

ing year. Hence, in reality that student never reaches the end of any regularly graded course. In this way the practical efficiency of that graduate can never be assured. Let me illustrate this by the various methods of arriving at a knowledge of that basal study in all schools that attempt to teach the healing art—*anatomy*.

Some teachers open their course with an examination of the elements of which the human body is composed. That is, they begin with *histology*. They commence with the cell, and after having given a fair knowledge of that, they proceed to construct the cells into tissues, which are then considered. Then the tissues are built into organs, and finally the organs into the systems which they compose, and they do not arrive at a consideration of the human body as a whole until the last year.

Another pursues the opposite course. He begins with a study of the *anatomy* as a complete system. He considers its functions, and then goes on to study the organs whose actions make function, and finally to the ultimate elements of which organs and tissues are composed, and whose aberrant functions afford the pathological disturbances with which it is to be his life's work to battle.

The student who spends his first year in a school that begins with *histology*, and who goes to one that ends its course with tissue elements, never gets beyond elementary matters in his entire college training. This certainly will not tend to make the best practitioners, or to raise our profession to its highest point of efficiency. There should be a comprehension of the benefits of each method, a careful discussion of the merits of all systems of teaching, and an intelligent and discriminating adoption of that which is best. To this end I have accepted the invitation of the executive committee to bring this subject before you.

I am a believer in the analytical system. I think it is easier to arrive at an understanding by taking in pieces that which we do not construct, and thus get at a knowledge of the mysteries of that which we must attempt to repair. Let me give you my reasons for this faith, and then please allow me to listen while you show me wherein I am wrong, or confirm my prepossessions by your own corroborative testimony. Do not then understand me as speaking dogmatically when I propose the following methods in teaching *anatomy*, but only as offering suggestions.

Our sole reason for examining tissues and organs is that we may learn their action and function. Hence, we should begin with function. This requires that the preliminary examination should be of the system, and not of its organs. The study of *anatomy*, then, should commence with a general examination of the body as a whole. In a dental school the first year should be devoted to general *anatomy*, beginning with *osteology*, or the frame-work. Then the viscera should be taken up, and their general morphology