

seem to oppose to his at once plunging into the art of medicine, I would in the first place justify the important place which they are accorded in our curricula of to-day, and in the second place offer to those students on the threshold of a medical career a few hints as to how these apparent obstacles may best be surmounted.

Medical education may suitably be divided into three stages, a preliminary scientific stage, a second, dealing with the specially medical sciences, and a third, dealing with the art of medicine. The first stage terminates with the acquisition of as profound a knowledge as possible of the normal structure and functions of the human body in health; the second concerns itself with departures from the normal condition, the prevention of these, and the principles of the restoration of the body to the normal. In other words, this intermediate stage includes pathology, the science which investigates the nature of disease; hygiene, which seeks to obviate its occurrence; and therapeutics, in its wide sense, which investigates the means at our disposal to restore the diseased body to health. The third stage is the application of these sciences in the various branches of practical medicine and surgery.

As I have said, it is with the first stage that I propose to deal to-day. It is that part of the medical curriculum which may properly also form part of a curriculum in Arts or Philosophy, and which terminates, as I have explained, with Human Anatomy and Physiology. Some of you may express surprise that I should speak of Human Anatomy and Physiology as proper subjects of study on the Arts side of the University, but I would ask:—How can one logically defend the inclusion of Comparative Anatomy and Physiology and the exclusion of one of its best-known constituent parts? The fact is that if I teach in my laboratory the anatomy of a rabbit, while my colleague, Professor Primrose, teaches the anatomy of man in his, we are engaged in disciplines of exactly the same nature, of exactly the same pedagogical value. There are questions of convenience, of sentiment, of usefulness, which, however, do not affect the value of these as subjects of scientific investigation.