

sities are following suit by lengthening the sessions from six to nine months.

The relative value of didactic, as opposed to clinical, teaching, is another subject which is attracting the attention of teachers, with a decided, and, I think, a right tendency in favor of devoting a larger proportion of the time to the latter.

Again, the sub-divisions of medicine and surgery have increased so rapidly during the last quarter of a century that some re-arrangement of the course of study must take place, or the student will be overwhelmed by the task before him, if a fair knowledge of all is to be expected or attained.

When so many questions of great importance are pressing upon us for solution, it would be a matter of surprise if the teaching of anatomy presented no knotty problems, especially when we consider the immense amount of original work that is being done in this department alone. During the year 1892, it is estimated that the "literature of new works in human anatomy amounted to more than 2,000 octavo pages."

The science of anatomy is not standing still; it has not reached its limits, neither is it possible to fix any limits to the field it occupies. The textbooks on the nervous system, of even five years ago, are practically obsolete—the advance in our knowledge of this system has been so great. Morphology is one of the departments which has of late received special attention at the hands of anatomists, and through it we are receiving new light upon many of the most intricate problems in the causation of disease, especially along the line of development and heredity. The presence of sarcoma, the cells of which have no analogy with any adult tissues, but represent an embryonic form not normally found in the adult body, will probably find its explanation at the hands of the morphologist. Biology, zoology, and comparative anatomy have each their recognized place in this good work. Every teacher of anatomy must make himself more or less conversant with all these subjects, if he would teach to profit. While, however, this is true, he must be wise in his choice of mental *food* for his students; and where there is so much, the choice is difficult, and this difficulty has led to a wide divergence of theory and of practice on the part of teachers of anatomy.

We find Professor Allen, of Pennsylvania University, expressing himself on this subject before the Association of American Anatomists this year, as follows: "In most institutions, I regret to say, the standard of anatomical teaching is practical in character, and not the one which is most useful as a discipline of the mind." And again, "I cannot refrain from an expression of regret that . . . the demands of the surgeon still dominate the lecture hall."

He would advocate the study and teaching of anatomy from the purely scientific standpoint of view, when he says, "the acquisition of knowledge for its own sake—the determination of general principles that reveal the existence of law—awakens and maintains pleasures and interests in the mind of the anatomist, compared with which the practical use that he can make of the knowledge appears to be poor and mean."

On the other hand, Mr. Kent, Prof. of Anatomy in Glasgow, in an address delivered last October at the opening of St. Mungo's College, bemoans this very tendency on the part of anatomical teaching, and advocates a modification in the teaching and examinations so as to make anatomy the Institutes of Surgery, in the same manner as physiology is the Institutes of Medicine. Thomas Cooke, the well known anatomist of London, in a letter to the *London Lancet* of September 1st, 1894, fiercely attacks the present methods of teaching and examining in anatomy in Great Britain, pointing out that under these the student becomes a *scientist* but not a *practitioner*, and that gentlemen thus turned out are not to be safely trusted with the lives of their patients.

I have no wish to undervalue in the very slightest degree morphology, biology, zoology, or the scientific aspect of anatomy, but *they must be kept out of the curriculum of medicine*, or at any rate in the background. The teacher should utilize the rays shed by these studies to illuminate his explanations, to elucidate the apparently unreasonable presence of certain structures, to explain the causes of variations from the usual form, and in many other ways. But the student's attention must not be diverted into these side lines from his one aim and object—to be a physician. "There are possibilities of anatomy which are the impossibilities in the medical course," and this should be pointed out, so that the horizon of the student