

Turning to matters of closer local interest I should make a more extended reference to the Geological Map of Canada, prepared by Sir William Logan, but for the circumstance that during the past year it was produced before this Institute, when Sir William favored the members present with some instructive and highly gratifying observations upon it and upon the geological structure of the Province. We then expressed what I am sure we continue to feel, our full appreciation of the valuable services he has rendered in conducting the Survey still in progress, as well as our pleasure to find that his high merit has been recognized and fitly acknowledged, as well by our Sovereign and the French Emperor, as by some of those Societies in England whose members are peculiarly well qualified to judge of the skill and value of his operations.

There is one more subject of at least equal interest, and of no less importance than any on which I have touched, to which I entreat your brief attention. I allude to education, which may be viewed both in reference to the objects of the Canadian Institute, and also in its more extended relation to the advancement and well-being of the Province. As to the former, the observations recently made by Professor Daubeny, so thoroughly, and in such appropriate language, convey what I wish to say, that I gladly avail myself of them. "It begins, indeed, to be generally felt, that amongst the faculties of mind, upon the development of which in youth, success in after-life mainly depends: there are some which are best improved through the cultivation of the physical sciences, and that the rudiments of those sciences are most easily acquired at an early period of life. That power of minute observation, those habits of method and arrangement, that aptitude for patient and laborious enquiry, that tact and sagacity in deducing inferences from evidence short of demonstration, which the natural sciences more particularly promote, are the fruits of early education, and acquired with difficulty at a later period. It is during childhood also, that the memory is most fresh and retentive, and that the nomenclature of the sciences, which from its crabbedness and technicality often repels us at a more advanced age, is acquired almost without an effort."

It is gratifying to us to know that, so far as is compatible with a system of Common School teaching, elementary instruction in the physical sciences is receiving proper attention; and we may point with pride and pleasure to the conspicuous attainments and ability of many of those who, as Professors in the various branches of lit-