

There is probably no greater stimulus to an improvement in further work than the birth of first achievements. It is to be regretted that we may never know the exact service rendered by some of the primitive and unimportant productions of genius in kindling the ambitions, leading later to their unique success. The effect upon the individual of seeing the results of his labors under his own name is usually a feeling of parental pride, and often there is a sense of camaradie aroused by their discussion at society or other gatherings quite startling in its novelty; such occasions form hallowed recollection. The study of an interesting process of disease, although previously completed by many others, may reveal facts new to you and intensely interesting to your colleagues. Productive work does not necessitate prolific writing, and to participate in the continued repetition in an already burdened literature is of doubtful value; a small gathering of students or practitioners may serve fully as well for the introduction to public notice of your latest efforts and to clear the way for new studies. The opinion is often expressed that research work in medicine can only be carried out in the ideal surroundings of endowed modern institutions for experimental medicine and by men devoting their entire time to such work. Such statements are offered to excuse and explain the failure to attend or participate in the proceedings of medical societies. A more valid excuse would be the failure of their medical education to cultivate in them either the ability or the desire for such activities.

These are some of the relations which, as before stated, are both varied and numerous, concerned with the sterility of many of our most promising graduates. They are all connected with, and subsidiary to, the absence of a proper spirit of inquiry concerning the processes of nature as manifested by disease; and it will continue to be in the future, as it has been in the past, the first and most important duty of medical schools, to educate men to recognize and treat disease. So long as training in medical inquiry is directed chiefly to the problems of diagnosis and treatment we can expect little else from our graduates except an intelligent routine practice of medicine or surgery.

Those who would progress in other directions than the acquirement of a large general practice or the care of an extensive clientele in some specialty, must add to their education a training in deeper inquiry and productive investigation. With the adoption of the university methods of teaching in the clinical branches, so well outlined by Barker,* and the rapid

* *The University Record* of the University of Chicago, 1902, vii., 83.