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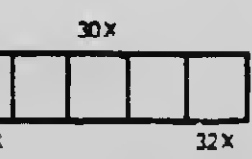
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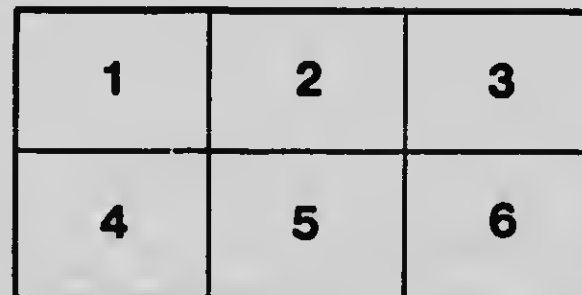
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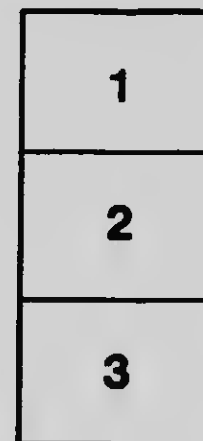
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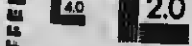
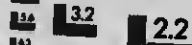
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MEMORANDUM
IN REGARD TO THE SIX YEARS
MEDICAL COURSE

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IN REGARD TO THE SIX YEARS
MEDICAL COURSE.

The following statement has been adopted by the Faculty of Medicine and the Council of Laval University :

Laval University, Quebec, April 1917.

McGill and Toronto Universities have agreed and made known that after 1918 their medical courses shall be given in six years.

This decision seems to have been settled upon after a mutual understanding, and after notice to other Universities to which the move might be of interest.

Without a doubt, such a transformation of the medical curriculum requires a mature discussion following a complete study of the subject ; and it cannot be overlooked that not only teaching bodies but also licensing bodies throughout the Dominion, v.g. the Provincial medical boards and the Canadian Medical Council, very likely had an opinion to express on the matter. These Boards, according to the report of the third conference of Canadian Universities were notified of the change after it had become an accomplished fact.

Queen's University of Kingston has already protested and set down, in the memorandum published in December 1916, that this decision is of a high importance and should not have been arrived at in a hurry. Queen's

complains that the facts have become known only upon inquiry of the Dean of the University. Laval, though without official knowledge, her representatives not being present at the 3rd meeting, knew that such a course would be adopted.

Our Faculty thinks it advisable to take advantage of this discussion to define the situation clearly as far as the preparation of our students is concerned and to decide the value of preliminary education in relation to the study of medicine.

There are two main reasons brought forward to justify the lengthening of the medical studies, viz. : 1° That education preliminary to the study of medicine does not occupy sufficient time and has not the proper scope ; 2° That the modification will conciliate the medical curriculum of the Universities with the program of the best medical teaching bodies in the United States. To come to that end, McGill and Toronto Universities establish a year of applied science and a few lectures in languages.

We are agreed with Queen's opinion that both these propositions should be very carefully studied before it is agreed that the first is true and that the second is desirable.

Let us first make plain our status by showing what is required in Laval University to obtain a degree of B.A. B.S., or B.L., or even the so-called *Inscription*, which in our opinion means more than the matriculation of some English speaking Universities. And as a preliminary let us be allowed to expose the principles of our system.

The Doctor in medicine, by his profession, occupies an elevated rank in society and his part in life is important and difficult. His education therefore should prepare him for high functions, and as a necessary consequence, his intellectual formation should be of a high general order, and in no way restricted or hastily specialised.

No doubt this fundamental and general culture must include some scientific training, but we hold that a large

place should be reserved to the study of Languages and Literature (*Humaniores Litteræ*) and even more of Philosophy and History. Hence, in Laval, the following disposition of the studies preliminary to that of Medicine.

TEACHING

Our examinations for the degree require eight years of High school and College (classical) studies : Languages : French, English, and Latin, 6 years ; Greek, 4 years. Sciences, 2 years, covering : 500 hour lessons in Philosophy (in Latin), 480 hour lessons in Mathematics, 180 in Physics, 75 in Chemistry, 40 in Botany, 40 in Astronomy, 25 in Mineralogy, 30 in Geology, 30 in Zoology, 10 in Architecture.

EXAMINATIONS

Every candidate to the Degrees of B.A., B.L., or S., or for the Inscription undergoes two sets of written examinations, the first in Letters (Languages and Literature), after Rhetoric, (third last year), and the second in Sciences and Philosophy at the end of his course.

Both these sets are made up of two series of examinations on Collegiate or University subjects.

The Collegiate examination papers are corrected and appraised by professors of the classical colleges in which the student writes, on subjects defined by the University, viz. : for the examination in Letters : Precepts and History of Literature, Geography, Universal history, History of Canada.

For the examination in Science : Chemistry, Astronomy, and Natural History.

The University examination papers are corrected and appraised by a Board of University examiners and cover the following subjects : In Letters : French-Latin, Latin-French, Greek-French, English-French, French-English, translations, and literary composition.

In Sciences : Philosophy, Mathematics, and Physics.

CLASSIFICATION OF CANDIDATES

Candidates whose notes average 66.6% in each set of examinations are rated Bachelor of Arts, B.A.

Candidates whose notes average 66.6% on the first set of examinations and 50% on the second are rated Bachelor of Letters, B.L. Candidates whose notes average 33.3% in the first set and 66.6% in the second set are rated Bachelor of Sciences, B.S.

Candidates whose notes average 33.3% on both sets have the *Inscription*.

It should be noted that this *Inscription* is accepted as an equivalent to the preliminary examination of the Royal College of Surgeons, London.

This *Inscription* is equivalent in theory, to the matriculation of the English Universities, as a matter of fact it means more preparation.

We therefore can hardly see the necessity of forcing the student to another year of sciences, when in his medical studies he will be put through lessons and practical work in Chemistry, Biology, — including Embryology, Histology, Bacteriology, Compared Anatomy and Physiology, Botany — and Physics in connection with Physiotherapy, Electrotherapy, and Applied Physiology. After his course of studies, he has the theory ; in the Faculty of Medicine he will find the repetition of the theory and its immediate application.

Our course for the degree of Bachelor is sufficient to prepare the student for the higher scientific studies and if not, let the fault be remedied by improving the preparatory not the higher course.

It would be an error to mix up with the medical studies scientific preliminary work which is wholly independent and must be considered only as a preparation. This new curriculum is nothing but a catchy and factitious arrangement in which insufficient preparation would be remedied by the lengthening and complication of studies already long enough.

Let things stand as they should : scientific preparation in the colleges, medical training in the Faculties ; let those whose preparation is insufficient modify it and correct it.

To alter the actual system would lead to confusion in the work of the different departments and the useless repetition of the same work for the students.

McGill and Toronto propose the possibility for the student to obtain a degree of B.S. Such a degree, in our University, can only be obtained after a course of eight years, and not before the age of twenty as an average.

We should have to combine scientific and medical teaching, which method though accepted in some American or Canadian Universities, is in no means, desirable in our opinion.

If the course in medicine is to be lengthened to six years, it would surely be better to give all this new time to medical work, but the five year system hardly yet in force, seems to be giving very good results and should be fairly tried before being discarded.

This six year system, on account of repetition, would deprive our student of a full year which might well be given to medical work, and it should be carefully noted that our University year is of nine full months.

It is useless to insist on the other reasons put forward by Queen's ; they are not without importance, and some

deserve due consideration, as, for instance, the inquiries being actually conducted on preparatory studies to medicine, and the necessity of improvement in hospital facilities.

We want to make plain that our students going into the study of medicine are sufficiently prepared, and that it would be for them a serious drawback to lose precious time in useless repetitions.

Let actual and well proven methods be seriously applied, more precise and more complete, but let all teaching bodies, as is necessary, have a certain free margin in numbers of detail.

At short, we understand the importance of the length of medical studies : it is the principal factor in the raising of the scientific level of the profession.

But as important, if not more so in our eyes, is the question of the length and nature of the preparation for the study of medicine. The doctor in medicine needs first, to prepare him for serious medical work and to allow him to fulfil properly his part in life, a deep and general culture.

We should therefore sincerely inquire whether he shall find it in the hasty specialisation of his work in the High School and College, or rather in the more general form of *classical studies*. This is, in our opinion, the true, the pressing, the vital question, and we believe that our system furnishes the most reasonable solution in providing the sound preliminary training necessary to the elevating and sustaining of the intellectual standard of our profession.

