

during the present and perhaps the preceding generation, and the changes which it may be expected to undergo in the generation which is to follow. In doing so I may be pardoned if I take my examples and illustrations largely from the experiences of our own school; for I think I may fairly claim for it that, so far at least as this continent is concerned, it has always since its commencement maintained a leading position, in the thoroughness of its teaching, in the high and advanced standard of its curriculum, and in the reputation and prestige which its graduates have carried with them to every part of the world.

Medical education half a century ago was a much more primitive and simple process than the elaborate and complex systems of to-day, and yet no part of the present system is superfluous or could be omitted without producing dangerous weakness, and if we are to keep pace with the present rapid progress of medical science and medical discovery, we must be prepared for the same development and increase in the future as we have experienced in the past.

Up to a comparatively recent date, the system of medical apprenticeship formed an important part of medical education, and indeed necessarily so, for in the absence of the present facilities for hospital clinical instruction, no other means were accessible to the student, by which he could learn to apply in actual practice those principals and precepts which he had learnt from his books or in the lecture room. In the old-time curricula, one or two years of private study with a private practitioner was accepted as equivalent to the same time passed at the schools; and even at the present day the licensing board of this province concedes the privilege of one year's study with a private practitioner as an optional part of the full four years' curriculum. In the better equipped schools of the present day this system has passed almost entirely away, and has been replaced by the more systematic and skilled instruction in the hospital wards and in the laboratories. Didactic lectures also formed a far more important part of a medical course in former years than they now do, and indeed private medical instruction by private practitioners and didactic lectures in the class room, with perhaps a few demonstrations in anatomy and chemistry, may be said to have made up the sum