

may become enlarged and an impulse given to post-graduate study along these lines.

Professor Dwight, of Harvard, in speaking of this, says: "As a practitioner myself of twenty-five years standing, I am appalled at the amount of knowledge of all kinds which is now necessary for the simplest practice of the profession by any one who would not fall behind his colleagues. I heartily agree with Huxley's saying 'that whoever adds one tittle that is unnecessary to medical education is guilty of a very grave offence.'"

Wherever a department of the medical course is in charge of a professor whose whole time is devoted to his professorship, there is an ever present danger that he will become a man of one idea, absorbed in his one department, to the exclusion of others, failing to keep the subject which he teaches within the bounds which it must occupy, if fair play and no favor, to all the departments for medical training, is to be the rule. You can magnify a part till it appears larger than the whole of which it forms a part. I am afraid some of our teachers of biology, and the other departments which I have named, always apply the magnifying glass to the eye with which they behold their own departments, else we would not have the relatively undue attention paid to these subjects which we find even in this fair city.

Apart from the fact, which is acknowledged on all hands, that the student's time is already overcrowded with work which is absolutely needful, there is also the danger of misdirecting the student's energy, which should be devoted to medicine, along side-lines, scientific though they be.

Permit me the following quotations to illustrate my meaning. One writer expresses himself thus: "In many medical schools of the present day young men are set down to spend three or four valuable months of the year in the study of zoology and comparative anatomy. . . . If I had power in this matter, I should cut all these subjects out ruthlessly. . . . When the time which a man possesses to become familiar with the structure of the human body is so limited, what earthly business has he to be studying the anatomy of star fishes and crabs and lobsters?" The speaker is no less a man than Huxley.

One of the oldest, as well as the wittiest, of our American teachers of anatomy, whose name is

everywhere received with honor, illustrates my second point as follows:

"Is not the question, why our young men and women so often break down, and how they may be kept from breaking down, far more important for physicians to settle than whether there is one cranial vertebra, or four, or none? But I have a taste for the homologies. I want to go deeply into the subject of embryology—I want to analyze the protonihilates precipitated from pigeons' milk by the action of the lunar-spectrum! Shall I not follow my star? Shall I not obey my instincts? Shall I not give myself to the lofty pursuit of science for its own sake? Certainly. You may if you like; but take down your sign, or never put it up. That is the way Dr. Owen, Dr. Huxley, Dr. Agassiz, Dr. Wyman, Dr. Gray, and Dr. Chas. T. Jackson settled the difficulty. We all admire the achievements of this band of distinguished doctors who do not practice. But we say of these writers of all pure science, as the French officer said of the charge of the Six Hundred at Balaclava: *C'est magnifique, mais ce n'est pas la guerre*—it is very splendid, but it is not practising the doctor's business." Thus says Oliver Wendel Holmes.

If then I acknowledge the use in medicine of such subjects as morphology and biology, or advocate their study, and yet would banish them from the medical course, where, you ask, would I have them studied? *By preference, in a post-graduate course.* It has been argued by some sound teachers, that they logically precede the medical course. This is not proven, and if it were, the wisdom of directing thus forcibly the attention of High School students to the study of medicine is very questionable, even if their teachers were qualified to teach the subjects themselves. There are sound arguments in favor of post-graduate study, however. Firstly, our Council calls for a fifth year, to be spent in a laboratory for physiological and pathological research. Secondly, our Provincial Government has expressed itself by word and act as anxious to advance the science of medicine even to the extent of voting money for the purpose.

Let these two be brought to bear on one another, and instead of compelling our students to go abroad to Johns Hopkins University, or the German laboratories, for their fifth year, let