

instruction required the difficulty is great, but it is more formidable when all the conditions of efficiency in teaching must be met. Research is an absolutely necessary feature in modern medical teaching as in some other departments of higher instruction. This is very clearly put by Professor Sherrington. "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 met and communicated by one who has not himself learnt by direct enquiry from nature. Nothing so augments the teacher's power of impression and incisive teaching of a subject as to have faced problems in it himself as an original enquirer. And after rudiments have been once fairly acquired, there is for good students no training equal to that given by following even a small research under an experienced leader."

Research, however, is not the least costly factor in the university problem, and the question is, how to provide for it. In the new University of Liverpool, which aims at being an institution for research, the situation was met by the people of Liverpool imposing a penny on the pound rates, which would mean a direct contribution by the people themselves of about £18,000. From this it is evident that sections of the English public are keenly alive to the value of research in their universities. Amongst ourselves the doctrine that research be carried on in the University does not appear to have acquired the influence that it should have, but certain departments of the Provincial institution have not failed in their duty in this respect. Extremely valuable work has, for instance, been done in the physical, chemical, biological and physiological laboratories, work which has made the University known throughout the world as a progressive seat of learning, and there is good reason for the hope that research will play an ever-increasing part in university life and work. Those who are advocates of research must, however, not neglect to educate the public as to the value of research, for the ultimate support of scientific investigation must be derived from the people of this province. The university teachers must now and then leave their laboratories to show the public, as Professors Welch, Sherrington Osler and Chittenden have done in their inaugural addresses last week, that research is the life of a true university, and that it is the mainspring of all progress and intellectual and material welfare in a nation, and if they fully do their duty in this line, adequate financial support will not in the end be lacking.—*The News*.