

of an affectionate and familiar character. Faculty meetings, before whom the young transgressor is arraigned, with all the sternness of a public prosecution on the one hand, and with all the cunning and duplicity of a studied defence on the other, should be avoided. Moral and religious influence to aid in the government of youth, is of paramount importance. With such an influence government is easy; without it, good government is impossible.”\*

As to the *general character* of the Education imparted in this College, it is to be *British and Canadian*. Education is designed specially to fit the student for activity and usefulness in the country of his birth or adoption; an object which it is not likely to accomplish, if it be not adapted to, as well as include an acquaintance with, the civil and social institutions, and society, and essential interests of his country. Youth should be educated for their country, as well as for themselves; for, as an acute writer has remarked—“Self is not to be neglected, but, to prefer one's self to his country, is to prefer one to thousands.”

In regard to the *general method* of instruction, I will merely repeat what we published on a late occasion: “The object of the system of instruction to the students who go through the whole College Course, is not to give a *partial* education, consisting of a few branches only; nor, on the other hand, to give a superficial education, containing a little of almost every thing; but to *commence a thorough course*, and carry it as far as the time of the student's residence in the College will allow. It is intended to maintain such a proportion between the different branches of literature and science, as to form a proper *symmetry* and balance of character. In laying the foundation of a thorough education, it is necessary that *all* the important faculties be brought into exercise. When certain mental endowments receive a much higher culture than others, there is a distortion in the intellectual character. The powers of the mind are not developed in the fairest proportions, by studying languages alone, or mathematics alone, or natural or political science alone. The object of the Collegiate Course is not to teach what is *peculiar* to any one of the professions; but to lay the foundation which is *common to them all*. In the whole course of his literary and scientific education, the views, sentiments, and feelings of the student will be directed and cherished in reference to his intended profession or employment; but the general course of study contains those subjects only which ought to be understood by every one who aims at a thorough education. The principles of science and literature are the common foundation of all high intellectual attainments—giving that furniture, discipline, and elevation to the mind, which are the best preparation for the study of a profession, or of the operations which are peculiar to the higher order of mercantile, manufacturing, mechanical, and agricultural pursuits. And while it is designed in no respect to lower the standard of Classical and Mathematical Education, as maintained by the best scholars, the studies more immediately connected with the business of life, and the intercourse of society in this country, will constitute a prominent and efficient department.”

\* Inaugural Address, p. 19.