fifteen or twenty years ago differs so materially from that made to-day, that one would scarcely regard it as applicable to the same subject. It is true we have in the course now as then, Anatomy, Chemistry, Physiology, Pathology, and the Clinical Branches as fundamentals, but the problems of the day, inspired by new light from a variety of sources, differ so materially from those of a few years back, that not only have new subjects been added but there has been an appropriate remodelling, shifting about, and readjustment of relative values among the older subjects.

For instance:—not very long ago the chemistry of the medical curriculum differed little, if at all, from that given in the ordinary college course. There was no reason why it should. There was no demand for anything else, and as then taught, I think it of very doubtful value to the medical problems of that time. But as we learn more and more of the phenomena of life, we discover that for an understanding of them, a chemical knowledge is essential, but to this end the antiquated instruction in inorganic reactions is scarcely appropriate. As a result it is becoming the opinion of many that general chemistry, as usually understood, has no place in the medical curriculum; that the student should possess such knowledge before he enters upon his medical studies, and that while in the course such chemistry as is taught him should be susceptible of application to the riddles of life processes, *i.e.* it should be physiological chemistry that can be used in the elucidation of questions that in Medicine, Pathology, Physiology and Bacteriology are occurring daily. But it is obvious that this suggestion, desirable as its adoption may be, can be put into successful operation only when the student entering the school is equipped with a fundamental knowledge of general Chemistry.

The advent of Bacteriology as a medical subject had a phenomenal influence. Its fundamental importance to an unerstanding of clinical and pathological phenomena demanded at once a permanent place for it in the regular course of study. Not only this, but it demanded that it be taught in such a manner as to give to the student a reliable practical acquaintance with it. This was only possible through the installation of laboratories, equipped with microscopes and other apparatus necessary to the conduct of the work. The student became acquainted not only with the microscopic world, of so much importance to life, but learned incidentally the use of instruments of precision. All this required time, and further revisions of the roster became necessary to supply it.

Through the stimulating influence of bacteriology, Pathology developed rapidly from an objective, morphological study into one suscep-