

themselves comparatively independent by legitimate practice are more intent on increasing their "hord" by other means than of cultivating the plants of utility or beauty, which everywhere meet the observant medical man in his path through the disease-stricken ranks of his fellow-beings?

As to the teachers of our medical schools, I fear there is little return to be expected from them in this particular field, while teaching bodies are so numerous, compared to our population, and while they have thus to toil for very inadequate remuneration, so that their best efforts are spent either in depreciating other schools or in lauding their own, with a view of attracting students. From an experience of fifteen years in Canada, and from inquiries and observations made during that time, I am persuaded, that the multiplication of medical schools, with necessarily impoverished resources, has been a greater curse to medicine here, than any other measure, legislative or otherwise: for, talented men cannot be expected to, and more than that they *will not*, devote their time and resources to the preparation and proper illustration of lectures that *will not pay*; and without this there cannot be that effective teaching which is necessary to give the student an enlightened view of his profession.

Take the Provinces of Ontario and Quebec, with a population very little over that of Scotland, and depending entirely on itself for students, with no less than six medical schools with teaching bodies, while the Scottish medical schools number only *five*, and students flocking to them from all parts of the world, and it will at once be apparent what disadvantages our Canadian medical schools labour under in this respect. Then, what hospital resources have we in Ontario, at least for clinical instruction, to give this necessary element for the successful operation of a great medical school.

I am quite aware that there are a few men nobly contending against these odds, who, in one or two departments of medical study give very efficient instruction, and send forth students thoroughly grounded in these branches—all honour to them for so doing; but I contend that, as schools of instruction in all the departments of medical science and practice, they must be, to a certain extent, failures. What then is the cure for these "arrests of development?" I answer, concentration of medical energies, and, if necessary, endowment of medical chairs, and a large general hospital, in one grand metropolitan school, for Ontario. The voluntary system has been a success in churches, but with the population and resources of Ontario it must be a failure in medicine. And this impoverished condition of the medical schools, accounts I think in