

they are worse than useless. On the other hand, he has a good word to say for the lecture system on certain subjects, and especially if the lecturer can, from a wealth of experience and knowledge, give the students something they cannot get from books. This brings it largely to be one of the capacity of the teacher to teach.

We would offer here a test. Any teacher who cannot make his lectures sufficiently interesting and instructive to attract the students to his class room, should be called upon to discontinue his lectures. Students know a good thing and will go where there is fruit to be found. He is a fool, indeed, who would waste his time trying to gather figs from thistles. A good lecturer will always find his following among students, and whether he teaches by didactic lectures, by clinical lectures, or by laboratory experiments, he will have no trouble in finding eager listeners. The test of a teacher's fitness is his ability to carry with him his students. This has always been the case with the great masters. They had something to say and they knew how to say it. Their chairs have ever been Meccas.

What Professor Woodhead has to say on the value of the knowledge of general principles is eminently wise. It enables the student to see the cases in a proper light, and to realize how they are related together and how far they are alike and in what they may differ. Each case thus fits into his general scheme of study. The study of a vast amount of weary and useless detail is thus avoided.

We would invite special attention to that portion of Professor Woodhead's address where he deals with the changes made in the medical curriculum of Cambridge some eight years ago, when pathology and pharmacology were made a part of the earlier years of study. By the time the students came to the wards of the hospital they had some knowledge of disease and what remedies might be employed in treatment. This change promised well, but did not work out as had been hoped for. Professor Woodhead tells us why. He holds that pathology must be made a part of the final years of study.

What Professor Woodhead says about a higher standard of entrance scholarship and a thorough training during the years of academic life, we can all endorse. He refers to the advantage of the one-portal system of entry into the medical profession. In Canada this has been hoped for; but jealousy has been strong enough so far to kill the efforts along these lines. But jealousy is not truth nor right, and truth and right in the end must prevail.

That portion of Professor Woodhead's address where he speaks of the method of conducting examinations, we think, is very timely. We have long felt and often urged that there should be a combination of