

In addition to this there is a bone *library* from which students may obtain material for home study.

The bone examination over, the student then commences dissecting. A lecture precedes the dissection of each region. As the bodies keep indefinitely, there is no hurry, and it takes till the Christmas holidays for each section to master its respective parts. A written and oral examination follow on the part dissected. After the holidays the sections change parts, the whole class amalgamating to get up the skull-bones, other bones and joints. At the close of the session an examination is held, at which it is necessary to get a term average of sixty per cent, and a final average of fifty per cent., to allow one to pass to the following year.

In the second year the sections take abdomen and thorax in one, and the head and neck in the other, the whole class amalgamating for the study of the brain, eye, ear and embryology. Then follows a long description of the methods of preserving, which are of more interest to the teacher of anatomy than to the general reader, hence we shall not reproduce these.

In the *Journal* of November 3rd, the professor continues his subject, commencing by describing what he considers a well ordered dissecting room. In this he maintains that each table should have a floor space of at least ten by fifteen feet. The light should be got principally from the roof. Anyone who has compared a roof lit room with one that gets its light through side windows, will readily agree with this. He prefers a wooden floor, though he uses asphalt, and has his floor sloping down to a gutter at one side; this seems to us superfluous providing a room is well kept. His tables are of wood.

A method for preparing and mounting dissected specimens is then described. Then, as to dissecting, he says: "I object to the *systematic* method of dissecting, where the student first dissects the muscles, with little or no attention to vessels and nerves, and makes a second dissection of vessels and nerves; and I prefer the *regional* method, and that for the following reasons": (1) There is no need to hurry if the bodies are properly prepared. (2) The systematic method involves a waste of material; and (3) begets a careless habit of dis-

secting. (4) Relations are better studied in the regional method. (5) Regional work, because of the extra labor required, is more likely to leave a lasting impression. (6) The regional method will give the best training to the student surgeon, for he will see the parts as they are as he goes along.

Then as to lectures, the class is divided, and what the professor lectures upon one day, the student dissects the next, while his demonstrator *quizzes* on the work as it is covered. Dissections are not used in the lectures, for the reason that only a few can see, but diagrams drawn upon the board, as required, are depended upon. This method has a double advantage, in that it not only gives a vivid picture, but encourages even the poorest draughtsman in the class to copy the diagrams.

LESSONS OF THE ANDREW CLARK MEMORIAL.

It has been said repeatedly of late, during the prevalent discussion of educational and technical questions, that our countrymen value character more than intellect and learning. This is undoubtedly true, and not true only, but a truth which is acceptable. For after all if the "end of labor be conversation," we must take conversation, in its stricter and yet wider sense, to mean the common life of action between man and man. How far "character" enters into the great achievements of genius were an interesting inquiry which we must at present postpone; there can, however, be no doubt that without certain qualities of character—without ardor, practical ability, and that perception of the relative proportions of things which we call "common sense"—much learning may be gathered in vain.

The mutual relation of help and affection in which Mr. Gladstone and Sir Andrew Clark stood together had not only its private side but also its public interest for us all.

The political leader and the late head of our profession had in common the features of character to which we have referred. Both leaders of unquenchable fire and of great and varied attainments, they were also endowed with an industry, an insight into affairs, a practical ability, and an ascendancy over men no less extraordinary. And,