

turned the old system upside down, The practical and personal parts of the teaching which in the schools, at least, were subordinate to the descriptive and didactic, have now become the most prominent and important, while the more formal lectures as such, are mostly confined to those fundamental and elementary facts and principles, which must always form a necessary foundation for practical knowledge.

But if the changes in the methods of medical teaching have been great and have added greatly to its effectiveness, they have also rendered necessary a greatly increased expenditure. A systematic course of lectures once written out, and even when illustrated with plates and diagrams or simple apparatus, is a comparatively simple affair, and can be maintained year after year at little expense, and can be made to serve for three hundred as well as for three score; but with practical teaching and demonstrations it is entirely different. One teacher may be able to give proper personal attention to the practical work of say forty or fifty students, but if the number is increased to two hundred or two hundred and fifty, it will require five teachers instead of one to do the work. It does not necessarily follow that the expenditure must increase in the direct ratio of the numbers, for qualified assistants may often be employed at less expense, but in any case augmented numbers in practical classes means increased expenditure.

Laboratories also are expensive affairs. Their construction, equipment and maintenance are attended with great and continued expenditure. Technical apparatus is usually expensive on account of the comparatively limited demand and consequently limited supply, and is usually perishable and difficult to keep in order and requires frequent renewal, and the cost of maintenance, even with the greatest care, is always considerable.

Nor does it seem at all likely that there is to be in the future any material diminution in the cost of practical work in connection with medical education, and as practical work is still likely more and more to replace mere descriptive teaching, the necessary expenditure may be expected rather to increase than to diminish.

But, it may be asked, are not the fees from the students intended to meet these expenses, and has not the cost of a