

lecturer has also a most important connection with our University as showing what the accumulated growth and experience of centuries has done in the formation of one of the greatest teaching bodies of the world.

The enlargement of our experience and the extension of our range of vision is always valuable as enabling us to see more clearly what our strong points are, and also by comparison to more clearly distinguish those of our deficiencies which need strengthening or a change of treatment.

One is only too naturally inclined to "Provincialism," and a glimpse into the educational life and organization of the colleges of the Old World is one of the most effective means of guarding against the common disposition.

The Graduates of McGill, settled in the Ottawa District, and members of the "Ottawa Valley Graduates Society," have been communicated with by the managers of the FORTNIGHTLY, and a cordial invitation has been given them to identify themselves with the University publication. McGill's famous sons are never so far removed as not to feel the influence of "the ties that bind," and the invitation has been heartily responded to. A score of copies have been forwarded for distribution to Dr. Ami, one of the foremost among its members. Communications of a congratulatory nature have already been received, and other contributions of a literary character are expected, with reports of the various meetings and accounts of their further progress. College life and identification with college interests should not and does not end with graduation.

### Notes on Modern Medical Education and recent Medical Legislation.

"I entertain a very strong conviction that anyone who adds to medical education one iota or tittle beyond what is absolutely necessary is guilty of a very grave offence."

These words were spoken by Thos. Huxley in the course of an address to the Students of the Faculty of Medicine of University College, London, in 1870. The strong conviction entertained by Prof. Huxley on this question has been shared by a large majority of those engaged in the education of Medical Students. The question then naturally arises, why have new subjects and new departments to old subjects been added to the medical curriculum every year since 1870?

It is perhaps in the Primary subjects that most change and expansion is to be observed, as these subjects are more progressive. The advances made of recent years in the subjects of Pathology, Physiology and Medical Chemistry are so important and so extensive, that the expansion of these subjects alone has more than doubled the scope of the scientific or abstract side of the medical curriculum. The introduction of asepsis as the basis of modern surgery has enabled the operator to reach with comparative safety organs and tissues that ten years ago were invariably left untouched by the knife. The result of this advance of surgery has been to necessitate a more accurate knowledge of anatomy, and as a consequence more

careful and thorough dissecting. Besides all this, Pharmacology has become more scientific, has indeed come into existence, and with it new methods, new alkaloids, new instruments and appliances of all sorts have been added to the armament of the physician.

We hold to-day then ideas altogether different from those held in 1870 regarding "what is absolutely necessary" for a medical education. The extent of the requirements gradually increased, and the subjects became so difficult, that a change in methods of teaching became imperative if the time at the disposal of student and professor remained limited to three or four sessions. Perhaps the most important alteration in the mode of imparting a medical education that has occurred since Professor Huxley gave his address to the students of London has been a fuller recognition of the necessity of laboratory training and clinical work instead of lectures and books. This advance in teaching sends the student to nature as the source of information instead of to written or spoken authority; he observes the constancy of natural laws in the chemical laboratory, the necessity for accurate observation and careful reasoning on what he sees in the Physiological and Pathological laboratories and in the observation of cases in the wards of the hospital. This substitution of laboratory and clinical work instead of didactic lectures has been a great advance in Medical education. It has implanted the scientific habit of thought in the minds of students, and thus given them a more thorough education for their profession. This laboratory work has also increased, and its extension has resulted in confining the student to the college and often to ill ventilated rooms, not only during the hours of daylight but often for several hours at night. It began also to replace reading by occupying most of the limited time at the student's disposal.

What is absolutely necessary for a medical education became then so extensive that to avoid overworking the student, either valuable knowledge and training had to be omitted from the curriculum, or the time spent in acquiring a medical education had to be extended. Those schools wishing for well filled class rooms and large graduating classes cut down their courses, or did not advance with the progress of medicine. Those schools, on the other hand, whose professors were abreast of the time, and desired only to keep up a high standard of excellence on the part of those going out with their degree, found that more time was essential, and little by little have increased the time required for their degree.

It is a matter of considerable interest to observe the methods adopted by different schools and licensing bodies to meet the requirements of a modern Medical education. McGill was the first medical school in America to insist on four years study from every student and was the first (in 1884) to make our summer sessions compulsory in addition to the four winter sessions. On her recommendation very largely, the Ontario Medical Council has now raised the standard and increased the time required for the License of that province. It is therefore a little unkind on the part of