

chief duties and pleasures of a man of science. Most of his work along these lines was done during the summer vacations; in fact, he was led to accept the position of Principal of McGill University chiefly by the fact that the vacations gave him leisure and opportunity for work of this kind. He was always very progressive in his ideas relative to the scope and development of educational work, urging those in charge of such work to "survey and mark out on the ground wide fields of operation which they might hope in future to cultivate, and to occupy such portions here and there as seemed likely to yield an adequate return." In his own University he was continually urging the endowment of new chairs and the broadening of the University's work, so that all young men wishing to train themselves for any of the higher walks of life might in the University find their needs supplied. While always upholding the high value of a strictly academic education, he felt that in a young and rapidly growing country like Canada, whose development depended so largely upon the skill and knowledge which its people could bring to bear upon the problems confronting them, the study of science and its application to the needs of life were of especial importance, and strongly advocated the addition of teaching in Applied Science to the usual academic studies. He actually succeeded in establishing, as far back as 1858, a School of Civil Engineering, which attracted a considerable number of pupils, but which after a severe struggle for five years in the face of professional and official opposition, was at length suspended owing to the temporary financial embarrassments of the University. In the summer of 1870, however, he went abroad, and visited the chief science schools in Great Britain and the Continent, as well as in the United States, for the purpose of collecting information concerning the best methods and equipment for the teaching of science, and in the Annual University Lecture, delivered upon his return in the fall of that year, spoke as follows:—

"Everywhere, as a means to this end, it is felt to be necessary to provide the widest extent of science education for the mass of the people, and the highest perfection of such education for those who are to take leading places as original investigators or as directors of business undertakings.

"From the time when I first had the honour of addressing a Canadian audience, until this day, I have not ceased, in season and out of season, to urge this subject on the attention of the friends of education here, as one of the pressing wants of this country; and within the past few years, feeling that we were falling farther and farther behind other countries, I have made some special efforts to collect