

CATALOGUE
OF THE
OFFICERS AND STUDENTS
OF
OAKLAND COLLEGE,

TOGETHER WITH THE PROCEEDINGS OF A MEETING HELD AT THE
CLOSE OF THE

COMMENCEMENT EXERCISES,

APRIL 3, 1845.

RAYMOND:
PRINTED AT THE OFFICE OF THE S. W. FARMER.
.....
1845.

A CATALOGUE, ETC.

The Board of Directors.

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 " Leroy J. Halsey,
 " Benjamin H. Williams,
 William R. McAlpine,
 John N. Phifer,
 Term expires Oct. 1847.

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 " Frederick S. Ernst,
 " John H. Gray,
 N. G. North,
 Dr. James S. Copes,
 Term expires Oct. 1846.

Rev. Zebulon Butler,
 " A. B. Lawrence,
 " R. L. Stanton,
 Israel P. Smith,
 John F. Mosely,
 Term expires Oct. 1845.

REV. ZEBULON BUTLER,
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 Term expires April, 1846.

Horatio N. Spencer,
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 Term expires April, 1847.

David Hunt,
 Thomas Freeland,
 William Bisland,
 Haller Nutt,
 Term expires April, 1846.

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President of the Board.

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The Faculty.

REV. JEREMIAH CHAMBERLAIN, D. D., President and Professor of Rhetoric, Mental and Moral Philosophy, Evidences of Christianity, and Political Economy.

JOHN CHAMBERLAIN, A. M., Professor of Mathematics and Natural Philosophy.

REV. JOHN R. HUTCHISON, A. M., Professor of the Latin, Greek, and Hebrew Languages.

*SAMUEL H. B. BLACK, A. M., Principal of the Preparatory Department.

JOHN F. STERLING, Assistant in the Preparatory Department.

Catalogue of the Alumni of the College.

1833.
James M. Smylie, A. M., 1836.
1835.
*Fielding T. Conger.
Isaac R. Conger.
John Scott Smith, A. M., 1836.
John A. Smylie, A. M., 1838.
1836.
*John W. Buie, A. M., 1844.
George S. Noland, A. M., 1844.
Samuel M. Montgomery, A. M., 1844.
1837.
Henry McDonald, A. M., 1844.
William L. Patterson, A. M., 1844.
1838.
Cowles G. Mead.
*Benjamin F. McGill.
James M. McGill.
Daniel McNair, A. M., 1844.
Alexander Smylie.
1839.
George Malin Davis, A. M., 1844.
*Deceased.

James H. Galtney, A. M., 1844.
Richmond McInnis, A. M., 1844.
Calvin S. Houth.
Bryant D. Thomas.
1840.
James C. Fooy.
Abijah Hunt, A. M., 1844.
Joseph Noland, A. M., 1844.
Samuel K. Walker, A. M., 1844.
1841.
William E. Buie, A. M., 1844.
James M. Knight.
Ivy F. Thompson, A. M., 1844.
1842.
Nelson P. Chamberlin.
Jackson N. Cowart.
William L. Harper.
1843.
Thomas B. Gaillard.
George L. Gaydon.
Iverson G. Gaydon.
William S. Hyland.
Avery Noland.

Joshua T. Russell.
John Taylor.
1844.
Eckhart L. Beaumont.
Henry Beaumont.
William F. Briscoe.
Frederick J. Chambliss.
Halloway Huff.
David Ker.
Thomas D. King.
John A. McGill.
Thomas W. Scott.
1845.
Duncan Beaumont.
William A. Bisland.
William E. T. Griffith.
John Ker.
William H. McAlpine.
Duncan McCall.
John W. Seymour.
William H. Slaughter.
Benjamin Wayne.

Catalogue of the Undergraduates of Last Session.

SENIOR CLASS.
Duncan Beaumont, Natchez;
William A. Bisland, Adams county;
William E. T. Griffith, Franklin county;
John Ker, Natchez;
William H. McAlpine, Claiborne county;
Duncan McCall, Oakland College;
John W. Seymour, Adams county;
William H. Slaughter, Noxubee county;
Benjamin Wayne, New-Orleans, La.—9.

JUNIOR CLASS.
Douglass S. Bisland, Adams county;
John R. Bisland, do do
John Bondurant, do do
Smith C. Daniel, Claiborne county;
George McAlpine, do do
Frederick Stanton, Adams county—6.

SOPHOMORE CLASS.
James Alexander, Vidalia, La.;
Henry Hughes, Port Gibson;
George H. Limerick, New-Orleans, La.;
Oliver Limerick, do do
Thomas S. H. McCay, Port-Gibson;
William A. Patterson, Adams county;
David S. Snodgrass, Jefferson county;
Samuel F. Sorshy, Madison county;

Franklin S. Whitney, Jefferson county;
Wesley C. Whitney, Jefferson county;
James A. Wood, do do—11.

FRESHMAN CLASS.
Peter Alexander, Vidalia, La.;
William S. Balfour, Madison county;
Thomas A. Bisland, Adams county;
Daniel S. Cameron, Claiborne county;
Charles H. Flower, West Feliciana, La.;
William H. Garretson, Jefferson county;
Revere W. Gurley, Baton Rouge, La.;
George F. Hunt, Jefferson county;
James Jeffers, do do
George W. Markham, Vicksburg;
Thomas R. Markham, do
Franklin A. Montgomery, Jefferson county;
George J. Mortimer, do do
Granville Pearce, Baton Rouge, La.;
James Pilmore, Natchez;
William B. Prince, Jefferson county;
John C. Ragan, Warren county;
Robert P. Richardson, Lexington, Ky.;
George Shipp, Natchez;
John W. Snodgrass, Oakland College;
George Snodgrass, Jefferson county;
Sigmond Uhlfelder—22. Wurzburg, Germany.

Preparatory Department.

CLASSICAL SCHOOL.	
William D. Bean,	Jefferson county;
Joseph N. Brashear,	do
Claiborne C. Brascoe,	Claiborne county;
George W. T. Brascoe,	do
William H. Buck,	do
Charles R. Byrnes,	do
William S. Campbell,	Rodney;
John Chamberlain,	Oakland College;
Caleb W. Dorch,	Port-Hudson, La.;
James C. Egan,	Port-Gibson;
Orlando O. Foster,	St. Mary's Parish, La.;
Hiram B. Granberry,	Hinds county;
Loami G. Granberry,	do
George W. Griffing,	Jefferson county;
John M. Griffing,	Madison county;
Charles Hill,	Claiborne county;
J. Melchoir Hoffa,	Pittsburgh, Pa.;
John R. Hutchison,	Oakland College;
Joseph C. Jones,	Claiborne county;
Cidlick N. Killingsworth,	do
Abner Kinnison,	Jefferson county;
Henry C. Lawton,	Rodney;
John R. McAlpine,	Claiborne county;
Claiborne H. McAlpine,	do
Frederick A. Metcalfe,	do
William N. Newell,	Wilkinson county;
Lewis Jr. Sanders,	Natchez;
Henry C. Snodgrass,	Oakland College;
James C. Snodgrass,	Jefferson county;

Job R. Williams,	Natchez;
John S. Williams,	Vicksburg;
John F. Whitehurst,	Washington.—32.

ENGLISH SCHOOL.	
George Douglass,	Port-Gibson;
William L. Faulk,	Grand Gulf;
James A. J. Foster,	Adams county;
Monroe H. Griffing,	Claiborne county;
Elias Hoover,	Concordia Parish, La.;
Franklin L. Hunt,	Claiborne county;
Henry G. Hutchison,	Oakland College;
Volney D. King,	Madison Parish, La.
Joseph Leouard,	Adams county;
John Limerick,	New Orleans, La.;
Thomas McAllister,	Madison Parish, La.;
Robert McCullough,	Adams county;
Samuel C. Neely,	Claiborne county;
John B. Perkins,	Adams county;
Isaac N. Pipes,	Jefferson county;
William W. Snodgrass,	Oakland College;
Edward Snodgrass,	do.
Richard A. J. Sessions,	Adams county;
William E. M. Sessions,	do
James M. Staubrough,	Madison Parish, La.;
Henry Stedman,	Oakland College;
Rufus S. Stedman,	do
Benjamin A. Steele,	Madison Parish, La.;
William L. Stewart,	Jefferson county;
John F. West,	Claiborne county.—25.

Alumni,	-	-	-	-	-	56
Deceased,	-	-	-	-	-	3-53
Seniors,	-	-	-	-	-	9
Juniors,	-	-	-	-	-	6
Sophomores,	-	-	-	-	-	11
Freshmen,	-	-	-	-	-	22-48
Classical School,	-	-	-	-	-	32
English School,	-	-	-	-	-	25-57
						105

The Preparatory Department consists of an English and a Classical School, and it is in contemplation to add a School for the French and other Modern Languages.

In the English School, Reading, Writing, Arithmetic, English Grammar, and the Elements of Modern Geography are taught.

In the Classical School, the Elements of the Latin and Greek Languages are taught. The books used are as follows, viz:

Classical School.—Latin Grammar—Ainsworth's Latin Dictionary, or Leverett's Latin Lexicon—Mair's Introduction to Syntax—Jacobi's Latin Reader—Cicero's Orations—Caesar's Commentaries—Sallust—Ovid's Metamorphoses—Virgil—Cicero's Orations—Virgil—Greek Grammar—Jacobi's Greek Reader—Greek Testament—Greek Lexicon—Dillaway's Greek Grammar—Dillaway's Roman Antiquities and Mythology—Athenaeum—Classical Dictionary—Arithmetic—English Grammar—and Modern Geography, revised.

In the Preparatory Department the Elements of Geometry and Algebra, so far as to embrace Simple Equations, are taught.

Applicants for admission into the Freshman Class shall have passed through the studies required in the Preparatory Department, or upon examination shall be found to have passed through studies equivalent. All applicants for admission to an advanced standing must be equal to the class for which they are applicants.

THE STUDIES OF THE SEVERAL CLASSES AND THE BOOKS USED (AS TEXT BOOKS,) ARE AS FOLLOWS:

FRESHMAN CLASS.

Day's Algebra—Playfair's Euclid—Virgil—Græca Majora, 1 vol.—Adams's Roman Antiquities—Cleaveland's Grecian Antiquities—English Grammar—Woodbridge's Geography, (large edition)

SOPHOMORE CLASS.

Day's Algebra—Day's Mathematics, vol. II. Playfair's Euclid—Descriptive and Analytical Geometry—Cicero's Orations—Horace—Homer's Iliad—Græca Majora, vol. 1—Tyler's History—Jamieson's Rhetoric—Jewish Antiquities, (Nevin's)—Constitution of the U. States.

JUNIOR CLASS.

Bridges' Conic Sections—Spherical Trigonometry—Spherical Astronomy—Differential and Integral Calculus—Olmstead's Natural Philosophy—Horace—Quintilian—Græca Majora, 2d vol.—Blair's Rhetoric—Hedges' Logic—Chemistry—Hebrew, (Stewart's course)—Paley's Natural Theology and Paley's Evidences of the Christian Religion.

SENIOR CLASS.

Olmstead's Natural Philosophy—Astronomy—Chemistry—Cicero de Natura Deorum—de Oratore—de Senectute—de Amicitia and de Officiis—Græca Majora, 2d vol.—Philosophy of the Human Mind, (Brown and Payne)—Moral Philosophy, (Paley and Wayland)—Political Economy, (Say or Wayland)—Hebrew, (Stuart's course.)

A portion of the students are exercised every week in composition and declamation.

Each student is required to have a copy of the Scriptures, and to attend a recitation in the Bible every Sunday, and to attend Church, once every Sabbath, in the College.

The Pupils in the Preparatory Department attend a Sabbath School, conducted by the Principal.

The Religious Exercises in the College, besides those on the Sabbath, are morning and evening prayers.

The College Year consists, in fact, of one Session; but is divided into two terms. The winter term commences on the 2d Monday in October, and consists of six months, and ends on the 1st Thursday in April. The summer term commences on the following Monday, and consists of four months, and ends on the Thursday after the first Monday in August.

The vacation consists of two months, commencing at the close of the Summer term, and ending on the 2d Monday in October.

The first Thursday in April is the day of Commencement.

College Expenses.

Tuition in the College and the Classical School—For Winter Term,	\$24,00	
For Summer Term,	16,00	\$40,00
Board, washing, fuel, &c. for winter term at \$12,00 per month for six months,	72,00	
Do. for Summer term, four months,	48,00	120,00
		<u>\$160,00</u>
Tuition in the English School—For Winter Term,	\$18,00	
For Summer Term,	12,00	\$30,00
Board as above,		120,00
		<u>\$150,00</u>

For the common repairs of the College and ringing the bell, the students are charged, for each term, one dollar and fifty cents.

The College bills are required for each session or term,—payment in advance.

Any student entering College at any time in the session before it is half expired, shall pay tuition for the whole session, but if after the half, he shall pay for half the session. For board the students are charged for the time they are at college.

The students provide their own beds, bedding and candles.

The examination in the Spring commences on the Monday preceding the first Thursday in April; and in the Summer on the first Monday in August.

Public Meeting.

PROCEEDINGS, AT A LARGE AND HIGHLY RESPECTABLE MEETING
OF CITIZENS OF MISSISSIPPI, CONVENED AT THE OAKLAND
COLLEGE.

OAKLAND COLLEGE, CLAIBORNE CO., MI., }
Thursday, April 3, 1845. }

At a very large meeting of the friends of Home Education, convened in the College Hall, at 1 o'clock, P. M., pursuant to a Circular issued by the Faculty of said college—which Circular bears date the 24th of February last—

On motion of THOMAS FREELAND, Esq., of Claiborne, Secretary of the Board of Trustees, the Hon. EDWARD TURNER, of Franklin, was called to the Chair; Dr. WM. L. BALFOUR, of Madison, and ALVAREZ FISK, Esq., of Natchez, were appointed Vice Presidents; and NATHANIEL G. NORTH, of Hinds, and THOMAS HENDERSON, of Natchez, Secretaries.

The CHAIR then read the Circular, in pursuance of which the present meeting had been convened.

At the suggestion of the CHAIR, PRÉSIDENT CHAMBERLAIN read a historical statement, concerning the operations of the College, from its commencement to the present time, so far as the Faculty is concerned, which statement was as follows:

The origin of this college can be traced to a meeting of the Presbytery of Mississippi, held in the town of Baton Rouge, Louisiana, April 1829. The Presbytery consisted of the Presbyterian ministers, and elders of the Presbyterian churches, in the states of Louisiana and Mississippi and the Territory of Arkansas. At this meeting there was an unusually full representation of ministers and elders. Some things had lately occurred which attracted their attention to the subject of education. And although this did not form a part of their ordinary business, as an ecclesiastical court, yet as it has an indirect and important bearing upon the church, the Presbytery resolved to hold an *interlocutory session*. [This is a technical name, by which to designate a session of Presbytery, in which it acts as other deliberative bodies do, when in *committee of the whole*.] At this session a free and full conversation was held on the state of education and the relations of the Presbytery to it. There was not, at that time, one college prepared to give a regular collegiate education, known to the Presbytery, within the states of Louisiana and Mississippi and the Territory of Arkansas,—containing a population of more than 300,000 and a tract of country containing more than 145,000 square miles, embracing the rapidly growing city of New Orleans and other cities—with a soil inferior to none in the United States in fertility. And there was no institution of learning of any kind upon which the Presbytery could unite to give their influence. Efforts had been made by the Legislature of Louisiana with princely liberality, in the city of New Orleans, which had failed. Other efforts had been made by the same state, which in the opinion of the Presbytery must fail, and have since failed. In the state of Mississippi efforts had been made for nearly thirty years, and large donations of the general government, of corporations and individuals had been expended, and yet not one class or individual was known to have been graduated. The religious community had done nothing. No denomination had even attempted to establish or sustain an academy for boys or young men.

After a free interchange of sentiment the brethren were deeply impressed, that ministers and elders, and the whole church were greatly if not criminally negligent of their duty on this subject. The plea, that the legislatures of the several states, and the general government had made most magnificent donations, was not sufficient to acquit them of personal responsibility; when it was evident that these donations had greatly failed to accomplish the object for which they had been given; and that fur-

ther donations from the same source could not, judging from past experience, do substantial good, until the present generation should pass off the stage. They were also thoroughly convinced, that they could not unite upon any state institution now in existence or in contemplation. The only consistent course, therefore, was to attempt the establishment of an institution to be under the control of the Presbytery. But this would be a large enterprize for so small a body, consisting of only thirteen ministers, most of whom were poor, and their churches, with one or two exceptions, were so weak as to be hardly able to give a competent salary for the bare support of a pastor or stated preacher. They concluded to appoint a committee of correspondence; and this committee was composed of a few ministers of the gospel and other gentlemen of liberal education in the states of Louisiana and Mississippi.

After an extensive correspondence, continued through several months, this committee called a meeting of the friends of education at Bethel Church, in this vicinity, on the 14th day of January, 1830. This meeting was composed of gentlemen from the parishes of East Baton Rouge, East Feliciana and West Feliciana, Louisiana, and from the counties of Amite, Wilkinson, Adams, Jefferson, Claiborne, Warren, Hinds and Madison, Mississippi, and continued in session for six days. The committee, mentioned above, made a report, and recommended the adoption of the following resolution, viz: "*Resolved, that it is expedient to establish and endow an institution of learning within our bounds, which, when complete, shall embrace the usual branches of science and literature taught in the colleges of our country, together with a Preparatory, English and Grammar schools and a Theological Professorship or Seminary.*"

This resolution was sustained by gentlemen from every part of the country represented in the meeting; and more especially by two gentlemen who were afterwards appointed, and still are, members of the Board of Trustees; it was considered for three days, and finally adopted, without a dissenting voice, in the largest assembly ever held in this country, up to that time, for such an object. But, notwithstanding, all the zeal and unanimity with which this measure was adopted, yet its friends were disposed to proceed with caution. A subscription was opened to supply the necessary funds. But the subscriptions were made with the express understanding as a *mere trial*. Twelve thousand five hundred dollars were contributed for the purchase of a site, and the erection of the necessary buildings, payable in five annual instalments. Committees were appointed to prepare a constitution, to view the various sites which had been spoken of, to make all necessary preparations for opening the school, to present the subject to the Presbytery at its next meeting, and request them to take it under their care. The Presbytery, at its meeting in April 1830, received the proposal, adopted the constitution, appointed the Board of Trustees, and the President of the College, and fixed the location within three miles of Bethel Church, Claiborne county, Mississippi.

On the 14th day of May, 1830, the school opened with *three pupils*, in a house, on the tract of land, called *Woolly's Mound*, belonging to Mrs. Dromgoole, near James's Creek. These young gentlemen had accompanied the President from Jackson, Louisiana, and were received into his family. On the 15th of June, seven other young gentlemen, former pupils of the President, followed him from Louisiana, and were received into his family; when the building was found to be too small for the accommodation of the family and school. The school was removed to Bethel Church, and the house, now belonging to Mr. Page, and within a short distance of the church, was rented for the accommodation of the family and boarders.

On the 28th of June Mr. John Chamberlain, who is now, and has been for the last fourteen years Professor of Mathematics, was associated with the President as assistant in the school. In September following, the number of pupils was thirty-two; of whom seven were studying the languages, and the remainder were in the English school.

During this summer Mr. Robert Cochran made a deed to the Board of Trustees, for two hundred and fifty acres of land, for a site of the college, in consideration of the subscriptions, which he had made. On this land the college is located.

On the 2d day of July 1830, the Board of Trustees, with several of the neighbors, met on the college ground; and after cutting down so much of the timber as was necessary, and clearing off the ground, fixed the site for the first six cottages, for the erection of which a contract had been previously made.

The school was continued in Bethel Church until the end of the year, and on the 4th of January 1831 it was removed to the college ground. The buildings consist

ed of six cottages in an unfinished state; and the English school house and Professor's house were under contract.

At the end of the session (March 28th) the school consisted of sixty-five pupils. The more advanced were two, who formed a Sophomore class, and five in the Freshman. The remainder were in the Classical and English schools. The President instructed the two college classes, and the Classical school in the languages, and his assistant instructed the same classes in mathematics, and the English school in all their branches.

When the school was first opened it had no charter, but in the winter of 1830 and 1831, the constitution which had been adopted by the Presbytery, was submitted to the Legislature of Mississippi, accompanied by a petition for a charter. A good charter was granted, with the name of "THE INSTITUTION OF LEARNING UNDER THE CARE OF THE MISSISSIPPI PRESBYTERY," and the same persons who had been appointed by the Presbytery were incorporated as a Board of Trustees. The Board had power to change the name, and on the 4th day of February 1832, the name of "Oakland College" was assumed, by which it has ever since been known. The college is indebted no little to the Senator and members of the House of Representatives from Claiborne county, for the privileges of this charter.

The first class graduated received the degree of A. B. in 1833, and at the time consisted of but one member, Mr. James M. Smylie, now a lawyer of standing, and a member of the Legislature of Mississippi, from Amite county, of influence and high respectability. His classmate, William Montgomery, who expected to receive his degree at the same time, was removed by death about three weeks before the commencement. This is believed to be the first commencement south of Tennessee, and the first native of this state who received his degree in his own state. The commencement was then held in the month of August; it has since been held on the first Thursday in April.

In the fall of 1831 a steward was appointed and the Professor's house appropriated as a refectory.

In the year 1833 seven other cottages, for the accommodation of students, were erected, and two assistant teachers employed,—one as teacher of the Classical school and the other of the English school. The cottages were soon filled with students, and the number was about one hundred. This number has continued nearly the same, generally above, rather than below it. The greatest number was in 1838 and 1839, which was one hundred and twenty-five; of whom eighty-four were in the Preparatory Department. This number has been a disadvantage to the college, being greater than could be well accommodated. During the last session the number was one hundred and five—of whom forty-eight were in the college and fifty-seven in the Preparatory Department.

In the years 1834 and 1835 the President's and the Steward's houses were erected, and a Professor of Languages appointed.

In 1837 a Professor of Theology was appointed on a fund contributed for that purpose, but which has been since lost, by the failure of the Bank in which it was invested. The professorship became vacant in 1841, and has not been filled for want of means.

In 1841 Dr. John H. Savage was appointed Professor of Chemistry, but was removed by death, during the epidemic which prevailed in the town of Rodney in the fall of 1843. His place has not been supplied for want of means.

In 1838 the foundation of the main college edifice was laid, one hundred and twelve feet long by sixty-five feet wide. This building is intended to furnish a college chapel, a prayer-hall, recitation and lecture rooms and rooms for library, and philosophical and chemical apparatus; and on the cupola, an observatory for common purposes.

A library of upwards of four thousand volumes has been obtained, and a cabinet of minerals and curiosities, collected, chiefly, by the late Rev. Samuel G. Winchester, of Natchez. Two literary societies have been formed by the students, having libraries which contain upwards of two thousand volumes, and mineralogical and zoological curiosities and preparations. These societies have halls which answer their present purpose, and have made preparations to erect new and splendid halls on sites selected and given by the Board of Trustees. A philosophical, chemical and astronomical apparatus has been procured at an expense and donations of between three and four thousand dollars. With this apparatus, all the common experiments and observations can be made.

Fifty-six young men have received their degrees from this college. Of whom

eleven have studied law, and have engaged in its practice. Eight are pursuing the study of law. Four are engaged in the study of medicine. Ten have studied theology, two of whom have deceased; the other eight are preaching the gospel. Six are now pursuing theological studies; two of whom are of the old-school Baptist church, the rest are Presbyterians. Eleven (some of whom are included among those who have studied professions) are engaged as planters on their own plantations. Of the class which received their degree this day, the faculty are unable to say to what profession they will turn their attention.

Of the original twelve Trustees, five are still active, efficient and honored members of the Board; and of the faculty, the first two who were originally appointed, the one as president and the other as professor of mathematics, are still engaged in the college.

Of the graduates three have died, two of whom were preachers of the gospel in the Baptist church; and one a planter.

Five students have died at the college; two of pulmonary disease, two of measles, and one from an injury received from a fall before he entered the college.

From the commencement of the college up to the present time nearly one thousand pupils have been received into the college, including all the departments and those now connected with it.

The intention of the founders was to endow and sustain a college which would afford all the facilities which are enjoyed in the older states, and in their best endowed institutions. Hence the charter and the constitution provide for preparatory schools, a college, a professor of modern languages, a theological professorship or Seminary and even a female school or academy.

The Preparatory schools have been considered as indispensable, because there are no academies on which to depend for students qualified to enter college. Of the fifty-six graduates thirty-eight received their preparation in the Preparatory Department, and some of them even their English education.

The college was gradually enlarging its operations until the late extraordinary reverses in the business of the country, since the year 1838. The college has experienced its full share of these reverses, and we have endeavored to maintain our stand, with the hope that by holding our own, we might escape censure for saving the college from a sad declension or entire suspension.

The labor of teaching in the college has been confined chiefly to three men, the president and professors of mathematics and ancient languages, and no inconsiderable part of the time to two men. These men, therefore, have had to do the work which in other colleges is performed by five or six, and in some colleges by twelve or fifteen. And they have labored under the inconvenience of having neither library nor philosophical apparatus for years; and procured them as their resources enabled them. In development of talent and discipline of mind, we think our graduates are not inferior to the generality of those of older and well endowed institutions. And although they may be deficient in some of the embellishments of a modern liberal education, yet, in moral character they will bear a comparison with the graduates of other colleges in our country; an unusually large proportion of them being professors of religion. We have wished to sustain a christian college on the principles of the reformation of the 16th century. This could not be done without placing it in the hands of one of the prominent christian denominations, whilst at the same time the doors are open, for equal advantages to all the other denominations. In the years 1835 and 1836, a revival of religion was enjoyed in college, when about thirty of the students made a profession of religion; and without a single exception, they all joined the churches to which their parents and friends belonged; the Methodist, Baptist and Presbyterian. Two young men, of the Baptist church, even pursued their theological studies here. And at present there are students in the college of the Baptist, Methodist, Episcopalian and Presbyterian churches, and the sons of parents belonging to no church, all enjoying equal privileges, and receiving the honors of their classes according to their merits for scholarship and moral deportment. We have from the first avowed our position; nearly all other denominations of Christians in the State have done the same since, in their attempts to rear colleges; and the legislature has granted us the privileges which we cheerfully accord to all others, who wish to do good in their own way.

We have had our troubles, and made our mistakes; and if any man should desire to know them, let him go into a new country where public sentiment is almost wholly against even making a trial—where the truly liberal have been discouraged from many failures already—where the educated of other colleges and other lands are

generally disposed to cheer, and where the whole community seem ready to cry out, on the first symptom of faltering or the first ground of complaint. For the little success we have had, we give thanks to the great head of the church; and for the confidence reposed in us by our fellow citizens, we have tried to deserve it. And it is a source of no little pleasure to see so many here this day, who, fifteen years ago, helped to fell the first tree in this forest, and to devise the ways and provide the means for advancing the enterprize. In fifteen years more, and it is likely we shall be all gone.

In as few words as we have been able, we have, as a faculty, given you a history of the origin of this college; its success; its present condition, and its object. Another statement will be read to you, showing its fiscal condition and specifying its wants. Having been advised to call this meeting, we have been unwilling to decline, desiring to perform our part, and discharge our responsibilities. And now we ask you, shall we go on? You know our plan and our design. It is to lay the foundation of this college broad and deep; resting on the word of God and sustained by his Holy Spirit. If we succeed, future generations—*your own offspring*, may be blessed. If we fail, one generation or more may pass, before these halls will be filled, even as well as they now are.

While the PRESIDENT was reading this document, a sudden and very threatening appearance of heavy rain came on, which caused a great portion of the audience to withdraw.

After which, about 200 persons remaining, PRES. CHAMBERLAIN made a touching appeal to them to remain, if they possibly could, to hear the document about to be laid before them.

Order being restored, PRESIDENT CHAMBERLAIN read a statement of the financial condition of the institution, made by the board of trustees, as follows:

A general view of the resources of Oakland College from its establishment in 1830 till this time, April 1845. Ordered to be read by the Board of Trustees.

*Subscriptions and donations for the purchase of a site; for the building fund; for the contingent fund, and for the general endowment of the college	\$85,050
*Permanent fund	55,857
Theological Professorship (permanent)	20,000
Tuition fees (at least)	45,000
	<hr/>
	\$205,907

The expenditure and investment as follows:

Real Estate, included in the donations	\$ 5,500
Erection of buildings for the use of the college	55,200—\$60,700
Bank stock	47,000
Philosophical Apparatus and Library	6,000
President's salary for 14 years	\$31,000
Professor of Mathematics, do 14 years	15,000
Prof. Ancient Languages, do 10 years	13,000—59,500
Principal and Teacher of the Preparatory Department 15 years	22,500
	<hr/>
	\$195,700

The subscriptions, especially those of large amounts, were paid with unusual punctuality and promptness until the great reverses were experienced in the business of our country in 1838 and 1839. Many of the subscriptions, at present unpaid, it is feared, will not be collected; and the Bank stock, on which the college relied for the payment of salaries, has been unproductive for the last six years, and it is apprehended will be a total loss, of at least \$47,000.

The debts of the institution are, chiefly, to the members of the faculty, amounting to \$13,300. And it is due to the faculty to say that they have shown liberality towards the college, in the relinquishment of the one-third of their salaries, for the last four years, and one member, of all interest due upon his account.

*On the day of commencement a statement was read, giving an account of the sources from which these subscriptions, &c., were derived. They were received from private liberality in the counties of Adams, Jefferson and Claiborne, Mississippi, and a small portion from individuals in other counties in the State, and from a distance—but chiefly from the members of the Board of Trustees, and the citizens of Natchez and vicinity. It should also be noted that this whole statement of funds is not correct owing to the absence from home of the proper officer—but it is nearly so.

It is believed that a sufficiency may be collected out of the subscriptions on-hand, to pay all the debts, and have the property free from embarrassment.

In its present condition the college may continue to exist and perhaps sustain its character, but it cannot enlarge its operations; even to sustain itself, will press heavily upon a few individuals, and require further sacrifices from its officers.

The faculty have given a statement of the college, and its present facilities for the instruction of young men. We will add, in conclusion, what we deem important and necessary, and for the accomplishment of which extensive funds are indispensable, viz:

1. Funds for the erection of cottages or buildings, for the accommodation of more students. At present the chief dependence for the payment of salaries is on the tuition fees, but the buildings at present will not accommodate a sufficient number to pay more than one-half of even the present faculty.

2. Funds to finish the present main college building, to keep the others in repair, and procure a more extensive library and philosophical apparatus.

3. Funds to erect suitable buildings for the Preparatory Department, and for the accommodation of the Principal and family, so that it may be kept distinct from the college.

4. A professor of Chemistry should be immediately appointed.

5. A professor of Theology is much needed.

6. A professor of Modern Languages, who will give instruction also in music, both vocal and instrumental.

With these additions, (and the funds necessary would not be very great) we could hope in some satisfactory manner to furnish what our country demands; and with them we should be able to make further additions, as the state of the community might require.

After the statement was read, the Rev. L. J. HALSEY, of Jackson, offered the following resolution:

1. *Resolved*, That the condition of our country imperiously demands that vigorous exertions be made to promote home education; and for this purpose, that institutions of learning be established and endowed within the state, fully furnished to give all the facilities to the youth of our country, which are offered in the older states, and by which our youth are now induced to leave their native state.

The resolution being seconded, Mr. H. addressed the chair in support thereof; after which, it was unanimously adopted.

[In the course of Mr. Halsey's remarks, he spoke to this effect: that—

The Education of youth is confessedly one of those great interests, which stand identified with the cause of human improvement, and are interwoven with the whole frame-work of civilized society.

And if, said Mr. H., we may regard education in general, as one among the great important interests of society, there is no branch or department of education, which ought to be more closely scrutinized, more thoroughly discussed, or more fully understood, than the education of our young men in Colleges and Universities. This is one of those things about which every man has a right to speak, in which every man has an interest at stake, of which no man should be satisfied to remain ignorant. For, considered in all its tendencies and relations, both as an engine of power and an instrument of improvement, collegiate education, such as it is, is silently but surely working out the most mighty results, and, to a great extent, moulding the intellectual character of our people into its own likeness. If, as has been said, knowledge is power; if it is a law of the intellectual world, that the tendency of opinion, like the flowing of water in the natural world, is always from the higher to the lower, that is, from the educated to the uneducated; if, therefore, the intellectual opinions and habits of the great mass of the people will resemble, as the effect does its cause, the opinions and habits of their leaders and rulers, who are, for the most part, taken from the learned professions; if further, those leaders and moulders of the public mind, our popular statesmen, orators, legislators, and members of the learned professions, are, for the most part, men whose intellectual characters and opinions were greatly modified, if not wholly formed, in our colleges and universities, what an element of power, what a source of influence, what an engine of weal or woe to the country, have we at once discovered in collegiate education. It seems as if we had traced up ten thousand streams of influence from the length and breadth of the land, to their well-spring, to their fountain head, to their great reservoir and starting point in the mountains. And it becomes every patriot to look into that reservoir, to see what kind of waters are there.

Because the process which is there going on is hidden from public observation, and because the influence which is thence issuing is silent and gradual, it is not to be concluded that such a process is of small importance and such an influence of no public and general concern. Whether our people take an interest in it or not, whether our civil and political rulers are aware of its magnitude or not, whether our legislators are bringing all the wisdom of their experience and studies to bear upon it or not, whether our wisest men of the learned professions, either in the Senate Hall or at the Bar, through the Pulpit or the Press, have poured upon it the light of their researches and discussions or not, that process and that influence are still going on, day and night, steadily and efficiently. Like the deep, silent, unobserved, but ever-growing work of the corals, which, founded in the deepest caves of the ocean, "where fathom line hath never touched the ground," rising and spreading step on step by the gradual accretion of centuries, until it accumulates into vast shoals and capes, islands and continents, pervading all the world of waters, so "is that mighty, silent, unobserved, but all-pervading influence of education, which rising out of the very foundations of society, and advancing, step by step, from the fire-side to the school-house, from the school to the college, from the college to the university, has at last, after generations, while the world has been asleep, and politicians have been dreaming of power, spread out, like a coral reef into the broad, solid substratum of public opinion, and so formed the ground-work for the whole superstructure of the national intellectual character.

If there be truth in these observations; if we must sometimes look back into the past, in order to trace out the beginnings of those elements of power which develop themselves in the present; if we must sometimes dive beneath the surface of affairs to discover those latent and powerful causes whose effects only are seen floating above by the superficial observer; if sometimes those causes and agencies which never meet the eye of the multitude at all, which are under-rated and despised by the mere politician, and in the press of other business, are forgotten and neglected at times even by our wisest statesmen, may be nevertheless the very causes and agencies which are most efficient in creating the public sentiment, moulding the popular character and shaping the national destiny; and if, as all history shows, education in general, and collegiate education in particular, be one of these; then is the whole subject of colleges and universities, their number and location, their endowment and support, their connection with the church and the state, their internal government and discipline, their buildings and external arrangements, their systems and methods of instruction, their text books, officers, commencements, vacations and terms of study, a subject which ought to be kept before our whole people by the public press, which ought to call forth the discussions of the profoundest thinkers in the country, which ought to be the theme of grave deliberation in all our ecclesiastical assemblies, and the appropriate work of the guardians of our people in the legislative councils.

It is obvious from any, even the most casual view of the subject, that every nation ought to have, and to patronize its own institutions of learning. The intellectual and moral training of its sons and daughters, is the very last interest which a nation ought to be willing to entrust to foreign and unknown hands. Every nation ought to make its own books, to produce so far as it can its own science and literature. Indeed it may be laid down as a general rule, that every independent nation ought to produce every thing at home and within itself, just so far as its soil, climate and natural resources will allow. It is with a nation just as it is with a family, the former being but an assemblage of families. With both the true rule of economy, and the condition of independence and prosperity, is to produce every thing at home, which can be produced, consistently with a wise division of labor. Now, knowledge or intelligence is so essential an element in the existence and well-being of a republic like ours, that we had better commit any other interest to foreign hands than this: we had better give up to others the making of our luxuries, and even some of the necessaries of life, the growth of our bread-stuffs, the raising of our stock, the building of our forts and navies, the manufacture of our clothing, our utensils of art and agriculture, and even our munitions of war, than surrender the training, the intellectual and moral education of the rising generation, who in a little while must constitute the nation.

So well convinced of this important truth were the founders of our republic, that long before the country became independent, and even whilst cherishing towards England all the feelings of the child to the parent, they had established several colleges in America.

Any argument which goes to show that every independent nation ought to produce its own science and literature, make its own books, establish its own schools, colleges and universities, in which its youth shall be trained by its own teachers in its own way, is an argument equally valid to prove another similar proposition. And that is, that, in every nation like ours, so wide spread in its territory, so diversified in its interests, so heterogeneous in its population, every different part of it, every district and separate community in it, every individual state at least composing it, ought to produce its own books, science and literature on its own soil, educate its own youth at home, and for this purpose, establish a sufficient number of colleges and universities within its own borders. Every reason drawn from the duty of parents to their children, from the duty of sovereign states to the rising youth, and from the advantages of education in general, which evinces that England ought to patronize her own colleges and universities, Germany hers, France hers, and the United States hers, evinces at the same time that in our country, whilst the North has her institutions of learning, the South ought to have hers; whilst the East patronizes eastern colleges, the West ought to patronize those of the west; whilst Massachusetts or Virginia has her university, Mississippi should have hers.

It seems to be the order of nature, and the intension of Providence, that almost every part of the globe should be capable of sustaining an intellectual and virtuous and happy population. As scarcely any country can be found in which men cannot live, and think, and act: as scarcely any soil is so barren as not to produce the necessaries of life, and scarcely any climate so uncongenial as to forbid the full development and growth of all the physical, moral and intellectual powers, so it seems to be the order of nature, that in every part of the world, men may, if they will, educate themselves and arrive at the highest individual and national excellence. This, at any rate, is true of all parts of our country; perhaps we might say, of all parts of the temperate zones. Genius does not seem to be restricted by geographical lines. Native human intellect is a plant which will flourish any where, on any soil, and in any climate, provided it has culture: and without that, it will not come to much any where. With proper culture, it will thrive on the hills of Scotland, or amidst the snows of Iceland, and without culture it will not live even in the soil where once Cicero flourished.

There is no reason then, derived from any thing in our climate, or in our geographical position, why Mississippi should not found in the course of time, as noble institutions of learning, rear as intellectual and virtuous a race of men, produce as grand works of science, literature and art, and give birth to as mighty genius, as ever adorned the annals of history in any age. If other things forbid it, let it not be ascribed to climate or position.

There is an idea commonly entertained that a southern latitude is unfavorable to genius, and consequently unfit for the growth of the higher institutions of learning. This belief not only causes many of our citizens to patronize the existing colleges at the North, but utterly to despair of ever founding such in Mississippi. The history of the ancient world teaches us a very different lesson. Whether we look at the ancient civilization, as it appeared in Egypt, in Judea, in Greece, or in Rome, we shall find that the climate and soil, in which flourished the great intellects of classical antiquity, resembled much more closely, those of Mississippi, than those of Edinburg or London, of Berlin or Paris, or even of Boston and Philadelphia.*

Jos. S. JOHNSTON, Esq., of Jefferson, offered the following resolution:

2. *Resolved*, That the past history and present condition of Oakland College are such as to inspire our hopes that what we desire at home may be attained; and that we hereby recommend it to the patronage of our fellow citizens, and give it our approbation, and pledge our assistance.

Which, without discussion, was unanimously adopted.

JOHN T. McMURRAN, Esq., of Natchez, offered the following series of resolutions, which he supported in an address, viz:

3. *Resolved*, That the patrons of Oakland College deserve the thanks of this community for their great liberality; and that the board of trustees deserve the grat-

*The want of time admonishes us that we must break off the report of Mr. Halsey's remarks at this point. The same cause prevents a notice of the remarks of Messrs. McMurrin and Johnston, and of the Rev. Mr. Graves.—PUBLISHER.

itude of the country for their unwearied attention to the concerns of the institution, as well as for their great liberality.

4. *Resolved*, That the Faculty of Oakland College have earned the gratitude and commendation of this community for the faithfulness and ability with which they have conducted this institution in the midst of all the discouragements and want of facilities under which they have labored.

The Rev. A. R. GRAVES, of Covington county, also addressed the chair in support of said series; after which they were unanimously adopted.

The Rev. B. H. WILLIAMS, of Adams, offered the following resolution, which was unanimously adopted:

5. *Resolved*, That the Faculty be requested to prepare for publication a statement of the present condition and the former career of this institution, embracing therewith the proceedings of this meeting—together with a catalogue of the students, the alumni, faculty, &c. &c.—and that said matter be published in a neat pamphlet form, provided that it can be done without any expense to the college fund; and, moreover, that the Faculty be requested also to prepare an abstract, with the resolutions passed at this meeting, for publication in such newspapers in this state as may be willing to do the service.

JAMES S. JOHNSTON, Esq., offered the following resolution, which was unanimously adopted:

6. *Resolved*, That, in order to effect the views and wishes of this meeting, with regard to the patronage that should be afforded to Oakland College, we hereby recommend to the board of trustees to prepare and circulate a subscription for raising the necessary amount of funds to answer the wants and necessities of the institution.

In pursuance of the 5th resolution, a subscription was opened; and in a short time \$107 was subscribed to defray the expense of the proposed publication.

On motion, the meeting then adjourned *sine die*.

EDWARD TURNER, *Chairman*.

WM. L. BALFOUR, } *Vice Presidents*.

ALVAREZ FISK, }

N. G. North, } *Secretaries*.

Thos. Henderson, }

Note.—The faculty of the College received letters from his excellency A. G. Brown, governor of the state; William L. Sharkey, chief justice; William Hemingway, secretary of the state of Mississippi; George Yerger and N. D. Coleman, Esquires, of Vicksburg; R. M. Gaines, Esq., of Natchez; Lucius C. Duncan, Esq., of New Orleans; Rev. J. D. Fyler, of Natchez; Rev. R. L. Stanton, of New Orleans; and many other gentlemen of distinction, expressing a deep interest in the College, and assurance of a hearty co-operation in any practicable plan for its enlargement; and stating that indispensable business would detain them from the meeting.