

Still medical students now-a-days have so much to carry in their heads that I feel when teaching anatomy that only such points as will be of real service, and a knowledge of which is absolutely necessary, should be dwelt on with any great minuteness. It is the average students I am now alluding to, for they will form in the future the chief bulk of the practitioners of the country. The fact is, the amount of knowledge that it is necessary to acquire for a medical degree has increased with so great rapidity that impossibilities are often expected, and it is overlooked that the brain power of the student has not increased, *pari passu*, with the amount of knowledge required.

In the dissecting room your work will be supervised by demonstrators and the student will be examined from time to time on the part dissected, and special demonstrations will be frequently given by the various demonstrators to small classes, on the viscera, organs of special sense, brain, etc. The first year student should endeavour to most regularly attend the demonstrations of the teacher to whom he is allotted, and should before Christmas be very familiar with osteology.

Now I wish to impress on you all the necessity for individual work. Rely on your own exertions and find out things for yourselves; verify your dissecting manuals by accurate observation; do not be always running after the demonstrators to have your anatomical work digested for you. Everything you work out for yourselves will be much better remembered than what will be told you by the demonstrators. Feed yourselves! Don't rely on spoon feeding! If you do you will be sure to suffer from anatomical rickets or scurvy. Hear what Solomon says, "In all labour there is profit, but the talk of the lips tendeth only to penury."

In this college histology is taught separately from anatomy or physiology—a questionable proceeding I think—and embryology is an appendage of physiology; however embryology is from time to time touched on in this course in a brief way and the development of blood vessels, organs, etc., is shortly described before discussing the organ itself.

It seems to me that in teaching anatomy to medical students one should always keep in view the use they are afterwards to make of their knowledge; hence, one should not insist on the acquisition of certain obscure and difficult but interesting points of no particular value—it is difficult for the average man to retain even a small part of what he is taught, and for this reason the useful should predominate over the interesting but useless matter. The chief object of all medical teaching is to make the student into a good practitioner, not an anatomist, a chemist, a pharmacist, a biologist or even a bacteriologist. In every class there are certain men of more capacity and industry than others,