

the roads and lawns. From his own funds he frequently met the wants of poor scholars, and he visited those who were kept by illness from their classes, encouraging them when he saw their spirits affected by physical ailments. Whatever the nature of his intercourse with students, he maintained a dignity and courtesy which must often have made a lasting impression. By some blunder the *London Times* has said since his death that he was defective in public speaking. How even a stranger could have been so misinformed one finds it hard to understand. In class lectures he spoke with unsurpassed force and clearness. At Convocation and other large meetings he always spoke with fluency, grace of manner and eloquence.

The various stages of McGill's material progress are marked by a series of splendid gifts which need not be specified in detail for one reason, because a description of them can be found in the annual calendar. Since 1855 the principal benefactors have been William Molson, J. H. R. Molson, Peter Redpath, Lord Strathcona, and Sir William Macdonald. It may seem invidious to single out a few names where generosity has been so widespread, but each of those mentioned is connected with the stone and mortar of buildings which have been erected since Dawson came. During the early years of the period relatively small sums were given by a large number of persons. Latterly very large sums have been given by a small number of persons. But whether large or small their gifts, the men who have made higher education possible in the Province of Quebec entered upon their habit of giving while Dawson directed the academic policy of McGill. The confidence which they placed in

him is of itself an impressive tribute to his wisdom and sincerity.

No complete account of Dawson's life could omit a criticism of his books on geology, or a notice of the part which he took in the evolution controversy. But the only attempt of the present article is to give the perspective of what he did for education in a single one of its branches. He left his mark on the schools of Nova Scotia, the McGill Normal School, and the schools which are controlled by the Protestant Board of Public Instruction. After all, his masterpiece is the University which he created, to which he brought a thousand students, and which he left with an assured future. His scientific works are doubtless a monument, but few Canadians have by their efforts for a public institution wrought so much unquestioned good as he accomplished by the upbuilding of McGill.

A sketch of Sir William Dawson which deals only with the leading facts and results of his life must necessarily seem rather barren, for he had strong characteristics. Much might be written about his personal traits and the skill with which he transacted business. He had tact in combination with a firm grasp of affairs, and his courage in facing difficulties would have well befitted a statesman. He had the constructive instinct, and his brain teemed with projects for the promotion of the aims which he had at heart. Yet, where no principle seemed at stake, he would willingly go half-way in bridging over objections and differences. Perhaps his most striking quality was seriousness and depth of conviction. Religious thoughts and utterances formed part of his daily life, and his example has been quoted as an illustration for many a pulpit. No one ever retired from the absorbing occupations of