

ever be their wealth of their social position, I say, of such men is the kingdom of heaven." The original picture is now in the Tate Gallery, London. We do not pretend that the majority of physicians are saints or heroes; but we do contend that the practice of our profession furnishes grand opportunities for good work in the interests of suffering humanity. We are proud to think that in all parts of Canada there are physicians who make the most of such opportunities.

Some may wonder whether Fildes' doctor will continue to exist. We are told that therapeutics is becoming unpopular because there has been in the past, and is now, too much empiricism in our methods of treatment. The all-important subjects among the final branches are diagnosis, prognosis and pathology. It is supposed by some that the "McClure" and the "gentle doctor" will go out of fashion, and that the modern physician will struggle longer and puzzle more over his diagnosis, and, then in a case such as Fildes' sick child, he will turn to the mother with a bland smile on his wise face, and say to her: "Madam, this is really a most interesting case. It has been very puzzling, but I am pleased to be able to say I have made a diagnosis and prognosis. This child has malignant endocarditis and will die in about five or six hours. I can do nothing more for you now, but I shall call in the morning to make a post-mortem examination."

One of the most vexed questions of the present day is the preparation of general practitioners, *i.e.*, methods of medical education. In recent years there have been many discussions on the subject of the British Medical Association. I am glad that our friend, Dr. W. T. Connell, of Kingston, will read a paper on the subject at this meeting. The amount of work in all departments of medicine has increased so enormously during recent years that students are bewildered, confused and disheartened. The students of to-day bolt more, and cram more, and observe less, and think less, than did those of ten to twenty years ago. There seems to be little continuity between the teaching of the primary and final subjects. In the early years the students are now swallowing pure and applied science in masses too big for their assimilative organs; or, in other words, are largely memorizing facts without understanding them. It is believed by many that this unfortunate condition of things exists in many, if not most of the best medical colleges in North America, as well as in the old world. It would appear that the level-headed Britishers are realizing the situation more fully than the teachers of any other countries.

Francis Shepherd, of Montreal, in his presidential address before this Association in 1902, referred to certain defects in modern laboratory teaching. There is probably no man on this continent who understands this subject more intimately than he from two standpoints—the scientific