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ANNUAL  
REGISTER AND CIRCULAR  
OF THE  
BURLINGTON  
LADIES' ACADEMY,  
HAMILTON, C. W.,  
FOR THE YEAR ENDING JUNE 8,  
1849.

HAMILTON

PRINTED AT THE "PROVINCIALIST" OFFICE.

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EXAMINING COMMITTEE.

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MAY 5 1950

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## FACULTY.

REV. D. C. VANNORMAN, A. M., PRINCIPAL,  
*And Professor of Natural Science, Mental and  
Moral Philosophy, and Belles-Lettres.*

MRS. D. C. VANNORMAN, PRECEPTRESS,  
*And Teacher of Drawing, Painting, Perspective,  
and Vocal Music.*

WESLEY P. WRIGHT, A. B., *Professor of Mathematics,  
History, and Astronomy.*

MADemoiselle HENRIETTA C. ROTHPLETZ,  
*Teacher of French and German Languages.*

MISS OLIVE WHEELER, *Teacher of English Gram-  
mar, Physiology, &c.*

MISS LETITIA B. CREIGHTON, *Teacher of Arithme-  
tic, Botany, &c.*

MISS SARAH WICKSON, *Assistant Teacher of Draw-  
ing, Painting, &c.*

MISS HARRIET A. WALLIS, } *Teachers of Piano*  
MISS JANE M. WHITE, } *Forte.*

MISS JULIA A. CHILDS, *Assistant Teacher of Piano  
Forte.*

MISS NANCY T. VANNORMAN, *Teacher of Juvenile  
Department.*

JOHN W. HUNTER, Esq., M. D., *Lecturer on Physiology.*

MR. C. H. VANNORMAN, *Steward and Treasurer.*

## STUDENTS.

Names.	Residence.
Mary Adams, - - -	Acton.
Charlotte Adams, - - -	"
Esther Adams, - - -	"
Sarah Jane Anderson, - - -	London.
Christiana Bastedo, - - -	Hamilton.
Emily Baker, - - -	"
Mary Ann Baker, - - -	Brantford.
Marion Louisa Baker, - - -	St. Martins, L. C.
Eliza Matilda Beasley, - - -	Hamilton.
Sophia Beasley, - - -	"
Sarah Beach, - - -	"
Anne Benson, - - -	Kingston.
Adelia Jane Bens, - - -	Brantford.
Mary Eliza Bennett, - - -	Hamilton.
Mary Sophia Belton, - - -	"
Sarah Belton, - - -	"
Sarah Bigelow, - - -	Flamboro' East.
Mary Jane Black, - - -	Belleville.
Sarah Blackstone, - - -	Barton.
Elizabeth Blackley, - - -	Port Credit.
Sarah Ann Booker, - - -	Hamilton.
Mary Booker, - - -	"
Jemimah Booker, - - -	"
Hephzibah Booker, - - -	"
Mary Bogart, - - -	New Market.
Mary Ursula Bowlby, - - -	Waterford.
Mary Bradt, - - -	Bronte.
Elizabeth Brooks, - - -	Hamilton.
Lucy Jane Brooks, - - -	"
Joanna Brown, - - -	"
Jane Brown, - - -	Toronto.
Delia A. Buell, - - -	Brockville.
Medora Buell, - - -	"
Elvira Ann Bunker, - - -	Hamilton.
Elizabeth Campbell, - - -	Nelson.

Names.	Residence.
Anna Mary Campbell, - - -	Montreal.
Elizabeth Case, - - -	Hamilton.
Jemima Carpenter, - - -	Stoney Creek.
Helen Clarke, - - -	Hamilton.
Mary H. Clark, - - -	"
Mary Ann Clarke, - - -	Simcoe.
Cynthia Capron, - - -	Paris.
Margaret Ann Clement, - - -	Brantford.
Philinda Carroll, - - -	Beachville.
Catharine Cleal, - - -	Toronto.
Eliza Ann T. Coleman, - - -	Bowmanville.
Janette F. Cook, - - -	Barton.
Elizabeth D. Cook, - - -	"
Amanda Cory, - - -	Wellington.
Theresa C. Crouse, - - -	Simcoe.
Eliza Daily, - - -	Hamilton.
Mary Jane Daily, - - -	"
Mary Daniell, - - -	Cooksville.
Margaret Dancey, - - -	Aylmer.
Elizabeth Darling, - - -	Canboro'.
Mary Ann Depew, - - -	Hamilton.
Azubah Davis, - - -	"
Jane Matilda Deacon, - - -	Brighton.
Sarah Elvirah Dolbeer, - - -	Hamilton.
Evaline Dolbeer, - - -	"
Isabella Dolbeer, - - -	"
Calista Dresser, - - -	Vittoria.
Sophronia Dudley, - - -	Simcoe.
Mary Duff, - - -	Binbrook.
Elizabeth Eastwood, - - -	Don Mills.
Ellen Ecclestone, - - -	Hamilton.
Mary Ann Eddison, - - -	"
Amelia Elmslie, - - -	"
Margaret Elmslie, - - -	"
Sarah Eliza Emery, - - -	Trafalgar.
Jane Ferren, - - -	Oswego, N.Y.
Rossanna M. Field, - - -	Hamilton.
Julia D. Field, - - -	"
Susan Ferguson, - - -	"
Anna Fisher, - - -	Seneca.
Mary Ford, - - -	Sharon.

Names.	Residence.
Elizabeth Fowler,	Fingal.
Catharine Maria Gabel,	Ancaster.
Rachel Gage,	Glanford.
Martha Gage,	Hamilton.
Harriet Amelia Garvey,	Brockville.
Ellen Maria Gates,	Hamilton.
Jane Gibbins,	Nissouri.
Caroline Sarah Gardner,	Hamilton.
Charlotte I. Gardner,	"
Charlotte Ann Goodenough,	Buffalo, N. Y.
Caroline Huldah L. Green,	Hamilton.
Eliza W. Green,	London.
Eleanor R. Griffin,	Waterdown.
Sylvia Maria Haines,	Hamilton.
Catherine A. Hamilton,	"
Agnes H. Hamilton,	"
Elizabeth Hannon,	Barton.
Harriet Ann Heyland,	Brantford.
Margaret Ursula Heyland,	"
Charlotte Hills,	Hamilton.
Henrietta Hemphill,	Springfield.
Sarah Jane Hilton,	Hamilton.
Mary Hixson,	Bronti.
Mary Jacobs,	London.
Emeline Jackson,	Hamilton.
Elizabeth Johnson,	"
Anna Maria Ketcheson,	Belleville.
Mary Frances Kerr,	Hamilton.
Maria Kirkpatrick,	"
Sarah Ann Kirkendall,	"
Mary Lane,	Guelph.
Marion Laird,	Hamilton.
Elizabeth Lawson,	"
Louisa Leavitt,	Dundas.
Theresa Lee,	Hamilton.
Susannah Ledmon,	"
Rachel Catharine Lottridge,	Waterdown.
Martha Jones Lyon,	Belleville.
Henrietta R. C. McInnes,	Vittoria.
Margaret Jane McKay,	Hamilton.
Margaret McKenzie,	"

Names.	Residence.
Charity McIlroy, - - -	Hamilton.
Sarah McIlroy, - - -	"
Mary Ann McIlroy, - - -	"
Sophia E. McKenzie, - - -	Caledonia.
Sarah Ann McNab, - - -	Hamilton.
Margaret Miller, - - -	Hannahsville.
Mary Jane Miller, - - -	"
Margaret Jane Miller, - - -	Hamilton.
Elizabeth C. Miller, - - -	Picton.
Isabella H. Mills, - - -	Hamilton.
Anne Hamilton Mills, - - -	St. Catherines.
Charlotte Emily Morden, - - -	Belleville.
Mary Mulkins, - - -	Simcoe.
Eliza Murdock, - - -	Toronto.
Ann Eliza Montgomery, - - -	Hamilton.
Martha Lavilla Niles, - - -	London.
Barbara Ogilvie, - - -	Toronto.
Martha Petit, - - -	Stoney Creek.
Matilda Jane Phelan, - - -	Hamilton.
Harriet P. Phelps, - - -	St. Catharines.
Emeline A. Phelps, - - -	Mount Pleasant.
Louisa Adelia Piper, - - -	Toronto.
Martha Powell, - - -	Hamilton.
Sarah E. Priest, - - -	Bath.
Louisa Matilda Richey, - - -	Toronto.
Margaret Richmond, - - -	Hamilton.
Margaret S. Robb, - - -	"
Elizabeth Ruthven, - - -	"
Celina Caroline Ruthven, - - -	"
Agnes Scott, - - -	Dunville.
Harriet Smith Shaver, - - -	West Meath.
Harriet Shaver, - - -	Etobicoke.
Elizabeth Shaver, - - -	"
Isabella Shaver, - - -	"
Jane Ann Simpson, - - -	Hamilton.
Maria Simpson, - - -	"
Rhoda Jane Smoke, - - -	East Flamboro'.
Charlotte Emily Smoke, - - -	"
Hannah Maria Davis, - - -	Galt.
Elizabeth Maria Spence, - - -	Dundas.
Eliza E. Serviss, - - -	"



Names.	Residence.
Margaret Spencer, - - -	"
Hannah Springer, - - -	Hamilton.
Jane Ann Stinson, - - -	"
Cecilia Ann Stogdill, - - -	Lloydtown.
Maria Street, - - -	St. Catharines.
Mary Margaret Spohn, - - -	Ancaster.
Emeline S. Sharp, - - -	Brantford.
Margaret Sproat, - - -	Milton.
Leonora E. Singleton, - - -	Colborne.
Sarah Melissa Singleton, - - -	"
Mary Jane Snure, - - -	Churchville.
Caroline M. Stephens, - - -	Cobourg.
Janette F. Stewart, - - -	Hamilton.
Henrietta Taylor, - - -	"
Rhoda Jane Taylor, - - -	"
Ellen Taylor, - - -	Hawksbury.
Eliza Taylor, - - -	Cobourg.
Nancy Jane Tillson, - - -	Tillsonburgh.
Henrietta Jane Taylor, - - -	Toronto.
Laura L. VanNorman, - - -	London.
Mary C. VanNorman, - - -	Tillsonburgh.
Louisa L. VanNorman, - - -	Hamilton.
Felicia M. H. VanNorman, - - -	"
Roxelana M. VanNorman, - - -	Normandale.
Harriet A. VanNorman, - - -	Tillsonburgh.
Charlotte C. Weeks, - - -	Hamilton.
Eliza Ann Webb, - - -	Colborne.
Jane Webster, - - -	Hamilton.
Sarah White, - - -	Niag. Falls, N.Y.
Melvina M. Wilcox, - - -	Otterville.
Susan Wilkes, - - -	Brantford.
Lydia Ann Williams, - - -	Montinette.
Elizabeth Ann Webber, - - -	Hamilton.
Harriet Annie Wilkins, - - -	"
Jemima Emma Wilkins, - - -	"
Maria Williar s, - - -	"
Marriette Wright, - - -	"
Martha Wright, - - -	St. Catharines.
Mary Louisa Zwick, - - -	Hamilton.
<b>TOTAL,</b> - - -	<b>197</b>

## COURSE OF INSTRUCTION.

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THE system of Instruction is divided into two courses, denominated the Useful and Ornamental; which are carried on in a regular and continued system of Academic Studies, embracing all the Literary, Scientific, and Ornamental Branches adapted to young Ladies.

The First Course embraces Spelling, Reading, Writing, Geography, English Grammar, Arithmetic, Ancient and Modern History, beginning with the history of the Bible; Botany, Physiology, Natural Philosophy, Chemistry, Geology, Philosophy of Natural History, Astronomy, Rhetoric, select parts of the English Classics, Intellectual Philosophy, Moral Philosophy, and Paley's Evidences of Christianity, with exercises in Composition throughout the entire course.

The Second Course includes the following branches:—The French Language, Instrumental and Vocal Music, Perspective, Drawing and Painting, Wax Flowers, Embroidery, and the Principles of Etiquette and Female Manners. [The branches of the second course may be pursued in connection with those of the first.]

When a young lady shall have completed the first course of instruction, with credit to herself, she will receive a Diploma of the first degree, bearing the signatures of the Principal and Examining Committee, with the Seal of the Institution affixed. When, in addition to the first, a young lady shall have completed the second course, her Diploma will be of the first and second degree.

In addition to the branches pursued in the regular course, parents, desiring it, may have their daughters instructed in the Spanish, Italian, German, Greek, and Latin languages; also, in Book-Keeping and Mathematics.

### GOVERNMENT AND INCENTIVES TO STUDY.

THE Government of the School is parental, aiming to secure and promote the happiness and improvement of those committed to its watchcare, and to prepare them for the relations of social and domestic life.

It requires morality, a courteous and polite bearing towards all, propriety, regularity, neatness, promptness, industry, and economy.

Its claims are enforced by appeals to reason, filial gratitude and affection, self-respect, interest, and common sense. Punishments are never resorted to except in cases which have baffled all other means.

As a special incitement, the improvement of the pupils is noted at each recitation, of which a faithful record is kept, as also of their delinquencies, and general conduct, and forwarded regularly to their parents in quarterly reports.

The Institution is subject to regular and stated visitations of the Committee, and is open to the polite and liberal generally, who are invited to inspect its organization, government and exercises.

The Principal is determined that no possible expense shall be spared which may tend to increase the facilities and efficiency of the School—that every department shall be conducted by a competent Teacher—to secure which he will frequently visit the several classes, with a view to ascertain the proficiency of the individual pupils, and to observe the method pursued by the Teacher—in a word, that all his energies and those of his family shall be employed for the happiness and welfare of those committed to their care.

☞ *Special encouragement and special attention* are given to ladies desiring to prepare themselves for the important business of teaching.

### EXPENSES.

Common English, including Orthography, Reading, Writing,			
English Grammar, Arithmetic and Geography, $\frac{3}{4}$ term of			
eleven weeks, - - - - -	£	1	0 0
For all other branches included in the First Course, - - - - -		1	5 0
Drawing and Perspective, - - - - -		1	0 0
Landscape, Flower, and Miniature Painting, in Water Colors, - - - - -		1	0 0
Oil Painting, - - - - -		2	0 0

Ernette Painting, - - - - -	1 0 0
Piano Forte, - - - - -	2 0 0
Use of Instrument, - - - - -	0 10 0
Guitar, with use of Instrument. - - - - -	2 0 0
Seraphine, - - - - -	2 0 0
Vocal Music, with Piano Forte accompaniment, - - - - -	1 0 0
French, - - - - -	1 0 0
German, Spanish, and Italian,—each - - - - -	2 0 0
Sacred Vocal Music. - - - - -	0 7 6
Latin, Greek, and Mathematics—each - - - - -	1 0 0
Wax Flowers, - - - - -	2 0 0
German Raised Work, - - - - -	1 5 0
All other kinds of Ornamental Needlework, - - - - -	0 5 6
Use of Patterns and Frames, from 2s. 6d to - - - - -	0 7 6
Chemical and Philosophical Lectures, $\frac{1}{2}$ course, - - - - -	0 10 0
Board, including Room, Furniture, Fuel and Washing, 10s. $\frac{1}{2}$ week, or - - - - -	5 10 0

$\frac{1}{2}$  Five shillings  $\frac{1}{2}$  term will be charged during the winter, for the additional expense of preparing wood, &c.

From the foregoing estimate it will be seen that £6 10 0 per term of eleven weeks, or £26 per annum, will meet all the expenses of Board and Tuition in the common English branches, and that the highest charge for Board and Tuition in English studies cannot exceed £6 15s. per term, or £27 per annum.

It is expected that the board and tuition money for each term will be paid at its commencement; and in the event of such payment not being made, interest will be charged from the time bills become due.

Each young lady is requested to provide herself with one pair of sheets and pillow cases, one counterpane, and with towels. For the accommodation of the pupils, Books and Stationery are furnished in the Institution at the city booksellers' prices—for these payment is, of course, expected at the time of purchase.

#### TERMS AND VACATIONS.

THE Academic Year for 1849 & 50, will commence on Thursday, the 4th day of October, and close on the first Thursday of July. The exercises will be resumed after the Christmas Holydays—on the first Thursday in Jan'y.

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### ADMISSION.

STUDENTS will be received at any time, and assigned such studies as their advancement will justify, or their parents may desire, and will be charged only from the time of entry—it would be much to the student's advantage, however, to commence with the Year, or after the Christmas Holydays. No student will be received for less than a Term, (eleven weeks,) or for the remainder of the Term during which she enters. No deduction will be made from bills for absence during any part of the Term, except such absence be occasioned by personal illness.

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### ORNAMENTAL BRANCHES.

To the various kinds of Ornamental Needlework, Embroidery, Worsted, and other Fancy Work, one afternoon is devoted each week.

DRAWING & PAINTING.—These are in charge of the Preceptress, and are taught in a room specially fitted and well lighted. Three lessons per week, of two hours each, are given in Drawing and Painting in Water Colors; and two afternoons, each week, are devoted to pupils learning Oil Painting.

No expense, that would in any degree increase the facilities in this department, will be spared.

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### ANCIENT AND MODERN LANGUAGES.

DAILY lessons, of one hour each, are given by the Principal to pupils wishing to acquire a knowledge of the Ancient Classics. This study is recommended to those only who can commence at an early period of life, and who have a fair prospect of continuing several years at School. It is an important means of mental discipline; greatly facilitates the acquisition of French and other modern languages, and secures a more thorough knowledge of our own language than can be obtained by any other means.

The French and German languages are taught by Mademoiselle Henrietta C. Rothpletz, a highly accomplished lady, who has given satisfactory evidence of superior excellence as a teacher of French, in the facility already acquired by her pupils in writing and speaking this important language. Mademoiselle Rothpletz spends as much time with her pupils as circumstances will admit, requiring those who are sufficiently advanced to address her in French. It is intended that the pupils in French shall, as soon as they have obtained a sufficient knowledge, pursue as many of their studies as possible through this medium.

Ample facilities will be afforded to those pupils wishing to learn any of the other modern languages.

#### COMPOSITION WRITING.

SPECIAL attention is paid to this important exercise, to which every Saturday forenoon is devoted. It is commenced early and in the simplest form. Parker's Progressive Exercises are used to some extent; then follows Letter and Journal Writing; and the third stage is Essay Writing, which is pursued in connection with the study of Rhetoric.

#### MODE OF STUDY AND RECITATION.

It is the aim, in every stage of the course, to have pupils acquire a knowledge of things, facts, and principles; rather than of mere words—accordingly, it is insisted on, that each pupil make herself familiar with the thought and substance of the text book, and be able to analyze all she learns, and give the reason why and wherefore for every step. *Thoroughness* is rigidly enforced, and the pupil is never suffered to leave any subject until she fully masters it. It is believed that thus the mind will be more successfully developed, and the pupil be able to reduce to future use all she acquires.

Except those cases in which it appears necessary to keep the pupils under the eye of a Teacher, they are required to prepare their lessons in their own rooms, where they are retired from everything that would tend to call off the attention or distract the mind.

## MUSIC.

PIANO FORTE AND GUITAR.—Two ladies of high musical attainments devote their whole time to pupils learning these instruments. There are four Piano Fortes in the school; also a Seraphine, &c.

VOCAL.—This is taught by the Preceptress, with Piano or Seraphine accompaniment. Daily instruction is given to the juvenile pupils without charge.

A gentleman of high reputation as a Professor of Sacred Music is employed to give instruction in this important branch.

## CALISTHENICS.

A series of exercises—which essentially secure the pupils from all unfavorable influence of confinement to study, and promotes gracefulness of action and general health, and which has received the approbation of the best medical men—is practised by the pupils.

## LIBRARY.

THE young ladies attending the School have formed a Library Association, under the title of the "Calliopean Society of the Burlington Ladies' Academy;" the primary object of which is the establishment of a library, in connection with the Institution.

The Constitution provides that the library be the *bona fide* property of the society, and under its control, except that books cannot be introduced without the sanction of the Principal. The library already contains six hundred and eighty well selected volumes, which, during the summer recess, will be increased to about fifteen hundred.

The Principal regards this as a very necessary and most important appendage to the Institution. The students will derive greater advantage from access to a good library connected with the Institution, than could be realized from the same books under any other circumstances; as they will receive constant and important directions with regard to their course of reading, and the best method

of pursuing it. To induce the pupils to read with greater attention, and to improve their conversational powers, especially on subjects of importance and interest, they spend one evening each week with the Teachers, in the drawing-room; at which time each one gives a synopsis of her reading during the week, which is made the subject of free conversation. In connection with these exercises, a short lecture is delivered on the customs and habits of refined society; and special instructions given with reference to female manners and etiquette.

#### APPARATUS.

THE Institution is furnished with a complete set of Chemical and Philosophical Apparatus; also, a Compound Microscope and Globes. A well arranged Laboratory is fitted up for Experimental Lectures.

The Principal, having delivered three courses of Experimental Lectures in Victoria College, and having for several years devoted much time to Experimental Philosophy, is determined that every necessary facility shall be enjoyed by the pupils in this very important department of knowledge.

Annual courses of lectures will be delivered on Natural Philosophy, Chemistry, Astronomy, and Physiology—as an auxiliary to pupils pursuing the last mentioned branch, a beautifully articulated skeleton has been procured. In addition to these, weekly lectures are delivered on various important practical subjects.

#### THE SCHOOL IS NOT SECTARIAN.

WHILE the *great fundamental principles of Christianity* held in common by all orthodox denominations, are taught and enforced—while every proper effort is employed to prepare the pupils, not only for the walks of life, but for the companionship of angels—the tenets *peculiar* to the several evangelical bodies are never mentioned. The pupils attend the church directed by their parents or guardians.



## LOCATION.

THE Institution is delightfully situated, on the corner of King and Bay Streets, Hamilton—commanding a fine view of the Bay and the picturesque scenery of the Mountain, Heights, and the surrounding country. The spacious grounds adjoining are ornamented with shade-trees, shrubbery, and flowers. The building is a spacious edifice, of brick—four stories, including the basement—and presents two fronts; one of 102, and the other of 114 feet; affording ample accommodations for every department of a well organized school.

In view of its location, picturesque scenery, salubrious atmosphere, and excellent water, the Principal has long regarded Hamilton as the most desirable site in Canada for a literary institution for young ladies.

The Principal having directed his attention to the subject of Female Education for several years, and feeling a strong and increasing conviction of its momentous importance, has determined, if sustained by the public, to devote all his time and energies to the establishment of an Institution, which shall afford to the females of this his native country, facilities and advantages for acquiring an education suited to the influential and responsible sphere in which they are destined to move in society.

He believes that female education has even a more important bearing upon the progressive improvement and well-being of society than that of the other sex; and, therefore, that young ladies should enjoy facilities for acquiring an intellectual and moral education, in some degree proportionate to those afforded to young gentlemen in our colleges and seminaries. He is, also, fully convinced, that female education, properly conducted, requires the exercise of more skill and prudence than is necessary for the proper intellectual training of the other sex. It embraces more particulars, has to contend with stronger prejudices, and requires more watchfulness and tenderness.

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## GENERAL REMARKS.

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The Proprietors beg to add the following synopsis of their views on Female Education :—

THEY believe, in order to be symmetrical, and fully to answer its end, it should be Moral, Religious, Intellectual, Social, and Practical.

IT SHOULD BE MORAL.—No branch of knowledge is more important than to discern the two great principles—the self-seeking and the disinterested; and the most important part of education is to depress the former and exalt the latter, or to enthroned the sense of duty within us.

IT SHOULD BE RELIGIOUS.—When we look into ourselves, we discover powers which link us with the visible, ever-changing world; and we discover a power, too, which cannot stop at what we see and handle, which seeks for the Infinite, Uncreated Cause,—which cannot rest, till it ascend to the *Eternal, All-comprehending Mind*. The grandeur of this principle cannot be exaggerated by human language; for it marks out a Being destined for higher communion than with the visible universe. To develop this, is eminently the duty of those to whom is entrusted the education of youth.

IT SHOULD BE INTELLECTUAL.—Intellectual culture consists not chiefly in accumulating information, but in building up a force of thought which may be turned at will on any subject, on which the mind may be called to act. This force is manifested in the concentration of the attention; in accurate, penetrating observation; in reducing complex subjects to their elements; in detecting the more subtle differences and resemblances of things; in reading the future in the present; and especially in rising from particular facts to general laws or universal truths.

IT SHOULD BE SOCIAL.—One of its great offices is to unfold and purify the affections, which spring up instinctively in the human breast; which bind together parent and child, brother and sister; which bind an individual

to friends and neighbors, and to the suffering wherever they belong. The culture of these is a very important part of Female Education, and consists in converting them from instincts into principles, from natural into spiritual attachments,—in giving them a rational, moral, and elevated character.

Finally, Female Education, in order to be useful, *should be practical*; that is, should propose as one of its chief ends, to fit the pupil for action, to make her efficient in whatever she undertakes, to train her to firmness of purpose and fruitfulness of resource in common life, and especially in emergencies, in times of difficulty, danger and trial. They may also add, that they consider *physical* education of great importance; that the pupil should be well instructed in those laws which govern human life and health.

Such is a brief outline of that kind of education which the Proprietors of this School pledge themselves to promote. It shall be their constant care to promote the health and physical comfort of their pupils; to make them practically acquainted with the physical, mental, and moral laws of their being; to impart a thorough knowledge of individual, social and domestic duties; to illuminate and expand the mind, correct the taste, and form the manners; to inspire the soul with unconquerable aversion to all that is low, grovelling, dishonorable and depraved; to awaken in it perpetual aspirations after all that is useful, great, glorious and good; in a word, to form their whole character upon such a model as will fit them to fill with credit and happiness to themselves, and with advantage to others, their own peculiar sphere in life.

For further information, application may be made, either personally, or by letter, to the Principal, at the Institution, or to any of the Board of Visitors.

For the character of the Institution, reference is respectfully given to the Patrons, and all Wesleyan Ministers in the Province.

## ANNUAL REPORT

Of the Visiting and Examining Committee of the Burlington Ladies' Academy,  
April 20, 1848.

IN again presenting the Burlington Ladies' Academy to public notice, the Committee feel their responsibility greatly increased, to set this valuable Institution in a just light.

A common-place Report of a Common School, is comparatively an easy task; but to do justice to an institution, the importance of which they know not how to overrate—an Institution which is designed to train the trainers of those thousands of sons and daughters of Canada, who will eventually elevate her so as to become an important nation among the nations; or by their subjugation to false principles, and consequent evil practices, leave her in an ignominious and unworthy insignificance,—is a far more responsible undertaking.

They deem it undesirable to encumber their remarks upon the recent examination of the pupils with minute detail—marking the individual capabilities of classes, where there is so little to blame, and so much to admire; but would rather express unanimous and unfeigned satisfaction with the relative proficiency of the whole, as they feel that it would be almost invidiousness to distinguish between their merits. The character of the rudimentary knowledge of the junior, the ascending capabilities of the middle, and the wide grasp of the intellectual powers of the senior classes, equally reflect honor upon the teachers, and credit to the pupils.

The original compositions were of a high order, and the Committee were pleasingly surprised by the refined taste, the pure style, and the piety of these productions. Indeed, the exercises, considered as a whole, place the Burlington Academy in a position second to no kindred Institution throughout this highly favored continent.

It is manifestly the tendency of the instruction imparted to fit the scholars, not only to move with propriety and grace in the best circles, but sedulously to fill the humbler, though equally important duties, of a happy

home ; as also, thus to avoid the justly dreaded issue of a mere inculcation of what are called elegant accomplishments, which so frequently transform the unsophisticated girl into an unamiable egotist.

The Committee consider that the high character of the Institution has been acquired, not only through the liberality of the Principal, in sparing no expense to secure the assistance of those best qualified to communicate instruction, but from their *number*, which enables him so to classify their labors, that each teacher has exclusively her own particular branches—thus, one is devoted to Geography, History, and Physiology ; another to Arithmetic, Astronomy, and Natural Philosophy ; another to English Grammar, English Composition, and Rhetoric ; another to Botany and Chemistry ; another to Music ; and another to Drawing, Painting, and Perspective. There are, however, subordinate causes, such as a costly and extensive Philosophical Apparatus ; a well selected Library, of more than 600 volumes ; and not least, the admirable discipline which is so faithfully enforced and so cheerfully submitted to. The excellent arrangement for preserving the health of the pupils, is best exhibited by the fact, that, while the country has been in an unusually sickly state, during the last season, the Institution has been free from all the prevailing diseases, throughout the entire session.

Before concluding, the Committee feel it their bounden duty to notice the character of the attainments in what is especially considered the department of elegant accomplishments. Both the Vocal and Instrumental Music quite surpassed mediocrity—some pieces on the piano forte were performed in an effective and superior manner. Several of the Paintings displayed the touch of a superior artist ; among which we might name "The Holy Family," "The Young Chief," and "The Market Wagon." The French classes exhibited the advantages they had derived from their European Preceptress, in the good progress they had made in fluency of speech, as well as in correctness of pronunciation.

The examination, altogether, was conducted in such a manner as to preclude the slightest suspicion of the pupils being specially prepared for the respective parts, proving

conclusively that they were obliged to depend upon their general proficiency in the several departments.

The Committee beg leave to refer to the Annual Circular of the School, for the course of instruction and government of the Institution, which they find, by a thorough examination, to be strictly carried out.

At the conclusion of the review, on Wednesday evening, his Worship the Mayor, after a few remarks, prompted by the interesting occasion, introduced the following Resolution, which was responded to in the most enthusiastic manner, by the numerous auditors. As it had not been committed to paper, his Worship was unanimously requested to write it out, and have it appended to the Report.

*Resolved*,--That the examination of the Pupils of the Burlington Ladies' Academy, has given us the highest and most unmingled satisfaction ; proving that this Institution is entitled to rank with the best in this or any other country ;

That many of the Original Essays read by the young Ladies would be creditable to mature and cultivated intellect ;

That our thanks be given to the Principal and Preceptress, the Revd. Mr. VanNorman, and Mrs. VanNorman, and the Teachers associated with them, for the faithful and able discharge of their arduous and important duties to their pupils ;

And that to those of the young Ladies who have completed their Academic course, or for any other cause, are about to leave the Institution, we tender an affectionate farewell and our best wishes for their happiness through life.

GEORGE S. TIFFANY,  
ALEXANDER MACKID,  
ALFRED BOOKER,  
JOHN DOUSE,

P. THORNTON,  
JOHN W. HUNTER,  
PETER CARROLL,  
THOMAS RATTRAY,

S. B. FREEMAN.

Hamilton, April 21st, 1848.





A WORD OR TWO WITH PARENTS:

FROM THE PEN OF BISHOP DOANE.

For more than half a life-time this eminent man has been engaged in teaching. Painful experience has enabled him to utter sentiments so perfectly in accordance with my own, that I could not forbear giving them a place in this Catalogue.

“The *credulous ear of parents* is a fruitful source of evil, on all sides. When children are away, their faults of temper, and the like, are readily forgotten. Absence gives weight to every word from them, and helps its entrance to their heart. A thousand difficulties will arise. At home, there would have been a thousand. The lessons are too many, or too long; or, the restraints of discipline are over strict; or, a teacher is severe, or partial; or, there are not pies enough; or, the bed is over-hard. If such things get attention, they are likely to make trouble. Before the hasty answer of the parent has been received, the trouble is forgotten by the child. But the way is open for the next uneasiness; and the quieting influence of discipline, in the mean time, disturbed and weakened—not that complaints may not be just, or should not be attended to—but, that the presumption should be always against their justice; that time should be allowed for them to die away; and, that, when pursued, it should be directly with the teacher, and without the knowledge of the child. Let every parent call to mind the daily trials of his children, and he will see at once that there is room for great allowance; and that the only safe way is to fix a confidence, upon sufficient evidence, and then abide by it.

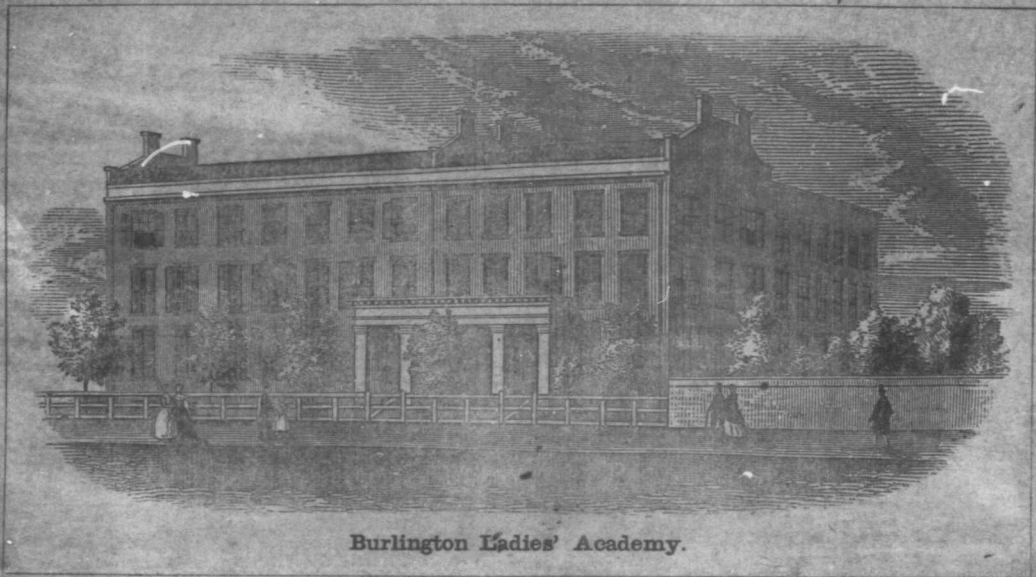
*The credulous ear of parents* is abused, unconsciously, in many ways. To that we owe it, that children come loitering in through the first month of every term; when all should be there on the opening day. Excuses for delay are listened to, and the suggestion is credited, that scarcely any one will be there yet; and the teachers are incommoded, and the classes kept back, and the laggard discouraged, by the lee-way, which must be made up.



To that, we owe the frequent applications for permission for a child to go home for a day or two; or to visit a friend; or to repair on Saturday to the city. All, positive evils. All, destructive of good order. All, weakeners of discipline. All, derangers of study. Why should it be so? The child goes to school to study, and be trained. The training is by atmospheric pressure, moral and religious. To let it up, is to lose its influence. It should never be, on the sternest necessity. What would a parent say, if every now and then, schools were disbanded for a day or two? Yet, on each individual child, the effect is just the same. It is common to suppose that absence on Sunday is unimportant. Quite the reverse. The soothing calmness of that sacred day does much to harmonize and to subdue the heart. And the order of religious teaching is a great part of the whole plan of education. Would that all this might be avoided!

To that we owe the unnecessary indulgence in spending money; for the most part, to do nothing but evil. To that, we owe the boxes and baskets of indigestion, and the like, that come in the shape of cakes and sweetmeats and nuts; to nourish selfishness, or to distribute head-ache. To that, we owe a train of inconveniences and disadvantages, which were long to enumerate; but which these honest words may serve sufficiently to exemplify. To the wise, a word is sufficient.





Burlington Ladies' Academy.