

cation. The Carnegie Foundation authorities have, however, over-emphasized the laboratory side of medical instruction. The German method of medical education is to tie the medical student to a microscope, as opposed to the English method of cultivating knowledge through the unaided eye. In Germany the aim is to make scientists first and then doctors. Whereas the "primary purpose for which students learn sciences is to become physicians, not scientists." The literature of the several subjects that form the basis of medicine has become so extensive that no man can keep abreast of it. Physiology, which is easily the most essential of all primary studies, has become so elaborate that it has suffered subdivision into three or more departments or professorial chairs. There exist similar subdivisions in bacteriology, pathology, and anatomy. As each teacher declares himself incompetent to instruct outside his subdivision, how idle to attempt to make anatomists, physiologists, bacteriologists and pathologists, etc., of medical students. The time is not so very remote when a medical student could master all the primary branches of medicine. To-day it is not possible for him to master a single branch of the sciences that are connected with medicine, during his college course. The instruction given to medical students does not enable one student in a hundred, no matter how high the standing of the school may be, to say whether a throat culture is or is not diphtheria. For years American medical teaching has been dominated by the German plan of instruction. In certain quarters there is setting in a reaction. It is claimed that we have become guilty of a fetish-worship of laboratories in medical instruction and medical practice.

The great physician and surgeon must depend for his diagnosis upon the physical examination and the evidence he extracts, sifts, and weighs in the patient's history. Laboratory methods are of only occasional use, viz., to support or not support clinical findings. Within the last few years physiological and pathological chemistry have assumed increasing importance in medical instruction, and would appear to be rapidly pushing, and possibly rightly so, all the other laboratory subjects into the background. It is hopelessly futile to attempt anything more than the most elementary teaching in the primary subjects of medicine to-day. The tried-out subjects of the ages, anatomy, physiology, and chemistry, should have preference as to the length of instruction hours. A student's most precious possessions are his time, his vitality, and a clear mind at the age when the mind is most supple, its curiosity most alert, and its nature most impressionable. It is only by cutting down the