

From the foregoing comparisons it must be admitted that of the two educational systems the German most closely approaches the ideal. Modern clinical methods are new in medicine, and in this field of study the Germans lead the world. Complaints have been heard here and elsewhere that candidates for the positions of house physicians, house surgeons, medical and surgical assistants are often found deficient in the knowledge of elementary laboratory work. Why? Because too much of their time has been given to preliminary studies and too little to practical work.

A training is useless unless adapted to the real needs of the person trained. The Germans have laid this truth to heart, for their regulations expressly provide that the examinations in physics and chemistry "have to keep particularly in view the *requirements of the future physician.*" While the Germans have been making a march in advance we have been retrograding, owing to our acquiescence with the demands of the teachers of purely scientific subjects. Teachers of physiology and chemistry are intent on turning out physiologists and chemists, and not on turning out well-trained physicians to heal the sick. Students—embryo physicians—have much else to learn to fit them for their future vocations. If men desire to become chemists and physiologists and take the degree of doctor of medicine as a matter of form, well and good, but our curriculums should not be framed to suit the few and injure the many. Subjects of the greatest importance to the future practitioner have to suffer in proportion to the time devoted to purely scientific subjects.

Out of five years the English student has three removed entirely from the hospital wards. Surely the tables should be turned, and two years given to the primary branches and three to the final studies. The early work of the preliminary studies is but frugal fare, while the real banquet is composed of clinical activities. Each clinical fact obtained is as gold in the storehouse of knowledge of the young doctor. It is true that scientific and clinical training are inseparable. They must dwell together, but while the scientific training is more important to the scientist, clinical training is more important to the practitioner, and we are developing and training future practitioners.

Another place in which scientific and clinical training must go hand-in-hand is the hospital, and a hospital is sadly lacking in equipment unless properly fitted with first-class laboratories. I would go further, and say that every hospital should be provided with a practical physiologist, doing research work on the very threshold of disease. Not only should we have pathological laboratories, but we should have physiological laboratories connected with every hospital. In this way we should be able to round up the studies of the students by giving them a campus on which the clinicians and scientists may struggle for the mastery over disease. As these re-