

security, that of the royal and national honor and faith! There is no distinction, in principle, between these lands and the 2,115,178 acres granted by the French Government for such objects. Who can say where the action will stop which this bill threatens to commence? It may require change of times and circumstances ere it can reach to this extent; but if such a wave be once permitted to roll, it will rapidly acquire strength in its progress, and who can dare hope that it will stop short just when it begins to threaten that which he would preserve. Let those who feel an interest in the preservation of what now appears safe, pause ere they give their sanction to such a course, before they establish such a precedent. A day may come when they too will appeal to the protection, the inviolable character which should attend the royal honour, the national faith; let them not now lay the foundation for a future unavailing regret, and have reason then to exclaim, when too late,

"Quam temere in nosmet legem sancimus iniquam."

This bill is open to the further objection that it appropriates all the property thus taken away in a manner which leaves entirely unfulfilled a large part of the objects and intentions of the donor. I have already endeavoured to point out what, in my humble judgment, was the primary object of the charter.—I must now solicit a brief attention to its details. As I understand them, it must have been intended to combine a system of Collegiate domestic discipline with a professional University system of instruction. Among many reasons, which a closer examination will suggest for this opinion, I may notice the incorporation as a *College* with University power, in connection with the power to make bye-laws respecting the salaries, stipends, provision, and emoluments of, and for, the President, Professors, *Scholars*, &c. thereof. Now, it seems to me, that the word *Scholar*, used here, means something different from an ordinary student or under graduate—to, and for whom, it is certainly not usual to provide salary or stipend. I conceive it to be intended that there should become scholarship endowed—on the foundation of King's College—as in Colleges at Oxford and Cambridge, and as Trinity College, Dublin—open to competition; attainable by due proficiency, ascertained by examination; making the successful candi-

date a *Scholar* of King's College, as distinguished from an ordinary student; opening the advantages of the establishment to some who might otherwise be unable to attain it; stimulating youth to exertion by the prospect of honourable reward: thus materially assisting to fulfil the intention of the founder, not as the preamble to this bill professes to explain it, but as he declares it in the opening of the charter, namely, the education of youth in the principles of the Christian religion, and their instruction in the various branches of science and literature which are taught in the Universities in the United Kingdom. The large rental which the college was permitted to enjoy, independently of personal property, £15,000 sterling per annum, gives weight to this construction, and justifies the opinion that this college was designed to afford not a mere place of education, but a continued residence and support to "scholars," whose lives would be occupied in literary and scientific pursuits. It is only by such collegiate establishments that men can be induced to make learning their profession, instead of being a mere auxiliary to other pursuits and occupations. Take away the means of making such a provision,—of affording such a stimulant,—of holding out such an inducement, and you take away the hope of seeing such a class of men grow up among you; you will have to go to other lands for your professors and teachers; you will not rear them at home; and you will find, when too late, how applicable will be the words of Dr. Hackett, in his memorable defence of Cathedral and Collegiate Church establishments, before the Long Parliament in 1641: "Upon the ruins of the rewards of learning, no structure can be raised up but ignorance; and upon the chaos of ignorance, no structure can be built but profaneness and confusion." To hold out such reward, ceases to be possible when the endowment is taken away for *University purposes* exclusively—and thus, I contend, is one principal object of the donor defeated.

Again, the power of granting degrees in divinity, as well as in other faculties and in arts, coupled with the provision that although no religious test or qualification should be required of, or appointed for, any persons admitted or matriculated as scholars within the college, or admitted to any degree in any art or faculty therein,

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