made to hum with the practical work which is done within them, while demonstrators are moving about busily engaged in examining and instructing.

In clinical teaching also we have made marked advances. A condition of the last few years is the clinical demonstrator, who takes small classes of students into the wards or the out-door department of our hospitals and gives them that "bedside instruction" which is so essential, leaving the clinical professor to deal with the full classes in the lecture or operating room. Thus each student is enabled personally to examine the case, to study the physiognomy of disease, and to make deliberate, thorough and systematic examination. He thus learns to use his special senses and gets into careful habits of observation which once thoroughly acquired will be found to contribute largely to future success. With this in view we encourage students to attend the outpatient department of the hospital as early as the second year.

In order to make the clinical instruction more complete and more thorough, chemical and bacteriological laboratories have been added to the pathological departments of our hospitals. Thus it will be seen that laboratory methods everywhere prevail, all with the idea of developing the scientific spirit in students and of cultivating methods of thought with observation.

The question sometimes arises, however, may the student not be getting too much of a good thing? Is it not possible that laboratory teaching may be overdone? because, as Welsh very truly says, "The student whose knowledge of a subject is derived exclusively from laboratory courses is likely to lose his perspective in details, to acquire only a fragmentary knuowledge of the subject, to fail to comprehend the genueral bearing of observed facts, and not to acquire the general principles and sympathetic conceptions which are essential. Laboratory work should be accompanied and supplemented by the reading of text-books and by lectures." I am convinced that with us in Canada laboratory work is not overdone, but, on the contrary, in some departments needs and deserves further encouragement. I hope every laboratory teacher in the country realizes that the object of a college is to give a good general education, and not to make experts in various branches. I have long felt myself, however, that the didactic lectures were being unfairly dealth with. There is a feeling abroad that they should be practically elbowed out of sight. I think the didactic lecture has its place in the medical course: and while I quite feel that the old plan of compelling students to listen to five didactic lectures a week in all of the great subjects was a mistake, I still feel that a good lecturer can teach in this way a certain something which cannot be imparted by practical istruction or by recitations. The personal influence of a good lecturer very often makes an impression which nothing else can make; and if such lectures are made also demonstrative, as by the use of diagrams, the lantern, experiments, etc., they must of necessity fill a very important place in the medical course.

Hygiene is at last receiving in this country the attention which its importance demands; all medical schools in Canada have facilities for teaching it. In McGill Unuiversity the scope of the teaching of hygiene has been vastly extended, thanks to the generous endowment of that department recently by the Chancellor, the Right Hon. Lord Strathcona and Mount Royal. The subject can now be taught in a scientific, and, at the same time, eminently practical manner. There will be three teachers associated with the professor himself, viz., the heads of the Department of Practical Chemistry, of Pathology, and of Bacteriology. This is following very much the German system, also adopted by the University of Pennsylvania, the chemical and bacteriological aspects of the subject being really regarded as the most important. An extensive working museum, with sanitary apparatus of every kind, forms part of the scheme, and will doubtless add greatly to the efficiency of the course when it is completed. Should the experiment suc-