

of libraries, museums and laboratories? Is all this realized by our public men and by the people who pick them out from their fellows and send them as representatives to parliament? There can only be one answer to this question, but I will leave it to you, ladies and gentlemen, to determine what that answer is. The emphasis of public opinion in Canada cannot be said to be laid upon things of the mind. Observe the men picked out for honors by the multitude. The crack shot, the skilful oarsman, the valiant slugger. Were it otherwise, the saving remnant among us who prize the things of the mind and are jealous of the intellectual reputation of our country, would not be compelled to move heaven and earth to squeeze a few dollars out of the public coffers to promote the best interests of higher liberal and professional education in the country. And if the money is voted, it is grudgingly voted, not in the belief that a splendid investment is being made. In reading the various reports of the members of the recent Mosely Educational Commission, nothing impressed me more than the intense belief of the Americans in education, the enthusiasm for it which is everywhere manifest, and the consequent willingness of government and people to pay for it, the amazing liberality of their wealthy men in promoting higher education, both liberal and professional. It is at least one characteristic of our neighbors which we can all admire without reservation. They have more money than we have, but they should not have more enthusiasm for learning and culture. I am an intense believer in the ability and stability of my own people. We have few failures in the medical profession in Canada, and fewer still who slide down hill and eventually join that unhappy class popularly known as the submerged tenth. My own experience leads me to believe that nearly every one who comes to our medical school has enough of the right stuff in him to enable him to be trained and instructed, and sent forth from our halls a good physician or a good surgeon. All cannot be great successes. Clever, successful men are, to a large extent, born, not made. But fresh and living and stimulating education, opportunities and facilities in the way of libraries, laboratories and museums for independent study and research, can go far to insuring a man's success—character and some native ability and aptitude for medicine being taken for granted. For these reasons I appeal to our public spirited citizens, to those who appreciate the high value of the coherent and civic conception of education, to aid by their personal influence the creation of a public sentiment in this coun-