

Lectures were started in the pre-text-book days, when they opened up channels almost inaccessible to the student. I feel convinced, however, that the lecture has not yet outlived its day. The appeal to the ear, and the personal influence of a lecturer are, I believe, of very great service in impressing the subject on the memory. A judicious course of lectures in which broad principles as well as important details are treated are of very great help to most students. There is the further advantage of mapping out a course of work, of noticing the more recent advances in medical science, and of emphasizing the important features of the subject. It is, however, a great mistake to trust entirely to note-taking, a habit which I fear is still too prevalent in this school. The man who is anxious to take down every word becomes for the time a mere machine, and fails to profit to the same extent as if he paid more attention to the thoughts and not to the mere sequence of words of the lecturer.

A good text-book should be selected and the subject of the day's lecture carefully studied when it is still fresh in the mind. A single book on each subject is quite enough, and the attempt sometimes made to read two or three authors, although at times useful in elucidating a doubtful point, can as a rule only result in confusion.

It is, however, in the hospital that a real knowledge of disease must be acquired, and it is here that the habits of observation and of reasoning acquired by the training in the primary branches are of the greatest service. The first few months of hospital training are occupied by attendance on clinical demonstrations, by clinical chemistry and bacteriology, and by training the senses in the various methods of physical examination, and it is only when this probationary period is passed that the full benefit of hospital work can be obtained. Clinical demonstrations are then still in order, but the stage of spoon-feeding must now in part give way to individual effort on the part of the student, and he must depend to a large extent on his own efforts, if he is to obtain any real insight into his subject.

It obviously impossible for any clinical teacher to deal with his subject in anything like a complete manner. He cannot impart all his own difficulties and failures, his successes and experience, and at best he must leave out much which he would wish to impart. The student must complete the teacher's work by following up cases for himself, by observing their course, and so gradually gaining an experience of his own.

Of all departments of clinical work in which this self-training can go on, the most valuable is to be obtained by the thorough study of individual cases by means of accurate case-taking. It is exceptional