

MEDICAL "PROCESS BUILDING"

JOHN HUNTER, M.B., TORONTO.

Visitors to our National Exhibition always find much that interests them in watching the various processes through which the raw material has to be passed before the finished article is produced. The medical colleges, now open, are the "process buildings" through which the "raw material," the medical students, pass the successive stages on the way to full equipment as physicians and surgeons.

The character of the raw material entering our colleges is graded by the will-power, mental aptitude and diligence of the pupils; and by the efficiency of our primary and secondary schools. A medical student who does not want his whole career as a physician handicapped, should not enter his college without a broad and thorough literary training—humanitarian and utilitarian. His efficiency in Latin and Greek will greatly aid him in understanding and remembering technical terms. Any physician who cannot read French and German intelligently, and rapidly, has only a somewhat second-class literary qualification for medicine. Translations are valuable, but one loses much of the inspiration that comes with reading in the original language. The physician's influence over many of his patients; his status in the profession and in his social circle, are, at least, as much indebted to his literary refinement as they are to his scientific attainments. Through neglect, or inability to acquire a liberal education in youth, the absence, or want of it, is only too lamentably noticeable in the ranks of our profession. Many of the papers read at our medical meetings are crudely written, and the discussions that follow give but little evidence of mental culture. While those of us "who are getting gray" may put up an excuse for our illiteracy by saying when we were young "times were hard" and secondary schools "few and far between," but the youth of to-day have no excuse for being illiterate other than their own indolence.

Taking it for granted with the unparalleled facilities nowadays for acquiring a liberal education, that no ambitious young man would think of entering upon a medical course without it, should he, after matriculation, or far better still, after graduation in the Arts course, adhere rigidly to the curriculum devised by his college? Emphatically no. It may be quite true that the curriculum has been the work of intelligent, experienced men, yet "the exhausting humdrum of so-called practical routine drill, which sometimes unfortunately fills all the hours of the day and night would never make a capable physician." The student