

# SCIENCE

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## THE PRACTICE OF MEDICINE<sup>1</sup>

By Dr. RUFUS COLE

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HAVING lived until recently in the shadow of this enormous and beautiful pile of buildings, comprising the New York Hospital and Medical School of Cornell University, I am somewhat embarrassed to stand before this august assemblage of faculty and students and presume to bring you a message. My awe is a little tempered, however, by the recollection of a remark made by the Minister of Health of Egypt, who visited me at the Rockefeller Hospital several years ago. Thinking even one whose life had been spent in proximity to the pyramids might be impressed, I called his attention to your buildings and asked him what he thought of them. "I can tell better after a thousand years," was his cryptic reply. To-day the recollection of his remark makes me conscious of the ephemeral nature of most human undertakings, especially of commencement addresses, and boldens me to speak frankly.

<sup>1</sup> Address delivered at the commencement exercises of Cornell University Medical College, June 15, 1938.

To you, members of the graduating class, I offer my most sincere congratulations, and they are especially warm on this occasion since the degree which you have just received has real significance; it has been obtained only after a long residence in the university, and after you have carried on work as arduous, as intensive and as truly intellectual as that required by any university in the world for the doctor's degree, even for one in philosophy or in pure science.

Until a relatively few years ago the degree of doctor of medicine, even in the best universities of this country, signified something quite different from this. In almost all schools the chief emphasis was laid on vocational training. All of the teachers spent at least a portion of their time in private practice and, in selecting the material which they presented to their students, they chose that which was likely to be of immediate value in professional activities. Gradually, however, the teaching in the courses of the first two

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