

An essay on medical education, read before the Physical Society of Guy's Hospital, at the first meeting of the session 1827-8 / by Thomas Hodgkin.

Contributors

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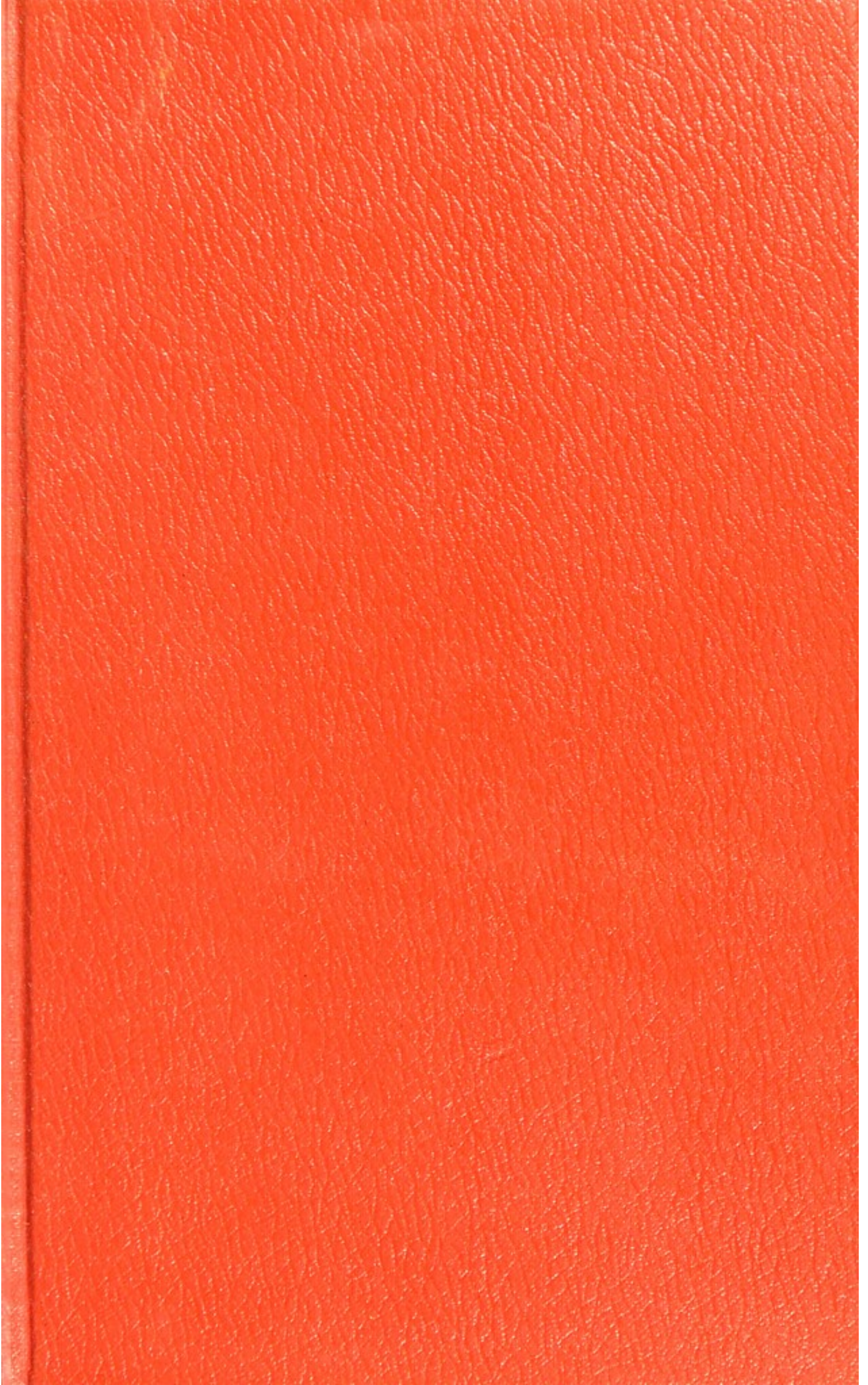
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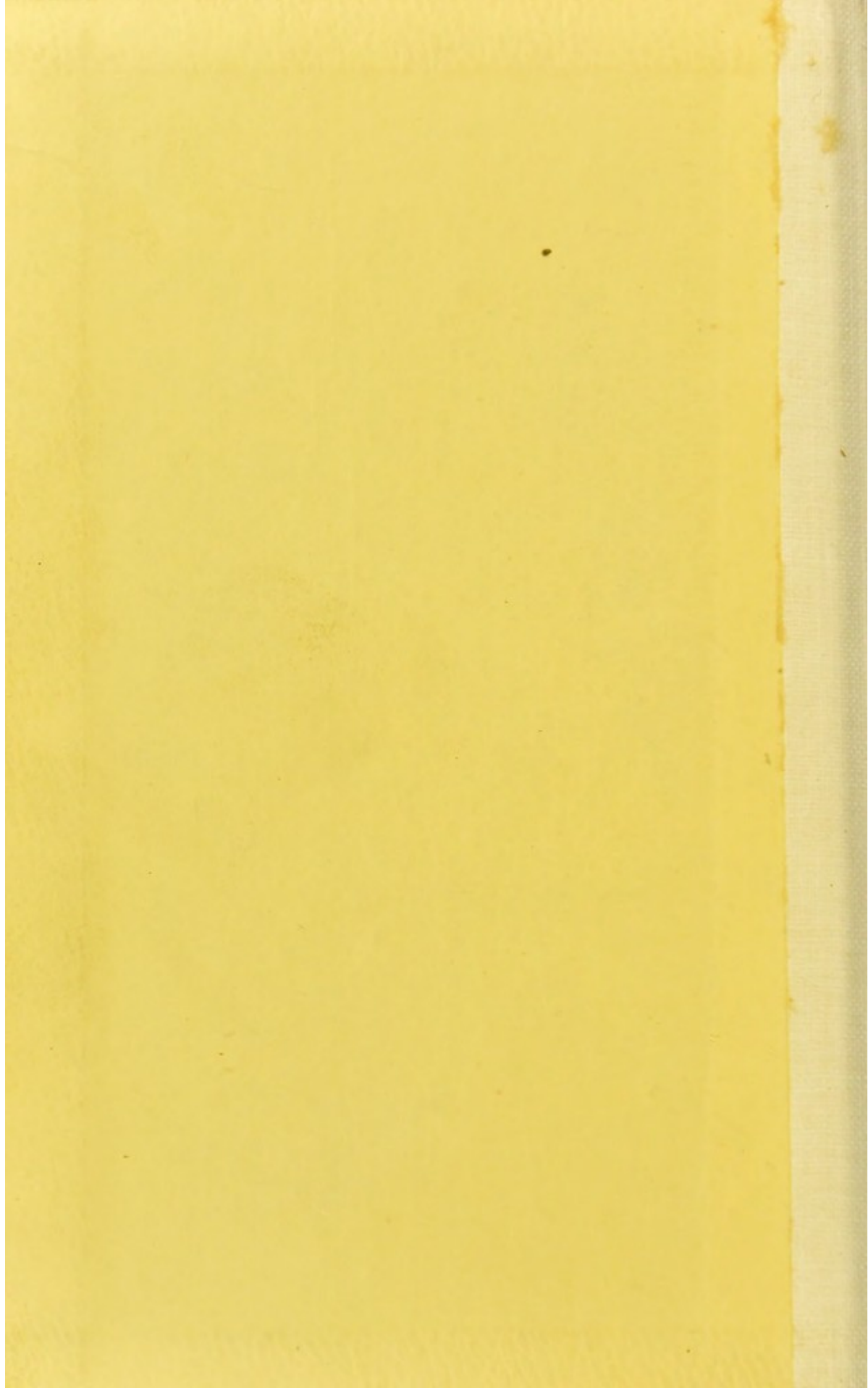
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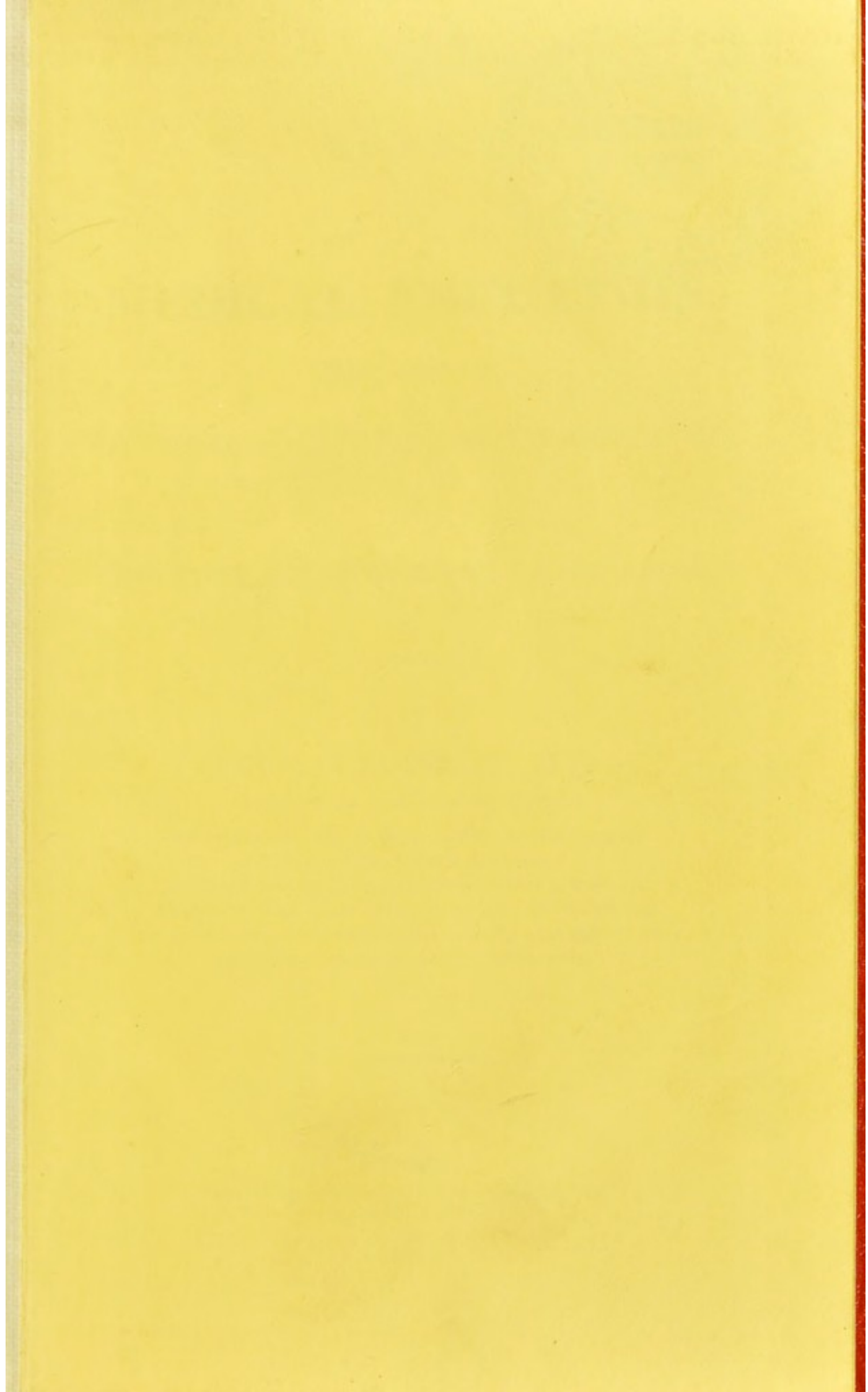
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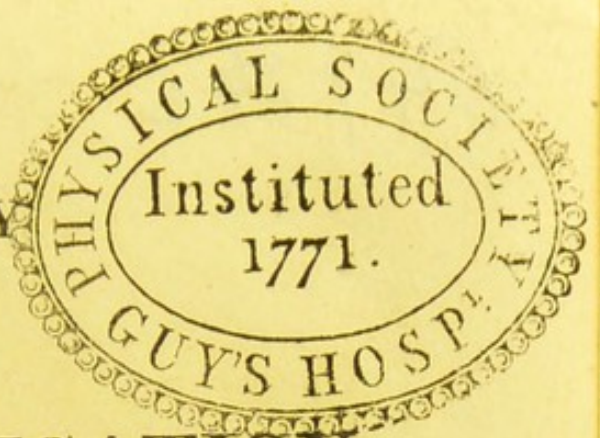




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AN
ESSAY
ON



MEDICAL EDUCATION,

READ BEFORE THE

PHYSICAL SOCIETY OF GUY'S HOSPITAL,

AT

THE FIRST MEETING OF THE SESSION 1827—8.

BY

THOMAS HODGKIN, M.D.

ONE OF THE PRESIDENTS OF THE SOCIETY ;

LICENTIATE OF THE LONDON COLLEGE OF PHYSICIANS ;

PHYSICIAN TO THE LONDON DISPENSARY ;

DEMONSTRATOR OF MORBID ANATOMY AT GUY'S HOSPITAL ;

MEMBER OF THE ROYAL MEDICAL SOCIETY OF EDINBURGH,

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AND OF THE GEOENIAN SOCIETY OF CATANIA.

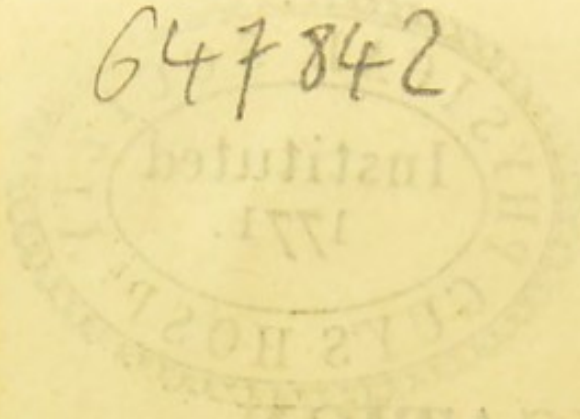
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1828.

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MEDICAL EDUCATION

AND THE

MEDICAL SOCIETY OF GUY'S HOSPITAL

AT

THE FIRST MEETING OF THE SESSION 1852-3



THOMAS HODGKIN, M.D.

OF THE MEDICAL SOCIETY OF GUY'S HOSPITAL

LECTURES ON THE THEORY AND PRACTICE OF MEDICINE

DELIVERED AT THE HOSPITAL

IN THE YEAR 1852-3

BY THOMAS HODGKIN, M.D.

OF THE MEDICAL SOCIETY OF GUY'S HOSPITAL

AND FELLOW OF THE SOCIETY OF PHYSICIANS

LONDON

PRINTED BY HULL'S SON, ST. MARTIN'S LANE

1853

1853

A FEW copies of the following Essay are printed, in compliance with the wishes of several of my friends.

I have felt the less unwilling to adopt this plan, from a belief that, in various quarters, report has given rise to erroneous ideas respecting the object and contents of the paper.

T. H.

A copy of the following facts are printed, in
agreement with the wishes of several of my friends.

I have felt the less unwilling to adopt this plan, from a
fact that, in various quarters, reports has given rise to
a great deal of interest, and that the subject of Medical
Education has become a subject of general interest, and
of course, from the importance that there is in
the more judiciously choosing the persons who are
to be the teachers in the different branches of
Education in the Hospital in the City, for the purpose
of this Committee in passing that resolution, and
in view of the same, and for the right manner, the
selection of those who are to be the teachers, and the
the first object of this Society was to provide
for the education of the poor, as well as to
provide for the education of those who
are to be the teachers in the Hospital, and in the
other branches of the Hospital, and in the
other branches of the Hospital, and in the

ON

MEDICAL EDUCATION.

I HAVE been induced to bring the subject of Medical Education before the Physical Society, at its first meeting for this Session, from the conviction that there is no subject which more imperiously demands the serious attention of those who, by the re-opening of the Medical Schools, are now attracted to the Hospitals in this City, for the purpose of either commencing or pursuing their professional studies.

It will, at the same time, not be thought unworthy the consideration of those senior members, who are wont to honour the first meetings of this Society with their presence, and who, on these, as well as on other occasions, evince the interest which they take in the advancement of those who are destined to succeed them in the labours, and, as far as they may deserve it, in the honours of the profession.

If, from the circumstance of my bringing forward this question, it be inferred that I consider our present system of Medical Education liable to objection, I must admit this to be the case, and confess that I regard it, more especially with respect to the general practitioner, as objectionable in nearly all its stages.

Respecting that portion of Professional Education, which is supposed to occupy the time of the pupil, previously to his attendance at the Hospitals, the limits of this dissertation will not allow of much being said. I cannot, however, omit the occasion of observing that, although in former times, when the business of the Apothecary resembled more closely than at present that of the Confectioner, to which it was once united, five, six, or even seven years, might not be an unreasonable time to be spent in instructing the apprentice, by the purely routine and practical method, in the mystery of preparing the numerous and complicated farragoes, which it was the business of the Apothecary to administer, under the direction of the Physician. The case is, at present, widely different: the Apothecaries' shops are encumbered with fewer articles—most of these are generally supplied, ready prepared by the wholesale Druggist, and a very few months, at the utmost, would suffice for the acquisition of the art of combining them in extemporaneous prescription.

If more time be allotted to this branch, it must be abstracted, either from that which should be spent in the pursuit of a liberal preliminary education, or from that which ought to be devoted to other departments of professional knowledge. It is more than probable that the

years thus consumed, are not merely lost, but that they materially tend to undo what may have been done for the attainment of the first object, as well as to unfit the mind for the vigorous pursuit of the latter.

My remarks, in the present instance, as well as in subsequent parts of this paper, are intended to be general:—the exceptions, I am aware, may be numerous and splendid; yet I am inclined to believe that, even where the student, during his apprenticeship, has more than the usual portion of attention paid to his Medical Education, and is allowed to act in the different departments of the profession, his time is by no means employed to the greatest advantage, and that such premature practice is extremely likely to induce a superficial manner of viewing disease, and a routine method of treatment, which, when formed into habits, will, more or less, continue to exert an injurious influence, in spite of more extended knowledge.

The evils of which I complain, firmly as they appear to be rooted, must, I am persuaded, at no very distant period, give way before the general progress of improvement.

The members of a profession, which, from its very commencement, has formed a branch of philosophy, are expected to possess such a superior portion of general knowledge, as is incompatible with a preliminary education in common with the mechanic.

Though it will be long before the British youth come up to the standard set by the immortal Milton in his tractate on education, public opinion will require, in those, who, in this country, devote themselves to the healing art, something equivalent to that which, in other countries, is ensured by legal enactments.

In France, a liberal education, as a prelude to medical study, is ensured by the exaction of a degree in Arts and Sciences. In Prussia, and some parts of Germany, the same end is, with equal care, obtained by the rigour of their numerous and very general examinations.

Such, indeed, is the importance which, in Germany, is attached to this point, that the student, on presenting himself for examination, is required to publish an outline of the course of study which he has pursued from his earliest years.

I may now proceed to the consideration of that part of Medical Education, to which it has been my object more particularly to invite your attention this evening; I mean that which is supposed to occupy the Student during his attendance at the Hospitals.

The evils to which I have alluded now begin to be felt. The young man, reflecting on the years which he has already devoted to the professed object of learning his art, and during which he has been incurring expense, but doing nothing to meet it, is anxious to accelerate the period when his time and labours may be made to contribute to his pecuniary advantage. He comes to town in order to pass the Apothecaries' Hall and the College of Surgeons, or, if his means are very limited, possibly the Hall only, and perhaps gives the most striking proof of a disposition to economize in the very point of his expenditure, in which alone liberality would be commendable. The course of study is adapted to these views; and the Student flatters himself that he is free from any culpable omission, so long as he acquires enough of the rudimental part, to pass his examination with-

out disgrace, and, as he imagines, devotes his attention to practical points :—a specious but vague expression, which serves as a cloak for the neglect of much that is valuable.

To effect his purpose of passing the Hall the first year, the Student must enter to, and is expected to attend Lectures on Chemistry, Materia Medica, Theory and Practice of Medicine. To impress on his mind the substance of these Lectures, and to qualify himself for examination, he must, at the same time, be engaged in a collateral course of reading. He must, besides, produce Certificates of attendance on Lectures on Anatomy, though he is generally satisfied with acquiring a mere outline of the descriptive part of this Science. Three causes mainly contribute to the comparative neglect of this most important branch of medical education, in the stage of which I am now speaking.

1st.—The wide range occupied by the objects which are claiming the attention of the Student, leaves very little time for it, even with the most industrious.

2nd.—A prevalent idea that a minute examination on this subject is not to be expected at the Hall, tends, I have no doubt, to co-operate with the

3rd cause, viz.—That the passing of the College is deferred till a later period, partly from its being regarded as the more important affair, the creditable accomplishment of which, confers an enviable distinction on the individual, and, partly, from the difference between the regulations of the College and those of the Hall, respecting age and the period of study. Hence, with a view to the minute anatomical examination of the College, the more thorough attention to Anatomy is reserved till the latter part of the

Student's residence in town, when, it must be confessed, that much laudable zeal and industry are employed in acquiring an intimate, but, I cannot help thinking, an ill-timed acquaintance with this branch.

This misplacement of the study of Anatomy, injurious as it undoubtedly is, is not the greatest evil which results from the practice of passing the Hall during the first year of pupilage. In addition to the Lectures which I have enumerated, the regulations of the Hall require either six months' attendance on the medical practice of an Hospital, or nine months on that of a Dispensary.

It will clearly be seen that the objects of study, which I have before mentioned, can leave very little time to be devoted to this most essential object; more especially if the desire to save expense have driven the pupil to enter to the practice of a Dispensary.

Hence it generally happens that Clinical Medical Instruction, which, in the best schools, has ever been justly regarded as forming the most important part of the Medical Course, and the very key-stone of the fabric, is almost totally neglected, by the majority of the Students, whose object seems to be gained if they receive the Certificate which they are required to produce. One year having been devoted to these varied and comprehensive objects, a few, and I am happy to think but very few, consider themselves warranted, to seek their places of destination, and exercise the privilege which they have obtained.

I shall not attempt to follow them into the field of their operations, or to draw the picture of the evils to which they may give birth: the greater number resume their studies in

a second season, when Practical Anatomy, Surgical Lectures, Surgical Practice, and Midwifery, become the exclusive objects of their attention.

The College is passed,—the intimate and minute acquaintance with Anatomy, the fruit of much patient labour in the Dissecting Room,—the familiarity with all the steps of the most difficult and dangerous capital operations, acquired with much pains for the sake of a brilliant examination, are carried into the country; where, from want of opportunity of renewal, they must, sooner or later, in a great degree, be lost, whilst the want of the principles of internal Pathology, which they have neglected, are hourly and sensibly felt. I have long been unavoidably compelled to contrast the course which I have now sketched, from personal observation, with that which, from the same source, I know to be followed by the Students in the first Medical School of a rival country. With pecuniary resources more limited than those of the English Student, the same individuals are seen year after year, to the fourth or fifth Session, diligently attending, not merely the various strictly Medical Lectures, but also those which are designed to teach the collateral branches of Science. At an earlier hour in the morning than Pupils in this country are wont to rise, they are seen eagerly listening to those Clinical Teachers who have acquired superior reputation for their acquaintance with some particular branch of Pathology. Whilst their dress and mode of living, attest their poverty, in their hands may be seen the best and newest publications.

Whilst, as a country, we plume ourselves on superiority in wealth, surely we ought not to be outdone by our neighbours on the plea of expense.



Although, even in England, many instances might be adduced, of those who have spared neither time, pains, nor expense, in acquiring a knowledge of their profession, nor wanted either zeal or perseverance to perform its duties, and, if I may so say, *propriis laboribus parere commune reliquis otium*—who, notwithstanding, have been so far from being enriched, that they have not been able to live by their profession; yet the truth of the remark, that medical men are better paid in this, than in any other country, cannot be called in question. Where the prize is the greater, the stake ought surely not to be the less.

I shall now attempt to point out the mode, in which, by the means at present in our power, aided, in a few particulars, by hints, which might be usefully borrowed from some Foreign Schools, the objects of Medical Education, may, I conceive, be best promoted.

Though I am convinced that, in this City, the study of internal Pathology is injuriously sacrificed to the more captivating branch of Surgery, I am by no means desirous of running into the opposite extreme. The Physician without that knowledge which the public is wont to consider as the peculiar province of the Surgeon, is little else than a dignified Empiric—but, I am very sure that my Surgical Friends, will be one in sentiment with me, when I say that, without Physiology and Pathology, internal, as well as external, their art, though it might be more excellent in degree, would still be one in kind, with that with which it was formerly associated. We are indebted to Surgeons for some of the most valuable additions which Pathology has

received; and be it also remembered, that some of the most important anatomical facts have been brought to light by Physicians. It has been said, and I heartily concur in the maxim, "*Chirurgia janua Medicinæ.*"

From the visible operations of disease on the surface, let the Student proceed to the investigation of the derangements of internal parts. I would place Anatomy as the first and most important object to which the commencing Student can devote his attention. He cannot too soon, or too thoroughly, become acquainted with it, both theoretically and practically;—and I am inclined to believe, that notwithstanding the expense of subjects, the Anatomical Schools in this city, and of this Hospital in particular, leave little or nothing to be desired, as far as respects that division of the subject which comprises Descriptive Anatomy. General Anatomy, or the Anatomy of Tissues, however, by a sort of common consent, is, to a great degree, neglected. It is far otherwise in France, where this subject, if it did not originate, at least acquired a new and particular importance, through the labours of the great Bichat. The late lamented Beclard devoted to it a considerable portion of his course; and the crowd of pupils, whom I was daily in the habit of meeting, amply attested the interest and importance attached to it. I would suggest an alteration which I think might advantageously be made in the arrangement of our Anatomical Lectures, by entering more fully into the subject of General Anatomy, in the second course of the Session; which might be done with very little prejudice to the department of Special Anatomy, since two courses of Demonstrations in each Session, as well as the

Pupil's own dissections, and a series of examinations, will still remain for the promotion of this object.

In conjunction with these anatomical pursuits, the Pupil ought unquestionably to attend to Physiology, and to the Lectures which are given on the Principles of Surgery, and a first course on the *Materia Medica*, would be found a great advantage, not merely by enabling him the better to understand the remedies employed by the Surgeon, but as a prelude to his subsequent more professed attention to medicine. With the same view, the course of Chemical Lectures, required by the College, might now be attended, and would be found absolutely essential, if the Student have neglected this science in his preliminary education.

The short days of winter can scarcely admit of other objects being undertaken to much profit: in the ensuing summer, Clinical Surgery should be assiduously attended to—and, whether he intends eventually to become a dresser or not, the Pupil should first follow the visits as an attentive spectator. Some plan, however, seems to be manifestly wanted to encrease the interest and utility, which the generality of Pupils derive from these visits; for few are so happily constituted, as to be able whilst passing, as mere inactive spectators from ward to ward, so to mark each case and call to mind the stages through which it has passed, and so to compare them with the existing appearances and symptoms, as to reap all the benefit that might be obtained from them.

The practice of taking notes is the most powerful means of counteracting this inconvenience, and is, I am persuaded, by many Pupils, diligently and effectually followed up.

Still I could wish that the regulations of our schools did not wholly leave this important point to the discretion of the pupil.

It was the practice of Desault, to require of those who attended his visits at the Hotel Dieu, *narratives* of the principal cases, which were publicly read. Attention and emulation were unavoidably excited, and I need adduce no further proof of its utility, than the example of Bichat, whose splendid talents were first brought into view on some of these occasions.

The post of Dresser, unquestionably affords the greatest advantage which the advanced Surgical Pupil can obtain ; but, even if the period of dressership, were invariably limited to six months, a point much to be wished, the number of dresserships would still necessarily bear but a very small proportion to that of the whole number of Pupils ;—a fact which materially encreases the necessity for a plan of the kind which I have suggested.

The diligent Pupil might, perhaps, be able to add either Botany, or Lectures on Midwifery, to the occupations of his first summer, but this must, of course, in some measure, depend on the extent of professional knowledge which he may have brought with him to the Hospitals.

Although I would recommend that Anatomy, Physiology, Surgery, and Midwifery, should continue to occupy much of the Pupil's attention, during his second year, it will also be proper, and in many instances absolutely necessary, that

internal pathology should now be taken up: he will therefore enter to the Lectures on the Theory and Practice of Physic; he will be made acquainted with the diseases of parts, which by their situation are concealed from the eye, the derangements of which can only be ascertained by the symptoms to which they give rise; and whilst his reasoning with respect to these will be aided by what he has seen take place on the surface, he will find his surgery improved by the unfolding of those principles which explain constitutional derangement, arising from, or complicated with, local morbid actions, external as well as internal. The period for his passing the College may now be drawing near; and if this be the case, it will by no means be desirable that his private studies should be broken in upon by new courses of Lectures: but where time is not an object, it would be well for the Pupil not merely to continue to devote attention to the subjects already enumerated, but to attend to the Physicians' practice, so as to obtain some little acquaintance with the appearance of disease not Surgical, and preparatory to the more special attention which Clinical Medicine should obtain at a future period.

The Lectures on Natural Philosophy would afford an agreeable and useful change of pursuit for the employment of some of his evenings. Indeed some branches of Physiology can be but imperfectly understood by those who are ignorant of experimental philosophy.

Whether the Student has passed the College or not, there will, I apprehend, be great advantage and little difficulty in the way of attendance on a second Course of Lectures on

Chemistry and Materia Medica, either in the first or second part of the second session.

A thorough acquaintance with the various articles of the Materia Medica, and a facility and elegance in extemporaneous prescription, are objects of no mean importance, but which there is some danger of the Pupil's too much neglecting in the pursuit of the more difficult and essential branch of Pathology.

I may now proceed to offer some remarks on Clinical Medicine, to the paramount importance of which I have already alluded.

Having, in the commencement of this paper, had occasion to notice the defects and abuses which I fear too generally prevail in the London Schools, with respect to this department, I shall now briefly describe the plans followed in some of the schools which I have visited on the Continent. It is the practice of Rostan, to give his lectures actually at the bed-side of the patient, taking however due care not to compromise the health of the patient for the benefit of the Pupil. After having devoted a few of his first lectures to the subject of Diagnosis, pointing out the best mode of detecting symptoms, and explaining the value to be assigned to them, as indices of disease, he devotes the subsequent part of the course to the consideration of certain diseases, illustrated by cases; and, in doing so, he exercises his Pupils in the application of the rules, which he has laid down for them. Having made a Pupil publicly examine a patient, and give his views as to the pathology of the complaint, he makes his own comments and additions, and then

assigns to the same or to another Pupil, the charge of drawing up the history, and noting the progress of the disease:—these histories, which are always accompanied with the Pupil's remarks, are publickly read, and then commented on by the Professor. Nothing can be more decisive than the advantage of this plan, as evinced by the rapid progress of the young men, attached to the school of the Salpêtrière.

At Bonn, Clinical instruction consists of three parts, in all of which the Students, as at the Salpêtrière, are called into action, and are not mere spectators.

In the first part, the younger Pupils are practically instructed in Diagnosis ;

In the second, those who are farther advanced, are made acquainted with the treatment of disease, for which they are called upon to prescribe, under the direction of the Professor. The division of labour renders it an easy task to preserve the histories of the cases, which, on the event of the patient's death, are invariably read prior to inspection.

The third part embraces a plan somewhat similar to that of our Dispensaries ; the most advanced Pupils, under the direction of their Clinical teacher, visit the sick at their homes.

In Bologna and Padua, the exertion as well as attention of the Student is also exercised, and I have reason to believe that a similar practice is adopted in many other schools.

The extended but useful plan, pursued at the University of Bonn, is scarcely compatible with the short period which English Pupils are accustomed to devote to the attendance of Hospitals : but the example of Rostan, whose course scarcely exceeds three months, might, I feel confident, with slight modification, be readily introduced.

The plan which I would recommend would be, for the Students, on entering to the practice of medicine, whilst they would be at liberty to see all the medical patients, to attach themselves more especially to some one of the Physicians, precisely as the Dressers are accustomed to do with respect to the Surgeons, with this only difference, that the number attached to each needs not be limited.

Whether the Physicians could find it convenient to give regular Clinical lectures on the cases, or not, the histories taken by the Pupils, would not merely assist them in making valuable remarks on the progress of the diseases, but would be highly beneficial to the Students themselves, by sharpening their powers of observation, and inducing a facility and an address in composition on medical subjects. By instituting a comparison between the histories so collected, valuable conclusions would at times be arrived at, which would almost inevitably be lost, were the facts observed in an isolated manner: their importance would at no time be more sensibly felt, than when a fatal termination of the case may have afforded an opportunity for inspection. With this facility for comparing symptoms with structural derangement, the advantages to be derived from an attention to Morbid Anatomy, must be too apparent to require much to be said to enforce its utility: but as some remarks proceeding from the highest medical quarter in this country, may have had a tendency to disparage it, by an insinuation, that diligent attention to the investigation of diseased appearances, has contributed to divert the medical man from the study of disease during life, and of the modes of treatment, I cannot refrain from stating the indisputable fact, that none

have been more intimately acquainted with the varieties and importance of symptoms than those Physicians, who have most assiduously cultivated Morbid Anatomy ; and, far from admitting that, in this country at least, there are any grounds for the complaint to which I have alluded, I can only regret that the number of our Morbid Anatomists is so small.

The comparative indifference to this subject, I conceive, is very much to be attributed to the habit of placing the attendance of medical practice, at so early a stage of the professional education, that the Pupil, but imperfectly acquainted with the healthy structure, must necessarily be incompetent to judge of the endless variations induced by disease. The plan which I have proposed would do away with this evil.

The histories recorded by young men who are on the point of finishing their education, coupled with the result of the *post mortem* inspections, might be made the means of preserving much valuable matter which is now lost ; and were our Physicians to adopt the plan followed by many of their Continental brethren, of publishing, or allowing to be published with their revision and sanction, reports or monographs, of which such histories form the basis or illustration, the medical public might have that information directly, which they now can only receive imperfectly through irregular channels.

In France, by the operation of a system like that which I have proposed, the most important additions have been made to the science of Pathology, and individuals have been

brought into notice, who now form some of the brightest ornaments of the French school.

Before quitting the subject of Clinical instruction, it seems necessary to say a few words respecting the comparative merits of the two valuable sources from which it may be obtained—Hospitals and Dispensaries. In doing so, let me not be understood as disparaging either. They are not equivalent, and therefore cannot be substituted one for the other. The Hospital is more particularly favorable to the study of Diagnosis, and the observation of the practice of others. The Dispensary, on the other hand, affords an opportunity for an external Clinical course, in which the nearly finished Pupil begins to feel the weight of his responsibility, and is prepared for entering into practice, when he must trust to his own resources. The Hospital is the school for the junior, who, before he has learnt to discriminate between symptoms, exhibited by the numerous cases collected in the wards, would only be losing his time, and breaking in upon his lectures, in visiting the scattered patients of a Dispensary. I am so convinced of this fact, that when applied to to receive a Pupil of this class at my own Dispensary, I waive my personal advantage, and recommend an Hospital.

I have now gone through the consideration of those subjects, which the regulations of the College and Hall point out for the attention of their candidates. It is obvious that, with a range so extensive, in which the Student, in every direction, is met by objects of the highest importance, too much care cannot be taken that none of his pursuits should

clash, and that time should not be lost in passing from one to another.

In compliance with the course generally chosen by the Pupils who visit the London Medical Schools, I have drawn out a plan, which might be executed in little more than the very shortest period which the regulations of the Hall and College render indispensable. Yet I would recommend that, with a similar succession of objects, a considerably larger portion of time should be devoted to the course.

It may however, be doubted, whether the mere prolongation of the time of preparation for examination, would be productive of a proportionate increase of the knowledge acquired; as, whilst the standard continues the same, the delay might foster indolence, rather than lead to the desired end.

In France, an evil of this kind is powerfully counteracted, not merely by the publicity of the examinations, but by constant competition for the posts of internal and external élève—for the privileges of the école pratique—for prizes offered as the rewards of successful compositions on various subjects,—and for the distinction of an honourable mention in the Academy of Medicine.

It is much to be regretted that the prizes which the liberality of the Professors of our Schools holds out to their Pupils, are contended for by so small a number. Were they the objects of ambition to the whole class, the exertions of the unsuccessful as well as the successful candidates, would be amply repaid.

Great advantage has often been derived, from young men continuing their professional studies for some time after

they have passed their examinations. And, although the Pupil, for reasons which I have already stated, ought at first to have the various objects of his attention, as far as possible concentrated on one spot, and not be seeking his Anatomy in one place, his Surgery in another, his Medical Lectures in the third, and his Chemistry, his Midwifery, and his practice, in as many others;—yet I know of no means more likely to extend the views and remove narrow prejudice, than for the advanced Pupil to frequent other schools, besides those in which he has imbibed the rudiments of his profession. This metropolis affords considerable opportunities of the kind of which I am speaking; but a visit to Edinburgh or Dublin, or to some of the schools on the Continent, would be preferable.

In addition to the subjects considered in the preceding pages, and which must unavoidably obtain the attention of the Student, there are two other branches, which cannot be neglected by those who desire that their medical education should be complete. I mean Legal Medicine, and the principles of Medical Police.

The importance of the first, both with respect to the Public and the Profession, cannot be questioned, when it is considered how materially life or reputation may be affected by the evidence which medical men are continually called upon to give, in our Courts of Justice, and what a common disgrace is cast on his brethren, by him who ill acquits himself on these occasions.

With respect to the second, although, in a free country like our own, the citizens would never endure the restraints

of a legally established Medical Police, which they would regard as a hideous form, "*Inspectura domos venturaque desuper Urbi;*" still it behoves those who are supposed to be more particularly imbued with the science of Hygeia, not merely to effect the restoration, but to watch over the preservation of the health of those around them : and it would seem that our country in some sort, claims this service at our hands, when she secures to us those immunities which we enjoy.

I have now protracted this Essay to a length which may be thought excessive ; yet I would fain indulge the hope, that my senior friends will pardon this trespass on their time, participating with me in the ardent desire, that the assertion of Vogel may once more be rendered as consistent with truth as it is gratifying to our national pride :—" The greatest masters of the healing art have lived, and still live, in England."

Trusting that my younger friends will be kindled by You with the same ardour, I will now take leave of them in the words of Martini :—

" *Hoc, erga vos, studii mei curæque monumentum ac*
 " *pignus habetote—quod si æqui feceritis, ut olim majora*
 " *offeram, enixe conabor. Valet, Optimi, ac reipublicæ*
 " *bono adolescite.*"





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