

from the authorities to substantiate that diagnosis, to discuss the treatment and prognosis, and to stand before the class and hold his opinion against the criticisms of his confreres and his professor.

In place of the haphazard study of cases as they happen to come into the wards, it would by this means be possible to group together cases of like nature and to give to the study of case reports, a systematic and progressive form, introducing thus that right perspective and appreciation of relative values which is the most important advantage of a course of didactic lectures.

It is distinctly an attractive scheme. The student finds himself puzzling—as daily he should find himself when he gets into practice—over the meaning of symptoms, their correlation, the treatment of disease and so on, instead of receiving instruction, and like the bird in the nest having his pabulum forced down his capacious maw by his elders. Under the guiding care of these elders he passes to the higher stage of fending for and feeding himself. In short, he learns how to extract the worm artfully and scientifically without either breaking it or dislocating his tail feathers.

This is Mr. Cannon's main idea. There are it is true some valuable garnishings in the shape of clinical lectures in the hospital amphitheatre, out-patient work and so on, which further complete the scheme.

Now, remembering that Harvard at the present moment is the educational centre of the United States where some of the most advanced and most interesting experiments in medical pedagogy and education are being carried out, it is safe to infer that in this article of Mr. Cannon we have what is regarded as a very great advance upon the methods now employed in the Harvard Medical School. But when we come to study this scheme a little more closely, we cannot but be struck by the fact that evidently at the present moment and in the supposed future as indicated by this scheme, the study of medicine is mainly theoretical and not practical—the young bird, that is to say, is given a picture of a worm and told to find out its name and how to extract it, just as at the beginning of the century when subjects were all too scarce, or, as is still the case I believe in Chinese medicine, the teaching of anatomy was, and is, by means of papier maché models and of diagrams, or as even at the present moment some unfortunates are supposed to be capable of embarking in private practice and attending the gentler sex in their moments of supreme agony after a course of extracting a leather doll from a leather model. Such and little beyond does this method resolve itself into. There is not a word said about the attendance in the wards and note-taking, from which I can only conclude that Boston is still in the unsatisfactory condition that used to be practically universal in the