

now, as a majority of men spend the first year in preliminary sciences, to teach which is really no business of the medical schools. With this arrangement the average man could qualify at twenty-two years of age, spend a year in hospital or at post-graduate study, and start in "life" at twenty-three. We are now losing valuable time and wasting much needed money. What a present to make to our young men—two full years! It is worth while; and it can be done, and should be done.

My colleague, Prof. Arthur Thomson, has suggested that during the present emergency special arrangements should be made to pass on the boys at an earlier age, with their chemistry and physics well in hand. The plan I urge would make a radical change in the constitution of some schools. Not that science is not taught and we're taught, but it should be given its proper place, as the dominant partner in the educational family, not a Cinderella left in the kitchen. From an intellectual standpoint the advantages are obvious. The mental exercise of the physical and mathematical sciences, combined with the technical training in the use of apparatus, gives a type of education singularly stimulating to boys. How many of our great inventors have lamented colourless careers at school! Things, not words, appeal to most boys. What an evolution of mind and hand is wrought by