

time is very poor. We have recently examined a number of mis-fitting crowns, to which were due subsequent periosteal disease and loss of the teeth. Cases have come under our observation where pulps have died as the result of the rough treatment by carborundum wheels. We have removed many, the bands of which were so badly constructed that the cementum was a constant mechanical irritant, and the band was a nidus, with all the best conditions for bacteria.

ENCOURAGE OUR BOOK PUBLISHERS.

An extensive experience has convinced us, that the intensely practical character of our profession has prevented very many of our most skillful dentists from cultivating thorough reading of dental literature. It would be an absurd conception, that could imagine an educated physician or surgeon worthy of high rank, who was not familiar with the progress in theoretical medicine and surgery, and who did not keep pace with professional literature. The bane of dental education has been this—that hundreds of men got into its ranks before “book larnin” was considered as necessary as it is to-day. In the rush, too, of our modern education, it is difficult and often next to impossible to subdue the over-meaning conceit, that the “practice” of dentistry should hold a prominent place, and that the fundamentals, however necessary they are for a pass examination, are burdens that may be relegated to the realms of forgetfulness when they are escaped.

Practical teachers fully realize the supreme importance of technical teaching. A great deal of didactic teaching, especially on prosthetic and operative dentistry, is like pouring water into a sieve. Yet we are confident that experienced teachers of technique prefer to demonstrate to students who know the general principles and science upon which intelligent practice is based. Empirical use of dental drugs; hap-hazard efforts in the treatment of pathological conditions of the oral cavity; mistakes and blunders in practice are largely due to an ignorance of the leading principles, the study of which should precede as well as accompany technical training. From start to finish, education is smoothened for both student and teacher by this knowledge. There is nothing in heaven or on earth that can be learned by guess-work.

The system of dental education in Canada, especially in Ontario, makes this theoretical training compulsory. Our students are obliged to follow precisely the same curriculum as medical students in the subjects taught at the medical universities. They must pass precisely the same examinations and conform to the same regulations in order to make the primary pass for the