

him. But meanwhile there has been nothing of the nature of a protest from the profession at large that we, the university teachers, as a body, have asked too much. All the same, it is cruelty to animals to compress into four all too brief sessions what we have sought to administer to the student. It is at least suggestive of what are the ideals of the profession at large to observe the wide approval that has greeted the move taken by Winnipeg, McGill, and Toronto, in establishing a five years' course.

And here in speaking of that five years' course and speaking for McGill—I believe the same is true of Toronto—let me say that our plan is not to cram in more subjects, but to teach more thoroughly and without over-pressure; to so teach preliminary and intermediary scientific branches of the curriculum, as to prepare the student to take full advantage of his later opportunities, so that the greater part of the fourth year, and practically all the fifth, shall be spent, not in the college lecture rooms and laboratories, but in the hospital. Our plan at McGill is that in that fifth year, save on one day in the working week, the student shall be in the wards, and out-patient department, and operating room, in medical theatre and clinical laboratories of the hospital from nine o'clock in the morning until five o'clock at night. If thereby we do not turn out soundly trained clinicians, it will not be for lack of opportunities afforded. I do not wish to be Chauvinistic, but I am firmly of the opinion that by this means we shall send forth a sounder product, a more capable, self-reliant, and better provided practitioner than any school upon this continent. I do not wish to be mistaken in this matter; there are schools to the south of us that are already provided to develop better specialists, whether in the medical sciences, physiology, pathology, bacteriology, pharmacology, or in particular branches of medicine and surgery. I speak here of the bulk of the students that come to us to be equipped for their life's work, to those intending to be general practitioners. It is they that should be, and that have been, our first thought as a teaching body; it is to them that I now refer.

TWINS AND DOUBLE MONSTERS.

So much, perhaps too much, by way of introductory remarks. Now to the subject which I have taken as the main title of this address. I think it will be generally admitted that I might have chosen one having a somewhat more practical bearing and direct