

Toronto University, and, moreover, stated his conviction that its medical graduates were attached to their *alma mater* by but slender ties.

He then expressed the hope that the formation, or rather the restoration, of the medical faculty would increase the number of graduates, and would at the same time produce among the students who received their education here, a stronger bond of union with their University.

That these hopes have so far been abundantly realized, is shown by the history of the past three years. In 1887, the last year of the old order of things, there were only thirty medical graduates, whereas, in the spring of 1890, the number was fifty-three—an increase of twenty-three.

That the attachment of the undergraduates has been strengthened, is well evidenced by the gathering of students such as I see before me to-night. Your number and enthusiasm indicate strongly your appreciation of the type of education which this University is endeavoring to place within your reach.

It is to be hoped, gentlemen, when you go out into active professional work you will use your influence, that these privileges which we now enjoy shall be increased, not diminished, and least of all, taken away.

Three years ago, hopes were expressed, not only in Toronto, but throughout the Province, that the institution of this faculty would have the effect of raising the standard of medical education, so that its success would be shown by the quality of its graduates, as well as by their number.

Now that three years have passed, to what extent have these expectations been realized? Has the character of medical education been improved? Any one who will read the Announcement of this year and compare it with those issued five and six years ago, will be convinced that a great advance has been made in the methods of instruction in many departments.

Whereas, students were then able to graduate with a very superficial knowledge of the microscope, now they commence to learn the use of that instrument during the first month of their course. Then the instruction given in the primary branches, such as physiology and chemistry, was largely of a theoretical character; now these branches are taught in the labor-

atory, and the student is required to make experiments for himself.

The methods of instruction now employed in the dissecting-room are copied from the best-regulated dissecting-rooms of Great Britain. This, together with the increased number of demonstrators, is evidence of the great progress made in the teaching of anatomy.

As will be mentioned further on, the amount of clinical instruction given has been doubled during the last three years, and the teaching in pathology is of a more thorough and practical character than formerly.

Many of the most important processes of life cannot be understood without practical study of similar processes, as they are found in the lower animals. It is as if a student in mechanical engineering were placed before a most complicated piece of machinery and requested to study and describe its various parts, with their movements, before he had even seen the working of more simple pieces of mechanism.

Some will jeeringly ask of what importance is the study of the anatomy and physiology of the simpler forms of life, and how will such knowledge assist the student to understand disease in the human subject? Just in the same way as the study of the lever, the pulley, and of simple movements, will assist the engineer to at last so understand the most complicated machinery as to discover any defect or break which may exist, and to proceed at once to remedy it. Moreover, the student, besides receiving an excellent mental training, acquires in the laboratory a dexterity with the use of the microscope, the forceps, and the scalpel, which will be invaluable to him in the study of human anatomy and physiology, and in practical surgery.

In the laboratory, also, the pupil is taught to use his powers of observation, the proper training of which is a most important element of success in the practice of medicine.

Physicians all through their career are students of life in its various phases. Those before me to-day who have been the longest in practice will be the first to admit that they are constantly meeting with conditions never before observed. If, then, the processes of life are so varied and obscure in their manifestations, that none of us expect to fully understand them, how necessary it is that we should at least under-