

Archdeacon Mountain, now Bishop of Quebec and the Revd. John Bethune, now the very Revd. Dean of Montreal. The latter was succeeded in 1846 by Edmund A. Meredith Esquire, a gentleman of very high classical attainments, who now holds and has for several years filled, under successive administrations with great efficiency, honesty and discretion, the important office of Assistant Provincial Secretary for Upper Canada. In 1853, Mr. Meredith having resigned, the Hon. C. D. Day, L. L. D. was appointed under the then new charter, and accepted without a salary. Judge Day had been, as Solicitor General, a member of the first provincial administration, that was formed by Lord Sydenham, under the system of responsible government. His position at the bar, entitled him on his retiring from public life, to a seat on the Bench, and he has ever since been distinguished by a zeal for education, which although congenial with his tastes as an eminent scholar, is not the less meritorious and praiseworthy.

Both as President of the Board of Governors and as Principal, he has devoted himself most assiduously and with great judgment to its interests. During the same period also, the Vice-Principal, Revd. Canon Leach, L. L. D. on whom the more immediate educational management devolved, deserves the greatest credit for his exertions.

The present Principal is a native of one of our sister colonies. He was born of respectable scottish parents in Nova Scotia, in 1820, and received his education at the Pictou Academy and in the University of Edinburgh, where he studied mineralogy and geology under Professor Jameson. On his return to Nova Scotia in 1841, he travelled with Sir C. Lyell, and under his direction explored and described in the *Proceedings of the Geological Society of London*, several points of interest in the geology of that province. After having lectured on botany and geology in the Academy of Pictou and in the Dalhousie College, and having published several educational works, Mr. Dawson was appointed in 1850 Superintendent of Education for Nova Scotia. In that capacity he visited the principal schools in the New England states, and took measures towards the establishment of a Normal School. In 1853 he resigned his office and was appointed one of the directors of the new Normal School. Shortly after, great complaints having been made against the management of King's College, Frederickton, (New Brunswick) a commission was appointed to inquire into the condition of the institution; Dr. Ryerson and Mr. Dawson were among the Commissioners. The latter was appointed Principal of the McGill College in 1855, and had subsequently conferred on him, the honorary degree of Doctor of the same University in addition to that of Master of Arts of the University of Edinburgh, which he already possessed. Dr. Dawson is moreover a fellow of the Royal Geological Society of London, and has contributed several papers to the British and to the American Associations for the promotion of sciences. Besides his numerous essays published in the transactions of scientific bodies, or in pamphlet form, he has published the following works: *Handbook of the Geography and Natural History of Nova Scotia*, pp. 95 and map (1848). *Hints to the farmers of Nova Scotia*, pp. 148 (1853), and

*Acadian Geology*, pp. 300 (1855). His administration of the educational affairs of McGill College has been thus far marked with great success in the following particulars, in the complete organisation of the Faculty of Arts, which was previously in a very depressed condition, in the organizing of the McGill Normal School in conjunction with the educational department, and in the prompt restoration of the High School and College buildings and the replacing of their libraries and collections of Natural History after the disastrous fire of 1856. The new library of the Faculty of Arts already contains 1,800 well selected volumes; and there is also a fair beginning of a collection of philosophical apparatus. The new museum contains 10. a general collection in Zoology; 20. a general collection in Geology and palæontology; 30. the Holmes collection of 2,000 Canadian and foreign minerals; 40. the Holmes herbarium, containing specimens of nearly all the plants indigenous to Lower Canada; 50. the Logan collection of 450 characteristic Canadian fossils; 60. the Couper collection of 2,400 Canadian insects.

We have said enough to indicate the bright prospects awaiting the efforts of the present directors of an institution, which being placed in the most central and in the largest city of Canada, in the midst of a generous and enterprising mercantile community, has in itself all the elements of unlimited success. We speak advisedly of a mercantile community as of one which may and must support such an institution not only by its subscriptions but by furnishing it with pupils.

There is indeed no prejudice more prevalent nor more injurious to the welfare of this country, than the belief generally entertained, that classical studies will unfit a young man for mercantile pursuits. It is to this prejudice that we are indebted for the overcrowded state of what are generally termed, the learned professions, on the one hand, and on the other, for the apathy hitherto existing for the study of the higher branches of education, which, if acquired, would strengthen the mental faculties, and facilitate the advancement of those who intend to become members of a most respectable and most important class of the community. Young men who have completed a course of classical studies are too prone to believe that they are thereby unfit for mercantile pursuits; the time was, when they really thought them beneath their dignity: this however has changed; and seeing the very small chance that now exists of securing an independence even with the greatest success, in any of the learned professions, many young men would devote their energies to trade, farming, or the mechanical arts, if they had not heard it constantly and authoritatively affirmed that a college course was an obstacle to any thing of the kind. Such an assertion amounts to this: that while, primary education, common sense and good conduct will make any one successful in life, the addition of literature and science to all these will counteract their beneficial effects and destroy all hope of success. The inference is plainly that there must be in the manner in which science and literature are taught in colleges and in the discipline of those institutions, something which impairs