

dition and theoretical instruction, and we hope, in the near future, when this wave of progress is felt by those who regulate our medical curriculum, to be able largely to increase the valuable laboratory work in chemistry, and in greater proportion to reduce didactic lectures. This change, however, can be effected only when a higher quality of chemical work is done in medical schools than is now possible. We are bound to our present system of teaching by two forces—the standard fixed by the licensing boards, and the absence of preliminary training in science on the part of the great majority of our matriculants. Higher chemistry should be taught in our medical schools, and much less of it. It is positively cruel to require a medical student in his first year, whose time is so fully required for those things which bear directly on his future work, to go through the drudgery of mastering the elements of chemistry. To obtain a knowledge of chemical nomenclature, and the nature of chemical processes, is not very interesting, and is hard work; and to do even this thoroughly certainly occupies for him one of the two precious years he has at his disposal for the preliminary studies, and in his second year but little time is left for either acquiring a knowledge of medical technical chemistry, or for the training which laboratory work affords him. It is not doing justice to chemistry, nor to the professors who teach it, that this condition of affairs should exist. The student naturally regards chemistry, up to within a few months of the end of his study of it, as something uncanny, made up of barbarous names and very crawly formulæ—as a science presenting all the difficulties of algebra, without its compensating accuracy. It is only too late when he finds out that formulæ and nomenclature are not chemistry, but bear about the same relation to it that the German irregular verbs bear to the poetry of Goethe's Faust.

The remedy for this is obvious—he should be required to know the elements of chemistry before entering medicine. The only chemistry taught in medical schools should be organic and technical medical chemistry, or what the late Dr. Carnelley has called bio-chemistry, which, as the name suggests, is the science which treats of chemistry in relation to life and its attendant phenomena. It treats in brief of the action of dead matter on life, and the reciprocal action of life