

In obstetrics the usual plan is to give a course of lectures extending over three months, and delivered on four or five days in the week during the summer session; this course the student is expected to attend, but it is often quite impracticable to arrange a time for the lectures which shall permit anything like the whole number of the students to attend without interfering with their other duties, and unless (as is the case in the larger schools) a tutor is appointed to supplement these lectures by classes held at short intervals, a student may get little or none of the higher instruction which it is essential for him to receive. The lecturer on his part has year after year to spend a considerable portion of the time given to his lectures in teaching the anatomy and physiology of the female generative organs, both in the normal and gravid conditions, before he can begin teaching obstetrics proper, namely, the anatomy and physiology of labor, the management of pregnancy and labor, and the science and practice of the various complications that may arise.

It is a curious custom, but apparently a common one, from the lecturers on anatomy and physiology to omit from their systematic courses the female generative organs; hence the student learns but little of female pelvic anatomy and of such a highly-important subject as the physiology of menstruation until he attends lectures on obstetrics and gynaecology.

Before attending his cases and acquiring some degree of practical acquaintance with the process of labor, the student is not in a position to appreciate or even to understand much of what he hears in a course of systematic lectures. It would be better if the instruction he received before his attendance upon labors were limited to the management of normal pregnancy, labor, and the puerperium together with such complications as are common. Instruction of this kind could well be given by the demonstrator, and would clear the ground for the lecturer on obstetrics, leaving him free to devote more time to the graver complications and more advanced work. The student also at this later stage of his career would be in an infinitely better position to appreciate the value of this advanced teaching.

Another method of instruction, and one likely to be keenly appreciated by advanced students, is the delivery of clinical lectures upon cases recently in the wards. Hitherto, owing to the absence of lying-in wards, such lectures have seldom been delivered.

Amongst the many able and learned obstetricians in London who have from time to time endeavored to raise the standard of teaching, there is probably no one to whom we owe so much as to the late Dr. Matthews Duncan. He came to London to