

allow no country to surpass us in advanced subjects of medical instruction. I have no hesitation in saying that the standard of medical education in a country is one of the most sure, if not the surest, of tests for judging the intellectual status of its people, the stage it has reached in civilization. Disregard for human life is invariably a sign of a low civilization. Moreover, money spent on education is a magnificent investment for any country. There is none better, let our politicians flatter us as they may. It is an investment eloquent of the wisdom of the ages and of to-day. You cannot estimate a nation's greatness merely by the number of bushels of wheat it exports, or by its miles of railways and canals, or by its lines of steamships, or by its coal, its iron, its gold, or by its forestry. Yet, when our orators would tell us what a great people we are, what very fine fellows we are, it is on these things they dilate. No! a nation's greatness is weighed in balances more delicate than those that weigh material things. Its standard of greatness, of success, cannot be measured in dollars—so many dollars, so much success. That country promises to be the greatest which most clearly recognizes the indisputable fact that of all subjects deserving the serious consideration of the people, education is the most important, moral and spiritual, of course, as well as material. Buckle, in his well-known "History of Civilization," tells us that the acquisition of fresh knowledge is the necessary precursor of every step in social progress, and must itself be preceded by a love of inquiry and research. It is not enough for us to be passive recipients of the accumulated inherited thought of the ages gone before. A nation to advance must make original contributions to knowledge and learning. A profession to advance must likewise make original contributions to knowledge and learning. It cannot stand still. To keep medical instruction abreast of medical progress the professor must lecture on what he is doing, on what he is by research discovering, and not on what other people have done or discussed. Do our public men, and the power behind them, recognize this fact? Are they doing what they can and should do to promote liberal education and the highest professional training? Do they realize that the one great and chief office of education should be to call forth and develop whatever spirit of originality, whatever element of genius, may lurk in the mind, and that this cannot be accomplished without our students acquiring the methods and habits of scientific research, and enjoying opportunities for the prosecution of such research, and abundant facilities in the way