

few of those who enter the field of medical study in this country come provided with the required intellectual baggage. Such is the hurry, or necessity, in the Western Hemisphere of starting on the actual bread-winning path of life, that few will, or think they can, devote the time necessary to the acquirement of a purely intellectual training. In Europe the conditions are vastly different, for a University education is considered as the necessary, and, in most countries, as the obligatory preliminary to a professional training. Take France as an illustration; in that country no individual may aspire to the degree of doctor of medicine, unless he have previously obtained the baccalaureate degree in arts or in science, and in the other states the requirements are on a similar basis. Contrast this with the condition of affairs in America, where the Johns Hopkins University is the only one requiring from the candidate for a medical education a degree of Bachelor of Arts or Bachelor of Science.

Apart from the advantage accruing to the individual from a general mental training acquired before initiation to technical studies, there is also a manifest advantage to the school itself. Many of the subjects of study which are, owing to present necessities, included in the curriculum of the medical school, are at the same time taught in the academic department—notably elementary botany, chemistry, physics, and even physiology. Were the medical student enabled to show a previous acquaintance with the rudiments at least of these branches of study, the time now employed in elementary work might be employed profitably in obtaining a knowledge of the deeper problems, and especially those having a direct bearing on human life.

The University, of which this Faculty is one of the component parts, has at all times recognized the force of the arguments advanced in favour of preliminary training as an introduction to professional studies, and has at last been able to perfect a plan which meets at least some of the requirements of the case. According to this plan a student may proceed in the course of six years to the double degree of Bachelor of Arts and Doctor of Medicine, obtaining at the same time a general intellectual culture and the special professional training. This is manifestly a step in the right direction, and while it is in reality only a compromise with the ideal, it is one for which all—teachers and students alike—should be devoutly thankful.

It is the earnest wish of the members of this faculty, and of their collaborators in the other faculties of the university, that year by year an ever greater number of the candidates for the study of medicine may learn to appreciate the value of a liberal education, and to utilize