

of medical education until within the last twenty or five-and-twenty years.

But such antiquated methods could not long withstand the contagious example of the modern processes of scientific investigation and research in other departments of natural science, and the dry lectures delivered in nearly or quite the same words and order from year to year, and which might with as much or more profit have been delivered directly from the text book, gradually began to be replaced by others of a more demonstrative kind, and to be illustrated by diagrams, plates and apparatus, and ultimately by specimens and instructive examples, both living and dead. It thus came about that the didactic lecturer, with his well-worn manuscript, and who found it no more difficult to lecture to four hundred students than to four score, began to find it necessary to improve his methods, or to find that his usefulness and his occupation were alike slipping away from him; while the practical teachers and the demonstrators found more and more calls upon their time and energies, and found that more students meant for them more labor and more responsibility, and after a time more help; so that the descriptive lectures were at first supplemented, and afterwards many of them replaced, by practical demonstrations and individual teaching, and the laboratories and working rooms gradually grew to be more numerous and important than the lecture rooms.

A similar change has also been going on in the methods of hospital teaching. The old-time custom of "walking the hospitals" is almost a thing of the past. The student no longer lounges through the wards as if his object were to kill time, if not the patients, and the attending physician or surgeon no longer hurries from patient to patient, contenting himself with the attentions and instructions to the patients themselves, which their safety demands. But the students are now taken into his confidence; they become helpers to him and to the patients, while they themselves receive help, experience and instruction which they could never hope to obtain in any other way.

It will thus be seen that the changes which have come about in the manner and methods of teaching medicine have been somewhat radical in their character, that, in fact, they have