

It must be remembered that in the Zurich University the medical faculty receives its proportionate share from the State. The pathological, physiological, and physical, laboratories are most complete, and each possesses an endowed chair.

The University of Paris, which has, during the last fifteen years, received five million dollars from the city for new buildings, devoted a large portion of that sum to the medical department.

I could in the same way enumerate nearly all of the universities of Europe, for they are in a similar position with regard to their medical faculties.

Now it may be argued that in this comparatively new country, where there are so many demands made upon the treasury for its development, funds should not be granted for the education of students in the practical or final branches, as surgery, medicine, and obstetrics. It is, however, of the greatest importance that the public should have skilful medical attendants, thoroughly educated up to the best standard at present existing. We have shown that it is impossible to give the necessary instruction in the more scientific branches—*anatomy, physiology, chemistry, physics, and pathology*—without an endowment. It therefore seems but just and right that this aid should come from the State.

There are gentlemen before me, who having decided to take up the medical profession, are now entering upon the first session. To these, as well as to those who have already completed a portion of their allotted term for study, I would like to say a few words. It is possible that you may hear from one who has taken the same course in the same university, something that may be of interest to you.

Twenty-five years ago I listened to my first medical lectures, given by Dr. Richardson in the old Toronto School of Medicine, which then occupied the site on which this truly magnificent edifice now stands. Old students will remember the dingy lecture room, with its beautifully carved seats—carved by the penknives of the students. They will also remember the peculiar musty odor, which arose principally from decaying wood, and partly, I am afraid, from a badly ventilated dissecting-room.

We have now in its place this beautiful Biological building, so complete in all its appointments that we can confidently claim it to be second to none on this continent, and, as far as I know, to none in Europe.

If such changes are brought about in a quarter of a century, what may we expect by the end of another twenty-five years?

The fact of your being here is an evidence that you have thoroughly made up your minds as to the calling you wish to pursue. It would, therefore, be useless for me to speak of the advantages or disadvantages of the medical profession. That there are both everyone will admit. But he who practices medicine for the love of it will always find sufficient to absorb his whole attention, and to make him forget the many vexatious disappointments which are necessarily connected with it.

In your course you may be required to study certain branches which you may at first glance consider useless. Do not slight them on this account. Remember that these subjects have been placed in the curriculum by men of experience, men who have found out of them use in after life.

At the commencement of your course you will find it of advantage to cultivate the habit of working in an even and regular way.

Students, particularly those of the freshmen year, have many of them been in the habit of spending the first half-session in comparative idleness hoping to make up for the lost time in the second-half. Remember that lost time can never be made up. Commence to work a certain number of hours each day, allowing sufficient time for rest and recreation. Continue this plan throughout the session and you will not find it necessary to spend whole nights in useless cramming, but you will go up to your examinations with a clear head and a steady hand—two most important requisites for success.

Do not expect to obtain all, or even a major part, of your knowledge out of books. A great deal of the reading done by students is to no purpose. Whenever possible, try to have some object when you are reading descriptions. For instance, do not as a rule read *anatomy* unless you have before you that about which you are reading.