

everything connected with the professional teaching of the men who are to be their medical advisers in the immediate future.

As to the point first mentioned in the extract, it needs no remark, as the writer simply says that improved methods of teaching are needed.

As to No. 2, *re* examinations, this points to something—or perhaps I should say—to many things very defective, some in the students, many in the methods. I hope for the sake of the University's credit, that no such things may ever again be possible. But the only way to bring this about is, for all the students to work harder, and for the teachers to bring greater ability, and more zeal and energy to bear upon their teaching. Several of the examiners spoke to me at the time when the examinations referred to took place, and all of these said that large numbers of the candidates were *very deficient* in the *most simple treatment of cases at the bedside, including both the diagnosis and prognosis*. If these two bad years lead to great changes for the better, they will prove blessings to the University and to the public.

As to No. 3, it strikes me strongly, that the Faculty has fallen into one of the most egregious errors in holding the view they do, in regard to the value of didactic teaching. The writer who did a good share of very hard work during his whole student life, can assert to-day, that his opinion was *then*, and is *now*, that really good didactic teaching is the backbone of a thoroughly sound medical education, bearing the same relation to this, which the vertebral column bears to the rest of the body, round which it is all built.

When students hear a really good lecture, well prepared and well delivered by a teacher of admitted ability, it interests them throughout, whatever be its subject. They are powerfully drawn to their books as only a teacher of true genius for teaching can draw them, and as a matter of course, they read all within their reach on the topic. Whether the lecture has been on a medical, surgical or any professional matter of practical value, it prepares them to profit by every reference made to it by clinical teachers who subsequently take it up in a hospital ward. Without having received such didactic instruction as that I have referred to, clinical teaching is in the very nature of things very largely time wasted. But to those who have had that instruction beforehand, clinical lectures, conscientiously prepared and well delivered, are worth their weight in gold to all good students.

May not the large percentage of rejections the Dean speaks of during two years have been largely due to *the defects, the im-*