

of the student and the teacher are so much absorbed by the necessary routine work of preparation for examination that but little opportunity is given for reviewing general principles and the bearing of cognate sciences upon medical practice. The average London student has no time to make acquaintance with the Hunterian museum, and to see the bearing of comparative anatomy upon pathology as the founder of that great museum would have taught it ; to most students the evolutionary hypothesis and the works of Charles Darwin have no connection with the knowledge of physiology and disease ; examinations leave no time to give instruction in such matters. Medical students have but little acquaintance with medical literature, the best books of the past are rapidly becoming unknown, even by name, to most of the rising generation, so that they are not likely to read them in their post-graduate leisure before the pressure of business life begins. It is thought that a knowledge of the latest theory, fact, or physical sign is of more importance than an acquaintance with the thoughts of great men of the past ; certainly this is true as regards examinations. It is for such reasons that many a pass man excels the successful candidate for university honors , excessive work for examinations cripples rather than expands true mental growth. The preponderating influence of examinations tends to destroy the best teaching ; under it the teacher tends to lose his own intelligent self-direction. Examination is a good educational servant, but a bad master ; it is useful for mediocre men, but to the really intelligent student it affords but a mechanical guide, leading him to seek academic successes rather than the full possession of his mental faculties. The real object of medical education, as Mr. Erichsen well put it in his address to the students of King's College, is to train the mind to remain open for the reception of truth throughout life, and to enable it to meet the varying emergencies of professional life. Still a system of examinations appears to be a social necessity ; the only practical question is, how to lessen its evils ? Examination questions might be less directly taken from books ; the candidate's personality might be stimulated by calling upon him to state how he would proceed