

to regard it as "primarily an educational and not a medical question." The application of this principle has already resulted in radical changes in some institutions, where the professorships in medicine, surgery and other clinical branches, have been given to men devoting all their time to teaching and research, to the exclusion of consultants or those otherwise giving a part of their time to private practice. Some authorities have gone even further and advocate the displacement of the latter altogether as clinical teachers, because they believe it is impossible for men busy in practice to give the necessary time for the proper discharge of their academic duties.

Considering the amount of executive work thrown upon the head of a clinical department in a large medical school, such a limitation of his private work has apparent advantages, though in some institutions a more democratic plan has been adopted to distribute the burden, namely, by vesting control in a departmental committee instead of in one individual.

The adoption of a principle, nevertheless, which would place the education of medical students, especially in the clinical branches, exclusively or largely, in the hands of men deprived of the invaluable experience of consulting or private practice, must be viewed with grave misgiving by those who appreciate the responsibilities placed upon those whose duty it is to minister to the sick, and who know the necessity for not only a *thorough*, but a *thoroughly practical training*.

The exclusion of men doing private work from clinical appointments, moreover, would appear a needless limitation of the power of our universities to select the most competent men, regardless of any arbitrary restriction of the field of choice; it would deprive those responsible for the treatment of private patients of important opportunities for keeping abreast with professional progress, and would tend to the development of a medical hierarchy, capable of maintaining their positions and status by controlling the facilities for advancement (provided at the public expense), instead of by the amount and character of work accomplished, under conditions wherein active competition is not only permitted, but encouraged as far as possible.

In advising against the adoption of this principle, the Royal Commission on Medical Education in London points out "the grave danger against which practice is the best protection, the danger of forgetting the individual in the interest aroused by his disease." The financial burden involved by the limitation of clinical teaching to a class devoting itself entirely to this and re-