



A decorative border of intricate floral and scrollwork patterns surrounds the text.

BURLINGTON

LADIES'

ACADEMY.

1847.

HAMILTON, G. D.:

PRINTED AT RUTHVEN'S BOOK AND JOB OFFICE.

1847.



# CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF THE

BURLINGTON  
LADIES' ACADEMY,

OF

HAMILTON, CANADA WEST.

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FOR THE WINTER SESSION OF 1847.

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HAMILTON, G. D.:

PRINTED AT RUTHVEN'S BOOK AND JOB OFFICE.

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1847.

## VISITING AND EXAMINING COMMITTEE.

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REV. THOMAS RATTRAY, AND PETER CARROLL, Esq.

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## OFFICERS OF INSTRUCTION AND GOVERNMENT.

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**Rev. D. C. VanNORMAN, A. M. Principal,**  
*And Teacher of Natural Science, Moral and Mental Philosophy, and Belles  
Lettres.*

**Mrs. D. C. VanNORMAN, Preceptress,**  
*And Teacher of Drawing, Painting, Prospective, and Vocal Music.*

**Miss JANE VanNORMAN, First Teacher of English Branches.**

**Miss ANN McINTOSH, Teacher of Piano Forte and Guitar.**

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

**Miss MARIA ZWICK, Teacher of Writing, Needle Work, and**  
*Assistant Teacher of Piona Forte.*

**Miss OLIVE WHEELER, Second Teacher of English Branches.**

**Miss HARIET P. CLENCH, Assistant Teacher of Drawing.**

**Miss MARY JOHNSTON, Teacher of Juvenile Department.**

## STUDENTS.

NAMES.	RESIDENCE.
Mary Adams, .....	<i>Acton.</i>
Charlotte Adams, .....	<i>Acton.</i>
Julia Arms, .....	<i>Hamilton.</i>
Lucretia Arms, .....	<i>Hamilton.</i>
Eliza Armstrong, .....	<i>Toronto.</i>
Lucy Ann Atkinson, .....	<i>Hamilton.</i>
Julia Atwood, .....	<i>Hamilton.</i>
Mary Ann Baker, .....	<i>Brantford.</i>
Catharine Beasley, .....	<i>Hamilton.</i>
Sophia Beasley, .....	<i>Hamilton.</i>
Phebe E. Beemer, .....	<i>Stoney Creek.</i>
Sarah Beach, .....	<i>Hamilton.</i>
Mary Eliza Bennett, .....	<i>Hamilton.</i>
Anne Benson, .....	<i>Kingston.</i>
Eliza Bickle, .....	<i>Hamilton.</i>
Kezia Bierly, .....	<i>Barton.</i>
Mary Biggar, .....	<i>Mount Pleasant.</i>
Hannah Bogart, .....	<i>New Market.</i>
Eliza Bradford, .....	<i>Hamilton.</i>
Fanny Brondgeest, .....	<i>Hamilton.</i>
Sarah Maria Bullock, .....	<i>Nelson.</i>
Mary Jane Campbell, .....	<i>Brantford.</i>
Louisa Campbell, .....	<i>Chinguacousy.</i>
Antoinette Carpenter, .....	<i>Hamilton.</i>
Margaret Ann Carpenter, .....	<i>Hamilton.</i>
Elizabeth Case, .....	<i>Hamilton.</i>
Mary Jane Clark, .....	<i>Brantford.</i>
Ann Eliza Clarke, .....	<i>Hamilton.</i>
Margaret Ann Clement, .....	<i>Brantford.</i>
Eliza Clench, .....	<i>Cobourg.</i>
Catharine Cory, .....	<i>Wellington.</i>

NAMES.	RESIDENCE.
Letitia B. Creighton,.....	<i>Cobourg.</i>
Eliza Daily,.....	<i>Hamilton.</i>
Mary Jane Daily,.....	<i>Hamilton.</i>
Jane J. T. Daly,.....	<i>Stratford.</i>
Margaret Ann Davidson,.....	<i>Aberdeen.</i>
Sarah Deacon,.....	<i>Brighton.</i>
Elizabeth S. Dewey,.....	<i>Hamilton.</i>
Sarah Dolbeer,.....	<i>Hamilton.</i>
Evoline Dolbeer,.....	<i>Hamilton.</i>
Sarah Fish,.....	<i>Hamilton.</i>
Mary Ann Fisher,.....	<i>Nelson.</i>
Elizabeth Fisher,.....	<i>Nelson.</i>
Mary Freeman,.....	<i>Barton.</i>
Cynthia Gage,.....	<i>Wellington Square.</i>
Deborah Gage,.....	<i>Barton.</i>
Caroline Gardner,.....	<i>Hamilton.</i>
Ann Eliza Gibbons,.....	<i>Hamilton.</i>
Charlotte Gibbons,.....	<i>Hamilton.</i>
Caroline Gibbons,.....	<i>Hamilton.</i>
Maria Good,.....	<i>Cobourg.</i>
Mary Graham,.....	<i>Hamilton.</i>
Elinor R. Griffin,.....	<i>Waterdown.</i>
Sarah C. Gross,.....	<i>Brighton.</i>
Annabella Hamilton,.....	<i>Hamilton.</i>
Elen Jane Hardy,.....	<i>Mount Pleasant.</i>
Silvia Maria Haynes,.....	<i>Hamilton.</i>
Mary Heath,.....	<i>Guelph.</i>
Margaret Ursula Heyland,.....	<i>Grand Rivér.</i>
Charlotte Hills,.....	<i>Hamilton.</i>
Sarah Jane Hilton,.....	<i>Hamilton.</i>
Hannah Hopkins,.....	<i>Hannah's Ville.</i>
Susan Jane Inglehart,.....	<i>Saltsfleet.</i>
Catharine Jackes,.....	<i>Toronto.</i>
Elizabeth Jackson,.....	<i>Seneca.</i>
Margaret Jackson,.....	<i>Seneca.</i>
Emaline Jackson,.....	<i>Hamilton.</i>

NAMES.	RESIDENCE.
Sarah Ann James, .....	<i>Toronto.</i>
Eliza Jane Jones, .....	<i>Stoney Creek.</i>
Mary Kellogg, .....	<i>Hamilton.</i>
Elizabeth Kerr, .....	<i>Monaghan.</i>
Mary Kerr, .....	<i>Hamilton.</i>
Harriet Kirkendall, .....	<i>Barton,</i>
Eliza Kirkpatrick, .....	<i>Hamilton.</i>
Maria Kirkpatrick, .....	<i>Hamilton.</i>
Mary Frances Lind, .....	<i>Hamilton.</i>
Elizabeth Manning, .....	<i>Hamilton.</i>
Charity McIlroy, .....	<i>Hamilton.</i>
Mary Ann Mellroy, .....	<i>Hamilton.</i>
Sarah Ann MacNabb, .....	<i>Hamilton.</i>
Ann Merrilees, .....	<i>Hamilton.</i>
Margaret Jane Miller, .....	<i>Hamilton.</i>
Ann Hamilton Mills, .....	<i>St. Catharines.</i>
Mary Ann Mullin, .....	<i>Hamilton.</i>
Eliza Murdock, .....	<i>Hamilton.</i>
Anna Murphy, .....	<i>Port Dover.</i>
Sarah P. Narraway, .....	<i>Brantford.</i>
Jane Sarah Newell, .....	<i>Binbrook.</i>
Barbara Ogilvie, .....	<i>Hamilton.</i>
Emaline Phelps, .....	<i>Mount Pleasant.</i>
Louisa A. Piper, .....	<i>Toronto.</i>
Elizabeth Poole, .....	<i>Cooksville.</i>
Eliza Ann Poole, .....	<i>Cooksville.</i>
Flavia Proctor, .....	<i>Colborne.</i>
Mary C. Rosebrugh, .....	<i>Dumfries.</i>
Elizabeth Ruthven, .....	<i>Hamilton.</i>
Celina Ruthven, .....	<i>Hamilton.</i>
Sarah S. Ryckman, .....	<i>Barton.</i>
Marcia Ryerson, .....	<i>Hamilton.</i>
Sarah Rymal, .....	<i>Flambro' West.</i>
Eliza E. Serviss, .....	<i>Dundas.</i>
Elizabeth A. Sanderson, .....	<i>Stanley's Mills.</i>



NAMES.	RESIDENCE.
Elizabeth Sharp,.....	<i>Brantford.</i>
Margaret Sharp,.....	<i>Paris.</i>
Harriet S. Shaler,.....	<i>Westmeath.</i>
Jane Simpson,.....	<i>Hamilton.</i>
Maria Simpson,.....	<i>Hamilton.</i>
Leonora Singleton,.....	<i>Brighton.</i>
Elizabeth A. Smith,.....	<i>Toronto.</i>
Ardelia S. Smith,.....	<i>Toronto.</i>
Hannah M. Sours,.....	<i>Galt.</i>
Mary Margaret Spohn,.....	<i>Ancaster.</i>
Sarah Springer,.....	<i>Nelson.</i>
Isabella Sprague,.....	<i>St. Thomas.</i>
Anne S. Stephens,.....	<i>Cobourg.</i>
Jane Sunley,.....	<i>Hamilton.</i>
Rhoda Jane Taylor,.....	<i>Hamilton.</i>
Jessie Thomson,.....	<i>Hamilton.</i>
Jessie Thornton,.....	<i>Hamilton.</i>
Louisa L. VanNorman,.....	<i>Hamilton.</i>
Felicia M. H. VanNorman,.....	<i>Hamilton.</i>
Nancy T. VanNorman,.....	<i>Normandale.</i>
Matilda H. Vars,.....	<i>Colborne.</i>
Eliza Jane Waldron,.....	<i>Delaware.</i>
Eliza Wallace,.....	<i>Picton.</i>
Charlotte C. Weeks,.....	<i>Hamilton.</i>
Anne Whittier,.....	<i>Consecon.</i>
Elizabeth Williams,.....	<i>Bloomfield.</i>
Hannah Williams,.....	<i>Bloomfield.</i>
Anna Wilson,.....	<i>Hamilton.</i>
Susan E. Wilson,.....	<i>Grafton.</i>
Catharine M. Williams,.....	<i>Hamilton.</i>
Eliza Jane Woolverton,.....	<i>Grimbsby.</i>
Mary Worthington,.....	<i>Wellington.</i>
Anne Amelia Zwick,.....	<i>Wellington.</i>

**Total,—135.**

## 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 Academical 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, Kames' Elements of Criticism, 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 the 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 and efficient Teacher ; to secure which he will frequently visit the several classes, with a view both 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.

#### EXPENSES.

Common English, including Orthography, Reading, Writing, English Grammar, Arithmetic and Geography, per 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	6
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
All kinds of Ornamental Needle work, .....	0	5	0
Use of Patterns and Frames from 2s. 6d. to.....	0	7	6
Chemical and Philosophical Lectures, per course,.....	0	10	0
Board, including Room, Furniture, Fuel and Washing, Ten Shillings per week, or.....	5	10	0

Five Shillings per Term will be charged during the Winter, for the additional expense of preparing wood, &c.

From the above estimate, it will be seen, that £6 10 0 per Term of eleven weeks, or £26 0 0 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 15 0 per Term, or £27 0 0 per annum.

It is expected that the Board and Tuition money for each Term, will be paid at its commencement.

Each Young Lady is requested to provide herself with one pair of Sheets and Pillow Cases, one Counterpane, and with Towels.

A deduction of Seven Shillings and Six Pence per Term, will be made from the bills of those who furnish their own bed.

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## ORNAMENTAL BRANCHES.

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

### DRAWING AND 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 Colours; 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.

### 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 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 so 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 of the language, 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 RECITATIONS.

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 every thing that would tend to call off the attention or distract the mind,

#### MUSIC.

*Piano Forte and Guitar.*—A lady of high musical attainments devotes her whole time to pupils learning these Instruments.

There are four Piano Fortes in the School.

*Vocal.*—This is taught by the Preceptress, with Piano or Seraphine accompaniment.

Daily instruction, in singing, 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 secures 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 practiced 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.

Their 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 thirty well selected volumes.

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.

A course of Chemical and Philosophical Lectures will be delivered during each Winter Session. In addition to these, weekly Lectures, during the entire Academic year, are delivered on various important and practical subjects.

#### THE SCHOOL IS NOT SECTARIAN.

While the *great and 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.

#### TERMS AND VACATIONS.

The Academic year, consisting of forty-four weeks, is divided into two Sessions: the Summer Session, containing fifteen weeks, commences on the second Thursday in May; and the Winter Session, consisting of twenty-nine weeks, commences on the first Thursday in October.

There will be two Vacations in the year ; the one commencing three weeks prior to the second Thursday in May, and the other five weeks prior to the first Thursday in October.

#### 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 students advantage, however, to commence with the Term.

No student will be received for less than a Term, (eleven weeks,) or for the remainder of the Term during which she enters : and no deduction will be made in the bill for absence during any part of the Term, except such absence be occasioned by personal illness.

#### 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 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 basement, and presenting 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.

A Steward and Stewardess will be employed to take charge of the providing department, so that the Principal will be able, after the present Session, to devote his whole time to the educational interests of the Institution.

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 and moral 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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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 enthrone the sense of duty within us.

*It should be Religious.*—When we look into ourselves, we discover powers which link us with this 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, it 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.



