

Clinics and clinical lectures on the other hand are, or should be, intensely objective, their aim being to cultivate the faculty of observation. It is remarkable in what an embryonic state this faculty exists in the average student. Things that "jump to the eyes," as the French say, very commonly pass unobserved, or in transit between the retina and the higher visual centres undergo such refraction as to result in very imperfect images. Indeed a large part of the clinical teacher's work consists in correcting visual, auditory and tactile impressions in the student, and as this work of educating the senses must of necessity be done individually for each student, it follows that a large proportion of time must be devoted to this part of your technical training. It requires also individual work, *bon-vouloir* and patience on the part of both teacher and pupil. Nothing but the most earnest co-operation on your part can make our teaching successful, for indifference in the taught represses the zeal of the teacher, and freezes the genial current of his soul.

There are in this city ample, very ample, facilities for the acquirement of a good clinical training in large and well-appointed hospitals. It is safe to say that in no other city on this continent is the student in medicine afforded such opportunities of seeing disease from a close and intimate point of view, and of coming into personal contact with the sick. As senior students you are practically allowed the freedom of the wards during certain hours of the day, and all of you have at one time or another a certain number of cases to report on and observe from day to day. In the out-patients department you have daily opportunities of studying the minor complaints, both medical and surgical, which will form the largest part of your future practice, and of familiarising yourselves by repeated examinations, with normal physical signs. Finally, there are the special departments and the maternity hospital, in which systematic instruction is given to groups of students in rotation.

These are great and exceptional advantages, and if you are inclined to think that they are but your due, remember that in many hospitals not only is the opportunity of personally examining and reporting cases absolutely unknown—I had almost said undreamed-of—but access to the wards is only possible in the company of the chief of service or his interne, and the student must rest satisfied with studying disease from the lofty point of view of the amphitheatre. This school can point with pardonable pride to the fact that it was among the first in America to inaugurate thorough and systematic bedside teaching in the hospital, and to insist on personal and individual clinical work. And here I may be pardoned for entering upon a