

duties, and their hopes; and such a discipline, as may work the instruction into the character. For the culture which comes from education is in itself an end, if indeed it is not the primary and great end of education.—Education can have no higher object than the creation of happiness by means of the formation of character. *This is the great object of THE DEITY himself.*"

It has been with almost unspeakable satisfaction that I found myself enabled to quote from an advanced part of the work which embodies the conclusions of the most enlightened and liberal members of the commonwealth of letters in the midst of the nineteenth century, sentiments so entirely accordant with the principles of this our College;—with the Charter as originally granted, and the Statutes enacted and appointments made in conformity with that declaration of the Royal will and pleasure; with the Act of Amendment and the revised Statutes, expressing the maturer views of the Provincial Legislature and Government—whatever may be thought of certain subsequent proceedings; and with the course from the first adopted, and invariably I trust to be pursued, within the College itself.

There are indeed men, and some for whom I am bound to speak with high respect, who persist in maintaining, not only the difficulty, but the impossibility, of effectually communicating religious instruction, except in dogmatic and sectarian forms, and hence infer that our system ought either to be rendered determinately ecclesiastic, or to be entirely secularized—as (by the legislative measures respectively adopted) that of the University of Toronto; of the Colleges lately established in Ireland; and of the London University College, which probably served for their model. My decided conviction is that the sounder judgment has prevailed in this unsophisticated Province of Her Majesty's dominions; and I hesitate not now to say of the "*Via Media*" here preferred, "*Esto perpetua!*" For what, I must be permitted to ask, is in its essence Religion—true and pure religion—or (what I