

Report of the Commissioners for the University of Virginia

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Of The
Commissioners
Appointed to Fix the Site
of the
University of Virginia

Printed by Order of the Senate.

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1818.

REPORT

of the Commissioners Appointed to Fix the Site of the University of Virginia, &c.

The commissioners for the University of Virginia, having met, as by law required, at the tavern, in Rockfish Gap, on the Blue Ridge, on the first day of August, of this present year, 1818; and having formed a board, proceeded on that day to the discharge of the duties assigned to them by the act of the Legislature, entitled "An act, appropriating part of the revenue of the literary fund, and for other purposes;" and having continued their proceedings by adjournment, from day to day, to Tuesday, the 4th day of August, have agreed to a report on the several matters with which they were charged, which report they now respectfully address and submit to the Legislature of the State.

The first duty enjoined on them, was to enquire and report a site, in some convenient and proper part of the State, for an university, to be called the "University of Virginia." In this enquiry, they supposed that the governing considerations should be the healthiness of the site, the fertility of the neighboring country, and its centrality to the white population of the whole State. For, although the act authorized and required them to receive any voluntary contributions, whether conditional or absolute, which might be offered through them to the President and Directors of the Literary Fund, for the benefit of the University, yet

they did not consider this as establishing an auction, or as pledging the location to the highest bidder.

Three places were proposed, to wit: Lexington, in the county of Rockbridge, Staunton, in the county of Augusta, and the Central College, in the county of Albemarle. Each of these was unexceptionable as to healthiness and fertility. It was the degree of centrality to the white population of the State which alone then constituted the important point of comparison between these places; and the Board, after full enquiry, and impartial and mature consideration, are of opinion, that the central point of the white population of the State is nearer to the Central College than to either Lexington or Staunton, by great and important differences; and all other circumstances of the place in general being favorable to it, as a position for an university, they do report the Central College, in Albemarle, to be a convenient and proper part of the State for the University of Virginia.

2. The Board having thus agreed on a proper site for the University, to be reported to the Legislature, proceed to the second of the duties assigned to them — that of proposing a plan for its buildings; and they are of opinion that it should consist of distinct houses or pavilions, arranged at proper distances on each side of a lawn of a proper breadth, and of indefinite extent, in one direction, at least; in each of which should be a lecturing room, with from two to four apartments, for the accommodation of a professor and his family; that these pavilions should be united by a range of dormitories, sufficient each for the accommodation of two students only, this provision being deemed advantageous to morals, to order, and to uninterrupted study; and that a passage of some kind, under cover from the weather, should give a communication along the whole range. It is supposed that such pavilions, on an average of the larger and smaller, will cost each about \$5,000; each dormitory about \$350, and hotels of a single room, for a refectory, and two rooms for the tenant, necessary for dieting the students, will cost about \$3500 each. The number of these pavilions will depend on the number of professors, and that of the dormitories and hotels on the number of students to be lodged and dieted. The advantages of this plan are: greater security against fire and infection; tranquillity and comfort to the professors and their families thus insulated; retirement to the students; and the admission of enlargement to any degree to which the institution may extend in future times. It is supposed probable, that a building of somewhat more size in the middle of the grounds may be called for in time, in which may be rooms for religious worship, under such impartial regulations as the Visitors shall prescribe, for public examinations, for a library, for the schools of music, drawing, and other associated purposes.

3, 4. In proceeding to the third and fourth duties prescribed by the Legislature, of reporting “the branches of learning, which should be taught in the University, and the number and description of the professorships they will require,” the Commissioners were first to consider at what point it was understood that university education should commence? Certainly not with the alphabet, for reasons of expediency and impracticability, as well from the obvious sense of the Legislature, who, in the same act, make other provision for the primary instruction of the poor children, expecting, doubtless, that in other cases it would be provided by the parent, or become, perhaps, subject of future and further attention of the Legislature. The objects of this primary education determine its character and limits. These objects would be,

To give to every citizen the information he needs for the transaction of his own business;

To enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts, in writing;

To improve, by reading, his morals and faculties;

To understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either;

To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor, and judgment; And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed.

To instruct the mass of our citizens in these, their rights, interests and duties, as men and citizens, being then the objects of education in the primary schools, whether private or public, in them should be taught reading, writing and numerical arithmetic, the elements of mensuration, (useful in so many callings,) and the outlines of geography and history. And this brings us to the point at which are to commence the higher branches of education, of which the Legislature require the development; those, for example, which are,

To form the statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend;

To expound the principles and structure of government, the laws which regulate the intercourse of nations, those formed municipally for our own government, and a sound spirit of legislation, which, banishing all arbitrary and unnecessary restraint on individual action, shall leave us free to do whatever does not violate the equal rights of another;

To harmonize and promote the interests of agriculture, manufactures and commerce, and by well informed views of political economy to give a free scope to the public industry;

To develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals, and instill into them the precepts of virtue and order;

To enlighten them with mathematical and physical sciences, which advance the arts, and administer to the health, the subsistence, and comforts of human life;

And, generally, to form them to habits of reflection and correct action, rendering them examples of virtue to others, and of happiness within themselves.

These are the objects of that higher grade of education, the benefits and blessings of which the Legislature now propose to provide for the good and ornament of their country, the gratification and happiness of their fellow-citizens, of the parent especially, and his progeny, on which all his affections are concentrated.

In entering on this field, the Commissioners are aware that they have to encounter much difference of opinion as to the extent which it is expedient that this institution should occupy. Some good men, and even of respectable information, consider the learned sciences as useless acquirements; some think that they do not better the condition of man; and others that education, like private and individual concerns, should be left to private individual effort; not reflecting that an establishment embracing all the sciences which may be useful and even necessary in the various vocations of life, with the buildings and apparatus belonging to each, are far beyond the reach of individual means, and must either derive existence from public patronage, or not exist at all. This would leave us, then, without those callings which depend on education, or send us to other countries to seek the instruction they require. But the Commissioners are happy in considering the statute under which they are assembled as proof that the Legislature is far from the abandonment of objects so interesting. They are sensible that the advantages of well-directed education, moral, political and economical, are truly above all estimate. Education generates habits of application, of order, and the love of virtue; and controls, by the force of habit, any innate obliquities in our moral organization. We should be far, too, from the discouraging persuasion that man is fixed, by the law of his nature, at a given point; that his improvement is a chimera, and the hope delusive of rendering ourselves wiser, happier or better than our forefathers were. As well might it be urged that the wild and uncultivated tree, hitherto yielding sour and bitter fruit only, can never be made to yield better; yet we know that the grafting art implants a new tree on the savage stock, producing what is most estimable both in kind and degree. Education, in like manner, engrafts a new man on the native stock, and improves what in his nature was vicious and perverse into qualities of virtue and social worth. And it cannot be but that each generation succeeding to the knowledge acquired by all those who preceded it, adding to it their own acquisitions and discoveries, and handing the mass down for successive and constant accumulation, must advance the knowledge and well-being of mankind, not infinitely, as some have said, but indefinitely, and to a term which no one can fix and foresee. Indeed, we need look back half a century, to times which many now living remember well, and see the wonderful advances in the sciences and arts which have been made within that period. Some of these have rendered the elements themselves subservient to the purposes of man, have harnessed them to the yoke of his labors, and effected the great blessings of moderating his own, of accomplishing what was beyond his feeble force, and extending the comforts of life to a much enlarged circle, to those who had before known its necessities only. That these are not the vain dreams of sanguine hope, we have before our eyes real and living examples. What, but education, has advanced us beyond the condition of our indigenous neighbors? And what chains them to their present state of barbarism and wretchedness, but a bigotted veneration for the supposed superlative wisdom of their fathers, and the preposterous idea that they are to look backward for better things, and not forward, longing, as it should seem, to return to the days of eating acorns and roots, rather than indulge in the degeneracies of civilization? And how much more encouraging to the achievements of science and improvement is this, than the desponding view that the condition of man cannot be ameliorated, that what has been must ever be, and that to secure ourselves where we are, we must tread with awful reverence in the footsteps of our fathers. This doctrine is the genuine fruit of the alliance between Church and State; the tenants of which, finding themselves but too well in their present condition, oppose all advances which might unmask their usurpations, and monopolies of honors, wealth, and power, and fear every change, as endangering the comforts they now hold. Nor must we omit to mention, among the benefits of education, the incalculable

advantage of training up able counsellors to administer the affairs of our country in all its departments, legislative, executive and judiciary, and to bear their proper share in the councils of our national government; nothing more than education advancing the prosperity, the power, and the happiness of a nation.

Encouraged, therefore, by the sentiments of the Legislature, manifested in this statute, we present the following tabular statement of the branches of learning which we think should be taught in the University, forming them into groups, each of which are within the powers of a single professor:

- I. Languages, ancient: Latin, Greek, Hebrew.
- II. Languages, modern: French, Spanish, Italian, German, Anglo-Saxon.
- III. Mathematics, pure: Algebra, Fluxions, Geometry, Elementary, Transcendental. Architecture, Military, Naval.
- IV. Physico-Mathematics: Mechanics, Statics, Dynamics, Pneumatics, Acoustics, Optics, Astronomy, Geography.
- V. Physics, or Natural Philosophy: Chemistry, Mineralogy.
- VI. Botany, Zoology.
- VII. Anatomy, Medicine.
- VIII. Government, Political Economy, Law of Nature and Nations, History, being interwoven with Politics and Law.
- IX. Law, municipal.
- X. Ideology, General Grammar, Ethics, Rhetoric, Belles Lettres, and the fine arts.

Some of the terms used in this table being subject to a difference of acceptation, it is proper to define the meaning and comprehension intended to be given them here:

Geometry, Elementary, is that of straight lines and of the circle.

Transcendental, is that of all other curves; it includes, of course, Projectiles, a leading branch of the military art.

Military Architecture includes Fortification, another branch of that art.

Statics respect matter generally, in a state of rest, and include Hydrostatics, or the laws of fluids particularly, at rest or in equilibrio.

Dynamics, used as a general term, include

Dynamics proper, or the laws of solids in motion; and

Hydrodynamics, or Hydraulics, those of fluids in motion.

Pneumatics teach the theory of air, its weight, motion, condensation, rarefaction, &c. Acoustics, or Phonics, the theory of sound.

Optics, the laws of light and vision.

Physics, or Physiology, in a general sense, mean the doctrine of the physical objects of our senses.

Chemistry is meant, with its other usual branches, to comprehend the theory of agriculture.

Mineralogy, in addition to its peculiar subjects, is here understood to embrace what is real in geology.

Ideology is the doctrine of thought.

General Grammar explains the construction of language.

Some articles in this distribution of sciences will need observation. A professor is proposed for ancient languages, the Latin, Greek, and Hebrew, particularly; but these languages being the foundation common to all the sciences, it is difficult to foresee what may be the extent of this school. At the same time, no greater obstruction to industrious study could be proposed than the presence, the intrusions and the noisy turbulence of a multitude of small boys; and if they are to be placed here for the rudiments of the languages, they may be so numerous that its character and value as an University will be merged in those of a Grammar school. It is, therefore, greatly to be wished, that preliminary schools, either on private or public establishment, could be distributed in districts through the State, as preparatory to the entrance of students into the University. The tender age at which this part of education commences, generally about the tenth year, would weigh heavily with parents in sending their sons to a school so distant as the central establishment would be from most of them. Districts of such extent as that every parent should be within a day's journey of his son at school, would be desirable in cases of sickness, and convenient for supplying their ordinary wants, and might be made to lessen sensibly the expense of this part of their education. And where a sparse population would not, within such a compass, furnish subjects sufficient to maintain a school, a competent enlargement of district must, of necessity, there be submitted to. At these district schools or colleges, boys should be rendered able to read the easier authors, Latin and Greek. This would be useful and sufficient for many not intended for an University education. At these, too, might be taught English grammar, the higher branches of numerical arithmetic, the geometry of straight lines and of the circle, the elements of navigation, and geography to a sufficient degree, and thus afford to greater numbers the means of being qualified for the various vocations of life, needing more instruction than merely menial or praedial labor, and the same advantages to youths whose education may have been neglected until too late to lay a foundation in the learned languages. These institutions, intermediate between the primary schools and University, might then be the passage of entrance for youths into the University, where their classical learning might be critically completed, by a study of the authors of highest degree; and it is at this stage only that they should be received at the University. Giving then a portion of their time to a finished knowledge of the Latin and Greek, the rest might be appropriated to the modern languages, or to the commencement of the course of science for which they should be destined. This would generally be about the fifteenth year of their age, when they might go with more safety and contentment to that distance from their parents. Until this preparatory provision shall be made, either the University will be overwhelmed with the grammar school, or a separate establishment, under one or more ushers, for its lower classes, will be advisable, at a mile or two distant from the general one; where, too, may be exercised the stricter government necessary for young boys, but unsuitable for youths arrived at years of discretion.

The considerations which have governed the specification of languages to be taught by the professor of modern languages were, that the French is the language of general intercourse among nations, and as a depository of human science, is unsurpassed by any other language, living or dead; that the Spanish is highly interesting to us, as the language spoken by so great a portion of the inhabitants of our continents, with whom we shall probably have great intercourse ere long, and is that also in which is written the greater part of the earlier history of America. The Italian abounds with works of very superior order, valuable for their matter, and still more distinguished as models of the finest taste in style and composition. And the German now stands in a line with that of the most learned nations in richness of erudition and advance in the sciences. It is too of common descent with the language of our own country, a branch of the same original Gothic stock, and furnishes valuable illustrations for us. But in this point of view, the Anglo-Saxon is of peculiar value. We have placed it among the modern languages, because it is in fact that which we speak, in the earliest form in which we have knowledge of it. It has been undergoing, with time, those gradual changes which all languages, ancient and modern, have experienced; and even now needs only to be printed in the modern character and orthography to be intelligible, in a considerable degree, to an English reader. It has this value, too, above the Greek and Latin, that while it gives the radix of the mass of our language, they explain its innovations only. Obvious proofs of this have been presented to the modern reader in the disquisitions of Horn Tooke; and Fortescue Aland has well explained the great instruction which may be derived from it to a full understanding of our ancient common law, on which, as a stock, our whole system of law is engrafted. It will form the first link in the chain of an historical review of our language through all its successive changes to the present day, will constitute the foundation of that critical instruction in it which ought to be found in a seminary of general learning, and thus reward amply the few weeks of attention which would alone be requisite for its attainment; a language already fraught with all the eminent science of our parent country, the future vehicle of whatever we may ourselves achieve, and destined to occupy so much space on the globe, claims distinguished attention in American education.

Medicine, where fully taught, is usually subdivided into several professorships, but this cannot well be without the accessory of an hospital, where the student can have the benefit of attending clinical lectures, and of assisting at operations of surgery. With this accessory, the seat of our University is not yet prepared, either by its population or by the numbers of poor who would leave their own houses, and accept of the charities of an hospital. For the present, therefore, we propose but a single professor for both medicine and anatomy. By him the medical science may be taught, with a history and explanations of all its successive theories from Hippocrates to the present day; and anatomy may be fully treated. Vegetable pharmacy will make a part of the botanical course, and mineral and chemical pharmacy of those of mineralogy and chemistry. This degree of medical information is such as the mass of scientific students would wish to possess, as enabling them in their course through life, to estimate with satisfaction the extent and limits of the aid to human life and health, which they may understandingly expect from that art; and it constitutes such a foundation for those intended for the profession, that the finishing course of practice at the bed-sides of the sick, and at the operations of surgery in a hospital, can neither be long nor expensive. To seek this finishing elsewhere, must therefore be submitted to for a while.

In conformity with the principles of our Constitution, which places all sects of religion on an equal footing,

with the jealousies of the different sects in guarding that equality from encroachment and surprise, and with the sentiments of the Legislature in favor of freedom of religion, manifested on former occasions, we have proposed no professor of divinity; and the rather as the proofs of the being of a God, the creator, preserver, and supreme ruler of the universe, the author of all the relations of morality, and of the laws and obligations these infer, will be within the province of the professor of ethics; to which adding the developments of these moral obligations, of those in which all sects agree, with a knowledge of the languages, Hebrew, Greek, and Latin, a basis will be formed common to all sects. Proceeding thus far without offence to the Constitution, we have thought it proper at this point to leave every sect to provide, as they think fittest, the means of further instruction in their own peculiar tenets.

We are further of opinion, that after declaring by law that certain sciences shall be taught in the University, fixing the number of professors they require, which we think should, at present, be ten, limiting (except as to the professors who shall be first engaged in each branch,) a maximum for their salaries, (which should be a certain but moderate subsistence, to be made up by liberal tuition fees, as an excitement to assiduity,) it will be best to leave to the discretion of the visitors, the grouping of these sciences together, according to the accidental qualifications of the professors; and the introduction also of other branches of science, when enabled by private donations, or by public provision, and called for by the increase of population, or other change of circumstances; to establish beginnings, in short, to be developed by time, as those who come after us shall find expedient. They will be more advanced than we are in science and in useful arts, and will know best what will suit the circumstances of their day. We have proposed no formal provision for the gymnastics of the school, although a proper object of attention for every institution of youth. These exercises with ancient nations, constituted the principal part of the education of their youth. Their arms and mode of warfare rendered them severe in the extreme; ours, on the same correct principle, should be adapted to our arms and warfare; and the manual exercise, military man;oeuvres, and tactics generally, should be the frequent exercises of the students, in their hours of recreation. It is at that age of aptness, docility, and emulation of the practices of manhood, that such things are soonest learnt and longest remembered. The use of tools too in the manual arts is worthy of encouragement, by facilitating to such as choose it, an admission into the neighboring workshops. To these should be added the arts which embellish life, dancing, music, and drawing; the last more especially, as an important part of military education. These innocent arts furnish amusement and happiness to those who, having time on their hands, might less inoffensively employ it. Needing, at the same time, no regular incorporation with the institution, they may be left to accessory teachers, who will be paid by the individuals employing them, the University only providing proper apartments for their exercise.

The fifth duty prescribed to the Commissioners, is to propose such general provisions as may be properly enacted by the Legislature, for the better organizing and governing the University.

In the education of youth, provision is to be made for, 1, tuition; 2, diet; 3, lodging; 4, government; and 5, honorary excitements. The first of these constitutes the proper functions of the professors; 2, the dieting of the students should be left to private boarding houses of their own choice, and at their own expense; to be regulated by the Visitors from time to time, the house only being provided by the University within its own precincts, and thereby of course subjected to the general regimen, moral or sumptuary, which

they shall prescribe. 3. They should be lodged in dormitories, making a part of the general system of buildings. 4. The best mode of government for youth, in large collections, is certainly a desideratum not yet attained with us. It may be well questioned whether fear after a certain age, is a motive to which we should have ordinary recourse. The human character is susceptible of other incitements to correct conduct, more worthy of employ, and of better effect. Pride of character, laudable ambition, and moral dispositions are innate correctives of the indiscretions of that lively age; and when strengthened by habitual appeal and exercise, have a happier effect on future character than the degrading motive of fear. Hardening them to disgrace, to corporal punishments, and servile humiliations cannot be the best process for producing erect character. The affectionate deportment between father and son, offers in truth the best example for that of tutor and pupil; and the experience and practice of other countries, in this respect, may be worthy of enquiry and consideration with us. A police exercised by the students themselves, under proper discretion, has been tried with success in some countries, and the rather as forming them for initiation into the duties and practices of civil life. It will then be for the wisdom and discretion of the Visitors to devise and perfect a proper system of government, which, if it be founded in reason and comity, will be more likely to nourish in the minds of our youth the combined spirit of order and self-respect, so congenial with our political institutions, and so important to be woven into the American character. 5. What qualifications shall be required to entitle to entrance into the University, the arrangement of the days and hours of lecturing for the different schools, so as to facilitate to the students the circle of attendance on them; the establishment of periodical and public examinations, the premiums to be given for distinguished merit; whether honorary degrees shall be conferred, and by what appellations; whether the title to these shall depend on the time the candidate has been at the University, or, where nature has given a greater share of understanding, attention, and application; whether he shall not be allowed the advantages resulting from these endowments, with other minor items of government, we are of opinion should be entrusted to the Visitors; and the statute under which we act having provided for the appointment of these, we think they should moreover be charged with

The erection, preservation, and repair of the buildings, the care of the grounds and appurtenances, and of the interest of the University generally.

That they should have power to appoint a bursar, employ a proctor, and all other necessary agents.

To appoint and remove professors, two-thirds of the whole number of Visitors voting for the removal.

To prescribe their duties and the course of education, in conformity with the law.

To establish rules for the government and discipline of the students, not contrary to the laws of the land.

To regulate the tuition fees, and the rent of the dormitories they occupy.

To prescribe and control the duties and proceedings of all officers, servants, and others, with respect to the buildings, lands, appurtenances, and other property and interests of the University.

To draw from the literary fund such moneys as are by law charged on it for this institution; and in general

To direct and do all matters and things which, not being inconsistent with the laws of the land, to them shall seem most expedient for promoting the purposes of the said institution; which several functions they should be free to exercise in the form of by-laws, rules, resolutions, orders, instructions, or otherwise, as they should deem proper.

That they should have two stated meetings in the year, and occasional meetings at such times as they should appoint, or on a special call with such notice as themselves shall prescribe by a general rule; which meetings should be at the University, a majority of them constituting a quorum for business; and that on the death or resignation of a member, or on his removal by the President and Directors of the Literary Fund, or the Executive, or such other authority as the Legislature shall think best, such President and Directors, or the Executive, or other authority, shall appoint a successor.

That the said Visitors should appoint one of their own body to be Rector, and with him be a body corporate, under the style and title of the Rector and Visitors of the University of Virginia, with the right, as such, to use a common seal; that they should have capacity to plead and be impleaded in all courts of justice, and in all cases interesting to the University, which may be the subjects of legal cognizance and jurisdiction; which pleas should not abate by the determination of their office, but should stand revived in the name of their successors, and they should be capable in law and in trust for the University, of receiving subscriptions and donations, real and personal, as well from bodies corporate, or persons associated, as from private individuals.

And that the said Rector and Visitors should, at all times, conform to such laws as the Legislature may, from time to time, think proper to enact for their government; and the said University should, in all things, and at all times, be subject to the control of the Legislature.

And lastly, the Commissioners report to the Legislature the following conditional offers to the President and Directors of the Literary Fund, for the benefit of the University:

On the condition that Lexington, or its vicinity, shall be selected as the site of the University, and that the same be permanently established there within two years from the date, John Robinson, of Rockbridge county, has executed a deed to the President and Directors of the Literary Fund, to take effect at his death, for the following tracts of land, to wit:

400 acres on the North fork of James river, known by the name of Hart's bottom, purchased of the late Gen. Bowyer.

171 acres adjoining the same, purchased of James Griggsby.

203 acres joining the last mentioned tract, purchased of William Paxton.

112 acres lying on the North river, above the lands of Arthur Glasgow, conveyed to him by William Paxton's heirs.

500 acres adjoining the lands of Arthur Glasgow, Benjamin Camden and David Edmonson.

545 acres lying in Pryor's gap, conveyed to him by the heirs of William Paxton, deceased.

260 acres lying in Childer's gap, purchased of Wm. Mitchell.

300 acres lying, also, in Childer's gap, purchased of Nicholas Jones.

500 acres lying on Buffalo, joining the lands of Jas. Johnston.

340 acres on the Cowpasture river, conveyed to him by General James Breckenridge — reserving the right of selling the two last mentioned tracts, and converting them into other lands contiguous to Hart's bottom, for the benefit of the University; also the whole of his slaves, amounting to 57 in number; one lot of 22 acres, joining the town of Lexington, to pass immediately on the establishment of the University, together with all the personal estate of every kind, subject only to the payment of his debts and fulfillment of his contracts. It has not escaped the attention of the Commissioners, that the deed referred to is insufficient to pass the estate in the lands intended to be conveyed, and may be otherwise defective; but if necessary, this defect may be remedied before the meeting of the Legislature, which the Commissioners are advised will be done.

The Board of Trustees of Washington College have also proposed to transfer the whole of their funds, viz: 100 shares in the funds of the James River Company, 31 acres of land upon which their buildings stand, their philosophical apparatus, their expected interest in the funds of the Cincinnati Society, the libraries of the Graham and Washington Societies, and \$3,000 in cash, on condition that a reasonable provision be made for the present professors. A subscription has also been offered by the people of Lexington and its vicinity, amounting to \$17,878, all which will appear from the deed and other documents, reference thereto being had.

In this case, also, it has not escaped the attention of the Commissioners, that questions may arise as to the power of the trustees to make the above transfers.

On the condition that the Central College shall be made the site of the University, its whole property, real and personal, in possession or in action, is offered. This consists of a parcel of land of 47 acres, whereon the buildings of the college are begun, one pavilion and its appendix of dormitories being already far advanced, and with one other pavilion, and equal annexation of dormitories, being expected to be completed during the present season — of another parcel of 153 acres, near the former, and including a considerable eminence very favorable for the erection of a future observatory; of the proceeds of the sales of two glebes, amounting to \$3,280 86 cents; and of a subscription of \$41,248, on papers in hand, besides what is on outstanding papers of unknown amount, not yet returned — out of these sums are to be taken, however, the cost of the lands, of the buildings, and other works done, and for existing contracts. For the conditional transfer to these to the President and Directors of the Literary Fund, a regular power, signed by the subscribers and founders of the Central College generally, has been given to its Visitors and Proctor, and a deed conveying the said property accordingly to the President and Directors of the Literary Fund, has been duly executed by the said Proctor, and acknowledged for record in the office of the clerk of the county court of Albemarle.

Signed and certified by the members present, each in his proper hand-writing, this 4th day of August, 1818.

TH: JEFFERSON, PHIL. C. PENDLETON, CREED TAYLOR, SPENCER ROANE, PETER RANDOLPH, JOHN M. C. TAYLOR, WM. BROCKENBROUGH, J. G. JACKSON, ARCH'D RUTHERFORD, PHIL. SLAUGHTER, ARDH'D STUART, WM. H. CABELL, JAMES BRECKENRIDGE, NAT. H. CLAIBORNE, HENRY E. WATKINS, WM. A. C. DADE, JAMES MADISON, WILLIAM JONES, A. T. MASON, THOMAS WILSON. HUGH HOLMES

The logo for Monticello, featuring the name "Th. Jefferson" in a cursive script above the word "MONTICELLO" in a serif font.

Th. Jefferson
MONTICELLO