

consist of a mass of dry details and unconnected facts. One of the features of 'anatomy, however, was that in its study they were not dependent on books. They had the means of making it much more interesting and of studying it with both pleasure and profit. This was by the dissecting room, which had for many years past almost superseded the use of books in this branch of medical education. And of the advantages offered by this means of study he would advise them to make most liberal use. There was a time when the study of anatomy by this means was very little understood. It was not until after Munro introduced his practice with regard to it that the dissection of bodies was practiced to any extent. Before his time an average of two bodies every year were all that were used for this purpose. Very important also was the knowledge of the uses and functions of the various parts of the body taught by physiology. A close investigation of the anatomical structure and form will very materially assist in making known these functions. It was scarcely necessary to state that they must be acquainted with these functions of the body and of its different parts and members to be able to render any valuable assistance in any disease. Improvements and advancement could always be obtained by a close study of this subject, but a thorough study of it was indispensable, even though it failed to make any addition to the science of medicine. Great discoveries were now being made by means of this branch of the art, a knowledge of which was not sufficiently indicated, but which he was sure would benefit every department of medicine. He would, however, venture to say that a thorough study of morbid anatomy would lead to the more important topics of physiology proper.

Another subject requiring the most earnest attention was chemistry. While it was assumed to form part of the liberal education of every man at the present day, it was at the same time indispensable to the study of medicine. It plays a most important part in the functions of the body, especially in those which concern animal heat and the respiratory organs. It was also a great assistance to the study of materia medica and therapeutics. The importance of therapeutics to the student also could not be too much urged, as it forms to a considerable extent the necessary preparation to the proper use of medicine. A great deal more was known now about the capabilities of the medicines in use than was known a few years ago. Much is known about the real properties of medicines and their

action on the healthy structures and functions, and from these was inferred their actions on morbid structures and functions. To these subjects he would counsel them to apply themselves most earnestly in the early stages of their education, as, afterwards, they would not have much time to devote to them.

The final examination dealt with the four branches of midwifery, surgery and practice of medicine and medical Jurisprudence. He would offer some remarks on the method of acquiring a knowledge of these branches. It would be the duty of the final professors to impart to them a knowledge of these branches in all their parts. They would lecture on them, and he would counsel those students who had arrived at that stage of their medical training to pay special attention to these lectures. He referred to the system of taking notes of the lectures, and assured them that many had found these notes of the greatest value, even after they had passed their examinations and had commenced to practice. But it was in the hospitals that they would acquire the most practical instruction. He referred to the first establishment of hospitals by monks, and said the teaching acquired in these institutions was called clinical or bedside teaching. Indeed by some these were used entirely for lectures on physic. The lecturer took the student to the bedside of the patient, and gave him a statement of the disease under treatment in a regular and methodical manner, of the symptoms it produces and the manner of its treatment, and finally uses it to show that the principles laid down in the books were rarely those practised at the bedside. It will also teach the student with regard to anatomy.

While the lecturer treated the principles of disease; in the hospital they would obtain a knowledge of the treatment.

The study of disease, while in some cases only supplementary to the knowledge acquired at lectures, other subjects of the highest importance were and could only be learned at the bedside of the sick. This was especially the case in the treatment of wounds, &c. He would counsel them while students to become familiar with these things, for when they were in practice they would be without teachers to aid them, and would be entirely dependent on their own skill and education. And it was while attending the hospital that they would acquire a knowledge of morbid anatomy. The clinical teacher on the death of the patient, would demonstrate to them at the post mortem examination of the body the correctness of his diagnosis or the incorrectness of it, and the object of the treatment he had used;