

It appears from the above statement of the history of the university, that its present prosperity dates from its reorganization under its new charter in 1852. The contrast between that time and the present is sufficiently striking. In 1851, the committee of the royal insinuation reported that the buildings were unfinished and threatening to fall into decay; the grounds were uninclosed and used as a common. The classes in art contained only six students. Even the students in medicine, owing to the establishment of a rival school, had fallen off to thirty-six. Only one course of law had been delivered in connection with the university. It had no preparatory school. Its total income was estimated at £540 per annum, while the expenditure, even with the small staff then employed, amounted to £792. There was consequently a large and increasing debt. The medical faculty was self-supporting, and maintained a high reputation. The faculty of arts was sustained solely by the exertions of the vice-principal.

In 1859, the university presented a different picture. Its original buildings were still unfinished, but were kept in use and in repair, and others more suitable to the present wants of the university had been added. Its grounds were inclosed and improved. Its faculties were fully organized and largely attended by students. It had a flourishing preparatory school,* and affiliated normal and model schools. Its revenues from property and fees of tuition had been increased more than tenfold. A library, apparatus, and collections in natural history had been accumulated. It had a staff of thirty-two professors and regular teachers, and more than two hundred regular students. This great expansion was achieved in seven years, by the ability and energy of the governing body, and by the liberality of the citizens of Montreal, sparingly assisted by public grants; but the university was then still in its infancy, and its subsequent growth has fulfilled this early promise.

I have avoided dwelling on the early history of the university in detail. Its struggles and its failures are profitable now only for the lessons that they teach. But in this point of view they are not unimportant. The questions then agitated respecting the religious character of the university—the best method for its establishment, whether by commencing with a preparatory school or by organizing a colle-

* Since transferred to the Protestant Commissioners of Schools.