

in the personal side of the physician's art, and it may take years of sad experience to teach him what his father unconsciously absorbed while learning the sutures of the skull. Internship in a hospital can only partially replace this lost opportunity, for, while the young physician observes there the attitude of his chiefs toward the patients, the circumstances are quite different from those of general practice, as he must learn when he first "hangs out his shingle" and undertakes to meet the patient in his own home.

"The opportunity which came to the student of seeing patients with his preceptor before entering the medical school and observing the problems which must be met and solved gave him a sense of proportion which comes with difficulty to the student who is thrown without preparation into the perplexities of college life. The former was better able to grasp the importance of the subjects presented to him at college and their relation to the work which lay before him. It has been said that "a lofty scorn for detail is the natural attitude of the immature," and while the present tendency to insist on a preliminary training in the exact sciences is a healthy antidote for this attitude, the actual demonstration by the preceptor of the pre-eminent value of exact knowledge in treating the sick showed the student as nothing else could that generalizations can be based with safety only on a foundation of fact—that knowledge must come before wisdom. The encouragement and example of the wise preceptor taught the lesson that the medical school should be but the beginning of a lifetime of study—study of books, of men, and of things. The comprehension of the meaning of the medical school, the broader view of the opportunities which lay before him gained by the student who studied with the preceptor, particularly if he were fortunate in the choice of his preceptor, led inevitably to a greater interest in the work and to a more intelligent grasp of the subject.

"The proper relation of the physician to his professional brethren, the time-honored principles of professional etiquette, and the physician's duty to the community at large were inculcated in the mind of the beginner in a manner which unfortunately has no parallel in modern medical education. Osler says of the "true student" that he may be recognized by three signs—"an absorbing desire to know the truth, an unswerving steadfastness in its pursuit, and an open, honest heart, free from suspicion, guile and jealousy." The passing of the preceptor has removed a powerful influence in the encouragement of such an ideal."

We hope the general practitioner everywhere will take an interest in the important subject of medical education. He should make himself familiar with the best methods and most modern views. He will then be in a position to make his influence felt on the representative