

All this goes to show that the state of affairs is very unsatisfactory. We would urge upon the medical profession, through its properly constituted medical association to urge that the Act be amended so as to place the medical profession on a proper footing. There should be some other way found whereby those who desire to obtain some liquor can do so without first securing a doctor's order. There are ways by which this can be done. The government could issue permits to persons to purchase a certain amount.

Under such a system the doctors of the Province would cease to be a compulsory body of bartenders; and would be once more therapeutists, ordering liquor when it was required, as they do in the case of all other drugs. It remains to be seen how much backbone there is in the medical profession in this matter. It is for it to say whether or not it shall be freed from the ignominy of being made to fill a most unenviable and unfair position.

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### MEDICAL EDUCATION IN TORONTO

For sometime there has been a good deal of rumor afloat that there are important changes pending. It is now known in what direction some of these changes are tending.

One is that a *few*, and we emphasize the word "few", are to be whole time professors, and a *few* others are to be part time professors. The whole-time and the half-time professors are to be paid.

Then another change is that all the other teachers are to have no status of any moment. They are just *clinical instructors*. They are to give time and thought, and receive no pay for the same. They are to receive no promotion or pay, and, maybe, no praise.

We do not hesitate to voice the opinion that this plan will not work. Good men will not work under such a system; and they would be foolish if they did. It will create dissatisfaction, friction, lack of interest in the work, and a marked falling off in the loyalty of the *unpaid* members of the teaching staff. Further, it must come true that if some will give "free" clinical instruction they will only do so for a few years. As soon as their time becomes more valuable in their own practices they will drop out; and at the time when they are most required because they have experience both as teachers and practitioners.

There is another feature of the teaching of medical students in Toronto that we challenge. There is too much laboratory work. The great foundations for medical education and medical practice is, and