

lature; and, with the growing education and intelligence of the Province, there will be a growing conviction, that though in humble buildings, and with but scanty resources, a College may have able and energetic Teachers, and have in *them*, what, after all, is most essential to the education of youth.

The probability of success in such policy is rendered further doubtful, by what appears to many a well founded objection to the constitution University of College. By that constitution the appointment of Professors belongs to the Government of the day, and there is no restraint, on religious grounds, on the liberty of choice. A Professor may be Catholic or Protestant, Trinitarian, or Unitarian, Christian or Infidel—waiting regularly on the ordinances of some Christian Church, or showing utter and habitual disregard of any Christian ordinances. There may be, no doubt there are many persons in the Province who hold this a matter of no consequence,—perhaps an advantage,—and who are satisfied if nothing directly hostile to religion be taught in the classes of a Professor. But there are many also who think very differently. It is not of directly infidel or irreligious teaching that such persons are afraid. It is of the impression made on young men, at a time when the awakened intellect is beginning to deal with all questions, and to hold every proposition a matter for dispute,—when the passions, too, are claiming to be released from the restraint of principle, by the mere fact—known to them—of the person set over them—eminent, perhaps, for intellectual powers, and great attainments—being infidel in his opinions or irreligious in his practice. The impression is, if such a man cares nothing for religion, there cannot be much in religion that is worthy to be cared for. A foolish impression, to be sure, but what usually does infidelity rest on but such impressions? It may be safely assumed of the great body of serious thinking and religious persons over the Province, that in sending their sons to a distance to receive Academical education, they will prefer placing them under the charge of men in whom the religious bodies to which they belong place confidence, rather than in an Institution of which, however it be now composed, the constitution gives no security for the religious character of the Professors.

And so, unless some change be made by the Legislature, matters are likely to remain much as they are at present; one large body of the people of the Province choosing that their sons should receive Collegiate Education, under Episcopal,—another under Presbyterian,—another under Methodist—another under Roman Catholic influences,—another indifferent, as far as Collegiate Education goes, under what influences of a religious kind—and the whole University Endowment of the Province be given to the last, it is to be hoped, the least numerous of all.

In these circumstances, and with these views, the undersigned is instructed by the Board of Trustees of the University of Queen's College, Kingston, to petition the Legislature, for an investigation into the management, and for a more beneficial and equitable application of the public University Endowment, in Upper Canada.

JOHN COOK, D. D.,

Principal of the University of Queen's College.

Quebec, 29th March, 1860.

The Revd, Doctor *Stinson* appeared and handed in the following statement:—

*STATEMENT of the Reverend JOSEPH STINSON, D.D., President of the Wesleyan Methodist Conference of Canada.*

GENTLEMEN,—The promotion of Education in our Country, is an object, in which every good Citizen must feel a deep interest. The imperative necessity of providing for our children, such an amount of learning, as will qualify them to occupy, with credit to themselves and satisfaction to their Parents, those positions in life which the Providence of God may assign them, is now generally admitted. The excellent Common School system of this country, places within the reach of all our children the means of obtaining a good English Education. But amongst our young people, there are not a few who cherish a laudable ambition to realize the inestimable advantages of a thorough Classical and