

soon find himself in a hopeless dilemma: and probably no one has ever in this world seriously tried to do so. It would mean exclusive vegetarian food, exclusive motor traction, complete immunity for wasps, bugs, fleas, and any creeping things, as well as all larger animals and birds of prey.

This thing is, of course, unthinkable. But where is the logical difference between, on the one hand, defending your life with a rifle from the man-eating tiger or lion, or deliberately attacking the tiger to prevent the decimation of a human settlement and on the other protecting yourself from apparently inevitable disease by the help of the infliction of death on some pain on other living animals. If the inviolability of the animal's life and comfort cannot be pushed to its logical conclusion, if some animal must be killed or hurt in the service of man, the question is, where is the line to be drawn? It is curious that it is chiefly when the effort is made to increase our knowledge of the nature, prevention and cure of disease, an effort which must benefit animals as well as man, that the sentimentalists are up in arms; while they are content to kill wasps and fleas, shoot and maim pigeons and partridges, work horses every day of their lives, and regard their suffering as inevitable.

But before leaving the subject of vivisection, there is another aspect of the research question on which two opinions are held, and that is the expediency of performing experiments upon living animals in order to illustrate lectures or demonstrations to the students. There are many, even among those who see the expediency of vivisection, who think that from the point of view of animal suffering this is an unnecessary and undesirable extension of the practice: there are some who state that an experiment on a living animal degrades and brutalizes the student who witnesses it. This statement, I believe to be absolutely devoid of foundation. With regard to the advantage of illustration in teaching, there cannot be a moment's hesitation. Illustration by diagram, by lantern slides, by apparatus and by experiment, is the essence of all good lecturing, and their necessity and importance have been made more and more recognized in practice during recent years; and no lecture theatre would be considered adequate