

The other function of a University is to think. Teaching current knowledge in all departments, teaching the steps by which the *status præsens* has been reached, and teaching how to teach, form the routine work of the various college faculties, which may be done in a perfunctory manner by men who have never gone deeply enough into their subjects to know that really thinking about them is in any way important. What I mean by the thinking function of a University, is that duty which the professional corps owes to enlarge the boundaries of human knowledge. Work of this sort makes a University great, and alone enables it to exercise a wide influence on the minds of men.

One of the chief difficulties in the way of advanced work is the stress of routine class and laboratory duties, which often saps the energies of men capable of higher things. There are two essential provisions—first, to give the professors plenty of assistance, so that they will not be worn out with teaching; and, second, to give encouragement to graduates and others to carry on researches under their direction. With a system of fellowships and research scholarships, a University may have a body of able young men, who on the outposts of knowledge are exploring, surveying, defining and correcting. Their work is the outward and visible sign that a University is thinking. Surrounded by a group of bright young minds well trained in advanced methods, not only is the professor himself stimulated to do his best work, but he has to keep far afield, and to know what is stirring in every part of his own domain.—*Montreal Medical Journal*.

The following are taken from the *Medical Record*, February 16th :

DYSMENORRHOEA.—

R. Fl. ext. viburnum prunifolium,
 Fl. ext. Jamaica dogwood āā 2 gm.
 Syrup 50 gm.
 Water 140 gm.

Dessertspoonful every two hours.—*Cocq.*

IMPOTENCY FROM EXCESS.—

R. Ext. damianæ fluid ʒj.
 Ext. canthar fluid ℥ viij.

S.: Teaspoonful at bedtime.