SOME IDEAS IN REGARD TO THE MEANING OF STUDENT HEALTH AND ITS ASSESSMENT*

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In assessing the health of any person it may be taken as a first principle that it is necessary to consider the whole being, not only the physical, but the mental, social, and spiritual aspects of the person concerned.

What a person is and what the state of his or her health will be found to be at any particular time must depend firstly on parental endowment and then on the extent to which inherited factors have been modified or added to by various influences encountered subsequent to conception. These are of such infinite variety that no two individuals (with the possible exception of identical twins) can ever be exactly alike. Because people constitute such a diversity of creatures, in regard both to physique and to other characteristics, a second important principle in the study of health is the acceptance of a wide range of normality. This makes it difficult to determine what constitutes an average man or woman, or to set up a standard against which to measure the state of health of anyone undergoing examination.

Definition of Health

A study of health is made the more difficult because there is no ready answer to the question, "What is health?" The World Health Organization defines it as "a state of complete physical, mental, and social well-being and not merely the absence of disease or sickness." Though this definition emphasizes that "health" and "no disease" are not synonymous, it would have been improved by omission of the word "complete," because even amongst people who are not "ill" there are several grades of health, and no one can say at what point it reaches its highest possible level and becomes complete. It would perhaps be more useful to think of the state of health as a scale, white at its upper level and passing through all the shades of grey to a sombre black at the lower extreme. Somewhere about the middle of this scale there would be an ill-defined line dividing "well" from "ill," the upper half of the scale relating to what for want of a better term might be described as "positive" health. Positive health is something to which the medical profession in the past has given relatively little attention, and in view of the fact that the National Health Acts require the respective Ministers to "secure improvement in the physical and mental health of the people" as well as "the prevention, diagnosis and treatment of illness," it is surprising that this important aspect of the nation's welfare is not now being more thoroughly investigated.

One would regard health not so much as a state of fitness at a particular time as the capacity to react favourably to the changes and chances of life. It is essentially the product of continual adaptation or adjustment to all the fluctuating influences met with in day-to-day existence; and in the process of adjustment health must itself to some extent fluctuate, so that to

insist on the element of "wholeness" or "completeness" in its definition can only confuse.

Perhaps one of the most satisfying descriptions of health dates back to about 400 B.C. The Greek philosopher Pericles, in his oration to Athenian dead, defines health as "that state of moral, mental, and physical well-being which enables a man to face any crisis in life with the utmost facility and grace." The more one thinks of this definition the more one feels that it would be hard to improve on it to-day.

The nearest one can get to putting a definition of health into a nutshell is "harmonious relationships" in regard both to the component parts of the total make-up of an individual and to his surroundings. Health then requires physical fitness, plus the capacity to adjust harmoniously, and the two are obviously interrelated. They combine to provide the stamina necessary to tackle efficiently the vicissitudes which fall to the lot of most people in their passage through life.

Assessment of health depends, then, on the extent to which the "ability to adapt or adjust" can be measured. For this it is not enough to know at the time of examination and in relation to a particular environment that an individual is harmoniously adjusted, it is necessary to know something of his constitutional endowment and then as much as possible of the way in which he has reacted to subsequent influences. The hereditary element, though important, must always be difficult to assess, so that it is mainly by summing up all that can be found out about past and present life that one attempts to gauge adaptability and probable fitness for future conditions. The carrying out of a health examination entails, therefore, not only a detailed physical examination but a search into family history, home background, upbringing and education (in its widest sense), moral outlook (also in its widest sense), and the way in which the individual has adapted himself to past and present conditions: to work, to leisure periods, and, in the case of the undergraduate, to life at the university.

University Environment

The latter requires careful consideration, for nowhere does there appear to be laid down a clear definition of what the university environment comprises or should comprise. It is something of which many students are manifestly ignorant. For the purposes of the investigations carried out in the Student Health Department it has been assumed that the whole training by which a university hopes to mould its undergraduates includes a great deal more than a course of subjects required for a degree, that "success or failure at the university is based on many different kinds of evidence, how far he (the student) has matured in character, how far he has deepened and broadened his interests, and how far he has acquired an understanding of men and things" (Carr-Saunders, 1952).

In carrying out this work it has been appreciated also that the majority of students during the period of undergraduate study are undergoing a temporary phase of preparation for a future life where conditions are likely to be vastly different from those of the present environment, since only a few of the graduates who pass out each year will be able to adopt a strictly academic career. One who has successfully adapted himself to the academic atmosphere may find on leaving the somewhat sheltered university fold that he is less well able to adapt to the hurly-burly of the outside world: to the life of a lawyer, schoolteacher, engineer, forester, farmer, administrator, or of those who practise medicine. "Most of those who go to a university to educate themselves will cease to live the life of the scholar

*Based on the Student Health Department Annual Report to the University Court, 1954-5.

or the scientist when they leave it; they will do what they do in the world for the rest of their working lives as practical men, not as men of theory or men of learning; and it is by the influence that it exerts upon their lives of action that their university education will be mainly judged" (Morris, 1954). An assessment of health, therefore, must have regard not only to present fitness or adaptation to the temporary student phase but to fitness and adaptability for the conditions and circumstances likely to be met with in the much longer postgraduate life.

General University Training

For the purposes of the student health service a university training has been considered to include, and to require, the following:

1. Attendance at class and laboratory, the reading of textbooks, and the supplementing of knowledge obtained in this way by discussion with teachers and other students, by judicious use of the library, and by all that goes with the understanding of the subjects of study in the widest sense. Since a university (to the student at any rate) is fundamentally a place which provides opportunity for acquiring knowledge, it is to this side of university life that basic adjustment has to be made. Successful adaptation enables a student to plan an orderly system of learning, ensures avoidance of academic stress, and permits of time for the other aspects of university training which are necessary not only for present health but in order that the student may acquire "wide human interests and an outlook beyond the confines of an academic syllabus" (Report, 1944) and develop "the aptitudes which find their scope in practical life and enable a man to work usefully with other men, and to be a wholesome influence in his community" (Lord Bryce, 1913).

2. These other aspects include:

- (a) The reading, as widely as the course of study permits, of a full range of general literature, much of which should be of serious and of cultural value, though some might well be in lighter vein suitable for providing mental relaxation. Failure to read outside the syllabus closes the mind to a vast range of interests not reached in any other way.

- (b) The development of interests and activities outside the curriculum. During term time the student should make use of the intellectual atmosphere in which he finds himself (presumably on a higher level than that outside the university), engage in corporate activities, and meet, mix with, and talk to students of other faculties and years and other nationalities, all with a certain level of intelligence but with differing creeds and political outlook, and coming from various social groups. Conversation under these conditions is itself a great educator. Each student should join some, but perhaps not too many, societies, and by attending the debates and taking part in discussion acquire the art of speaking coherently and without embarrassment.

- (c) Not the least important of undergraduate activities are those which educate the body and develop skills, perfect reaction to various external stimuli, and at the same time promote health and physical fitness. It is thought that games, and particularly team games, are not without an educational value, but there are students who do not like sport in any form. Such students should not be urged to take exercise in this way, but some form of outdoor exercise would appear to be necessary if young people of this age group and engaged in intensive brain work are to keep healthy.

- (d) The use of vacation is important. It provides opportunity not only for relaxation and recreation but to develop interests outside the university, to see another aspect of life, and to travel. Those who seek remunerative employment should choose work of a health-giving kind. A certain amount of vacation time should be devoted to quiet study unhurried by any need to keep abreast of a syllabus.

The above are considered to include the main factors concerned with university life. Due regard, however, has been given to individuality, and the fact that a particular student does not conform even broadly to a pattern does not influence the health grading so long as the adaptation from his own point of view is a harmonious one.

It has also been appreciated that the change from life at school, when both work and play are largely supervised, to that of the university is an abrupt one, making heavy demands on adaptability at a very critical age. Moreover, the student environment includes factors which are common to young people in various walks of life: absence from home, lodging conditions, friendships, antipathies, sex difficulties, social incompatibility, loneliness, pecuniary embarrassment, and so on. It differs mostly, perhaps, from others in the extreme range of freedom and lack of discipline in almost every sense other than the need to put in a quota of attendances and to sit the necessary examinations. The latter present the greatest stress factors, and provide the main test of adaptability. Failure to pass examinations as they fall due may usually be regarded as an indication of failure to adapt harmoniously, but the student who derives the greatest benefit from his time at the university is not necessarily the one who carries off the highest prizes. "As things are, the student with a good brain who lacks any exploring interest, wide-ranging curiosity or initiative, may do very well in examinations; the more widely gifted student may, and not infrequently does only moderately well in examinations, or less well than he might do, because the study demanded of him requires over-emphasis on the capacity for absorption and fails to satisfy his instinct for experience and exploration" (Carr-Saunders, 1952).

It is on the basis of these ideas of the life and work of undergraduates that the environmental factors concerned with student health have been assessed.

Problems in Measuring Health

When one comes to the measurement of health for comparative purposes many problems present themselves. The conception of health here outlined, involving as it does a consideration of the whole being, the acceptance of a wide range of normality, and an understanding of health as the sum of physical harmony plus harmonious adjustment to environment, is obviously not one which lends itself to accurate statistical measurement. Though more or less exact measurements can be applied to various physical attributes, and scores have been devised for the assessment of intelligence, personality, and certain kinds of efficiency, it has not yet been possible to devise a yardstick by which the state of health of an individual can be plotted with mathematical exactitude on a graduated scale. Consequently the standard of health of a person undergoing examination has to be assessed by largely arbitrary methods.

Notwithstanding what has been said about the difficulty of finding a concise definition of health, workers who have experience in this and similar fields are able by various tests (and perhaps also by instinct) to recognize and appreciate the present state of physical fitness of those undergoing examination. By further determining the extent to which these individuals have been able to adapt themselves harmoniously to surroundings, and are continuing to do so, it is possible, in a purely arbitrary way, to evaluate their basic health with sufficient accuracy for analytical purposes, provided that no attempt is made to use too many, or too closely defined, gradings.

Categories of Health

In the Student Health Department of Aberdeen University four categories have been used:

Grade 1.—Into this grouping are placed all those who appear, beyond question, to be outstandingly healthy people as judged by vitality, alertness, readiness of response, clearness of eye, complexion, posture, firmness of musculature, reasonable height/weight ratio, with a clear medical history, absence of demonstrable signs of disease, and who are well adapted to present environment.

Grade 3 contains those who appear to be the opposite of those placed in Grade 1. There are usually signs of present or past disease, but this group includes others in whom no signs of disease can be elicited.

Grade 2 is a large category lying between the above grades containing what might be described as average students, and this category is subdivided into high and low average.

The categories are therefore 1, 2a, 2b, and 3. No finer distinction than this is attempted, and it is appreciated that no clearly drawn line divides the one from the other. Nevertheless one has had little hesitation in deciding on the appropriate category, and in cases where there has been opportunity to review the grading within a comparatively short time there has rarely been occasion to alter it.

For comparative purposes the main difficulty is likely to be that different assessors will employ different standards. It is thought, however, that with workers experienced in this field such difference as there may be is likely to concern the borderline cases rather than main groupings.

It is on such admittedly arbitrary assessments that the analyses and correlations submitted in the yearly reports from this department have been worked out. It is thought, however, that results obtained in this way may compare in accuracy with many of those used for comparative purposes in other branches of medicine, which is in no sense an exact science.

Factors of Assessment of Students

The investigation of the environmental aspects of student health has required the collection and analysis of a considerable amount of data which have an intimate bearing on and are necessary for a complete understanding of that complex being the university undergraduate. Such information, some of which may not be readily available from other sources, includes previous preparation for university life, the hours of study put in at various stages of a course of instruction, the amount and kind of general reading, condition and cost of lodgings, family background, need for financial assistance, the adequacy or otherwise of grants and the effects of their variability, the student's aims and ambitions, use of leisure, including amount and kind of exercise, consumption of alcohol, and smoking. Also the use of vacation as regards exercise and recreation, employment, general reading, study, attitude to and preparation for beginning of term examinations, and travel. Changes in regard to these factors which may have taken place during the period spent at university have also been carefully recorded.

The analysis and correlation of the above factors has demonstrated, year by year, since the work was started, that there is a close relationship between successful and harmonious adaptation to university life and the higher health gradings. In a somewhat varied career one has met with no finer material than the well-adjusted student. It is interesting to note that between 60 and 70% of students assessed on examination results as "exceptional" have proved to be active and well adjusted in other respects and to enjoy good health. Academic success, however, is not always associated with harmonious relationships: some 30 to 40% of those who pass out with distinction have been otherwise inactive, they have not adapted themselves harmoniously to work or to their general environment, and all too often their success has been bought at the cost of ill-health resulting from severe stress due to over-concentration and failure to develop interests which provide necessary mental relaxation and recreation. Duodenal ulcer and other psychosomatic disorders have been not uncommon findings. All too often students who have attained first-class honours and who have thus been a source of satisfaction to relatives and to their teachers have left ill equipped for the future both as regards health and in regard to the factors necessary for successful adaptation to postgraduate life.

Causes of Failure

An analysis of students who do badly at examinations shows that the majority of them have been otherwise lethargic and ill adapted. A certain percentage of failure has been found to be associated with too many interests, but

it is doubtful if dissipation of energy in other directions is the most common cause of failure; indeed, the reverse would appear to be the case.

Student inactivity, therefore, constitutes an important health problem. It has been found to be of two main kinds, which may be described as "positive" and "negative." The positive group is composed of students who are deliberately inactive in regard to out-of-class matters: they stated frankly at interview that they came to the university to get the degree which constitutes a necessary passport into the professions and branches of industry wherein they sought to make a livelihood. They aimed to get the degree in the shortest and safest way by concentrating all their energies on the subjects of study, and to this end they put aside all interests which might serve as potential distractions. A number of these students were successful and some passed out with distinction, but often only at the cost of considerable stress and general low health. Others, by reason of their over-conscientiousness, failed, and were either referred or found their way to the Student Health Department in their final years, having either run themselves stale or developed incapacitating neuroses. Though there was something admirable about the determined conscientious hard workers of this group, one felt that they were not in any sense well adjusted to their environment and were therefore losing much of what the university had to give.

With the negative type of inactive students there was little to be admired. They realized that in coming to the university there was certain work to do, a number of subjects to "get up," and examinations to pass, and they conducted this side of their lives with varying degrees of energy, but, no one having explained to them the value of other aspects of university education, they failed on arrival to develop new interests or even to carry on the activities they had previously enjoyed. One found at interview that they could name no out-of-class interest, they read no books unconnected with their work, and they played no games or took any kind of physical exercise. Further interviews in their third and later years showed that few altered the habits they had dropped into on arrival. The inactivity of this group was not the result of a predetermined plan, but seemed rather to lie in the lack of an essential something in their make-up: lack of drive or enough of the spirit of enterprise to enable them to do things on their own. They lacked, in fact, initiative. It is to this type of undergraduate that the term "student apathy" applies. It is estimated that this group includes about a quarter of all students in the university.

It would appear, then, that one of the most important factors in deciding whether or not a student is likely to adapt harmoniously and healthily to his university environment is the possession or otherwise of the gift of initiative. To what extent the schools have regard to this quality in those whom they recommend for higher education is not clear, but one has the impression as the result of the examination of eight groups of new students that docility (in the sense of teachableness) rather than initiative has been the primary determining factor.

Preparation for University Life

One has often heard the criticism that the elements of supervision and compulsion employed by the schools have tended to stifle originality of thought and action on the part of their pupils; but whether this be so or not, there can be no doubt that they have resulted in all sorts of out-of-class activities which many students have failed to keep up on arrival at the university. An important reason for failure to maintain an active interest in matters outside the curriculum would appear to be lack of adequate advice or preparation. One found at interview that comparatively few of those coming up had been well prepared for their new venture: the majority of those who had passed through the sixth form had had a partial introduction to university methods of teaching, but most of them stated that they had received

little or no advice as to the value of out-of-class life, or been taught how to plan a system of study when left to go about the business of learning on their own. Arts students particularly were often found to be lacking in vocational outlook; some of them had no idea even of the deciding factors which had brought them to the university. "Some schools give vocational guidance of very varying value: others give none at all. . . . Young people should come to the university feeling that the years spent there are going to fit in with some long-term plan for life and have purpose within that plan if they are not going to become involved in a sense of futility and to feel lost and insecure while they are reading for a degree" (Spelman, 1954).

There is little evidence to show that the lack of preparation for university life has been rectified on arrival. Preterminal gatherings and an address of welcome by the principal have undoubtedly served a useful purpose in directing the attention of students to out-of-class interests, but the hard fact remains that a large proportion of students have failed entirely to engage in any sort of activity unconnected with their work. Some more sustained stimulus is obviously necessary, but first-year students have been almost unanimous in stating that they were unaware of any influence wielded by the university, other than the above, which served to guide them in making the best of their student years. Few of those interviewed had seen or heard a definition of university education, or been made to understand that the taking of a degree is not an end in itself, and that time spent at the university is only a small, though important, phase of preparation for what is to be the life's work of each of them.

It might have been expected that in the later years of study students would come under some moulding influence which would attract them from the rut of inactivity into which so many fall in their first year towards a more full and interesting life, but the examination of third and later year students has not confirmed this. Almost without exception these senior students were emphatic that the university as such had brought little influence to bear on their lives, and many expressed the wish that in their first years they had been given a better understanding of the full advantage to be gained from university life. "There is in fact a gap between precept and practice in the university world. The universities very rightly point to all the various gains that there are to be had from university life; but they do not spend as much time as they might to bring the various gains within reach. And moreover while they point to these opportunities in public and other occasions, it is rather on such set occasions that they do so. When it comes down to the daily life lived by students at the university then things which make so much sound on ceremonial occasions are seldom kept prominently in the student's view as he goes on from day to day in his university course" (Carr-Saunders, 1952).

Encouragement of Enterprise

Judged from the health point of view alone, student apathy presents a problem of quite serious importance. The solution, as with all dis-ease, lies in the elimination of the factors concerned. Firstly, it would be a great help if the schools were to give more attention than they seem to do at present to the encouragement of enterprise and originality in those proceeding to higher education. Prospective students could with benefit be more clearly instructed on how to make the best use of their student days, and taught the value of out-of-class interests and of exercise. It would be a help to many also if they could be given advice on how to learn, for to many this means only long hours of study. "Most university teachers assume that students know how to work. By that I mean know how to organize their time and their minds in such a way as to gain most profit from their lectures, reading, and clinical experience. In other words, that they know how to learn. Yet I have long since come to the conclusion that there is little justification for it. Rather I

am convinced that many have not the least idea of how to begin" (Clark-Kennedy, 1955).

One cannot help feeling also that it would be of benefit, to arts students particularly, to have such vocational guidance as would give them a purposeful idea of the value of what they come to the university to learn. Doubtless learning for its own sake is a laudable ideal, but there can be few students in these days who are not faced with the need to make their own living when they leave the university and their educational grants cease to be available.

To be effective the preparation of prospective students should be thorough and a proper conception of the university environment carefully inculcated over a period—last minute talks are inadequate for this purpose. Booklets such as *First Year at the University* (Bruce Truscott, 1949) give useful advice and might with advantage be read in the sixth form. A most valuable present for a young man or woman destined for the university would be a copy of the addresses by Sir William Osler.

A Doubtful Policy

It has been said that the policy of allowing students coming to the university to find their own feet on arrival has served to foster a sturdy independence of spirit likely to be of value in meeting the hazards of postgraduate life. This may be so, but it is also the policy of the survival of the fittest. Many new students do find harmonious adjustment, but for many more the policy seems to have failed in just this purpose. It is difficult to understand why an educational training which has been considered universally suitable for young people up to the ages of 17 or 18 years should suddenly three months later be quite wrong, necessitating complete reorientation of outlook. One has felt more and more strongly in each year of the study of students and their characteristics that more is to be gained by utilizing some form of direction than by leaving them severely alone to work out their own salvation.

"The student fresh from school does not know what to expect. He knows 'Varsity is to be different.' He does not know, unless he has been peculiarly fortunate in his teachers, how it will be different. He needs advice. . . . Now, it is one value of a university education that the student should be brought up against unfamiliar worlds, new trends of thought, and disturbing themes. But before he can extract the value from such adventures of the mind, before he can digest these powerful new experiences, he must be broken in. The student, no less than the soldier, should be briefed before his sorties. . . . The fear of spoon-feeding is exaggerated. The process is only temporary. The student can be weaned in time . . . the university cannot remedy the defects which the school system introduces by ignoring it, or by failing to utilize the real power it can give towards the proper instruction of the young student. The abolishing of compulsion and the need for compulsion must be a slow process" (Mackenzie, 1952).

The above quotations from an article by an arts graduate while still in his second year indicate the views of many of the more thinking students in regard to the transition from school to university. It can scarcely be doubted that for most students coming to the university for the first time some sustained guidance and some element of direction are necessary if they are to make the best of their student days.

A Wider Range of Interests

Just in what way the element of direction can most usefully be brought to bear on students to combat apathy in their day-to-day lives is difficult to determine. Probably the most effective way would be through members of the teaching staff if their sympathies could be enlisted. Whether this would be practicable and a reasonable demand on their time is a matter for consideration. It is known that some members of staff already do a great deal to encourage students to a wider range of interests and activities, with very

valuable results. Student apathy is not, however, likely to yield to sporadic effort: it requires a sustained and widespread influence.

A compulsory period in hostel would bring students together and encourage corporate activities, but the value of hostels in this respect would seem to depend upon the individual warden. A system of compulsory registration for some form of physical activity (a very wide range being offered), such as exists in the University of Birmingham, might be of value in getting students to meet and mix with their fellows, with the consequent development of various mutual interests, but the application of such a system would require very careful control and supervision.

Steps of this nature might help, but are not likely to be wholly effective. The need for more drastic action would depend on the extent to which the university considers that it has responsibility for moulding the individual student in regard to the qualities which will enable him to adjust harmoniously to the surroundings in which he seeks to apply the knowledge gained as an undergraduate. Has the university (in the words of Sir Charles Morris) "the responsibility for building enough capital stock into the mind and character of the young man to stand him in good stead for forty-five or fifty years of active life and work far away from university influences"? If the answer is "yes," an element of requirement would undoubtedly have to enter into the direction of the apathetic group of students towards the activities and interests which are necessary for the furnishing of a well-rounded and well-adjusted personality capable of taking decision and action in later life.

To meet such responsibility it would seem necessary for the university to have first-hand information not only of the academic progress of each student but of the other interests and activities which go to build up character, during both term and vacation. Probably the most effective way of obtaining such information would be to set up a registry to which every student, male or female, would be required, as a condition of entry to the university, to report once a year. It would have to be most carefully organized and maintain at all times a friendly spirit, with a clear understanding that information given, though recorded for statistical purposes, would not be used in any sort of disciplinary way. The officer in charge should be prepared to advise students on their way of life, and by maintaining a link with clubs and societies be in a position to direct such as need it towards some useful character-building interests.

Such a registry could well serve some other purpose. It might usefully be linked with a welfare department, or, since health and harmonious adjustment are closely related, to the student health service.

Conclusion

It should be understood that the intention underlying the above recommendations is not one of coddling or "wet nursing" the student body—quite the reverse: the suggestions which have been put forward are intended to stir such as need it from their out-of-class apathy to a healthier way of living and to all that derives from a better understanding of their fellow kind. "There are those, and they deserve our admiration, who still believe that the prime distinguishing mark of the educated man is his understanding of human nature" (Wolfenden, 1955).

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THE CURRICULUM AND THE SCHOOLS ENROLMENT IN MEDICINE

The total number of names in the *Medical Register* on January 1, 1956, was 85,594, an increase of 1,695 on the previous year and of 4,831 on the average for the last ten years. The number on the local *Register* for England was 41,405, or not quite 50% of the whole; for Scotland, 21,287; and for Ireland, 11,483. The Commonwealth and Foreign lists contributed 9,624 and 1,795 respectively.

During 1955 the number added by registration was 2,992, to which must also be added 185 names restored. The number removed for various causes, principally death, was 1,482. These figures do not include persons provisionally registered (under section 6 of the Medical Act, 1950). The number so provisionally registered in 1955 was 2,318, and the total number provisionally registered on January 1, including those registered in previous years who had not yet gone on to full registration, was 2,802. Of the new provisional registrations 93 were in the Commonwealth list.

If we take the period of the last twenty years, we find that in 1936 the number on the *Register* was 59,010, so that during this period there has been an increase of more than 40%, notwithstanding the removal of 4,467 names in 1948 on the termination of provisional registration. A point which perhaps might be noted is that, although there has been this great expansion of the *Register* by some three-sevenths in twenty years, the names removed each year on evidence of death are very much the same in number as they were in the late 'thirties. Thus in the period 1937-43 the average annual number removed on evidence of death (including the relatively few resignations) was 1,000, and in the period 1950-5, with the total *Register* in the 80,000's instead of in the 60,000's, the average was only 1,030—a fact which suggests increased longevity among doctors. Again, the total number of penal erasures remains at a very low figure. During the second world war the annual average was between six and seven; since 1946 it has been a very little over three.

The annual average increase in the Commonwealth registrations in the years 1936-8 was 270, and in the years 1953-5 it was 607. Foreign registrations, which reached high figures during the war and immediate post-war years, have not reached more than 20 a year since 1951. Of the persons now on the *Register*, 11.24% have come in by way of the Commonwealth list and 2.10% by way of the Foreign lists.

The following table gives the position on the *Register* at the end of each of the last ten years:

Year	Registration	Added by Restoration	Death or Removal	Total
1946	2,237	14	1,092	76,292
1947	2,787	10	1,160	77,929
1948	3,968	16	5,621	76,292
1949	3,109	19	1,280	78,140
1950	3,160	45	1,123	80,222
1951	3,075	29	1,070	82,256
1952	4,493	46	2,881	83,914
1953	507	99	1,430	83,090
1954	2,222	152	1,565	83,899
1955	2,992	185	1,482	85,594

The high figures for removal in 1948 were due to the shrinkage of the temporary list following the passage of the Medical Practitioners and Pharmacists Act, 1947.

The training of medical students is shared between the teaching hospitals and the universities. In London the twelve undergraduate teaching hospitals, and elsewhere in England and Wales the ten teaching-hospital centres in association with the universities, are designated teaching centres. In Scotland hospitals are not designated as teaching hospitals; they all come under the jurisdiction of the five regional hospital boards, but provision is made for inclusion on the boards of management of nominees of the university on which the region is centred. In Northern Ireland the duty is laid upon the hospitals authority—a body corporate—to provide Queen's University, Belfast, with adequate facilities for medical teaching.