

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, the profession has been the gainer by its establishment. The advantages of division of work, and devotion to one branch of practice, are great and obvious, and I believe counterbalance to a great extent the objections that are urged against specialism. Like many other systems, good in themselves, it is open to abuse, may readily be overdone, or may be cultivated by unworthy members.

Such are a few of the more striking changes which have been accomplished during the time that this Association has been slowly coming of age. At the time of its inauguration there was much enthusiasm, and all minds were full of the great possibilities for the future from the confederation of all the provinces. No narrow or provincial ideas were to be entertained, and all regulations concerning medical education and the practice of medicine, it was expected, would be assimilated for the whole Dominion. This Association started bravely forward on this basis, imbued with the idea that it had a great mission to fulfil. Committees were appointed, and elaborate reports prepared upon "The Best Means for General Education," upon "A Uniform System of Licenses," upon "Registration and Vital Statistics for the entire Dominion," and upon "A Code of Ethics for the whole Profession." During several years much labor was bestowed upon these subjects, and the greater share of time at the meetings was given to their discussion. It then, however, became apparent to the members that, in devoting their energies to working out schemes for medical

legislation, much valuable time was being absorbed, and the results produced were by no means commensurate therewith. The Act of Confederation, by taking away from the Federal authorities the governance of educational matters, left each province free to look after these in its own way. Thus, at the present time, we find a curious complexity of medical legislation in Canada, there being a great lack of uniformity amongst the provinces, in regard to matriculation, to curriculum, or to qualification for practice.

It is to be hoped that, before long, some arrangement may be come to by which, at least, a Dominion Medical Register may be established at Ottawa, so that, on entry therein, it will be possible to practise medicine throughout the Dominion. It is, perhaps, possible that this can be effected without prejudice to the functions of the separate official bodies which now govern the medical affairs of the different provinces. In some such way alone can the existing anomalies be remedied, and the present undesirable confusion be removed.

Compare the general condition of the medical profession in Canada with that prior to the time we are speaking of, and, in so doing, look first for a moment at the condition, then and now, of the leading medical schools of this country. The number of students in attendance was often sufficiently large, perhaps nearly as large as even in some recent years. The curriculum was by no means short, for it covered four full years, but it was composed almost entirely of didactic lectures and some clinics upon general medicine and surgery. The course was not distinctly graded, but divided only into a primary and a final department. Now the staff of teachers presents a long array; the subjects are divided up so as to allow each one to devote his attention exclusively to a particular department. Many special departments have been added, and skilled teachers placed in charge. Above all, the importance of laboratory work is fully recognized, and in every year a full share of time and attention is exacted for practical work on the part of every student. Hospitals have been enlarged and extended, and the work divided and specialized. Carefully conducted clinics are the order of the day, and the ma-