

---

West Virginia Ag. College.

—♦—

THE INAUGURAL ADDRESS

OF

REV. DR. MARTIN.

1867.

---

INAUGURAL ADDRESS

DELIVERED AT THE

West Virginia Ag. College,

MORGANTOWN, WEST VA.,

JUNE 27, A. D., 1867.

BY

Rev. ALEXANDER MARTIN, D. D.

---

MORGANTOWN:

MORGAN & HOFFMAN, PRINTERS.

1867.

INVESTMENT ADDRESS

INVESTMENT CERTIFICATE

INVESTMENT ADDRESS

The State of New York, County of ...  
I, the undersigned, do hereby certify that the sum of ...  
has been deposited in the name of ...  
and that the same is now on hand in the ...

Witness my hand and seal of office this ... day of ...  
19...  
Attest my hand and seal of office this ... day of ...  
19...

The Board of ...  
has approved the ...  
and the same is now on hand in the ...

INVESTMENT ADDRESS  
INVESTMENT ADDRESS  
INVESTMENT ADDRESS

The State of New York, County of ...  
I, the undersigned, do hereby certify that the sum of ...  
has been deposited in the name of ...

Witness my hand and seal of office this ... day of ...  
19...  
Attest my hand and seal of office this ... day of ...  
19...

INVESTMENT ADDRESS  
INVESTMENT ADDRESS  
INVESTMENT ADDRESS



## INAUGURAL CEREMONIES.

---

THE STATE OF WEST VIRGINIA having, by act of the Legislature, approved February 7, 1867, appointed a Board of Visitors to establish its College at Morgantown, the first meeting for that purpose was held at the above place, April 3, 1867. The Board organized by choosing Hon. W. E. STEVENSON, of Wood county, President, and Dr. T. H. LOGAN, of Wheeling, Secretary. With anxious solicitude, and great unanimity, various measures were determined, an Executive Committee appointed to carry them into effect, and Rev. ALEX. MARTIN, D. D., elected to the Presidency of the Institution.

President MARTIN having removed to Morgantown, and entered upon the performance of his duties, arrangements were made for his Inauguration at the next meeting of the Board, held in connection with the close of the first Term of the Preparatory Department, June 26, 1867.

The Board of Visitors, the Students and Teachers of the College, and a large assemblage of the ladies and gentlemen of Morgantown and vicinity met in the Church on the afternoon of the 27th June, at 3 o'clock, when the following was the

### ORDER OF EXERCISES:

1. Singing—"From all who dwell below the skies," &c.
2. Prayer—by Rev. W. A. HOOPER, of the Presbyterian Church.
3. Singing—An Anthem, by the Choir.
4. Address—by Hon. J. T. HOKE, of Martinsburg, Berkeley county, and formal presentation of the College Charter, Keys, etc., to the President elect.
5. Inaugural Address.
6. Singing—"I have set watchmen upon thy walls," &c.
7. Benediction—by the President.

Two thousand copies of the Inaugural were ordered to be printed. The students, also, desired it to be printed, as appears from the following correspondence:

"MORGANTOWN, June 27, 1867.

*Rev. and Dear Sir:*

The Students of the West Virginia College, having listened with no ordinary degree of pleasure to your Inaugural Address, delivered to-day, have conferred on us the honor of respectfully requesting a copy of the same for publication.

Yours with great esteem,

S. H. RITCHIE,  
A. C. STEPHENSON, } *Committee.*  
W. E. JOLLIFFE,

To PRESIDENT MARTIN."

"AGRICULTURAL COLLEGE, June 28, 1867.

"GENTLEMEN:

"I thank you for your obliging note, requesting, in behalf of the Students, the publication of my Inaugural Discourse. As the BOARD OF VISITORS have already ordered its circulation it is held at their disposal, and will be printed as you desire.

"Very truly and affectionately,

"Your sincere and obliged friend,

ALEX. MARTIN.

"To Messrs. *Ritchie, Stephenson and Jolliffe.*"

It may be proper also to mention that the VISITORS, at the same meeting, appointed the following Faculty of able and accomplished Educators as Professors in the several chairs of the College, viz:

Rev. ALEX. MARTIN, D. D., *President, and Professor of Mental and Moral Philosophy.*

Rev. J. W. SCOTT, D. D., *Vice President, and Professor of Languages.*

Col. J. R. WEAVER, A. M., *Professor of Mathematics and Military Tactics.*

Prof. S. G. STEVENS, A. M., *Professor of Natural Sciences.*

" F. S. LYON, A. M., *Professor of English Literature and Principal of Preparatory Department.*

GEO. M. HAGANS, Esq., one of our most successful business men, and an experienced Agriculturist, has consented to act as Superintendent. Tutors, and Assistant Teachers, in the various departments, will be employed by the Executive Committee, from time to time, as there may be occasion.



## INAUGURAL ADDRESS.

---

*Mr. President, Gentlemen of the Board of Visitors, and Citizens of Morgantown:*

We are assembled under circumstances of no ordinary interest. I congratulate you on the favorable auspices under which we inaugurate in West Virginia the means of more thorough and systematic study than have been heretofore enjoyed by those who yearn after knowledge. God be praised that this long-desired hour has finally arrived. Thanks to those who in any measure have prepared the way. We bow in gratitude to the Almighty that the work is indeed begun; in supplication that he may continue to vouchsafe His blessing in its ever-increasing prosperity.

Most of you doubtless anticipate that on an occasion like the present, and bearing to it the relation we do the one theme of Education should supply the subject of discussion. To this, in some of its multiform aspects, and special relations with the present undertaking we invite your attention.

In one form or another the College is an essential element of every prosperous State. The children of the Commonwealth constitute its richest treasure, its most productive capital; and its highest function as well as the best test of its progress relative to other States is found in its ability to

properly educate them. As the natural and necessary complement of its other agencies for this end the College stands pre-eminent. No nation, blessed with the light of our Christian civilization, has failed so to regard it; or if, in any measure, it has done so in the same proportion has it had to take a lower station in the scale of enlightenment.

The several States of our own land have, for the most part, been blessed with those who, occupying position as public men, found their greatest glory to consist in the elevation of the people, and their advance in knowledge and virtue. Subsidiary to this, in common with their ordinary and higher schools, they have promptly and wisely encouraged the establishment and ever increasing efficiency of their Colleges. It is cause of profound gratitude to Almighty God that He put this into their hearts, and that through His benediction, notwithstanding they are still short of what it is to be hoped they will one day be, they have been so well adapted to the current wants of the country, and in the presence of many and great obstacles have yet been productive of so much good. That they will continue to rise and improve with the growing wants and increasing means and culture of the people no one acquainted with the history and spirit of this Nation can for a moment doubt.

The Agricultural College of West Virginia owes its origin to the munificence and several acts of the National Congress, passed July, 2, 1862, and April 19, 1864, donating certain amounts of Land to the States, and requiring the proceeds derived from its sale to constitute a perpetual fund, the interest of which shall be appropriated to 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 Agricul-



ture and the Mechanic arts," (and what branches of learning are not related to these?) "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 in the several pursuits and professions in life." This donation was accepted on the part of West Virginia by an act of the Legislature, dated October 3, 1863, and the College ordered to be established by further act, passed February 7, 1867, accepting a proposition from the Trustees of Monongalia Academy, which tendered to the State the valuable consideration "of all the real estate and personal effects held as the property of Monongalia Academy, including the property known as Woodburn Female Seminary," on condition that the College be located permanently at or near Morgantown, and providing for the appointment of a Board of Eleven Visitors, one from each Senatorial District, whose duty it should be to "establish such departments of Education in Literature, Science and Agriculture as they may deem expedient, and as the funds under their control may warrant, and purchase such materials, implements and apparatus as may be requisite to proper instruction in all said branches of learning,"—also, to arrange Courses of Study, establish By-Laws, appoint Professors, confer Degrees, and, in short, to do each and every thing usually done by Colleges and Universities.

At the first meeting of the Board, in April, 1867, the question, of course, arose as to what style and character the College should assume. Should it be for the exclusive purpose of training farmers and soldiers? or, if not thus limited, what should be aimed at as the measure of its ultimate growth? Their determination of this matter would decide whether it was to be strictly a manual labor and military school, or what is generally understood by the term "College"—comprising every essential department of Educa-



tion, from the foundation upwards. Their action in establishing, besides the usual Preparatory department at the Academy building *three* distinct and separate departments of Instruction in the College building decided in favor of the latter. These are: First, the Collegiate Department proper. Second, a Scientific Department. Third, an Agricultural Department. Instruction in military Tactics is also regularly provided for. As to extensive operations in experimental farming, raising of stock and accumulation of agricultural implements, however important and desirable these may be, and while they will receive some attention, it is yet thought that as matters are with us in West Virginia, there are other things still more desirable than immediate and large investments in those directions. So far it has been found that where this has been tried, with means vastly more abundant, and under circumstances much more favorable than any thing of which we can boast, the usual effect has been large expenditures with very unsatisfactory results. By text-book, lecture, observation and practice opportunity will be given for instruction in these directions, and a constant eye will be had by the accomplished Superintendent of the grounds to every valuable improvement in matters which appertain to our all-nurturing, too much neglected, and oftentimes abused mother, Earth; but, as already intimated, the general character of the Institution will be what is ordinarily expressed by the term College, in which, without discarding what is good, or undue attachment to what is relatively of little worth in the Old, and neither ignoring the real advance, or hurrying after the follies of the New, the great object will be to render the several Courses of Study already ordered, and which may be hereafter established, at once as thorough, and at the same time as practical, as possible. We say "which may be established hereafter," for what has been done is only a be-

ginning; and there are those here who may yet see, in addition to this, the funds supplied and the demand made for Departments of Law, Medicine and other studies of a post-graduate course. What the Congressional grant contemplates is a school which shall eventually be able to liberally educate young men in all the Professions and Pursuits of life. The enactment of the Legislature is in harmony with this. In West Virginia the cultivation of the soil is certainly, as every where, a commanding interest; but so also are its grazing, mineral and manufacturing interests; while the greatest of all—the proper education of its youth, and the means and appliances thereto—is, perhaps, the most backward of all.

Notwithstanding the milleniums which have elapsed since the creation of man, with all the advantages of experience and philosophy, the progress of the arts and sciences and every agency which the ascendancy of mind over matter has supplied—with all the contributions of departed ages and the light and ascendancy of the present, to say nothing of aspirations for improvement inspired from above, it is a most humiliating truth, and enough to make one weep, that unhappy and illiberal legislation from across the mountains has left us here in West Virginia—one of the fairest regions of this most highly favored and in some respects most advanced nation on the globe—an inheritance of hundreds and thousands and tens of thousands of our fellow-citizens in such a state of brutish and besotted ignorance as to be absolutely unable either to write their names or read God's word—confined, so far as mental culture is concerned, to the very childhood of existence. Until this reproach is wiped away, the schoolmaster sent abroad, and the manhood of the Commonwealth educated, it would be folly to restrict the Course of Instruction in the State College to the cultivation of the earth, or the profession of arms—especially as both



the Congressional and State acts relating thereto contemplate more than this.

Our present resources are as follows:

|  |           |
|--|-----------|
| Proceeds of Congressional Land Scrip,.....                                 | \$90,000  |
| The College, (formerly Woodburn), grounds and buildings,.....              | 25,000    |
| The Academy grounds and buildings,.....                                    | 15,000    |
| Effects surrendered as the Library and personal property of the above,.... | 390       |
| Cash, Bonds, &c., surrendered as Endowment of the above,.....              | 7,556     |
| <hr/>  |           |
| Total,.....  | \$137,946 |

X. Our immediate wants for repairs, a Museum and Cabinet, a Library and Apparatus, Salaries of Teachers, etc., at the beginning of such an undertaking are, necessarily, very considerable. By the stringent provisions of the act no portion of the Congressional Fund, nor of the interest thereon, can "be applied, directly or indirectly, under any pretence whatever to the purchase, erection, preservation, or repair of any building or buildings." This shows that for much of what we are in absolute and immediate need we have to look to private liberality and State assistance. Were we to compare our condition with the resources of the State, the magnitude of our undertaking, or the magnificent acquisitions of older schools we might feel discouraged. But if we remember in what small beginnings the most advanced and best equipped of these had their origin, and how long it has taken them to reach their present proportions we shall rather thank God that it is ours to live and labor for such a cause in such an age, for such a State and with a beginning so favorable. All these conjoin with the past history of such Institutions to assure us that if, in any reasonably good measure, we do our duty there shall not be wanting either the moral sympathy or the material means required by the increasing opportunities and demands of the future. One thing is certain, West Virginia College is at length an established Institution, and established too on a basis which, however slender as compared with its work

X. Since then fully adopted by the Legislature as "The West Va. University" with regular appropriations of about \$15,000 per an.

and expectations, will yet enable it to do some good in the elevation and instruction of the people. Even should the present generation fail to appreciate, improve and increase its power it will still live, and coming ages shall build on the foundation which here, with faith and prayer we lay, a fabric whose majestic proportions may exceed our most sanguine expectations.

I thus address you because of my high estimate of what such a school should be. A College, in its true ideal, is a result than which there is none more noble, none more worthy of human intelligence, liberality and energy. Its aim is to gather, to arrange and distribute all the knowledge, new and old, in theory and practice which can properly be made the subject of public instruction contributory to the glory of God and the good of man. To reach this standard, time, and means, and the extensive co-operation of many individuals, and widely diversified tastes and endowments are needed. Not empty piles of masonry, nor shady groves, nor tasteful grounds alone are necessary, but, in addition to these, Teachers in sufficient number, thoroughly accomplished in and *devoted* to the various branches of Science, Literature, and Art which they profess, and these liberally supplied with the most valuable and approved apparatus which belongs to Museums, Libraries and Laboratories; including an Observatory for Astronomy as well as a Lecture room for Chemistry and Physics. It includes all this, and all else which will attract the most eager, ambitious and inquisitive youth of the land by scores and hundreds and aid in the cultivation of their minds, their manners and their hearts. Such is our expectation and desire concerning this Institution. Deem it not extravagant, nor over sanguine. Neither you nor I may see the day when the vision shall be completely realized, but that it shall some day be so I have not the shadow of a doubt.



This faith is based, in part, upon the stake which this community has in the College. More than twenty years ago a stranger, travelling in company with the now sainted Simon Elliott, approached your Village to enjoy the privileges of a sacramental Sabbath. As from an adjoining eminence he overlooked the beautiful landscape, not wanting in some features of the sublime also, which environs it—the waving fields and fertile pastures which lay beneath and around him—the famed Monongahela bordered with shady forests and gentle undulations revealing, here and there, romantic country seats, and gradually swelling into sturdier proportions until in the far distance they culminate in the summits of the Alleghanies—as his eye fell on the peaceful village, already celebrated for intellectual culture, refined and generous hospitality, and a pure and healthy moral atmosphere, surrounded by such a border of flourishing farms and rolling streams, variegated woods and lofty mountains, he could not avoid remarking, in substance, that if providential blessings bountifully bestowed, if variety, sublimity and beauty of natural scenery tended to expand and elevate the mind, and make better the heart, then was Morgantown favorably situated to be a retreat for the Muses, the home of the Sciences, and the nursery of Students. Every subsequent, though transient, visit but confirmed the original impression—though then he little dreamed that one day he would be called, with civic and religious ceremony, to preside over and inaugurate in your midst a College for the STATE of West Virginia. Nor do I see how any one can visit yonder grounds, for which Nature and Art have combined to do so much, without instinctively feeling that there is just *the* place where

“Wisdom’s self

Might seek thy realms, sweet Solitude;  
And with her best nurse, Contemplation,  
There plume her feathers and let grow her wings,  
Which in the various bustle of resort  
Were all too ruffled, and sometimes impaired.”

In the enlarged and successful prosecution of this enterprise we say the people of Morgantown have, and should feel and manifest the deepest interest. Schools have been planted under what were thought to be favorable auspices, and which, for want of proper countenance on the part of communities surrounding them, have been allowed to drag out a dreary existence; sustained in feebleness and poverty mainly at the expense of those called there to stand, as sentinels at their post, and impart instruction, until a generation of Scholars had been educated, and the people at last forced to recognize the worth of what they had so long undervalued—or, perhaps, only awoke to a sense of its worth when removed to more favorable surroundings. Not so, we trust, will it be here. The immense advantages which such a place must derive from a flourishing College in its midst makes this expectation a reasonable one. To say nothing of the Educational facilities which its presence will supply, and the increased attractions and character thus given to the place, the business and financial advantages are such as must commend themselves to every property holder, and every man of enterprise and skill. Remote from the larger marts of manufacture, trade and commerce,—without special, or but little developed, local advantages for these, it is, perhaps, not going too far to suppose that the steady growth and continued business prosperity of this place will be largely dependent on its Educational Institutions, and consequently enhanced intelligence and enterprise of the place and surrounding country. Of these, and to this, the College will contribute the most largely; bringing its quota chiefly from abroad, and distributing it regularly among us. An aggregate of from thirty to fifty thousand dollars per annum poured into the channels of your trade, by Students, Professors, Visitors, etc., must make itself felt in every department of life and activity. Every merchant and trades-



man, every lot of ground in the borough and acre of land in its neighborhood will be increased in value thereby. I speak that which I know and testify that which I have seen, and skeptics may have their doubts removed if they will enquire of those places which have felt, or are beginning to feel, the liberalizing and elevating influence of flourishing colleges in their midst. And what they have already enjoyed is only the earnest—the mere beginning of the good to be hereafter derived from the presence of Institutions which, even in their infancy, are of untold benefit to their several localities.

Let the people of Morgantown and Monongalia County turn a cold shoulder to the State College, let them look on it with jealous or unfriendly eyes, talk about it with false or with indifferent tongues, or, with short-sighted selfishness, each one think of it only as a means whereby perhaps he can make something for himself, and, while you may not destroy, how greatly will you cripple and retard its usefulness. On the other hand give it cordial welcome. Show by your living interest in, and generous benefactions to it, how highly you appreciate its privileges, and how anxious you are to increase its patronage and every element of power for good, and you will not only enhance its value in the estimation of others but will, every one of you, in all the avenues of trade and business, be partakers of the benefit. The blindness which cannot see this is as pitiful as the stupidity which affects to call it into question.

|   |                 |
|---|-----------------|
| The Institution will bring here six Professors, whose expenses will average \$1,200 per annum.....                                    | \$ 7,200        |
| Say six additional families attracted by superior Educational and other advantages, whose expenses may average \$1,000.....           | 6,000           |
| Say 100 Students, besides those belonging to resident families, and whose expenses for fuel, washing, board, etc., will average \$200 | 20,000          |
| Their books will cost, at least.....  | 2,000           |
| Incidental expenses, Professional service, clothing bought here, etc.   | 2,000           |
| Expenses of Parents, Visitors and friends of Students and Teachers  | 2,000           |
| Total.....  | <u>\$39,200</u> |

Or nearly forty thousand dollars per annum—an amount which will be doubled after the College shall have been a few years in operation. And when increased facilities for travel, by rail and river, are supplied, as in the course of time they assuredly must be, and the already vast and rapidly increasing populations of Pittsburgh, Wheeling, and the teeming multitudes who in town, and city, and rural regions dot your roads and rivers, to say nothing of the regions beyond, are put within a few hours travel of a First-class College, located in a place famous for its unrivaled health, salubrious climate, good society, intelligence, morality and enterprise, here in the rich and beautiful Valley of the Monongahela, and within sight of the Alleghany Mountains—retired from the noise and dust and confusion of sights and sounds, and hurryings to and fro, and crime and dissipation of larger places, and yet within easy reach of those vast aggregations of humanity, where Plutus reigns and crowns his votaries with wealth—where, afar from the turbulence of passion and the distractions of trade, their children can be educated amid the most refined, elevating and desirable surroundings—when the bench and the bar, the senate and the pulpit, will vie with the enterprising merchant, the intelligent mechanic and enlightened farmer in giving to their sons that Education which will more and more in this land be indispensable to large success in all these walks—where even the humblest laborer and the poorest widow may, at moderate expense, endow their children with what, united with correct deportment is, after all, the best fortune and surest passport to honor, emolument and prosperity—when all this comes to pass, as come to pass it will unless all former history and experience belie themselves—when your town, it may be in less than one or two generations, more than doubles the number of her cozy cottages and smiling villas, and blooming gardens, and refined



and cultivated citizens, then will it be better understood than it can possibly now be how large an interest Morgantown should take in the College. But I need not entreat you not to hold it at a distance, nor put it upon a long and cheerless probation before it finds a lodgement in your sympathies and benefactions. Your past history, your voluntary and earnest movement towards securing it in your midst, responded to as it has been by the enlightened action of your State Legislature, all furnish the pledge of a felt and continued interest in its immediate and highest possible prosperity, and of active and practical endeavors thereto. The State of Michigan, at an early day, established its chief school at Ann Arbor, one of its smaller villages. The first move of its citizens, blessed with less means than those of this place, was to practically respond to and show their appreciation of this action by placing a gift of fifteen hundred dollars in the hands of its presiding officer, to be expended as the beginning of a Library. An act which, in its turn, awoke the emulation of its commercial metropolis, Detroit, whose merchant princes immediately supplied it with an Astronomical Observatory. From Congressional and State endowments and private benefactions it has gone on until within a single life time it stands scarcely second to any College on the continent. How much the active and appreciative sympathy thus early, opportunely and generously expressed by that community had to do in giving it at the outset the right start on its magnificent career is not hard for any one to calculate.

But our prospects for making this such a College as we hope and desire, are based, furthermore, upon the interest which the people of the whole State have in its success. We have said the existence of the College is no longer problematical. The grant of the General Government has

secured its establishment and, in part, endowment. The State, by its adoption of that grant, has made the College a part of itself, and while it remains the College also must stand. But to call that a State School for which the State has done and intends to do nothing is a misnomer—a receiving of credit without claim, a meanness of which this State shall never be guilty. The means of beginning having been supplied by the Nation the only questions left for the State to determine are what form shall it assume? What development shall it have? With what capacity for usefulness shall it be endowed? To use a phrase more expressive than classical, shall it be a poor, unfriended, one-horse affair, or an Institution of which we shall all be justly proud as a not unfitting exponent of the enlarged progress and liberality of modern times? The youthful State, whose name it bears has, in the hour of deepest trial, shown itself the noble peer of any in the Union. Shall it be a College worthy of that State, adequate to its wants, increasing, *pari passu*, with the growth of all around, an acknowledged power for good even in infancy and advancing in every element of that power with the increase of its years? Shall the people of West Virginia be content to see the schools of other States, even the oldest and best of them, steadily multiplying their resources, clamorous for and ever receiving increased facilities and doom their own College to the dwarfishness of perpetual childhood? Not so in my intercourse with them, have I read their character. Not so in everything else which they have hitherto been called to do have they proved themselves. The character of the people, the resources of the State and its rapid advance in their development, and in every element of healthful growth all forbid us to suppose that she shall be untrue to her trust—shall refuse from her abundant stores to this child of her adoption the pittance needed for her credit, growth and growing usefulness. The



false delicacy that would refuse to ask it, when circumstances make it necessary, is a doubtful compliment to her intelligence, her gratitude, her patriotism, her self-respect, self-interest and sense of moral obligation. Rather would she rebuke us should we unwisely form our plans on a mean, diminutive and narrow scale, or if, having devised liberal things we should think that *there* was an end and that there should be no further expansion. I understand her action, so far, as only a putting of the College upon probation, with the understanding that if faithful to duty, and showing real ability for usefulness, the fullest opportunity and means for that usefulness will be abundantly supplied.

We must then to the fullest extent of available means provide the machinery not simply for a good high school, or an Academy, but for the full and faithful performance of proper College work. Let there be no pretension, no sciolism. Rather, if possible, let the performance outstrip the promise. Then let the true character of the College, its intimate relation to the people, its aims, hopes, capacities and wants be brought home to every fireside in the State. Let it be known that it is designed to afford every advantage for the acquisition of that thorough culture and sound education which is the crowning glory of the present age—that as a State Institution it belongs to the people, and its doors are open to all without regard to rank, or party, or sect—that it hopes to be a credit to and worthy of the people of West Virginia, and helpful in the highest possible degree in the great work of *liberally* educating their sons “for the various professions and pursuits of life”—that towards this a noble fund has been furnished by Congress, and all has so far been done without costing the State a single cent—that this fund, however, is but limited, and though, with the generous provision of buildings and grounds made by this community, enough to begin on, it is only enough

for the barest beginning—that on this foundation the State is expected to erect a fabric which shall live through the ages, a monument of its enlightened liberality and an instrument of the highest good till time shall be no more.

Let not this be thought unreasonable or presumptuous. We believe there is a magnificent future before this Commonwealth—more magnificent than the most sanguine among us has conceived. When the pressure of present burdens is somewhat removed, civil order at length restored, the ravages of war repaired, population rendered more homogeneous, public buildings provided, and the whole organism of the State perfected and in smooth working order—when the broad acres of fertile land which yet lie waste in West Virginia are cleared and settled, her untold mineral wealth developed, her unsurpassed advantages for manufacturing improved, her pastures clothed with flocks, her valleys covered with corn, her streams and waterfalls musical with the busy hum of mills and factories, hers will be a bright and happy day, and, worthy of her and her brightest days, her College shall be to her what Yale is to Connecticut, Harvard to Massachusetts, Charlottesville to her parent State, Ann Arbor to Michigan, or Oxford to old England—her brightest ornament and crowning glory. May we not also hope that here, as elsewhere, there will be found men and women of noble minds and generous hearts who seeing in the beginning made and the relation of the College to, and life-long identity with the State every pledge and assurance of security and usefulness will deem it a privilege to augment its resources by endowing Professorships, Scholarships, &c., in every department of general instruction and special study—thus in the best manner blessing the world and erecting for themselves monuments more enduring than brass or marble.

'Tis well in such matters for us to pause and, amid the



rush and whirl of the present, take note of what is yet to be, by briefly retrospectively what has been. One century ago and this beautiful valley, now so richly embellished by the enterprise of man, with pastures, and orchards, and fields, and dwellings of neatness and comfort, was a vast, uncultivated wilderness. Strikingly picturesque and magnificent in its natural scenery, it only exhibited in its wild and savage growth the untold forces of a virgin soil. The buffalo roamed at his leisure on your hills, and the deer reveled amid the herbage of your valleys. The wild beasts and savages occasionally prowled round the hut of the adventurous frontiersman, and tradition informs us of ghastly murders and hair-breadth escapes not far from where we are now assembled. What a change in that time have the wondrous expansion and boundless activities of free institutions produced? The desert has been turned into a garden, and the wilderness and solitary places made to rejoice and blossom as the rose. And not here alone, but all over the land it has cleared the forests, explored the rivers, dug the canals, constructed the railroads, established the telegraph, multiplied villages and cities, created manufactures, opened the mines, unlocked the secret treasures of the earth, increased the discoveries of science and the inventions of art, whitened the lakes and the seas with its fleets, poured wealth into the treasuries of patriotic, beneficent and philanthropic institutions, developed the energies, diversified the labors and stimulated the hope and the mind of the world, and on this continent aggregated an Empire, compared with which European kingdoms are dwarfed into provinces. Who shall compute the dimensions of the finished structure, or calculate our unparalleled and irresistible progress in the ages and centuries to come—when, even in less than another half century, a civilization like that which now brightens the coast of the Atlantic, or bears

sway in our great central valley, shall penetrate the vales of the far Rocky Mountains, and wield the destinies of the Pacific slopes. Ye are blind, and cannot discern the signs of the times, or read either the past or the future as you should, who say West Virginia shall not then have a College equal to the best of those now in our land.

We have briefly noticed the origin, location, character, present resources and future expectations of the College. Our discussion would be incomplete did we fail to indicate to thoughtful minds somewhat more exactly the principles and theory by which it is intended to educate their sons to a loving knowledge of the true, the beautiful, the good. Happily for us we have substantially defined that theory and those principles when we remind you that the "Board of Visitors," entrusted with the responsible duty of giving to it form and organism, are sensible and practical men, and that availing themselves of the best light they could obtain from the experience, the mistakes, the failures and success of others, they have studiously sought to avoid the short-sighted, wasteful and foolish experiments with which idle and visionary men have sometimes amused themselves, and to adopt such order of study and instruction as best accords with the commonly received views of their time and country, and which the most mature and experienced Educators in America have found to be best adapted to the wants of our youth and the harmonious and complete development of our perfect manhood. Recognizing the importance of that axiom in Education—that the capacity for profiting in special professional study, and for usefulness and enjoyment, in special industrial pursuits is in direct proportion, other things being equal, to the extent and solidity of a man's *general* attainments, they have sought to arrange for the College proper such Course of Study as tends to the develop-



ment of all the faculties in their natural order, and to the preservation of that proportion among them which best secures a well-balanced and symmetrical character. The work of the College is not so much special, as general—seeking to prepare men to look within and see how fearfully and wonderfully they are made, and with open vision on God's universe without—aiming to stimulate the faculties, sharpen the perceptions, widen the sympathies, strengthen the judgment and give accuracy and precision to the imagination—in short to educate men, as men, and not as machines. Neither this nor any other College propose to *finish* either a practical or professional Education, but by careful discipline and earnest cultivation to awaken, develop and strengthen every power in full and fair proportion, and lay the foundation of a character fitted to appear with capacity, and *disposition* for good in any sphere, relation or occupation—in other words to furnish that Education which is the best preparation for, and will ordinarily lead to a satisfactory, creditable and successful career in any of the industrial pursuits, business departments or higher professions of life.

The need of special professional study, according to each one's disposition and opportunity, and under the eye of competent masters, is, of course, assumed as desirable in every department, from the humblest handicraft up to the highest business in life. To this a man, whether a farmer, soldier, mechanic, preacher, lawyer or doctor, should devote his energies and bend his talents and advantages. But, this granted, it still remains that the highest success, satisfaction and honor in any particular pursuit or profession is usually in direct proportion to the extent and solidity of general attainment, and of well-furnished and cultivated manhood which he brings to bear upon it. So that whatever occupation my son may ultimately adopt I prefer he should here secure, first, the general equipment and furnish-

ing above referred to before he enters on its more direct study and practice—knowing that, very likely, in a few years he will do more work, and better work, and with more credit and satisfaction to himself than if he had entered immediately, and without this previous preparation upon that work. For want of this, how many of our most sensible and successful men have felt themselves annoyed, and hampered, and cramped up all their lives. Were it theirs to begin life anew, how highly would they prize, and how eagerly embrace the opportunity to acquire this thorough and general culture, and how earnestly would they advise every youth in our land who can at all overtake it to do so. In our factories, and machine shops, and on our farms, skill and efficiency, and consequent remuneration, are always, other things being equal, in proportion to the intelligence of the operative. Why is the American the best soldier in the world? For no other reason than his superior intelligence. Nay, the hewer of wood and drawer of water will do even this all the better the more the heaven of his soul is exalted, and the horizon of his mind expanded. So, with very few exceptions, would we say to the student seek no partial, one-sided, short-sighted education, aim at the fullest and most healthy developmet of every faculty and function of mind and body, and then, with the benediction of earth and heaven, go out from the halls of your *Alma Mater* prepared to commence life by concentrating all these well-trained powers on your special work. We repeat that the surest way to immediate, large and creditable success is usually by devoting sufficient time to this previous preparation.

But we need not follow this farther. It is a low way of putting it. MAN should be educated not because he must study, or work, but because he is man, allied to God and destined for immortality. Recognizing, however, the fact



that however excellent the full Course may be, and however desirable for all who can possibly do so to pursue it, there yet are those of our youth who because of inadequate preparation, insufficient health, or other disability will not see their way clear to all this and yet be desirous to avail themselves as far as they can of the superior facilities for instruction which the College by its libraries, apparatus, more experienced and abiding teachers, and other advantages, will furnish, they have provided a partial Course which may be adapted to the individual requirements and attainments of such, and the satisfactory accomplishment of which will entitle to the appropriate diploma and degree. Nor would they discourage those who cannot fully pursue even a limited course. These may select from the current studies of any term such as they prefer, and continue them without reference to a degree; receiving, on their withdrawal from the College a certificate of their deportment and proficiency. Our arrangements for instruction in Agricultural science will meet the wants of that large class who expect to engage in one of the most useful and honorable employments to which man can be devoted—an employment which Cicero declares to be most worthy of a freeman—in which Cato and Cincinnatus delighted—which Virgil celebrates in his Georgics, and Horace sings in connection with his Sabine farm, and which the farmers of Mt. Vernon, Clermont, Marshfield, and Ashland, as well as many of the noblest of our world, from Adam down to the present, have illustrated and adorned. To military Tactics will be given as much attention as is possible in our circumstances.

Still, our hope is that a large proportion of those who come here will be able and willing to avail themselves to the uttermost of the highest educational facilities provided. Certainly, there is no better material for scholars—none more likely to make themselves such, than the naturally

shrewd, bright-eyed, clear-headed, warm-hearted and able-bodied youth of these hills and valleys. Who can anticipate what noble developments the future will furnish from such material? Time would fail had I the presumption to try to survey the field, and attempt to show how this can best be attained. The Curriculum of Study, perhaps, sufficiently indicates what we regard as the proper function of the College in securing these results. Among other things this contemplate due attention to the ancient as well as the modern Languages. On the question whether the study of science is more important than that of languages, we will not enter. As well might we discuss which is more necessary to a man, his hands or his feet, his head or his heart, or whether he could better subsist on a purely vegetable or a purely animal diet. Each has its own special function and value. We indulge in no hobby, and do not approve of time wasted on any subject. But, while deprecating extremes this we would say, that in our land and age to call any man educated who has not a respectable knowledge of both science and literature, including in the latter the languages of Athens and Rome, is simply absurd. Some studies have an intrinsic value in themselves as an end; others as a means. In both of these respects does the study of language excel. It trains the mind to habits of close analysis and discrimination, it furnishes the key to the nomenclature of nearly every other science, discovers the basis and composition of our mother tongue, gives range, accuracy and precision to our thoughts, and a rich and copious diction for their expression not otherwise so readily acquired, and opens up treasures of instruction and entertainment in those ancient writings, which stand acknowledged as the most perfect and finished compositions the human mind has yet produced, the sustained excellence of which has been rarely equaled, which still are our models,



and which no translation can fully embody. Where this is properly taught, there is still sufficient time for all due proficiency in other branches of study, so that having well surveyed the whole field the alumnus may commence life with a general knowledge and true conception of the great features of nearly all branches of study, leaving their minor details to be wrought out by others, while he mainly devotes himself to his own special life-work.

A not less important, or rather I should say indispensable, part of our culture is the study of the sciences—valuable alike for the information they supply and the training which they give. In this we include Mathematics and their application to Astronomy and Natural Philosophy as well as the whole range of experimental science. So well and generally are these appreciated that we need not detain to discuss their advantages. The same may be said of Rhetoric and Logic, or the principles and laws which should direct in our search after and proper presentation and defence of the truth; mental and moral Philosophy; the outlines and just value of our State and National Constitutions, and civil and political Institutions, as well as the study of International Law and all that the various departments of Art can supply to elevate and adorn our humanity—all in due order and proportion, and as far as may be within our reach is contemplated in the Course of Instruction. We cannot explore the future nor tell how far and how soon all this may be realized. We have only very briefly, and in the plainest and most practical manner presented some elementary principles, and outlined our ideal of what the College should and we trust shall be, and the standard to which, with the divine aid, we shall endeavor to bring it. Whatever human energy, industry and perseverance can accomplish is pledged to this work. We are not ignorant of the many and great difficulties which surround and oppose us. The means have not

only to be supplied, but also to a large extent, the desire for Education created. In not a few directions it is to be feared, there are those who would prefer to see the seats death vacates round them filled up by the ignorant that they may the better pursue their own selfish ends. Indifference, dull and stupid; opposition, bitter and unscrupulous; prejudice, blind and foolish, have usually been encountered by pioneers in such work, and our share may be expected.

On the other hand we are not without our encouragements. Not the least of which is the fact that amid the onerous burdens and many and responsible duties of the hour our young Commonwealth is blessed with a Governor, Legislature and public Press so widely awake to the interests of Education—the fact that you, gentlemen of the Board, so fully realize and appear so earnestly desirous of meeting their just expectations in providing for the higher Education of the State—the further fact, Ladies and Gentlemen, indicated by the approving presence of the intelligence, worth, wealth, and beauty of this community, showing the interest you feel in the success of the Institution, and the encouragement we may look for at your hands, together with His approving smile, who lets no well meant effort for good entirely fail—all cheer us on in this undertaking. We may not *command*, we shall try to *deserve* success. We depend on your forbearance, your sympathy, your counsel, your prayers and gifts. Had we believed you undeserving of trust we should not have turned aside from a cherished and congenial pursuit to assist, at your call, in this work. Seventeen years devoted to instruction have not left us without some due apprehension of its onerous and, in more than one respect, very unenviable responsibilities. As an individual we can do but little. As the agent of men and women of large views, noble minds and generous hearts in the community, and the State, what may we not hope to accomplish. . Our first duty is to liber-



ally provide the proper means of instruction and then secure the attendance of students.

Tell the young men of the State that the College is for them and those who may come after them—that the State, the Nation, and the World, in every department of life, stand in need of men with trained minds, cultivated tastes and sanctified hearts. Tell him who would grudge the time, that no time is more profitably employed than that spent in the acquisition of what is more precious than rubies. Tell the poor young men that, while the rich may in some sort do without it, Education is especially for him, that it is cheap at any price, and that others poor as he have managed to acquire it. Tell those who have means that it is the richest birthright and best inheritance they can leave their children, and that if they know any brave boy struggling as for life to acquire it, they can perform no more God-like act than to assist him. Tell those who swell the catalogues of no better Colleges in other States that such a course is neither wise, profitable nor patriotic; that the enchantment which distance lends to the view covers nothing better than what we hope to be and do here, that this State needs not the additional impoverishment of thousands of money annually exported to enrich outside institutions, and that every consideration of honor, interest and duty should lead us to unite in building up one at home equal to any—second to none. Tell the friends and parents of youth that we know the solicitude and anxiety with which they follow their children and wards when removed from the vigilant guardianship of home to the comparative freedom of College life, and that while seeking with sacred fidelity to be true to all other interests, our paramount duty will be to supply such compensating watchfulness over their manners and morals as will in some measure stand in place of a father's counsel and a mother's

love; that it will be our constant effort, by all proper exercise of discipline and influence, to foster and encourage that nobility of soul, elevation of character and purity of christian morals, without which increasing knowledge is a curse, and education desirable only as it leads to and establishes in this—tell them this is its native tendency, and that our Colleges usually are nurseries alike of sound learning and of earnest, elevated piety. Especially would we appeal to those who, from their position, may be fairly inferred to be men of liberal thought and culture. Let the graduates of Colleges, the members of the honorable faculty of medicine, the judge upon the bench, the lawyer at the bar, the minister at the altar, the teacher in the school—yea, let all the people feel the necessity and value of such a College as this aspires to be, and its success will be complete.

Finally, Mr. President, away down the lapse of ages there will come a time when the simple but impressive rites with which you have been pleased to invest us with these symbols of office—the charter our authority, and its verification, these keys, solid and bright, fit emblems of the treasures you desire us to unlock—will be looked upon with different eyes, and from another stand-point than the present. In utter self-distrust, and with simple faith in the all-sufficient wisdom, strength and merit of the divine Redeemer, let us invoke that grace which will enable us so to fill up the measure of our day and allotment as that, when that time arrives, those spectators reviewing this, and the intervening years, may see as little to disapprove and as much to commend as possible, and especially, when *the* day comes that shall present us at His bar, whose all-seeing eye now and always beholds us, we may then receive the approving sentence—“WELL DONE GOOD AND FAITHFUL SERVANTS.”



# CALENDAR

FOR THE COLLEGE YEAR 1867-68.

---

1867. Sept. 2—First Term begins.  
Nov. 30—First Term ends.
- Dec. 4—Second Term begins.  
Dec. 25—Winter Recess of one week.
1868. Mar. 10—Second Term ends.
- Mar. 16—Third Term begins.  
June 17—Annual Meeting of the Board of Visitors.  
June 18—College year ends. Commencement.

The Course of Instruction conforms substantially to that of our best Colleges.

It is designed to establish a Normal Class during one or more Terms. Those who expect to engage in Teaching will be furnished the best possible opportunity for perfecting themselves in the Theory and Practice of that Profession.

Good boarding, at reasonable rates, can be had in the Village and in the College building. As the College will also be occupied in part by some of the Professors, all proper attention will be paid to the sons and wards of friends from a distance.

Arrangements are being made to establish a Reading Room and Library, procure Apparatus, etc.

A coach leaves Fairmont, on the B. & Ohio R. R., every morning for Morgantown. Two lines of steamers make daily trips from Pittsburgh to Geneva, within 12 miles of Morgantown.

It is very desirable that Students be present at the *opening* of the Term.

