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## POST-GRADUATE MEDICAL STUDY.

By SIR WILLIAM HALE-WHITE,

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LET any doctor who, for many years, has never left his practice, really consider how he stands, and he must come to the conclusion that he is not abreast of modern medicine and surgery. And this is true even if he has done all he can by reading to keep himself up to date, for medicine is a practical art and a practical science which

is always rapidly changing. No amount of reading will compensate for the want of seeing how new methods are utilized, and what are their advantages. Therefore, every doctor should from time to time undertake a post-graduate course of instruction in whatever branch of medicine he desires. Not only will he thereby see the advances that have been made since he qualified, but by association for a few weeks with others of his profession, he will be stimulated intellectually, his horizon will be widened and he will return to his work a wiser man, of far greater value to his patients than if he had never left them.

The population of London is so great that

nowhere else in the world is there such a wealth of clinical material from which the post-graduate can learn. The Fellowship of Medicine exists in order to direct Post-graduates how to obtain the instruction they desire.

This year the British Medical Association meets in Canada, and as that country is particularly alive to the importance of post-graduate instruction, and has done much to foster it, the editors of the *Post-Graduate Medical Journal*, which is the official organ of the Fellowship, considered that they could not do better than collect into the August number of the *Journal* a series of articles from those specially interested in post-graduate teaching. There is no doubt that these will help the good work of concentrating the thought of the medical profession on the immense value to it of post-graduate study.

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## THE CANADIAN VISIT.

By SIR JOHN ROSE BRADFORD,

K.C.M.G., C.B., C.B.E., M.D., P.R.C.P.LOND.

ALL who are engaged in the practice of the Art and Science of Medicine do not require any lengthened experience of their vocation to realize that they have embarked on the service of a jealous and exacting mistress, and that if they are to maintain even a moderate degree of efficiency in the discharge of their daily duties, this is only to be achieved by constant study of the current progress of their art and science. In all professions the educational curriculum provided has at least two aims, one to equip the learner with a certain amount of information enabling him to deal with the problems daily confronting him, the other to provide a basis of knowledge of such a character as to allow him to continue his studies with profit to himself long after his student days.

In different professions the relative importance of these two sides of education varies but in medicine, owing to the magnitude and complexity of the problems dealt with, it would be quite hopeless to attempt to equip the student with a complete compendium of medical knowledge at the end of his student career. The aim must rather be to educate him in such a manner as to instil in him an ever-increasing desire for more knowledge, and to equip him in such a manner as to enable him to avail himself of the opportunities that will inevitably occur to him. Medical education during student life is necessarily one-sided, the picture of disease as it is seen in hospital life is somewhat different to that seen in the outside world, and the problems presented in the two cases are often very different. Thus, speaking broadly, most cases seen in hospital life are obviously seriously and definitely ill whereas one of the greatest difficulties encountered by the newly-fledged practitioner is to distinguish between serious and trivial illness; his student career has made him more or less familiar with the former but his experience of the latter is often negligible.

It is, however, not only the magnitude of medicine that makes so-called post-graduate instruction necessary, there is also the continued and great progress that has been so conspicuous in the last half century, that is even a more compelling agent, and no practitioner who is not abreast of modern developments is really discharging his duty to his patients. It is much more satisfactory to come in contact with those who are advancing our knowledge by their own work and to hear their considered views, than to learn them by reading. All centres of post-graduate instruction contain men who are themselves engaged in the advance of knowledge in some field of medicine. Further in the pursuit of the art of medicine, every medical school of importance has a fund of traditional lore that often embodies stores of knowledge not to be found elsewhere.