

Miscellaneous.

Edinburgh University and Medical Education.

"Nothing," as an American politician once declared, "Nothing is ever settled until it is settled right," and much comfort is to be derived from this common-sense consideration, both by the victors and the vanquished in many a well-fought field. To the victors, who are doubtless in many cases, at least, as well-intentioned as the vanquished, it is a comfort to think that if they have unhappily been on the wrong side, the battle will be fought over again, and the right will prevail, perhaps by the help of themselves grown wiser, and now on the right side,

"In thine, win another's day."

To the vanquished, if they are on the right side, it is an adequate, and more than adequate, consolation for defeat that the matter is not yet settled, and will in the end be "settled right." We can imagine these considerations to occupy at present the mind of many in Edinburgh and elsewhere, who, since the year 1860, have looked forward to a just settlement of a difficult question—the Medical Education of Women in Edinburgh University. No one now defends the action of Edinburgh University. Indeed, then, as now, everyone wondered at it. The stream of time, which turns so strangely, has reached a place where the old decision must be met again. A public meeting of the citizens of Edinburgh, distinguished alike for the influential character of the audience, the moderation of the arguments and statements made, and the quiet tone of conviction which pervaded the speeches, was held in Freemasons' Hall on July 8th, 1908.

For some years, the Scottish Association for the Medical Education of Women has provided classes for women in medicine at Minto House, so that they might be there prepared to pass the examinations and receive the degrees in medicine of Edinburgh University. It was only a temporary plan. It has never been very satisfactory, as is illustrated by the fact that last session, of the twenty-five women who presented themselves for the second professional examination, twenty-four failed. When we remember what happens in similar seats of learning in other countries and the average character of Scottish brains, it must be evident that there is only one explanation of this phenomenon—these twenty-five students were