

MEDICAL DEPARTMENT.

OUR MATERIA MEDICA AND THERAPEUTICS.



HERE is not a primary student in our department who is not proud of that part of his course. He thinks, and rightly so, that it is superior to that of any other medical college in the Dominion. The painstaking zeal and the careful consideration of the professors in their various departments are both well appreciated. It may not seem so at times—doubtless Dr.

A. B. McCallum thinks so occasionally,—but they are, nevertheless.

But the course is not by any means perfect. I am sure the faculty will agree with us in that. Possibly, to them, a suggestion or two with reference to some modifications which seem necessary might not be amiss. In a great many instances, in matters relating to some of the minor points in the course, the students are in a better position to judge than the professors themselves. But we do not wish them to think that we speak in this way because we like to get a chance to “kick” on something. We don't. We are not chronic kickers. No class of students are more easily satisfied. None are more disposed to put up, good-naturedly, with all kinds of inconveniences.

The *Materia Medicas* and *Therapeutics* of our course is a matter of some importance. We do not intend—indeed, we have no idea of attempting—to dictate to the Faculty how these subjects should be taught. We merely wish to throw out a few suggestions with regard to the matter, perfectly certain that our idea is that of every primary student.

First, we think, these subjects should be taught together. The lecturer in *Materia Medica* should, when taking up the drug and its preparations, give, also, its *Therapeutics*. The two subjects are so inseparably connected together, and so interdependent, that, to divorce them, lessens the pleasure in their study. It does more. It makes both much more difficult. Nothing helps so much to fix the character of a drug upon the mind of the student as a comparison of the therapeutical values of its various preparations. *Materia Medica*, studied alone, is too dry and uninteresting. Being so, it requires far too much time to get it up. And, then, think of the hard plugging required? Why not make it more interesting, hence easier and more pleasant to learn, by taking up the *Therapeutics* along with it? The object of all teaching is, or *should be*, to place the truths before the mind of the student in their most attractive form. Why not do it in this case? Why scatter more thorns than necessary upon our pathway?

Again, we think there should be an exam. given the Freshmen at the end of their first year. Let their limit be the first one hundred and fifty pages of Mitchell Bruce, which treats of the *Materia Medica* of the alkalies and alkaline earths, the metals, non-metallic elements and the acids. Let the *Therapeutics* of these preparations be taken up also. That amount would be sufficient. It would be all the easier for them to get up, as it would be exactly parallel with their studies in *Inorganic Chemistry*. The rest of the *Materia Medica* would fit in with the *Organic Chemistry* of the second year, in that year.

The advantages of this would be: First, the students of the first year would learn something of the subject in that year, and not have to get it all up during the second year. Any one knows that students, pressed with work, will neglect a subject upon which they have no exam. The *Biology* of our first year is pretty heavy, and it is no wonder a subject, that can be, is neglected. If there were an exam. staring them in the face, the *Materia Medica* of a small limit would be got up, but not otherwise.

We pay twelve dollars of a fee for *Materia Medica* during the first year, and, to a great many of the students, the profit from the lectures does not amount to as many

cents. The reason is, not because the lectures are not good, but because the students do not attend. The lectures, in themselves, are good. You say, then, it is the fault of the students only? It is not their fault wholly, by any means. It is much more the fault of the Faculty in not having an exam.

We offer the above suggestions in the hope that they will be taken up by the Faculty. We are the students, and, consequently, in a better position to judge on that particular phase of the question than any of the Faculty. The sheets supplied the students this year certainly improve matters very materially, especially to the second year; but, in the case of the first year, matters are not so much improved as has been supposed. Indeed, we believe that only such a system as we have suggested can effectually remedy matters.

MODERN LANGUAGE CLUB.

The lovers of German literature met on the afternoon of Monday, January 26th. to discuss and hear discussed the merits of Gotthold Lessing, who is known to our undergrads chiefly on account of being the unfortunate writer of “Laokoon.” Perhaps the memory of the many weary hours spent over him was the reason so few of our members showed no anxiety to learn more about him. We suppose the absence of the lecturers was owing to some other reason.

Mr. J. H. Cronyr, '92, opened the program by reading a selection from “*Minna von Barnehelm*.” The selection was well chosen, showing the peculiarities and the happy style of Lessing as a comedian, and the charms of the original were preserved by the good accent of the reader. Mr. A. P. Northwood, '91, followed with an essay on “*The Life of Lessing*.” The writer treated his subject in a masterly way, pointing out particularly the relation his various works have to his life, and the reasons of his succeeding so well in so many departments of literature. Miss H. Birkenthal, '93, closed the program by reading one of Lessing's letters to his mother. Miss Birkenthal is evidently quite at home in German, for her reading was true, and sustained so well that the audience had no difficulty in following her throughout. Rather more than half of those present remained to indulge in the pleasures of German conversation.

THE COLLEGE WORLD.

The *Swarthmore Phoenix* contains a photogravure of the new President of Swarthmore, Hon. William Dudley Foulke. The *Phoenix* is a large monthly, and well filled with fairly interesting reading matter.

The *Red and Blue*, from the University of Pennsylvania, is a new arrival to our sanctum, and we accord it a very hearty welcome. In its Christmas number there are several very interesting stories, some very fair verse and a judicious mixture of college news.

The *Tuftsionian* always gives us a very high idea of the college whence it comes and of its college men, and its Christmas number heightens our good opinion. We are sorry to confess that before the *Tuftsionian* came as an exchange we had never heard of Tufts College, but now we have a very distinct idea of Tufts as a splendid school, with an equally splendid college journal. The exchange department of the *Tuftsionian* is always especially interesting.

The *Woodstock College Monthly* expresses surprise that “a journal so wise in its conclusions as is THE VARSITY under its present management should give any uncertain sound on the matter of hazing.” As THE VARSITY has not yet spoken on the matter, it can hardly be accused of giving an uncertain sound. We can assure the *Monthly* that when the question of reviving hazing in either its old or any other form shall assume sufficiently large an aspect as to be considered a factor in our college life, THE VARSITY will express its opinion with no uncertain sound.