

and who had come to the English university to gain further academic distinction along the same lines and sweep the board of prizes—academic hogs if I may so term them—were beaten easily by younger men fresh from the English public schools. They had grown stale. And at McGill we have noted as a common occurrence that the frequent B.A.'s among our students—of course there are brilliant exceptions—do but poorly in their first two or three years under us. In part this must be attributed to staleness; in part, I am convinced, to the fact that the more bookish academic training, if too long continued, actually unfits a man for the dissecting room and the laboratory and the frame of mind necessary for scientific research. As a rule in the final years these men get into their pace again and do excellently. Their brains are better trained organs and this eventually tells. But all the same I believe that they have wasted roughly a year of their student life; that they would have been equally capable and equally equipped with two years only in Arts. In short, I believe that the combined course such as is afforded in Toronto is educationally superior to what the Carnegie Report accepts as its ideal. Best of all is it that the student shall have had academic training of the broadest type, an education in literature and classics, and that he comes to the medical school fresh—not stale—to take up his scientific and medical work. But this the Carnegie Report does not contemplate.

Now, of course, the Carnegie Report presupposes not an eight but a seven years' course with but four, not five, years in medicine. In other words, it holds that biological subjects, physics, the principles of inorganic and organic chemistry are best given to the student before he enters the medical school. Here again I am prepared to join issue. There comes in here the matter of economy of effort. Take, for instance, the subject of chemistry, and let us admit, as will be admitted, that the student has already obtained his first ground-work in this subject at the high school. Which is the more economical, which will afford the better education, that the student attend the academic courses in this subject, courses devised for those intending to be metallurgists, commercial chemists, scientists of various orders, courses in which, from the natural delicacy of the Arts professor, the illustrations are drawn, as a rule, from every branch of chemical industry save the medical; or a course or courses forming an integral and graded portion of the medical curriculum, in which illustrations, equally valuable from the educational point of view, are afforded which have a direct bearing upon medical science,