

though it is the custom to depreciate the education received by our French compatriots, we are forced to confess that in this respect the education received in the better class French schools throughout the Province, is better than that obtained by our English-speaking youth.

Acknowledging this, we must candidly confess that we entirely disagree with Dr. Jones that the preliminary examination should be left by the proposed Medical Council in the hands of the various universities and Provincial examining bodies. If this be done we shall be practically powerless to demand a better standard and better course of studies. Upon the other hand, if the Central Medical Council be given authority to make its own standard, then the schools throughout the Dominion will be given a level to which they must attain in order that their pupils may be found worthy of being admitted to work for the higher medical qualification, and we must safely expect in Canada the same result as that which followed the establishment throughout Great Britain of the local examinations of the Conjoint Board of Oxford and Cambridge. The effect of those local examinations upon the higher education in England has been very remarkable. It has improved the teaching throughout the land and we may expect the same to occur here in Canada. No individual university can effect the same advance.

We agree with Dr. Jones in what he has to say with regard to the value, not so much of a classical education, as generally understood, but of a competent knowledge of Latin and Greek along with a good knowledge of English. We believe that a sound training in Latin is an admirable means of education—of “drawing out” the thought and the intelligence of a young student. As for Greek, we would not demand quite the same course of training, but we firmly believe that it is essential that a medical student should possess such a knowledge of Greek that he is able to understand and to appreciate the mode of formation and meaning of the great number of scientific terms of Greek origin with which he has perforce to become familiar. It is our experience that our Canadian medical students work far harder than do, for example, English medical students, but a painfully large proportion of the time expended by them is expended in memorizing medical terms which did they know Greek roots would explain themselves and would immediately and without difficulty become committed to memory. For it is a well understood fact that words or facts which are isolated and have no associated ideas, are those which try the memory; the greater the number of associated ideas there are, the greater the ease with which a word or fact is remembered.

With regard to the conduct of the medical curriculum, we also find ourselves very largely in sympathy with the lecturer. We concede the