they are out of date but do not wish to expose their ignorance at a big meeting. We are often asked for a tape to give someone a general idea of a subject before he goes on a course. Discussion groups are also very useful for junior hospital staff or indeed for any learners provided that the group is small and all its members of similar status.

My wife and I have been running this library of tapes for the College of General Practitioners for nearly seven years. We started this service for a tiny group of isolated country doctors and could not then have believed that it would take root and grow in this way. We now produce talks ranging from First Aid for Nurses to Hydrogen Ion Regulation, and although our chief interest is still in general

practitioners they now comprise only about half our listeners. In 1960 we sent out about seven hundred tapes on loan: this year it will be seven thousand. Last year we had about twenty thousand known listeners in this country and overseas. We feel that this shows the enormous unsatisfied demand that there is for teaching material of this kind, especially from the developing countries, and that teaching centres everywhere should be thinking about making use of this versatile and effective teaching tool. Universities, medical schools and postgraduate centres have access to fine speakers and first-hand information from the developing fringes of knowledge—these are needed all over the world. Tape can help to satisfy this need.

Third Session

INTRODUCTION

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THE notion of postgraduate training over the whole field of higher education is now undergoing rapid change and extension. The kind of things that are happening in the field of medical education are also happening elsewhere. This is important because what the Postgraduate Medical Centre at Canterbury is trying to do is something which others in different circumstances are trying to do for the same reason. The matter could be put in this way. Until a few years ago over the whole field of higher education, postgraduate training had been thought of as something that followed quickly after the completion of an undergraduate course. Usually it took the form of a higher degree by research. Now this notion was breaking down. The breakdown happened because it was coming to be realised that, particularly in those areas where knowledge was advancing rapidly, graduates could not be expected to carry throughout the whole of their careers nothing more than as it were their original stock of knowledge gained, often long ago, when they were at the university, adding to it casually from reading they might have done thereafter. We had now to face the fact that in many fields and not only in medicine graduates had as it were to be regularly brought up-to-date in their own subjects. An

example of this quite remote from medicine was to be found in science teaching in schools. Everyone knows that the biological sciences have advanced very considerably in the last few years and they are likely to advance even more in the immediate future. The great change there has been that these sciences have ceased to be descriptive and have become experimental. It is important that, particularly in sixth form work, this kind of new approach be reflected in the teaching given. In the last few years a number of the G.C.E. examining boards have found themselves faced with the problem of trying to produce new Advanced level syllabuses which more adequately reflect the modern approach to the biological subjects. The difficulty they have encountered has been in trying to persuade teachers, many of them trained in the older conception of the subject, to take hold of these syllabuses and to teach them from a new angle. Here is a very clear case of a need to as it were bring the teachers up-to-date in their subject. Similarly in the new and exciting experiments which are taking place under the aegis of the Nuffield Foundation in the teaching of mathematics and science the same kind of problem has to be faced in bringing those who will teach up-to-date in the

subject as well as in the new methods of its presentation.

This is a problem very similar to that which has to be faced in the field of medical education. There is a new and important job for universities in this matter. It is their business to collaborate with professional organisations of a variety of kinds as well as, in the field of teaching, with Local Authorities, to try to facilitate this continuous process of re-education which now has to be carried on.

It might well be that the future of extra-mural studies in universities really lies in this direction; that they should progressively abandon their present form and take over in close collaboration with the internal depart-

ments the whole business of providing additional training for graduates over a wide range of subjects and in collaboration with a variety of outside agencies. That is why I especially welcome the foundation of the Postgraduate Centre at Canterbury, coinciding as it does with the establishment of the new University here. They both have an opportunity to work out a new and fruitful relationship in this developing field of postgraduate training and education. I hope very much that the meeting today will only be the beginning of a whole series of such efforts where the profession and the University collaborate closely and harmoniously in an important common task.

POSTGRADUATE MEDICAL EDUCATION IN A PROVINCIAL HOSPITAL

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THE KEYSTONE of all postgraduate medical education is an adequate medical library; this is no reflection on this morning's speakers who so ably demonstrated the uses, and possibly the limitations of such valuable aids as teaching machines and tape recordings.

There are obviously many ways of going about starting a library, but I will give you our experience in Ipswich for what it is worth. The years 1949 and 1950 saw the appointment of several young consultants. Most of them wanted to teach their junior staff and also realised that without this exercise and the stimulus of discussion they would themselves stagnate. However, the lack of a medical library which had formed the background of their own postgraduate training and research immediately frustrated them, because without it they knew that their efforts to train their juniors to attitudes of research-mindedness and enquiry would come to naught.

The Ipswich Medical Library opened in 1953 after the usual obstructed labour. The staff committee of that time late one foggy evening, grudgingly acquiesced by a single vote to its inception and amid gloomy prognostications about lost books and even the hazards of reading!

Needless to say it has been a great success. Our policy has been that it should be a periodical library because textbooks are mainly out

of date by the time they are printed, and the cost of purchase of an adequate number by a small library is prohibitive. Latterly the textbook problem has been met by departments being allowed to spend £10 0s. 0d. p.a. on books which are regarded as essential articles of equipment, and by subscription to a medical lending library for twenty volumes which may be changed on application to the librarian.

About 90% of the periodicals are given by the consultant staff a month after receipt, much to the relief of their wives! H.M.C. and R.H.B. financial support has certainly been encouraged by this contribution by the doctors worth about £200 p.a. The cost of binding is met by an annual H.M.C. grant as is the Index Medicus and the part-time librarian's salary. Initially she put in eight hours a week and now does 16 hours. A librarian is essential, but need not necessarily be trained because many of her duties will be secretarial, and flexibility is an advantage. To begin with the library was open at fixed times but the committee very soon decided to open it at all times so that it could fulfill its maximum potential especially for junior staff. Very few journals are lost because of the vigilance of our librarian who posts a notice as soon as a periodical is missing, and because the library stamp is placed on each journal on arrival. So highly is the library prized by the residents that public opinion dis-