

cal instruction and the free entry of students into the wards have been most exceptional?" "The democratic air of the states" is not considered adequate to explain the difference. The fact that many hospitals secondarily became attached to medical schools has been one cause, without doubt, of the opposition to the entrance of students into the wards. In Montreal the founders of the hospital and the earliest members of the staff were likewise the founders of the medical school, and they endeavored to exemplify in the new institutions the traditions of their youth. The Montreal school was developed by men from Edinburgh, and they continued the "Edinburgh tradition," that is, introduced the scheme of teaching in vogue for some time in Edinburgh. The men who founded the Montreal medical institution in 1823, and who became the medical faculty of McGill in 1829, were all Scotch. The Toronto school and the older schools in the United States were founded by English graduates. In London there was no regular instruction in the wards of hospitals until 1808. The Edinburgh school was well developed in 1750, and it was years in advance of London schools in the important matter of bedside instruction. Adams quotes, from an old volume, notes showing that in 1780 there was in Edinburgh a well-developed system of practical clinical instruction. Gregory, Hume, Duncan, and other Edinburgh teachers, at the beginning of the nineteenth century, taught the men who in Montreal inaugurated a system of ward work that has given the McGill school an important standing on this continent. From this school have come men who have carried this tradition with them to other medical schools. This is an excellent illustration of the great influence that methods of instruction may exercise in the development of institutions. The influence of teachers and of methods of teaching go further than merely to the present generation of students. As these scatter they are bound to carry with them the traditions and methods of their teachers. Hence the fundamental importance of guiding prospective medical students to those institutions whose methods and standards must be considered the best from the present point of view.—*Journal of American Medical Association.*