

#3.

It was further felt that the students should enlarge the scope of their medical
Education upon the social side of disease, so that ~~students~~^{they} would not merely be content with the facts of disease, but would study the patient as an individual with regard to the influence of his environment, of his importance as a member of the community, and of the importance of the physician as the centre from which Public Health should be developed.

A propos of this subject, many of those participating in the discussion stressed the point that students were not sufficiently taught that patients are, after all, human beings, each with his own individual problem in society, and each with his own individual mentality, all of which should be studied from the sociological standpoint as well as from the standpoint of the diagnosis of a specific disease.

Some discussion occurred with reference to the examination of students in the final year. It seemed to be the general opinion that the type of question set in an examination revealed the type of teacher; that an examiner, if he has taught his subject well, will have dilated on general principles and not merely upon facts; that the broad outlines of his subject alone form a satisfactory basis for educating the students, *and for examining them.*

The Correlation of the fundamental sciences to clinical teaching was dwelt upon at greater length than any other topic of Medical Education. It was believed that teachers should take means to introduce patients to students of the earlier years in order to illustrate to them in a clinical way what is being taught in the class rooms on Physics, Anatomy and Physiology. Considerable success has been achieved in some of the Schools along these lines, and students of the first two years in Medical Schools obtain added interest by the exhibition of patients, specimens and lantern slides to illustrate the conditions described in the class rooms. This, I think, is a matter of easy arrangement in our own School. //

A propos of this same subject, it was considered wise to stress upon students in the third year (i.e. when they are taught for the first time the methods of clinical diagnosis) ~~to emphasize~~ the salient points dealt with in the class in Physiology, Anatomy and Chemistry, thus correlating the fundamental sciences to clinical teaching in a much more interesting manner.