

classes in every college may be judged. The two men selected have very much in common. Both have passed the three score mile stone on life's high-way. Each occupies a very high niche in the temple of medical fame, and has taught many generations of students. Prof. A. had a rather dry subject, but it was so systematically arranged, the students had no trouble in taking very full notes: his language was concise and delivered in tone and gesture of fervid eloquence. The students had a profitable and enjoyable hour, and when the bell rang, lustily cheered the speaker, and went out without feeling any sense of physical or mental fatigue. Prof. B's subject was a very interesting one but he had evidently taken no pains to arrange the outlines systematically. He rambled so far afield that it was impossible for the students to take notes satisfactorily, his vocabulary was meagre and he spoke hesitatingly and in an undertone. His students left the room mentally and physically exhausted from over-strain, in their efforts to follow him. They were discouraged and dissatisfied and their physical and mental energies impaired for the rest of the day. When students have to attend a number of lectures in succession it is a very serious matter for any speaker to impair their energies. The contrast between the appearance of the same students as they went out from those two lectures was an object lesson for any teacher. It recalled to the writer,—and doubtless will also recall to many of the readers of this Journal—the scenes of a quarter of a century ago in the lecture room of the old Toronto School of Medicine. Many names could be mentioned, but time and space will only permit a very brief reference to three, one of whom is with us still the other two have crossed that “bourne whence no traveller ere returns.” Who can forget the strong poise in attitude and infectious zeal of Dr. Richardson as he set out in quest of the Foramen of Winslow whose habitat had hitherto seemed so mythical to the young anatomist. But before the doctor got through, he would have his students, inspired with something of the spirit of the old mariners as they sailed between the “Pillars of Hercules.” Dr. Barrett with his systematic outlines, classic language, and chaste eloquence, could make any problem in physiology so inspiring, that he could even discuss the by-products from “nature's laboratory,” without disturbing an aquiline feature of the most fastidious student. Who could fail to appreciate, Dr. W. T. Aikins, as in clear fluent terms and in musical cadence of tone he depicted the symptoms of acute synovitis of wrist or ankle. How confidently he would survey the rows of students, as he knew before he asked the question, “Gentlemen what would you do in a case of this kind” that even the youngest of them would promptly answer—“Elevate the part.” So