tion as you devote your energies to doing so will you become good observers.

No sane individual would attempt to read through Quain or Grey and then assert that he had a knowlege of anatomy. Unless accompanied by practical work, such labour would be completely thrown away. The dissections performed, a clear mental picture must be carried away of the relative position of artery, muscle and nerve, and with the aid of a text-book important features are impressed so that the eye and the memory work in harmony. This process of reading and observing must be repeated again and again until the structures become as familiar as the landmarks of your native town. This method is no doubt tedious, but I can assure you that if followed out it will result in a knowledge of the subject which can readily be recalled in later years, and as an immediate result it will enable you to face the ordeal of the primary examination with the assurance of a veteran regiment going into action.

In such subjects as physiology and chemistry you will be greatly assisted in obtaining a real grasp of your subject by the laboratory work, and by the experiments performed to illustrate the subject. Here again I would impress on you the importance of carefully going over the steps of the experiments, and of thoroughly comprehending the deductions made from them.

Whilst a thorough knowledge of facts is the essential basis of a medical education, it is necessary that they should be arranged in an orderly fashion. Each fact, so to speak, should be pigeon-holed and not mixed up promiscuously like the contents of a carpet bag. A proper arrangement and use of your knowledge can only be obtained by the cementing process of thought. It is not sufficient to know the facts, but their relation to each other, and to their bearing on other subjects, must all form a matter of much reflection and no little mental labour.

It is, perhaps, a criticism that may be made on the present system of medical education that the student is not taught to think, that the struggle for facts is so keen that the time for thought is thereby curtailed. I am inclined to think that there is much truth in such statements. There is a tendency to add various subjects to the curriculum, either under the pretence of utility or of broadening the presumably ever elastic mind of the over-worked student, whilst there is no corresponding extension of the period of study. We can hardly be accused of not providing sufficient straw, but we are perhaps a little unreasonable in the demand for bricks. This difficulty to which I have referred has been met fairly by the somewhat radical