

The Correlation of the Fundamental Sciences to Clinical Teaching.-

A great deal of time at the Congress was devoted to this subject. Two plans were considered with favour:-

1. Giving teachers the means to introduce patients to students of the early years in order to illustrate to them in a clinical way what is being taught about the fundamental sciences (Physics, Anatomy, Physiology).

2. Students are encouraged to make special study of such lines as they prefer. Thus, as in Harvard, to elect subjects for more careful attention, which would develop initiative, individuality and a spirit of enquiry, as opposed to the method of spoon-feeding and of teaching merely an abundance of facts. This is the "elective system", and it is generally agreed that here in McGill, conditions will not permit such an innovation as yet.

It is suggested that in Anatomy, Physiology and Physics, arrangements should be made to illustrate in the hospital by the exhibition of patients and pathological specimens, etc., conditions described in the Physiology and Anatomy classes during the week preceding.

With systematic cooperation, this could be easily managed, and if necessary, illustrative cases could be brought from the hospital to the University class room.

Students are taught too much. It seems to be the consensus of the competent that in all Schools, attempts are being made to teach students more than they are able to absorb, and at the expense, even, of essentials that are of greater importance in practice. Some arrangements must be made whereby in each clinical department, stress is laid on the necessity of teachers to emphasize instruction on the essentials of ordinary disease, and to teach only a minimum of such special features as can only be utilised by practitioners with the aid of skilled experts.