of the day, than some real knowledge of the principles of the sciences, along whose lines the discoveries of medicine must develop?

Burden on Teachers.

Therefore it is that the burden of obligation falls heavily nowadays upon the teaching resources of every Faculty of Medicine worthy of the name. There is, in the first place, the burden of increased intellectual labor. For the learner and the teacher this is true. To seize the proffered assistance of these great and complex sciences is not always easy. These studies are more difficult than those that were needed once, and they take longer to acquire. The mere instrumentarium of modern chemistry and physics, as applied to medicine, and of physiology, pathology, and bacteriology and of hygiene, of itself suffices to bring conviction of the increased difficulty and longer training due for these studies now preparatory to medicine.

Further, these initiatory studies have become vastly more costly than was all that formerly was required. Experts have to be found who can devote themselves heart and soul and undividedly to their particular subject. Laboratories have to be erected and equipped, and on a scale that makes them a distinct feature of the modern world. Those that we see now here are models of their kind; wise foresight has planned them; public-spirited enterprise has constructed them. Nor does the achievement end with their erection. The laboratories and their equipment are but the factory and the plant; both fail in their purpose if they halt for sustenance. And beyond that the likeness does not go. The factory, once started, if it be wanted, can expect to pay, to support itself. Not so the laboratory. The laboratory is both a school of instruction and a school of thought. Well; no higher instruction can be expected unaided to pay the expenses it involves; it can only do so at the expense of those who come to learn, and that is to put its teaching beyond all but the wealthier few. And the instruction is costly, for it has to be practical. And another source of expense is that the laboratory has not only to distribute knowledge, but to manufacture it. The duties of a university do not begin and end with the disciplinary and didactic. Besides schools of instruction, they must be schools of thought. To be this latter, the laboratory must pursue research. Even for the welfare of the class-teaching this is essential. Instructive lectures may be given by men of ability, the whole of whose knowledge is second-hand, but it is doubtful whether the real life of science can be fully felt and communicated by one who has not himself learnt by direct inquiry from nature. Nothing so augments the teacher's power of impressive and incisive teaching of