

In education there are two broad factors: (1) The person or subject and (2) the environment. There must be a reaction between the subject and the environment.

All that influences the subject falls under "Environment," and in this the so-called means, and especially the teacher, used only to produce one result in the student—development in all directions.

Unless the distinction is clearly made between giving information, and educating or developing, we shall continue to make serious mistakes.

He is the best teacher who stimulates the student to make the most out of himself, while the pair is associated, and who leads him to continue his development, after they separate. It follows that a teacher may impart excellent information and even be an expert in the art of exposition, yet fail according to the standard indicated above; yet ever since I have known medical teachers they have been judged almost wholly by this narrow and false standard. Judged by the higher standard of development and power to go on developing, is the medical education of to-day anywhere a complete success?

Have our students a desire for knowledge for its own sake? Have they the power to observe independently and to draw conclusions? Have they any originality or even individuality? Can they get knowledge for themselves—real knowledge to be attained only by the use of certain means? Do they ever desire to acquire knowledge in this way?

Speaking more especially for the earlier three years and for the great majority of the students, I must, after a long period of observation, answer these questions, on the whole, in the negative.

I therefore conclude that our methods are not a genuine success, and that the sooner this is realized the better. Why are they a failure? In a word, because the methods are not adapted to the subjects (the students).

What course do we now follow? We subject all students independently of their general capacity, special aptitudes, or the reverse, to substantially the same methods of treatment. We do not believe in shotgun prescriptions, and the one prescription for everyone who has a cough, but in our medical education this is the plan followed. So many lectures for all men and the same lectures; so many hours of laboratory work and the same work, with no special exercises for special men or groups of men; no special helps for the weak; no special problems for the strong to solve. Consider, too, that we take men who who have been quite unused to scientific observation and who have known little else than learning, so-called, from books, and we give them all alike a great deal to observe, and we require or give little or no attention to the use of what alone they previously understood