

are always found enrolled within our ranks? Nothing less than the study of man himself—man, in all his relations, social, moral and intellectual—as well as purely physical. It is the study of the development of that noblest work of God—who was actually made in the image of his Creator—of his development traced from the microscopic maternal ovum to the perfect creature in all his pride of physical perfection and towering mental superiority. It is the study of the beauty, uniformity, ingenuity and marvellous applicability to intelligent purpose of every separate portion of his wonderful frame. It is the minute examination by cunning mechanical contrivances into the very minutest recesses of every atom of every structure of which these parts are composed. The study of the chemical composition of all these varied tissues and fluids, the study of the changes taking place in this complex body as long as what we call life endures—the laws which govern changes and control function, and ultimate in causing death; and after death the study of the appearances caused by prematurely reverted vital laws or found as a result of the great and universal law of finality. This constitutes the study of medicine proper, based upon a due understanding of anatomy, physiology and chemistry. Did the world so exist that simply men and women were born, lived and died with constitutions perfect and minds and bodies obeying always the healthy laws of nature, the end being simply brought about by a gradual change in the structures and organs of the body—such as what we call old age—I say if this were the case, then would there never have arisen the necessity for medicine or physicians. But this is not so and never will be. If it were, the studies of physiology and anatomy would then be followed simply for the obtention of knowledge and truth, and not with the view, as now, of making such knowledge subservient to an ulterior purpose towards our race. In the earliest records of the human race we find evidences that disease with all the pain and suffering it entails was not unknown. Besides, therefore, studying as mere *dilettanti*, the mysterious workings of the human body through simple thirst for knowing, it is a matter of the most vital importance to all mankind to have these mysteries understood and explained. The existence of disease has led to the development of a system of therapeutics, or means of cure, medicinal or otherwise—and to accomplish this, we further require our armamentum or *Materia Medica*, which furnishes us with the necessary means for the accomplishment of that end. You should never forget that the chief end and aim of medicine is to cure and to relieve. Lamartine has well said, “*La médecine guérit quelquefois, soulage souvent, console toujours.*” Depend upon it, the public will never tolerate us or pay us fees merely to stand by the bedside of those they love as mere scientific observers, or a sort of Greek chorus, for although there be times when the highest wisdom is to hold our hand lest we rudely quench the struggling spark of life, it far more often happens that we can do much either to cure or relieve pain. But to do so we must learn all we can, and must ever be learning. Again, “Prevention is better than cure.” That trite and well-worn adage is undoubtedly to be the coming watchword of the medical profession. You will at once perceive that I refer to sanitary science. It is not new. The Code given by Moses contains admirable sanitary directions. But sanitation, *i.e.*, the endeavor to preserve health, so that we shall not have disease to cure—long fell into disrepute. Of late years, however, we all know what energy has been applied towards this most useful of all the useful branches of medicine. It is necessarily to medicine that the people must look to be taught the means for carrying out this desirable object. Medical men know more of diseases than other people do; they not only know much about the remedies that have to be employed, but they of necessity know much about the ways in which they may be prevented. Are they not then bound to use their knowledge for the good of mankind? Are they not bound to make that knowledge as perfect as they can? Sir Wm. Jenner, in a recent utterance, said: “No one acquainted with the present state of the Science and Art of Medicine will for a moment question that, to prevent disease, is its first and most important aim.” And likewise, Sir Wm. Gull; “It is enough for us that diseases prevail to stimulate our best efforts for their prevention, without our asking a question beyond.” Besides, think for a moment what has already been accomplished in this way. Look at the discovery of vaccination, the preventive of small-pox, the most terrible and fatal plague that ever appeared on the face of the earth. Ignorance and prejudice still exist against the reception of this inestimable boon—notably in this unhappy city of our own. But light must surely

come some day to the darkened minds of the dupes of the Coderre school. A year ago the German Parliament passed a law making vaccination and re vaccination compulsory throughout the Empire. Let us hope that this will give us soon the unexampled spectacle of an entire country freed from this horrid pestilence by the wisdom and foresight of its rulers, guided by the teachings of sanitary science. The day will shortly come when every one of you whom I now address will be in a position to help in procuring the passage of a similar law in this country, and it will be your duty to do so, a duty you owe to the memory of Jenner. Again, think what the science of Preventive Medicine has done for scurvy, that decimator of the armies and navies of the world. It is virtually gone. Typhus fever has also almost disappeared, and we have a right to hope the day is not far distant when enteric fever will share the same fate. This Faculty do not include this branch amongst those compulsory to the student, and in doing this we have the support of the practice followed by nearly all the British Universities. It is well that this fact should be stated, because a recent attempt has been made to discredit our curriculum on that account. The ultimate end of your study is to obtain a well-grounded knowledge of the three great divisions of Medical Science and Art—Medicine Surgery and Midwifery. They constitute the triple structure upon which you are to build, and it is to be erected on a triple foundation. Anatomy, Physiology and Chemistry are the three corner stones on which the erection is to be based. *Materia Medica*, Medical Jurisprudence and Hygiene are in effect based on and compounded of other sciences. Could you but have presented to you at once all the details of the work upon which you are about to engage it would indeed appear huge, colossal, impossible of attainment. Fortunately, you cannot thus grasp at once the entire range of subjects which you will have to traverse. But separate portions being successively laid before you, you will be able to seize them one by one and finally end by possessing more than at first your most sanguine anticipations would have induced you to anticipate. Timber to timber, stone to stone, and brick to brick, must be gradually with toil and patience put together, the entire structure of your knowledge. Do not, then, allow yourselves to become faint-hearted at the load of labor that presents itself to view, but only let its contemplation make you more earnest and determined to make good use of every moment at your disposal. I do believe that you need but little urging to work. But there are different ways of doing this work as every other. Done in one way the energies will be found to have been frittered and wasted, and the result to be comparatively small, whilst carried on after a different method a much greater result will surely be achieved by a similar expenditure of force. Work applied to scientific pursuits differs much from that in letters pure. It has been well said that “learning and knowledge in Science, as in Life, are distinct: whereas, in the world of letters, learning and knowledge are one.” In medicine you will quickly find that your books and your teachers are guides only; you cannot depend on them exclusively. New problems in disease, caused by a never-ceasing change in the circumstances acting on the organism will speedily necessitate your lodging for yourselves. The best teaching you can have is that which leads you to educate your reasoning powers instead of stultifying them by artificial tricks of memory, or other similar devices, which leave in the mind a verbal existence only instead of establishing therein some definite image. A recent periodical thus clearly puts this point: “A good or bad memory is a good or bad understanding. The faculty of recollection, or the power of recalling a piece of knowledge when it happens to be wanted, is chiefly a matter of method. It is useless throwing detached facts into the mind like loose pebbles into the sea. That is the way to lose them. Each point must be studied in detail, and when this is done, a host of subsidiary facts and conditions will be discovered connecting it to other facts of memory with which it should be habitually associated. These secondary qualities and properties form the strings of thought by which nature has ordained that the lessons she teaches shall be recollected. Artificial memories are miserable substitutes for the natural connecting links of knowledge thus provided.

If instead of wasting precious time and equally precious brain-power drivings things into his memory, the student will devote an equal amount of energy to the full and exact comprehension of his work—for example, the facts and circumstances that determine the number, shape, and directions of the ridges on