

is expended on instruction, research, a function of equal importance, necessarily suffers. Special endowments are needed to meet the incessant and urgent calls of the scientific staff. It is gratifying to know that certain of the bequests to this school have of late been of this kind, but I can safely say that no department is as yet fully endowed. Owing to faulty conditions of preliminary education the medical school has to meet certain illegitimate expenses. No one should be permitted to register as a medical student who had not a good preliminary training in chemistry. It is an anomaly that our schools should continue to teach general chemistry, to the great detriment of the subject of medical chemistry, which alone belongs in the curriculum. Botany occupies a similar position.

But *the* laboratories of this medical school are not those directly under its management. McGill College turned out good doctors when it had no scientific laboratories, when the Montreal General Hospital and the University Maternity were its only practical departments. Ample clinical material and good methods of instruction gave the school its reputation more than fifty years ago. Great as has been the growth of the scientific half of the school, the all-important practical half has more than kept pace. The princely endowment of the Royal Victoria Hospital by our large-hearted Canadian Peers has doubled the clinical facilities of this school, and by the stimulus of a healthy rivalry has put the Montreal General Hospital into a condition of splendid efficiency. Among the many changes which have occurred within the past twenty-five years, I would place these first in order of importance, since they assure the continued success of McGill as a school of practical medicine.

Equally with the school as an organization, the teacher has felt deeply the changed conditions in medical education, and many of us are much embarrassed to know what and how to teach. In a period of transition it is not easy to get *orientiert*. In some subjects fortunately there is but the single difficulty—what to teach. The phenomenal strides in every branch of scientific medicine have tended to overload it with detail. To winnow the wheat from the chaff and to prepare it in an easily digested shape for the tender stomachs of first and second year students taxes the resources of the most capable teacher. The devotion to a subject, and the enthusiasm and energy which enable a man to keep abreast with its progress, are the very qualities which often lead him into pedagogic excesses. To reach a right judgment in these matters is not easy, and after all it is in teaching as Izaak Walton says of angling, "Men are to be born so, I mean with inclinations to it." For many it is very hard to teach down to the level of beginners. I was told a good story illustrating this a few weeks ago. One of the most distinguished—no, the most distinguished of Scotch professors had gone off for a few weeks