

The art of medicine, its objects and its duties : an introductory address, delivered at the Manchester Royal School of Medicine and Surgery, on the opening of the winter session, 1860-61 / by Edward Lund.

Contributors

Lund, Edward, 1823-1898.
Royal College of Surgeons of England

Publication/Creation

London : John Churchill, [1860]

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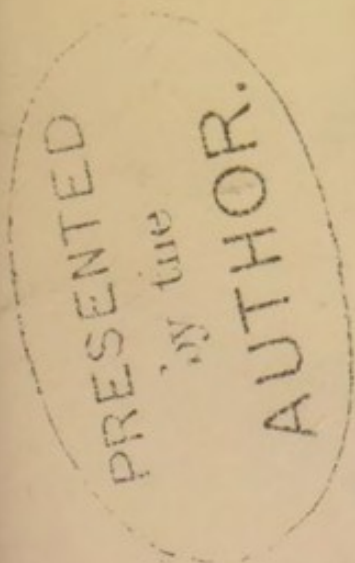
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THE ART OF MEDICINE;

ITS OBJECTS AND ITS DUTIES:

AN ADDRESS,

&c., &c.



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THE ART OF MEDICINE;
ITS OBJECTS AND ITS DUTIES :
AN
INTRODUCTORY ADDRESS,

DELIVERED AT THE

Manchester Royal School of Medicine and Surgery,

ON

THE OPENING OF THE WINTER SESSION, 1860-61,

BY

EDWARD LUND,

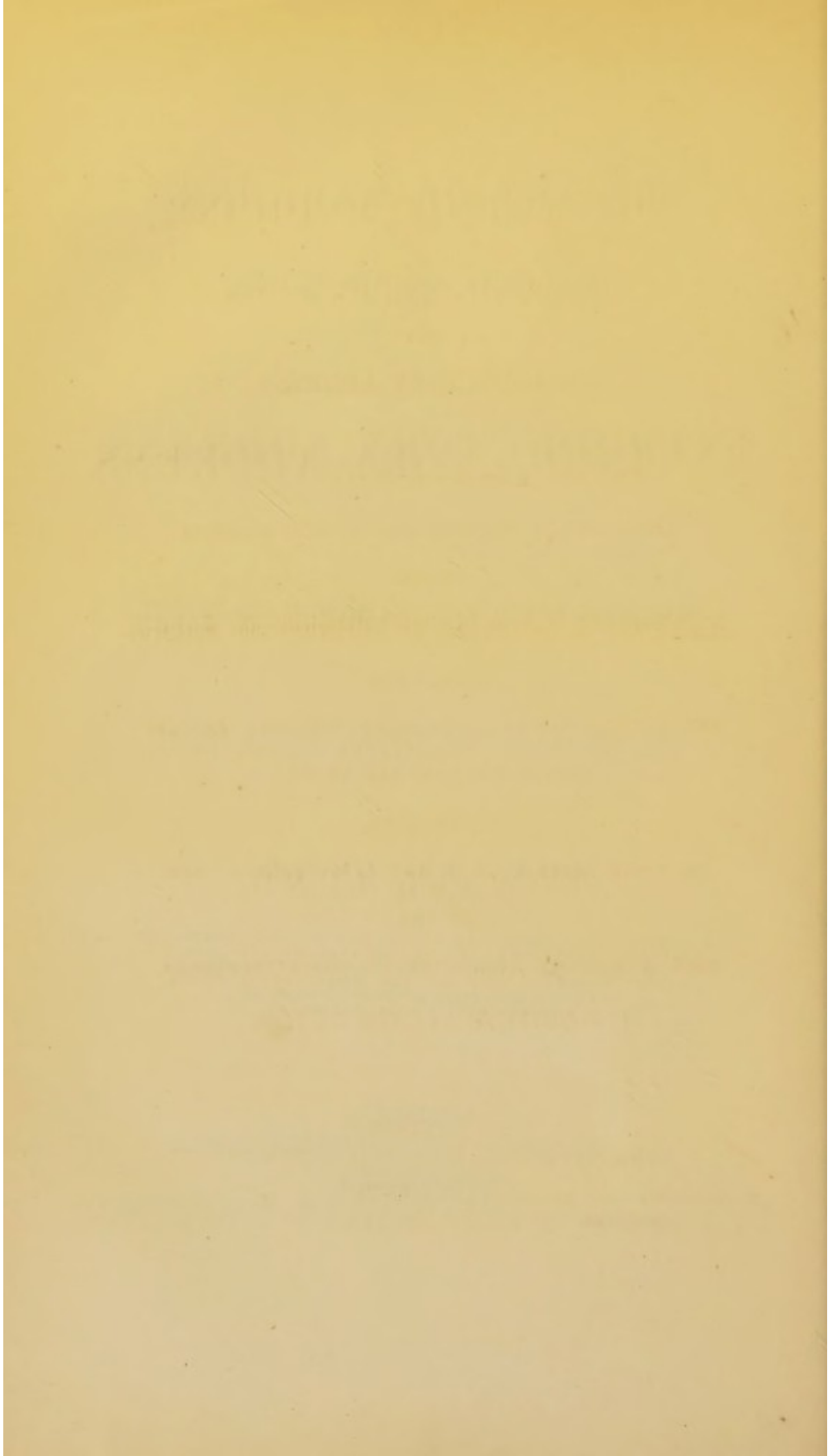
LECTURER ON ANATOMY, AND ON THE ANATOMY AND PHYSIOLOGY
OF THE EYE; ONE OF THE DISPENSARY-SURGEONS
TO THE MANCHESTER ROYAL INFIRMARY, ETC.

LONDON :

JOHN CHURCHILL, NEW BURLINGTON STREET ;

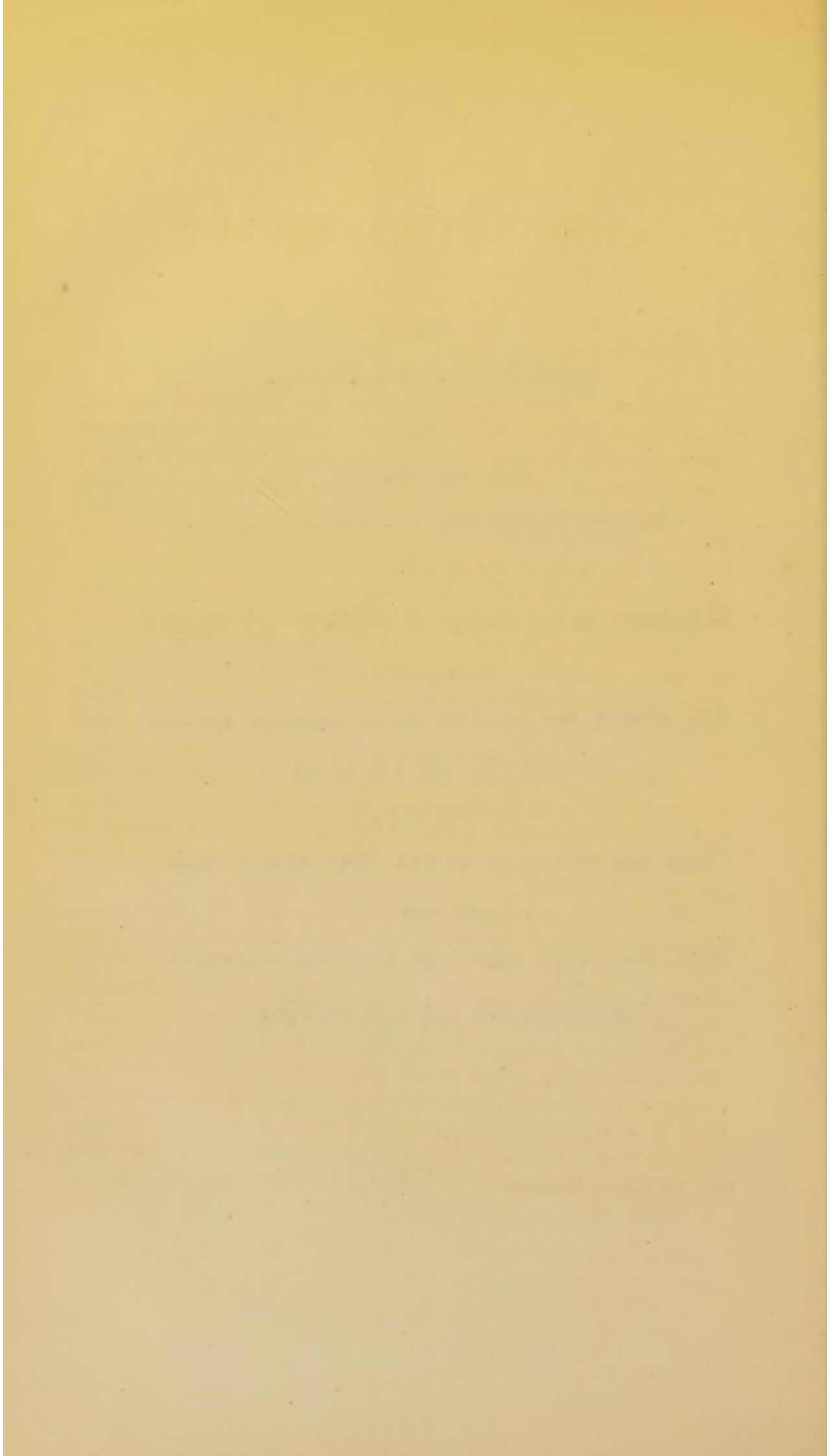
MANCHESTER :

EDWIN SLATER, 16, ST. ANN'S SQUARE, & 129, MARKET STREET.



THIS
INTRODUCTORY ADDRESS
IS
MOST RESPECTFULLY
DEDICATED TO THE PAST AND PRESENT STUDENTS
OF THE
Manchester Royal School of Medicine and Surgery,
FROM WHOM
THE AUTHOR HAS RECEIVED MANY PERSONAL FAVOURS
DURING THE LAST TEN YEARS ;
IN THE HOPE,
THAT THE PERUSAL OF IT MAY OFTEN REMIND THEM
OF THE
HIGH AND NOBLE CHARACTER OF THEIR PROFESSION,
ITS OBJECTS AND ITS DUTIES.

22, *Saint John's Street, Manchester,*
October, 1860.



INTRODUCTORY ADDRESS.

GENTLEMEN,

I appear before you to-day at the request of my colleagues, to deliver the inaugural address of the present session;—the session 1860 to '61,—an event, I doubt not, of great interest to all now present;—not only to those who begin their Medical career this day,—but also to those, who, having already passed through the portals of the temple of knowledge, are still seeking to pick up treasures from the floor, and to store the mind, and nerve the heart, for those examinations and competitions to which they will have to submit, ere they can hope to be enrolled in the ranks of our profession. There are some also here to-day, I am proud to know, who, while they take an interest in our proceedings, can look back with pleasure to associations connected with the opening of a Medical session;—and can remember how they felt, as students, on each returning 1st of October; what were then their hopes and fears; and how far the demands of actual practice have proved that they were rightly or wrongly founded.

The annual addresses, which are made on these occasions at Medical Schools, have so completely absorbed anything of novelty that can be said, by way of introduction, and so much deep thought and attractive eloquence have been expended upon the details of Medical education;—not only by those who have preceded me in this duty, as lecturers in the Medical School of Manchester, but also elsewhere throughout the kingdom;—that I assure you, gentlemen, although I would willingly refrain from the common plan, of requesting an audience to excuse the incapacity and imperfections of him to

whom they have come to listen ;—yet, I must beg of you to allow me to depart from the more usual style of introductory lectures, and to offer my remarks by way of counsel and advice to my young friends whom I see about me, rather than to seek to make them instructive or entertaining to yourselves, collectively.

It seems to me, gentlemen, that the short time allowed for this purpose to-day, may be very profitably occupied, if I address myself to the new students who are here ;—to those who are still workers in our school ;—and to those, who, either in this school of Manchester, of which we are all so justly proud, as one of the oldest and most successful of provincial schools, or in some other Medical Institution, have completed their studies, and now resting, as it were, on the threshold of our profession, are candidates for public favour ; and have many anxious thoughts passing through their minds, which would almost lead them to wish that they were once more students, and had still before them that very curriculum of study, from which they have but just emerged. And I believe that there is yet a fourth class of my auditors to whom I may speak to-day ;—to those who, having toiled, for longer or shorter periods, in the practice of their profession, know well enough what it is to be a Medical man, and could tell us, if they would, from their own experience, what are really the profitable and important points of study on which we, as juniors, might well enlarge ;—and who, therefore, may be supposed to take a peculiar interest in all that concerns the rising generation of Medical men, which they observe, year by year, growing up around them.

To those, then, who are found here to-day for the first time, and to whom the 1st of October, 1860, is to be the beginning of their scholastic course in the Medical profession, I would, in the name of my colleagues and myself, I might almost add, in the name of the whole profession, hold out to you the hand of friendship and receive you, at once—as friends. I would say to you, if you have indeed selected the study of the art of healing, in all its

comprehensiveness, as your employment for life ; if you have done this in earnest, of your own free will, and with that determination to accomplish the object in view, which is so essential to success in whatever we undertake ;—you have indeed made a noble choice.

There is no occupation, in the abstract, which can compete with it in usefulness or in importance ;—for if it be true that to be liable to suffer from innumerable injuries and diseases is the common lot of all ;—if, from the cradle to the grave, life and life's happiness are as uncertain as the day ;—surely, to endeavour, however imperfectly, to relieve “the thousand natural shocks “that flesh is heir to,” must be indeed a noble task, and one which ought, gentlemen, to be regarded as one of the highest, if not the most important, to which human industry can be directed. There have been heroes at all stages of the world's history ;—but men are too often esteemed as such more on account of the noise and tumult they may have caused when living, than from the lasting benefits they have conferred upon mankind. But are there not heroes who make no noise ?—are there not, in all ranks of society, those who silently, unobtrusively, incessantly, but not the less effectively, do deeds of goodness ?—at immense personal sacrifice and risk, both of health and comfort, it may be of life itself, without any immediate prospect of advantage to themselves, which few observe, and still fewer appreciate ?—and among this goodly band are those belonging to that very profession, into which you signify, by your presence here to-day, that you wish to enter.

Gentlemen, they can best value health who have known what sickness is. It is not until a man is really racked with pain or harassed by disease, that he can estimate at their true worth the services of those who seek to bring him help ;—and you will constantly observe that, they who always speak the most disparagingly of the advantages society derives from the labours of our profession, are just those who have, for years past, been blessed with an uninterrupted continuance of that good health, the value of which they have yet to learn.

But, gentlemen, if this is to be the chief engagement of your life, if it is to be your future business to carry out these noble objects, it is only right that you should know, at the onset of the attempt, one of the first conditions under which you must accept the task. Recollect, then, that if the profession you have selected, may in truth be said to be "*of all professions the most noble,*" with equal propriety we may add, "*and of all trades the worst.*"

You must not seek to enter its ranks from mercenary or pecuniary inducements, or you will soon discover, to your great discomfort, that it has no charms for you. It is difficult to say why it should be so, for it ought not to be,—that while it is a profession of universal applicability, it is one in which its members are but poorly paid, and in which the anxiety and ceaseless toil exacted from them, are but very inadequately remunerated. I know that some will feel inclined to dissent from what I say, but I am sure they will only do so from an imperfect acquaintance with the facts ; here and there are found exceptions, but if your line of conduct from the first is to be honest and consistent ; if you are really prepared to act as you profess to do ;—the remuneration you may derive from your professional exertions must hold only a secondary position in any calculations you may make. Let me entreat those of you who think otherwise, to pause here to-day :—it would be far better that we should part as friends, that you should seek some other employment more congenial to your tastes, and more in accordance with your expectations ;—than that you should go on, under the impression that you will quickly attain to influence and wealth ; and then, to secure this result, have recourse to those irregularities and cajoleries of practice, in which some indulge, and for which the common apology is,—"*well never mind, whatever his practice is, orthodox or not, he is making a great deal of money !*" Oh ! gentlemen, this will never do !—this, this is not the test that marked the progress of a SYDENHAM or a HUNTER, a JENNER or an

ADDISON ;—this, this is not the spirit in which to enter upon such a profession as you have chosen ; but it is, unfortunately, too often the cause of the perversions we meet with in practice, and it is most certainly the course which, if ever indulged in, will hurry you on into all the trickeries of quackery, or the delusions of empiricism. Let us hope, at least, that those whom we welcome here to-day, may never so disgrace us !

However, I will assume, gentlemen, as I hope I have a right to do, that this question is disposed of, and that you take your choice, for better or for worse, at this eventful period of your life. Let us now consider what attractions the study of medicine can offer independently of the end and object of that study,—the benefits which may accrue from it. Perhaps some of the most important of these are the entire absence of monotony,—the great variety of the study in which you will be engaged,—and the many collateral pursuits which may be indulged in, all of which may be made to yield their proportion of help and interest. Thus, if you will glance over the curriculum of study sketched out for your guidance by the various examining bodies, you will note that it embraces a vast number of different subjects. First of all there is the question of a general preliminary education, that debateable point which, until within the last few years, was not insisted upon ;—until recently was merely voluntary ;—and is only just made compulsory. Now this “preliminary education,” as it is called, is no more than that amount of mental training which should be included in the general term, *Education*, as received at the present day. A term which is too often confounded with, and assumed to be identical with, *Instruction* ;—but which, in justice to the subjects of it, must be kept distinct. If we look to the strict etymology of the words, we find that to *educate*, is to train or draw forth ;—to *instruct*, is but to clothe or to cover. It is this bad system to which students, until very lately, have allowed themselves to be the victims. They have been *instructed* in certain knowledge or assemblages of facts,

but they have not been *educated* therein; they have been "ground" and polished up to an imaginary standard of perfection; they have been crammed and stuffed with knowledge almost to repletion; but the mind has not been taught to take in knowledge, as the body would take in food; to submit it to a sort of mental digestion; to assimilate it; to work it up into a very part of itself;—and then to re-exhibit it in some new form, and thus to indicate a capacity for utilizing what is learned, and for adapting the knowledge of the past to the ever-varying exigencies of the present. This is education—as distinguished from mere instruction. This is what we wish and hope to be able to teach you, when you listen, in this theatre, to lectures on the principles of your art; and when you follow your teachers to the wards of the hospital, there to watch the mode in which these same principles are applied in daily practice;—we want you to think for yourselves; to reason; to apply what you are taught. Now, to do this, which is clearly a mental process, and which can be, and is, performed with marvellous rapidity, the mind must be tutored by frequent exercise; and hence arises the great necessity for that systematic,—preliminary education, upon the possession of which the examining bodies have, at length, resolved to insist.

For this purpose, it is said that the knowledge and proficiency of a student shall be tested, in English—in Classics—and in Mathematics. These, therefore, may be regarded as subjects *exoteric* to his profession, as being common to other pursuits than the one of his adoption; and I would suggest to you that, besides these, there are others which may, with great advantage, be added to the list.

Thus, while it is impossible to say too much in a literary point of view, in favour of a correct acquaintance with English literature and English composition in general, as the first element of a liberal education;—it must be admitted that, with regard to classics, there is something peculiarly elevating in the contemplation of

the thoughts and modes of expression of the "great ones" of the past, of those great minds who have preceded us, and whom we must ever revere; and the more so, when we consider the impediments to mental development with which they had to contend—the limited extent of their intellectual resources—and the few kindred minds with whom they could communicate; so that, some familiarity with classical literature cannot, with propriety, be omitted from a liberal education, and particularly from that of medical men, who, with a truly catholic spirit, have adopted the Latin and Greek languages as the most ready media of communication, and as the basis of their nomenclatures. So also with respect to mathematics, I need only say that it is their special office to bring about, by the rigid processes of induction, that healthy condition of the intellectual powers to which I have already alluded.

But it is to the importance of the study of modern languages that I am now chiefly anxious to direct your attention. French and German I would especially name, and the latter perhaps more than the former, for two reasons;—the one, because the German language is generally less thought of in private education;—and the other, because in the writings of the Germans we observe more of originality, and more inexhaustibility of subjects, than in those of the French, who seem rather to deal with the passing novelties of the age than with deep research and accumulated experience. I should strongly advise you, then, if you are not already familiar with these two languages, to occupy some portion of your leisure time in acquiring them; for if you cannot attain to such proficiency as shall enable you to speak them fluently, at least you can learn to read them easily, and you will thus, very frequently, be able to secure information in the original, for which others must wait until it is doled out to them by translators. And then, as if to verify the saying, "*knowledge is power*," remember the remark, that "*he who can speak two languages can live two lives*."

In botany, in elementary and practical chemistry, in

materia medica, and in natural philosophy generally, you will find much, very much, to interest you, and to prepare you to enter upon those other subjects of special study laid down for your pursuit during your first Medical year.

There is something peculiar in the study of botany, which, I have often thought, should recommend itself to the attention of the Medical student, just commencing his career. It is a science of direct observation. In it you have to habituate the mind to trace resemblances, and to observe differences ; to compare, and to draw distinctions. Every time you decide on the name of any plant and allot its position in the floral scale, you have to make, as it were, a sort of *differential diagnosis*. You have the general characters, or types, by which you assign the class ; you have the more minute peculiarities which determine the genus and the species ; and the still smaller ones which give the variety. To do this, you have to take into account a great number of circumstances, which at length map out for you the natural order to which the plant belongs ; and your mind becomes accustomed to minute observation, in a manner which few other subjects of study effect, while the memory is strengthened by every repetition of the process. Now this aptitude for quickly detecting resemblances or differences you will find to be of the greatest service in the Medical art ; for its absence continually leads either to a tardy or an imperfect diagnosis, that first step in the treatment of disease upon which all else must be made to rest.

The next subject of great importance is chemistry. Here we have a study of surpassing interest ; and one which may be pursued almost indefinitely. There are no limits to the applications of chemical knowledge, even if only followed elementarily or theoretically ;—but when you take it up practically, then it is that the mind is sure to become interested in it ;—for you will soon discover that, however instructive it may be to listen to a lecture on chemistry, illustrated as it will be by numerous

experiments ; yet to perform even one of these experiments for yourselves, or to even attempt to do so, and to fail in the result, is always profitable. You will often learn as much by one chemical experiment, or one analytical process repeated by yourself, as by a very lengthened description of it, either given in a book, or enunciated by a teacher. There is no science to which we can apply with greater truth the remark, that "*to perform experiments is but to ask questions of Nature,*" than to the study of chemistry. The chemist does, indeed, "ask questions of Nature," and what curious answers, or rather, what wondrous results, does he not sometimes get ! There is no study which is, and ought to be, more thoroughly practical than chemistry, and modern chemistry in particular. The same may be said of all the branches of natural philosophy taken collectively, only each in a varying degree. In physics generally ;—dynamics,—hydrostatics, pneumatics, hydro-dynamics, acoustics,—in optics, and in electricity in all its forms, experiment is essential. You must work yourself,—you must interrogate Nature for yourself,—if you wish to make your progress sure, and to fix indelibly on your mind the truths which science has to teach. What you get up merely by rote, or by an effort of memory, you are very likely to forget ; but what you do for yourself—either simply from the time a single experiment must necessarily occupy ; or from the manner in which the attention must be fixed during its performance ; or from the association of ideas connected with it ;—the impressions thus conveyed will be far more deeply rooted in the mind than if they were received by any other process.

It is the same with mechanics, with which you must have some practical acquaintance in order to understand many points of interest connected with the arrangement of the skeleton, and other parts of the body ; as well as the principles upon which many instruments and surgical appliances are intended to act. Depend upon it, gentlemen, your leisure time will not be uselessly employed upon such subjects as these ;—a little knowledge from the carpenter

will often serve you well when you become the surgeon. It will then be no detriment to know how to use a saw, or a gouge, or a chisel, but frequently of great assistance.

Somewhat akin to these subjects is that of the art of drawing or, particularly, of sketching from nature. It is an element in your education, gentlemen, which must not be overlooked. Some have naturally a taste for it, and require little teaching;—but I believe there are few, who, if they will only apply themselves to it diligently, under good guidance, will not soon acquire a ready method of conveying ideas by the pencil as well as by the pen. It is a great gift,—and one which you will do well to cultivate; not only that you may be able to draw or sketch, but that you may train the eye to detect irregularities of form and size, which, in the human body, are often found to be the first indications of disease. To drawing, I might add, music. We all know what is meant by “*a musical ear*,” an ear, in which, chiefly by habit, acting on a naturally delicate and sensitive organ, sounds, which otherwise might pass unnoticed, can be readily detected. It is, in fact, the difference between hearing and listening. If you accustom yourself to notice, carefully, slight differences in the intensity or quality of certain sounds, it is wonderful how much more proficient you become in recognizing them; and this, I need hardly remind you, will be of great use to you in all stethoscopic explorations, where the information which we seek to obtain is conveyed to us by the sense of hearing.

The Medical man does indeed, sometimes, need to have all the senses ripened;—all the gate-ways of knowledge wide open;—for upon his opinion and decision, how often do important matters turn! It has been said that a good surgeon should have,—a lady’s hand for touch,—an eagle-eye for sight,—and a lion-heart for firmness; and surely, although this has been said of surgery alone, it is, in some degree, applicable to every department of our art.

Anatomy is the first special subject of study to which

your attention must be given. I might almost call it the chief of all your special studies. Anatomy, which deals with the structure and composition of the body ; and physiology, which treats of the duties or functions of the whole system, while in health,—are topics so intimately connected together that they are constantly spoken of under one head or division. There was a time, gentlemen, when, I believe, the study of anatomy was pursued upon a very different principle to what it is at the present day. The student then, had to get up the facts of anatomy in the most dry and uninteresting manner. He had to follow the investigation of it under every impediment and interruption ; it was indeed, at that time, “*the pursuit of knowledge under difficulties.*” Until the examination of the human body after death, by the process of dissection, was sanctioned by law, under certain very proper restrictions, it was almost impossible to study anatomy in that calm and undisturbed state of mind which it will be now your privilege to enjoy. A dissecting-room then, might be a barn, or a stable, or any out-house ;—now it is, or ought to be, as much a room for study as the most retired or quiet library. Let me request you always to regard dissecting as a study. The mere mechanical operation of dissecting will serve you but little ; you may, it is true, learn by it some facility in manipulation, but the grand facts of anatomy are only to be acquired by careful study, and by thinking over what you see before you. Thus it is, that to make it profitable, dissecting must be performed in the most quiet and orderly manner. You will have ample facilities afforded you for doing this in this school,—and I hope you will take advantage of them. Again, until within the last few years, it was thought that to teach anatomy, we need only teach *human anatomy*. Doubtless, human anatomy is the end and object of your study, but it cannot be denied that he is a very poor anatomist, who is only an *anthropotomist* ;—this is but a partial and one-sided view of this great science ; for there is hardly a fact in human anatomy,

either in the construction of the skeleton ; the conformation of the joints ; the arrangement of the muscles ; the distribution of the vessels ; the development of the nervous system in all its divisions ; which cannot be illustrated, and often greatly simplified, by referring to the corresponding parts in what are called the "lower animals." Let me therefore suggest to you, the great advantages of possessing some knowledge of Natural History and comparative anatomy ; they will form a most fitting introduction to that of human anatomy ; the mind will thus be led on from the more simple to the more complex, and then,—instead of having presented to your view, at the first glance, the most complicated arrangement of parts, in which we find grouped and crowded together, in one organism, the types of many organs and structures scattered over numbers lower in the scale,—you will be able to take in this vast study with far greater ease, at the same time that the ideas will be fixed in your minds, by the very variety of the conditions under which they present themselves. Now, if this be the case in anatomy, it is still more so in physiology. It was a happy thought that suggested the term "physiological anatomy," anatomy and physiology co-related to each other. They never can be separated—why not study them together ? Why not, when you look on the machinery, motionless and dead as you find it in dissecting ;—why not ask yourself, as you unpack these curious models, why is this nerve placed here ?—why is this part made thick and this thinner and more delicate ?—why do I always find this vessel taking this tortuous course ; bending first in this direction, then in that, and at length terminating in these little tufts of vessels, not larger than the finest hairs ?—why is it ?—"Nothing without cause" contains the answer ;—ask again and you shall know ;—go to the physiologist, who has watched the use of these parts during life, who has seen how they exist, or are absent, according to the requirements of the animal ; and then it is you will see how intimately physiology

is dependent upon anatomy ; and how usefully the former may illustrate the latter, and throw around it an inexhaustible interest.

Gentlemen, the phenomena referrible to Surgery, may, generally, be regarded as belonging to deranged anatomy ; those of medicine, to disordered physiology. We know how insensibly these two divisions of the curative art pass the one into the other ; so that it ever behoves the surgeon to look most attentively to the state of the constitution in the treatment of local disease ; and perhaps not less frequently the physician observes that, what has commenced as purely disturbance of function, is quickly transformed into that alteration of structure, which may demand the mechanical interference of the surgeon. Gentlemen, there is such a subject as "*applied anatomy* ;" anatomical knowledge rendered serviceable to all the details of practice. This it is to which you should chiefly look, not only to know the form and the special structure of any part, but the end or use of each of these, as far as human insight may have discovered them.

I cannot say too much in reference to the value of these two studies, anatomy and physiology. I know, that, in the practice of Medicine, in contemplating disease, you will often see worked out for you, by Nature, many obscure and difficult physiological problems ; and in the practice of surgery, nothing will so effectually supply that self-reliance, that instinctive readiness to act in surgical emergencies, as a knowledge of anatomy. The man who is imperfectly acquainted with anatomy, and who attempts to practice surgery, and particularly the operations of surgery, is like one groping in the dark, without a beacon or a land-mark to guide him or to tell him where he is. The anatomist, when in doubt or difficulty, has always some rallying-point to fall back upon, while the ignorant man is afraid, where there is no cause for fear, or he is in danger, and does not know it.

Perhaps you may think I have referred to a very long list of subjects of study, if, in the remarks I have already

made, I have addressed myself only to the junior students. It would be well for you, gentlemen, if, at the termination of your first year of study, you could say that you had mastered a knowledge of the topics I have named ;—but as this, perhaps, will be hardly possible with you all, I would just add one word by way of encouragement, and that is, let your motto be, “*one thing at a time, and well* ;”—make each step in the march of knowledge secure, before you attempt to take another,—never let it be said that you had to go back in your studies, and to learn in your second year what you ought to have completed in your first. If your progress be slow, at least take care that it is sure.

In beginning your second year of study, you will have to enter upon the subjects of Medicine,—Surgery—and Midwifery ;—the three great divisions which exist in our profession. While you are a student, it is better that you should consider that these subjects are all equally deserving of your thoughtful attention, than that you should allow yourself to follow any one of them to the neglect of the others, on the assumption that you may some day pursue any special branch of the profession exclusively. It is far better to pass from the “general” to the “special”—than in the contrary direction. Much has been said, both against and in favour of specialities of practice ;—but, whatever be the opinion of the profession on this point, it must be admitted that the whole of the study of Medicine is by far too extensive a subject to be grasped successfully by a single mind ; and that a “division of labour” is very advisable. It is with the abuse of “specialities” that we have chiefly to do. There will always be those, who, either from accidental circumstances, or from a natural taste for some particular class of diseases, will make them and their treatment their peculiar study ;—and so long as this is not done too exclusively at first, no evil can result from it. The common danger is, that it engenders a narrow and conceited state of mind, which causes the *specialist* to assume an amount of exclusive perfection in his treatment to which he is not

entitled, to the evident injury and prejudice of his fellow-workers ;—whereas in a profession like ours, where the original fundamental education of all has been equally comprehensive, to assume superiority is rarely just.

If I were to attempt to advise you as to what subjects of study you ought most rigorously to follow for your future advantage, I could only do so, to-day, in the most general terms, and principally by urging you to observe most carefully, and with the greatest diligence, ordinary, rather than extra-ordinary cases. Students of all ages are too apt to be caught by wonderful out-of-the-way operations, and by obscure, doubtful, or exceptional diseases, rather than by the more common, I might say the slighter forms of ailment, in the treatment of which there is so much to learn ; and with which they will have to contend single-handed, as it were, at the commencement of their own practice. The great effort you should make is, to get, as early as possible, clear and distinct notions both as to the diagnosis and the treatment of disease ; to try to familiarize yourself with disease, so as to recognize it quickly and to know it when you see it ;—and whilst doing this in every case, to call to mind, as far as possible, all the similar cases which you may have chanced to see. Thus, by constantly stringing together the new and the old observations, you will learn, as has been aptly said,

“ To use old facts as hooks,
To hang new facts upon.”

In this way, and in this way alone, can you hope to gain confidence with experience. If each fresh case is to be dealt with separately, and only on its own evidence, the man of forty summers could urge his opinion with little more force than the merest tyro ;—but it is the results of repeated observations which are so valuable, and to secure this knowledge, it is most useful to be always comparing the present with what is past.

Now, it will be of incalculable advantage to you, both as students and as practitioners, if you keep some record of the cases which pass before your view, in your onward

course. But in doing this, it may seem strange to say, you must take care you do not try to do too much ! There are two errors into which you may fall ;—one is, you may take no notes at all ;—the other is, that beginning by trying to make reports rather than notes of cases, you may fail to carry out the plan, and, in disgust, give it up altogether.* The same remark applies to notes of lectures which you have to attend. Some students take no notes at all ; others attempt to report a lecture with all the exactness and wondrous accuracy of the most accomplished phonographer. Now, both are wrong. In reading, it has been said, “*read ideas, not books*,”—and so in lectures I would say to you, dot down the leading points of a lecture in language as terse and concise as possible, and be content with this. As often as you look at what you have written, the very brevity of the matter will rivet those facts in your mind, which, in a more discursive report, you might completely overlook ;—and so in taking notes of cases in the hospital or in practice, let them be short, pithy, salient, truthful. Such that the eye can, at any moment, run them over easily, at once detecting their bearing and import. Thus, you will be ever collecting some portion of the passing stream of knowledge which is allowed, too often, to run to waste before you ;—and store up, in an imperishable form, an outline of cases, which, at a future time, may serve as a foundation upon which to build a more elaborate description.

* Much time may be saved in transcribing Medical memoranda, by adopting a system of “short-hand” combined with “long-hand,” or a series of abbreviations, on the system of phonetic writing so ingeniously perfected by Mr. Isaac Pitman. If we only make use of the “logograms” or “word-signs” for words of frequent recurrence as, *to be, it is, is not, of, from, &c.*, an immense saving of time will result ; and to a degree which can only be accounted for by Mr. Pitman’s remark that the usual method of communicating our ideas “*obliges the readiest hand to spend at least six hours in writing what can be spoken in one.*” There can be no wonder, therefore, that students so often break down in their attempts to keep records of cases, when so much time and manual labour are required. I would not recommend the whole of the system of phonetic short-hand to be used, but only the abbreviations I have named ; with, perhaps, a few of the signs for the words, heart, pulse, respiration, tongue, &c. The advantage of combining these abbreviations with the long-hand-writing is that the manuscript can be easily deciphered even by those who are not in the habit of writing short-hand, which could not be done if it were entirely in phonography.

But for this purpose, whether as a student or as a practitioner, you must be industrious. Without industry, that is, without ceaseless application, you can make but little progress in our profession, not only in "note-taking," but in all the multifarious duties required of you; and with this intent you ought to study early the value of time, and the best methods of economizing it. I have often thought that it is with time, very much as it is with money; some men have the happy knack of making a little go a great way; whereas others never seem to have enough, and show no good results from what they have. You will find some men who are always in a hurry, running about, as it were, all day long, trying to catch the half-hour which they lost in the morning, never a moment to themselves, and always in bustle and confusion;—while others, simply by setting about what they have to do more methodically, and perhaps even more slowly, so economize their time, that they do a great deal in a few hours. Now, time is so very valuable to a Medical man, that I must urge you, most strongly, to try to cultivate, as students, the true economy of it. To observe punctuality in keeping appointments, I need hardly say, is one of the first steps towards this habit; your daily attendance upon lectures, and at the hospital will furnish a very proper field for its exercise. I hope you will do your utmost to carry out any good resolutions you may now make upon this matter; for if you do not do so, gentlemen, the time will come when you will find, to your deep regret, that habits of carelessness and indifference are not easily corrected, and that your daily professional duties will be rendered intolerably irksome, from the ceaseless turmoil which will attend upon them.

The same remarks apply to other irregular and unsteady habits, in which you will be tempted to indulge, by those who are themselves idle and indifferent. Remember the old adage, "*tell me who are his companions, and I will tell you what he is!*"—do not flatter yourselves that nobody is watching you, while you are

students, and that you will not be accounted public characters, until you are in practice and the subjects of public observation. Rely upon it, gentlemen, there are few students in this school, at least, who are either industrious or idle, who are not well known as such ; and it is so difficult, I may almost say impossible, to throw off old habits, and especially bad habits, that the same character they bear as students, will cling about them, either for good or for evil, when they enter practice. You cannot be an idle student at one time, and then, as it were, become suddenly metamorphosed into an industrious, pains-taking, successful practitioner. Students often seem to act as if they thought they had come to a school like this to be MADE into practitioners, and that, by attending with a certain formal regularity the courses of lectures to which they have entered, they must, of necessity, be MADE ready to pass their examinations and to begin to practise. Now, there cannot be a greater mistake, gentlemen—this cannot be done—they must MAKE themselves!—for on their own exertions must depend the credit and success of their future life ;—with them is the honour, and with them the shame !

After you have completed your attendance upon lectures and upon hospital practice, and have obtained the various diplomas for which you may become candidates ; the next act in the drama of your life will be your entrance into practice. Now this must be the work of time ;—we have all had to pass through a longer or shorter probationary period, and you can hardly expect, gentlemen, that you, yourselves, should be exceptions.

Success, in our profession, often seems to depend rather upon luck or good fortune than upon real merit ; for some men appear to rise at once in public estimation, and to step into large practice, while others, who as far as we can judge are quite their equals, have to wait many years for some favourable opportunity in which to show the world the hidden talents they possess. Now, this has always been so ;—“*the race is not always to the*

"swift, nor the battle to the strong ;"—and it should be some consolation to those so placed to know, that early success in a profession does not always lead to permanent advancement therein, and it is often much more to a young man's future advantage not to be too early thrown into situations of grave responsibility, but rather to have time allowed him to mature and consolidate his knowledge, and slowly and surely to take a position which he has fully qualified himself to fill. For, gentlemen, although I am not prepared unconditionally to endorse the remark, *"opportunity makes the man,"* I am equally certain, as has been often said, that *"every man has his opportunity,"* if he will only take care so to prepare himself as to be ready to seize it when it comes.

And here I am reminded, that, as yet, I have said nothing upon a subject so distasteful to some minds, I mean the system of Medical apprenticeships. Here, gentlemen, I am quite sure the objections which are commonly made have originated rather in the abuse, than in the use, of the system so much deprecated. I can only say, from my own experience among Medical students, now extending over some years, in which I have had the pleasure of an intimate acquaintance with large numbers of them (for I am not unmindful, gentlemen, of the many acts of personal kindness and personal friendship which I have received from Medical students and Medical men, in Manchester, during my residence in this city), I have always found that those students have, for the most part, been the most diligent in their studies ;—the most watchful of the practice of our hospital ;—and the most fitted, quickly, to undertake the duties of our profession ;—who have been pupils or apprentices of Medical men in active, daily, practice.

If you ask me how this is,—I must remind you that, all that can be done by the best course of lectures ever delivered on the principles of Medicine, in any of its divisions, in a Medical school,—will be to lay down, with more or less precision, the grand principles of treatment, which are to guide a student in the treatment of disease ;

but that the individual application of these principles can only be discovered by constant observation in actual practice, either at a hospital, or among private patients.

Now, there is this difference between the two classes of sufferers. In hospitals, putting aside accidents and similar sudden emergencies, the diseases, very generally, will be found to have attained some considerable advance and hold upon the constitution, before the patient applies for the desired aid ;—but in private practice, you have a much better chance of seeing disease in its earliest stage, often before the distinctive manifestations have displayed themselves ; so that you have to deal, as it were, with the “*incipiency of disease*,”—the only period at which many serious maladies can be arrested ;—and yet just the time, when, very frequently, the diagnosis is the most confused and difficult.

Again, in treating disease in public, as distinguished from private practice, there is another peculiarity which, of course, applies chiefly to the inmates of our hospitals, rather than to out-patients, or the attendants at dispensaries : viz.,—that the conditions under which all the patients are treated are about equal, or, at any rate, within certain limits may be rendered so ; that is to say, as to the temperature of the apartments, the ventilation, the clothing, diet, rest, &c., &c. ;—but in private practice, especially among the poorer classes of the community, we cannot always secure this uniformity, however much we may try to do so ; and it often requires no slight exercise of the physician’s skill and ingenuity, to effect a compromise in these matters ; and where, for example, the diet is insufficient, or improper, to endeavour to supply the deficiency by the stimulants he may administer.

Suppose, for illustration, a student,—who has been accustomed from his earliest experience to attend only upon the in-patients of a large hospital, where he could order all the requirements of diet necessary for each case,—to be called, suddenly, to see a poor man suffering, it may be, from fever, or from erysipelas, or some

debilitating disease, in a cottage, or a cellar, and he were to say to the patient, "*now, what you must have is, a pint of wine every day;*"* and the friends of the poor man should reply, that they could hardly supply a pound of meat, or a pint of milk, much less a pint of wine;—such a practitioner would, I doubt not, feel somewhat puzzled, at first, to know how to accommodate the necessities of the disease to the resources of the patient;—or suppose, he is asked to prescribe for a person in very affluent circumstances, who may be suffering from the effects of an excess, rather than of a scarcity of food or stimulants,—and he say to his patient, "*now, sir, you must put yourself on low diet, and leave off wine and stimulants entirely,*"—and the patient reply rather sharply, "*ah! that is not what I wish to consult you about; I want you to tell me, how I may enjoy good health, and yet indulge in those very habits to which you object!*"—I think, here again, unless our young practitioner had had a more varied experience of disease, and its consequences, in different conditions of life, and classes of society, he would often find himself at a loss how to act, at the spur of the moment. Now, he who has had the advantage of private practice, in addition, of course, to a proper training in the right principles of Medicine, which, I am sure, may be acquired during a Medical apprenticeship;—will be spared many, very many, of these sources of annoyance and anxiety.

If the apprenticeship-system were ever to be entirely abolished, as perhaps, some day, may be the case, it has occurred to me that much good would arise, by an attempt to establish in the general practice of Medicine a system of *Medical curacies*, in many respects analogous to similar appointments among the clergy. Let it be understood that, after a young man has obtained his degrees, and before he can be placed on the register to practise his profession, on his own responsibility, he must bring proof that he has occupied, for a definite period, say for two years or longer, some situation, where

he has acted as assistant, or deputy to a senior practitioner. Of course, in these "Medical curacies," as I term them, there would be included all such appointments as resident house-surgeoncies to public institutions, work-houses, and the like, which are now found to be of the greatest advantage to young men ; and, very much for the reasons I have already stated, chiefly to those who, while apprentices, have seen the most of the *private* as compared with the *public* practice of our profession, in any of its branches. This would obviate the difficulty so much complained of, throughout the country, by those engaged in large practices, of obtaining good qualified assistants ; while it would be a system in which, if fairly adopted, there need be nothing derogatory or humiliating to the most sensitive amongst us. And it would itself supply an answer to the question so often asked, How is a young man to occupy his time, while he waits for practice ?

I need hardly say that these remarks are only made here as a passing suggestion ; yet I feel confident that there is that in them, which, in abler hands than mine, might be expanded into a very practical and useful scheme. And I think such a system, if fully carried out, would be one of the best preparatives for the duties of private practice, since it would secure a young practitioner the certainty of being well occupied during the first two or three years after he has taken his degrees ; a period during which, according to the present state of things, it often happens that much of the knowledge he has obtained rusts from disuse, from lack of opportunities wherein to keep up his acquaintance with disease.

Time will only permit me, gentlemen, to make a very few remarks, in conclusion, in reference to the duties which those amongst us who have been long engaged in active practice, owe to ourselves, and to the public.

In our mutual relations, as a professional body, in our consultations, and assistances, it has often been declared that we cannot get on together without some fixed code of rules and laws, which should control and regulate the

ethics of our profession. But, gentlemen, does not each of us carry about with him that silent monitor, which will point out to him, how, by means of that simple golden rule of origin divine, he may so guide himself, among the jostlings of professional intercourse, as to steer his little bark in peace and safety, amid the shoals and rapids that beset him?

What, then, is to be the summary of your professional etiquette? Why, gentlemen, under all circumstances, strictly and honestly, without any reservation, so to conduct yourself towards a fellow-practitioner, as you would wish that he should do to you. And you must never forget that, if he fail to perform his duty, that will be no excuse for you. You will never make a man feel so diminutive in his own estimation, when he has in any way done you some wrong, or treated you illiberally, as by taking the earliest opportunity, in your own behaviour towards him, of showing him an example, of how he ought to have conducted himself to you. If he try to take an undue advantage of you, by magnifying some unfortunate error into which you may have fallen, or apparent neglect of which you may have been guilty;—and who amongst us does not make mistakes?—and the time should come when you hear of him having committed a somewhat similar error,—do all you can to give him a good word; and prop up a tottering reputation;—and, depend upon it, you will do more to teach that man true ethics, and to promote a proper feeling in our profession, than if you had tried to punish him for his misconduct by helping to circulate injurious reports about him, and his supposed delinquencies. Whereas, if you adopt the opposite course, and, because your competitor has sought some occasion to overreach you, in return, you pursue a similar line of conduct towards him—what is the consequence? You perpetuate evil—you widen the distance already too great between you; and how seriously are you damaged in the opinion of the public, and of all right-minded people, who, very naturally, try to estimate *your* professional capabilities, by observing the position which you occupy, with those who are your compeers.