

Editorials.

MEDICAL EDUCATION.

Dr. Wm. Ewart, Senior Physician to St. George's Hospital, London, in his Harveian lectures, to which reference was made in our last issue, had much to say about the teaching of medicine. He said the system of teaching which prevails at present is "academical" to a fault, the various subjects being dealt with in compartments. Very frequently it happens that the teaching of elementary subjects is practically divorced from their uses, and students forget much that they have learned in anatomy, physiology and chemistry before they commence clinical work.

Dr. Ewart regards examinations as a necessary evil, the tendency of which is to cultivate and develop memory rather than imagination and original thought. Many think that the burden of scientific facts is becoming intolerable for medical students, and should be to some extent lessened. The most important point, however, according to the lecturer, is the matter of clinical teaching. He thinks that elementary clinical work is too long delayed. The student, in the early part of his course, devotes his attention entirely to pure science, and at a certain time suddenly goes over to his final work in hospitals and lecture rooms. He may at once become a clinical clerk before he is at all fitted for his duties in such capacity.

We believe that it would be desirable to have the clinical element introduced into the teaching of medicine as early as possible, but before a student has completed his primary course he decidedly objects to these clinical features. He ever has before his eyes that "necessary evil," the primary examination; he has to do a vast amount of work to prepare himself for that serious ordeal, and he positively wants no "extra frills" in the shape of clinical "tips."

As far as Canada is concerned, the importance of the clinical aspects in teaching has been duly appreciated for many years; but we have come to the conclusion that the most feasible plan