

various places and the opportunity of intimate contact with teachers of authority. In any thoughtful consideration, however, such problems give way to the more weighty one of how the post-graduate work should be undertaken to insure the greatest benefit—the question of method becomes the all-important one.

The process by which the various details connected with such work became centered about such a single issue has been quite natural in its development. We, for I am sure the members of this faculty enjoy similar opportunities, meet not infrequently the practitioner who has succeeded after a number of years in obtaining a considerable practice, who nevertheless is dissatisfied with his ability to progress in the direction, it may be, of a larger consultation practice or of more scientific work. His ambition aspires to more than a mediocre position; there are others more conspicuous in medicine or surgery with whom he desires to be numbered.

Often these individuals have had exceptional hospital training supplemented by the usual post-graduate study abroad; they have incomes with which they are satisfied and, it may be, considerable referred work. It may happen that after a second period of "walking the wards" of English or Continental hospitals that the desired success remains still elusive and their inability to obtain greater recognition mystifying.

It is in considering such difficulties as these, their origin and the remedy, if there be any, which has directed the discussion of post-graduate study into pedagogical channels.

You may be pleased, therefore, to learn that it is not my intention to compare foreign clinics and laboratories or to contrast them with home facilities. The stationary condition alluded to in which certain graduates find themselves after some years of practice, affords a theme of far greater interest.

There are, without doubt, numerous factors to account for this disappointment, this failure to attain the higher rungs of the ladder. One, however, is very conspicuous and demands first consideration, that is, the absence in these matured petitioners for the key to larger success of the faculty of being productive as compared with those they would rival. This factor concerns the teaching of medicine as well as post-graduate work; in fact, its relations to both are so many and varied that only a few of them can be briefly referred to.

To obtain the attention of the profession in medicine there must be evidence of good work offered from time to time for their inspection. This productivity carries with it of neces-