

that we have already begun to recognize that our duty is to practise and not to preach. However, this duty is as pleasant to perform as it is difficult. It implies that the *studens medicinae* has become *doctor medicinae*. By it the student and the professor occupy the same platform, and by it the student, after four years of active study, is granted the privilege of publicly expressing his approval or disapproval of the treatment and teaching received by him during his college course. Our verdict to-day is approval; we express it with feelings of the deepest gratitude to our professors, for their many acts of kindness towards us; for their untiring efforts in our behalf—prompted only by their devotion to their profession and their desire to see their Alma Mater flourish in the future, as in the past, so that her sons may not be baffled, beaten or outdone by rivals; for the interest generally which they have manifested in our welfare, and for the extra work they have endured by increasing our facilities for acquiring practical knowledge. The increased number of clinics, the establishment of a summer session, the special lectures of Dr. K. N. Fenwick on the Eye and Ear; of Drs. Dupuis and Henderson, on Surgical Diagnosis and Orthopaedic Surgery; of Dr. Garret on Surgical Landmark; of Dr. Saunders, on Diseases of Children; of Drs. Metcalfe and Clarke, on Diseases of the Nervous System; of the late Dr. McCammon, on Gynaecology; of Dr. Fenwick, on Diseases of the Skin, in addition to the regular Clinical Lectures, together with the facilities now offered for studying them practically—facilities which senior students of other and larger Medical Schools have publicly admitted to be superior to their own, are matters which deserve more than a passing notice, matters which will be received with enthusiasm by every true son and friend of the Royal and matters for which we to-day are proud to return thanks to our esteemed and energetic staff of professors; not only for our own sakes, but for the brilliant prospects which they hold out for our alma mater and the inducements they offer to intending students of medicine. The Medical Student has his difficulties and trials, like other men. He is not that superhuman mystic and heartless creature that many would suppose him to be. Dried bones may be his nearest companions, but they are not his only essentials—to which even his boarding house mistress can testify. In one place known as the Professor's pride and in another as the Policeman's pet; while such names as body-snatchers and bone pickers are almost obsolete. If he should relieve his mind from arduous study by a quiet moonlight drive he is at once accused of terrible contemplations, and often, like Aesculapius of old, when called to raise the dead, must encounter thunder bolts, or rather shot guns, and, like the heroes of the famous "*Ubiadee*" return with only part of his garments. At the present time Medical Students in this city are a mixed class. Among us are maidens and matrons as well as bachelors and benedicts. I am not going to compare the merits of each main division—the married and the un-

married—for we are forewarned by the importance attached to the words of medical men, being, as they are like coppers given to a child—little thought of by the giver, but greatly prized by the child—however, I will say that as yet, in our medical schools at all events, no miserable son of a miserable sire has ever sighed over "pa's plucked," much less over the gloomy soliloquy, "ma's plucked?"

The choice of a subject on an occasion of this kind is the first difficulty, and that on which the mind is most concentrated is generally the one which prevails. Of late much has been said about the literary education of medical men. It may be pronounced presumptuous for one so inexperienced to tackle such a question, but it thrusts itself upon me, and if within my hearing to-day there is young man or a number of young men who look to the study and practice of medicine as their future occupation, I may be pardoned for suggesting to them what experience has taught and what great men have emphatically declared—that the first essential for the successful physician is a thorough preliminary education. This neglect was the life-long regret of the great father of English surgery—the illustrious John Hunter. It is the regret to-day of students and graduates that they did not first enter the University as students in arts. But the mistake is gradually growing less and already every tenth student of the Royal is a graduate in arts—a circumstance deserving of notice and praise, and I hope that ere many returns of this day it will fall to the lot of the medical valedictorian to record that only every tenth student or less is *not* a graduate in arts. What profession calls for a greater display of knowledge and skill and presence of mind than the medical profession? How better can the mind be developed and strengthened for the arduous study of the most wonderful of sciences than by the benefits accruing from an arts' education? Of the importance of the study of medicine Carlyle, in his *Latter-day Pamphlets*, observes, that "the profession of the human healer is radically a sacred one and connected with the highest priesthoods, or rather being itself the outcome and acme of all priesthoods and divinest conquests of intellect here below." How necessary then is it for the student of medicine to obtain all possible advantages. The young lawyer may fail at the bar, and his client suffer monetary loss; the young clergyman may fail to please his congregation, or the politician to secure his election; but something more than money, something more than dissatisfaction or disappointment—a human life with its immortal soul—may be the cost of the physician's failure. Endow yourselves then with culture and knowledge and you may expect the skill. It is true that very little encouragement is held out to the medical students by the medical authorities of this province to thus equip themselves. It is true that the man who acquires a high school training and who spends four years in the study of arts is placed on the same footing nominally as he who spends four months, as I have known it, in preparation for receiving