Annual Oration ON THE FUTURE OF LONDON MEDICAL EDUCATION.

Delivered to the Medical Society of London.

By SIR ISAMBARD OWEN, M.D., F.R.C.P.,
Vice-Dean of the Faculty of Medicine of the University of London.

SOME years ago I met a distinguished foreigner on his first visit to London. He said: "What a strange people you are in England! Your country has given birth to some of the greatest leaders of modern thought. Had we been fortunate enough to call them compatriots, their monuments would have been conspicuous in our towns, the public places of our capital would have borne their honoured names. I have traversed London," he pursued, "without once being reminded that I was in the country of Darwin and of Spencer; the name even of Newton met my eye only at the corner of a back street off Holborn."

I did my best to explain the apparent paradox. I traced in detail the principles of English street nomenclature; I urged the probability that the Newton of High Holborn was not the author of the *Principia*, but a local builder; I pointed out that a London statue was the very last form of memorial a philosopher would wish for; but my companion went away only half satisfied, and left me, to speak frankly, as unconvinced as himself.

One cannot in candour deny that the contrast is somewhat odd between the commanding position in the history of science which England owes to the labours of a few of her gifted sons and the attitude of comparative indifference which the mass of contemporary Englishmen display. I will not say merely to the personal fame of their illustrious pioneers, but in general to the entire question of the advance of scientific knowledge within their bounds, and to the development of the means of national education which that advance demands.

Elsewhere in civilized Europe we are made conscious of a franker public recognition of the change that the last century made in the conditions of the modern world; of the extent to which the cultivation of exact knowledge has revolutionized the requirements of public and private business; and of the obligations and necessities which the new order of things has imposed on the community. Elsewhere than among ourselves it is not thought a strange thing that the resources of a State should be employed to extend the bounds of abstract knowledge; elsewhere we see the organization of education no less an object of government than the ordering of the police or the control of the highway. Even in comparatively poor countries we find scientific knowledge and trained intellects regarded as sound public investments, and the popular voice applauding a liberal application of public money to secure them.

May we not say that the time has come when England should make up its mind whether the Continental view of the requirements of the age is right or wrong? If it be right, one cannot without concern view the extent to which this country has lagged behind. At present England speaks with uncertain voice and mind. She evinces no real conviction of the practical value of scientific knowledge or scientific training. Science is lauded to the skies in words and left to starve in fact. Research is commonly treated as though it were a matter of merely private ambition or concern. Commerce and industry are still in doubt whether any more scientific training is necessary for their employés than sufficed a century ago. In questions of public education, except as far as they may concern a point of religion, the generality of Englishmen hardly affect an interest.

The prevailing note of indifference belongs to no particular class or section. The country squire who regards schools as an insidious means of undermining agriculture may be matched by the industrial magnate who frankly despises all technical knowledge gained outside the workshop. The Minister who with difficulty consents to make a public grant for research has himself to wrap its object in some specious guise of "utility," lest the popular voice should condemn it as a dole to a privileged class.

In the matter of public education, half heartedness has led us into a course as wasteful as it is illogical. For thirty years past, at a vast expenditure, we have been educating the entire population up to a preliminary stage, and providing no means

for those who show themselves capable of it to proceed further. If a national system of education is to produce a national advantage worth the money it costs, its aim must surely be largely a selective one. The ultimate object, from a statesman's point of view, of national education is to bring the best brains of the country, or, to speak more precisely, the best combinations of brains and energy, to the front; to bring them into the positions in which they can be turned to the best account in the national struggle for supremacy. In England we have stopped at the first stage, the most costly and least remunerative. We have produced year by year a mass of educable material and made nothing further out of it. Whatever individual talent the elementary school may have revealed, we have taken no care to ensure its after-development. We have laid a costly foundation and built nothing upon it. Can we wonder that so many Englishmen regard national education as a failure, and speak of it as a device to convert useful workmen into unnecessary clerks? If it be not so in fact, it is not the fault of the policy that has been followed.

To all this there is a significant exception. John Bull's carelessness about science and education stops with the shore. When he has to deal with his own chosen element, the sea, he is altogether another man. In nautical matters no one values exact knowledge more; no one, unless, perhaps, his recent pupil in the Far East, has more assiduously cultivated scientific methods, or been more careful of the training of the men to whom he entrusts his destinies. We need not, therefore, commit the absurdity of supposing indifference to science to be any permanent feature of the English character. It is but a passing phase, the origin of which we may discern in patent historical causes.

THE CAUSES OF NEGLECT.

Great Britain entered on the Victorian era under peculiar advantages. Previous rivals in Europe had been exhausted by long wars which had brought us no greater disaster than increased taxation; America was still almost a negligible quantity. Our early use of coal and the mechanical inventions to which it had given rise had aided in giving us a long start of our contemporaries in the modern world which those inventions were bringing into being. Other nations might claim superiority in the graces of life; in commerce, in industry, in material civilization generally, the United Kingdom for many years was easily ahead of them all. We fancied, perhaps, that this was to last for ever. Other nations had painfully set about the task of organizing their resources, systematizing their knowledge, trying to make the most of the human material they possessed; we had, we thought, no need to do the same; our natural energies and superior aptitude would always keep for us the supremacy we had gained. In matters of education England no less enjoyed during this period a pre-eminence it has been difficult for her to forget. The universities of the Continent had long been in a state of decay, material as well as intellectual. The last relics of the great mother University of Paris, that had once ranked in authority with Pope and Emperor, had disappeared in the Revolution; of her half hundred of colleges, nearly all had vanished. The collegiate foundations of Oxford and Cambridge, on the contrary, had steadily grown in opulence and lost nothing of external splendour. In the middle of the last century Oxford and Cambridge, to say nothing of Eton and Winchester, were as far in advance of anything of the kind elsewhere as the commerce of the Thames or the industries of Lancashire. As was natural, Englishmen grew to regard their two ancient seats of learning as the type-universities of the world, and the particular kind of education prevalent there as the ideal of what university education should be. Universities elsewhere have since multiplied and gathered resources; economic causes have diminished the income of our once wealthy colleges; but England is slow to realize the new situation. The appeals for help which Cambridge has been lately making to its wealthy alumni are passing almost unregarded, and the great majority of Englishmen would still, I believe, be surprised to be told that, measured by contemporary European, to say nothing of American, standards, neither Oxford nor Cambridge would be reckoned among first-class universities.

Whether it be that we forgot, in the later years of the nineteenth century, a familiar apologue, whether it be that we had grown into the habit of relying too much on our natural advantages and neglecting the means of improving them, or thought that the world would stand still for us, certain it is that of late we seem to have awoke rather suddenly to the disagreeable fact that in some of the departments of the

world's business in which we thought our supremacy most secure we are being overtaken, and possibly distanced, by countries that we scarcely regarded as rivals a generation ago. It is not only that the tortoise shows signs of overtaking the hare; the new world, we begin to find, has bred a hare at once fleet and more persistent than ourselves. Now perhaps one may hope that a hearing will be given to those who have long been speaking to unwilling ears and calling attention to the neglected state of national education in the heart of the empire. We have long had it pointed out to us with what heed these matters were regarded in Continental countries; how carefully their educational systems were thought out; how liberally even poor nations were voting money for educational purposes; but to all this little attention has been given, these things being apparently regarded as necessary only for the foreigner. Will Englishmen be equally careless of what is being done in the United States and in our own North American colonies? Americans can hardly be set down as a second-rate people, or an unpractical race, or an unsuccessful one. It may be that London will not disdain to learn something from them. There was published in London a few weeks back the report of the Mosely Educational Commission to the United States, the second of the two commissions which Mr. Alfred Mosely dispatched at his own expense to endeavour to trace the cause of the success of Americans in their competition with ourselves. The Commission included twenty-six men prominent in the British educational world. The reports they sent in run to 400 closely printed pages and every page is interesting reading. The contents may well startle this country, if anything can, out of its apathy with regard to the matter.

Everything, let me say at once, is not represented as perfect in American education. The Commissioners found much to criticize in American educational methods, in their lack of thoroughness in certain directions, in a general tendency to underpay the *personnel*, and in a certain disposition on the part of private benefactors to regard buildings and sites as of more importance than men. But these, it is frankly admitted, are faults of immaturity and over-rapid growth; the greater part of the American educational institutions are barely a generation old. Nor did the Commissioners find that thoughtful Americans were in the habit of looking on education as the source of their prosperity. That they were disposed rather to attribute to the inherent qualities of their composite and selected race. But, what was more significant, they regarded the national interest in education as the natural expression of the very qualities that made them successful, and were confident that if their public education had not been the cause of their prosperity, it was an essential condition of their prosperity being maintained.

American interest in education is not of recent origin. The practice of appropriation of public land to educational purposes by act of the Federal Government dates from the early years of American independence; and the most extensive measure of this kind was passed in the crisis of the civil war. Up to the year 1900—as may be learned from the educational reports prepared for the Paris Exhibition—the United States Government had in this way assigned upwards of eighty-six million acres, an area larger than the whole of the United Kingdom, out of the public domain for the support of education. The total value of federal education grants in land and money to the same year, the land being valued only at its original selling figure, is stated by the same authority to be nearly sixty millions sterling. This, it will be understood, is the grant of the Federal Government alone, and has nothing to do with the contributions and levies of the separate States and their cities. Private benefaction has been on a still more remarkable scale. Private gifts and bequests for university education alone, says one of the Mosely Commissioners, have amounted to forty millions sterling in the course of thirty years. Fourteen millions sterling is given by one of the 1900 reports as the sum of the private benefactions of the single year preceding to universities, colleges, schools, and libraries. Mr. J. D. Rockefeller and others are said to have spent four millions on the University of Chicago, and other recent foundations are reported to be still more royally endowed. Harvard, at the present time, draws an annual income of nearly or quite two hundred thousand sterling from private benefactions. Though medicine is as yet the least favoured and one of the most backward branches of American education, the special gifts to it are still far from contemptible. The medical department of the Columbia University of New York, for example, is endowed, including

land and buildings, to the extent of £496,000, the site and buildings of the Jefferson Medical College of Philadelphia are valued at £120,000; and a recent benefaction to the medical department of Cornell University in the State of New York is rumoured to amount to £300,000. An imperfect return shows an aggregate of three million sterling of property enjoyed by medical education throughout the States, and during the five years 1894-8 private gifts to medical schools are reported as exceeding half-a-million sterling, being about a sixth of the benefactions made to hospitals during the same period.

Of the universal American interest in public education; of the profound belief in the value of public education that possesses all classes in the States, every chapter of the Mosely reports is eloquent. Public bodies, we are repeatedly told, grudge no money spent on education, the claim of educational institutions to the best sites, the best buildings, the best appliances that can be obtained, is regarded as incontestable; moneyed men are everywhere prompt to recognize the needs of education, industrial concerns are eager to secure the most highly educated men for their employment. The development of public education in the States is still going actively forward, and by all appearance will do so for many years to come.

It is sad to compare with these glowing pictures of educational progress the history of the twenty years of wasted opportunity and effort we have lately known in London, the twenty years of wearisome agitation, of interminable inquiries, of reiterated deputations, of bland official replies, of municipal and public apathy, that we went through before we could get so much as the bare framework of a teaching university in this, the richest city of the world. May we hope that in the twentieth century London will turn its eyes to see what these vigorous young communities in America are doing, and that we shall not have to wait twenty years more before our hard-earned frame is clothed with living material?

THE SPECIAL CLASSES OF MEDICINE.

In this country, at least, no form of higher education can claim a stronger title to public support than medical education. Its purpose is the interest of all. Disease and accident are no respecters of time and place; the life of the wealthiest may at any moment rest upon the skill and knowledge of the humblest village practitioner; failure at any point of the sanitary guard which in times of danger preserves a nation from epidemic disease may let in an enemy that will cost the country more than it could ever spend upon its medical schools. The medical profession is not one that can be charged with making a selfish or illiberal use of its knowledge. In all things it has loyally consulted the public advantage first of all. It is a profession of whose voluntary generosity the public never scruples to make unsparing—I had almost written unblushing—use, a profession which meets the heavy demands made upon it with unflinching patience and public spirit. I shall hardly overstate the fact if I assert that a fifth of the entire population of London has at one time or another, in the hour of distress, learned to rely on the public or private charity of the medical practitioner. Medicine, which gives so much and so readily, may surely ask a little in return, and expect in all honour that its claims will be ungrudgingly met.

If the claim that medicine is about to make on the inhabitants of London has gone unrecognized till now it is not altogether the public fault. Medicine has perhaps desired too much to be independent and self-sufficing; we have not taken the public sufficiently into our confidence as to the needs of our art; we have troubled too little to see that it was adequately informed. The average non-medical person, it is safe to say, knows at the present day far less of what goes to the making of the medical practitioner than he does of almost any other form of professional education. The developments of medical education during the last quarter of a century have not been trumpeted abroad, "written up" in the press, or made the subject of magazine articles. Of the London hospitals the London public knows much; of the schools of medicine that have grown up alongside of them almost nothing. It would probably surprise the great majority of Londoners to learn that the mere buildings of these schools would in the aggregate suffice for the needs of many a renowned university, that upwards of four hundred teachers are actively engaged in connexion with them, and that the curriculum pursued in them is at once the most arduous and the most highly systematized form of education that exists in the country.

The foreigner would be no less astonished to hear that the entire system has been the result of private effort, and that until lately it has been entirely self-supporting. The build-

ings appropriated to its use in University and King's Colleges are almost the only public assistance it has to acknowledge; private liberality has hardly gone beyond the foundation of prizes and exhibitions. With the exception of certain professorships at University College, there is not at the present moment a single endowed chair in any medical school in the metropolis. Like many other institutions in England the London School of Medicine was not founded—it grew spontaneously in response to a need. It grew up in close connexion with the twelve great general hospitals, but till lately it had cost them nothing; on the contrary, they were pecuniarily the gainers by it. I ventured some six years ago to estimate that the existence of the medical schools virtually added no less than £50,000 a year to the charitable resources of London, and I was not accused of exaggeration.

The endowment of a single professional faculty to the extent of some £24,000 a year, exclusive of premises and library, would seem in London the dream of a rather distant future; but that is the extent to which, in the neighbouring capital of France, the Faculty of Medicine appears to be subsidized from public sources. The statistics of higher education issued by the Ministry of Public Instruction for the ten years 1889-1899 show that in the last year reported on (1897-8) the sums assigned to the purpose of the Faculty amounted to 1,466,212 francs, of which only 859,302 francs were recouped from students fees, leaving 606,910 francs, say £24,276, to be provided from public sources, chiefly the coffers of the State. The expenses of the Paris Faculty do not, it may be added, include those of instruction in what we term the "preliminary sciences."

MODERN REQUIREMENTS.

A complete endowment of the Faculty of Medicine is not at present in question in London. We see no reason to apprehend that the schools of the London hospitals will be less able in the future than in the past to provide for their own resources for the professional education of as many students as their ample hospitals can accommodate, but there is a strong and growing sense of the need of relieving them from the increasing pressure of a burden which at the present they are under the obligation of supporting, but which is properly none of theirs to bear.

The medical curriculum has long since everywhere divided itself into two nearly separate portions, the one mainly professional, while the other tends more and more to become purely academic. It is within my own recollection and that of many here that the student of other days, while still pursuing his ordinary anatomical and physiological studies, in some cases while working only at the introductory physical and biological sciences, was expected or encouraged to spend a part of his time in the wards and out-patient rooms of his hospital, and to familiarize himself thus early with the aspects of disease. That is now virtually at an end. The increasing requirements of the earlier parts of the curriculum have rendered it impracticable. The contemporary pupil, though nominally attached to a hospital, pursues as a general rule the first two years, or three as the case may be, of his curriculum under almost purely academic conditions, and rarely enters a medical or surgical clinic for any serious purpose until he has surmounted the barrier of his anatomical and physiological examinations.

I need not stop to discuss whether the change of practice is of unmixed advantage or no. Something, it will doubtless be said, is lost in the present day which the older and less differentiated plan of education was able to impart; but this, I fear, is a profitless question to raise. The present system is universal, or nearly so; it has forced or is forcing itself by the logic of circumstances on every seat of medical education alike, and it must be taken as one of the facts of the case that we have to deal with.

In almost every place of medical education except London a further differentiation has already taken place. The responsibility of providing for the earlier portion of the curriculum has ceased to rest upon the medical school properly so called. In Lancashire and Yorkshire, in Birmingham and Newcastle, and in Wales, endowed universities and university colleges have taken this part of the work upon themselves, leaving the schools of medicine, in the strict sense of the term, to their proper task of teaching the theory and practice of medicine and surgery, and such of the more advanced branches of science as cannot conveniently be separated from clinical work.

In London, without a central teaching authority to assist, lead, or co-ordinate the scattered educational agencies at

work in her vast area, this further step has till now been impossible. The medical schools, unendowed and without external aid as they are, have had to bear the burden of the preliminary education themselves. Each separate school, in order to maintain its position, has found itself obliged to offer a medical curriculum complete in all its parts, academic as well as professional, and to provide the buildings, laboratories, and external teachers necessary to make it so. Until London possessed a university in fact as well as in name, no practicable way out of the difficulty could be seen, and the difficulty has been a steadily increasing one. While politicians disputed whether five millions of population should have two titular universities or only one, whether professors of European fame should be dealt with as honourable men or objects of public suspicion, and how far the laying of academic hands on the London Matriculation Examination would endanger that palladium of British learning, the men who were actually doing the work had to strain every nerve to meet the constantly growing requirements of the long medical curriculum, and to keep the London schools of medicine on a level worthy of their historic fame. The work was done. It has, I venture to say, been well done; but the strain on the schools has been no light one, and its tendency is still to increase. Over the schools hangs the shadow of the ominous question, How long can the present strain be maintained? A limit will be reached, it must be plainly said, unless London awakes to some sense of its responsibility in the matter. And while London is asleep, the provinces are moving. I trust I shall not be understood as saying one word in dispraise of the excellent teaching given in many of the provincial medical schools, or in derogation of the highly distinguished physicians and surgeons who are working so ably in them; but the fact nevertheless remains, not only that London possesses an unexampled field of clinical instruction, but that, as long as the greatest prizes of the profession are to be found in the capital, the tendency must be for the best clinical talent in the profession to be attracted to the metropolitan hospitals and schools.

THE SOLUTION OF THE QUESTION.

It would, I will not hesitate to say, be a disaster, not only to Londoners, but to England and Wales as a whole, if London should ever lose the position it has hitherto held as the chief seat of medical education in the country. It is to the grave discredit of so wealthy a capital that such an event should be even imaginable.

Thanks to the reconstitution of the University of London we have at last a definite plan to lay before the public. It is a plan which has been drawn up by the Faculty of Medicine of the University, a body fully representative of medical education in the metropolis, and which has been officially adopted by the Senate of the University as an integral part of its scheme of future development. It is proposed to found, as part of the University of London and under its direct control, a public Institute of Medical Sciences to undertake teaching in physics, chemistry, biology, anatomy, and physiology for the purposes of medical students. The classes of the institute will not be limited to those only who are undergraduates of the University and propose to take its degrees. Provision will equally be made by the University for the instruction of students who are aiming at the College diplomas or the licence of the Apothecaries Society. Nevertheless, all who enter the institute will be studying in the University in fact as well as in name. They will be able to commence their career by entering directly at the University, and until they have completed their classes in the institute they will not need, unless they wish, to join a hospital at all. They can wait till they have finished the academic part of the curriculum and select their hospital when the time has come for them to begin their clinical work. No compulsion will, of course, be exercised by the University over existing medical schools. Any that may find it to their advantage still to carry on the earlier as well as the latter part of the curriculum will be at liberty to do so; those whose policy is otherwise will be able to receive their clinical students directly from the University of London Institute as now they receive them from the Universities of Oxford and Cambridge and the University College of Cardiff.

The University is willing and anxious to establish such an institute; but to do so funds are, of course, needed, and funds for the purpose the University as yet has unhappily none. How much, it will be said, will be required? That has been the subject of careful estimate. Assuming the institute to be started as contemplated for 500 students at

the outset, and assuming—as is not impossible—that a free site can be obtained, it is reckoned that £160,000 would be sufficient for the necessary buildings and equipment, and that the annual expenses on staff and service would not exceed £20,000, of which about two-thirds would be recouped by fees, leaving to be provided from endowment between £6,000 and £7,000 a year, which brings the total capital endowment estimated as required to £375,000.

To what quarter is the University to look for this necessary sum? On the Continent of Europe it would at once be recognized as a legitimate charge on the State. In our country that can hardly be. The tradition that professional education is no affair of the State is still deeply rooted in England. Even the modest subsidy annually granted by the Treasury to the English Colleges is given under proviso that no portion of it shall be used for the purposes of the medical school. On State aid we can count but little. In America, if we may judge from the accounts lately brought back by the Mosely Commissioners, the matter would also be speedily settled. Our Chancellor would need but to sally out, pay some half dozen judiciously planned morning calls, exercise the persuasiveness which he is universally allowed to possess, and the thing would be done. Have we no wealthy men in London capable of being fired by emulation of transatlantic gifts to education, who will make this modest benefaction their peculiar care? As we lately learned with so much gratification, a most auspicious beginning, at least, has been made. May we trust that it will be followed by speedy fruition, and that the list of subscribers already privately started will be covered without needless delay? Among them, one may safely predict, will be found not a few members of our own profession; but it must be clearly remembered and understood that it is no personal interest or advantage of the profession that is being sought. The object is in the fullest sense one of public concern, and it is to the public, not to the medical profession, that the appeal of the University is particularly addressed.

It would be a poor compliment to a University destined, as we hope, to a great academic position to let it be supposed that this introductory work is all that the Faculty of Medicine will eventually expect from it. At present it is our most urgent need, but there are more ambitious fields of work awaiting the University later. The idea that the principal duty of a university is the education of undergraduates, and that a bachelor's degree is the climax of a university career, is among the fading traditions that the nineteenth century bequeathed to us. In the United States the more advanced school of educationists already begin to regard the teaching of undergraduates as but a secondary function of a university, if indeed they would admit it to be a university function at all. The preparation of candidates for initial degrees they are disposed rather to relegate to a class of institutions of subordinate rank which in America are called "colleges." The real work of a university, it is argued by many, is that to which the attainment of an initial degree is only an introduction. "Graduate study," as Americans call it, is already with them a prominent feature of higher education, and even seven years ago, according to the reports I have already quoted, twenty-three American institutions were able to make up between them a total of 4,919 resident graduate students, an average of nearly 214 each. The medical world in England has long recognized the importance, and indeed the necessity, of graduate study, and the number of members of our profession pursuing it in London in one shape or another would probably exceed anything that is to be found in America; but the provision which we have been able to make for it would, I fear, have to sustain a far less flattering comparison. It is certainly not yet so complete as to place any serious difficulty in the way of its absorption into the organization of the University, or to render the co-operation of a powerful university with it other than welcome. With the aid of the University we may perhaps one day see removed the weakness of the London system that has always been most apparent to foreigners; I mean the entire dependence of the academic position of a medical teacher upon the term of his hospital office, with the unavoidable result that some of our greatest clinicians have ceased to teach at the very time when their experience is ripest and their judgement at its greatest maturity.

May I venture, in conclusion, to deprecate a certain note of impatience that occasionally makes itself perceived in the medical world because the development of our University is not proceeding at as rapid a pace as we could wish? We must

not expect impossibilities. To make up the arrears of two generations in a great capital was as huge a task as any university could have had committed to it, and some of the difficulties in the way have been very hard to surmount. That the constitution of our University is not an ideal one, that it may be open to the charge of cumbrousness, I, at least, am not concerned to deny; but machinery is of less importance than men; and we need not complain overmuch of a constitution that has committed the interests of our science to such strong and able hands as those of the representatives it has upon the University Senate, and placed at the head of our Faculty a man so singularly capable as its present Dean of grappling with the difficulties of the present situation. The best compliment we can pay to the statesmanship and the self-sacrificing labours of Mr. Butlin and his fellow-workers in our behalf is, I submit, to give them a patient as well as an earnest support.

HAEMATOMA AND HAEMATOCELE,

A STUDY OF TWO CASES OF EARLY TUBAL PREGNANCY.

By ALBAN DORAN, F.R.C.S.,

Surgeon, Samaritan Free Hospital.

THE question of operative or expectant treatment in early extrauterine pregnancy is of high importance, but remains unsettled, for authorities are not agreed as to what is the best course to pursue when haemorrhage sets in and stops the early abnormal pregnancy. Haematocele, the result of intraperitoneal haemorrhage, may undoubtedly subside, as has been demonstrated by the experience of authorities to whom further reference will be made, and by a case in my own practice presently to be related. A majority of gynaecologists, however, hold that haematoma, the result of haemorrhage into the pelvic connective tissue outside the peritoneal cavity, is far more likely to be absorbed, and therefore does not as a rule render operative interference urgent. Even Taylor, who insists that cases of intraperitoneal haemorrhage from a ruptured tube or tubal mole rarely recover without operation,¹ at the same time admits that when the tubal sac ruptures into the connective tissue space below the peritoneum a haematoma is the result, and in some instances the pressure and disturbance caused by this collection of blood is sufficient to stop the progress of the misplaced pregnancy. When this is the case the haemorrhage is slowly absorbed, and if the pregnancy be early and abortive, the products of conception undergo absorption also.²

Roughly speaking, then, we are taught by certain living writers of repute that a haematocoele implies great peril and demands operation, whilst it is generally admitted that a haematoma³ represents a far less dangerous ending to an interrupted tubal pregnancy and will subside if the patient be kept at rest.

The two following cases are of some interest because they do not support this teaching. For in the first, there were all the signs of tubal abortion with haemorrhagic mole and pelvic haematocoele, yet the patient recovered and the haematocoele underwent absorption. In the second a haematoma developed, but though the patient was kept at rest in hospital the effusion of blood did not subside. On the contrary, it ruptured its capsule, so that intraperitoneal haemorrhage occurred, rendering immediate operative interference needful.

CASE 1. Bleeding tubal mole and pelvic haematocoele. Clots passed over two months after last period, with pelvic pain and swelling in right fornix and iliac fossa, decidua passed a week later, a mass with the characters of pelvic haematocoele then developing, and gradually becoming harder and smaller: No operation, prolonged rest: Period re-established within two months, becoming regular.

E. H., 24, was admitted into my wards in the Samaritan Free Hospital, on February 11th, 1903, for symptoms indicating ectopic gestation.

She had been married for over six years and had been twice pregnant. The first child was five years and nine months old, and was delivered at the seventh month by forceps, the second one was one year and eight months old and was delivered by forceps at term. Both children were reared, and the puerperium was uncomplicated after both labours. At the age of 13 this patient had been under treatment for anaemia, but she had never suffered from any serious illness.

The catamenia recommenced and continued regular during lactation