

So far as your professional education is concerned, what I shall say may make for each one of you an easy path easier. The multiplicity of the subjects to be studied is a difficulty, and it is hard for teacher and student to get a due sense of proportion in the work. We are in a transition stage in our methods of teachings, and have not everywhere got away from the idea of the examination as the "be-all and the end-all;" so that the student has constantly beorfe his eyes the magical letters of the degree he seeks. And this is well, perhaps, if you will remember that having, in the old phrase, commenced Bachelor of Medicine, you have only reached a point from which you can begin a life-long process of education.

So many and varied are the aspects presented by this theme that I can only lay stress upon a few of the more essential. The very first step towards success in any occupation is to become interested in it. Locke put this in a very happy way when he said, give a pupil "a relish of knowledge" and you put life into his work. And there is nothing more certain than that you cannot study well if you are not interested in your profession. Your presence here is a warrant that in some way you have become attracted to the study of medicine, but the speculative possibilities so warmly cherished at the outset are apt to cool when in contact with the stern realities of the class-room. Most of you have already experienced the all-absorbing attraction of the scientific branches, and nowadays the practical method of presentation has given a zest which was usually lacking in the old theoretical teaching. The life has become more serious in consequence, and medical students have put away many of the childish tricks with which we used to keep up their bad name. Compare the picture of the "sawbones" of 1842, as given in the recent biography of Sir Henry Acland, with their representatives to-day, and it is evident a great revolution has been effected, and very largely by salutary influences of improved methods of education. It is possible now to fill out a day with practical work, varied enough to prevent monotony, and so arranged that the knowledge is picked out by the student himself, not thrust into him, willy-nilly, at the point of the tongue. He exercises his wits, and is no longer a passive Strassbourg goose, tied up and stuffed to repletion.

How can you take the greatest possible advantage of your capacities with the least possible strain? By cultivating system. I say cultivating advisedly, since some of you will find the acquisition of systematic habits very hard. There are minds congenitally systematic; others have a life-long fight against an inherited tendency to diffuseness and carelessness in work. A few brilliant fellows try to dispense with it altogether, but they are a burden to their brethren and a sore