

know Latin, German, French, Italian and "speak with the tongues of men and of angels and have not charity—do not let your hearts go out to your fellows—you are become as sounding brass and as a tinkling cymbal."

It has been the main glory, the main strength of British medical education, that it has recognized this, the main weakness of German medicine that it has too largely neglected it. Do not think from this that I depreciate the university hospital as a centre for medical research. I doubt if anyone here more fully appreciates its importance in this relationship than I do. By all means I would say appoint a paid Professor of Medicine and a paid Professor of Surgery to devote their days to teaching and research, but let them be each "*primus inter pares*," giving them the deciding voice in matters of teaching within the hospital, but by no means give them the control of all the wards. On the contrary, give them direction purely of a ward or wards that may be devoted to the study of particular diseases and conditions, on the study of which they for the time being are concentrating their energies: give them the right to all cases of one or other order that present themselves at the hospital. Patients are only too glad to think that they are being made the object of intensive study. My old Cambridge friend, Dr. Strangeways, has proved this to the hilt. At present he and his colleagues in the hospitals he has established are studying rheumatic arthritis and, knowing this, patients present themselves for admission from all over England. As regards the main mass of the beds, place these in the hands of certain leading physicians and surgeons of the city, who at the same time through their work and power of teaching are recognized members of the medical faculty. The very fact that these men have gained leading positions is proof positive that they possess the supreme gift of sympathy with and understanding of the patient. It is from these men as they pass from case to case and from bed to bed that the student will learn the invaluable lesson of the approach and study of the individual. I would even go so far as to say, make a point of appointing to the staff the leading family physician of the city as distinct from the consultant or specialist. He may not be able to lecture "worth anything." Do not expect him to. But the students who accompany him round the wards are likely to obtain lessons of greater value from him than from any other single member of the staff.

As already stated, it is for its value in this study of humanity that I particularly esteem the years spent in the Arts Faculty. Similarly for its formative value I entreat you, gentlemen of the freshmen year, to enter heartily into the life of your year of the Faculty. Work heartily, work thoroughly, but do not be book-