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Contributors

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ADDRESS,

DELIVERED AT

THE OPENING OF THE MEDICAL SESSION

IN THE

University of London,

OCTOBER 1st, 1832.

BY

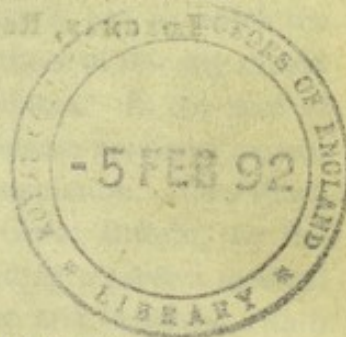
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OF ST. THOMAS, AND TO THE ROYAL SOCIETY OF MUSICIANS; PRESIDENT OF THE
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SOCIETY OF PARIS; PROFESSOR OF THE PRINCIPLES AND PRACTICE
OF MEDICINE IN THE UNIVERSITY, &c. &c. &c.

LONDON:

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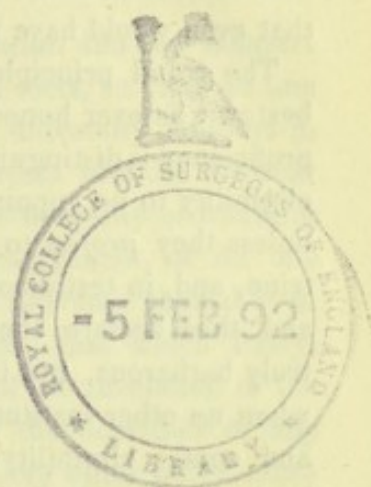
IV.

THE INTRODUCTORY LECTURE OF A COURSE UPON STATE MEDICINE.

LONGMAN, REES, ORME, BROWN, and GREEN, Paternoster-Row.

ADDRESS,

&c.



THE establishment of the University of London forms an era in the history of England. The foundation of a university in the first metropolis of Europe, is in itself a memorable event. But the foundation of that University upon the principles and the plan which distinguish it, is an event so novel and important in all respects, that it will be regarded as a striking feature of the age, when portrayed by the very latest historians.

That the largest and wealthiest city in Europe should have been destitute of a University—of a great seminary in which all science, art, and literature, could be learnt, was no less extraordinary than lamentable; and the more so, since the other capitals of Europe afforded the advantage of a university to their inhabitants and the surrounding provinces. We should naturally imagine that where the largest mass of people is collected, where the greatest accumulation of talent and information exists, where the means of instruction are the most abundant, and where the liveliest activity prevails, in *that* spot would be seen the fairest and most copious fountain of knowledge, at which not only the young inhabitants of the city might drink, but to which the youth of the provinces would repair, rather than that those of the city should be compelled to seek the best instruction in the provinces. In the case of medicine this deficiency was the more remarkable, because medicine cannot be properly taught, unless in the midst of a large population. That there was, at the beginning of the nineteenth century, in Great Britain, no full and complete school of medicine—no university affording a perfect medical education, and also capable of conferring privileges and honours, within four hundred miles of the metropolis, will never cease to excite wonder as long as it is remembered. The necessity of going from London to Edinburgh for the purpose of obtaining both a full medical education and a degree, is an absurdity which a century hence will scarcely be credited.

But the principles and the plan of the University render the event so much more striking, that, had a university already existed in the metropolis upon the principles and plan of the two ancient English universities, and now been remodelled to the principles and plan of the University of London, that even would have been almost as memorable an occurrence.

The grand principle of the University is to afford instruction to *all*, and bestow whatever honours it shall have the power of bestowing upon *all* whose proficiency is distinguished. The rule of conferring no honours, of conferring eligibility to no appointments, upon merit, however great, among pupils, unless they *profess* to hold certain opinions upon religious history and doctrine, and, in testimony of their sincerity, sign a specific number of articles, and thus declare themselves members of a particular sect, is a principle truly barbarous, not in accordance with the present period of society, and, when no other institution exists in the country with power to grant degrees and confer eligibility to admission into another learned body, is deeply to be deplored. No one can demand an examination for a fellowship at the College of Physicians, in virtue of any degree but that of Oxford or Cambridge, and no pupil can obtain a degree in those universities, unless he sign the thirty-nine articles. If it be urged that those English universities are for the supply of the church of England, the answer is easy. The church has a right to possess universities, and to see them as exclusively endowed with privileges in regard to *itself* as it desires; but those universities ought not to possess the exclusive power of bestowing a single privilege not in reference to the church, while they exact a declaration of certain religious opinions from their candidates. The great objection lies not against such statutes, but against the exclusive possession of privileges in matters not relating to the church, by institutions which have such statutes. Ardently, therefore, do I desire to see equal privileges enjoyed by this University, and by *whatever other universities* may arise with the same generous and rational principles. When no such comprehensive institutions exist, each religious denomination has a right to a university of its own, endowed with equal powers of granting degrees and conferring privileges, because proficiency in knowledge is of equal value and merit in men of all creeds; and we have no right, while ascertaining the literary or scientific attainments of a person, to inquire of him what are his religious opinions, much less to withhold knowledge, or, what is nearly the same thing, the honours which are devised as the incentives to the attainment of knowledge in youth, from any one, because his faith, or his shade of faith, is not precisely the same as our own. But a university exclusively for every sect, in imitation of the principles of the two ancient English universities, would be impossible—at least a university of high pretension; and a magnificent institution like ours, while it is calculated to answer every purpose, has this great advantage, that, by bringing together the youth of all sects, it liberalises the feelings, teaches

them toleration and forbearance towards those of other creeds and doctrines, and proves to them that, however correct their own opinions appear, others of different opinions may likewise lead a virtuous and religious life,—may still perform, no less than they themselves, their duty towards God and their duty towards their neighbour.

The generous and manly principle of offering education and the honours of industry and talent to the youth of all creeds and sects, so that no one shall be compelled to lose a university education and university honours in England, because he happen to have been born of parents who did not rear him a member of the Church of England, involves the necessity of teaching the religious doctrines, and enforcing the religious observances, of no one party in particular; in truth, no other doctrine and observance than that in which all agree, that which is the end of all religion, that which Paley, in one of his sermons, allows to be the sole purpose of the revelation of the most solemn doctrine of the church,—*morality*. If the doctrines of any one party were taught, or its observances enforced, every other party, however small and singular, would have a right to demand a theological professorship and religious observances for its youth; and, to say nothing of the impracticability of the thing, such an arrangement would be absurd and mischievous. But this toleration and forbearance do not interfere with the duty of teaching all that can be known of the Creator from the works of creation, nor all that can be known of our moral obligations from the principles and laws of human nature; and a philosophical reason *may*, indeed, be given for every moral duty, though enforced by Christianity. Natural religion and morality, in which all sects agree, are, no doubt, as fully taught in this as in any university; and this I can assert, from personal observation, that our youth will bear comparison, in every point of principle and conduct, with the youth of any university in Europe. The inculcation of opinions on the mysterious points of religion,—of the opinions peculiar to respective parties, should be left to parents, who usually form the religion of their offspring, (*Sed pater in causa*—says the great Roman satyrst,) and to the ministers of religion. Although some pupils are separated from their parents during their residence in London, all may receive the religious instruction to which they have been accustomed, by frequenting, as all in this university are at full liberty to do, a place of worship belonging to their own sect; for in London every European variety of church is to be found, and every pastor deserving of the name would keep more or less watch over the public religious observances of any youth whose parents might commit him to his charge.

This liberality, which, not only by the hypocrite, but by the well-intentioned, has been made a subject of reproach, is, in my eyes, one of the proudest distinctions of the university, and one with which, I trust, it will never part.

But the plan of the University is no less excellent than its principles. Indispensable in a good education as all persons of sense must acknowledge a fair acquaintance with Greek, and Latin, and Mathematics to be, that university does but little after all, which does not teach, and fully teach, all other branches of science and literature. Zoology, chemistry, for instance, geology, physics, mental philosophy, together with living languages, are equally important, and equally demand a place in the curriculum of university education,—equally demand full and extensive courses of instruction. In this point, the plan of our university greatly surpasses the practice of Oxford and Cambridge, although some able persons are of opinion that we are still deficient, and that the addition of instruction in various arts, as civil engineering and all the collateral arts, in short, of a polytechnic school, would greatly augment the utility of the institution.

In the medical department, the superiority of the plan of the University over that, not only of Oxford and Cambridge, but of every other school in England, is very conspicuous. How great soever the merits of the medical professors of Oxford and Cambridge, however successful their efforts at improvement, it must be allowed that no one would repair to Oxford or Cambridge for a medical education,—that no youth intended for the medical profession would be sent to Oxford or Cambridge, except for the benefit of the preparatory general education and the advantage of the degree. The superiority of the plan of our university over that of all other English medical schools consists in the copiousness and extent of the information afforded. A course of lectures of six months' duration, and of almost every day in the week, upon the practice of medicine, the practice of surgery, anatomy and physiology, chemistry, materia medica and pharmacy and all remedial means, is absolutely necessary to afford anything like due information to the pupil on these respective subjects. Courses of only three or four months' duration, and consisting of only three lectures a week, must be very superficial, and leave the hearer but a smatterer, so that to become well informed, he must have industry enough to read extensively, and draw from other sources of information; and when it is considered that these lectures are abundantly illustrated with specimens, drawings, engravings, models, preparations, experiments, and operations, the superior advantage of an ample course of lectures over one so short that no subject can be fully treated, and some must be almost or entirely passed over,—so short as rather to indicate to the student what he has to learn than teach it him, must be evident. Those who conceive that a course of lectures on any branch of medicine may be short, and leave the subject to be fully studied by the pupil chiefly in private, must, I think, have been educated but superficially. Much in every part of medicine is objects of sense, and requires copious illustration by the means which I have just enumerated. No work on any point of medicine supplies these; nor is it possible for a number of

students, by means of public libraries and collections, to be all supplied at all times with the illustrations that are required. During a short course, there is not sufficient time for the pupil to read fully upon every subject, so as to supply the deficiency of the lectures; and, from the superficial character of the course, and its deficiency of illustration, no subject will be well understood, even as far as it is taught; and the absurdity of considering a repetition of such a superficial course,—of considering two such courses, an equivalent for one that is ample in information and copious in illustration, seems to me extreme. While attending an extensive course, the student has time to read an established work upon the subject of the lectures as he proceeds with his attendance, and that work must be infinitely better understood when each topic has been thoroughly treated in a lecture, and brought as much as possible before his senses by all possible modes of illustration, and opportunity been given him of questioning the professor upon every point of difficulty. But the utility of ample courses is strikingly apparent where the excellent custom which prevails in this university, of examining the classes every week or ten days,—after every fourth or sixth lecture, is established. The advantage of these examinations is incalculable, and I earnestly entreat every student to regard them of equal importance with lectures, reading, dissecting, and hospital attendance, and to present himself for examination with scrupulous regularity. I will not urge the selfish motive that no one who does not regularly attend them can be admitted to that higher and more solemn examination at the end of the session, and, consequently, cannot afterwards obtain a diploma, or, when our days shall indeed be prosperous, a degree. I urge the *utility* only of such attendance, and especially when it is remembered that these examinations are not conducted austere, but rather—at least I can answer for my own class, familiarly and facetiously, so that all acknowledge the hour to be one of no less pleasure and recreation than advantage.

But my desire to exhort has withdrawn me from my argument. The utility of frequent examinations is doubled by a full course of lectures. There must necessarily be double the number of examinations on the subjects of the course, so that the student is examined on a far larger number of topics, and far more deeply and minutely in each, because the examinations will be commensurate with the lectures.

Superior, however, as I do not hesitate to pronounce the plan of our medical school to that of any other in London, we are in one particular below the greater number,—in one particular altogether defective: and, while that defect continues, we can hold no rank among medical schools,—cannot compare ourselves to the schools of Edinburgh, Dublin, Paris, Germany, and Italy,—we cannot profess that we fully educate youth for the practice of medicine and surgery,—we cannot have any pretension to enjoy the power of granting degrees; nor shall I desire, or feel myself justified in

joining in any attempt to procure for the University, such a power. For no school should possess the power of granting degrees, that does not fully teach the science in which the degree is given. I need not say that this defect relates to an hospital. Besides a systematic course of lectures upon the practice of medicine and surgery, in which the whole subject is laid connectedly before the student in a certain time, and a general view of the symptoms, nature, causes, and treatment of every disease is presented, and all the illustrations which art affords are employed, it is absolutely necessary to present also to him realities,—to illustrate with diseases themselves,—to present actual symptoms to his touch, his hearing, and his sight,—to exhibit to him the whole course of a disease,—to teach him ten thousand niceties in the living subject under disease that could not otherwise be taught,—to show the various particular adaptations of general plans of treatment to the particular circumstances of individual cases,—and to display the havoc of disease upon the internal structures in a recent state. All this is indispensable to the student, and an advantage attends it that is not generally dwelt upon,—the accuracy of the descriptions given by the lecturer, and the truth of his doctrines and what he asserts respecting the efficacy of remedies, are brought to the test. A lecturer may describe diseases with affected minuteness,—may descant fluently upon their causes and nature,—may boast his success with particular medicines and plans of treatment,—and may give plausible instructions for the doses and general exhibition of remedies, and yet his descriptions be unfaithful to nature, his doctrines inconsistent with fact, the success of his treatment anything but what he represents, and his mode of exhibiting remedies inefficient or injurious. But if his practice be witnessed, the truth soon appears.

Those who would represent a dispensary as a substitute for an hospital, are unworthy of being listened to for a moment. No university of character would grant a degree, no College of Surgeons a certificate, to a pupil who had seen nothing more than dispensary practice; and it would have been infinitely more respectable, as well as infinitely more advantageous to our students, had the University not created a dispensary for them, but referred them to the hospitals of other schools,—hospitals which, after all, they are under the necessity of attending for the purposes of surgery. A university with a dispensary appended to it makes but a sorry appearance, especially if it is the only one in Europe that so figures; and it is liable to the reproach of encouraging the student to rest contented without frequenting an hospital, to rest contented with scanty means of information,—means so acknowledged to be scanty, that they are always afforded at a cheaper rate, and to run a great risk of acquiring a habit of hasty, superficial, and imperfect observation and investigation. So strongly did I feel the miserable condition of the University while possessing a dispensary only, that, in the very first lecture which I delivered within these walls, I urged the imperious necessity

of establishing an hospital without loss of time. "At a dispensary," I said, "the great majority of patients are so little indisposed as to be able to go about. When seen, they necessarily pass in rapid review before the practitioner, giving him an opportunity of showing how practice may be dispatched, rather than how disease should be investigated; for, if the time demanded for the scientific and patient investigation of each case, and for demonstration and explanation to the pupils, were given, the poor creatures would be compelled to lose much more time than their condition in life would allow, in attending at the charity. There is, besides, no certainty among the patients of a dispensary that medicine is regularly taken,—no possibility of fixing their diet,—no certainty of their continuing to attend, so that each case may be regularly followed up to its conclusion,—no possibility of making daily observations. When the cases are severe, and the patients confined at home, there is not only the same uncertainty of strict attention to the injunctions respecting medicines and diet, but the student must lose a great deal of time in running from one house to another, and the physician or surgeon will not visit all such patients daily with his pupils, and, indeed, his pupils cannot accompany him in those visits with any degree of regularity. In an hospital the patients can be compelled to obey every injunction; and being under the same roof they may be seen at pleasure any hour of the day without loss of time, so that long and repeated observation of their cases is easy. When death occurs to a dispensary patient, and an examination is permitted, the student loses still more time, for he not only must go to the house of the family, but prepare the body and afterwards re-instate it, and in all probability will seldom be accompanied by the physician or surgeon. At hospitals, the examination takes place without any loss of time, the students have nowhere to go, servants prepare and sew up and wash the body, and the physician or surgeon usually superintends the inspection." The force of these arguments was allowed by all *out* of the University who honoured them with their notice, and *in* the University very few months elapsed before a serious effort was made to procure an hospital. The effort, then begun, continues, and will, I trust, continue, not only till we have an hospital, but till we have an hospital worthy of the University. So successful have been the unremitting exertions of certain officers and friends of our institution, that an hospital is now certain. At first we must put up with one of small extent. But let us not remain contented with it. The building is so planned that it will admit of great enlargement, and we must not rest till we have a large hospital,—one at least which will enable the pupil to see every disease of this country during his studies,—one which will be worthy of being visited by strangers, and will rank among the great hospitals of the metropolis.

I last year implored the aid of the profession in supplying our museum. I represented the more extensive use of preparations placed in a public

museum, than when exhibited to friends only in a private house; and their still more extensive use when placed in a museum belonging to a school, because not only are they then daily accessible to the profession as in all public museums, but every one is laid distinctly before students at lecture and employed by professors as a means of instruction. I reminded the profession that such contributions cost nothing; but this argument I cannot employ while entreating aid for our hospital. It is, in truth, *ipsa pecunia* that we require. Yet if this argument fails me, the argument of greater public utility more than compensates its want. For an hospital attached to our school will be of infinitely greater importance and advantage than a museum, and will, in fact, be the most fruitful means of furnishing the museum, which, with an hospital, will soon be equal to any in the world.

I feel bold in soliciting the aid of the profession and the public, because the professors have shown a proper spirit in the business. Besides the glory which we shall all feel in seeing our noble and truly national institution flourish, and our conviction that the addition of an hospital will occasion it immediately to make a great advance and ultimately acquire permanent success, we shall of course all benefit in a solid manner individually by its prosperity. We have, therefore, in the first place, subscribed freely, and those among us who will become officers of the hospital have determined to perform the duties without any salary, and to give up to it all the emolument which shall be derived from pupils till its funds no longer require such a sacrifice. My opinion is, that medical men, and men of all occupations, should be paid for their services, and that, if the medical officers of a charity are allowed pupils, and instruct those pupils, thus doubling the length of time which their duties to the patients require, they should be remunerated also for this. The pupil can have no claim to see the patients of an institution at all times for nothing. Neither can he have any claim to be carefully instructed at the bed-side, and in the clinical theatre, more than in the ordinary lecture-room. Besides, the public practitioner will exert himself much more for the benefit of his pupils, if he is remunerated by *them*, and remunerated in proportion to their numbers, than if it be not a matter of personal interest to him whether he have pupils or not, and whether he have a large or a small number. But salaries the professors will *never* receive, and pupils' fees they *entirely* relinquish, *as long as the hospital shall stand in need of them*; and I shall consider that it stands in need of mine till it shall possess at least two hundred beds, and funds and annual subscriptions sufficient to keep those two hundred constantly filled.

To the merely benevolent I would urge that this part of London is greatly in want of an hospital. To those who to their benevolence add intelligence, I would urge also that an hospital will so improve the education of our students, that not only this city, but the whole country, will participate in the benefits of an abler set of practitioners. And to those whose benevolence

is united with intelligence of a higher order, who, despising the arts of war as a mode of settling differences, disgraceful to civilised man, fitted only for irrational brutes and for savages, and as a proof that one of the conflicting parties, sometimes both, deserves no other appellation—and feeling that the true glory of a nation consists in the greatest permanent happiness of the greatest number, in being a nation of the largest possible number of individuals, not only as well supplied as possible with necessities and comforts and all the means of health, but as well informed as possible, both in knowledge that can procure what is humbly useful, and in all ennobling knowledge, in the reason of their moral duties, in the nature and reason of their rights, and in the knowledge not only of human nature, but of nature at large,—to those I would say, come forward and support our hospital, because you will not only do a positive good to the neighbourhood, because you will not only do this and contribute to furnishing the country with an abler set of practitioners than we could otherwise form, but because, by furthering the prosperity of the medical school in the University, you will materially promote the prosperity of the whole institution,—an institution which will improve the knowledge, heighten the intelligence and independence, and liberalize the feelings, of the middle classes of society, in the most powerful manner. For it cannot be doubted that the utility of the general classes of the University will be incalculably extended by its becoming a great medical school. The members of no profession are so numerous, the members of no profession are so spread all over the land and the colonies, penetrating, as they do, into every class of society, and pervading the most remote spots, the navy and the army. No men become so intimately connected with those who are brought in contact with them. The influence, therefore, of the whole medical profession upon the progress of society would be immense, if its members universally were not only able in practice and exemplary in the discharge of their duties, but highly informed in science and literature, and enlightened in all social and national matters. The general department of the University will put it in the power of all the rising medical generation to become so; it will effect the greatest benefit to the nation, both directly by affording the best possible education at a cheap rate to all, and thus also indirectly by raising the acquirements of the great body of medical practitioners and putting them on a level in general education with those whose instruction is at present of the most expensive description. All are thus interested in the establishment of an hospital among us, equal in utility, if not in extent, to any in this capital: and I do not hesitate to pledge the Council of the University, the *Senatus Academicus*, and all who by their early support merit the title of its founders, that its organization, both as a charity and as a clinical school, shall be equal to anything of the kind at present in London. When I praised the principles of our university, its plan of general education, and its plan of medical education, I expressed my real sentiments

without any reluctance, because I had no share in projecting it, nor in planning any of those excellences which called forth my admiration. I found the University as it is, and I desired to be attached to it because it was what it is. But in declaring that the clinical department, which does not yet exist, will be as excellent as the rest, I feel some delicacy, because I necessarily shall have a share in its organization. Yet it is right that we should declare our good intentions to those whose aid we solicit.

Of the construction of the building and the domestic arrangements, I shall say only that no pains have been spared, and none will be spared, to select from other hospitals all that is good, and improve upon all that is defective; that there will be no resident officer nor servant for whom there shall not be occupation the greater part of the day; that none will be remunerated either more or less than fairly; that all things will be conducted with simplicity, and with that economy, which, allowing neither waste nor peculation, while it purchases as cheaply as possible, still rejects whatever is not the best in its kind.

It is of the plan of the clinical school that I am anxious to speak. This has not yet been fully drawn out, but the officers are to be selected from the professors. The appointment to most of the medical professorships implies that the professor is qualified to teach medicine or surgery practically; if he be not, neither is he fit for his professorship, and he should be compelled to vacate it. The selection of practitioners from the professors, appears therefore to me highly proper. It is also arranged that medicine and surgery shall not be separated, nor two fees paid, but that the pupil who enters to the hospital at all, shall have the right of seeing both the medical and the surgical practice, and that for this right he shall pay several pounds less than is paid at other hospitals for seeing the surgical only; and, however the hospital may eventually flourish, one-third of these receipts, exactly as is the case in regard to the University with the receipts from all the lectures, will *always* be the property of the hospital.

It is the custom, where the physician does his duty to the pupils, for certain young gentlemen to hold the office of *clinical clerks*—to examine and draw up an account of each case at its admission, and keep a daily report, in books which are open to the rest of the pupils. For the privilege of performing this labour, they of course pay nothing. But other young gentlemen who hold a similar office under the surgeon, and have much drudgery to perform in dressing sores, bleeding, and extracting teeth, thus performing no small share of the humbler business of an hospital, under the name of *dressers*, actually pay, in addition to a large entrance fee, no less than fifty pounds. With us, I trust they will be placed on the footing of the clinical clerks, and pay nothing additional; that lists will be kept of the most meritorious pupils, and clinical clerkships and dresserships bestowed on them in succession, none being permitted to retain his appointment longer than six

months while another upon the list is waiting for it. It will also be worthy of consideration, whether the most distinguished and able may not ultimately be allowed to practise, with certain limitations, under the eye of the physician or surgeon; and whether the office of house-surgeon, which will be annual, should not be annually given to the most distinguished surgical pupil. I trust that every day a physician and surgeon will visit all their patients, and at different hours, so that the students may go round with both. For myself, I shall not imitate the Edinburgh *practice* of clinical instruction, but that which I have always adopted in St. Thomas's Hospital. I speak thus candidly beforehand, because, in the number for last June of the *Quarterly Journal of Education*—a work all but related to this University, and for which I am partly responsible as one of the committee of the Society for the Diffusion of Useful Knowledge—"the clinical courses in Edinburgh" are pronounced to be "among the most valuable parts of the excellent system pursued there;" the clinical lectures in London are said to be "quite undeserving of the name, inapplicable to the patient at the bed-side, and to particular cases," at least those that are published. The words of the writer are, that this is shown "by their frequent publication"—that "the best clinical lecture will always be the least fitted for publication"—that "the clinical teacher has to show the student how to use his eyes, his ears, his hands," &c.; "and much more, which it would be quite impertinent to present to the public in print." To prove to this anonymous castigator that a clinical lecture may be thought fit for publication, and yet be applicable "to the patient at the bed-side and to particular cases,"—"may be given," as he says it should, "to the text of one, two, or three patients," and be "a lecture to junior pupils," I will mention, that twenty-two of my clinical lectures, published in *The Lancet* last season, were given "to the text" of no fewer than a hundred and six cases; and thus, however inferior they might be, that yet they equally merited the title of clinical lectures with those of Edinburgh. Really, when he says that the clinical teaching of London will not bear comparison with that of Edinburgh, for that we ought to show the pupil "how to use his eyes, his ears, his hands," he convicts himself of perfect ignorance of the present clinical teaching of London, in those hospitals where clinical instruction is given at all. My plan has always been, to spend two or three hours at each visit; to converse familiarly with the pupils on the cases; to request every one to observe the countenance of the patient, the expression and hue of which are often sufficient to indicate the seat and nature of the disease, and always to indicate the changes that have occurred since the previous visit; to request every one to notice the appearance of the tongue, and to feel the pulse; to present each with my stethoscope who has not one, and stand patiently at the bed-side while he is listening; in short, to act the part of a private tutor in the wards to each, just as the demonstrator does in the dissecting-room. A true clinical lec-

ture is thus given at every visit, though it does not bear the name, and is not published. Once a week I take a general view of the cases that have terminated, classing similar cases for comparison, contrasting others, applying general remarks to particular cases, and presenting a short abstract of each case and its treatment.

In Edinburgh, the lectures, as far as I have heard and read them, are similar; and if two are delivered in the week, and the remarks are sometimes of a more elementary character, this is but a compensation, and, in my opinion, is very far short of a compensation, for the defective teaching in the wards. When I studied in Edinburgh, but a small number of the pupils got to the bed-side; the greater part stood about, seeing few of the patients, and contenting themselves with hearing announced what was the state of the pulse, the tongue, the surface, the bowels, &c., and noting each announcement down as it was made. We might almost as well have read a case in a journal. Few or no remarks were made by the physician or surgeon, no reasons for his particular practice were given, no conversation took place, the students were not individually instructed in the use of "their ears, their eyes, and their hands;" all was a dry announcement of the symptoms and the prescription of the day.

Lest I should be wrong, I requested a friend upon the Continent, who lately graduated in Edinburgh and afterwards frequented St. Thomas's Hospital, to write me a statement of the plan of the two clinical schools. "During the visit," he says, "to the Edinburgh Infirmary, scarcely a single observation is made by the physician that can lead the student to a knowledge of the case before him. He hears a series of symptoms read to him by the clinical assistant, which are either confirmed or changed by the medical attendant on examining the case. These symptoms are then prescribed for, and the student is as much in the dark as before. His only refuge is the synopsis of diseases by Cullen, the text-book of the Edinburgh school. He looks at this again and again, but he finds nothing altogether answering to the description he has heard, and his difficulties are rather increased than removed. If the physician be a stethoscopist," (*if the physician be a stethoscopist!*) "the student has not a better chance of becoming acquainted with the use of the instrument, for his attention is seldom, if ever, directed to the knowledge it conveys. In making these observations, I refer especially to the case of the younger students, who have not the benefit of the clinical instructions. In the London hospitals, or the contrary, at least at St. Thomas's, with which I am better acquainted, the student is presently taught to take an interest in the disease before him. The patient's symptoms are detailed, the name of the disease placed above the bed—he can study it by book and observation. In a chest affection, he is not only told that such a disease is present, but he is taught to ascertain the disease; and his ear is early practised in, and rendered familiar with, the stethoscopic

indications." "You will not, I am sure, deem me mean enough to be guilty of flattery, when I assert, that a student may learn more from the combined clinical instruction and medical practice in St. Thomas's Hospital in the course of six months, than he can possibly do in Edinburgh in twelve months." "Having said so much, you will not, I hope, think that I have become a renegade to my alma mater. My own experience makes me give the preference as regards an acquaintance with the knowledge of disease, to the institution of London, because I have felt its advantages, and I consider myself bound to declare them."

Able and excellent, therefore, as are the professors of Edinburgh, justly celebrated as is their medical school, happy as I am that we have imitated the fulness of all their scientific lectures, and chiefly the medical, and their religious toleration, I cannot teach in our clinical school according to their *practice*, though I approve of their *plan*; and I feel it right to make this declaration, and give this explanation, on account of what has appeared in the *Journal of Education*, which is a work of high merit and importance, and conducted by one no less distinguished than estimable.

Such are the plans of our school; and, when they shall all be executed, and well executed, I will join boldly in asking for the power of granting degrees,—a power which the spirit of the times will, in spite of any opposition, readily accord to us.

The portion, hitherto developed, of the plan for examining candidates for the degree, appears to me unexceptionable. It causes their final success to be intimately connected with their industry from the day they become medical pupils. Unless a student is regularly present at the weekly examinations of the classes which he attends, he is ineligible to the great examination at the end of the session; and unless he acquires certificates of honour in three classes at the great sessional examinations, he will be ineligible to examination for a degree.

Nothing can surpass the nature of the sessional examination which I found established in the University. It combines the advantages of a private and public examination. It is private, inasmuch as no strangers are admitted, and the answers are given in writing, even without the professor knowing by whom they are made; and public, because the questions are published to the world, and thus a check put upon any disposition to propose superficial, absurd, or unfair questions.

In one point I hope we shall imitate Oxford and Cambridge rather than Edinburgh. I hope that no one will be examined for his medical degree who has not either been approved of by the professors of Greek, Latin, Mathematics, Mental Philosophy, &c., or has at least spent two or three years in attending the lectures on those subjects. The greater value of the English medical degree than of the Scotch, arises from the preparatory studies which

are enjoined, and which, through the improved regulations of the Universities, cannot be evaded. If we imitate Oxford and Cambridge in this respect, our degree will be equal to any in the world.

The University is now prospering. Great advantages have resulted from the establishment of a Committee of Management within the Council, and of a *Senatus Academicus*. All labour assiduously, all are animated with the liveliest desire to promote the institution. One good feeling pervades us all, and each is willing to postpone his own immediate advantage to the general good, knowing that this is, after all, the surest, as well as the most honourable, path to our individual success.

The rest will depend upon the students.—Remember, Gentlemen, that we have *our* reputation to acquire; that we cannot, like Oxford, and Cambridge, and Edinburgh, point exultingly to a long series of illustrious names. *Our* glory is to come, and must come from *you*. The promise of the year during which I have been in the University is security for the future. Never have I had to complain of the slightest rudeness, nor even neglect; every friend who has been present at a lecture, has expressed to me his admiration of the constant silence and deep attention of the class, and remarked, that *they* indeed deserved the name of *students*; the written answers of many at the sessional examination surprised me, and were worthy of established physicians.—I therefore say only to you, go on,—*Macti virtute*,—and, after a few years, the University of London will be spoken of throughout Europe as one of the brightest ornaments of the British Isles.