

earn their living." Now, if this means anything, it means that about the only class of men who should be educated at the public expense are those who might afterwards shut themselves up in a cloister, where their education could be of no use in gaining a living, or who are so well off that they do not need to earn a living. And what, then, of the teaching conducted in the School of Practical Science? Do engineers and architects not use the knowledge imparted there in earning their living? Is the anatomy, whether normal or morbid, of a human being of less importance to the human race than that of a bridge? Which cause the most misery, the tubercle bacillus and its work, or defective beams and their results? And what of the teaching profession? Will anybody say that languages and mathematics must not be taught because men earn their living by the acquisition of them and the teaching of them again? It will at once be seen that if subjects are useful as a means of developing the mind or of imparting a good basic substructure, or if a greater amount of good to the masses will result from public assistance than by relying on private effort, the fact that the individuals acquiring them may at the same time obtain from them a financial return to themselves should be no argument against public assistance.

Another objection that has been urged is that the work can as well be carried on by private effort. This is not correct. For pathology we want far more time, more appliances, and more undivided attention than can be devoted by the practitioner or than can be paid for by the fees of the students. One sub-department of it alone, pathogenic bacteriology, requires the constant and undivided attention of more than one man. Fancy Pasteur or Koch and their respective labors being developed from the private resources of the funds of some two hundred students divided between two or three dozen practitioners!

The subject of hygiene being now taught, to a certain extent, in all our schools, the place of this department in the university and its inter-relations with other faculties and departments, and its claim on public sympathy and support, ought to be evident to all. In this department there are experiments to be conducted with great advantage and much pecuniary gain to

the public which would occupy far more time and constant, regular watching than the private practitioner can give to them, or than can be given with the resources at his command.

There are many subjects, too, such as quarantine, sewerage, disposal of sewage, water supplies, which are of little or no use to the practitioner of medicine or surgery in the daily work of his profession. There is also much information of value to the public that has to be acquired by experiments of a prolonged character. It may be said that such work should be conducted by boards of health; but what of the training of the students and health officers of the future?

I think I may fairly ask why the people of Ontario cannot do wisely what the people of her neighbor Michigan have wisely done. The endowment of the University of Michigan is mainly derived from four sources: (1) A land grant from the United States, which produces about \$38,500. (2) A tax of one-twentieth of a mill on all taxable property in the state, which at present amounts to the sum of \$57,000. (3) Fees of students, over \$120,000. (4) And a special vote of the legislature to make up deficiencies, amounting to a sum varying from \$100,000 to \$113,000. Of this endowment the medical faculty receives a sufficient share to enable her to do noble work. I am told that similar provisions, and even more liberal ones, are to be found in other states of the neighboring Union. And be it noted, the American can generally distinguish a bad from a good investment. You know well that similar conditions exist in countries on the continent of Europe.

You are familiar also with the fact that the grand old universities of the mother land support their medical faculties out of endowments which, though not under the control of the state, are yet public in so far as they have been left in a general way for educational purposes. And among our sister universities of Canada we can point to aid given to medical schools from funds subscribed for general educational purposes.

And now for the customary "few words to you students"—as though we had not been talking to you during the whole of this time—well, specially to you. I hope you will not feel too self-important at the acknowledgments we have made