

notice would in future be given of such new additions at the commencement of the term.

If we may be permitted we would sound a note of warning of the danger of medical education becoming a mere mechanical storing of knowledge, and thus examinations a mere test of memory. We would advance two reasons for this tendency: 1st, not enough clinical teaching, for which our professors are not always to blame; 2nd, the multiplicity of subjects, whereby so much of the student's time is taken up in attendance on lectures that he is tempted to resort to the still wider multiplicity of "Compendes" and "Digests." He thus avoids exercising his own senses, and trusts to being filled with knowledge with little trouble or thought to himself. We cannot but admire the efforts of many of our professors to neutralize this tendency, and we would mention especially the Professors of Clinical Sur- and Obstetrics.

Despite the tendency of current opinion, it should not be assumed that education means merely knowledge, or learning, or the receiving of instruction. It means rather in Milton's words, "that which fits a man to perform justly, skilfully and magnanimously all the offices both public and private of peace and war." The prevalence of the doctrine of the utilitarian philosophers has done much to foster false and erroneous opinions of the end and purpose of education. Knowledge, not wisdom, has become the approved end of education, and cleverness at examination rather than the skilful management of the affairs of life the final test of success. The best minds have in all ages protested against this specious doctrine. Montaigne, Milton, Locke and others have denounced it. Cowper differentiates the tendencies of these two schools in his lines:—

" Knowledge and wisdom far from being one  
 " Have oftimes no connexion. Knowledge dwells  
 " In heads replete with thoughts of other men;  
 " Wisdom in minds attentive to their own.  
 " Knowledge is proud that he has learnt so much,  
 " Wisdom is humble that he knows no more."

As education does not consist solely in the acquisition of knowledge but includes the complete and harmonious development of all the mental, bodily and spiritual faculties, the exercise and training of the natural senses should not be disregarded. In this age when progress in applied science depends chiefly upon the elaboration of apparatus, when the

conquests of therapeutics over pathology depend mainly upon the perfection of the physical aids to diagnosis, there is some risk of ruining the natural senses by the exclusive use of instruments. The stethoscope, the thermometer, the sphygmograph, the ophthalmoscope, and the laryngoscope have enlarged our powers of diagnosis, but it is doubtful whether they have extended our usefulness as practitioners of the healing art in a corresponding degree. Without those aids the modern practitioner is often helpless, where his forefather, prompted by the dictates of a trained experience, would have struck boldly and struck to good purpose.

However large the amount of instruction imparted in the medical curriculum may be, the medical student and practitioner, who shall be worthy of his calling, must be in a large measure self-taught. The student must see, hear, handle, think and judge for himself. His knowledge and his experience must be *organically assimilated* and not merely *mechanically stored* within his memory. Nearly more than three hundred years ago Montaigne condemned excessive tutorship. Here are his words: "'Tis the custom of pedagogues to be eternally thundering in their pupils' ears as if they were pouring into a funnel whilst the business of the pupil is only to repeat what the teacher said." This "thundering in the ears of the pupils" may secure success at examination, but it will never bring that knowledge which is Power. Whilst then the pupil must in many things deliver himself up to the influence of authority he must ever remember that he can know only through his own understanding. Though lectures and book-reading will do much for him they will not do all; they will not do enough. They will do something; the rest he must accomplish for himself. He must meditate upon what he sees and hears; he must reflect, test and verify continually.

The year now closing chronicles the inroads of the grim reaper. To the chair occupied by one member of the Faculty he introduced himself, and bore away from Clinical Medicine a competent instructor and from his students a warm friend. We who lament the loss of Dr. Henderson may say, in the words of President Rankin:—