

the Montreal Institute of Medicine had lacked, so that strength was not all on one side. Let us hope that the newly affiliated bands walked side by side in unity, drawing to them by their zeal others of the youth of the land.

Looking over the curriculum of the College to-day, and reflecting on the number of lines of study that have been opened up in recent years, one is prone to think that the old course was a very meagre thing indeed. Yet it should not be belittled. If the medical student of that time received but a fraction of the instruction which is thought necessary at present, he yet held his own among the men of contemporary colleges. If the Arts man passed through his four years without a glimpse of the beauties and mysteries, the curious and marvellous things of the sciences, of botany, geology and zoology, of chemistry, physics and astronomy, he also lived through the time undisturbed by the longing for such knowledge. The natural and physical sciences were not thought of as material for college work. Mathematics was the one science thought worthy of much attention. The time which the student of to-day gives gratefully to the study of his own language, the student of '29 would have considered so much idle expenditure. Culture was very largely represented by knowledge of Latin and Greek, and this the college course supplied, and was so far satisfactory. It was no small advantage that had been attained when two or three men of learning were gathered into this centre, and when even a very small number of young men studied the humanities in the midst of the money-making community.

One of the terms of the charter stipulated that the Principal should be chosen from the Board of Governors of the College. The responsibilities of this double position of legislation as well as administration were very great, and further difficulties arose from want of means and from the conditions of the charter which in many ways hampered the workings of the institution. The Ven. Archdeacon Mountain held the principalship from 1829-1834, when he was succeeded by the Rev. Mr. Uxbridge, who, however, held office but for one year.

For the next twenty years the records are very scanty, but they tell a tale of anxiety and discouragement for the governors, who must have been tempted sometimes to let the whole project sink into nothingness. That they did not do so seems to argue that they were men of strong enough vision to see their efforts rewarded, not in the advantage of the few youths composing the College, but in the education of an ever-increasing body of Canadians in succeeding ages.

The efforts of the Board were directed toward securing an amendment of the charter, for it was seen

that in its cumbrous decrees was the source of much inefficiency. In 1852 the change was accomplished, a new Royal Charter was granted, and the College began anew with some possibility of growth.

A new Principal was needed. During the last twenty years five officers had successively held the position, and now in 1852, Hon. Justice Day, who was also chancellor of the University, was acting as its principal. The advice was sought of the governor general, Sir Edmund Head, and to his wise and discerning counsel the College owes forever its highest gratitude, for this it was which decided the governors to tender their offer to Dr. J. W. Dawson, Superintendent of Education in the province of Nova Scotia.

Dr. Dawson had already identified himself with the body of educationalists. He had taken part in the framing of a school law for his own province, and afterwards as Superintendent of Education had been one of the administrators of the new regulations. His educational work, however, had followed that in another field. By taste and education Dr. Dawson was a naturalist, and the field which he knew best was geology. His papers, published under the auspices of the Geological Society of London, had brought him a reputation which induced the eminent Nova Scotians, Mr. Wm. Young and Mr. Joseph Howe, to secure his services for Dalhousie College, Halifax and afterwards for the educational reforms before mentioned. Scientific work was not superseded but combined with new duties. Tours of school inspection were made opportunities of investigating the nature of the very ground travelled over, and the result was, in addition to reports on education, the book on *Acadian Geology* now so well known.

To a flourishing institution successfully following approved lines of education, Dr. Dawson would have brought new life and power, to blighted struggling McGill his advent was as the coming of a deliverer. Fortunately, the new Principal did not have the antagonism of colleagues in office to contend with in addition to material wants. In more than one address he has testified to the high qualities of the men who in 1855 formed the board of governors. Themselves well-educated, these gentle men, Judge Day, Mr. Dunkin, Mr. Ramsay, Mr. Ferrier, and Mr. Davidson were desirous above all else to see education prospering and its power extending. With their hearty co-operation to aid him, with the additional support of the governor general, whose influence as visitor was not for nothing, with the royal charter as a solid basis to preserve the University from the dangers of political change, the Principal felt strong enough to attempt many new schemes. Moreover, to courage he added an unbounded power and willingness for hard work and a faith strong enough to see far beyond present risks and discouragements.