

should demand the first year's academic course from all our students.

Here parenthetically may I interject a word and a warning to the student before me. It bears upon what I have just been saying. I refer to the common failing of students as a body, that of regarding each separate subject and course as a water-tight compartment, something that has to be got up by itself, that has to be crammed up for examination purposes, and when the examination has been passed: "Thank God that's over and done with; now for the next." This is largely human, largely a survival of the attitude of mind fostered by a cast iron curriculum in the Arts course, in which perhaps the student may be pardoned for not recognizing fully the bearing of certain political economy, rhetoric or other courses that he is required to take. To some extent, but not entirely, it is the fault of us as teachers, that we do not sufficiently emphasize the constant interdependence of the various branches of medical science. I know that it is not entirely our fault. Thus as one means of breaking down this feeling, I give a course in elementary bacteriology at the end of the first year, as a direct continuation of the course in biology. Nay more, to make the relationship felt I give that course in association with the professor of Botany. But notwithstanding, if in the examination I so frame a question that its answer demands reference to data and principles which have been treated by my colleagues in the biology lectures, I doubt if 10 per cent. of the examinees apply their biological knowledge and answer the question. Indeed, I hear rumors of grumbling that my conduct is not exactly sportsman-like. Of course they are only freshmen, but we want even freshmen to be something more than mere parrots. What on earth, or in the heavens, is the use of a man cramming his head with knowledge which is not to be applied?

All the same I think we teachers could do more to grade and dovetail our courses. It is impossible to do this by solemn inquisition of the whole Faculty. At McGill I have urged that in connection with each chair there be a consultative committee of four or five, composed of professors of related subjects—in connection with my own subject of Pathology, for example: the