

helpful courses could be arranged in the senior years! Certain aspects of the subject must be ever kept before the assistants¹ and the students, considered perhaps, by different men associated with the clinic according to the special capacity of each one.

The fundamental law should be ingrained that the starting point of all treatment is in the knowledge of the natural history of disease. Typhoid fever, tuberculosis, pneumonia, and, where possible, malaria, should be used for this important lesson, and in the everyday routine observation of cases the student would learn to know the course of the disease, its obvious features, the complications likely to arise; and he would be taught how to discriminate between the important and the unimportant symptoms of a case. This work should form the very basis of his course in medicine, and it should be accomplished by a *seminar* to take the place of set lectures, in which the features of all the common diseases would be discussed.

The hygienic and dietetic management of patients has now come to be such a prominent part of the work of our hospitals that the student may become acquainted with the open-air treatment, the various modifications of diet suitable to different diseases, and the use of massage, electricity and other physical agents. But too often he is allowed to pick up this information in a haphazard, irregular fashion. One assistant of the clinic should be detailed to see that every member of the class knows, for example, how to arrange the open-air treatment for a tuberculous patient and how to supervise the diet of a diabetic case. The student should prepare personally the various nutritive enemata and be able to give the different kinds of massage, and I would have him thoroughly versed in all branches of hydrotherapy. A serious difficulty is that now-a-days the nurse does a great many things that it is essential the medical student should know how to do—the administration of hypodermics, the giving of a cold pack, etc.

Much more attention should be paid to the important subject of psychotherapy. It is not every teacher who has a special gift for this work, but if the professor himself does not possess it, he should, at any rate, have sense enough to have an assistant familiar with, and interested in the modern methods. How many of our graduates have been shown how to carry out a Weir Mitchell treatment or to treat a patient by suggestion? The student should be taught that the very environment of a well managed clinic is in itself an important factor in psychical treatment. A Philadelphia friend once jokingly defined my practice at the Johns Hopkins Hospital as a mixture of hope and *nux vomica*, and the grain of truth in this statement lies in the fact that with many hospital

¹ Post-graduate course in medical pedagogy would be most helpful, organized by five or six of the large colleges, and conducted by them in rotation, with teachers selected from the different schools. Many able young fellows take years to acquire methods to which they might be introduced in a six weeks' course.