

possible. The treatment of the body having fallen into the hands of a special group of men, it naturally followed that they must teach the details of their profession, and, consequently, human anatomy, which is a basis subject, has been taught for the most part in medical schools which may or may not have been associated with universities, and it has been taught almost entirely by medical men.

Under these circumstances, there has been danger that the science might be shorn of its wider limits and reduced to a technical level, the human body being looked upon merely as an object possessing certain definite structure and arrangements of parts which must be studied by the physician and surgeon merely for the purpose of localizing and treating diseases and injuries.

In more than one place the science has been debased to this level, and there is still a tendency in some quarters to decry any wider view and to insist that the medical student shall be taught only the technical details of human anatomy—that is, the positions of organs and parts and their relations to each other. This view is tending to become more prominent in association with the increasing demands which are being made upon the medical student's time from many sides, and it is usually pressed by those who are of the opinion that most of that time should be spent in seeing cases and watching or taking part in their treatment. Nothing could be more harmful, nothing could be more fatal to the best interests of the medical profession and the public than the general adoption of such a view. It would result in the medical man becoming technician—that is, a man whose value is limited by the number of cases he has seen and treated. The medical man thus taught would be very much in the position of the working mechanic who can do well everything he has been taught to do or has seen done, but it is absolutely useless when he is desired to do something new which requires general as well as special knowledge.

Fortunately, there have always been in the medical profession many broad-minded men who have recognized that the man who has a wide knowledge of general principles is better adapted to meet unexpected circumstances than one who is merely provided with a memory of a certain number of observed facts, and luckily the opinions of our broader-minded colleagues have hitherto prevailed. The result has been so far as anatomy is concerned, that in a large number of well-equipped medical schools and medical departments of universities the teaching of anatomy has passed into the hands of specialists—that is, into the hands of men who have spent the greater part of their lives in the study of the subject and who are enthusiasts in its teaching and study, looking