

illustrations which the student can apply in his later years, which must come into and be known by him in his later life work?

I speak feelingly, for I cannot but acknowledge that I have suffered permanently from the harmful effects of such an academic course. It was a course given by one who in his day was accounted the foremost teacher of chemistry in England. Without doubt I learnt something from it. I must have. But also I learnt to dislike the subject. All that I remember to-day regarding it is the waste of hours over details and diagrams regarding the vinegar method of making white lead or the white lead method of making vinegar—I really forget which, it does not matter—the various methods of making sulphuric acid, the properties of vanadium and other of the rarer metals. All these details which had to be learnt repelled me. I needed and longed for matter such as I obtained in the zoology course, run as it was by a man with a biological mind and not a systematist—matter which I could not but feel was golden grain that must germinate and bear fruit for my later studies.

The student has so much to do, so much to accomplish in the few years of his undergraduate course, that it is our duty not to burden him with unnecessary matter. I who say this do it with full meaning that I worked steadily for ten years between registering as a medical student and obtaining my diploma to practice. You must not think that this lengthening of the course is an American movement; America is the last part of the civilized world to fall into line. This ten year course was mapped out for me in its essentials in 1877. Wherefore I am convinced it is better that special courses be afforded for the medical student in the preliminary scientific subjects rather than he should attend the routine academic courses in the same: in other words that he should take up those subjects as a medical and not as an Arts undergraduate, and that the medical faculty should at least have the supervision over the courses in these sciences, even if they be given by the Arts professors and their staffs, and not in the medical college itself. Hence, I am convinced that our five years' curriculum at Toronto and McGill—a curriculum which allows us to guide and control the teaching of the preliminary sciences, which allows us to afford this with the greatest benefit to the student and the greatest economy of his time and labor—I am convinced, I say, that, educationally speaking, this is superior to the Statesian ideal of academic teaching of most of these subjects during a two or three years Arts course, with only four years spent in the medical school. So great, in short, is the economy, that though, as I have said, I prefer that the student