

leges, especially as each persuasion wished and was entitled to have a separate seminary to educate its own ministers. But for the mass of the people of a new country demanding practical minds and strong muscles to develop its capabilities, a system which tended to direct the thoughts exclusively into literary and abstract channels, was decidedly a mistake. There had been much discussion about the intention of the late Lord Dalhousie in founding the College called after his name, in which the Society were now assembled. His lordship's expressed wish was that it should be conducted "on the plan of the University of Edinburgh," which some interpreted in a theological sense, whereas proof existed that what he meant was to provide classes of practical instruction, open to all, without any religious test.

The author went into detail on the climate, soil, productions, and population of the Province. The climate, though a proverb in England of dreariness and inhospitality, by no means deserved its bad name, the thermometer being below zero only a few scattered days in winter, and never descending so low as even at Boston and New York—a fact lately brought into prominent notice by the telegraph. The soil in some of our Western Counties was superior, according to the best authority, to that of any State in the Union, not excepting the famous bottom land of Ohio. But the farmers were not taught to work systematically or to take sufficient pride in their occupation. The fisheries were the envy of foreigners, and yet, strange to say, the destitution of the "poor fishermen" of Nova Scotia was a standing topic at the great religious meetings in England, where there were actually several depôts for receiving "parcels of clothing for Newfoundland and Nova Scotia." These same fishermen were, physically, the pride of the Province, and were second to none in America for prowess at the oar. What they wanted was instruction to turn their efforts to the best account, and