

In 1855 he was called to the position of Principal and Professor of Natural History in McGill College and University. At that time the affairs of the University were in a lamentable state of confusion. Its Medical Faculty, largely through the unwearied assiduity of its Dean, the late lamented Dr. Holmes, was in a comparatively flourishing condition, but its Faculties of Arts and of Law were moribund. Winning in address, of large capacity of business, indefatigably persevering, and loyally subordinating all personal considerations to the success of his work, the new Principal gathered around him a body of large-hearted and influential men—the Messrs. Molson, the Hon. Judge Day, the Hon. Judge Dunkin, the Hon. Judge Torrance, Messrs. Moffat, Workman, Torrance, Redpath, McKenzie, McDonald, Frothingham, Gould, the Hons. James Ferrier, Sir William Logan, Sir George Simpson, and others, who, by their efforts and their wealth, nobly aided him in raising the University to a position of assured usefulness.

One of the great drawbacks to the success of the University at that time was the want in the Province of Quebec, and even more especially in the city of Montreal, of efficient elementary and superior schools to prepare pupils for matriculation. In co-operation with the Hon. P. J. O. Chauveau, Superintendent of Public Instruction for the Province of Quebec, and aided by the powerful influence of Sir Edmund Head, then Governor General, Dr. Dawson secured the establishment of the McGill Normal School, a training school for Protestant teachers, in 1857. In addition to his arduous and engrossing duties in the University, he assumed the position of Principal of the infant institution, and, greatly to its advantage, continued for thirteen years to preside over its work and to lecture on Natural History to its pupils. Though compelled to withdraw from his position in 1870, he has ever since maintained an active supervision of its affairs as Chairman of the Normal School Committee of the Corporation of the University.

Amidst many oppositions from men of narrower range of comprehension, Principal Dawson has laboured to secure in the University that recognition of Science as an element of liberal culture which its own essential character, no less than the needs of modern life, demands. His lucid and interesting lectures, as well as his personal popularity, have won for Natural History a place and an importance in McGill not usually accorded to it in University culture. A School of Civil Engineering was established in 1858, which, after a struggling existence of five years, succumbed to unfriendly legislation. This school was resuscitated and placed on a more comprehensive basis in 1871 as the Department of Practical and Applied Science. In this portion of his work Principal Dawson has taken deep interest, and it must be matter of great satisfaction to him to see that its increased efficiency attracts year by year an increasing number of students, and that its success is now indubitable.

McGill University, though still embarrassed by insufficient means, numbers in its Faculties of Arts, Medicine and Law, in its Department of Practical and Applied Science, and in its Normal School, a total of 57 Professors, Lecturers and Instructors, and 598 Students. Those who are most intimately acquainted with the history of the University during the past twenty-two years feel most strongly the importance to this result of the wise and arduous labours of Principal Dawson.

Since the year 1872 Dr. Dawson has been a valued member of the Protestant Board of School Commissioners of the city of Montreal. He is also a member of the Protestant Committee of the Council of Public Instruction of the Province of Quebec, and has taken an active part in devising the measures recently adopted by that body with a view to securing an effective inspection of the schools of the Province. Kindly, wise and conscientious, may he be long spared to serve the cause of education, science and religion.

Gleanings.

A TROUBLESOME VERB.—“I begin to understand your language better,” said my French friend, Mr. Dubois, to me; “but your verbs trouble me still; you mix them up so with prepositions.”

“I am sorry to find them so troublesome,” was all I could say. “I saw our friend, Mrs. Murkeson, just now,” he continued. “She says she intends to break down housekeeping; am I right there?”

“Break up housekeeping, she must have said.”

“Oh, yes, I remember; break up housekeeping.”

“Why does she do that?” I asked.

“Because her health is so broken into.”

“Broken down, you should say.”

“Broken down? oh, yes. And, indeed since the small pox has broken up in our city—”

“Broken out!”

“She thinks she will leave it for a few weeks.”

“Will she leave her house alone?”

“No, she is afraid it will be broken—broken. How do I say that?”

“Broken into.”

“Certainly—it is what I mean to say.”

“Is her son to be married soon?”

“No; that engagement is broken—broken—”

“Broken off?”

“Yes, broken off.”

“Ah, I had not heard that.”

“She is very sorry about it. Her son only broke the news down to her last week. Am I right? I am anxious to speak English well.”

“He merely broke the news. No propositions this time.”

“It is hard to understand. That young man, her son, is a fine fellow; a breaker, I think.”

“A broker, and a very fine fellow. Good day.”

So much for the verb “to break.”

—The best mathematics—that which doubles the most joys and divides the most sorrows.

—Mr. Blank—“I always found that at school, the stupidest boy carried off all the prizes.” Miss Sparkle—“Did you get many?”

—First school-girl (sweet eighteen)—“I am so tired of walking along by twos and twos in this way! It's as bad as the animals going into the ark!” Second ditto (ditto, ditto)—“Worse! Half of them were masculine!”

—A schoolmaster tells the following story:—“I was teaching in a quiet country village. The second morning of my session I had leisure to survey my surroundings, and among the scanty furniture I espied a three-legged stool. “Is this the dunce block?” I asked a little girl of five. The dark eyes sparkled, the curls nodded assent, and the lips rippled out, “I suppose so; the teacher always sits on it.” The stool was unoccupied that term.

—Start an educational column in your country papers: fill it up with *short* items of what is being done in your schools.

—The true value of a teacher is determined not by what he knows, nor by his ability to impart what he knows, but by his ability to stimulate in others a desire to know.—*Indiana School Journal*.

—“Any one who pretends to teach, and does not read an educational paper or magazine, is not worthy of the name of teacher, and should leave the profession at once to make room for some one who will do what he should.”—*Prof. A. Earshman, in Wisconsin Journal of Education*.

—In choosing a teacher for my child, I would be willing to sacrifice some of the scholarship, if needs be, for the sake of womanly or manly dignity. I would sacrifice the drill-master for the sake of the *lady* or the *gentleman*. That which I value most in the character of my child I must demand in the character of my child's teacher.

—Children learn much faster by doing than by merely repeating what they have been told. Therefore, whenever possible, arrange the exercises of each subject so that the pupils may be called upon to do something which relates to the subject, *with their own hands*; also so as to require them to *tell* what they see and do.

—Do not always be telling a child how wicked he is—what a naughty boy he is—that God will never love him, and all the rest of such twaddle and blatant insanity. Do not, in point of fact, bully him (and many poor little fellows are bullied): it will ruin him if you do; it will make him in after years either a coward or a tyrant. Such conversations, like constant droppings of water, will make an impression, and will cause him to feel that it is no use to try to be good—that he is hopelessly wicked. Instead of such language give him confidence in himself; rather find out his good points and dwell upon them; praise him where and whenever you can, and make him feel that by perseverance and God's blessing, he will make a good man.—*Spiceland Reporter*.