

much work in his laboratory as they do in the laboratory connected with any other subject of the curriculum.

I do not in the least mean to uphold that we should turn out the ordinary graduate a finished chemist, an accomplished bacteriologist, an anatomist of parts, a man who can use the latest stain devised by Mallory for differentiating the different orders of fibrils in the spinal cord—nothing of the kind. Nor has the curriculum at any Canadian university so far permitted anything of the kind. To make a man not an investigator, but merely a competent working bacteriologist, requires a course of four hours a day for two months, or about 200 hours' steady work at the least; we have been able to give at most 70—have been able, that is, to give our men a good knowledge of the medical aspects of bacteriology, to make him able to carry out the simpler and more important clinical procedures in connection with the establishment of a bacteriological diagnosis, and that not as a mere mechanic, but as comprehending the why and wherefore of the processes, and above all, I trust, have given him that amount of knowledge that will permit him in after years to follow rationally and with interest the developments of the subject as they appear in the medical journals. That is not making a bacteriologist; it is helping to educate a well-equipped medical man. Could less be asked, or be striven after? Given a good solid foundation, and the house can be builded well and surely at the time, and can support additional storeys in time to come. Given a poor foundation, and the house at most is pretentious, but insecure; it will not stand additional superstructure, save of the flimsiest, and if, recognizing its weakness, there is desire later to strengthen the foundations, that can only be done at great labor, great cost, and the imminent danger of cracking the walls. There is only one period at which the foundations can be laid satisfactorily in medicine; one builds the structure of clinical knowledge and dexterity upon this all the rest of one's life.

THE FIVE YEARS' COURSE.

I do, however, fully admit that during the course of this generation, the development of medicine in every direction has made it that the increase in basal knowledge demanded from the student has been so great, that the labors of the children of Israel in Egypt were child's play in comparison. For the four years of the course, his has to be an Egyptian bondage with a vengeance, and, for us as teachers, it has been a question which, as taskmaster, could most stimulate and get the best work out of