Commission, viewing this matter from all sides, finally came to the conclusion that the question involved not merely the necessary advancement in ordinary education, but also the prosecution of research work, in the results of which the country has so deep an interest, and from which it may reap so great a benefit. In the promotion of both the State has obligations. The extent of these obligations it may be difficult now to determine. We have, therefore, in this country accepted the wisdom of the German in preference to the lack of foresight of the British.

In the appointment of teachers the two systems present wide contrasts. With us the baneful system of "inbreeding" still prevails, and when a physician once obtains a position on the teaching staff, his promotion follows as a matter of course. This comfortable certainty does not tend to stimulate him to do further original work. To the German professor, promotion only comes with achievement, and the necessity for constant and patient research always exists.

A comparison of the emoluments received by the teachers under the two systems does not redound to the credit of the English system. With us, unfortunately, the salaries of those teaching medicine, except in a few of the primary branches, have been based upon the idea that they are able to carry on a private practice, and the fact has been lost sight of that in order to do so successfully their time must be their own. The teachers are thus hampered in their work, as they are endeavoring to serve two masters. On the other hand, the public should not be deprived from the benefits to be derived from the knowledge and skill acquired by years of faithful toil as teachers. The ideal condition is a different one to arrive at.

German universities, unlike ours, are State institutions, regulated and supported by the State and conducted on a uniform and officially prescribed plan. As a consequence of this uniformity a student is not confined to the sphere of one university. He may change it at the end of each term if he desires, and he frequently attends three, and even four, during the course of his studies. He is less worried by examinations than his English cousin, though the three he has to pass are conducted with a thoroughness scarcely equalled in the English examinations.

Owing to the greater number of teaching institutions in Britain and the distribution of the students over them, practical bedside teaching is greatly superior to that afforded by the German system, the crowded German clinics not permitting that close personal contact with experienced teachers enjoyed by the English student. I understand, however, that this overcrowding has been of late years overcome to some extent by the utilization of extra-mural hospitals for the purpose of clinical teaching.