

studies be in such a field. This recommendation is somewhat hackneyed, but the conditions leading to its reiteration still obtain; the dead house remains the most valuable of all the attractions offered for your choice; in no other place can the convictions you may have acquired in the finality of diagnosis or the proficiency of therapy be so readily shaken. It is necessary, however, that your work there be patterned after the methods which have been found most effectual in practically all forms of education, *i.e.*, the execution by the student, and under supervision, of all the work he is capable of undertaking and the daily enlargement of this capacity. Courses in morbid anatomy devoted chiefly to the demonstration of the results of disease have a certain worth, but they are not comparable with those methods of teaching which necessitate some independence of thought and action on the part of the student. You should, therefore, be no idle on-looker, but a participator in all the details of the work of a pathological laboratory or institute.

To him who is privileged to examine the body dead through disease, the search for the beginning of the process, for its most remote effects and the contributing causes for its fatal termination, has an overmastering attraction; the relation of these to the diagnosis, course of the illness, and its treatment, furnish never-forgotten lessons. In such a training many of the fixed ideas, the result of inappropriate methods of instruction, the hard and fast notions of exact diagnosis, receive a fresh estimation, broader conceptions and a more critical spirit are developed.

Probably the most characteristic attribute possessed by the scientist is his critical manner of thought, leading to the careful examination of each proposition before it is accepted, to the use of a control for each experiment. All laboratory studies promote the development of this attribute. In the pathological laboratory, however, this spirit of criticism is developed in reconsidering previously accepted beliefs and learning somewhat of the limitations of diagnosis and therapy as well as their attainments. Therefore the advice that training in production should begin where post-mortem examinations are frequent and the material for study abundant, the production and repeated production which is to become a habit. There is a special technique for the literary preparation of the results of studies, taught where investigation prevails, although too infrequently, giving to published work its air of authority and modest conciseness. This should be added to the armamentarium with the same care and zeal as other forms of expertness or manual dexterity.