

developing the analysing and comparing faculties, creating the habit of accurate thought and expression, and disciplining all the mental powers, results of the highest value to the student. The pursuit of mathematical science exerts a similar influence, and more especially cultivates a cautious, systematic habit of reasoning, and of accepting nothing as proven in human knowledge, until it has been weighed or measured, calculated or demonstrated; it tends to produce a logical mind, than which there are few greater acquisitions to the physician. An acquaintance with some of the branches of natural science is of very great value to a student of medicine. When you reflect that heat, light, electricity, motion, which operate universally in inanimate nature, also operate in animated beings—aye, in man himself—you may perceive that a knowledge of their modes and conditions of action must be highly important to the individual who would investigate the functions and phenomena of the human organism. However important a good general education is to the student of divinity or law, I cannot help thinking it is of greater value to the student of Medicine. For not alone has the latter to acquire a knowledge of a larger number of collateral departments of science, as botany, chemistry, comparative anatomy, than the former, but the nature of the subjects he has to investigate, the causes of disease, the actions of remedies, the laws of vital action, &c., are of a more complex and mysterious nature than those great principles of religion, morality and justice which regulate the relations of man with man, and of man with his Maker—relations which form the subject matter of the professions of divinity and law. So valuable to the medical student is the education we are contemplating, that for many years the leading minds in our profession have been advocating a higher standard of attainments from the pupil about to enter upon his professional studies. Indeed the Medical Council of Great Britain has suggested the propriety of compelling every student to possess a degree in Arts or its equivalent before entering the Medical Schools. Some of you may think it will not be a difficult matter to acquire a fair acquaintance with Latin, French, and English literature, mathematics, and moral philosophy, during the four years assigned for your medical studies. But you will find that will be a serious mistake. It can not be done except to the neglect of the latter.

Every day, every period of a man's life, brings its proper engagements: those of yesterday, if unfulfilled, cannot be met to-day, at least they will encroach upon the time due to the engagements of to-day. If you have wasted your opportunities of acquiring that elementary knowledge, and mental training which the educated classes generally obtain at schools, you will find that it cannot be recovered, unless at the cost of neglecting