

force some solution of this vexed question. That a medical practitioner cannot move from one province to another in Canada is a disgrace to our intelligence.

MEDICAL EDUCATION.

There have been a great deal said and written upon the merits of didactic lectures and clinical lectures. There are lecturers and lecturers, and the true teacher will make good headway with his students whether he teaches by didactic or clinical lectures.

We have heard didactic lectures that were a real inspiration, and we have heard clinical lectures that were of the wood wooden. We believe that the best plan is the mixed plan.

But we would go by results rather than by methods. The teacher whose pupils do badly at examinations should have his work enquired into. No house will keep a traveller who cannot sell its goods. No college should keep a teacher who cannot interest, enthuse and instruct his class; and the examination is the test. If the same students do well on subject A and do badly on subject B, then there is every reason to suspect that the lecturer on subject B has not done his work well.

In the report of the Board of Governors of the University of Toronto we read that the Dean, Dr. C. K. Clarke, remarks thus:—

“In some departments there has been divided responsibility, dissatisfaction and poor results as shown in our own as well as the council examinations of the last two years. On the admission of our teachers students were not properly equipped, and it is reasonable to suppose that at least a portion of the blame rested with the organizations. An analysis of the facts makes evident the necessity of better methods in some departments.”

When so much is said a good deal more may be inferred. The foregoing is a severe arrangement, seeing that it comes from the Dean of the Medical Faculty.

In our issue for February we tried to show that the medical faculty is receiving public aid to the extent of \$33,000 a year. This statement has not yet been challenged.

To our way of looking at the matter the head of each department should be made responsible for the work done in his department. He will then see to it that his assistants do their share of the work properly, or make way for those who will and can.

We read often about the good work of the various humane societies. There is good work for them to do in some of the university departments in this country. There is nothing so *inhumane* as to force students to lose their time in the attendance upon useless lectures, and to follow hour after hour the remarks of some poor teacher.