

during the term, leaving his first assistant, named Day, in charge of his work. As is not infrequently the case, the junior caught the ear of the class better than the master. On the blackboard just before the Professor returned one of the students wrote, "Work while it is Day, for the (k)night cometh when no man can work." The old time lecture room teacher is rapidly giving place to the demonstrator and the class instructor. Professors, like doctors, may be divided into four classes. It was a parson (Mr. Ward, Rector of Stratford-on-Avon shortly after Shakespeare's day) who gave the well-known libellous division of doctors :— "first, those that can talk but doe nothing; secondly, some that can doe but not talk; third, some that can both doe and talk; fourthly, some that can neither doe nor talk—and these get most monic." Of professors the first is the man who can think but who has neither tongue nor technique. Useless for the ordinary student, he may be however the leaven of a faculty and the chief glory of his university. A second variety is the phonographic professor, who can talk but who can neither think nor work. In the old régime he repeated year by year the same lecture. A third is the man who has technique but who can neither talk nor think; and a fourth is the rare professor who can do all three—think, talk and work. With these types fairly represented in a faculty, the diversities of gifts only serving to illustrate the wide spirit of the teacher, the Dean at least should feel happy.

But the problem of all others, which is perplexing the teacher to-day is not so much what to teach, but how to teach it, more especially how far and in what subjects the practical shall take the place of didactic teaching. All will agree that a large proportion of the work of a medical student should be in the laboratory and in the hospital. The dispute is over the old-fashioned lecture, which has been railed against in good set terms, and which many would like to see abolished altogether. It is impossible, I think, to make a fixed rule, and teachers should be allowed a wide discretion. With the large classes of many schools the abolition of the didactic lecture would require a total reconstruction of the curriculum and indeed of the faculty. Slowly but surely practical methods are everywhere taking the place of theoretical teaching, but there will, I think, always be room in a school for the didactic lecture. It is destined within the next ten years to be much curtailed, and we shall probably, as is usual, go to extremes, but there will always be men who can present a subject in a more lucid and attractive manner than it can be given in a book. Sir William Gairdner once remarked that the reason why the face and voice of the teacher had so much more power than a book is that one has a more living faith in him. Years ago Murchison (than whom Great Britain certainly never had a more successful teacher of medicine) limited the lecture in medicine to the consideration of rare