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Editorial

THE HOSPITAL AND MEDICAL SCHOOL

WHEN one speaks of a medical school one must of necessity include the the hospital, for without this institution a medical school could not exist. Indeed a hospital is very often a medical school in itself where students and doctors daily learn new facts, confirm old beliefs, and equip themselves more adequately for the fight against disease. And so it would seem that the two are intimately bound up together, and are in many instances each a part of the other.

It is well known that different systems are in existence at different centres. In some the hospital is simply another department run by the University, in others the hospital has taken upon itself the institution of a medical school, and in still others the two exist as they do in Halifax, the one independent of the other but with the closest alliance and co-operation between them.

It would be superfluous to enumerate the advantages that accrue to the hospital through its association with the University. Perhaps chief among them, however, is the effect that the constant contact with the student mind has upon the attending staff. Their knowledge is being continually brightened by the critical student, for who will more quickly pounce upon a physiological principle violated than the under-graduate fresh from his classroom, laboratory and animal experiments.

But the hospital has much to give as well, and it seems that all too frequently this is overlooked, or at least falls into the background. There are hospitals which look upon students, and particularly upon internes, as a means whereby their work can be done more smoothly and more efficiently, and certainly in most cases the interne is treated well. But the student from whom the hospital gets nothing is often restricted in his liberties in the public wards.

Indeed it is true that he is often quite a nuisance in his potterings about, following his cases, writing his histories, and getting in the way generally. But the history-writing student of today is the interne of tomorrow, the interne from whom the hospital will expect so much. Surely the more adequate his training as a student in the hospital the more efficient and valuable will he become as an interne. Even at the expense of some small inconvenience in the wards, it would be to the distinct advantage of the hospital to tolerate this troublesome individual, the ward-walking student.

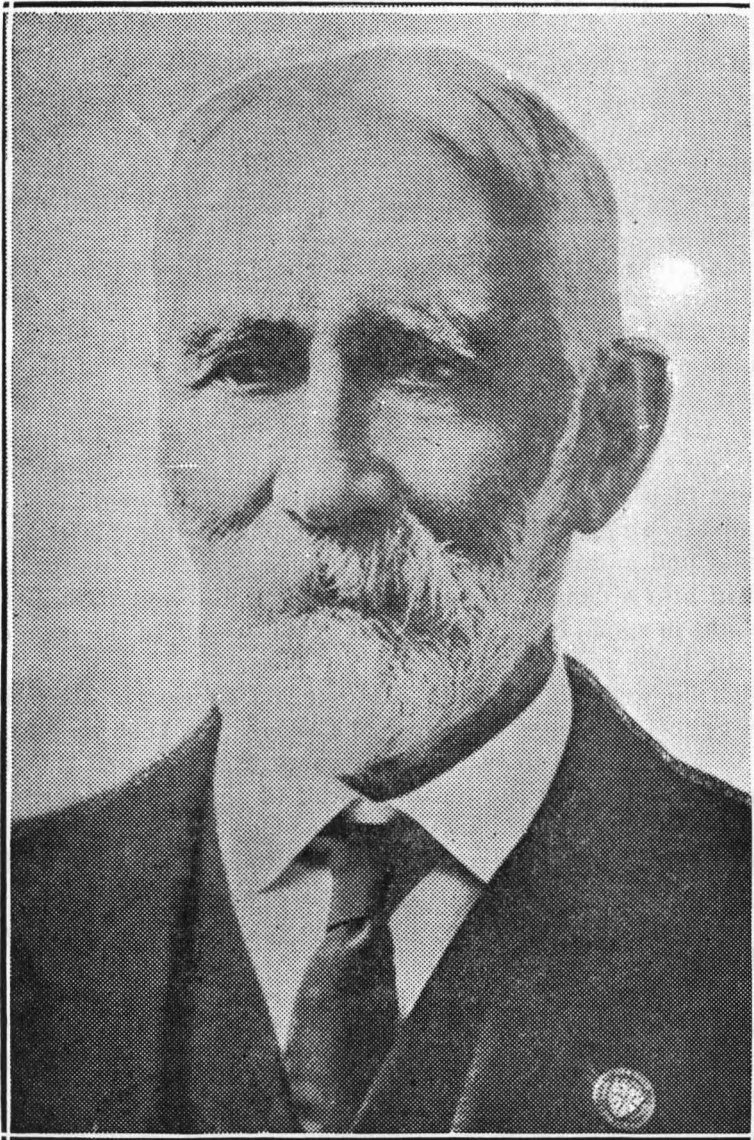
The Superintendent of the Kanas City General Hospital in a paper published in the *Bulletin of the American College of Surgeons* for September, 1936, stresses the role that the administrators of the hospital can play in medical teaching. He says that on the administrator rests the responsibility of establishing policies conducive to the up-to-date practice of medicine and he stresses the fact that the administrator himself quite apart from the attending staff can do a great deal toward initiating and maintaining the teaching facilities of the hospital.

It is by means of a closer and closer association with the patient that the principles of medicine firmly take root and flourish in the fertile student mind, and the hospital is the only available source of such contact. In the name of medical progress then it is the duty of the hospital to give freely of its facilities to those eager and anxious to accept them. Indeed the hospital may be compared to the experienced doctor giving of his store to his eager pupil, the medical student, and like the doctor must surely be bound by the oath of Hippocrates in that "by precept, lecture and every other mode of instruction I will impart a knowledge of the art to my own sons and to those of my teachers and to disciples bound by stipulation and oath according to the law of medicine, but to none others." The value of the sacrifice of convenience will then ultimately be seen in the better practice of a profession whose adherents up to the present century received clinical teaching that was at the best very inadequate.

FAREWELL

IN this final issue of the year the *Dalhousie Medical Journal* wishes to extend heartiest congratulations to the graduates of 1937 upon the successful completion of their undergraduate training in Medicine. We offer our sincere good wishes for future happiness and success, and we trust that, although absent from the University, you will still continue your active interest and support of the *Journal* and other College activities.

R. R. S.



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