

ately after his lecture to the laboratory, to work out the subject of his teaching for that day in the lecture-room; indeed, this plan is followed by all the teachers. By such a course, it is at once evident that not only is Science rendered easy and attractive, but "cram" is unnecessary—in fact, banished. The students themselves, under guidance, work through a large field of experimental physiology, and the rest is put before them in the form of demonstrations, exemplifying how little they suffer from the lecturing—curse, I had almost said—well, the lecturing misfortune. One of the professors remarked to me that he thought some of the men who sat through *three* consecutive lectures in one day were to be commiserated. What shall be said of medical students who sit through six, seven, and eight hours of lectures? How long, in the name of reason, shall such impositions be inflicted and tolerated? With such guides and such facilities for putting to the proof all statements made by his teachers, a student will not only learn—he must develop. But there are additional facilities. The advanced student has only to step down stairs, to find in the library almost every book of importance in any language he may wish to consult. The tables are covered by the hundred, too, with literary and scientific journals in many tongues.

But what of the material on which such teachers work? The *quantity* is small, but the *quality* is fine. A professor occasionally lectures to a class of four; but when it is remembered that each of these men may in turn himself become a professor, and lecture to hundreds, the case assumes another aspect. But a few words in regard to the other means by which students improve themselves will be welcome, I am sure, as some of them at least are peculiar to the Johns-Hopkins University. There are so-

cieties like those well-known to ourselves, yet conducted somewhat differently, and what are denominated "Seminaries." I visited the Greek Seminary, presided over by the learned Professor Gildersleeve, and had the good fortune to find the work "conducted" on that occasion by Mr. A——, hailing from Ontario. Mr. A—— was a Gilchrist scholar, and after graduating at University College, London, proceeded to the Johns-Hopkins school for the advanced study of the classics. He holds a Fellowship in Greek. The subject was Plato, and the handling critical in the highest degree, as will be evident when I state that about one hour was spent in critical discussion, chiefly by Mr. A—— himself, before his fellows, of about fifteen lines of Greek. Each member of the class, in turn, thus leads the others. I also visited the Mathematical Seminary, where I heard things incomprehensible and unutterable (by me). At a meeting of the Historical Society, I heard original papers on the foundation of Baltimore and of Salem, in which the notion that the motive for these foundations was wholly or mainly religious, was ably controverted.

But you will probably care most to hear of the Scientific Association. At this Society, which meets monthly, all branches of Science proper are open for discussion. In the evening I had the pleasure of attending; two papers were read, the one by a fellow in Science, on Prof. Langley's expedition to Mount Whitney; the other by Dr. Sewell, Associate Professor in Physiology, on the Equilibrating Function of the Semi-circular Canals. The Professor had, during the summer vacation, made a large number of experiments on one species of the cartilaginous fishes, with a view of settling the vexed question of the function of the canals. A Canadian graduate of Victoria University, at the same meet-