

ings, on gingerbread ornament, on medieval crochets, on luxurious furniture, and fat-salaried Professors, the funds which, sacred to Collegiate Education, should have been equitably and economically applied to their destined purpose. We wait to our Brethren along the rivers, and around the lake-shores of Western Canada a hearty and fervent God-speed you! The Methodists of the United States have invested in High Schools and Colleges *many millions of dollars within the last thirty years*—they have fully adopted the system of Denominational Colleges; and, though late in the field, are, with their wonted energy and success, rapidly overtaking those who had the start of them. The Methodist millions through out the globe are nearly all of one mind upon this head—that Collegiate Education should be Christian Education, and that this can most surely be obtained through the agency of Denominational Colleges.

The Methodists are not singular in this judgment—it is fully and undoubtedly shared by a large majority of English-speaking, evangelical bodies. Not to refer to Britain, where the question is somewhat complicated by being mixed up with the State Church principles, the Episcopalians have largely given in their adhesion to this view. In the United States, though not a very large, yet a most respectable body, they sustain several most efficient Institutions for the promotion of the Higher Education. In Canada, where they are numerous, notwithstanding that the University College of Toronto is presided over by one of their clergymen, Dr. McCaul, a ripe scholar, by a noble effort of private benevolence, they have founded Trinity College, where the scholarship is of a high order, and which is largely patronized. The Episcopalians have also a College in Eastern Canada. In the Lower Colonies they possess King's College, Windsor; around which their affections are strongly and deservedly entwined, and which its grateful sons are steadily enriching. It is in their power to render this Institution equal to all Collegiate demands in the Lower Colonies.

The Unitarian Congregationalists of Massachusetts control Harvard; and the Orthodox Congregationalists of New England control Yale and several other Colleges. The Baptists of the United States claim and control the Brown University and many other Colleges of less note. The Baptists of Nova Scotia, New Brunswick and Prince Edward Island have adopted Acadia College, and are now striving to raise an endowment of sixty thousand dollars for it, and, if we are rightly informed, an "Edward Manning" Professorship in addition thereto. How praise-worthy this attempt! On what other plan could so many hearts and purses be opened in favor of Collegiate Education among the same people? How richly as a denomination will they be rewarded? Already have they gathered precious first-fruits. The Presbyterians of the United States are among the most wealthy and intelligent citizens of that great country: and they stand in the very front rank in founding and sustaining Denominational Colleges; thus rendering to their country a service of incalculable value. In Nova Scotia the union of the Free and the Secession Churches has given to the United Presbyterian Churches of the Lower Colonies a College with an investment of *forty thousand dollars*, which that body without much difficulty can make *thrice forty thousand*. It seems clear to us that in a few years this College will command the general patronage of the Presbyterian bodies of the Lower Colonies. It would thus seem that the vast majority of the Protestant people of this Continent are of one opinion regarding the desirability of placing Collegiate Education under the general supervision and watch-care of Christian denominations. But upon this principle Roman Catholics agree with Protestants; and hence they too found Colleges for the instruction of their youth.

You, the Methodists of the Lower Colonies, already occupy the high vantage ground from which it will be comparatively easy to proceed further and rise higher in providing needful facilities for the impartation of a full Collegiate Education. You own Sackville Academy. When you remember the way in which you became its possessors, how moving, how melting the memory! What a saintly, fragrant name to us is C. F. Allison! What a princely monument to his worth is Sackville Academy! How binding upon you is the fact of its ownership to carry on the work so munificently begun! To you for your country it was the patriotic offering of a gentle, grateful, unobtrusive piety. How he nourished and cherished and watched over it! How he toiled and prayed for its prosperity! Even upon his death-bed, when

the solemn entities of eternity were deepening their majestic shadows around him, mingled with the dear name and thoughts of wife and child, the interests of Sackville Academy lay close to his slowly throbbing heart, out of which the life was dying: and it shared his expiring love.

Then how worthy of such an origin and such a benefactor hath not its general progress been; from its modest commencement in 1813 with seven Students and one or two Teachers, up to this moment, with its more than two hundred Students, male and female, and its five Teachers in the Male Branch, of whom three are regular College graduates, together with the Principal and Preceptress of the Ladies' Branch, each a graduate of a College, and their assistant staff in the literary and fine arts departments, besides their Music Professors. These Institutions have a history and a status of which any Methodist may be justly proud—could the heart that would malign them,—sacrilegious the hand that would rudely touch them!

After careful and elaborate investigation, with the sincerest desire of reaching the exact truth, with abundant and incontrovertible evidence at our command to sustain us, we unhesitatingly assure you that the full course of study at Sackville Academy is equal to more than half of the full course of study in the majority of American Colleges. It is incumbent upon us forthwith to place the Academy in a position to perform full College work. To perform this full work, what might be deemed desirable? and what is really needful? It might be deemed *desirable* to crown some swelling eminence at Sackville with a gorgeous Collegiate structure, with cloistered courts and marble front; with turret, and pinnacle, and spire; with traceried windows, "richly light," shedding, through many-tinted glass, a "dim, religious light" on long-drawn corridors, on tessellated pavements, and through lofty halls. But what is *needful* is, a plain, substantial, comfortable, well-arranged building in which College Classes may recite, and College lectures may be delivered. It might be *desirable* to found an immense library, illustrative of the science and literature of all times and of all climes, rich in undecipherable manuscripts and marvelous typography. But what is *needful* is a sufficient number of books, treating in their totality exhaustively upon all the branches of proper Collegiate study,—procurable for a modest sum, and which may be steadily increased from year to year. It might be *desirable* that vast collections of objects in all departments of Natural Science should be accumulated at Sackville; that magnificent and costly Chemical, Philosophical and Astronomical apparatus should be procured; and that a lofty, cloud-piercing observatory should be reared, whence young Newtons and Herschels might watch the unrolling of the Celestial mysteries. But what is *needful* to begin with is, a sufficient number of natural objects, and a sufficiently extensive apparatus to illustrate the leading principles of the several departments of Natural Science; an introduction to which is all that can be attempted in a College course, without substituting certain easy flash studies, included in the inductive Sciences which are feeble developers of mind, for the difficult, deductive Sciences which are mind educators of the highest class. It might be *desirable* that there should be rich endowments by which world-renowned men of learning might be drawn to the Professorial chairs; and wealthy bachelors might be induced to wed themselves to the life-long pursuits of Science. But what is *needful* is, sufficient endowments or means to command men competent to do the work required—a class of men with which nine colleges out of ten, the wide world over, are compelled to be content—Scaligers and Newtons, Bentleys, Porsons and Parris have never, at any time, been very plentiful. It might be *desirable* that multitudinous scholarships and captivating prizes should be provided to attract and stimulate the youthful minds, otherwise insensible to the charms of mental culture. But what is *needful* is, that the requisite facilities be provided for imparting a sound Collegiate education at Sackville, and then Methodism will find a way to bring her sons within its reach; and the prizes will come in good time.

Without the addition of another man to the Academic staff or another square foot of building, by merely increasing its studies and its terms, Sackville Academy could carry its students over more than two-thirds of a Collegiate course. By an increase of its staff, its library, its buildings, and its apparatus, quite within the power of Eastern British American Methodism to secure, this