

unprepared during his first or second year, because he has not then the general knowledge to allow him fully to comprehend it, and because his mind usually is not sufficiently trained and disciplined to give him mastery over his attention.

The student who thus advances by regular gradations each year, separately taking up and mastering a definite branch or part of the subject, will be likely to retain his knowledge, because he has advanced toward it by a direct route, and because each division is made subsidiary to the next, and there is a regular gradation and progress.

If such a system, or if some other regular system, can be adopted in its general features by all of our schools, the grading of one who for any cause changes his college during his course will be greatly facilitated, and he will not be likely to miss any of the subdivisions. Our graduates will be better qualified for practice, and the tone of the profession will be elevated.

I would pursue the same general plan in the study of chemistry and physiology, the other basal studies of the theoretical curriculum. They should extend through the entire course, the last year in each to be devoted to special instruction adapted to an exclusive dental practice.

Materia medica should begin with the first year, but therapeutics cannot be profitably commenced until the student has obtained some knowledge of drugs, and hence it becomes a second and third year study, materia medica extending over the first two years.

Embryology properly belongs to the second year, because its study demands an acquaintance with technical terms that are all unfamiliar at the outset, and because it is an intricate and involved matter which requires a disciplined attention. Aside from these, there is no reason why it might not be begun with the freshman year.

Metallurgy is a second year study, because its consideration demands a good acquaintance with general chemical laws, and these are acquired during the first year.

Surgery is a third year study, because it demands not only a complete knowledge of anatomy, but a trained hand and absorbed attention as well. The student should begin the study of surgical pathology in the second year, and it may perhaps form a part of his general pathological studies.

Pathology should be differentiated from operative dentistry. They have very little in common, save that each may be curative. But operative dentistry is wholly mechanical and manipulative, while pathology should cover all medicinal and general treatment. Operative dentistry is largely prophylactic, while pathology is so to but a slight degree. Whatever has to do with the action of