

unprepared condition. The Arts faculties have under the circumstances to supply at present to their first-year students what is after all only higher school education; and the accommodation in an Arts faculty of medical students as well is simply a question of extra space and of extra staffing, there being no question of additional laboratory equipment. And here comes the crux of the question. If the preliminary non-scientific instruction necessary for Medicine is handled as a thing by itself, in advance of the scientific education, the better higher-grade schools are provided with a strong inducement to strive to send forward their prospective medical students sufficiently prepared to dispense with the additional year or two years in Arts. Should however a medical faculty decide inextricably to intermingle preliminary non-scientific with pre-medical scientific instruction, the more deserving schools are to that extent discouraged, for in these circumstances no amount of higher linguistic and mathematical training can save a university year to such of their pupils as wish to study Medicine. When one considers how vital it is for the universities to give encouragement to the schools, one realises what a fatal policy it would be, and how harmful to the best interests of national education, for a medical faculty to embark upon a hybrid type of curriculum.

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