

intelligent method of dealing with the various subjects of the medical curriculum is surely more to be commended than that of cramming facts and theories in an indiscriminate fashion into the mind, and making the student a mere machine to reproduce, like a phonograph, the statements of his teachers for examination purposes.

Let me quote from Sir Michael Foster, who, referring to the inter-dependence of the various sciences taught in the medical curriculum, spoke recently as follows: "Clinical knowledge," said he, "rests on a basis of pathology, pathology rests on anatomy and physiology, or more widely on biology; biology rests on chemistry and physics, and these in turn on mathematics. Each of the sciences are stretching out day by day not only wider but deeper, and a knowledge of each one of them is only possible through a knowledge of that which is its basis." The doctor's life, says Professor Foster, "is in one aspect of it a prolonged investigation; not a continuous inquiry into one homogeneous problem, but a repetition of attempts to solve the multitude of diverse problems presented to him day after day. His success, on this side of life at least, will depend on his power of right-thinking, and his power of clinical thinking is in part the outcome of his being trained to think in other things. He needs to be trained to think in physics and in chemistry in order that he may use these sciences aright when he attempts to study biological or physiological problems. He needs to be trained to think in physiology in order that he may think aright in pathology, and so, with his feet set in the right path, may in his future life be able, through the instincts, as it were, of a well-built mind, to recognize swiftly the value of the right views and the worthlessness of the wrong views, which from time to time will be offered to him, touching the nature and causes of disease. It is not the facts of physics, chemistry, etc., . . . but the right way of viewing these facts, the right way of thinking about them, which is the essential need." Thus we would have our medical students educated in the truest sense of the term, and thus we would hope to ensure that those who graduate from this University have cultivated that true scientific spirit which alone fits a man for the difficult task of dealing with disease in an intelligent and efficient manner.

The tendency for those of us who are students to imitate men whom we admire and respect, is very obvious, and it is therefore of the greatest importance that we should place our ideals high. If we are hero-worshippers, we should see to it that the object of our worship is worthy of our allegiance. The ideal is often found by the student in his teacher with whom he comes in contact day by day, and it is well that it should be so when that confidence is justly placed. It is possible, however, for us as students to take a broader view, and as we proceed with our studies we are compelled to judge of men and their work the world over; in fact, much inspiration of a stimulating character is not infrequently obtained