

for 388 students, being a proportion of nearly one to eight. Laval, in Montreal, has 36 teachers and 197 students, a still greater proportion. The Toronto School of Medicine had during the past year 41 teachers and 293 students. We find that this proportion compares well with the larger schools in the United States ; thus, in 1893, there were in Harvard Medical School 71 teachers to look after 471 students ; at the Columbia Medical College in New York with 661 students there were 105 teachers (1 to 6) ; in the University of Pennsylvania the teaching staff in the same year comprised only 84 members with 825 students, being a little over 1 to 10. What does this mean ? Ten years ago when McGill had 237 students, a staff of 23 professors and demonstrators was considered sufficient. Why are so many more thought necessary now-a-days ? The number of subjects taught has not increased very much. The answer is that the subjects are differently taught, the old-fashioned daily didactic lectures are now given two or three times a week only ; although I should be sorry to see them further reduced in number, I believe that so many are absolutely necessary. It is in the dissecting room, the chemical, physiological, therapeutical and pathological laboratories that we see the change. These which before were for the most part only "side shows" are now made to hum with the practical work which is done within them, while demonstrators are moving about busily, engaged in examining and instructing.

In clinical teaching also we have made marked advances. A creation of the last few years is the clinical demonstrator, who takes small classes of students into the wards or the out-door department of our hospitals, and gives them that "bedside instruction" which is so essential, leaving the clinical professor to deal with the full classes in the lecture or operating room. Thus each student is enabled personally to examine the case, to study the physiognomy of disease, and to make deliberate, thorough and systematic examinations. He thus learns to use his special senses, and gets into careful habits of observation which once thoroughly acquired will be found to contribute largely to future success. With this in view we encourage students to attend the out-patient department of the hospital as early as the second year.

In order to make the clinical instruction more complete and more thorough, chemical and bacteriological laboratories have been added to the pathological departments of our hospitals. Thus it will be seen that laboratory methods everywhere prevail, all with the idea of developing the scientific spirit in students and of cultivating methods of thought with observation.

The question sometimes arises, however, may the student not be getting too much of a good thing ? Is it not possible that laboratory teaching may be overdone ? because, as Welsh very truly says, "The student whose knowledge of a subject is derived exclusively from laboratory courses is likely to lose his perspective in details, to acquire only a fragmentary knowledge of the subject, to fail to comprehend the general bearing of observed facts, and not to acquire the general principles and systematic conceptions which are essential. Laboratory work should be accompanied and supplemented by the reading of text-books and by lectures." I am convinced that with us in Canada laboratory work is not overdone,