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## MEDICAL EDUCATION.

We are firmly of the opinion the time has arrived when a sharp line of differentiation must be drawn between the so-called natural sciences and medical science, and any attempt to substitute comparative anatomy for human anatomy, zoology for physiology, and physics for medicine, cannot but fail in qualifying a student for practice as a physician. It may and doubtless does serve in some instances as material for display on opening occasions, and serves the purpose of impressing freshmen, and catching the unwary; but the requirements of after years will speedily prove to such that the position of the liver of the frog is no guide to its position in man, that the pyrexial state in the two are by no means the same in their results or tendencies. There are those who think the medical student should devote several years to the study of the natural sciences before coming near a human subject, so that his mind might be the better qualified to battle with the scientific theories of medicine.

Unfortunately the medical students in Canada choose the profession of medicine as a means of livelihood, and not as a mere pastime, and they can hardly afford the time to devote four years to the study of natural science, and three years afterwards to the requirements of the medical curriculum, and after their student days during the time they are struggling to secure a practice, find themselves surpassed in usefulness on every hand by those who have devoted their extra time to acquiring that education and experience for the practice of medicine, which the largest hospitals in Europe supply.

We would like to ask of anyone, who has any experience as to the requirements of a practical physician, whether that student would be best qualified for his life work, who had spent three or

four years in the study of chemistry, biology, botany and physics, or the one who having a taste for the practical in his profession, spends three or four years in a large European hospital in daily contact with disease, and learning, in the most direct and practical manner, the methods of relieving pain and suffering. And yet we as physicians allow ourselves to be told by those who neither know nor care what the requirements for a doctor are, that if biology be taught, there will be no need of our students going from the province of Ontario to Montreal, and from the Dominion of Canada to Buffalo, to perfect their medical education, but everyone knows, that the best students of medicine, and the best practitioners do go abroad, not to Buffalo and Montreal, but to New York and Europe, to see practice, to recover the time lost by them in studying the habits, characters and conditions of the bats, owls and moles who for so long forced them to sit blinking over obtuse scientific problems. Among the numbers of medical practitioners, and medical students who every year find it necessary to go to the large hospitals and medical centres abroad, how many go or have ever gone to study biology?

Upon this matter the remarks of Dr Lawson Tait, in his recent address at Birmingham, are as follows:

"Still more strenuously I appeal that our student be altogether relieved from that senseless system of biological training which has set in as a fashion at Cambridge, at Oxford, and at Edinburgh. Not many years ago I attended a lecture on physiology given to medical students, which consisted in an explanation of a brass instrument resembling a model of Clapham Junction, intended to explain something about muscular fibre. I could not understand it, of course, I was too much of an old fogey, but I had this consolation, that when talking over it with my young friends who had attended the lecture with me, they could make nothing of it either, and it worried them as much as it had worried me. But there was a difference between us—it was demoralizing to them, for it discouraged them, and small wonder! And how angry they must feel when they come to deal with human patients and human disease, that all these nonsensical details are of no use to them—not even for the purpose of general training—when they find in truth, that the time occupied in mastering such