

in which it will be your privilege to pursue your practical work in the various departments. These laboratories have been the admiration of all visitors, even those from the greatest universities on both this continent and in Europe. This year the new chemical laboratory has been added—a laboratory of the amplest accommodation and most liberal appointments. Professor Pike is to be most heartily congratulated on such a complete fulfilment of his wishes in this laboratory, for which he has so long labored and waited. I regret that he could not be prevailed on to deliver the opening address on this occasion; it would not only have been appropriate at the inauguration of his new laboratory, but would have afforded the opportunity for discussing the increasing importance of chemistry in its relation to medical science. Extensive and well-equipped as these laboratories are, there is nothing superfluous about them; anything less would cripple their usefulness. Were funds in hand, the university authorities would have no difficulty in using it judiciously in increasing the efficiency of the present laboratories, and in adding to their number. It requires but a cursory examination to convince any one that such facilities are possible only to a largely endowed institution—no private corporation could make such provision for the training of students in medicine or other scientific course. No such provision exists anywhere in America apart from large universities, and nowhere else in Canada are such facilities to be found. The natural outcome of extensive laboratory facilities is the development and increase of laboratory teaching and demonstration on an equivalent scale—the one keeps pace with the other invariably.

THE CURRICULUM.

In regard to the question of the course required by the university, it is important that you view it in a proper spirit. Students too often cultivate, unconsciously perhaps, a spirit of antagonism to these requirements, especially if they extend beyond those usually demanded elsewhere. They feel as if these requirements were largely useless, and imposed on them to please those placed over them in these matters. The feeling is often one of resentment, as if the work prescribed were a measure of punishment, and therefore unjust. They forget that for every demand made of them the university makes provision by which to prepare them to meet these demands. It is not only a demand on the student that he shall learn a certain amount, but also on the university as well that she shall provide instruction in that work; so that every requirement means, first, a demand on the university to provide the increased facilities, and only after that that the student shall make use of these facilities for his own development. It is a question of profit and loss—profit for the student and loss for the university. Viewed in this light, every advance in the curriculum means