

value of £25 each, and the scheme for the bazaar was duly initiated.

The bazaar was held on the 16th March, 1858, and five following days, in the Exhibition-building. It was opened by His Excellency Sir H. Barkly, and was in every respect a success. The public journals declared that "the spectacle presented to the visitors was such as to elicit from all the opinion that on no former occasion had a more magnificent assortment of goods been displayed in the colony. The gross receipts of the six days' sale amounted to the handsome sum of £2300; the net proceeds being £1925. Regarded as the effort of a single denomination, the bazaar must be considered as having been unequalled in financial success in the colony.

It was felt that much of the success of the bazaar was due to Mr. Powell's donation of five hundred pounds' worth of goods; and the committee recorded their "sincere thanks to Mr. and Mrs. Powell for their valuable contribution, and for their taste and skill displayed in the selection of such a variety of elegant and valuable articles."

Early in 1859 (March 11th), the committee resolved to fence in the land, at a cost not exceeding £350.

On September 20th, a sub-committee was appointed to obtain plans and estimates. On November 25th, the sub-committee made their report. Charles Webb, Esq., was unanimously appointed architect. He submitted two designs—one in Gothic, and the other in Italian. The latter was unanimously approved of. Tenders were invited for such portion as could be erected for £5000.

On January 2nd, 1860, the committee received and considered fifteen tenders. The meeting adjourned to the 9th, when, in consequence of its being found that no portion of the building at all adequate to the requirements of the school could be erected, except for a sum very much in excess of the amount in hand, it was resolved to postpone operations for eighteen months.

The Commissioner of Land and Works was informed of the reason which had induced the committee to delay for the present the erection of the school.

In order to meet the amount for building, Mr. Powell stated that he was prepared to subscribe the sum of £1000, provided double that amount could be raised.

Various financial difficulties, which it is unnecessary now to explain, prevented this generous offer being accepted, and the committee were unable to take any steps towards building.

This led, on December 16th, 1862, to a scheme for making such alterations and improvements in the Wesleyan Immigrants' Home as would enable it to be used for a Grammar School and Theological Institution, until the committee might be able to carry out their original intention. After serious consideration this idea was abandoned.

On July 9th, 1863, the plan for erecting a portion of the front building, at a cost not exceeding £3500, was considered, but was found to be impracticable.

On October 13th, 1864, the committee were able to avail themselves of a portion of their funds, which had been for some years beyond their reach. Instructions were given to the architect to obtain tenders for the front portion of the building. Ten tenders were received; and that of Mr. William Ireland was accepted, for the sum of £4935.

The foundation-stone was laid January 3th, 1865, by His Excellency Sir C. H. Darling, in the presence of the committee and a large number of spectators.

As the building proceeded, the committee became anxious to secure a competent staff of teachers. Availing themselves of the visit of the Rev. D. J. Draper to England, and of

the great interest which Mr. Powell has always shown in the institution, these gentlemen were solicited by the committee to select for them a highly-qualified person as headmaster for the school. In the exercise of their discretion, Messrs. Draper and Powell have engaged James Corrigan, Esq., LL.D., T.C.D., who was for some time principal of the Dublin Training-School, and since one of Her Majesty's Inspectors of Schools in Ireland.

From the high terms in which Dr. Corrigan is spoken of by Messrs. Draper and Powell, together with the testimonials which he has presented from numerous ministers and gentlemen, the highest expectations are entertained of his fitness for the important post which he is to occupy. Dr. Corrigan is a Wesleyan, and a local preacher. It is a subject of regret that Dr. Corrigan is not with us to-day. The temporary illness of his wife delayed his sailing; but he is expected in the *Essex*, early next month.

In the appointment of the assistant-masters, Messrs. A. F. Bennie, M.A., and H. M. Andrew, B.A., the committee believe they have secured gentlemen who are thoroughly competent for their work.

It has always been the usage of the Wesleyan church in educational establishments of the class of Wesley College, to appoint a minister as its head. In the selection of a president the choice of the committee fell unanimously upon the Rev. J. S. Waugh—a choice which will in due course be ratified by the Conference, and which has already received the unqualified approval of all the friends of the institution.

It was felt to be most desirable that from the opening of the school the president should reside in the school building. But to accomplish this, additional accommodation would be necessary. The committee did not feel themselves at liberty to incur the additional expense.

While these subjects were under consideration, Mr. Powell—in addition to his previous donation—munificently offered to give £1000 towards finishing the buildings, upon the condition that an equal sum be raised in the colony. Assured that this liberal offer would be instantly accepted by the Wesleyan public of Victoria, the committee determined to make instant provision for the residence of the president. This they have been able to accomplish by the erection of one of the wings to the main building. By arranging some of the rooms as kitchen, laundry, &c., the expense will only be about £500 above what must have been spent for the erection of detached kitchen, &c.

It is necessary to refer for a moment to the subject of fees. The committee resolved "That the educational and boarding fees should be as moderate as is compatible with the efficient and profitable working of the institution." The fees which have been decided upon, and which are published in the prospectus, are unusually moderate for a school of the class, and the necessarily expensive working of Wesley College. Indeed, some of their friends consider the committee have fixed them too low. It is, however, to be remembered that beyond the payment of expenses, and a sinking fund to keep the buildings, furniture, &c. in repair, it is not desired to make any profit. It is upon this ground that we appeal to the public to contribute to the cost of erection, &c.

Already the committee will have expended—when the present contracts are completed—not less than £7200. Furniture will cost over £750. The expenses of the headmaster from England will be, at least, £400; which, together with other incidental expenses, will reach a total of £8500. There have been received from the Government, £2769,

bazaar, £1925; interest, £911; donation from P. Davis, Esq., £100—total, £5765. This will leave £3000 to be raised.

Towards meeting this sum, Mr. Powell offers—1st, to give £1000 in quarterly instalments, extending over two years, an equal amount being raised within the same time by local contributions; or, 2nd, Mr. Powell will pay his donation in one year, and will give books to the value of £30, if £1500 be raised in Victoria in one year.

The committee confidently appeal to the present meeting, and to the colony, for the amount necessary to claim Mr. Powell's second offer. This would enable them to contemplate, at the end of the year, a debt of little more £500.

The committee may be permitted to congratulate the Wesleyan public of Victoria, upon the elegant, substantial, and well-appointed building in which we are now assembled. They would have been glad if all the works had been completed, and that the college could have been seen as it will be when all the rooms are finished and completely furnished. The portions unfinished, however, will not interfere with the school or boarding arrangements, and in at most a month all will be completed.

The committee have spared no pains or expense in the building, furniture, and arrangements, for the comfort and health of the pupils. They have striven to do their duty faithfully, and with reference to the union of economy and substantiality. They believe that the measures which they have adopted will, with the Divine blessing, secure to the students in Wesley College a Christian education, combined with the best secular knowledge; and that numbers of our youths will be proud in after days to refer to Wesley College as their *Alma Mater*.

Melbourne, 11th January, 1866.
The choir now sang, "O Thou that Tellest"—the alto solo which introduces the chorus being capably rendered by Miss Fanny Reeves.

The PRESIDENT then delivered the inaugural address. He spoke as follows:—

Mr. Chairman, Ladies and Gentlemen,—I cannot but wish that the task of addressing this assembly had been devolved upon some one more adequate to its right performance, and that the few remarks which I am to offer had been announced by some less imposing title than that of "an inaugural address." That designation is not one of my choosing. It is only a short time since the arrangement was made for me to stand in the position I now occupy, and in the interval I have had no learned leisure, nor any other kind of leisure, in which to premeditate an address worthy of this occasion. The important con-nexional office which I at present hold, and which I am soon to relinquish into other hands, accounts for my present position before you. It is one of the penalties of office. It is a very pleasing sight to look upon so large a number of persons, representing the intelligence and piety of Methodism in Victoria, assembled to inaugurate an institution belonging to their own body for imparting a liberal education. Some are far distant whom we would like to see among us to-day. We would like the large-hearted and munificent friend of this undertaking to be here—Mr. Walter Powell; and we would rejoice to have Mr. Butters and Mr. Draper here—both of whom had to do with the initiation of the idea, and with the formation of plans for action. To you who have helped the undertaking to its present stage this is a time for joyous congratulations. The lady toilers in the bazaar held for this object, nearly eight years ago, the numerous contributors, the members of the committee, with their indefatigable secretary (the Rev. J. C. Symons,) and other faithful friends, have, in this noble edifice,

in some sense, their enduring monument. It is right in this place to make grateful mention of the liberality of the Government and Legislature of Victoria, to whom we are indebted for the valuable site on which the college stands, and for a pecuniary grant in behalf of the erection. In the harmonious and efficient working of the various means employed for the accomplishment of our plans we ought especially to recognise the goodness of that Great Being whom in this undertaking we desire to serve and glorify. As within these walls our youths are to receive an intellectual and moral education, in accordance with the great principles of our Divine religion—so we desire to place our institution under the fostering wing of Almighty God. Every Christian's house is dedicated; and this house, for the training of the sons of Christian parents, we likewise dedicate to God. We wish it to be a Bethel, not a Bethaven—a house of God, not a house of vanity. "What man is there," said Moses, referring to the beautiful custom of the pious Jews, "that hath built a new house, and hath not dedicated it?" That is, that hath not taken possession of it in a religious way, and by acts of devotion. And should we be unmindful of a usage so holy and becoming? In promoting Christian education we are serving Christ, and so we wish to dedicate this, our "new house," to the service and honour of Him at whose feet the learning and the intellect of the whole world will yet be laid.

It has been said of the present age that "it is the age of education," and that "the schoolmaster is abroad." In comparison with former times, these expressions are undoubtedly true. How low learning had fallen in the dark ages is a matter of history. We know that, until the sixteenth century, what little learning existed was shut up in monasteries. The historian of the Reformation tells us that before that time even, "the higher clergy were often sunk in deep ignorance." A bishop of Dunfermline congratulated himself that he had never learned either Greek or Hebrew; while the monks contended that all heresies sprang out of these languages, and especially out of the Greek. "The New Testament," said one of them, "is a book full of briars and serpents." "The Greek," continued he "is a new language, recently invented, and of it we ought specially to beware. As to Hebrew, my dear brethren, it is certain that all who learn it that very instant become Jews." Then, in the order of Providence, came the invention of printing, and shortly afterwards the mighty Reformation. The darkness began to pass away. The shackles of the human intellect began to fall off. Religion and learning, hand in hand, began once more their march of light. They had stupendous difficulties to surmount throughout the continent of Europe. Even in England, in the university lecture-rooms, if a student, when reading Latin, came upon a line quoted from the Greek, he said, "*Græcum est, non potest legi*," (It is Greek; I am not able to read it,) and passed on. Grammar schools, so called because the Latin grammar was the principal thing taught in them did not include Greek, or reading or writing, in their course of instruction. From the time of Henry VIII., the state of learning gradually improved, and truer ideas of education began to obtain. The progress has been mighty since. In comparison with the past, ours is indeed an age of educational advancement. True it is that in our day learning is often perverted, and that she is not always the handmaid of piety; but yet it is also true that the former days were not better than these; that in no former period did science and literature come more fully to the help of the Lord than in this; and that never were there

so many educated, refined and lofty intellects paying reverent homage to God the Saviour. Thorough scholarship and sanctified intellect are in our day demonstrating the stability of the old Christian faith against the attacks of men who would "spoil us through philosophy and vain deceit." The uplifting influence of education is widely felt throughout the Christian world by countless masses of men. In every country, she counts her friends by legions. No man is deemed respectable now who is unacquainted with science and with books. The ploughman, the artisan, and the miner of our day know something of learning. The people of this new land of ours agree to cherish and promote it. Gold is not the only thing that men prize here. There are two things which Australia honours, and they are—character and education. With all their faults, our people value these things. In no country under heaven is a man of true character and education more likely to gain respect and position than in this land. The Parliaments and Governments of our various colonies have not been unmindful of the educational interests of all classes of the people. The successive Governments and Parliaments of Victoria, to their honour be it spoken, have nobly befriended them. They have multiplied, directly or indirectly, educational agencies and auxiliaries throughout the land. It is something wonderful to contemplate the extensive and varied educational apparatus which our rulers and legislators have so wisely helped the people to secure. The Mechanics' Institute, the Literary Association, the Botanical-garden, the Public Library, the system of Common Schools, the Schools for higher education, and our University, are means of education, and furnish proof of the enlightened and liberal views by which those in authority have been influenced. Learning of the highest class can now be obtained within our own shores. Victoria has begun to train her youth for the highest positions. We are educating our own mechanics, and lawyers, and doctors, and we shall soon have Theological Halls in which to train our own divines. This is as it should be. The education of the future men of Australia should be racy of the soil.

With your permission I would like to say a few words about education itself. Everybody is saying, educate, educate. Now, let us take care that education be of the right kind, that it be conducted on right principles, and that it shall tend to the highest good. To educate is, as the word implies, to draw forth, direct, discipline, and train the faculties and powers. It is not only giving instruction and conferring accomplishments. It is that, but it is more than that. It has to deal with body and mind, and with heart and conscience. Referring to it chiefly now in its intellectual and moral aspects, it is but a means to an end. To quote the language of the judicious Hooker, it "is the means by which our faculty of reason is made both the sooner and the better to judge rightly between truth and error, good and evil." This must be its main object, whatever may be the boy's destination in after life. It has to do with his training for this world and for the next, and therefore it should be religious. You may give your sons a knowledge of languages and science—you may surround them with the garniture of polite learning, but their education will be miserably defective, if you lose sight of their relations to God and to eternity. What will they be better than "painted sepulchres" after all, if their moral nature be not moulded by Christian principles? A young man designed for the profession of medicine or of law, for the counting-house or for the pulpit, should, of course, be suitably educated for the position to which he aspires; but whatever may be

his future course, he should be educated and trained as one who is possessed of a sinful nature—as one who is redeemed by the blood of Christ, and is passing through a state of probation to the eternal world. With literature and science, therefore, we would combine religion. The education which does not include this essential element, though otherwise comprehensive, is imperfect, because it is godless, losing sight of the boy's relations to Christ and to the future state. The Bible must form the true basis of a liberal education; and I believe the time will yet come when the worldly notions that now prevail on this subject will be abandoned, and no man will be acknowledged as a rightly-educated man, whatever may be his elegant and varied acquirements, who shall be found to be unacquainted with Christian truth. The Bible is the best preceptor. It pronounces on subjects of truth and error, of right and wrong, with infallible authority. It reveals our moral disease and the Divine remedy. It shows how the "wisdom of the world," by itself, is utterly feeble for good, and how true wisdom begins in "the fear of the Lord." Therefore, we say that education conducted without respect to the "living oracles of God" is a deception and a cruelty.

We are very solicitous about our rising youth. Everyone cannot give his sons a liberal education, but many can and ought. The wants of our age and of our adopted country, the interests of religion and of the Christian churches among us, demand an increasing number of thoroughly, Christianly educated men. Ignorance and illiteracy can do but little for the world or for Christ. If I could make my words heard in the homes of Methodist parents throughout this land to whom God has given ample means, I would say to them, Give your children a comprehensive education. Cultivate their minds and their consciences. Endow them, as far as you can, with a better fortune than gold or silver. Equip them for the duties of the coming time. You may not be able to select their path in life or choose their place, but you can educate them, and by God's help train them in the way in which they ought to go. Then will they rise up to call you blessed, and to aid in the intellectual and religious progress of our land. Be assured there can scarcely be a more lamentable exhibition of parental unkindness than inattention to children's improvement in such an age as this. The neglect of such a parent will be a stigma upon his name, and might, by a species of retribution, lead his children to condemn his memory. On the other hand, how great is the joy of the parents who have wisely and faithfully employed their advantages, and see their son adorned and enriched with the treasures of a good education and of grace, advancing to take his place among the thinkers and workers of the day. Over that youth who has sanctified his intellect and learning by his personal consecration to God, well may his father's and his mother's hearts exult with a pride which no one will condemn. To be sure, there are youths surrounded with advantages who neglect them or despise them—who, consequently, will continue all their days to be intellectual paupers, and on whose heads alone will rest the blame of their miserable failure. And there are accomplished young men who, for want of the crowning glory of a liberal education—a good character—a character laid in the fear and love of God, miss their way. But happy are the parents whose trained and pious sons, well taught by men, and also taught of the Lord, go forth in their various paths to fulfil their duties among men. Happy will be our land if in her social fabric many such polished stones be found.

As an instrument for securing the educa-

tion of youth, the importance of the school is very great. There are other instruments, but this, if not the chief, takes rank among the highest. It is one of the most ancient institutions; it has been established in every civilised land; and, in modern times, it has attained an influence greater than it ever had before. It is seen in various forms, so adapting itself to the educational requirements of all classes in the community. There are primary schools for imparting elementary and general instruction. It is one of the glories of our age that most of the great countries of the civilised world have in efficient operation, for the benefit of the million, systems of common school education. In this respect our age has never had a parallel. Our new country is not behind the older countries of Europe. Every man's child among us may acquire the elements of a useful education. I claim respect for the common school. It is moulding the mind and the manners of the masses of our future men and women. It is securing among us an educated and intelligent population. It sanctions suitable arrangements by local committees for imparting religious truth to the children. I am thankful for our common schools. And I honour the competent, painstaking, conscientious schoolmaster, albeit it is too often his lot, even in this enlightened and generous Victoria, to be hard worked and poorly paid. His life is one of honour, but it is one of toil. If as you pass along you meet with a pale-faced man of worn look and thoughtful face, and whose semi-genteel garb betrays the gentleman of narrow means, you may conclude that, in all probability, he is some *torsonio* pedagogue. It has been said of him that "his only palace is the school-house, his sceptre the birch, and his sinew is the delight of labour without the burden of a salary." Yet he is possessed of a mighty influence, and has much to do with shaping the character of the coming age. I wish now, however, to refer more particularly to the schools for higher education. These come midway between the primary school and the university. They are known as academies and grammar schools, and sometimes, but with less accuracy, as colleges. These institutions take a wider range of learning. They raise a higher standard of attainment. They exercise an influence on public education beyond their own bounds. This influence is felt in the common and primary school below them, and in the university above them. They uplift the lower, and prepare the mental material on which the other is to work. Without them, the ordinary school and the university would alike languish. They help to refine and elevate society. The educational advantages furnished by these establishments are superior to what any private tuition can supply. The notion that private teaching is to be preferred to that of public schools is now generally abandoned, and needs no refutation. So greatly, too, do modern public schools excel those of former days in the important points of careful moral oversight and training, that if the poet Cowper were alive now, he could not, I think, find many an answering to his description in his poem entitled "Tirocinium, or Review of Schools."—

Would you your son should be a sot or dunc,
Lascivious, headstrong, or all these at once;
That in good time the stripling's finished taste
For loose expense and fashionable waste
Should prove your ruin, and his own at last,
Train him in public with a mob of boys,
Childish in mischief only and in noise;
Else a manly growth, and live in ten
In infidelity and lewdness men.
There shall he learn, ere sixteen winters old,
That authors are most useful, power or old;
That piety is all that school is hurt,
But taverns teach the knowledge of the heart.

Such a state of things as the poet sketches would, in this day, be hard to find. The morals

of all rightly-conducted schools are carefully fenced and guarded. They are conformed to the character of a happy, cheerful home as much as possible, so that every boy may feel that his teachers are among his best friends, and that the lines have fallen unto him in pleasant places.

The relation of the church to the education of its youth is intimate. She is to purify the fountains of instruction. She is to encourage and promote the expansion and improvement of the human mind. Now, let me say that this is one of the high vocations of Methodism, and nobly has she striven to walk worthy of it. It is not too much to say that general education, as well as religion, was raised and stimulated by the Wesleyan revival. Methodism was born in a university, and has always been a friend of mental culture. Many of her first ministers were scholars. She descended into the cottage and cabin, and gave the lower orders of England such an intellectual upheavement as nothing before had ever done. She had formed Sunday-schools before the name of Robert Raikes was heard. Her Wesley wrote grammars of Latin, Greek and Hebrew, a system of logic, and many other works besides for the encouragement of general learning. He founded Kingswood School for the common people. Apart from moral results, what intellectual fruit has Methodism borne! She is not yet more than a century and a-quarter old. Within that time few churches have produced a richer literature. Her five commentaries on the entire Bible are monuments of learning. Her schools and colleges are multiplying in England, in Ireland, and in the colonies. In the United States she has no fewer than twenty-eight universities, containing 4675 students, and endowed to the extent of £5,600,000. Besides these, she has in the same country two theological schools, and seventy-six academical institutions. If any Methodist denounces learning, Methodism is ashamed of him. In this country she has been one of the most earnest promoters of public education. She has earned, in this noble work in Victoria, a good degree. Other churches have done well, and she has not lagged behind. The last published statement of the registrar-general, in the tables relating to education, showed that, of the three principal Protestant denominations in the colony, the Wesleyan body was "found to have the highest proportion of children possessing the rudiments of instruction." Methodism in some of the other colonies has been before Victoria in the establishment of collegiate schools, but to-day she inaugurates "Wesley College," for the purpose of superior education. Her educational work, however, is only well begun, and she has yet to found her colleges for ministerial candidates. May she be found, to the end of time, faithfully pursuing her course for the intellectual and religious advancement of her people!

The institution which we inaugurate this day may have initial difficulties to surmount; it may not all at once be filled with pupils, but we have no doubt of its ultimate success. It enters into no unfriendly rivalry with existing kindred schools. Many Methodist families have long felt and deplored the want of such a place; that want is now supplied. The accomplished and practised teacher who will be at the head of the school department has long filled important public positions in connection with education. He is in every way worthy of our confidence, and will be sustained by able helpers. Let our friends encourage the effort, and with God's blessing it must prosper. The object is one that commends itself to the enlightened liberality of our people, especially of our wealthier friends. The building is yet incomplete, the preliminary outlay is considerable, and the

working expenses for some time may be in excess of income. The formation of a library must be in due time begun. We have much to do, but all is within our power if the friends of Christian education will help us. There is wealth enough to do it easily and soon, if those that hold the wealth have but the heart and the will to use it. One friend, already named, has, in behalf of our new enterprise, sent to the Methodist people of Victoria a spirited challenge. His £1000 are promised on conditions which will pledge us to at least a corresponding sum; or, by a later modification, to £1500. I have no doubt the response will be. "We gratefully accept the challenge."

And now, one concluding word. We began this work in the name of the Lord, and to his furthering blessing we commend it. We ask the sympathy, prayers and help of the friends of Christian learning. To quote a figure once applied to a similar institution, may our college be like an angel standing in the sun, sending forth streams of light for many a year throughout this land!

The rev. gentleman was repeatedly cheered during the delivery of his address, and was warmly applauded at its conclusion.

The choir here sang "Gloria in Excelsis." Dr. Cutts then moved the following resolution:—

"That the best thanks of this meeting are due, and are hereby presented to Walter Powell, Esq., who, in addition to his previous subscriptions, has generously offered a donation of (£1000) one thousand pounds (together with thirty pounds' worth of books,) towards the completion of Wesley College, on condition that fifteen hundred pounds (£1500) are raised by subscription in Victoria within the year 1866." He (Dr. Cutts) was sure that the best thanks of every member of the Wesleyan Church were due to Mr. Powell for his very liberal offer. (Applause.) This, however, was not the only liberal thing that Mr. Powell had done, and he need only refer to the report for proof of his munificent liberality. Besides this, Mr. Powell not very long ago presented £500 to the Wesleyan book establishment, and he (Dr. Cutts) had been informed that he had every intention of remembering the institution in his will. (Cheers and laughter.) From personal knowledge, he could state that Mr. Powell had always shown the greatest sympathy for institutions of this character. There were many who had behaved very liberally towards Methodism, but Mr. Powell had no peer—he stood head and shoulders above the rest. It was really refreshing in these times, when so few people were willing to give, to find gentlemen with the brains to make money, and the heart to give some of it to Christian and other philanthropic enterprises. (Cheers.)

The Rev. JOHN EGERTSON felt very great pleasure in taking part in the business of this meeting, and especially in seconding a vote of thanks to his esteemed friend, Mr. Walter Powell. He believed that Mr. Powell was thoroughly worthy of all the thanks that they could render him; and if they could only catch his generous spirit, there would be no difficulty in getting the £1500 by the end of 1866. He believed that Mr. Powell had acted thus liberally from the influence of true Christian principles. He believed that Mr. Powell's firm conviction was that the sound and careful education of the rising generation was the basis of all prosperity, and although Mr. Powell had left Victoria, his heart had not been estranged from it. He still felt interested in its prosperity, and took delight in every institution that would tend to elevate its character. (Cheers.) He had been exceedingly gratified with the inaugural address delivered by the President. (Applause.) Sentiments had been uttered in that address