered upon the discharge of his duties in 1883.

The exercises of the college progressed without interruption until 1863, when, in consequence of the distractions of the Civil War, a suspension occurred which lasted until February 24, 1866. With this exception the sessions of the college since its inception have been continuous.

A DEPARTMENT OF THE UNIVERSITY OF GEORGIA.

In 1873 the Medical College became a department of the University of Georgia, and since that time the chancellor has attended its commencements, and in the name of the University has conferred the degrees.

This direct association with the University of Georgia, and this change in the auspices under which the degrees are conferred, was suggested and favorably considered as long ago as 1856.[1]

The college building is commodious, well located, and provided with every appliance requisite for the facile study of medicine, chemistry, pathology, surgery, etc.

Here will be found the finest chemical and physical laboratory in the State outside of the University at Athens.

It has also a library of five thousand volumes, a convenient dissecting hall,[2] and a valuable anatomical museum. The latter, occupying an entire third of the second story, contains many pathological specimens (tumors, fœtuses, fœtal abnormalities, etc.), the accumulations of years, and the most admirable selections of preparations showing the different stages of the eruptive fevers, contagious diseases, phlegmons, etc., in the South.

The City Hospital, located on the college grounds, and the Freedman's Hospital, situated at no great distance, both under the immediate control and support of the faculty, offer excellent facilities for clinical instruction. The peculiar advantages of Augusta as a great railroad and manufacturing centre, embracing many thousand operatives and their families, enable the Medical College to draw large numbers of interesting cases to its polyclinic for treatment in the presence of the students, who often take charge of the cases and treat them under the direction of the clinical instructor. These clinics are held daily at the college or hospital.

COURSES OF STUDY.

The lectures in the Medical College of Georgia embrace anatomy, physiology, chemistry, materia medica and therapeutics, theory and practice of medicine, pathology, surgery, obstetrics and gynæcology,

[1] Lewis's Report, p. 137.

[2] "Ample material and every facility for dissecting are offered in a hall well adapted to the purpose," says the 1886–87 catalogue, p. 6.

medical jurisprudence, ophthalmology, otology, and pharmacy. There are eight professors representing the several branches. Prominent among them is Dr. Henry F. Campbell, who has charge of the departments of surgery and gynæcology. Beside his noteworthiness as a gynæcologist, Doctor Campbell is also a man of national reputation, having recently filled the presidency of the Medical Association of America.[1] With these professors two demonstrators and four clinical assistants are associated.

A candidate for the degree of doctor of medicine must have attended two full courses of lectures in this or some other college in good standing, and pass a satisfactory examination on all branches taught in the institution.[2] In addition to the regular course of two sessions,[3] the faculty offers and strongly recommends to the student a graded course of three terms. In this course the student is examined on anatomy, physiology, and chemistry at the expiration of the first term, and on such of the remaining branches as he may elect at the end of the second, completing his examination and graduating at the end of the third.

As has been already seen, the Medical College is one of the participants in the Charles McDonald Brown Scholarship Fund. Another assistance which the institution affords to poor students operates through its beneficiary system. In compliance with its charter, two students from each Congressional district of Georgia are admitted to the enjoyment of its privileges gratuitously. All applicants, on their part, are required to state on honor that they are unable, alone or with the aid of friends, to pay their tuition fees. They are also required to furnish the customary certificate from their county as to moral character and fitness.

THE SAVANNAH MEDICAL COLLEGE.[4]

This institution belongs now to the past. While its corporate existence relates back to a period almost contemporaneous with the foundation of the Medical College of Georgia, its career of usefulness did not, in duration, transcend a quarter of a century.

A charter to establish and incorporate a medical college in the city of Savannah was granted in 1838;[5] but no active measures were taken to erect a building until 1852, when J. Gordon Howard, M. D., took the initiatory steps to that end, and Drs. P. M. Kollock, R. D. Arnold, W. G. Bulloch, C. W. West, H. L. Byrd, E. H. Martin, J. Gordon Howard,

[1] Doctor Campbell is a graduate of the college, having received his diploma in 1842; and we find him two years later a member of its faculty, and serving in the capacity of demonstrator. He was at the time hardly twenty years old.

[2] See Code of Georgia, 1882, p. 255.

[3] The college session commences on the first Monday in November, and terminates on the first of March following.

[4] Historical Record of the City of Savannah. Savannah, Ga., 1869. Pp. 164–6.

Savannah Medical College: Circular and Catalogue of the Trustees, Faculty, and Students; Announcements of Lectures, Session 1857–58, etc.

[5] See act of December 31, 1838 (Acts of 1838, pp. 156–7).

and J. B. Read petitioned the trustees to organize them into a faculty. They pledged themselves to erect a suitable structure, and to provide all apparatus necessary for medical instruction and illustration.

Owing to the opposition of a number of medical gentlemen, the desired privileges were withheld. Nothing daunted, however, the abovenamed physicians associated themselves together as a corporation under the name of the Savannah Medical Institute, and erected a college building, the corner-stone of which was laid by Dr. R. D. Arnold in January, 1853. In the following November the first course of lectures was delivered. During the session of 1856–57 there were twenty-seven students in attendance upon the Savannah Medical College, as the institution was then called, nine of whom received diplomas at its close.

At that time the faculty, inclusive of a demonstrator of anatomy, numbered eight professors. Prominent among the instructors and lecturers were Dr. Richard D. Arnold, professor of theory and practice of medicine,[1] and Dr. Joseph Jones, now of New Orleans, who had charge of the department of medical chemistry. The former, as has been seen, was intimately connected with the organization of the college. The latter, Doctor Jones, through his writings and discoveries, is well known to the scientific world, and is distinguished as a chemist, an original investigator, and a physician.

The exercises of the Savannah Medical College were interrupted by the War. The suspension thus occasioned continued until 1866. In that year the college was reopened, and its operations were conducted as well as the impoverished condition of its resources[2] would allow. But after struggling on for a period of some fourteen years, the doors of the institution were permanently closed to students about 1880.

THE GEORGIA COLLEGE OF ECLECTIC MEDICINE AND SURGERY.[3]

There are three medical colleges located at Atlanta. The first of them which we will consider is the Georgia College of Eclectic Medicine and Surgery. This institution was chartered by an act passed by the General Assembly of the State of Georgia in 1839. It was at first located at Forsyth, Monroe County, and was known as the Southern Botanico-Medical College.[4] In 1846 it was removed to Macon, and

[1] Doctor Arnold remained in this chair, reflecting honor on himself and the college of which he was one of the chief ornaments, until his death, which occurred about 1872.

[2] After the capture of Savannah, in 1864, the college building was used as a United States hospital, and from it the Federal troops carried off the fine apparatus, the valuable collections of minerals, the engravings and paintings for illustration, the anatomical preparations, and the pathological specimens which belonged to it.

[3] Sixth Annual Report of the State Board of Health of Illinois. Appendix A: Conspectus of the Medical Colleges of America, pp. 19–21.

[4] The preamble of the act incorporating this college, approved December 11, 1839 (Laws of 1839, pp. 134–6), recites that "*Whereas* the friends of the Botanic (commonly called the Thomsonian) System of Medical Practice in the Southern States are desirous of establishing a medical college at the town of Forsyth, Monroe County, in *which the doctrines they* advocate may be scientifically taught, together with the

its name was changed[1] to the Reform Medical College of Georgia. At Macon, previous to the war between the States, the career of the college was successful, graduating hundreds of physicians. Later,[2] the title of the institution was altered to College of American Medicine and Surgery.[3] In pursuance of the provisions of an act of the Legislature, in 1880 the college was transferred to Atlanta; and in 1884 the College of American Medicine and Surgery, and the Georgia Eclectic Medical College,[4] which was partly conducted by professors who had been connected with the College of American Medicine and Surgery in Macon, were united under the original charter. The name of the institution was once more changed by the General Assembly of Georgia to the Georgia College of Eclectic Medicine and Surgery. This name it still retains.

The course consists of didactic and clinical lectures, practical demonstrations—anatomical and chemical—and recitations, coupled with the presentation and defence of theses by the students. The subjects embraced in the lectures are anatomy, physiology and hygiene, principles and practice of medicine, obstetrics and diseases of women and children, chemistry and toxicology, surgery, materia medica and therapeutics, pathology and medical jurisprudence, and clinical surgery and urine analysis. A two years' study of these branches is required before the students are allowed to graduate. In this respect the institution corresponds with the medical college at Augusta. The faculty of this college likewise recommends a three years' graded course after the usual studies have been completed.

The college building offers comfortable accommodation to three hundred students; and, beside containing a general lecture-room, a chemical lecture-room, and a laboratory where general pharmacy and a course of toxicology are united with chemistry, is said to have a good museum of pathological and other specimens, and a fairly complete physico-chemical apparatus.

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usual branches taught in other medical institutions; and *whereas* the friends of such a college have already subscribed liberally, in money and property, in aid of said object: *Be it therefore enacted,*" etc.

[1] This was done in 1854. The college had then been for thirteen years in active operation, having graduated its first class in 1841. In 1852 the State Legislature appropriated five thousand dollars to enable the board of trustees to erect a building, procure apparatus, etc., for the college. (White's Historical Collections of Georgia, p. 269.)

[2] Viz, in 1874. Classes had been graduated every year until 1861. Operations were suspended during the Civil War, but were resumed in 1867. Students were graduated in 1868, and in each subsequent year until 1874, when the college changed its name.

[3] The first class graduated under this name was in 1874. There were no graduating classes in 1877, 78, 79, 80, or 81. During the session of 1882–83 there was a class of twenty-four matriculates, of whom fourteen were graduated at the close of the session.

[4] This institution, organized in 1877, graduated its first class the same year, and *classes in each subsequent* year until the date of its coalition with the College of *American Medicine* and Surgery.

This institution has until recently been a mixed college, women having been admitted to an attendance upon the winter course. Of the graduates during the session of 1886–87, twenty three in number, three were females. This plan, however, not having met with the success anticipated, the board and faculty have determined to provide a spring course specially for women, equal in every respect to that arranged for male students. The faculty consists of eleven professors and one demonstrator, and A. G. Thomas, M. D., LL. D., is its president.

ATLANTA MEDICAL COLLEGE.

This college is said to be the oldest institution of learning in the city of Atlanta, having been organized in 1854. With the exception of the war period, it has been in active operation ever since. Its graduates number more than one thousand, fifty-four having received the degree of M. D. at the last annual commencement, March 1, 1888.

The faculty is composed of thirteen instructors, including a demonstrator in anatomy and an assistant to the chair of eye, ear, and throat diseases. Prof. H. V. M. Miller, M. D., LL. D., is its dean. Prominent among the professors is Dr. A. W. Calhoun, of Atlanta, who has charge of the department of the diseases of the eye, ear, and throat. With this branch of medical science Doctor Calhoun is thoroughly conversant, and as a successful and skilful operator his reputation is established beyond the borders of his own State.

SOUTHERN MEDICAL COLLEGE.

This institution dates from 1879, and is the most recently established of the medical colleges in Georgia. It is located in Atlanta. The number of its students has steadily increased since its opening. In 1881–82 one hundred and twenty-six were in attendance, of whom thirty-seven received diplomas at the end of the session. There are about three hundred graduates of this college. The last degrees conferred were in March of the present year (1888.) The faculty is composed of eight regular instructors and three auxiliary professors and special lecturers. William Perrin Nicolson, M. D., is the dean.

CHAPTER VIII.

CHARITABLE INSTITUTIONS.

AUGUSTA ORPHAN ASYLUM.[1]

We have seen under what circumstances and with what intents the Bethesda Orphan House was established at Savannah. Similar motives prompted the erection of an orphan asylum at Augusta. In furtherance of a desire, entertained by certain benevolent persons, to provide a home for orphans in that city, the Legislature of the State of Georgia, by an act approved January 22, 1852, incorporated "Thomas W. Miller, Henry H. Cumming, Edward F. Campbell, John Milledge, Artemas Gould, Lewis D. Ford, and John R. Dow, and all others who may associate with them and their successors," a body politic and corporate, by the name and style of "The Augusta Orphan Asylum," and authorized the City Council "to make a donation of lots of land in said city, money, or the bonds of said city, to such amount as they might deem proper, to the Augusta Orphan Asylum, to be used for the purposes of the said association."[2]

PROVISIONS FOR ITS SUPPORT.

Some time elapsed before the society was prepared to undertake the care of orphans. Meanwhile, earnest effort was made, chiefly by Mr. Thomas W. Miller, to raise money by means of individual subscriptions.

In May, 1854, the first board of managers, composed of Artemas Gould, president; Thomas W. Miller, Lewis D. Ford, James Gardner, R. H. Gardner, Dr. James Mackie, and John R. Dow, adopted a constitution and by-laws.

Early in 1855 a house was rented and placed in charge of a matron, and four orphans were admitted to the privileges of the asylum. At the same time, steps were taken looking to the erection of an orphan house upon a lot appropriated by the City Council for that purpose. This, however, became unnecessary, in consequence of a liberal bequest made to the society in the will of Isaac S. Tuttle, Esq., who died on December 12, 1855, leaving the house formerly occupied by him on Walker

[1] Augusta Orphan Asylum: Annual Reports from 1869 to 1877, and Reports of its Thirty-fourth Annual Meeting, April 20, 1887, and Thirty-fifth, April 18, 1888.

[2] *Sections two and three* of act. (Laws of Georgia, 1851-52, p. 437.)

AUGUSTA ORPHAN ASYLUM.

Street, and other property, amounting in all to fifty thousand dollars, for the use of the association. This gift, added to the income from two hundred shares of Georgia Railroad stock, previously donated to the asylum by the City Council, provided amply for the institution in its infancy. The "Tuttle house" was at once fitted up for an orphans' home, and, with subsequent additions, was occupied as such about seventeen years.

DONATION OF GEORGE M. NEWTON.

The death of Dr. George M. Newton in January, 1859, brought to the asylum property valued at two hundred thousand dollars. This large increment to its resources opened to the society a field of usefulness wholly beyond the expectations of its founders and early friends. An amendment to its charter was obtained from the Legislature, December 9, 1859, allowing the board of managers, at their discretion, to receive children who were not orphans, and from any county in the State, and prescribing severe penalties for leaving children at the asylum without the consent of the proper officers.[1]

The income of the society, under the careful management of its first president, Mr. Gould, so far exceeded its necessary expenditures that at the time of his resignation of the trust, in April, 1870, the par value of its capital was $347,071.

Soon after the death of Mr. Tuttle, the board of managers adopted resolutions looking to the building at some future time, on the "Tuttle lot," on Walker Street, of an orphan house large enough to accommodate sixty children, with the necessary officers. The War and other causes prevented the accomplishment of this purpose for a number of years; and when in 1869 the society was preparing to build, its condition and prospects called for a larger structure than was formerly contemplated, and a more desirable location.

The subject of removal was carefully weighed in all its bearings, and an eligible site was finally agreed upon, viz, an ample lot fronting the Georgia Railroad, between Harper and Boundary Streets, near the western boundary of the city. For this wise choice the society is largely indebted to the influence of Dr. Lewis D. Ford, the second president of the association.

THE NEW ORPHAN HOUSE.

The present orphan house was begun in December, 1870, and completed sufficiently for occupation in December, 1873.[2] It is a handsome and imposing structure, capable of accommodating one hundred and twenty-five children, having every provision for their care and comfort, and containing apartments for officers and employés. The cost of the building and grounds was about one hundred and seventy-four thousand dollars.

[1] An act in addition to the act for incorporating the "Augusta Orphan Asylum," and for punishing *certain offences* touching the same. (Laws of Georgia, 1859, pp. 122-3.)

[2] *A portion of the interior* is still unfinished.

This asylum is now in charge of a matron and two teachers, who together constitute its faculty of instruction. According to the president's report, as submitted April 20, 1887, there were one hundred and twenty-four children in the house on January 1 of that year, sixty-two of whom were boys and sixty-two girls, while in April of the following year we find one hundred and eight children in the asylum, fifty-seven being boys and fifty-one girls.[1]

Viewed as a whole, the Augusta Orphan Asylum represents, perhaps, the best type of its class in the South. It is certainly one of the most extensive, well-ordered, and successfully conducted institutions of its kind.

SAVANNAH FEMALE ASYLUM.[2]

Although the Female Asylum at Savannah is not so extensive as the Orphan Asylum at Augusta, it is much older. It had a common origin with the Union Society[3] which was founded in 1750, and its object was to arrange for the care and education of orphan and destitute children. These, without distinction of sex, enjoyed the benefits of its charitable appropriations until the 17th of December, 1801, when, for the greater advantage of both classes of children, the Rev. Henry Holcombe, then resident pastor of the Baptist Church of Savannah, suggested to several ladies of piety and benevolence the propriety of a separation of the sexes. The suggestion was approved, and was promptly acted upon by the parties interested in the charitable scheme.[4]

The female asylum, in 1801, commenced an independent existence, under a board of directors composed of fourteen ladies. In 1810 the Legislature of Georgia granted an act of incorporation, founded on a system of rules for the better government of the institution.[5]

Past experience demonstrated the necessity for a larger building and a more suitable location than the one occupied in the eastern part of the city, but the limited funds of the society, at the time, prevented the desired change. In 1838 Mrs. M. Marshall and Mrs. M. Richardsone

[1] The eligibility of children for admission to the privileges of the asylum depends upon their being orphans between the ages of three and ten. Unusual applications are submitted for the special determination of the board. (See Third By-Law.)

[2] Jesse H. Campbell's Georgia Baptists. Richmond, 1847. Page 33.
Historical Record of the City of Savannah. Savannah, 1869. Pp. 167–8.
Henderson's Commonwealth of Georgia, pp. 295–6.

[3] The plan of this society was projected by some three or four persons of as many different religious persuasions, and it was called "Union" to designate the amalgamation of all creeds. The object of the society has ever been the maintenance and education of distressed orphan boys. (Anniversary Address by Thomas U. P. Charlton, April 23, 1823. Union Society Records, 1750–1858.) We are further told by Mr. Charlton that since the Revolutionary War one hundred and twenty-nine children have been supported and educated by the bounty of the society.

[4] "The 'Savannah Female Asylum' (a society for supporting and educating helpless female orphans) was formed," we are told, "in his (Mr. Holcombe's) parlor, under a *constitution and by-laws* drawn up by himself." (Campbell's Georgia Baptists, p. 33.

[5] *Act of December 15, 1810.* (Cuthbert's Digest, pp. 193-5.)

volunteered to assist the endeavors of the board of managers to increase, by a public collection, the available means of the society in the accomplishment of so laudable an object. Their combined efforts happily proved successful, and the erection of a substantial and commodious edifice on the corner of Bull and Charlton Streets was the result.[1]

The Savannah Female Asylum has been maintained by annual subscriptions, and has received many valuable bequests. Writing of it in 1847, Mr. Campbell says, that from its formation up to that time it had been the favorite of all denominations; and that individuals as well as bodies, in both the civil and religious departments of the community, had vied with each other in supporting it.[2]

The affairs of the institution are managed by a board of directors who meet once a month, and a visiting committee is appointed to purchase the necessary food and raiment. The charity is conducted by a matron, a second matron, and a cook. A teacher also instructs and resides in the asylum. The number of orphans in the asylum in 1885[3] was fifty-six. Children are admitted at the age of three years, and are bound to the asylum "as apprentices indented to a master, to learn any trade, profession, or calling," until they reach the age of eighteen years.[4]

OTHER ORPHAN ASYLUMS.[5]

ORPHANS' HOME OF THE SOUTH GEORGIA CONFERENCE.—There are two other asylums in the State, which have been erected for the care and education of orphans. One is the Orphans' Home of the South Georgia Conference of the Methodist Episcopal Church South, and is located in Bibb County, near Macon. It was founded by Mr. Maxwell, of that city, as his private benevolent enterprise in 1857, and so continued until 1873, when it passed into the hands of the above specified conference, by the voluntary contributions of whose members it is now supported. The superintendent of the asylum in 1885 was the Rev. L. B. Payne. Five hundred and forty-eight orphans had up to that time been received, and of this number five hundred and ten had been cared for since the asylum became the property of the conference. The Home has ninety acres of land, and the property is worth about eight thousand dollars. The children are taught in the elementary branches, are instructed in farm and household work, and are retained until good homes can be secured for them.

ORPHANS' HOME OF THE NORTH GEORGIA CONFERENCE.—The other asylum to which we have alluded is the Orphans' Home of the North Georgia Conference. It was established by that Conference of

[1] Historical Record, etc., p. 168.
[2] Georgia Baptists, p. 33.
[3] Henderson's Commonwealth of Georgia, p. 295.
[4] Acts of 1851-52, pp. 357-8.
[5] Janes's Hand-Book of Georgia, pp. 194-5.
Butler's History of Macon, p. 303.
Henderson's Commonwealth of Georgia, pp. 294-5.

the Methodist Episcopal Church South in 1867. The venerable Jesse Boring, M. D., D. D., originated the plan, and it was founded mainly through his efforts. This home is located near Decatur, De Kalb County. It owns a comfortable house of eight rooms, and a farm of three hundred acres, which is partly under cultivation. The institution has no endowment, but is entirely dependent upon voluntary contributions from the people. About sixty otherwise homeless children are here well cared for, properly trained in mind and morals, and fitted to fill honest and honorable vocations in life. Rev. A. J. Gibson, superintendent and agent in 1885, was assisted by his wife. They resided at the home.

GEORGIA INSTITUTION FOR THE DEAF AND DUMB.[1]

At the session of the Legislature in 1833, Mr. John L. Flournoy presented a memorial praying for the establishment of an institution for the education of deaf-mutes. It was referred to the Governor with a request that he obtain full information, and report to the next meeting of the General Assembly. At the next session, in November, 1834, His Excellency Hon. Wilson Lumpkin laid all the information he had acquired before the Legislature, expressing himself as particularly indebted to Governor Foot, of Connecticut, and Lewis Weld, the principal of the Deaf and Dumb Academy at Hartford. In consequence of this correspondence Mr. Weld came to Georgia with a class of deaf-mutes, and exhibited their educational attainments before the members of the Legislature. The result was, the General Assembly appropriated three thousand dollars for the education of the "indigent deaf and dumb of the State, between the ages of twelve and twenty," at the asylum at Hartford.[2] This experiment, as will be seen, proved unsatisfactory, on account of the great distance and the unwillingness of subjects to go so far from home, and among strangers.

In March, 1835, Rev. Elijah Sinclair was appointed by Governor Lumpkin State commissioner to ascertain who were the indigent deaf and dumb children of the State; to collect and convey them to Hartford; and to have them supported and educated there at the expense of the State. He was faithful and zealous in the execution of the trust. He was re-appointed to the same work by two of the successors of Governor Lumpkin, and was complimented by the Legislature for his efficiency and integrity. He travelled extensively over the State search-

[1] White's Statistics of Georgia, p. 85.
White's Historical Collections of Georgia, p. 455.
Janes's Hand-Book of Georgia, pp. 192–3.
Code of Georgia, 1882, pp. 257–9.
Henderson's Commonwealth of Georgia, pp. 293–4.
Twenty-fourth and Twenty-fifth Reports of the Board of Trustees and Officers of the Georgia Institution for the Education of the Deaf and Dumb, published respectively in 1886 and 1888.

[2] *Laws of 1835, pp. 330–32.*

ing for deaf-mutes, but succeeded in sending only six to Hartford. In 1836 he found sixteen in the State who came within the provisions of the law, but only three could be induced to go.

In 1842 and 1843 Cedar Valley Academy made successful experiments in teaching deaf-mutes; and in December, 1845, the Legislature required all the State beneficiaries to be withdrawn from Hartford and educated in Georgia.[1] The Rev. Jesse H. Campbell, then State commissioner, arranged with the Hearn Manual Labor School at Cave Spring, Floyd County, to make the education of deaf-mutes a department of that institution. Mr. O. P. Fannin, then associate instructor in that school, was sent to Hartford, in order to acquire the methods of teaching. He returned with the Georgia pupils and entered them in the deaf-mute department of the Hearn School, which was opened with four scholars in a log cabin May 15, 1846.

PROVISION OF THE LEGISLATURE.

In 1847 the Legislature provided the means for erecting a suitable building.[2] Cave Spring was the site chosen, and the building was finished in June, 1849, and occupied on the first of the following July. From that time until March, 1862, there was no break in the operations of the school; but the turbulence of the times and the enlistment of two of the teachers in the army decided the trustees then to suspend its exercises. It was reopened, however, in February, 1867, the Legislature having made an appropriation for that purpose during the preceding year. Ever since it has been in active existence.

TERMS OF ADMISSION.

In 1876, pursuant to a recommendation made by the board of trustees[3] in their report to the Governor for 1875, the General Assembly authorized and provided for the erection of a suitable building for the admission of negro pupils, and since its completion the colored deaf-mutes have enjoyed equal facilities for instruction with the whites, under the immediate care of teachers of their own race. All deaf-

[1] Janes's Hand-Book of Georgia, p. 192.

[2] See an act to provide for the establishment and location of an asylum for the deaf and dumb, to raise a board of commissioners for the same, and to define the rules under which persons may receive its benefits, and for other purposes. Approved December 16, 1847. (Laws of Georgia for 1847, pp. 94–6.) The eighth section declares that indigent deaf and dumb persons, resident anywhere within the State, shall be received into the asylum and school, and maintained and educated gratuitously, so far as the funds of the institution will permit: *Provided*, That no person under ten nor more than thirty years old shall be admitted, and that no beneficiary shall be allowed to remain more than four years.

[3] See act to provide a form of government for the Georgia Institution of the Deaf and Dumb, and for other purposes. (Laws of 1877, p. 32.) The number of trustees was fixed at seven.

mutes of the State who are over ten and under twenty-seven years of age, mentally and physically unimpaired and free from any immoral habit or contagious disease, are entitled to all the benefits of the academy, free of charge, for the term of seven years; and an additional term is also allowed to "such pupils as have exhibited a commendable energy and a mental capacity to be benefited; the conferring of this privilege being conditional upon good behavior and diligent application."[1] Deaf-mutes from other States are admitted upon payment of one hundred and seventy-five dollars each per school term of ten months.

The annual State appropriations for the support of the institution have averaged about fifteen thousand dollars.[2] The estimated value of the property in 1876 was twenty-five thousand dollars, and there were then almost one thousand volumes in the library.[3]

In 1886 the number receiving instruction was ninety-one, sixty-one of whom were whites and thirty colored. There were four instructors in the white and two in the colored department, and Prof. W. O. Connor was principal. During the present year (1887), there has been an attendance of eighty-six deaf-mutes, fifty-seven being white and twenty-nine colored.

GEORGIA ACADEMY FOR THE BLIND.[4]

This institution was incorporated by an act of the Legislature of Georgia assented to January 2, 1852. It originated in a movement made by the citizens of Macon, at a meeting held for this purpose on the 18th of April, 1851.[5]

In January of that year Mr. W. S. Fortescue had arrived in Macon from Philadelphia, with letters of recommendation as a suitable person to introduce into Georgia a system for the education of the blind, and it was at the convocation just referred to that the first publication on the subject occurred. The result of the meeting was the appointment by the chair of five persons to solicit subscriptions, with a view to enabling Mr. Fortescue to educate four blind children until the convening

[1] Section 1235 of Georgia Code of 1882.

[2] The last sum, nine thousand dollars, was donated by the Legislature at the fall session of 1887.

[3] Janes's Hand-Book of Georgia, p. 193.

[4] *Ibid.*, pp. 191–2.

Butler's History of Macon, pp. 306–8.

Code of Georgia, 1882 Revision, pp. 256–7.

Henderson's Commonwealth of Georgia, pp. 292–3.

Thirty-Fifth Annual Report of the Trustees of the Georgia Academy for the Blind, Macon, Ga., to the Governor of Georgia (1886). Also Thirty-Sixth and Thirty-Seventh Annual Reports (1887 and 1888).

Origin and History of the Georgia Academy for the Blind, with documents from the beginning, 1851 to 1887. Macon, Ga., 1887.

[5] Butler's History of Macon, p. 306.

of the next Legislature. The committee selected were, W. S. Fortescue, Dr. J. M. Green, R. A. Smith, R. S. Lightfoot, and Edwin Graves. A number of ladies and gentlemen subscribed liberally on the first call. On the 4th of July the subscribers met, and Doctor Green, chairman of the committee, read his report, which showed that six hundred and fifty dollars had been promised. It also stated that application had been made for a copy of the Bible in raised characters; that a piano had been purchased and an apparatus engaged; that the General Assembly would be petitioned for aid; and that the statistics showed that there were two hundred and twenty blind children in the State without the rudiments of education. The report was adopted.

The committee then submitted a preamble and articles organizing the Georgia Academy for the Blind, to be located in Macon. This was followed by the election of seven trustees as follows: J. M. Green, N. C. Munroe, E. B. Weed, John B. Lamar, R. A. Smith, Edwin Graves, and A. H. Chappell. Before the adjournment of the meeting, one hundred and fifty-two more dollars were subscribed.

The school was opened in July, 1851. Mr. W. S. Fortescue was the first principal, and Miss Hannah Guillan the female teacher. It was sustained by charitable donations of citizens until the session of the Legislature in the ensuing January, when it received a charter. The act required the trustees to "select indigent blind persons from different counties of the State, between the ages of twelve and thirty, and maintain and educate them gratuitously," and appropriated five thousand dollars per annum for the years 1852 and 1853, to aid in supporting the institution.[1]

On January 22, 1852, Mr. Munroe resigned the presidency of the board, of which he was the first chairman, and was succeeded by Doctor Green, who continued in office for nearly thirty years. In July of the next year, the board presented their first Annual Report. In it the president stated:

THE PRESIDENT'S REPORT.

"The class of pupils was ten, three boys and seven girls, and had made astonishing progress in arithmetic, geography, and other departments of knowledge. Some of the female pupils made an equally remarkable progress in crochet work, sewing, and other varieties in useful and ornamental needlework."

Shortly after, Governor Howell Cobb, in an eloquent lecture before the Milledgeville Lyceum, proposed that "one-third of the large revenue of the State Road should be devoted to the maintenance of the three great objects of the State charity,—the Lunatic Asylum (at Milledgeville, opened in 1842), the Deaf and Dumb Institute, and the School for the Blind;"[2] but the suggestion was never adopted.

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[1] Acts of 1851-52, pp. 4-6. [2] Butler's History of Macon, p. 387.

APPROPRIATIONS BY THE LEGISLATURE.

The necessities of the academy having greatly increased, application was made in 1855 for an appropriation of twenty thousand dollars to erect suitable buildings. This was granted in 1856. Half that amount had been obtained from the Legislature for the same purpose in 1854.[1] Upon investigation, however, it was found that the sum was inadequate to the expense of the undertaking. Further appropriations were afterward made, and the academy was finished and occupied by pupils in 1859. Its cost was about sixty-five thousand dollars. The ceremony of laying the corner-stone of the academy, located on a beautiful lot on College Hill, was conducted on July 5, 1852, with imposing effect, in the presence of two thousand spectators. Hon. Thomas Hardeman was chosen the orator on that occasion, in appreciation of his signal efforts in the House of Representatives to secure the requisite increase of appropriation.

During the War the academy building was used for a Confederate hospital. The teachers and pupils moved to Fort Valley, where the school was kept in operation until their return to the academy in 1865. In the meanwhile, the Federal Army had occupied the building, and had destroyed and carried off five thousand dollars' worth of property belonging to the institution. The school was continued by loans until the State was in a condition to resume the payment of its accustomed appropriations.

The first principal of the academy was Mr. Fortescue (already alluded to) in 1852, with Miss Hannah Guillan as assistant, who still retains her position. In 1853 and '54 H. Dutton was in charge; in 1855 and '56, M. Horne; and in 1857 and '58, Rev. W. N. Chaudoin. In August, 1858, the present incumbent, Prof. W. D. Williams was elected principal. Beside Professor Williams and Miss Guillan, who supervises the department of literature, there is an instructor in music.

In 1876, we are told,[2] there were fifty-six pupils in the academy; and that since its opening one hundred and forty-five had been admitted, of whom seventy-five had been discharged as educated in one or more of the departments. Many of them had acquired trades, by which they could earn their support. Pupils were then admitted between the ages of eight and twenty;[3] males over twenty were taken into the workshop to learn trades. The value of the buildings, grounds, and property was at that time seventy-five thousand dollars, and there were about one thousand volumes in the library, including those in embossed print.

[1] Section 12 of act of February 18, 1854. (Laws of Georgia, 1853-54, p. 16.)

[2] Janes's Hand-Book of Georgia, p. 191.

[3] This has been altered. In accordance with Section 1215 of the Georgia Code of 1882, "All indigent, blind persons, residents of this State, between the ages of seven and twenty-five years, shall be selected by the trustees from the different counties of the State, received into the academy, and supported and educated gratuitously to the extent the funds will permit." And it is further specified that "a beneficiary shall not remain at the charge of the institution longer than four years."

DEPARTMENT OF THE COLORED BLIND.

In 1882 a department for the colored blind[1] was opened, and is doing a good work for this class. Of the ninety-one names on the 1885–86 register, twelve belonged to colored pupils. Of the two hundred thousand dollars and more which the State has appropriated, first and last, for grounds and improvements, fourteen thousand were for the benefit of the colored blind.[2]

[1] The establishment of this department was largely due to Hon L. N. Whittle, who was the first, it is believed, to suggest the advisability of calling the attention of the State Legislature to the colored blind, and requesting an appropriation from them "to purchase or rent necessary buildings and provide for the support and education of such pupils as may offer."

[2] Henderson's Commonwealth of Georgia, p. 293.

CHAPTER IX.

INSTITUTIONS FOR COLORED PEOPLE.

These institutions are all of recent growth, having come into existence since the War. So long as slavery continued, little attempt was made to educate the blacks, except in a religious way.[1] In fact, it was forbidden by statute[2] to teach a slave to read or write.

This inhibition did not, however, deter some masters and mistresses from teaching their domestics to read the Scriptures, and sometimes to use the pen. Field hands, as a class, were almost universally illiterate. Carpenters, wheelwrights, blacksmiths, and mechanics often read and understood something of arithmetic. The instances of slaves being able to read, write, or cipher were, however, very few.

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[1] Religious Instruction of the Negroes in the United States, by Charles C. Jones. Savannah, 1842. Part II, Chapter II.

An Historical Sketch of Slavery from the Earliest Periods, by Thomas R. R. Cobb. Philadelphia and Savannah, 1858. Chapter XVII.

The Education of the Negro—Its Rise, Progress, and Present Status: being an Address delivered before the National Educational Association at its Late Meeting at Chautauqua, N. Y., by Hon. Gustavus J. Orr, LL. D., State School Commissioner of Georgia. Atlanta, Ga., 1880. Pp. 15.

[2] By Section 39 of "An Act for ordering and governing slaves within this Province, and for establishing jurisdiction for the trial of offences committed by such slaves, and other persons therein mentioned, and to prevent the inveigling and carrying away slaves from their masters, owners, or employers," approved May 10, 1770 (Cobb's Digest of Georgia Laws, p. 981), it is declared "that all and every person and persons whatsoever, who shall hereafter teach, or cause any slave or slaves to be taught to write, or read writing, or shall use or employ any slave as a scribe in any manner of writing whatsoever, every such person and persons shall, for every such offence, forfeit the sum of twenty pounds sterling."

Again, in Section 11 of an act approved December 22, 1829 (*Ibid.*, p. 1001), we find this provision: "If any slave, negro, or free person of color, or any white person, shall teach any other slave, negro, or free person of color, to read or write either written or printed characters, the said free person of color or slave shall be punished by fine and whipping, or fine or whipping at the discretion of the court; and if a white person be found so offending, he, she, or they shall be punished with fine, not exceeding five hundred dollars, and imprisonment in the common jail at the discretion of the court before whom the offender is tried."

See also act of March 7, 1755. (Acts passed by the General Assembly of the colony of Georgia from 1755 to 1774—now first printed,—pp. 73-99. Wormsloe, 1881.) It was there provided that the penalty for teaching or causing any slave or slaves to be taught to write, or for employing a slave as a scribe, should be fifteen pounds sterling.

A wonderful change occurred upon the termination of the War and the establishment of the public school system. Then the doors were freely opened for the instruction of the blacks in the elementary branches of an English education. They were allowed to participate with the whites in the benefits of the school fund raised by general taxation, and multitudes[1] availed themselves of the privileges thus afforded. Nevertheless, but little progress has been made by the race in what may be termed higher education. In the ordinary common schools of the rural districts the education, as we have previously shown (Chapter III), is of a very primitive sort, being confined to reading, writing, and arithmetic, and a smattering of geography and history. In certain localities, on the other hand, schools have been opened in which the pupils are fairly taught, not only reading, writing, and arithmetic, but also history, geography, mental and moral philosophy, and advanced mathematics, and where colored females are making commendable progress in learning to play upon the melodeon, the parlor organ, and the piano. To a consideration of the characteristics of, and the advantages afforded by, the six prominent institutions in Georgia for the higher education of the colored race, the remaining sections of this paper will be devoted.

ATLANTA UNIVERSITY.[2]

At the close of the War the Freedmen's Bureau, together with various Northern aid societies, began the work of educating the negroes in the South. By far the most prominent among these aid societies was the American Missionary Association. They were not content with primary education, of which the negroes stood most in need, but they turned their attention to the erection of schools for their higher instruction.

From its central and healthful location Atlanta was chosen as the best place for such a school. The efforts made to raise money through the North met with success; and in October, 1867, the board of trustees was organized and the Atlanta University was duly chartered. Funds were obtained from the bureau, and about fifty acres of land were secured in the western part of the city. In June, 1869, the corner-stone of the first building was laid, and in the following October the building was occupied by the school. It was designed for a girls' dormitory, but, during the first year, it furnished accommodations, both school and

[1] From the State School Commissioner's last report (1888) we learn that during 1887 there were in attendance upon the public schools of Georgia 133,429 colored pupils, and this number is steadily increasing.

[2] Janes's Hand-Book of Georgia, pp. 187–8.

The Bulletin of Atlanta University, June, 1883. *Ibid.*, November, 1885.

Henderson's Commonwealth of Georgia, p. 274. Catalogue for 1886–87.

The University of Georgia and the Atlanta University—Reports of the Board of Visitors, 1887. Pp. 7 and pp. 8.

The writer is also indebted to Mr. C. Meriwether, of the Johns Hopkins University, for material collected by him.

boarding, for boys and girls. In August, 1870, another building of the same style, but larger, containing sleeping apartments for about sixty boys, beside temporary school-rooms, was completed. To this, during the ensuing year, a wing was added, providing rooms for about forty additional pupils. None of the money expended in the erection of these structures was derived from the State.

The last Republican Governor of Georgia, Mr. Conley, sold the land donated by Congress under the act of July 2, 1862, comprising some two hundred and seventy thousand acres, at the rate of ninety cents per acre. The sum realized from this sale, when invested in State bonds, was, in round numbers, two hundred and forty-three thousand dollars. When the Democrats came into power in 1872, under the administration of Governor James M. Smith, this entire fund was transferred to the State University at Athens. That college being already firmly established and organized with suitable buildings, it seemed best to make this disposition of the fund. In 1870 the Legislature appropriated eight thousand dollars to the colored school at Atlanta. During the session of 1871–72, in which the colored race was strongly represented, vigorous attempts were made to undo the work of Governor Smith. A compromise, however, was effected for that year, on condition that the Atlanta University should receive eight thousand dollars from the State. This was deemed a fair offset to the seventeen thousand dollars annually given to the State University.

The Legislature in the following year refused to continue this appropriation; but in 1874 a bill entitled, "An Act to equitably adjust the claims of the colored race for a portion of the proceeds of the agricultural land scrip,"[1] and providing for an annual appropriation to the Atlanta University of eight thousand dollars, was introduced and almost unanimously passed by the General Assembly. It appropriated the money with the understanding that the board of visitors of the University of Georgia should also visit that school; that the money should not be paid by the Governor until the plan of the trustees for its expenditure had been approved by a commission of three members of the faculty of the University of Georgia; and that the school should educate, free of charge for tuition, one pupil for every member of the House of Representatives, to be nominated by the members. In defence of the bill it was urged that Congress could not have intended the agricultural fund for the whites alone; that on the ground of policy it was advisable to appropriate a large amount to the colored school, since measures were already pending in Congress for an increased appropriation of land, and the share of Georgia might be curtailed if the money should be confined to the whites; and that it would not be right to deprive the State University of any of its portion, as such action would cripple it in its agricultural department at Athens and the branch college at Dahlonega.

[1] Laws of Georgia, 1874, pp. 32–3.

SOUTH HALL. STONE HALL. NORTH HALL.

ATLANTA UNIVERSITY.

Supported by these arguments the bill became a law, and its provisions have been regularly carried into effect until a very recent date.[1]

THE UNIVERSITY CURRICULUM.

The curriculum of the Atlanta University at first consisted of a preparatory and a normal department. In 1872 the collegiate department was opened, and provision was subsequently made for instruction in theology on a broad catholic basis, and without regard to any particular denomination.[2] The preparatory department, in the second year of the school's operations, embraced higher arithmetic, algebra, geometry, ancient history, ancient geography, Latin, and Greek. The normal course then included a careful survey of the elementary branches, with reference to teaching them, algebra, geometry, natural science, mental and moral philosophy, drawing, English literature, Latin, and the theory and practice of teaching. This latter department has, in its conduct, subserved an important and useful purpose. It is steadfastly borne in mind by the institution, and every effort is made to prepare the pupils for their chosen calling of teachers. Many of those who have attended its classes are now busily engaged in teaching, not only in Georgia, but also in adjoining States.[3]

Beside the three courses already named—collegiate, preparatory, and normal—the University has a mechanical course and a grammar school course.

INDUSTRIAL EDUCATION.

The former covers three years, and all male students above the third grade are required to take it in addition to their regular studies in other courses, six and a half hours in each week being devoted to this work.

[1] Those charged with the control and management of the Atlanta University having recently declined to stipulate against the co-education of the races, the payment by the State of its annual appropriation of eight thousand dollars for the support of that University, as an institution for the exclusive instruction and training of colored pupils, has been temporarily withheld. (See Laws of 1887, p. 901.) The Governor is directed not to draw his warrant for the amount until such a plan of expenditure as will secure the use of the same for the education of colored children only, in accordance with the declared and settled policy of the State on the subject of the co-education of the races, shall have been submitted and approved by the commission constituted in the act of March 3, 1874, for the supervision of the expenditure of the appropriation. See, in this connection, the section in Governor Gordon's Annual Message of November 9, 1888, relating to the Atlanta University and the eight thousand dollars appropriation.

[2] The only theological classes graduated at Atlanta University were in 1871, when the class consisted of one member, and in 1876, when it was composed of three members. (Catalogue for 1886–87, p. 5.)

[3] We find by the catalogue of 1886–87 that nearly all the graduates, and many who left before finishing their course, are now engaged in teaching during a portion or all of the year; and that beside these, during the four months of the summer vacation, a large number of students engage in teaching. It is estimated that over ten thousand children in Georgia are taught, annually, by those who have been connected as pupils with this institution. It is also stated that of the one hundred and fifty-five graduates up to 1886, one hundred and fourteen were from the normal classes.

In the shops the boys are taught the principles of wood and metal-working, the use of wood-turning lathes and tools, glazing, and drawing.

The facilities for the pursuit of this mechanical course have been greatly increased by the erection of the Knowles Industrial Building. This structure was the gift of Mrs. L. J. Knowles, of Worcester, Mass., through whose generosity it was erected in 1884 as a memorial to her husband. The building is of brick, one hundred by forty-four feet, and three stories high. It has a good outfit of tools and other appliances. One room contains eighteen cabinet benches, each with a set of tools; another has twelve wood-turning lathes, run by steam-power; and a third, the forge room, recently put in operation, is supplied with twelve forges and anvils.

Special emphasis must be laid upon the industrial education afforded at this Atlanta University. It appears to be complete and satisfactory. The mechanical work of the shops is united with an agricultural training on the farm, embodying instruction in the methods of farm management and in the details of stock raising and gardening.[1] The girls, on the other hand, are taught various branches of household duties, such as sewing, cooking, dress-making, and general house-keeping.

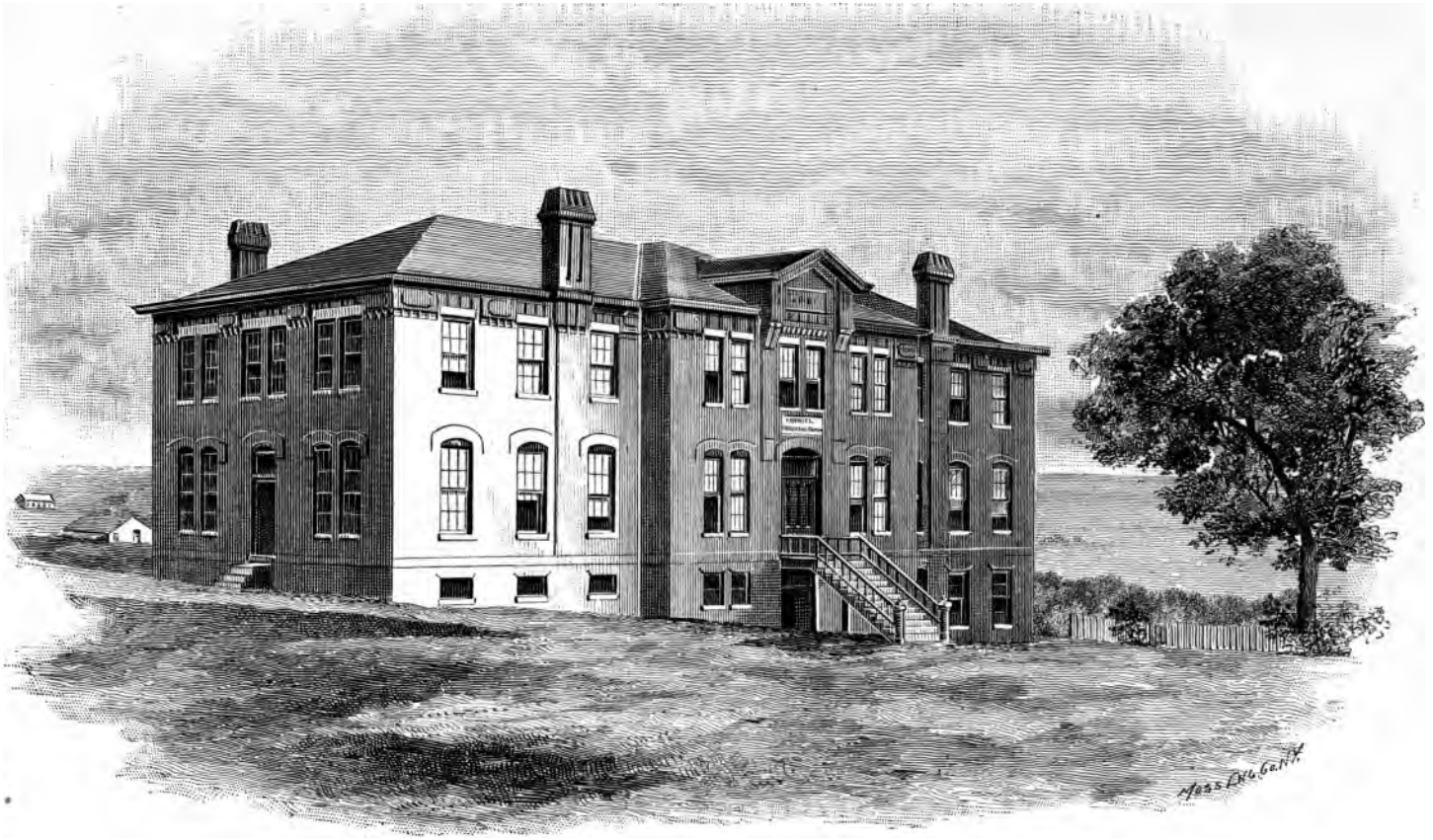
The industrial department has always claimed the attention of, and received an honorable mention from the visiting boards. Referring to the progress it had made and its excellent workings, the visitors in June, 1884, said in their report to the Governor: "Your committee would state that there was no department of this University that struck them more favorably than the industrial education in all its various forms. * * * The boys are taught practical agriculture and gardening. * * * The house-keeping department, under a competent lady for the graduating girls, we especially liked."

Again, in the report for 1886, we read: "The domestic arts of cooking, sewing, and dress-making are taught by competent instructors. Gardening and farming are closely looked after by a very capable and trustworthy agriculturist. * * * The results achieved in this direction are eminently satisfactory. In the mechanic arts, including carpentry and wood-turning, very gratifying progress has been made. * * * With better equipments, we have the germ of a technological school that will be a blessing to the State." And in the report for 1887, we find that "the agricultural exhibit, consisting of varieties of corn, wheat, grass, and the like, raised upon the farm, was very creditable;" and that "instruction in the art of printing likewise forms a part of the industrial training, though the appliances in this department are as yet incomplete."

CAPACITY FOR A HIGH GRADE OF CULTURE.

Thomas Jefferson has been credited with saying that no pure African could ever grasp the forty-seventh proposition of Euclid. This remark

[1] *The rule has been for* the boys to spend one hour a day in practical work on the *farm.*



KNOWLES INDUSTRIAL BUILDING, ATLANTA UNIVERSITY.

was widely quoted through the South as a strong indorsement of the popular view regarding the mental incapacity of the negroes, and their inability to understand or appreciate the higher branches of education. Later developments, however, and the results arrived at by this and other schools, seem destined to bring about a modification of that view: for, while the course of study is almost as advanced as that of many of the white colleges, including, as it does, the Latin of Cicero, Tacitus, and Livy, and the Greek of Homer, Demosthenes, and Plato, trigonometry and surveying,[1] history, English literature, mental and moral philosophy, and approved text-books in political economy and the sciences, the students, by the testimony of the whites themselves, perform their work with commendable success. Witness, for instance, the confession contained in the report of Senator Joseph E. Brown, chairman of the first board of visitors appointed by the Governor:

"At every step of the examination we were impressed with the fallacy of the popular idea (which, in common with thousands of others, a majority of the undersigned have heretofore entertained) that the members of the African race are not capable of a high grade of intellectual culture. The rigid tests to which the classes in algebra and geometry, and in Latin and Greek, were subjected, unequivocally demonstrated that under judicious training and with persevering study, there are many members of the African race who can attain a high grade of intellectual culture. They proved that they can master intricate problems in mathematics, and fully comprehend the construction of difficult passages in the classics."

Note also the report of the committee of the board of visitors of the University of Georgia for 1874: "The progress made by the students, as a whole, is highly satisfactory, while there were not wanting many instances of superior merit and proficiency among their members."

Soon after the close of the Civil War, an unnatural feeling of hostility sprang up between the whites and the blacks in the South. A mutual sentiment of distrust was the inevitable consequence. To add to the difficulty of the situation, a horde of adventurers came in from other States, seeking wealth and political preferment through the instrumentality of colored votes. They were in many cases sharp and unprincipled, and fanned the slight flame of race prejudice into a mighty blaze, which it required years to subdue.

When, therefore, the whites were restored to power in Georgia, and the Legislature appropriated the money to Atlanta University, much dissatisfaction was manifested by the people of the State.[2] It is even

[1] Mathematics is only studied through the Freshman and Sophomore years.

[2] Objections have been urged against Atlanta University, on the ground that such a "movement in favor of university education for the colored people is far in advance of the demands of the present condition of colored society;" and that "the money thus expended should be exclusively devoted to instructing and training teachers specially for the work of elementary schools." (State School Commissioner Orr's *Report for 1875.*)

stated that some influential persons endeavored to prevent the appropriations to the school. The secret of this dissatisfaction lay in the circumstance that the teachers employed at the institution were all Northerners, who, it was alleged, sedulously instilled in the mind of the colored pupil feelings of dislike for his native State, and of bitter hatred for the whites.

But better counsels at length prevailed, and the State board of visitors adopted the rational plan of allaying the feeling of animosity on the part of the colored people. Their attention, in this connection, was first called to the manner of instruction in the school. They noticed the sectional books in use, and urged upon the president the propriety of changing the tendency of the teaching. The aim of the instructors, they said, should not be to alienate the affections of the pupils from their country, and induce a feeling of opposition to the whites, but to cultivate kindly relations between the two. They had enormous power over those who controlled almost one-half the votes in the Empire State, since their pupils were eminently "clay in the hands of the potter." The pupils trained there would go forth and exercise a great influence on the others whom they might teach; and it was highly incumbent on the instructors to make faithful, devoted citizens of them.

Such arguments had their weight with President E. A. Ware, and bore in time the desired fruits. The committee of visitors for 1877 reported: "Members of the Board thought that the animus of the pupils this year seemed much better." Again, in the report of the board for 1878–79, we find it announced that "the objectionable sectional books have disappeared from the library, and your committee are assured, not only that those Northern teachers do not try to alienate them [the pupils] from old masters and homes, and from their native State, but that every effort is used to counteract any tendency towards such alienation."

The reports on the educational work accomplished at Atlanta University have continued to be favorable to the present time. In all of them is evinced a sincere faith in the capacity of the colored race. In the report for 1883 occurs this passage:

"We confess to some degree of surprise and gratification at the proficiency exhibited by many of the pupils in every department of study in which they were examined before us. This was particularly true in relation to those studies which pertain to the higher culture."

Thus has this institution, in the brief period of its existence, become a large and influential medium for the education of the colored race. Commencing with only a preparatory and a normal department and eighty-nine students in 1869, it has by gradual steps risen to its present status[1] of five courses of study, and an attendance of four hundred and thirteen.[2] Its faculty, which in its early years consisted of but nine

[1] *Catalogue for 1886–87.*

[2] *Of this number,* one hundred and seventy-five were boys and two hundred and *thirty-eight* were girls.

teachers, is now numerically more than twice as strong as it was then.[1] Its curriculum, while somewhat restricted in its compass at the start, is now as complete and advanced as that of not a few of the older white colleges in the South. The school, though indebted to Georgia for its principal patronage, has extended its constituency beyond the limits of that State,[2] and its one hundred and sixty or more graduates may be seen engaged from Washington to Texas in spreading the influence of the Atlanta University.

RESOURCES OF THE UNIVERSITY.

A word now in regard to the general resources of Atlanta University. The institution, as has been seen, owes its existence almost entirely to donations from liberal Northern friends in the American Missionary Association, and is very largely beholden for its support to the same generous source. In the financial statement of May, 1872, for the preceding twelve-month, it appears that out of the thirty-one thousand dollars which had been received, fourteen thousand were donated by the American Missionary Association. In the printed register of gifts of twenty-five dollars and upward, all except a small fraction came from the North, the New England States furnishing, on an average, about two-thirds. In a similar list for 1886–87, out of sixty-five hundred dollars in round numbers, the entire amount, with the exception of six hundred and fifty dollars, was contributed by Northern and Western States.

It was a New York man, Mr. R. R. Graves, who chiefly founded the library of Atlanta University, and permanently endowed it with five thousand dollars. This library now contains some six thousand volumes, and through the aid afforded by the endowment fund is experiencing a steady growth. The John F. Slater Fund has, for some years, appropriated fourteen hundred dollars a year to the school. Mr. Tuthill King, of Chicago, and Mr. J. H. Cassedy, and the late Hon. William E. Dodge, of New York, have each established scholarships of five thousand dollars. The Plainfield and Garfield Scholarship Funds are smaller than the others. Mrs. Valeria G. Stone, of Malden, Mass., who has deeply interested herself in the intellectual improvement of the colored people both North and South, having, it is said, donated over one million dollars to that object, built what is known as Stone Hall, and has given fifty thousand dollars to the University. The building here alluded to was erected in 1882, and contains the chapel and library, the schoolroom, recitation and lecture rooms for the more advanced students, and

[1] There is no regular president of the faculty. Its acting president is Rev. Horace Bumstead, D. D.

[2] Of recent years nearly one-half of Georgia's one hundred and thirty-seven counties, and from five to ten States, have been represented on the University register. According to the board of visitors' report for 1887, sixty-four counties of Georgia and eight other States were represented at the University.

which it owns, in the suburbs of Atlanta. It also has a numerous and well-organized faculty, a comprehensive system of instruction, embracing, in addition to the collegiate, academic, normal, and grammar school courses, a school of theology, business and industrial departments, a college of music, and good philosophical apparatus and libraries.

The Theological School.—The theological school, which is pre-eminently the strong feature of the institution, is handsomely endowed and possesses a valuable library of over four thousand volumes. It receives students from nearly every Southern State.[1] The full theological course occupies three years; but partial courses of one or two years have been provided for those who are not able to pursue the regular classes. Graduates in the former case receive the degree of bachelor of divinity; in the latter, a certificate from the institution. Free tuition as well as free rooms are accorded to the regular members of the theological school.[2]

The Industrial Department.—The industrial department is also a specialty. Its excellence is indorsed by Dr. Atticus G. Haygood, who says that "Clark University is second only to Hampton[3] in this line." The work, running through three years, includes carpentry, carriage construction, house-keeping, dress-making, printing, and shoe-making. Agricultural training is also afforded, and a nurse-training department has been recently opened under the direction of the resident physician, assisted by some of the best medical talent of the city.

The course in the college of music is thorough as far as it goes. Pupils are there instructed in the principles and practice of playing upon the piano and the organ.

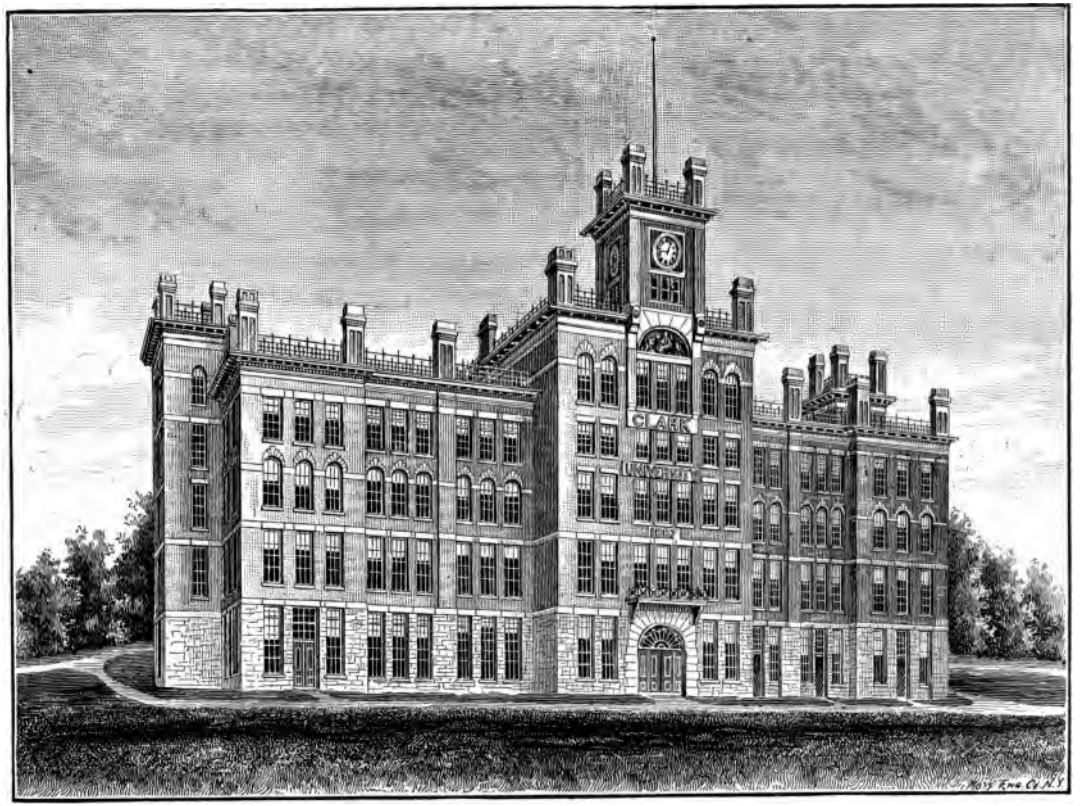
There are twenty teachers in the University faculty, exclusive of its

dollars for the permanent endowment of the hall (Catalogue of 1886–87). Warren Hall is the new building just finished, and is intended for the use of the females. It contains a number of dormitories, a large reading-room, and a dining-room capable of seating several hundred persons. Twenty-seven thousand dollars were expended in its erection, one-half of which amount was supplied by Doctor Gammon. Ballard Hall, so called because Mr. Stephen Ballard, of Brooklyn, N. Y., donated toward its construction five thousand dollars, is still in process of erection.

[1] Nine Southern States were represented among the fifty-six students who were in attendance during the session of 1886–87.

[2] In proof of the general excellence of this department of Clark University, we quote the following from Dr. Atticus G. Haygood, who is already familiar to the public as the author of Our Brother in Black. He says: "It is to be questioned whether any single institution under the care of the Methodist Episcopal Church holds a place of importance and responsibility equal to that which is possible to the Gammon School of Theology. * * * It may well be questioned whether any single institution in the Southern States could not be better spared. * * * I think I may say without exaggeration that the Gammon School of Theology is, in many respects, the most important single experiment made by Protestantism in this country—so far as I know in any country—in the momentous matter of teaching and training colored preachers." See also Catalogue of Gammon School of Theology for *1888, pp.* 3-9.

[3] *The Hampton Normal* and Agricultural Institute for colored and Indian youth in *Virginia.* (*See Report* of the Commissioner of Education for 1885, pp. 273, 275.)



CLARK UNIVERSITY, ATLANTA.

CHRISMAN HALL, CLARK UNIVERSITY.

president, Rev. E. O. Thayer, A. M. Three of these are connected with the Gammon School of Theology,[1] and eleven with the industrial department.

The catalogue of 1886–87 shows an attendance upon all the branches of Clark University of three hundred and twenty-two students.

There are five literary societies in the institution, prominent among which is the theological and debating society of the Gammon School of Theology.

SPELMAN SEMINARY.

This institution, designed especially for the instruction of colored women and girls, was opened in the basement of the Friendship Baptist Church, in the city of Atlanta, April 11, 1881, by the present principals, Misses Sophia B. Packard and Hattie E. Giles, who were commissioned by the Woman's American Baptist Home Mission Society of Boston. There the work of education was carried on for nearly two years.

The school began with eleven pupils. The aggregate number in attendance during the seven years of its existence has been over 3,580 pupils, six hundred and nine names appearing on the 1887–88 register.

The faculty at present comprises twenty-seven teachers, beside assistants; and the course of study embraces preparatory, normal, and scientific or higher normal courses. Musical and industrial departments are also connected with the seminary, and a training school for nurses, established in 1886, is among the advantages which it affords.

The present property of the school, which is valued at over eighty thousand dollars, consists of several acres of land, four double houses, Rockefeller Hall, and the large brick building which is now being erected to take the place of Union Hall, destroyed by fire in June of the past year (1887).

THE PAINE INSTITUTE.[2]

"They (the colored Methodist Episcopal churches) have no institution under their management for the education of those who are to occupy their pulpits and preside in their schools. Their preachers and teachers, if educated at all, must for the most part be educated by those who are not in sympathy with their organization. If they are to make any progress, or even to maintain their existence, they must provide for the education of those who are to take charge of their schools and religious congregations. They have neither the money to establish schools, nor the men competent to conduct them; and they look to us for aid."

Such was the language of the committee on education in the General Conference of the Methodist Episcopal Church South. It was to meet the necessities of the case, and to carry out the provision as introduced by the General Conference of 1882, that the Paine Institute

[1] This school has also eight special lecturers.

[2] This school was named in honor of Rev. Moses U. Paine, of Iowa, to whom it is indebted for an endowment fund of twenty-five thousand dollars.

was organized. Located at Augusta, it was opened in January, 1884, and is now in the fifth year of its operations. Rev. Morgan Calloway, D. D., vice-president of Emory College, was its first president. The present incumbent in that position is Rev. George Williams Walker, A. M. He is assisted by four teachers. The course of study comprises a normal, a theological, and an industrial department; the first occupies four years and the second three, while the industrial department affords instruction in printing and carpentry. There is also a music class in the school.

The register for the session just closing (1887–88) shows an attendance at the institute of one hundred and thirty-three pupils of both sexes. Of these, one hundred and three are pursuing normal, and twenty-four theological courses. The class in music numbers fifteen.

The property of the institution consists of ten acres of good land and three buildings; one of these is the home for the teachers, another the home of the matron, while the third has been arranged for class-rooms and a dormitory for boys.

MORRIS-BROWN COLLEGE.

This college, as it is called, is principally indebted for its existence to the African Methodist Episcopal Church of the State of Georgia. In 1880 the ministers of that organization, realizing the necessity for an institution which would not only educate and prepare their young men for the ministry and their young women for Christian work, but which would also prove an industrial training school for both sexes, determined upon the erection of the Morris-Brown College. In February of the following year the present site, overlooking the city of Atlanta, was purchased; and in 1884 the foundation of the east wing of the college was laid. It was completed in November, 1885, at a cost of nine thousand dollars. Thirty-five hundred dollars were expended in the purchase of the grounds; and it is said that about eighteen thousand dollars in addition will be needed to finish and thoroughly equip the building.

On the 15th of October, 1885, the institution was opened to students, and the attendance during its first session was one hundred and seven. The present number of pupils (session of 1887–88) is two hundred and eleven, of whom one hundred and nine are males and one hundred and two are females. The curriculum consists of a college preparatory and a normal course,—the former occupying three and the latter four years,—and of an English course. The faculty is composed of three teachers, Rev. E. W. Lee, B. A., being principal. Rev. W. J. Gaines, recently appointed bishop, is the general superintendent, and it is to his efforts, perhaps, more than to those of any one else that the establishment of the Morris-Brown College is due.

CONCLUSION.

Thus have we endeavored, clearly and faithfully, to convey an impression of the opportunities afforded for the acquisition in Georgia, both of a common school and of a higher education. We have attempted to revive the recollection of the schools of limited means and partial courses which ministered to the instruction of youth prior to the Revolution, and just after the close of that period of distraction and poverty. We have traced the development and decline of the poor school system. We have considered at length the inauguration and the present status of the public school system. We have noted the opportunities afforded for the acquisition of higher education in the University of the State of Georgia and its branches, in various denominational universities and colleges, and in sundry institutions inaugurated under the auspices of private benefactions. We have not omitted to mention all charitable institutions, and colleges designed to facilitate studies in law, medicine, theology, technology, science, and art. In a word, we have been careful, so far as our inquiry could ascertain, to ignore the mention of no institution, however limited, the mission of which is to promote the intellectual development of the community.

Upon a review of the whole subject, we find cause for congratulation that Georgia, in her educational advantages, has made such signal progress. Opportunities for acquiring superior learning are abundant and satisfactory; while through the generous provision made by the State for the support of her common schools,—supplemented by acts empowering cities and populous districts by local taxation to increase their numbers and render certain their sustentation,—the means of acquiring an elementary education requisite for the needs of every-day life are placed within the reach of all. Education in Georgia is now practically free, and illiteracy should nowhere exist. In the benefits of these educational advantages both races participate equitably. Each year bears testimony to the progress made in the intellectual training of the masses, and brings joy to the heart of the philanthropist. When we reflect upon the condition of affairs a quarter of a century ago; when we remember the embarrassing questions which arose upon the conclusion of the Civil War; when we recall the general penury which pervaded the land, and the lack of money for the inauguration and sustentation of schemes of general benefit, and contrast the present attitude of things

and the development which has occurred, we are surprised and delighted at the tokens of benevolence, of order restored, of the recognition of relative rights, of domestic peace, of mental, moral, and political advancement, and of intellectual progress, which confront us on every hand. Among the factors which have brought about this happy condition, none is so potent as the liberal provision made at the general charge for the inauguration and good support of common schools, and for rendering a university education within the limits of the Commonwealth practically free to all who desire to avail themselves of it.

In the coat-of-arms of Georgia appear three emblematic columns, inscribed respectively with the words, "Wisdom, Justice, and Moderation," and supporting an arch upon which is engraven, in bold relief, the word "Constitution."

Rightly judging that the intelligence of the citizen and the education of the masses are indispensable prerequisites to the comprehension and maintenance of wise, just, and moderate views necessary for the understanding and conservation of all constitutional rights and privileges, the General Assembly and the people of Georgia have made, and are making, most praiseworthy efforts to promote the general good, and render learning, both primary and liberal, popular and accessible within the limits of the Commonwealth.

CHARLES EDGEWORTH JONES.

Augusta, Ga., June 11, 1888.