

nently sound diagnosis, intelligent prognosis and rational treatment.

Think what all this means! For the prospective doctor in the first place. If he is to embrace the opportunities afforded to him in the hospital it means that before entering upon the study of medicine proper, he must spend years of preparation, years studying various branches of natural science. There is at present great debate as to where these years should in the main be spent. I see that the Carnegie report only places in the first class of medical schools those, sixteen in number, which demand that before entering the four years' course in the medical school, the student shall have attended a college or university for two full years. Not making this demand, Toronto and McGill, while referred to with approval, are considered as of a lower class. Here two questions may be asked, namely, "Is a college course and Arts degree essential for the complete physician?" and secondly, "Is the Carnegie Report justified in making the entrance requirements of a school the standard whereby to classify the medical schools of this continent?"

Now, gentlemen, let me confess that I find some difficulty in answering the first of these questions. As I shall point out later, knowledge of medical science is very far from being all that is required of the medical man, and, for his development, it is of the highest degree important, not so much that he have culture and an acquaintance with "the humanities" in the narrower sense, but that at the formative and most susceptible period of his career he shall have mingled and become intimate with those having various interests in life. Than this there is nothing more broadening. It is the generous intercourse of man with man, the learning to know and look up to and copy one's fellows for their innate worth apart from all sordid considerations, the mingling with and weighing all sorts and conditions of one's fellows—the education in humanity, rather than in the humanities—that constitutes the supreme value of an Arts course. He is a better man who has experienced this.

But, on the other hand, I cannot conscientiously urge that we demand of all our graduates eight years at the University, three in the Arts course, five in the medical school, or even seven years with but two in the Arts course. For one thing so prolonged a training leads a man to become stale—as we termed it at Cambridge. Intensive learning cannot be continued year after year without sapping the capacity to receive and perceive facts. Time and again I noted at Cambridge that men who had already won high distinction at Scotch universities in mathematics or classics