

COMPLAINT is often made by medical students, and by doctors themselves, against the presence of botany among the subjects of examination for medical degrees. It is declared that as now studied it is of little or no use. This, we are forced to admit, is quite true in too many cases. Students attend the required number of lectures, cram up what they think will give them a pass, and do pass without ever having examined a flower, and without being able to make use of their knowledge for the naming of even the simplest parts of a plant. It is not to be wondered at that the knowledge got in this way should be almost useless, and even this, being held by an effort of memory only, is soon forgotten, and what small value it had is lost. Still this is not the fault of the subject itself, but rather of the time at which it is taught. It is quite plain that such a subject can not be taught as it ought to be during any part of the ordinary winter session, unless the lecturer has large greenhouses at command. We find, however, that where there is the largest supply of plants at all times of the year there are usually no classes in botany during the winter session. Thus at Edinburg University, although the class-room is situated within the Botanic Gardens and in immediate connection with the large greenhouses, yet the classes are held only during the summer. Attendance on one or two lectures as illustrated there, both within the class-room and throughout the beautiful gardens which surround it, would convince any one of the impossibility of studying botany without living plants. At Queen's provision has already been made for the study of botany during the summer session, when the lectures are illustrated by native wild flowers. But only a few students attend this class, which has barely secured for itself a permanent footing. With the addition of other classes to the summer session it may soon be necessary for

all medical students to take at least one summer session during their course. This would enable the Senate to make botany altogether a summer subject, and thus allow the professor to illustrate the lectures in a practical manner, which we are sure he would be only too glad to do. The objection to botany as a medical subject would be removed, and a true interest imparted to it for all those in whom any interest whatever for their studies can be roused.

LEFT to itself every University develops a distinct individuality. In England, Oxford has long been famous for its classical and philosophical culture, and Cambridge for its eminence in mathematics and physics. No doubt both Universities provide a splendid education in either department, but the type of culture is appreciably different. A man who desires to devote himself to science, for instance, would naturally go to Cambridge. Why should not our Canadian Universities be encouraged to give prominence to literary culture, or to scientific culture, according as their history and circumstances suggest? Toronto University has a splendid set of physical instruments, and there seems no good reason why she should not give prominence to that side of her teaching. Queen's, as is natural, is not so rich in scientific apparatus, but she has always attached importance to the literary and philosophical side of her teaching, without of course neglecting the mathematical and physical side. When our Universities have got well beyond the bare necessities of intellectual life, and have begun to give real encouragement to post-graduate work, why should a graduate of one Canadian University not migrate to another, as is so often done in Germany? In this way he would better make his education in a particular department *totus, teres atque rotundus*.