

fore, also involve a corresponding increase in the rates, while he is deprived of some of the privileges he now enjoys? Would he be willing to place himself under such a parental Government, which would rob him of these privileges, and thus in some ways render him a mere chattel? Imagine his being allowed the privilege of selecting a veterinary to attend his domestic animals, while at the same time he is not permitted to choose the doctor who shall attend his family and himself. I have no hesitation in saying that I am absolutely certain that this country would not tolerate such a state of things for one moment.

In this short summary of the present position of medical education the time at my disposal has only allowed of a brief reference to a few of the more important points in a very wide and far-reaching subject, but I have endeavored above all to emphasize the desirability of giving every student an opportunity to devote himself, during the final period of his medical studies, to clinical work generally and the observation of patients individually, from which alone he can acquire that practical knowledge of his profession which is so essential to his success in after life.

Before concluding this part of my address I should like to say a few words upon the significance of personality. Whilst it is, of course, absolutely essential that the physician should be thoroughly equipped for the duties of his profession, both from a theoretical and practical point of view, it is at the same time highly desirable that his training should not be simply and solely a scientific one. In a monograph recently published, Bickel⁷ gives his conception of the ideal physician. He says that medical knowledge and technical facility alone do not suffice to make a good physician, but that with these should be associated a harmonious character, knowledge and love of human nature, strength of will, loyalty, and sincerity both in regard to himself and others.

The student should be taught to look upon the patients coming under his observation as individuals, and not simply as members of a class suffering from a particular disease. He should study their individual idiosyncrasies, and cultivate that knowledge of human nature and tactful kindness which will enable them to undergo, with the least discomfort possible, under the circumstances, ordeals which must of necessity be extremely unpleasant to them. There is no profession in which greater strength of character and more strict conscientiousness are required, and the physician needs in a pre-eminent degree that elusive quality which has been described as tact. It follows that a physician should not be

⁷Bickel: "Wie studiert Man Medizin?" 1906.