

THE PRESENT SESSION.

By the time our November number reaches our readers, the session of all the Medical schools and colleges in Canada will have commenced, and students will be fairly entering upon their winter's work. To them we would commend the following words, uttered by George Pollock, F.R.C.S., England, at the introductory lecture of the St. George's Hospital Medical School, for the session 1865, '6. "But of all points, let me impress you that *this* is the most important—the *study of disease at the bedside*. If you shun or neglect the wards; if you are indifferent accurately to watch the phases of disease by the bedside; if you neglect to see to cases, to record their symptoms and treatment, to follow them in their convalescence, or track them to the *post mortem* room, and there enter into your case book the dealings with death; you can never attain to a position in your profession, to command the confidence of the public, to gain the respect of your professional brethren, or place yourself in a position of authority. Your range of observation must be the wards, where disease may be studied; and the chamber, where after death dissection discloses its ravages." These words of advice given to the students of St. George's Hospital, London, are applicable to students all the world over. Too little attention is, beyond a doubt, paid by the majority of students to the cases which fill the wards of an hospital, and how many, day after day, but too literally "walk the wards," the practical lessons drawn by the clinical teacher barely entering their brain. Upon every student who reads those lines, we would impress with all the power we can employ—the vast, the inestimable importance of paying the closest possible attention to clinical teaching, and, as far as possible, taking brief notes of cases. This gives the student a habit of being methodical, and will prove of great use in his professional career. Observation is a faculty, without the exercise of which the medical man will find his diagnosis in hundreds of cases an up hill work. By closely following the hospital wards, the student has this faculty constantly brought into play—it is expanded, sharpened. With half the trouble, a keen observer is able to bring to the surface signs which may have escaped the attention of others, with whom the faculty has lain dormant. Various reasons may have induced the student of medicine to enter a friend's study—principal among which is, we hope, "love of his future profession." Without this impetus, much he will find dull and dreary, and though at the end of his college term, he may find himself with his diploma in his pocket—yet the practice of his profession will not have any charms for him. At best it has many rugged paths, which, to such