

By his death the University of Toronto has suffered a great loss. The reputation in which he was held as a physician has been demonstrated by the high eulogiums which have been pronounced upon his career in the medical press of Canada, Britain, and the United States. To-day we mourn his loss as a teacher in this University. We owe much to him for his work in that capacity. He was among the first to introduce the method of systematic instruction at the bedside, and his wonderful gift of imparting instruction as a clinical teacher will long be remembered by those pupils who had the good fortune to attend his clinical lectures. The patient and consistent manner in which he performed his work was itself worthy of imitation by those whom he sought to instruct. He had a remarkable faculty for grasping all the details which presented themselves whilst investigating obscure disease, and the systematic manner in which he considered these, and interpreted their significance, was itself a demonstration of incalculable value from an educational standpoint. Dr. Graham was beloved alike by his colleagues and his pupils. His uniform kindness and courtesy formed elements in his character which we shall long cherish in memory and should strive to emulate. His integrity, industry, and steadfastness of purpose will ever be an inspiration to those who had the privilege of being associated with him in his work in this University.

Let me now address a few words more directly to the students who are assembled here to-day for the purpose of beginning another session. You have come to this University for the purpose of preparing yourself for your life's work; you have deliberately chosen this school as an efficient means of equipping yourself for that work by the training you receive whilst here. We as teachers feel the responsibility of our position, and we hope that the confidence placed in us may be fully justified. The function of the teacher, we are told, is "to teach and propagate the best that is known and taught in the world," and whilst the true teacher should command the respect of his pupils, yet, after all, there is an element in the relationship between the teacher and his pupil which we are apt to overlook by simply viewing the position from the standpoint I have indicated. There is, I believe, great danger of sapping the independence of our students by our manner of teaching. The best teacher is the man who teaches his pupils to think for themselves, and educates them to become independent factors in the search after truth, capable of investigating and observing, and thus becoming intelligent students, true investigators, and men able to apply the reasoning faculty when conditions of difficulty present themselves. There is real danger lest a student should drink in all that is presented to him during his course, and accept all statements without question, and often without understanding them, as if it were sufficient merely "to know" and not equally essential also to "understand." No doubt the course is so congested at present that there is a tendency for the teacher to crowd in as much matter as