

SCIENCE

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TEACHING AND PRACTISE¹

It would be impossible to address this congress without a word of affectionate tribute to the memory of three great men who have presided over these meetings in years that have passed, figures, alas, that we shall not see again.

Fitz, the patient, discriminating student, the wise, inspiring teacher, whose keen eye and orderly mind shed light upon obscure corners of the art of medicine; Mitchell, the poet, the brilliant physiologist, the acute and sympathetic reader of men's minds, the great practitioner; Trudeau, the optimist who, in his long journey through the "valley of the shadow of death," led so great an army of sufferers to the land of light. 'Tis a heavy loss. But what a varied and lasting inspiration the lives of these men have left for us and for the world!

In the last several years, especially through the activities of the American Medical Association, the Carnegie Institution and the General Education Board, questions relating to medical education have been discussed very actively in America, and the changes and improvements in our methods of teaching and in the character and training of those who teach have been greater probably than in any other like period in the history of American medicine.

The relations between teaching and practise in hospital and in university have of late been the subject of especially vigorous controversy in this as in other countries. To one who for five and twenty years has

¹ Address of the president of the Congress of American Physicians and Surgeons delivered at Washington on May 9.