

chair in orthopaedic surgery, which shall bear the name of the donor, and his medical books will be given to the college library.

The late Dr. Lippert, of Berlin, left to the medical faculty of the university of that capitol the sum of \$4,500 for the endowment of a prize, to be competed for by advanced students in surgical pathology and hygiene.

In Vienna, the widow of Professor von Bamberger has carried out the wishes of her husband in establishing a fund, valued at \$8,500, for the benefit of poor deserving students at the University of Vienna, irrespective of creed or nationality.

**THE JACKET OF JAPANESE BAMBOO.**—In the *Se-I-Kwai Medical Journal* for March 28, 1891, appears a report on the use of bamboo, as a substitute for plaster-of-Paris, in the construction of jackets for the treatment of spinal disease, rickets, and the like. The paper was written by Dr. K. Kashimwra, of Tokio. He formed the opinion that the plaster jacket was less suitable for the people of his nation than for some others, principally for the reasons that the Japanese have the habit of taking a body-bath daily, and that the weight of the plaster was not well borne by them. After making trial of various materials, he finally settled down upon bamboo in strips, quilted or woven into the form of a cuirass. Bamboo is plentiful and cheap in Japan, easily shaped or curved when softened by the warmth of a fire, and retaining its shape after it has cooled. He has already employed it in a number of cases and has found it a good substitute for plaster in spinal caries.

**THE INTERNATIONAL EXECUTIVE COMMITTEE OF THE PAN AMERICAN MEDICAL CONGRESS.**—The committee on organization of the Pan American Medical Congress at its meeting at St. Louis last October, elected the following International Executive Committee: The Argentine Republic, Dr. Pedro Lagleyze, Buenos Ayres; Bolivia, Dr. Emelio Di Tomassi, LaPaz; Brazil, Dr. Carlos Costa, Rio de Janeiro; British North America, Dr. James F. W. Ross, Toronto; British West Indies, Dr. James A. De Wolf, Port of Spain; Chili, Dr. Moises Amaral, Santiago; United States of Colombia, Dr. P. M. Ibañez, Bogota; Costa Rica, Dr. Daniel Nuñez, San Jose; Ecuador, Dr. Ricardo Cucalon, Guayquil; Guatamala, Dr. José Monteris, Guatamala Nueon; Hayti, Dr. D. Lamothe, Port au Prince; Spanish Honduras, Dr. George Bernhardt, Tegucigalpa; Mexico, Dr. Fornás Noriega, City of Mexico; Nicaragua, Dr. J. I. Urtecho, Granada; Peru, Dr. J. Cassamira Ulloa, Lima; Salvador, Dr. David J. Guzman, San Salvador; Spanish West Indies, Dr. Juan Santos Fernandez, Havana; United States, Dr. A. Vander Veer, Albany, N. Y.; Uruguay, Dr. Jacinta De Leon, Montevideo; Venezuela, Dr. Elias Roderiguez, Carracas; Hiwail, Paraguay, Santo

Domingo, the Danish Dutch, and French West Indies are not yet organized. Nominations of local officers have been received from a majority of all the members of the International Executive Committee and a number of the lists have been confirmed by the committee on organization. These will be announced as rapidly as acceptances are received.

CHARLES A. L. REED,  
Secretary-General.

Cincinnati, January 15, 1892.

**METHODS OF MEDICAL INSTRUCTION.**—Despite the great advances in American medical education during the last few years, it still remains a painful fact that the methods of teaching in our colleges—even the best of them—are unphilosophical, and the means of instruction lamentably inadequate. This is true as regards teaching both the art and the science of medicine.

A trade can scarcely be mentioned, in which young men are taught their work in so irregular a manner as they are taught the theory and practice of medicine.

Apprentices learning to be shoemakers, watchmakers and mechanics, do not spend a large portion of their time observing experienced workmen make shoes, watches or machinery. They do not spend hours each day, listening to good workmen "tell" them how to do certain kinds of work. They commence at the onset to perform the simplest manipulations with simple tools and appliances, and step by step labor, till hand and eye and judgment are educated in all that is required of master workmen.

So it should be with the student of medicine. There should be no unwise disproportion between listening and seeing, and *doing*, as always has been and still exists in our colleges.

Consider, for a moment, what every college should provide in no meager amount for each member of its classes. Practical work in the dissecting room, and in the chemical and in the physiological laboratories, should be greatly increased, and the customary didactic lectures in anatomy, physiology and chemistry greatly diminished.

The student should have great opportunities to secure practical skill in making incisions and in sewing their edges together; in chiseling bones; in bandaging and in applying various forms of apparatus; in reducing dislocations and in setting fractures; in ligating arteries; in palpation; in obstetric manipulations; in auscultation and percussion; in the use of the laryngoscope and ophthalmoscope; in the examination of the blood, urine and sputa; in writing prescriptions; in writing the history of cases, and in examining the gross appearances of the most important drugs. The student should also enjoy ample clinical instruction in both general surgery and medicine, and in the specialties.

All this practical work and observation leave comparatively little time for the old form of lecture. By this work the student will become as thoroughly skilled in the use of instruments and appliances as the "journeyman" at the end of his apprenticeship, or as the graduate of a good manual training school.

I would emphasize the importance of that much neglected means of mental discipline—the recitation from text-books. This presupposes special study, and tends to fix firmly in the mind of the student facts and principles. The recitation itself tends to improve facility in using technical terms, and serves as an examination as to the student's proficiency and progress.

It is true, a text-book is a lifeless teacher; a mere recitation is as lifeless as the text-book. With adequate practical work, however, the recitation and the preparation for it be-