

sanitary knowledge. A time in which the public have begun to appreciate the importance to themselves of having a constant supply of thoroughly educated young medical men—men learned in all the learning of the day—who, scattered throughout the land, may be ready to apply to them in their need all the resources of modern medicine. Wealthy laymen, acting upon this belief, have endowed hospitals and schools of medicine with funds sufficient to enable them to teach medicine as medicine should be taught. Bright examples of this are found in the great gifts to the Johns-Hopkins Hospital and University in Baltimore and the munificent donations to the College of Physicians and Surgeons of New York. The same sentiment doubtless animated the generous donors of the endowment fund to McGill University and the gentleman who has so much enhanced the teaching capability of the University of Toronto. Let us hope that these instances of far-seeing public-spirited and open-handed men giving of their abundance for an object designed to be of service to the whole country will not fail to direct many others towards one way of doing much good in their generation.

It has been a time when the system of medical education has been undergoing a gradual change. The period opens with the old-fashioned medical school—a few professors, a large number of didactic lectures upon a few subjects—practical anatomy being the only branch taught in a truly demonstrative manner—“walking the hospitals” beginning to be supplanted by some clinical teaching. The transition stage is now—the professors are numerous, the didactic lectures are fewer, the subjects taught have multiplied many times, practical anatomy is thoroughly worked up, and the student is obliged to pass through several other laboratories and acquire a practical and personal acquaintance with the other branches of the curriculum. Old-fashioned “walking the hospitals” is a thing of the past, and, instead, the greatest attention is paid to organizing systematic attendance upon the wards, systematic case-taking, and systematic lecturing upon the cases by a special staff. A time during which we have witnessed the development within the profession of a number of specialties. Specialism is an accomplished fact, and on the whole