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The Mount Allison

ACADEMIC GAZETTE

No. X.

SACKVILLE, N. B., DECEMBER, 1861.

THE
MOUNT ALLISON WESLEYAN ACADEMY,
SACKVILLE, N. B.

ACADEMIC YEAR BEGINNING JULY 25TH, 1861.

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" J. L. SPONAGLE.
" A. M. DesBRISAY.
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CATALOGUE OF STUDENTS,

For the year, A. D., 1861.

TOTAL NUMBER 200.

NAMES.	RESIDENCES.	NAMES.	RESIDENCES.
Adams, William A.	Carlton.	Easterbrooks, Wm. A.	Sackville.
Adams, Thomas H.	"	Easterbrooks, Charles	"
Allen, George H.	Wallace, N. S.	Easterbrooks, John G.	"
Allen, John	Kennetcook, N. S.	Easterbrooks, Blair	"
Allen, Joshua	Gape Tormentine.	Easterbrooks, Russell	"
Allison, Frank	Sackville.	Elderkin, Edward B.	Amherst, N. S.
Allison, J. Frederick	"	Evans, James E.	Westbrook.
Allison, Howard A.	"	Fawcett, Henry R.	Sackville.
Allison, James Walter	"	Fellows, George L.	Bridgetown, N. S.
Anderson, Ansley	Colt's Island.	Flint, Thomas B.	Yarmouth, N. S.
Angwin, Joseph G.	Horton, N. S.	Forl, George	Sackville.
Annett, Wesley	Keswick Ridge.	Forl, Alexander	"
Archibald, Charles	Sydney, C. B.	Forl, Thomas	"
Archibald, William	Truro, N. S.	Foster, Wm. F.	Nictaux, N. S.
Archibald, Henry	St. John's, N. F.	Foster, Andrew M.	Port Medway, N. S.
Aver, Nehemiah	Sackville.	Fraser, Alfred	New Glasgow, N. S.
Bain, Robert	Chatham.	Fulton, Jotham Mc.	Wallace, N. S.
Baker, Edgar C.	Point Pleasant.	Guetz, Leonard	Musquadoit, N. S.
Baker, George F.	Point Pleasant.	Gallagher, William C.	Sackville.
Barnes, Payson	Sackville.	Gallagher, Aubrey	"
Barnes, T. Chalmers	"	Garby, George	Portland.
Barnhill, George E.	Point Pleasant.	Garhner, Charles M.	Yarmouth, N. S.
Beals, Albert	Wilms, N. S.	Gayton, Albert	Sackville.
Behtry, Edward	Parrsboro', N. S.	Gray, Albion	"
Bell, Adam C.	New Glasgow, N. S.	Gray, Andrew	Elgin.
Bell, Thomas A.	Sackville.	Hallett, George I.	Nashbrook.
Bishop, Humphrey	Horton, N. S.	Hanington, Edw. A. W.	Shediac.
Black, Edward C.	Sackville.	Harris, James W.	Horton, N. S.
Black, Clem nt	Amherst, N. S.	Harris, J. Stanley	Portland.
Black, Joseph H.	Sackville.	Harper, Cyrus	Sackville.
Black, Wm. A.	Windsor, N. S.	Heartz, William H.	Charlottetown, P. E. I.
Borden, Charles E.	Cornwallis, N. S.	Hicks, William	Sackville.
Botsford, S. Milledge	Westbrook.	Higgs, Gilbert	Bermuda, W. I.
Bowes, Alonzo	Sackville.	Hodgson, Thaddeus	River Philip, N. S.
Bowser, Robert	"	Holsted, John H.	Moncton.
Bowser, William G.	"	Howie, Isaac	Sydney, C. B.
Brown, William R.	Bermuda, W. I.	Jost, Richard R.	Moncton.
Brown, William	Richibucto.	Killam, John H.	Yarmouth, N. S.
Buckley, George E.	Barrington, N. S.	Killam, Samuel	"
Bull, Augustus B.	Woodstock.	King, Frederick A.	St. John.
Burns, William H.	River John, N. S.	King, Benjamin D.	Parrsboro', N. S.
*Campbell, J. Borden	Lundonerry, N. S.	Kitchen, William S.	River John, N. S.
Cardy, James F.	Amherst, N. S.	Legg, Charles	Cornwallis, N. S.
Carman, Le Baron B.	Woodstock.	Lewis, Johnston	Halfway River, N. S.
Chesley Samuel A.	Digby, N. S.	Lindsay, Robert J.	Wakpichit.
Clayton, Sylvanus	Nashbrook.	McKenzie, George	River John, N. S.
Cole, Michael	Sackville.	McKiel, Charles E.	Greenwich.
Colter, Charles A.	Keswick Ridge.	McLaughlin, George E.	St. John.
Colter, Newton	Keswick.	McLaughlin, Fredk. M.	"
CConnell, John	Woodstock.	McLeod, Robert T.	Newark, N. J.
Cougler, Archibald D.	Sussex.	McMonagle, William	Sussex.
Cove, John W.	River Philip, N. S.	McLellan, Marcus	Sackville.
Cowperthwaite, Humphrey P.	Woodstock.	Maccoy, Wm. F.	Wallace, N. S.
Cripps, Charles L. R.	Eel River.	Matthewson, William	Montreal, C. E.
Crocker, George T.	Chatham Head.	Melick, Henry A.	St. John.
Crocker, David R.	"	Mellish, John T.	Poential, P. E. I.
Curry, Nicholas	Newport, N. S.	Milner, William C.	Sackville.
Day, George F.	Carlton.	Moffatt, Wm. E.	Amherst, N. S.
Dickson, Charles W.	Albion Mines, N. S.	Morton, Roland A. D.	Guylsboro', N. S.
Dickson, George A.	"	Morton, David H.	"
Dienststadt, Thomas J.	Shelburne, N. S.	Mosher, John A.	Newport, N. S.
Dixon, Charles	Sackville.	Neville, Edmund H.	Little Forks, N. S.
Dixon Arthur	"	Oulton, Alfred E.	Westmoreland.
Dixon, Edgar	"	Outerbridge, Robert M.	Bermuda, W. I.
Dixon, C. Thomas	"	Oxley, Clarence F.	Wallace, N. S.
Dockrell, Charles W.	St. John.	Palmer, Phillip	Sackville.
Dodd, Murray	Sydney, C. B.	Palmer, Hanford	"
Dodd, Marcus	"	Palmer, Hiram W.	Dorchester.
*Dodsworth, Marnaduke	Little Forks, N. S.	Palmer, Marcus B.	"
Dorothe., John	Sackville.	Partridge, Joseph	Albion Mines, N. S.
Dutcher, Charles W. T.	Woodstock.	Patterson, Samuel	Puyavash, N. S.

NAMES.		RESIDENCES.	NAMES.		RESIDENCES.
Patterson, Robert	.....	Sackville.	Stockton, Douglas A.	.....	Portland.
Parker, Major M.	.....	Granville, N. S.	Stockton, Alfred A.	.....	Hawthack.
Percival, William W.	.....	Charlottetown, P. E. I.	Stockton, Charles A.	.....	Henwick.
Perkin, Wm.	.....	"	Strong, John B.	.....	Beloepe, P. E. I.
Peters, Henry W.	.....	Richibucto.	Swayne, Edward C.	.....	Sackville.
Pickles, John	.....	Point De Bute.	Taylor, Augustus	.....	St. John.
Pickles, James	.....	"	Teakles, Halliburton	.....	Sussex Postage.
Pickles, Frederick	.....	"	Thompson, Michael W.	.....	St. John.
Pineo, Alexander S.	.....	Piquash, N. S.	Thompson, George F.	.....	"
Pritchard, Gilbert T. R.	.....	St. John.	Thompson, Joseph W.	.....	Sackville.
Pritchard, Joseph	.....	"	Tingley, Belford A.	.....	"
Rathbun, Hugh B.	.....	Halifax, N. S.	Tingley, Elisha L.	.....	"
Robinson, Albert C.	.....	Moncton.	Toddings, Seward	.....	Bermuda, W. I.
Seaman, Gilbert	.....	River Albert, N. S.	Trenholm, Thomas A.	.....	Sackville.
Seaman, Arthur	.....	Minville, N. S.	Trieman, Charles D.	.....	Point De Bute.
Seaman, Frederick	.....	"	Trieman, Charles	.....	Sackville.
Seaman, Amos	.....	"	Valdez, Joseph	.....	Harima, W. I.
Siggins, Isaac	.....	Bermuda, W. I.	Valdez, John	.....	"
Slackford, Elias	.....	Charlottetown, P. E. I.	Weddall, John J.	.....	Sheffield.
Sitoun, William H.	.....	Mill Stream.	Weldon, Frederick A.	.....	Dorchester.
Smith, Charles	.....	Truro, N. S.	Weldon, Christopher J.	.....	Kouchibouguac
Smith, Bliss B.	.....	Shediac.	Wells, George H.	.....	Dartford.
Sprague, Howard	.....	Beloepe, P. E. I.	Wigmore, Wm.	.....	Sackville.
Sprague, Julia D.	.....	"	Wilson, Charles	.....	"
Sprague, Richard W.	.....	"	Winters, George F.	.....	St. John.
Spear, Joseph	.....	Sussex.	Wood, Josiah	.....	Sackville.
Stackhouse, Charles E.	.....	Carlton.	Wood, Charles H.	.....	"
Stackhouse, Robert T.	.....	"	Woodli, William	.....	Shelburne, N. S.
Stevens, Charles F.	.....	Chatham.	Woodworth, Richard W.	.....	Corunville, N. S.

GENERAL CIRCULAR.

THIS Institution has been opened and in successful operation nearly nineteen 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 improvement 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, at a very moderate expense.

EXPENSES.

For Board, Washing, Fuel, Lights, &c., and Tuition, in the Primary Department—for Academic year (42 weeks,) N. B. Currency,.....	\$110.00
Or, for each Term, (14 weeks,).....	36.67
Per week, for a period less than a Term,.....	3.00
For Tuition and Incidentals to Day Scholars—per Term,.....	5.34
Or, for the Year,.....	16.00

A small additional charge is made for Tuition in each Branch of study in the higher Departments.

A small sum also is charged each Term, for *Library and Lecture fees*, and also for *general incidentals*.

The amount of the ordinary expenses must be paid in advance—at the beginning of each Term.

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

Each pupil shall 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.

All who desire 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.

CALENDAR FOR THE YEAR, A. D., 1862.

FIRST TERM, (14 weeks,) beginning Thursday,	6th February.
SECOND " " " "	24th July.
THIRD " " " "	30th October.

VACATIONS.

Ten weeks preceding the last Thursday in July.

EXAMINATIONS.

Commencing on the last Monday morning of each Term.

ANNIVERSARY EXERCISES.

On the last day of the Academic Year.

The Mount Allison ACADEMIC GAZETTE.

SACKVILLE, N. B., DECEMBER, 1861.

We have much satisfaction in sending forth this number of the Academic Gazette, with its statement of facts, to show to the numerous friends of the Institution, that it yet continues greatly to prosper.

The Catalogue of Students for the year now closing presents an array of *two hundred* names—a number considerably larger than that of either of the previous eighteen years. This may well be regarded as occasion of pleasing surprise and grateful encouragement, especially when the extraordinary business depression which has prevailed throughout the Provinces is taken into consideration. Of these, 119 were in attendance in the Term which ended in February; 122 in that which ended in May; 111 in that which began in July, and 120 in that which began in October. About three fourths of the number have been resident students, and one fourth day pupils.

The regular Board of Instruction has been strengthened by the addition to it of the Rev. S. Humphrey, A. B., as "Teacher of Latin, &c.," for the current Academic Year.

Professor S. O. Spencer, who has taken charge of the Department of Vocal and Instrumental Music, came very highly recommended, and he has already here proved himself to be, in all respects, admirably qualified for the position he occupies.

During the past autumn a Building, 60 x 36 feet, 20 feet posts, was erected and fitted up as a Gymnasium. It affords conveniences and inducements to the Students, to take the bodily exercise which is indispensably necessary for the preservation of health.

COLLEGIATE ORGANIZATION.

Although not yet allowed to speak of this as a thing accomplished in connection with our Institution, we can report such progress in the work of preparation as gives promise of its accomplishment at a definite and, happily, not now distant time. Those upon whom devolves the responsibility of supervising and directing the enterprise educational at Mount Allison have been led, since our last issue, to take such action relative to the subject as seems to determine the time when the regular course of systematic Collegiate education is to be inaugurated here;—that *it is not to be delayed beyond the commencement of the ensuing Academic Year.*

Whether the "Mount Allison Wesleyan College" will enter upon its existence as a separate, independent Institution, undertaking to confer upon those of its students who may complete its prescribed curriculum of study the usual literary honors and degrees; or as a member of a family of affiliated Colleges holding a common relation to a properly constituted Provincial University yet to be created, is a question which will be settled by the New Brunswick Legislature this winter.

At the 1st Annual Meeting of the Board of Trustees of the Academy, after due deliberation, a resolution was unanimously adopted declaring that "*in the opinion of the Board the establishment of a proper University Board—to be separate and independent of all teaching institutions, and to be the sole source of University Honors and Degrees in the Province, would prove of essential advantage to the cause of liberal education,*" and furthermore, "*requesting the Wesleyan Methodist Conference of Eastern British America,*" which was then about to meet in the city of St. John, "*to take the subject into consideration, and to appoint a suitable Committee to bring the matter under the notice of the Government and Legislature so as to secure, if possible, the object contemplated.*"

The Conference accordingly gave the subject the consideration which its high importance, in their estimation, demanded; and after a long, exhaustive, and masterly discussion, recorded its convictions and defined its policy in the following resolutions—which are to be found in its printed Minutes under the question—"What are the resolutions of the Conference respecting Collegiate Education?"

ANSWER.

"1. That in the opinion of this Conference the arrangements for the organization and systematic instruction of the regular classes for a full course of Collegiate study, in our Institution at Sackville, should be completed at the earliest practicable period.

"2. That this Conference, fully concurring in the opinion that the establishment of a proper Provincial University, distinct from all teaching institutions, to be the sole source of university honors and degrees, upon the plan, essentially, of the London University in England, and the Queen's University in Ireland, would be of great and permanent advantage to the cause of liberal education, gladly complies with the request of the Board of Trustees of the Mount Allison Wesleyan Academy, and appoints the Rev. the President of the Conference, and the Rev. the Secretary of the same, with the Superintendent of the Fredericton Circuit, to act with the Executive Committee of the Academy, as a joint Committee, to bring the matter under the notice and consideration of the Government and Legislature of the Province of New Brunswick, in such a way as shall seem best calculated to secure the establishment of such an institution.

"3. That the Conference is convinced that, in the event of a failure in the efforts to secure the establishment of such an institution as is contemplated in the second resolution, it will be then expedient to fall back upon the Act of the Legislature which authorizes the organization of a College proper at Mount Allison, upon certain conditions, which, it is believed, can be fulfilled without involving the necessity of any general appeal throughout the Circuits for additional funds."

It appears from these resolutions that the Conference considers two modes of Collegiate action to be possible, and that either mode, wrought out in good faith, would satisfactorily supply its literary necessities. One method would be to seek affiliation with a justly constituted New Brunswick University, formed somewhat after the model of the London University, and the Queen's University, Ireland—a non-teaching body, invested with University powers, presiding over all the Collegiate Educational efforts of the Province, prescribing the *curricula* of

affiliated Colleges, determining the relative and absolute proficiency of the under-graduates, and solely exercising within the Province the right to confer degrees. The other method would be for the Institution at Sackville to assume all the powers and privileges of a complete Collegiate organization under its own legislative charter, and as, in either case, it would do all its own work, so in this instance it would confer literary honors upon its own deserving students. The Conference, with a liberal and enlightened patriotism, greatly redounding to its credit, acknowledges, with the Board of Trustees of the Academy, its preference for the former mode, if the Government and Legislature of New Brunswick, responding favorably to its reasonable and patriotic suggestions shall render that mode practicable.

Thrice happy will it be for the educational future of New Brunswick if her statesmen shall be found prepared for the adoption of a system as comprehensive and just in its provisions, as in its public benefits it will prove great, lasting and manifold.

Only to reflect, as it seems to us, is to be convinced of the wisdom, propriety, and superior public advantage of the plan proposed.

The formation of a general Provincial University, standing in the same strictly impartial relation to all the Institutions of learning in the Province which may be doing full collegiate work, would furnish the elements of a satisfactory solution of the much disputed problem long discussed between the advocates of a Christian Collegiate Education carried out under the watch-care of Christian Churches, and the champions of a Secular Collegiate Education wholly under State control,—for under this system of general comprehension under one central supervising body, both denominational and non-denominational Colleges, alike honorably treated by the State, would find free scope for as healthful a development of their power for good as their respective natures would permit to them.

It is also manifest that this plan of general federation under a common University head, would, for various reasons, enlist in behalf of Collegiate Education the largest possible portion of the population of the Province. Various great religious interests would bring to the support of the Higher Education the fervor of a religious enthusiasm, never awakened by the frigid solicitations of the mere State. Important centres of population would be induced to erect and sustain respectable Colleges in their midst, which would create a local demand for advanced education not otherwise at all likely to be elicited. On this plan, therefore, beyond that of any other devisable, there would be secured to our common country the largest number of its most promising youth as candidates for thorough Collegiate training, the largest exercise of private munificence in support of Collegiate Education, and the largest staff of educated men to conduct its educational enterprises. Who can sufficiently estimate the value of such advantages as these?

Apart from these considerations altogether, the adoption of the plan proposed would, by the stimulating influence of a generous competition between the various affiliated Colleges, exert

a marvellously beneficial effect upon the whole progress of Col- legiate Education. The different Colleges would be full of life and vigor, and eager in the race of literary and scientific improvement. Moreover, in attempting to describe the superior advantages connected with the just working of the proposed University scheme, this fact also must be considered,—that the literary degrees and honors conferred by such a University would be esteemed much more highly than those conferred by a solitary College upon its own Students.

Finally on this topic, we may add that a comprehensive, well harmonized plan like the one suggested above, would meet the necessities of the country in this respect for all time—the future as well as the present,—its elasticity would enable it to adapt itself to a country having millions of a population or only thou-

sands—to one having scores of Colleges, or only two or three. The plan seems to us such an admirable one,—so beautiful in its simplicity,—so comprehensive,—so far-reaching in its power of adaptation to meet the wishes of all who can be interested in the subject; and at the same time so entirely free from any one feature which can be reasonably regarded as objectionable by any party in the Province, that we are confident it only needs to be carefully examined and candidly considered to secure for it the hearty approval of all.

Moreover, we can think of no serious obstacle now existing to prevent, or even to render at all difficult, its immediate adoption. As it is proposed, it neither meddles with the vexed question upon what principle state aid may be best given to promote higher education in the country,—leaving the Government and Legislature entirely free to adopt whatever policy in respect to this may seem most expedient, from time to time; nor yet does it touch the real or imagined vested rights or endowments of any existing Institution. It will only be necessary to withdraw from the State-created College at Fredericton its recently conferred and anomalous title of “University of New Brunswick,” and allow it to assume its more becoming former title of King’s College, or to take any other *præ-nomen* which may be preferred; and to require it and the Institution at Sackville to hold their right of conferring Degrees in abeyance.

As true patriots, earnestly desiring the welfare of our native Province, we do ardently hope that our public men may, amidst the many subjects which are urgently demanding their attention in these stirring times in the world’s history, be induced to give to the proposal the attention it deserves.

It should be distinctly understood that the friends of the Mount Allison Institution are influenced in their efforts to secure a rightly constituted University in New Brunswick by no selfish or sinister views whatever. They wish to obtain for themselves no special favor, they seek for their Institution no right or privilege which shall not be equally open to all their fellow countrymen. In this great and good work of education they have no interest as a Church separate from the well-being of the country. They have been induced by solemn convictions of duty to project an extension of their educational enterprise in connection with their existing Institution. *They intend that*

the work of regular systematic Collegiate education shall be formally undertaken at Sackville, and that it shall be well done; and their efforts to secure the establishment of a proper University to test that work by a common standard is an unambiguous indication of their good faith in declaring such to be their purpose, and also of their consciousness of ability to fulfil their purpose. This a discerning public will not be slow to perceive. If, therefore, unfortunately as we think for the cause of liberal education in the Province in all time to come, the suggestion should fail of commanding the attention which is claimed for it, and the Government and the Legislature do not provide by legal enactment for the establishment of a proper independent University, such as will be asked for by the Conference through its Committee, and the "Mount Allison Wesleyan College" finds it necessary, as in that case it will, to use the power with which by law it is invested, to grant Degrees and give Diplomas from time to time to those of its Students who may be by it deemed worthy, such Degrees and Diplomas will be found quite as valuable as those which may emanate from any other solitary Provincial College.

In conclusion of this article, which is longer than we intended, we take the opportunity to declare that we have an abiding assurance that the wise and gracious Providence, which has so wonderfully guided our educational enterprise hitherto here, will, if we obediently undertake the work now clearly assigned to us, still conduct us onward in the pathway of success.

[During the last winter an admirably written series of Editorials upon Collegiate Education appeared in the "Provincial Wesleyan." We wish we had room for the whole series. The article below contains the two closing numbers of the series. For it we would earnestly bespeak a careful perusal.—ED.]

(From the Provincial Wesleyan.)

COLLEGIATE EDUCATION.

To thoughtful and intelligent Methodists throughout the Lower Provinces.
FELLOW COUNTRYMEN:

It necessarily follows from our argument in our last article that it is not safe for the Church to hand over Collegiate Education to the entire control of the State, and it is not wise for the State to usurp that control—there is for both a better way. To concentrate upon one great, costly, extravagant Institution all the patronage of the State, is to create, so far as it lies with the State, an odious monopoly, inaccessible to the healthful and stimulating influences of a free and honorable competition, which is productive of such beneficial and splendid results in every other human pursuit. It ought to be the policy of the State to encourage to the utmost the spontaneous outflow of private benevolence on behalf of the Higher Education. If the principle of assessment be good for the School, much more is it good for the College, at least to the extent that those bodies, whether denominational or non-denominational, that desire Collegiate Education, should evince their patriotism and their love of learning by liberally contributing towards the founding and maintaining of Institutions adapted to fulfil their wishes. Let the State determine what sum it can yearly afford to give for the promotion of Collegiate Education, and then let it apportion that sum among Institutions, most of which, perhaps, in any given case, may have been founded by private or denominational benevolence, and which can prove their ability to do the work required. If Theological Institutes be distinct from such Collegiate Institutions, or wholly maintained by the Denominations for whose benefit they exist, the State is relieved from all responsibility regarding the maintenance or teaching of

various and opposing Theological dogmas; and confines its efforts within its legitimate sphere,—aiding Colleges in doing work for the State by imparting literary and scientific culture. This aid should be furnished by some just principle, perhaps in reference to the amount invested in Collegiate Institutions by their friends, or in reference to the quantity and quality of the work done—or with an eye to both considerations. On this principle the largest number of Students possible to be obtained would be procured; and the largest number of Professors would be engaged to teach; and a system of general comprehension under one degree-conferring, study-prescribing, and student-examining body could be devised, affording through the influence of a rigorous competition the highest guarantee for sound scholarship. A Denomination may, if it think proper, forego its claim upon State aid although doing most efficient work for the State; but it possesses a most righteous claim upon the State, which, if presented, can be refused only by an act of tyranny and injustice.

Of this general comprehension of many Institutions under one degree-conferring body the London University is a striking example. The London University is not a teaching body—it is simply a number of gentlemen incorporated by law, and authorized to confer degrees in arts, we believe, also, in medicine. This power involves the right of prescribing the course of study needful to be traversed for the acquirement of a degree, and, of course, the right and duty of examination to test efficiency. To this body, called the London University, nearly forty Colleges, located in various parts of England, are affiliated, sending up their Students for examinations and degrees. These forty Colleges are partly Denominational Institutions, belonging to all the principal forms of Christianity in England—two of them are Wesleyan Colleges. In the "Queen's University of Ireland" we have another example of the same kind in principle. "The Queen's University" was founded by Royal Charter 16th August, 1850, having its seat and holding its meetings in the Castle of Dublin. Connected with this body are the Queen's Colleges of Cork, Galway, and Belfast. These Colleges do not confer degrees—the University does that, having previously prescribed the curriculum and appointed examiners. In the University of Toronto a third instance is found of a corporate degree-conferring body—a non-teaching body intended to embrace under its general supervision all the Higher Education of Western Canada. As yet, however, owing principally to the grasping, extravagant disposition manifested by certain parties, and to the utter absence of all sufficient guarantees for honest, honorable competition before the University Senate, no College has been found willing to hold its own Charter powers in abeyance in favor of University degrees. This difficulty, it is hoped, wise and just legislation will soon remove.

Fellow Countrymen, the time has arrived when for love of your country, your children, and your Church, you ought to take your full share in the noble work of widely diffusing Collegiate Education. The time has come when by every noble motive that can animate Christian men you are called upon to provide for the youth of your communion the best Christian Collegiate Education possible to be obtained by any means within your reach. We entertain not the shadow of a doubt that you can best secure this by fully, energetically, and with all your influence, sustaining and multiplying the educational facilities of your own Institution at Sackville. This is not an opinion peculiar to us. The Wesleyans of England, besides expending large sums of money in obtaining most efficient Common Schools and one of the very best Training Colleges in Britain, together with two Theological Institutions for the education of their ministers, possess also two Colleges which are affiliated to the London University. The Irish Methodists late, alas, too late, impelled by stringent necessity are founding an Institution for Higher Education. The Methodists of Australia have their College. The Wesleyans of Canada possess the Victoria College, which has conferred immense benefit upon the country at large, and has won for itself the eternal gratitude of Canadian Methodism. Our fellow religionists in Canada are now manfully contending in behalf of the just rights of Denominational Colleges against an arrogant, all-grasping, overweening educational oligarchy that claims a monopoly of all State aid, while performing the merest fraction of the Collegiate work, and even that not done in a very masterly manner; wasting upon palatial build-

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 throughout 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 manfully 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, Parsons 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

Institution could speedily assume high rank as a Colonial College. Fifty thousand dollars, in addition to what we have already invested at Sackville, would be amply sufficient to provide an additional Hall, a library, apparatus, and the partial endowment of three professorships.—With such aid we could manfully confront all our difficulties. Can it be that in all Eastern British America no twenty men can be found in our Israel to do what one Charles Allison did? He gave us forty thousand dollars. Is there no benovolent, large-hearted, patriotic Elisha among us who hath caught the mantle of our ascended Elijah? Is there no Methodist gentleman among our thousands, desirous of linking his name forever with that of C. F. Allison in this most noble and necessary work, by founding in our Institution a professorship which shall preserve his memory alive among men to the latest generation? Dear to the Wesleyan heart that man shall be, anywhere he can be found. Fragrant blessings from prayerful lips shall encircle him. Grateful tears shall bedew his grave long years after he shall have laid himself down in the dust to sleep. But a few months since, a medical gentleman of Quebec ed about fifty thousand dollars to found a College. A gentleman of the State of New York is even now founding a Female College at an expense of four hundred thousand dollars. If Charles Allison were with us still, firm is our conviction that, if need be, he would make sacrifices to enable us to carry on the work so worthily begun. His heart was in this matter. He fully approved the object we advocate. He was earnestly desirous of its accomplishment. Though his last illness was rapid and most painful, and seemed taken from us all too soon, yet he left us his dying charge to complete our educational task in preparing for full Collegiate work by bequeathing to us, towards its accomplishment, one thousand dollars, the legacy to be available whenever the Collegiate organization is effected. Shall we refuse that sacred death-bed gift? It is our profound conviction that if our duty in this matter be neglected, or, for any considerable portion of time, postponed, the loss to our Church in these Colonies will be very great. Had we early taken our proper Collegiate place we should now occupy a high position. Every year we lose will add to our disadvantage and multiply our difficulties.

But if the sum suggested be not immediately forthcoming, we are still able at once to take hopeful action on this question. Let a line of demarcation be clearly drawn between the proper Collegiate work done in the Academy, and the preparatory or grammar school work. Let the present faculty be separated into two classes according to the character of the tuition imparted. Such a division would perhaps award three teachers to the preparatory department, and two professors to the Collegiate organization. To these two professors another might be added, the maintenance of whom could be provided for from regular sources of revenue, if the patronage were extended to both Academy and College, which our friends are bound to afford, and doubtless would extend. These, with the Theological professor, would make up a staff of four College professors, besides leaving three effective teachers for the Academy proper. On reference to King's College, Windsor, an institution that has produced some men of ripe scholarship, we perceive there are, including the Theological professor, five professors in the College faculty. In the Collegiate School there are three teachers; but then the teacher of Modern Languages in the School is also professor of Modern Languages in the College—a similar arrangement might be made at Sackville. Thus at Windsor, in the College and School together, there are seven gentlemen engaged in the work of tuition, exclusive of a Drill Master, whose sphere of duty, we suppose, lies wholly in the muscular department. When all the Chairs at Acadia are filled, the staff, we learn, equals in the number of its professors, that of King's at Windsor. Thus it is self-evident that immediate action upon our part is practicable. It will not be at all difficult to place ourselves respectably by the side of King's and Acadia Colleges.

We are incomparably better fitted to assume full Collegiate functions now than we were in 1813 to commence Academic operations. If we proceed now as we proceeded then, with the Divine blessing, when the College shall be as old as the Academy now is, the former shall be as great a success as the latter. Let us commence during the ensuing summer, with one heart and one mind, to do what is practicable: and by united, persevering action

we shall reach results, creditable to our denomination, and beneficial to our youths in the highest degree.

But we may be plausibly told that the time has not yet come to extend our educational operations in the manner proposed. We shall ask our sincere, but timid friends, when that time ever was, in the history of any noble enterprise, that prevented no difficulties to be overcome by patient endurance, by heroic daring, and by personal sacrifices? And if we postpone this work for ten or twenty years longer will our friends guarantee us exemption from unhappiness and opposition then? Should we be induced to place ourselves at further disadvantage in the future, and the time will come when the Church, at last awakening from its slumbers to the overpowering importance of this great question, will sorrowfully, if not indignantly, demand to know by what influences, by what fatal infatuation she had been blinded to her best interests, and lulled to ignoble rest at her post of duty?

When we shall have determined to provide all needful facilities for performing full Collegiate work, another question will come up for solution, what Collegiate form shall we take? If we fully train our own youth, they will naturally desire to obtain the testimonial to that effect implied in receiving the usual Collegiate Diploma. How shall that desire be met? We can meet it promptly and honourably. We already possess a legal College Charter. We can assume all the powers conferred thereby, whenever we comply with its provisions. This can easily be done. Then under our own Collegiate Charter we can perform all Collegiate functions.

A second course is open to us, provided our just and lawful wishes be honourably met. We can hold our charter powers in abeyance, though doing full and thorough Collegiate work, and seek legal connection with a properly constituted New Brunswick University. We must ask, in this case, that the University body be constructed as is the London University, and the Queen's University of Ireland—that is, that it be a non-teaching body, separated from all particular Colleges, presiding over all the Higher Education in New Brunswick, prescribing the course of Collegiate study, providing for the faithful and impartial examination of undergraduates wherever within the Province being educated, and conferring degrees upon those found worthy to receive them.

This plan, if honorably and justly carried out in good faith, we perhaps would prefer. It would centralize the supervision of Collegiate education in the Province in which the Sackville institution happens to be situated. It would give convincing proof that we intended to do our work scholarly. It would forever relieve us from the malicious imputation of attempting to palm off an inferior Collegiate education upon our Church and country. It would bring us under the influence of a most healthful stimulus, by subjecting us to a generous competition with other educating bodies. It would give us and the people of New Brunswick a higher range of scholarship than otherwise is attainable. It would impart high value to the degrees awarded. Such a Collegiate system would place New Brunswick in an enviable position beyond that of any other North American Colony. It would answer for all coming time. If our advances respecting this matter which are not met in a proper way by the Legislature of New Brunswick, then we must proceed courageously under our own Charter, relying upon the justice of our cause, the help of good men, and the blessing of heaven.

Fellow countrymen, our task is accomplished. Long months this subject has been uppermost in our thoughts. Long weeks it has been out of our mind neither by day nor by night. We have spoken to you out of the fullness of a heart tremblingly alive to the vital interests of the Church dear to us all. Knowingly we have stated no doubtful fact—used no fallacious argument. Would we had rendered to the subject the justice, the service, its importance demands. We have allowed no third consideration to weigh upon us or guide our pen. We have addressed you simply and entirely on behalf of our Church and country—their interests are identical.

Venerable servants of God, who, fast ripening for heaven, yet tarry to bless us with your counsel, crown your life of honourable toil by aiding us in this last great work! Ye young men that are strong, who minister at our altars, your prayers, your advocacy, your fullest support—all are entreated—all are invoked. We plead for your Alma Mater. We plead for your successors in the sacred office. We plead for all the precious interests entrusted to your care. We cannot surely plead in vain.