

ship in the subjects he undertook to teach. As to the first of these qualities the poet Tennyson has well said :

' Self-reverence, self-knowledge, self-control,

These three alone lead life to sovereign power ; "

and the Emperor Marcus Aurelius, himself a very observant pupil, as any one who has read his account of his teachers will admit, in a similar vein remarks : " Reverence that which is best in the universe, and reverence likewise that which is best in yourself." Dr. McCaul on all occasions comported himself with such an easy dignity, yet with so much genuine affability towards his pupils, that, that no one of them ever ventured to question his authority, much less to set it at defiance. He invariably preserved his own self-respect, and by the force of his kindly and courteous treatment of others, taught his students to respect themselves and to respect each other. This quality of self-respect always prevents its possessor from offending against that which is worthy and becoming, while furnishing ready incentives to honour that which is venerable and worshipful. And by the force of his precept and example he cultivated this noble sentiment in his pupils, and by " hallowing the common ways " of every-day life, cast their character in a finer mould. Even to the performance of minute and insignificant details he imparted a senatorial dignity, which was not suffered to degenerate into anything like pomposity, such as too often renders efforts at preserving authority ridiculous, because it is obviously assumed for the occasion. How quick is the mind of youth to detect anything of that kind which is merely " put on " as a cloak ! Dr. McCaul's quiet dignity was as much a part of his nature as his good humour, his winsome manners, and the many other estimable traits of his character.

The other element of his success as a teacher stands by no means disconnected from the first, for the reverend doctor might well claim from his classes the respect to which a thorough and exact knowledge of the subjects he undertook to teach assuredly entitled him. When a teacher is indifferently acquainted with his subject, it is difficult to maintain before his class that sense of conscious superiority which it is of the first importance he should always be able to assert. The quick wits of even the most indolent pupils will quickly find out the loose joints in the armour of the master, who is not a fully equipped hoplite of the Academe. And they will rate him accordingly. It is in vain that, after being repeatedly caught tripping, he affects a thorough knowledge of his subject. The students pierce the thin disguise, and unless he studiously make up for his deficiencies by preparation for the encounter, he will have difficulty in maintaining his own self-respect or gaining the respect of his pupils. Dr. McCaul was a most accurate as well as a most brilliant scholar. When at his best few men living in either hemisphere had a more varied or more extensive acquaintance with the Greek and Latin classics, while, as a masterly exponent of systematic logic and rhetoric, he was unsurpassed anywhere. These are the subjects he proposed to teach, and he taught them well. So well, indeed, that he may truly be said to have laid the foundation-stones of classical culture, as indeed of all academic training, in this Province. The teachers of Ontario and the alumni of the University in every walk of professional life in Canada, looking back at all that has been accomplished by him in the educational arena, will cheerfully acknowledge this. University College will always venerate his