"credit" one, the numbers in attendance kept steadily increasing until eventually he lectured annually to some three hundred Arts students. The course was valued, not only because of the varied practical applications of the subject, but because of its broad educational bearing. So, too, when the writer was a student at Göttingen, the most densely attended evening discourses at the Georgia Augusta were those of Max Verworn, professor of physiology, who there in open session dealt with the wider implications of physiological research and discovery. In the subject-matter covered, these lectures corresponded on the whole to an equally popular, and equally crowded, contemporaneous series at Leipzig by Wilhelm Ostwald. Notwithstanding Ostwald's merit for the task, an acknowledged disability in his case was the second-hand nature of his repeated citations from the field of physiology.

The very features that so recommend physiology as a subject for Arts students should not be forgotten in considering its relation also to the medical curriculum. In view, say, of the insulin discovery, an impression is apt to prevail that one of the more immediate, one of the major tasks of physiology is to search out and provide ready-made or convenient "cures" for diseases. Nothing could be more misleading. In its medical relations physiology is analogous to anatomy and pathology rather than to pharmacology and serology. Its strength as a medical subject lies almost exclusiively in the flood of general light that it throws over the bodily mechanism, and only contingently in its possibilities for providing antidotes against specific disorder. As the science progresses, this light, it is true, becomes

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