

namely, an Academy of Medicine. Any little effort I may have put forth to gain this desired end has been due to the inspiration of that ideal teacher, father and friend, the late Professor James E. Graham, who labored so arduously among the younger generation for the promotion of a better scientific spirit—a something to elevate them from the ordinary rut of humdrum routine practice. He early realized that the university must be reared the foundation, firm and substantial as a necessity, on which completed building and the structure be judged as a whole. It is the finished product that we require; beyond the university walls much must be done to fit out a medical man as one of our ideals. He must leave the halls of learning a student still; he must leave the class-room for the council chamber, and our council chamber in this fair city, we hope, will be our Academy of Medicine.

I propose to consider my subject under three heads—ideals in education, ideals in practice, and ideals in the aims and conduct of our Academy.

#### IDEALS IN EDUCATION.

It may be granted that the highest purpose in the education of a medical man is to fit him to discharge his future duties. Let us consider, then, the means provided to furnish him with this equipment. Two prominent educational systems at once present themselves to our notice, the English and the German. In a recent valuable paper Sir Felix Semon draws an interesting parallel between the two systems, from which, I think, some lessons may be learned. Permit me to give you a short synopsis of their main features as described by him.

In England the course of actual study for the medical profession occupies five years, three of which are consumed in preliminary and intermediate work, only two being allowed for clinical instruction. In Germany, out of six years allotted to the course, two and a half are devoted to preliminary and intermediate instruction, and three and a half to clinical work. A sixth, or additional year for clinical instruction, was added in 1904.

In Britain the medical institutions receive no State aid, and frequently the authorities are hampered in their work and in the introduction of much-desired improvements owing to lack of funds. In Germany the teaching institutions are wholly supported by the State, and the question of money does not stand in the way of the promotion of the progress of medical science.

After a very acrimonious discussion in the days gone by in connection with the question of State-aided medical education, and after the restoration of the Medical Faculty of Toronto University, the University