

provided with proper laboratory accommodation and facilities, and—what is perhaps equally or more important—a sufficiency of clinical material in hospitals connected with or under the control of the college.

Medical education attains its maximum efficiency only when it is based upon a good system of general education and is supported by the scientific and literary atmosphere of a university. Three of the greatest advances in modern medicine are due to laboratory work, namely, the work of Faraday in physics, of the Curies in chemistry, and of Pasteur in biology. Sir William Osler<sup>1</sup> thinks it advisable that this type of university work should be extended into our medical schools, and that we need “an active invasion of the hospitals by the universities.” In the city of Toronto we now have what may be described as “an active invasion of the hospital by the university,” in that the University of Toronto now has control of the Toronto General Hospital, thus making the latter to all intents and purposes the university hospital. We have here what is generally recognized as the essential thing in the training of medical students, namely, the intimate connection with and active control of the hospital by the university. When our new arrangements are in working order we hope to be able to give our students a great deal of clinical work in the hospital, so that they may thus have an opportunity of acquiring that familiarity with disease processes in the living subject which is so essential as a qualification for their life's work.

Medical education in Canada has always been up to a high standard. But in this connection it should be borne in mind that, owing to the development of the preliminary sciences, such as physiology, pathology and biology, the work of the student has practically doubled in amount, and is continually increasing. In view of this increased demand on the time of the student, a five-year course in medicine has now been adopted in all the leading Canadian medical schools, the final two years being devoted to practical work.

All writers on medical education emphasize the paramount importance of thorough training in practical work, with opportunities for the students to come into actual contact with patients. The efficiency of the practitioner, the welfare of the public generally, and the adequacy of the public health service are all dependent upon the quality of the training given in the medical schools, and the ideal at which we are aiming is uniformity in the requirements and standards exacted by all the examining boards throughout the country. We trust that this happy result will follow the adoption