

tion of principles; removing difficulties and obstacles from the student's path; explaining types and divergences of disease; giving information not within the pages of a text-book. The time hitherto employed in systematic lectures might be devoted to class examination on previously announced subjects in which the teacher should indulge in questions, explanations, corrections and comments. This is the true education—drawing out, instead of the pouring-in process.

The lecture system reminds one of the daughters of Danaus, whose destiny was to fill pitchers which could hold no water. The students are percolated receptacles of transitory knowledge.

Mr. Dennis Hovell, in his address to the Hunterian Society, very truly says: "Education is a subject much misinterpreted in word and abused in deed. It is intended literally to mean a drawing out of the faculties, but by being altered into mere pouring in and puffing up, it has often resulted in checking and repressing some of the most valuable of them. Its highly necessary adjuncts, discipline and training, are not only too often but too entirely neglected, and the want of these is much felt because it operates negatively by preventing and neutralizing the good effects of teaching."

We might with profit emulate our brethren in the United States in our methods of teaching. In that country there is an approach to the tutorial system. Students in the various subjects are divided into small sub-classes, each presided over by a lecturer. Each student receives individual attention in the small group or section instruction. It is simply a means of enabling the individual to see, hear and touch for himself under the best possible scientific guidance. His weakness is discovered; his knowledge tested; his observation is stimulated and cultivated; his attention rivetted; his application of the laws of thought employed, and rightly prosecuted—it is the inductive method applied to medicine.

The "case" method, advocated by Mr. Cannon, of Harvard University, in March, 1900, has received the endorsement of many teachers in England and the United States. This method is supposed to supplant the dreary, old-fashioned didactic lecture, and is an imitation of the plan adopted in the law department of Harvard. The plan is to secure printed histories of actual cases which perhaps the student may have seen in the hospital. Each student is previously supplied with a printed copy of the history for careful perusal some time prior to the discussion. The class and teacher meet and discuss the diagnosis, pathology, symptoms and treatment. Text-books and other literature are consulted, and the case is thoroughly threshed out. The student is learning the judgment of clinical data; the estimation and relative value of the various symptoms; distinguishing between the important and the unimportant, the common features and the more unique. He not only receives but acquires knowledge. The case method may supplant or supplement the didactic and clinical courses. This plan is