

self-interest is that we are proud to be part and parcel of this university, and to share in the work of developing the glorious future which is before her.

In considering, then, the advantages which have accrued, and will accrue, to these various interests, I will commence first with those I named last—last, but not least—the students. It must be remembered that whatever improves the educational facilities and standing of the student improves the profession to which he belongs, confers increased benefits on the people, and enhances the position of the university; it must also be remembered that the main work of the university is with, for, and by its students; that existing "*parum clarem lucem dare*," "to give a light a little clear," its first and strongest rays must shine upon them. Let us, then, compare the advantages possessed by the medical students of the University of Toronto with those possessed by the students of the Toronto School of Medicine at its close. In former times the fundamental sciences of biology and chemistry were taught by gentlemen who were obliged to devote the larger portion of their time to the active professional work necessary to obtain the means of livelihood, and could only devote a small portion of it to teaching. Now they are taught by an increased staff of gentlemen whose life work it is to devote themselves to systematic research in these special subjects, to the study of the latest discoveries, improvements, and methods of teaching them, and to impart this knowledge to students who have no other duties to distract them from their work. I need not dwell at length on the importance of a correct and thorough knowledge of the phenomena of life, of the make-up of the materials of the human body, the offices of its various parts, and the action upon them of surrounding substances and influences.

The separate study of physics, the special department of our president, is another new departure. The intimate relation of hydrostatics with the fluids of the body, of pneumatics with respiration and ventilation, of heat, of electricity, of magnetism, of optics and acoustics with various functions of the organism, will be self-apparent.

All these subjects have a permanent home in

the science portions of the university, and they are illustrated by means of laboratories stocked with the necessary appliances, the teaching being illustrated, not by a few articles being brought forward from some cupboard or corner at lecture hour, but by a standing exhibit ready for the practical demonstrations which are given to the students, and in some instances the students possess facilities for themselves working which they did not possess before, as, for example, in making microscopic preparations for themselves, having the control of a microscope and a certain amount of apparatus always ready for work. In anatomy it was deemed desirable that a greater amount of practical instruction should be given, and that students should receive more individual attention, and to accomplish this the staff in this department was doubled. There seems on the part of the Senate a tendency to make the departments of anatomy and, more especially, pathology less dependent upon the commissariat exigencies of the busy practitioner. In pathology the arrangements brought about in the last five years are of very great importance. Five years ago this subject was undertaken by the professors of medicine and surgery along with their other work and their practice. Now the professor of pathology devotes his whole time to collecting materials, utilizing them in teaching and in carrying on original research. In this he is assisted by a demonstrator of pathology. Increased interest in the subject has also been awakened by the discussions of the Pathological Society, with which many of the members of the university staff are connected.

I have now advanced so far in the time allotted to me without saying much about my own special department that I fancy I can hear some of the students *thinking*, in a favorite form of phraseology of theirs, "What's the matter with hygiene?" which, being interpreted, means, "Why does he not say something about hygiene?" Well, gentlemen, you know I shall have opportunities of making a few remarks to you on that subject as I meet you from time to time in the other building, and I shall not have the opportunity which I have to-night of talking of some other things.

I must, however, take advantage of this occasion to acknowledge my indebtedness to the other departments, which do so much better