

deserve due consideration, as, for instance, the inquiries being actually conducted on preparatory studies to medicine, and the necessity of improvement in hospital facilities.

We want to make plain that our students going into the study of medicine are sufficiently prepared, and that it would be for them a serious drawback to lose precious time in useless repetitions.

Let actual and well proven methods be seriously applied, more precise and more complete, but let all teaching bodies, as is necessary, have a certain free margin in numbers of detail.

At short, we understand the importance of the length of medical studies : it is the principal factor in the raising of the scientific level of the profession.

But as important, if not more so in our eyes, is the question of the length and nature of the preparation for the study of medicine. The doctor in medicine needs first, to prepare him for serious medical work and to allow him to fulfil properly his part in life, a deep and general culture.

We should therefore sincerely inquire whether he shall find it in the hasty specialisation of his work in the High School and College, or rather in the more general form of *classical studies*. This is, in our opinion, the true, the pressing, the vital question, and we believe that our system furnishes the most reasonable solution in providing the sound preliminary training necessary to the elevating and sustaining of the intellectual standard of our profession.

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