

tion purposes by the hard-worked student. Today a well prepared museum specimen, its colors preserved almost as in life, properly mounted to resemble as closely as possible its position in the body, and carefully dissected to display the extent and relations of the lesions, presents appearances very similar to those of the postmortem-room, and sometimes shows the morbid process even more clearly and with greater advantage to the student. At the meeting of the Berliner Med. Gesell., of July 8, 1896, at which Dr. Kaiserling first announced his method, Professor Virchow stated that he believed the use of this process for the preservation of the natural colors of organs would inaugurate a new era in the demonstrative teaching of pathology, and already it may be said to have done so.

Virchow's own institute—the new Pathological Museum of Berlin—is a good example of the extensive use to which a large collection of fine specimens can be put in teaching. This museum, which was formally opened last year at the festival of Virchow's eightieth birthday, is a large, four-story brick building devoted entirely to pathologic museum specimens, to museum preparation rooms, and lecture theater, and contains about 20,000 specimens. Among these are many full series of the finest colored preparations. These are used singly to illustrate conditions studied for the first time, in groups for comparison and differential diagnosis, and also (and this especially) in large numbers for purposes of rapid review. In Virchow's own words, written at the time of the opening:

Thus will the student prepare himself for the difficult art of forming for himself, out of the confusing many-sidedness of pathologic appearances, a general idea of a diseased process, even in those cases in which direct observation is impossible.¹

So soon as a museum collection becomes of any size the question of its scientific classification is of primary importance. This not only for the convenience of the teacher and the curator, but also for the sake of making the material as it stands on the shelves accessible and of most advantage to the student. For this reason a useful classification must be based on teaching principles.

Pathologic material will be approached by the teacher from the standpoint of (a) general pathology, the study of the same morbid condition as it appears in different organs and tissues; (b) special pathology, the study of the same organ as it is affected by different diseases, and (c) regional pathology, the study of a portion of the body, such as the head or abdomen, according as it is affected by different diseases.

¹Virchow: Das neue Pathologische Museum: z. Berlin, Berlin.