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The Mount Allison

ACADEMIC GAZETTE.

No. II.

SACKVILLE, N. B., JUNE, 1854.

PRICE 3d.

Academic Teaching.

AN EXTRACT FROM AN ADDRESS BY THE LATE REV. DR. OLIN.

Nothing, either in the plan or management of a literary institution, is of any real value as an instrument of education, any farther than it contributes to one of the two great ends of MENTAL DISCIPLINE, AND THE FORMATION OF RIGHT MORAL SENTIMENTS AND HABITS.

Mental discipline is the great central idea of education, and the chief and proper end of scholastic teaching. Knowledge, which is the fruit of study, does not constitute education nor any part of it. The most comprehensive and critical acquaintance with philosophy, or mathematics, or languages, or history, or law, or medicine, or of all these together, is not education, nor is it the object in quest of which the student visits a literary institution. A man may possess a good degree of knowledge in all of these and many other branches without being an educated man. Were the well-trained scholar, on the contrary, at the moment of his transition from academic shades into the active, wide world, to be smitten with the utter oblivion of all the knowledge obtained through the medium of books, and experiments, and the oral teaching of professors, he might still bear away with him all that is fundamental and truly essential in education. He would carry with him a mind habituated to observe, to compare, to reason—the power of concentration, of fixed and continuous attention—and a lively and right perception of the beautiful, the pure, and the true. These are the real constituents of intellectual education. They are not knowledge, but elements of mental power far better than knowledge, and adapted to the acquisition and right use of all knowledge. The scholar whom we have supposed to be suddenly bereft of all memory of his scholastic acquisitions is no longer a learned, but he is still a well-educated man, for he retains the mental discipline which results from close and systematic study.

Mental discipline, then, is the fundamental principle, the *beau ideal* of education, on which both teacher and learner should fix a steadfast eye. To this all-important result, the course of study, the manner and amount of teaching, the hours of study and of recreation, should be exclusively or chiefly directed, and it is exactly in proportion as an educational establishment practically secures this object that it answers the immediate and most important end of its institution.

Deviations from this cardinal maxim in the philosophy of education are sometimes unavoidable, and frequently so in academic schools. Candidates for the active employments of life seek here for the special qualifications adapted to their chosen pursuits, without aspiring to the true and proper results of liberal education, or after having secured these results, so far as their circumstances will allow. The satisfaction of such wants becomes an important and interesting duty, which is best performed when along with the special teaching required, a constant reference is had, so far as possible, to the more general and higher objects of mental cultivation. The surveyor, the engineer, the merchant, and the schoolmaster, present a demand for instruction in those branches of knowledge, the application of which, in the active pursuits of life, will form the chief business of their several vocations; but beyond this narrow sphere they have parts to act as citizens and as men, for which special and professional attainments can not furnish adequate preparation, any further than the acquisition and application of them may train the intellectual powers to reasoning and to thought. The true and permanent interests of this numerous and important class of pupils, no less than those of candidates for the learned professions, will be best subserved by prosecuting their particular objects, under such conditions as will most effectually secure the general and more important end of all

scholastic exercises, and the intelligent and experienced teacher will study, in these instances and others more difficult and anomalous, to provide for both the special and the general want.

Much will depend upon the course of study prescribed to the pupil. The diligent and painstaking student will acquire intellectual strength and discipline from every branch of learning to which he devotes his attention, but a proper selection is still highly important. Without entering into an extended discussion of this topic, I content myself with expressing the opinion, formed after a good deal of experience and observation, that the usual academic course of linguistic and mathematical studies is fully entitled to the preference which it has so long enjoyed in our higher seminaries. I know not indeed, what studies could be substituted for these; I do not say with the prospect of equal, or nearly equal utility, but without endangering the best interests of education. So strong is my conviction of the superior value of these branches, as the means of mental culture, that I should not hesitate to advise a pupil from the district school, who had only a single year for academic training, and no special objects in view beyond that of general improvement, to employ that year in the diligent and critical study of the Latin language and Geometry; and I should confidently expect from the prosecution of such a plan more progress in mental discipline and good taste than a much longer period given to compends of philosophy, natural history, logic, and metaphysics would confer. It is a problem well worthy of a practical solution, whether the substitution of a small number of such studies for the comprehensive, but desultory, fragmentary, and superficial course usually pursued in female seminaries, would not produce a decided improvement in this interesting department of education.

To be really valuable and salutary in their disciplinary influence upon the mind, studies should be few as well as judiciously chosen. A chapter critically and thoroughly mastered is worth more than a volume hastily gone over, considered either as the means of intellectual culture or as a facility to future progress. The crowded courses of our colleges and academies constitute a crying evil, against which every friend of liberal education is bound to protest. We have nearly doubled the number of studies within the last twenty or thirty years, with no corresponding advancement in sound scholarship. I would not have less study imposed upon the pupil, but more careful and profound study—fewer books, but more thoughtful and intimate communion with them. It is not easy, I fear, to make the improvement in this respect, of which many intelligent and practised teachers feel and acknowledge the want. Our higher seminaries are running a race of eager competition, in which it might be dangerous to pause and look for the safest road. Deference, too, is to be done to public sentiment, though it may chance on such a subject to be neither enlightened nor reasonable. As teachers however, we are bound to keep our eye fixed upon first principles, and follow them out as well as we can. I shall be excused, on such an occasion, for uttering sound maxims, whatever embarrassment may be experienced in giving to them a practical and rightful ascendancy.

The difficulties referred to, press less heavily, I apprehend, on academies and preparatory schools than on colleges and universities, for, in having to provide for a greater variety of ages, attainments, and objects, they are necessarily endowed with a larger discretion. Of one important class of pupils, those who aspire to a collegiate course, the earlier studies must generally be prescribed by the teacher, and conducted under his auspices with little liability to disturbing influences from any quarter. Here, then, is a favourable opportunity for laying the foundation of sound and accurate scholarship, such as is not likely to occur at a later period; and here it is that the intellectual bias, habits, and character are, perhaps

most usually formed. It is a good and honourable service done to the cause of liberal education when the academic instructor fully avails himself of these facilities, denied to all but him, of initiating his pupil into a thorough and critical acquaintance with the elementary principles of language and numbers, and sends him away to the theatre of his subsequent scholastic career taught how to learn, and with mental tastes and habits fitted to be the instruments of higher acquisitions.

This is only one of the innumerable instances in which the practical application of right principles must depend more upon the teacher than upon system and positive regulations. These, when vicious or inappropriate, are potent as hinderances, but even under the most favourable conditions must lack the vital and plastic efficacy that trains the mind to knowledge and the heart to virtue. This is an achievement for the living instructor; the most difficult, as well as the most important and delightful of his duties. It is indispensable to the successful performance of this high function, that he should understand the character, and deeply sympathize with the wants and the aspirations of the generous, youthful mind. He must be imbued with a love of learning, and a high reverence for the intellectual and spiritual nature of man. He should be ever progressive in knowledge, a thorough master of his department, and, from his inmost heart, should magnify the teacher's office.

I hasten to a conclusion, already too long postponed, and must speak briefly upon another topic, more important than mere intellectual culture, but somewhat less embarrassed with details. Doubtless, gentlemen, our highest obligations arise from the unavoidable connection of our calling with the moral sentiments and habits of the pupil. The parent's authority and influence are measurably suspended when he commits his son or his daughter to the literary instructor, who succeeds, for the time, to his sacred office and its amazing responsibilities. Success in this department of labor and duty will depend partly upon the standing regulations of the institution, and its general system of instruction and administration, but much more on the personal agency and influence of the teacher. An institution best satisfies this class of its obligations by seeking a location away from all allurements to vice and profligacy. Its statutes should prohibit intemperance, profanity, and every other species of immorality. Theatrical and other corrupting amusements should be placed under the ban. Regular hours and regular industry should be enjoined. In addition to mere precautionary and negative arrangements, orderly and habitual attendance upon religious worship should be required, for it were no less absurd than wicked to refuse a place in systems of intellectual culture to teachings and influences which prescribe and constitute our only authoritative standard of morals. For the same reason, an acknowledged and honourable place should be given to the Divine Oracles: whether as a part and accompaniment of daily Christian worship, or as a text-book in the regular scholastic course, I do not presume to decide on an occasion which does not allow of the proper discussion of a question so momentous, but yet not entirely free from practical difficulties. If, in addition to these precautions and provisions, bad books are, so far as practicable, prohibited, and vicious, irreclaimable students promptly removed from the academic community, I know not what more can usefully be done by general regulations and positive enactments.

Much more, I admit, is desirable—is quite indispensable for the safety and well-being of the pupil, as well as to secure and deserve the parent's confidence. I have already briefly referred to the necessary qualifications of a literary instructor—industry, learning, aptness to teach, enthusiasm in acquiring and in imparting knowledge, devotion to his work, affection for his pupils, fidelity and generous confidence toward his associates. Doubtless this enumeration defines a high standard of talents and duties, and, it may be, there are no others so truly and philosophically indispensable in the work of tuition; but, if we do not leave out of our idea of education its noblest and most effective element, then there is confessedly an imperative demand for yet higher qualifications. The morals, the principles, the soul of the pupil, are entrusted to the teacher's guardianship; and after all that can be effected in behalf of these precious interests, by the preventives and safeguards of judicious arrangements and enactments, it is upon the living teacher, more than upon any and all other persons and agencies, that their conversion must depend during the critical years of pupilage. It will not satisfy the claims of such a responsibility that he be a man of upright character and conduct, though too much importance can hardly be attached to the beautiful examples and benign influences of a spotless life. These are likely to prove good auxiliaries to the prescribed moralities of the academic statutes. They superadd the weight of personal respectability to official authority, and greatly facilitate the preservation of order and the general administration of academic discipline. Beyond all controversy, such virtues are greatly valuable, and quite indispensable in a teacher, but they do not furnish him for every good work. Our moral code is a code of

Christian morals, and they are the sons and daughters of Christian families, and the youth of a Christian community, who frequent our schools of learning. Upon Christian principles and a Christian basis we are bound to presume their early domestic training has been conducted. No doubt there are many and flagrant exceptions to this rule, even in families professedly religious, and many pupils more find their way to our seminaries, whose early education, moral and intellectual, has proceeded on no higher motives than such as selfishness, pride, or ambition may suggest. These cases, numerous and deplorable as they certainly are, must yet be dealt with as anomalies, and our system of moral appliances must be devised on general and comprehensive grounds; they must be adapted to the large and urgent wants of a Christian population.

My concluding remarks are designed to guard against the misconception of some of the doctrines inculcated in this discourse. I have not hesitated to assume for the instructor a vast amount of responsibility, and to hold him to an account under high sanctions for the faithful and religious discharge of his duties. Parents and guardians often demand of us something more than this. They send us their sons and wards already corrupted in principles, and lax, perhaps, in morals, through neglect in domestic training and vicious example, and then require of us the impossible achievement of forming their hearts and lives to virtue and piety. It is not a rare or an agreeable incident in a teacher's history, after he has done all that faithful, affectionate admonition, patient discipline, and fervent prayer can do to reclaim and save an immoral or skeptical youth, to get a letter from his disappointed mortified father, full of reproaches against himself and the institution because these efforts were not successful. Such parents, and all parents, should remember, that teachers cannot perform what in its nature is impracticable. We will do what we can, but we dare not guaranty the reformation of a profligate, or the conversion of an infidel youth. Neither scholastic discipline nor Christian efforts may interfere with the high prerogatives of moral agency, and after we have well done our duty to all committed to our charge, each must stand or fall to his own master.

The Mount Allison ACADEMIC GAZETTE.

SACKVILLE, N. B., JUNE, 1864.

In accordance with the notice given in the former number of the *Academic Gazette*, the second is now sent forth to convey to the numerous friends of the Institution, of which it is the organ, such official information respecting the operations of the past and the arrangements for the succeeding Term as will, we trust, be found satisfactory and interesting.

The Term

Which began on Thursday, the 5th January Inst, has been a most successful one. The total number of Students, as shown by the Catalogue, to be found on another page, was one hundred and nineteen. Most of these have evinced an interest in their studies and a regard for the general regulations of the establishment most gratifying to all the Teachers and other Officers.

Annual Examination.

This began on Saturday, the 17th inst., with the lower classes, and having been carried on simultaneously in three apartments, closed with the usual public Anniversary Exercises on Monday evening. Between thirty and forty classes in all were examined, apparently to the entire satisfaction of the Trustees and other friends—Ladies and Gentlemen—who honored the occasion with their presence.

The following was the order of exercises in Declamation:

I.—SELECTED PIECES.

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|---------------------------|----|------------------|
| 1. The Russian Lochinvar, | by | J. W. Sutcliffe. |
| 2. The Wrongs of Ireland, | " | Wm. Full. |
| 3. Latin Oration, | " | C. H. Chandler. |

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|---|----|---|
| 4. Byron's Address, | by | D. M. Travis. |
| 5. Education, | " | Thos. O'Brien. |
| 6. The Pilgrim Fathers, | " | G. W. Olive. |
| 7. A French Dialogue, | " | J. S. Knowles, George King, Thos. Killam, J. F. Bent, E. Fairbanks, and W. J. Robinson. |
| 8. Genius, | by | Geo. H. Brown. |
| 9. The British Armament for the Baltic, | " | Aug. E. Wilson. |

II.—ORIGINAL PIECES.

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|---|----|--------------------|
| 1. The Vanity of Earthly Glory, | by | David Allison, Jr. |
| 2. The Present State of the World, | " | John R. Calhoun. |
| 3. Self Sacrifice, | " | W. A. J. McDonald. |
| 4. Personal Greatness, | " | Stephen King. |
| 5. "Labor Omnia Vincit," | " | Thos. W. Davies. |
| 6. The Student's Advantages, &c., | " | Wm. H. Webb. |
| 7. False Estimates of Greatness—with Valedictory Addresses, | " | S. P. Tuck. |

The attention of the audience was relieved several times in the course of the delivery of these pieces by appropriate Music from the Choir, under the direction of Mr. T. B. Smith.

At the close of these exercises the records of the Class Standings, and of the General Department of the Students throughout the Term, were read by the Principal and other Professors and Teachers. From these it appears that nine, viz. W. H. Webb, Daniel Hanington, Jr., Thomas Killam, S. P. Tuck, Stephen Humphrey, Stephen King, Joshua Black, F. G. Fullerton, and Geo. King, Jr., had secured for themselves a standing in the First or highest Literary Rank, thirty-three in the second, forty-two in the third, and twenty-seven in the fourth. In general department, twenty-two were announced as having standing in the first, sixty-seven in the second, twenty-three in the third, and five in the fourth Rank.

The Chaplain after having given out a hymn, which was sung, called upon the Rev. Mr. Knight, President of the Board of Trustees, to pray, which he did, and the benediction having been pronounced, the large Assembly which had crowded the Lecture Room and Halls during the evening retired, and so the labors of another Academic year were ended.

Arrangements for the next Term, &c.

The Branch Institution for Females is to be opened for the reception of Students at the commencement of the next Term. In order, therefore, to ensure sufficient time to make suitable preparation for this, it is judged best that the summer vacation should be protracted a week or two beyond its usual length, so that the next Term will not begin until Thursday the 17th day of August.

The Board of Trustees have been enabled to make such arrangements for the subsequent working of both Branches of the Academy as will, it is believed, ensure public confidence and patronage.

At the "Annual Board Meeting," held in June, 1853, the following Resolutions having been moved by the Rev. Dr. Richey, and seconded by the Rev. W. Temple, were unanimously adopted—"1. That in anticipation of the opening of the Branch of this Institution for Females, now in progress of erection, it is deemed of the utmost importance to the harmonious and efficient working of both Branches that a person be appointed to the office of Governor and Chaplain, according to our original intention, whose functions will embrace all the family arrangement and control of the United Institution, under the direction of the Board, leaving to the Principal the control of the educational department.

"2. That the Rev. Dr. Evans is regarded by this Board as a person possessing peculiar qualifications for the office of Governor and Chaplain of our United Institution; and that he be earnestly requested to permit himself to be designated to that important position, to enter upon its duties, with the permission of the British Conference, at the opening of the Branch for Females in 1854.

"3. That the Board cherish a very high and grateful appreciation of the faithful, able and indefatigable efforts of the Rev. H. Pickard, A. M., in discharging the responsible duties of Principal of this Institution during the ten years of its existence and progressive prosperity, and that they most respectfully and earnestly solicit his acceptance of the prospective designation to the Principalship of the United Institution."

The Rev. Dr. Evans having subsequently consented to comply with the wish of the Board, to allow himself to be put in nomination, application was made on behalf of the Board of Trustees, to the Committee of the Wesleyan Missionary Society, to allow him to be appointed to the office of Governor and Chaplain. In reply to this application, an answer was received by the President of the Board in a letter from the Rev. Dr. Beecham, one of the General Secretaries, dated "London, December 20th, 1853," from which the following is an extract:—

"The proposal to withdraw Dr. Evans from the regular work, and place him as Governor and Chaplain at the Sackville Institution, was of so grave a character as to require ample time for consideration. * * * We have not as yet had time, owing to the great pressure of public business, to enter fully upon the consideration of North American affairs, but finding that it is desirable that you should have the Committee's decision upon the application of the Executive Board of Trustees, we have taken up that subject very much *per se*, and I have now to inform you that however much the Committee regret the withdrawal of Dr. Evans from the Chairmanship of an important District, they are nevertheless so impressed with the importance and value of the Sackville Institutions, that they consent to his appointment thereto as Chaplain and Governor."

The appointment of Rev. Dr. Evans is therefore confirmed, and he has accordingly already removed to Sackville. He is now busily engaged in superintending the furnishing and fitting up of the new establishment, and as he is to devote himself entirely to the promotion of the interests of the Academy, and as he is a man of very considerable experience and of very high reputation for business tact and executive talent, his connection with its staff of officers must, with the blessing of Divine Providence, greatly promote the future prosperity and usefulness of the Institution in all its Departments. And especially may this result be expected, because in the division of care, labor, and responsibility, possible in consequence of his appointment, the Principal will be left at liberty to devote himself exclusively to the duties which appropriately belong to his own Department—the purely Educational. Dr. Evans is to reside, with his family, in immediate connection with the Academic family of the Female Branch, but will attend also to the supervision and house government of the other Branch of the Institution.

The Committee to which was entrusted the duty of employing suitable teachers for the New Academy, has already succeeded in engaging the services of several Ladies, considered eminently qualified for office in the Board of Instruction. We rejoice in the perfect assurance which is felt, that Miss Mary E. Adams, who has been appointed to the most important and highly responsible office of Chief Preceptress, is fully competent to the discharge of all its duties. In Canada West, her native Province, where she was engaged as a Teacher at different times in two Female Academies of high respectability, she has the reputation, among those well qualified to form a correct judgment, of a superior and most successful Teacher, and in the State of Michigan, where she has held the position of Principal of the Female Department of the "Albion Seminary and Female Collegiate Institute," she has acquired the same enviable reputation. The other Ladies who are already engaged, are believed to be entirely worthy of the appointments which they have received. The vacancies will be filled up with becoming care, so that Parents wishing to secure for their daughters the advantages of a good education, "conducted upon Christian principles," may rest assured that adequate provision will be here made to place these advantages within their reach.

Persons wishing further information respecting either Branch of the Institution, are requested to turn to the general Circular which may

be found in another part of this paper; and those who may intend to send pupils at the beginning of the ensuing Term, are requested to make early application (if by letter post-paid,) either to the Governor and Chaplain or to the Principal, as it is very possible that there may not be accommodation for all who may then wish to enter.

Opening of the New Academy.

The attention of all those who are interested in the advancement of Education in Nova Scotia, New-Brunswick, and Prince Edward Island, is respectfully invited to this Notice—

That the new Academy for Females is to be opened (D. V.) with appropriate ceremonies on Thursday, the 17th August next. Public exercises to commence at 9 o'clock, a. m.

In addition to the Inaugural Address of the Governor and Chaplain elect, and an address by the Principal, addresses are to be delivered by the Rev. Richard Knight, and the Rev. Dr. Richey, and it is hoped that other gentlemen of distinction, lay and clerical, will be present and take part in the exercises. The Rev. Enoch Wood, President of the Canadian Wesleyan Conference, has been specially invited.

From a notice which is published below it will be seen that arrangements have been made for a general meeting of the former Students of the Academy, on the same day.

The occasion will, therefore, we confidently anticipate, be an eventful one in the history of the Institution, and highly interesting to all its friends and the friends of Education generally, who may be induced to be present on the occasion.

We hope there will be a large attendance from every part of these Provinces.

Meeting of the Alumni.

The undersigned Committee, appointed to make arrangements for a meeting of the Alumni of the Wesleyan Academy, beg to announce to all who may be interested in the contemplated gathering, that it will be held in Sackville on Thursday the 17th of August next, being the day appointed for the formal opening of the new Female Academy. The Committee have been in communication with several gentlemen formerly connected with the Academy, with reference to the preparation and delivery of Addresses appropriate to the occasion, and have now the pleasure to issue the following Programme of Proceedings and Literary Exercises for the day:

PROGRAMME.—THURSDAY, 17TH AUGUST, 1854.

Business Meeting of the Alumni in the Lecture Room of the Academy at 8 o'clock, A. M.

Public Meeting and Addresses at 3 o'clock, P. M.

LITERARY EXERCISES, ETC.

1. Prayer.
2. Music. "An Invocation." Words by Mr. J. L. Moore: Arranged to Music by Mr. T. B. Smith.
3. Address. "Political Aspirations." R. Palmer, M. D., Albert Co.
4. Address. Mr. E. Billing, Halifax, N. S.
5. Music. A selection.
6. Address. "Unlimited Improvement the destiny of enlightened Mind." Rev. A. W. McL. DesBrisay, Cape Breton.
7. Address. "Claims of our Country upon young men of the Medical Profession." David Burpee, M. D., Sheffield.
8. Music. A selection.
9. Address. "The Spirit of the Age." Mr. A. W. McClellan, Londonderry, N. S.
10. Address. Mr. G. J. Chubb, St. John.
11. Music. A selection.
12. Address. "Wellington." Rev. Herbert J. Starr, River Philip, N. S.
13. Address. "The Age of Gold." Mr. J. L. Moore, Dorchester.
14. Music. "A Parting Song." Words by Mr. J. L. Moore: Arranged to Music by Mr. T. B. Smith.
15. Benediction.

NOTE.—The Committee are hoping also that the Rev. J. R. Narraway will favor the Alumni, at the close of their own exercises, with an Address.

SOCIAL RE-UNION of the Alumni, and Extempore Addresses at 7 o'clock, P. M.

The Committee hope to have the pleasure of meeting, on the 17th of August, a large number of their old friends and school-fellows, and of the friends of Education generally. To the former Students of the Wesleyan Academy they would say also, that, independent of the mutual pleasure which may be expected in the meeting of so many friends, after months and years of absence from each other, and from the scenes hallowed by the recollections and associations of youth, the opportunity will be a happy one for testifying by a numerous attendance, the grateful sense which they and the Committee entertain of their obligations to their common Alma Mater.

J. L. MOORE,
J. H. STARR, } Committee.
THOS. CRANE, }

Mount Allison, Sackville, 19th June, 1854.

Resolutions of District Meetings.

NOVA SCOTIA EAST AND PRINCE EDWARD ISLAND DISTRICT.

Wallace, May 22, 1854.

SACKVILLE ACADEMY.—The Brethren of the Nova Scotia East District, after careful consideration of certain official papers, describing the moral, the literary and the financial status of the Wesleyan Academy, Mount Allison, and the prospect of the speedy establishment, under the happiest auspices, of the Female Branch Academy; and having had the pleasure of listening to further statements and explanations from the Rev. Principal of the Sackville Academy upon the same topics, unanimously Resolve,

1.—That the gracious spiritual influence which has rested during the past year upon the minds of many of the students at the Wesleyan Academy, is cause for devout gratitude to the Giver of all good, and ground of pleasing hope of much ultimate advantage accruing to the interests of pure religion.

2.—That the large number of students who have filled the Academic Halls at Sackville during the year—the progress made in their studies, and the deportment they have maintained, yield unmingled gratification to this District Board.

3.—That the sound condition of the finances of the Sackville Institution—the erection of the Female Academy Buildings, and the Hall and Lecture Room, free of debt by the generous contributions of noble hearted friends; and the encouraging sums already subscribed for a permanent endowment fund, afford the brethren a high degree of satisfaction.

4.—That the success of the Institution of learning at Sackville and the prospect of educational excellence which the Female Branch Academy is likely to attain under the able management to which its general interests are confided, and the high character of the Ladies whose services are secured for its classes, enable this District confidently to recommend the Institutions at Mount Allison, to the public at large as being eminently adapted to furnish to the youth of both sexes a sound comprehensive mental training combined with judicious and efficient moral supervision.

NEW BRUNSWICK DISTRICT.

Saint John, N. B., June 10, 1854.

Appreciating the intelligent, indefatigable, and well adapted labors of our Brother the Rev. H. Pickard, A.M., Principal of our Academy at Sackville, the educational character of which stands high in Provincial estimation, as an Institution affording high advantages for obtaining a thorough and advanced Literary and Scientific training in immediate connection with a wholesome Moral and Religious influence and oversight,

Resolved,—That the cordial thanks of this Meeting be presented to our Brother the Rev. Principal Pickard, for the zeal and perseverance he has employed in carrying out his plans for the benefit of the Institution, the suitability and efficiency of which plans are evidenced in the results of their adoption, and that this Meeting continues to place in him their entire confidence, not doubting that conducting the Institution as it has hitherto been conducted, increased prosperity will attend it.

Resolved,—That this meeting hail with great satisfaction the prospect connected with the opening of that Branch of the Institution at Sackville which is intended for the Education of Females, and hopes that the arrangements will lead to the comfort and spiritual prosperity of the united Establishment.

WESLEYAN ACADEMY,

Mount Allison, Sackville, N. B.—A. D. 1854.

CORPORATION:

Board of Trustees.

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☞ The Annual Board Meeting is held on the Third Saturday in June.

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....., TEACHER OF VOCAL AND INSTRUMENTAL MUSIC.

GENERAL CIRCULAR.

The Branch of this Institution for Males has been opened and in successful operation more than eleven years. The arrangements which were made for the accomplishment of the important object for which it had been founded were such as obtained for it a high position in the public estimation, very early in its history; and those upon whom the direction of its affairs has devolved have been stimulated and encouraged by its prosperity to continued efforts to render it, in all its departments, ever increasingly efficient. Each year has consequently been marked by valuable additions to its educational facilities, and by more or less extensive general improvements throughout the establishment. And as it will continue to be conducted upon the same principles which have secured for it such enviable and distinguished popularity, and such extensive and continued patronage, the attention of young men and of the parents and guardians of youth is confidently but respectfully invited to it, as an Institution where, under most favorable circumstances, the advantages of a thorough intellectual training may be obtained in safety and comfort.

Course of Study, Classification, etc.

The Course of Study is designed to ensure to the Student thorough preparation for comfortable entrance upon a course, either of special training for Agricultural, Mechanical or Commercial pursuits, or of specific study for professional life; it is therefore systematic and extensive, including all the branches of Science and Literature, which are taught in the best conducted educational establishments on this Continent and in Great Britain.

The aim in arranging the order in which the several subjects for study succeed each other in the course, has been, not only to secure, to the greatest possible extent, the symmetrical development of all the intellectual powers of the regular Student, but at the same time also to accommodate the class of worthy young men who, being able to spend but a short time in the Institution, wish to devote it all to particular studies.

of liberal educational training. Its apartments are exceedingly commodious, and the whole Building is thoroughly ventilated upon the most approved principles. It will be liberally supplied with Musical Instruments, and all its numerous rooms will be tastefully and comfortably furnished, so as to present a most inviting home for about eighty resident students. It is designed to be in every respect, in proportion to its extent, equal to any public Institution devoted to the advancement of Female Education on this Continent.

The Governor and his family, as well as the chief Preceptress and other Teachers, are to live in immediate and constant connection with this Academic family.

The Family and Class organizations will be entirely distinct from those of the other Academy, and the Students of the different branches will not be allowed to associate or even meet, either in public or private, except in presence of some of the officers of the Institution.

Parents and Guardians of Young Ladies may feel assured that while the most strenuous efforts will be made to secure the development and strengthening of all the mental powers, and for the formation of right general habits, and a high principled moral—a Christian—character, due attention will also be given to the preservation of the health, and to the cultivation of refined taste and lady-like manners.

The Course of Study in Literature and Science, the principles of Classification, and the general routine of the intellectual training will correspond, as nearly as may be, with the plan which is above published for the other Branch, and which has been so successfully tried. There will be here as in the other Branch, three departments—the Primary, the Intermediate, and the Collegiate—each with its own appropriate portion of the course of study suitably modified.

The expenses for Board, &c., and Tuition in these Departments will be the same as in the other Branch—viz.:—from Twenty-five to Thirty Pounds per annum:

But for instruction in Music and the Fine Arts, there will be extra charges as follows, viz.:

- In Instrumental Music—Piano Forte, Melodicon, Seraphine, or Spanish Guitar, each,—
Longer Term, ..£3 8 0; Shorter ditto, ..£2 12 0; Per annum, ..£6 0 0
- Use of Instruments, each,—
Longer Term, ..£1 2 0; Shorter ditto, ..£0 18 0; Per annum, ..£2 0 0
- In Oil Painting, Wax Fruits and Flowers, &c., &c., each,—
Longer Term, ..£3 9 0; Shorter ditto, ..£2 12 0; Per annum, ..£6 0 0
- In Drawing, Crayoning, Painting in Water Colors, Monochromatic, Polychromatic, &c., &c., each,—
Longer Term, ..£1 11 0; Shorter ditto, ..£1 6 0; Per annum, ..£3 0 0
- In Ornamental Needle-work, Worsted Flowers, &c., each,—
Longer Term, ..£1 11 0; Shorter ditto, ..£1 6 0; Per annum, ..£3 0 0

MISCELLANEOUS REMARKS.

All who design to become Students in this Institution, should enter, if at all possible, at the commencement of a Term, as the regular classes are then organized; pupils, however, will be received at any time. The only pre-requisites for admission into the Primary Department are a good moral character, ability to read and spell, and age sufficient to enable the Pupil to prepare regularly for recitation.

Students in good standing can receive an honourable dismissal from the Institution, at the end of the Examination at the termination of any term; and at no other time except in special cases.

Parents and Guardians are respectfully requested to write to the Governor or Principal directly, should they find it necessary to recall a Student in Term-time.

Students who may pass a satisfactory examination in all the Studies of any of the Departments, will be entitled to a regular Certificate or Diploma.

Classes will be organized and instructed in the French Language, and Scientific Agriculture, whenever required by a sufficient number of Students. Where it is preferred, the study of French may be substituted for Latin and Greek, in the Intermediate Department. By omitting the Latin and Greek in the Collegiate Department, the studies of that Department may be completed in from two to three years.

Persons who may not wish to pursue either Course regularly, will be allowed to enter any of the Classes, in order, for which they are qualified.

But where there is no intimation of desire on the part of the Parent or Guardian of the youthful Student, dictating a modified course—he will be examined, and his place assigned in the Department which he may be found prepared to join; and will be required to pursue the regular course as above given, while he may continue in the Institution.

Parents and Guardians are earnestly advised that students should be furnished very sparingly, if at all, with spending money. Money sufficient to meet incidental expenses should be lodged with the Governor and Chaplain of the Institution, or with some other responsible person.

Each Male Pupil should bring with him:—Not less than three suits of clothes; eight day and three night shirts; six pairs of stockings; two or three pairs of shoes; two hats or caps; also a cloak, or overcoat; an umbrella; combs and brushes; and a Bible with marginal references.

Parents are particularly requested to send every Article of Clothing marked with the name of the Pupil in full.

CATALOGUE OF STUDENTS.

Term beginning in January, and closing in June, 1854.

Names.	Residence.	Names.	Residence.
Adams, Robert C.	Carleton.	Johnson, Thomas.	Sackville.
Allen, Robert M.	Yarmouth, N.S.	Johnson, Edward V.	"
Allison, David, Jr.	Newport, N.S.	Jones, Alonzo E.	Moncton.
Anderson, Joseph.	Westcock.	Jones, Lionel B.	"
Anderson, Thos. R.	Sackville.	Killam, Thomas.	Yarmouth, N.S.
Anderson, Charles.	"	King, Stephen.	Saint John.
Annett, Samuel.	Keewick Ridge.	King, George.	"
Atkinson, Ovid C.	Shediac.	Knapp, Wm. D.	Port Cumberland.
Ayer, Roland.	Beech Hill.	Knight, John W.	Carleton.
Baker, Charles P.	Carleton.	Knowles, Joseph S.	St. John.
Barlow, Geo. G.	Saint John.	Lawrence, Geo. E.	Shediac.
Bent, Joseph B.	Hopewell.	Lingley, Lewis W.	Indian Town.
Black, Joshua T.	Saint Martins.	Lovett, James.	Yarmouth, N.S.
Black, Wm. H.	Amherst, N.S.	Marshall, Fred. Y. S.	St. John.
Boultonhouse, Charles.	Sackville.	McAllister, Stephen.	St. Stephens.
Bulmer, Nathan.	"	McAlmon, Nelson.	Hopewell.
Brettie, James.	Burin, N'land.	McDonald, Wm. J.	Antigonish, N.S.
Brown, Geo. H.	Yarmouth, N.S.	O'Brien, Thomas.	Amherst, N.S.
Cahill, Albert.	Tinamar.	Olive, George.	Carleton.
Calloun, John R.	Hopewell.	Olive, Wm. H.	"
Campbell, John C.	Guyabon, N.S.	Olive, Ebenezer.	"
Carter, John T.	Sackville.	Oulton, Charles H.	Westmorland.
Chandler, Henry A.	Dorchester.	Peake, Jas.	Charlottetown, P.E.I.
Chandler, Chas. H.	Richibucto.	Penke, George.	"
Clarke, George W.	Amherst, N.S.	Perley, Wm. D.	Oromocto.
Clark, John.	Carleton.	Pugsley, Thomas A.	Amherst, N.S.
Cole, Christopher W.	Sackville.	Purdy, James.	Sackville.
Coleman, Edward S.	Halifax, N.S.	Purdy, Reuben.	"
Connell, Charles P.	Woodstock.	Purinton, Isaac W.	"
CConnell, W. K.	Charlottetown, P.E.I.	Ray, Charles F.	Clementsfort, N.S.
Darragh, James W.	Amherst, N.S.	Ray, James H.	"
Davies, Thos. W.	Newport, N.S.	Reid, Purinton.	Beech Hill.
Dawson, Thos.	Charlottetown, P.E.I.	Roach, Elisha.	Nappan.
Dixon, Robert.	Sackville.	Robertson, Robert M.	Indian Town.
Doane, George G.	Saint John.	Robinson, Wm. J.	Moncton.
Evans, Edm'd. S.	Char'town, P.E.I.	Robinson, John T.	"
Evans, Charles E.	Westcock.	Ross, Israel M.	Indian Town.
Everitt, Chas. E.	St. Mary's Bay, N.S.	Sargent, Winthrop.	Barrington, N.S.
Everitt, Sam'l J.	"	Seaman, Ami S.	River Herbert, N.S.
Everitt, Thos. C.	Saint John.	Sleep, Wm. M.	Sackville.
Fairbanks, Edwin.	Halifax, N.S.	Smith, Daniel E.	Oromocto.
Foster, Wm. R.	Amherst, N.S.	Starr, Joseph.	Portland, U.S.
Fraser, John B.	N. Glasgow, N.S.	Storti, John.	Stutt John.
Fraser, Peter G.	"	Stutcliffe, J. W. I. W.	St. Stephens.
Full, William.	Halifax, "	Taylor, Charles T.	Amherst, N.S.
Fullerton, Fred. G.	Amherst, "	Thompson, John B.	Tinamar.
Frederickson, Rupert.	Dorchester.	Thompson, Alexander.	St. John.
George, Charles W.	Tinamar.	Travis, David M.	Indian Town.
Grace, Michael.	Sackville.	Travis, Charles.	Sackville.
Gough, Jacob C.	Newcastle.	Troop, Howard, D.	St. John.
Hammond, Chas. W.	St. John.	Tuck, L. Parker.	Indian Town.
Hawington, Daniel, Jr.	Shediac.	Tupper, Silas R.	Cornwallis, N.S.
Harris, Wm. J.	Sackville.	Webb, Wm. H.	Halifax, N.S.
Hills, John.	Carleton.	Weldon, Richard B.	Dorchester.
Holl, Frederick W.	Milton, P.E.I.	Weldon, Albert.	"
Holsted, Charles.	Moncton.	Wilson, Angus E.	Yarmouth, N.S.
Humphrey, Stephen.	Amherst, N.S.	Wood, Josiah.	Sackville.
Hyde, George.	Truro, N.S.	Wry, Jas. C.	"
Hyde, Henry.	"	Wry, Isaac.	"
Johnson, George.	Indian Town.		

Total Number, 119.

LITERARY STANDING.

This being determined by the Record of their daily Recitations is assigned to the Students at the close of every Term. There are four ranks or degrees of excellence; the *First*, or highest, is occupied by those who have in the judgment of the Officers of Instruction, succeeded in making very nearly perfect preparation for all Class Exercises in their respective Departments of Study throughout the Term; and the *Second* by those who have, in this respect, done *exceedingly*—the *Third* by those who have done *moderately*, and the *Fourth* by those who have done only *passably well*.

<p><i>First Rank.</i></p> <p>Webb, W. H. Hanington, D. Tuck, S. P. Killam, T. Humphrey, S. King, S. Black, J. H. Fullerton, F. G. King, G.</p> <p><i>Second Rank.</i></p> <p>Roach, E. Annett, S. Oulton, C. H. Weldon, R. W. Allison, D. Purinton, I. W. Taylor, C. T. Clark, J. A. O'Brien, T. Robinson, W. J. Black, W. T. Thompson, A. Carter, John S. Lingley, L. W. Tupper, S. R. Connell, C. P. Fairbanks, E. Full, W. Knowles, J. T. Smith, D. E. Robinson, J. T. Adams, R. C. Lovitt, Jas. Gough, J. C. Anderson, T. R. Olive, Geo. W. Ray, J.</p>	<p>Travis, G. Jones, A. E. Wry, J. Wilson, A. E. Holsted, C. Baker, C. P.</p> <p><i>Third Rank.</i></p> <p>Grace, M. Davis, T. W. Allen, R. M. Ayer, R. Wry, J. Bent, J. B. Cathoun, J. R. Sleep, W. M. Cahill, A. Ross, J. M. McAlmon, N. Boultenhouse, C. Foster, W. R. Perley, W. D. Marshall, F. Y. S. Bulmer, N. Holl, F. W. Olive, W. H. Coleman, E. L. Wood, J. Jones, L. B. Evans, C. Sargent, W. Pugsley, T. A. Chandler, H. A. Olive, E. Chandler, C. Hillis, J. Johnson, G. Robertson, R. M. Everett, T. C. Cole, C. W.</p>	<p>Everett, S. Ray, C. Hammond, C. W. Dawson, Thos. Knight, J. W. Travis, D. Reid, P. Campbell, S. G. Lawrence, G. E. Harris, W. J.</p> <p><i>Fourth Rank.</i></p> <p>Atkinson, O. C. Brown, G. H. Fraser, J. B. Everett, C. Dixon, R. Evans, E. S. Stutcliffe, J. W. I. W. Doane, G. G. Clarke, G. W. Darragh, J. W. Purdy, R. Troop, H. D. Starr, Jos. McAllister, S. Seaman, A. S. Brettie, Jas. George, C. Frederickson, F. W. Weldon, A. Anderson, C. Purdy, J. Thompson, J. B. McDonald, W. A. Peake, Geo. Anderson, Jos. Peake, Jas. Hyde, G.</p>
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GENERAL DEPARTMENT.

In respect to this also there are four Ranks or Degrees of excellence, and the standing of each Student is determined by the record kept of his conduct throughout the Term. In the *First Rank* those are placed who appear to have been *uniformly* attentive to all the regulations of the Institution; in the *Second*, those who have been *so usually*; and in the *Third* those who have been *occasionally neglectful*.

<p><i>First Rank.</i></p> <p>Allison, David Annett, Samuel Boultenhouse, Chas. Cathoun, John R. Carter, John T. Davies, Thos. W. Dawson, Thos. Hanington, Daniel Humphrey, S. Oulton, C. H. Purinton, I. W. Ray, Chas. F. Robinson, W. F. Robinson, John T. Webb, Wm. H. Roach, Elisha Clarke, John Lingley, L. W.</p>	<p>Wilson, A. E. Lawrence, Geo. E. Weldon, R. B. Reid, Purinton.</p> <p><i>Second Rank.</i></p> <p>Ray, James Pugsley, Thos. M. Foster, Wm. R. Weldon, Albert Peake, George George, Chas. W. Gough, Jacob Perley, W. D. Knapp, W. D. Travis, Chas. Full, Wm. Frederickson, R. G. Bulmer, Nathan</p>	<p>Harris, W. J. Holsted, Chas. A. Taylor, Chas. T. Black, Josh. H. Jones, A. E. Connell, C. P. Sargent, Winthrop Thompson, I. B. Evans, Ed. S. Smith, Dan. E. Hyde, Henry Ayer, Roland King, George Fraser, John B. Grace, Michael Bent, J. B. Hillis, John, Campbell, John C. Jones, L. B.</p>
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<p>McAlmon, Nelson O'Brien, Thos. Olive, W. H. Peake, Jas. Wood, Josiah Chandler, H. A. Fraser, Peter G. Everitt, Samuel J. Starr, Joseph Allen, R. M. Dixon, Robert Johnson, Thos. Johnson, Edward V. Wry, Isaac Coleman, Edward Knowles, Jas. Connell, W. R. Fullerton, F. W. Everitt, Chas. E. Cole, C. W.</p>	<p>Thompson, Alex. Chandler, C. W. Hammond, C. W. Cahill, Albert King, Stephen Tupper, S. R. Doane, G. S. Sleep, Wm. J. Marshall, F. Y. S. Wry, J. C. Darragh, Jas. W. Tuck, S. P. Olive, Geo. W. Hyde, George Brettie, James</p> <p><i>Third Rank.</i></p> <p>McDonald, W. J. Lovitt, Jas. Atkinson, O. C. Anderson, Chas.</p>	<p>Killam, Thos. Robertson, R. M. Ross, J. M. McAllister, I. Brown, Geo. G. Olive, Eben. Holl, F. W. Fairbanks, Edw. Evans, Chas. E. Storm, John Everitt, T. C. Anderson, Thos. R. Stutcliffe, I. W. J. W. Knight, J. W. Johnson, Geo. Travis, D. M. Troop, H. D. Clarke, Geo. W. Anderson, Joseph</p>
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The following is a tabular view of the Classes which have been organized and instructed during the Term:

Studies.	No. of Classes.	No. of Students.
Penmanship,	3,	68.
Rhetorical Reading, &c.,	3,	84.
English Grammar,	3,	73.
Arithmetic,	3,	97.
Book-Keeping,	1,	34.
Algebra,	3,	18.
Geometry,	1,	7.
Mensuration, &c.,	1,	23.
Land Surveying, &c.,	1,	10.
Trigonometrical Analysis,	1,	32.
Natural Philosophy,	1,	12.
Astronomy,	1,	8.
Rhetoric,	1,	3.
Logic,	1,	2.
French,	3,	39.
Latin,	5,	34.
Greek,	1,	7.
Vocal Music,	2,	30.
Composition and Declamation,	5,	

RESOLUTIONS OF THE NOVA SCOTIA EAST DISTRICT.

Yarmouth, June 8th, 1851.

Official documents exhibiting a view of the financial, educational, and religious condition of the Wesleyan Academy, Mount Allison, for the past year, were received from the Rev. Principal of the Institution, by the Chairman of the District, during its Session, and laid before the brethren, by whom the several Reports were listened to with a more than usual degree of satisfaction. Contemplating the animating tokens of advancing prosperity with which God, in his providence and grace, continues to favour this Literary Establishment, it was unanimously Resolved—

I. That the highly satisfactory and gratifying statements embodied in the Reports just read, as illustrative of the financial position, the literary efficiency, and the salutary moral and religious influence of the Wesleyan Academy, afford the brethren unmingled satisfaction; more especially do they receive with sentiments of devout gratitude to Almighty God, the cheering intelligence that the full attendance of Students during the year, has afforded unmistakable evidence of growing public confidence in the ability, and fidelity, with which the Institution is conducted; and the still more welcome tidings that the hearts of many of the Students have been opened to receive "the Word of Life."

II. That we consider the erection of the building for a Female Seminary, to be placed under the same Educational direction, as a particularly auspicious event; and regard, with gratitude and admiration, the munificence of those friends who have facilitated the accomplishment of an object so desirable and important; and they look forward with hope and confidence to the future history of this department of the united Institution; being fully persuaded, that as the need of such an Establishment for imparting to females a superior training, in the popular and ornamental branches of education, has been much felt by respectable parents very generally throughout this and the sister Provinces, so they will extensively avail themselves of the advantages which, we doubt not, the Female Branch of the Sackville Academy will present.