

development; and because of a tendency to encourage the election by students, more or less early in the course of their education, of such subjects in the curriculum as appeal most strongly to them, or as seem to be of most immediate importance in their relation to the special work to which they intend ultimately to devote themselves.

If it is your desire and intention to utilize your profession for the sole purpose of deriving income from it, you can acquire sufficient information upon one or another of the special subjects to do so, with the expenditure of comparatively little energy, but you will probably not rise much above the level of mediocrity. If, on the contrary, you aspire to become a broadly educated physician, whose councils will carry weight in the professional deliberations of your colleagues, your course at the start must be a very different one, even though it is your intention to devote yourself to special work later on in life.

To the men entering the school for the first time, the subject of medical education possesses but few attractions. They are unacquainted with the progressive development of medical instruction or the reasons making this development desirable. They have never had occasion to concern themselves with these reasons. They glance at the roster of subjects and sometimes wonder why it is necessary for so many subjects and so many hours of work to be demanded for the doctor degree. This was not formerly the case. In the "good old times" two courses of lectures of four or five months each sufficed for the purpose. Why will it not do now? Quite true; but such instruction is neither in quantity nor quality sufficient for the demands of the day. Medicine has grown from a state of more or less empiricism to the dignity of a broad biological problem, with all that is thereby implied; and in consequence, for an intelligent understanding of the manifold ramifications of this problem, the educational equipment of to-day is of necessity very much more elaborate than that appropriate to the demands of but a few years back.

The transition from the old to the new was not suddenly made. It was of gradual growth; one subject after another being added to the course as the newer conditions and developments demanded; until at present, though very much expanded, there is not a subject in the modern medical curriculum that was put there before it was plain that a knowledge of it is essential to a correct understanding of the newer problems of medicine.

What is regarded as the education that insures to the student a general groundwork in Medicine?

The detailed reply that would have been made to that question