

were to be achieved only through additional demands upon the time and energy of the teaching head.

Physiology in Relation to Biology. McGill has long been handicapped by inadequate affiliation of biological teachers in the outlying Canadian universities. This affects our supply not only of Arts graduate but of medical students, for biology teachers are in a particularly favourable position to influence men in their choice of a larger university. It is our business to seek to train young men as potential teachers of biology for the rest of Canada.

It so happens that biology, from being predominantly comparative and morphological, has turned definitively into experimental paths. Even if it should be true that the comparative method as ordinarily pursued was the discovery of, and remains one of the most valued assets of biology, no modern biologist can afford to be ignorant of the experimental method of handling problems. It was the working combination of two biological teachers, W. K. Brooks (zoologist) and Newell Martin (physiologist) at Johns Hopkins in the latter part of last century that stocked America with its present senior teachers of zoology and that enabled the United States to capture from Germany its present leading position in experimental biology. Every Ph.D. in zoology of the Hopkins school - they were many and most of them achieved distinction - had passed through the hands of Newell Martin, physiologist. Martin himself, who also trained many professional physiologists of American medical schools, had come from a university where physiology is cultivated on the broadest biological lines. Had he emerged from