

servation and treatment of disease, were long and tedious, but the only sure way to professional distinction and honor. But now, since the advent of the modern development of pathology, and especially of bacteriology, the unknown is accepted as magnificent by the whole medical profession, and a certain distinction can be achieved without much talent or industry; the microtome and the cultivation tube (though work connected with them often resembles a sad mechanical exercise), have provided a royal road for men into fields of clinical work they have not known how to cultivate. They have shirked the apprenticeship to clinical medicine, yet claim the consideration and emoluments due to the skilled and experienced journeyman."

Now hospital training is most essential to a true knowledge of disease, and continual observation at the bedside with good tutorial instruction is a more important factor in the education of a medical man than the best and most complete knowledge of all the bacterial forms. How to properly examine a patient, how to question him so as to get all the salient points of his illness, how to observe his deviation from the normal in posture, color, expression, and conduct—how to examine all his excretions and tell how they differ from those in health; observe the character of the tongue and pulse, the breathing, &c., are essentials. After this the blood may be examined and other methods used to confirm or disprove our previously conceived idea of what the patient is suffering from. All this is much more important than a repetition of a series of experiments in laboratories, and the culture of innumerable bacilli, common and rare. Mind you, I do not wish to disparage laboratory teaching, it is essential, but we can have too much of a good thing, and laboratories nowadays take up too much of the student's time in the latter years of his curriculum. The ordinary student should have a good working knowledge of laboratory methods, and this should be obtained chiefly during his first two years, but the refinements if insisted on will be required at the expense of some more useful and practical information, for the average student can only hold so much knowledge—it is hopeless to attempt to put a quart measure into a pint pot.

I would suggest that among students only a selected few be made use of for research work, and that the average man be not freighted with too much laboratory ballast, but that room be left for other kinds of cargo, the use of which may prove of great value in the voyage through life. Post-graduate medical research work should also be encouraged by every university, and opportunities given to every suitable person to continue lines of work for which he is most fitted.