problems in methods of instruction. Most schools of medicine in the United States are located in regions where there are few if any examples of the important parasitic diseases, and hence clerkship or ward teaching is not possible. An alternative is a series of lectures or "dry clinics," supplemented by lantern slides and charts. This latter method is obviously deficient, since a thorough knowledge of a disease is rarely acquired without the study of patients. When a hospital patient is not available for study, the best substitute is the presentation of a case at a clinicopathological conference. In this exercise, if the case is treated as an unknown, it is possible to discuss the differential diagnosis and treatment in much the same way as in ward teaching. There is the added advantage that the pathologic changes can be presented at the conclusion of the clinical discussion.

At the Washington University School of Medicine an attempt has been made to develop the clinicopathological method of teaching tropical medicine. Representative gross specimens of specific cases, together with a full abstract of the clinical record, have been borrowed from other laboratories. The abstract is mimeographed and given to the staff and students two days in advance of the conference to allow ample time for study. At the conference the clinical record is briefly reviewed, and a senior clinician then discusses the differential diagnosis and treatment. Specific points are brought out by questions directed to members of the attending staff, each of whom has previously read the abstract and formulated an opinion. Finally the gross and microscopic observations and a summary are presented by the pathologist.

Since January 1, cases of leprosy, amebic dysentery, yellow fever and schistosomiasis have been presented in clinicopathological conferences to members of the third and fourth year classes of the medical school. The reaction of both the staff and the students has been sufficiently favorable to suggest that clinicopathological conferences may serve as a valuable method of teaching tropical medicine in medical schools of the United States.

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THE ELGIN BOTANIC GARDEN

THE question "Who Established the Elgin Botanic Garden?" which Dr. C. Stuart Gager puts as a title for his able article in SCIENCE, November 13, 1942, has arisen largely because certain reviewers of "Dr. Bard of Hyde Park" have implied that more credit should be given to Samuel Bard than to David Hosack.

It is fairly stated in my biography of Dr. Bard that his medical partner, Dr. Hosack, who was 27 years his junior, conceived the idea of the Elgin Garden in 1795 (p. 188). It was some six years later that Dr. Hosack purchased land for this botanic garden in what is now the midtown section of Manhattan, but in another six years he found the financial burden of maintaining the garden was too much for him to continue, and therefore in 1807 he offered the land for sale (p. 233).

At this point Samuel Bard came forward publicly and privately with the plea that the State Legislature should purchase the garden from Hosack and so established it for posterity (pp. 243, 244). Even after this was accomplished in 1810 the maintenance of the garden was still a dilemma. The College of Physicians and Surgeons with Bard as president and Hosack as professor undertook to carry on the garden until in 1816 the land where now rises the Rockefeller Centre was ceded to Columbia College. Thus in spite of Hosack's creation and Bard's sponsoring this ambitious adventure came to an end in 1819 so that the answer to the question seems to be that no one succeeded in establishing the Elgin Garden.

Another experimental garden which had its first inception in plans laid out by Samuel Bard in 1746 (pp. 80, 81, 83) for his great-grandfather's estate on the Hudson River called Hyde Park, still continues, however, as a monument of the botanical effort of Bard and Hosack. This estate was purchased by David Hosack after the venerable Dr. Bard's death and has received expert care from subsequent owners to the present day. It is now part of the National Parks Service and is known to many as the setting for the Vanderbilt Mansion National Historic Site at Hyde Park. After the war it is planned to make this eighteenth century garden a center for those interested in the science of botany.

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President of The National Historic Site Association of Hyde Park

SCIENTIFIC BOOKS

NICHOLAS COPERNICUS

Nicholas Copernicus, 1543–1943. By STEPHEN P. MIZWA. The Kosciuszko Foundation. 88 pp. 20 illus. 1 map. 1943. $2.00.

REGARDLESS of these tragic and turbulent times, the spirit of humanism and culture endures. This philosophy of life may not always be able to express itself, yet we have had many evidences these past centuries that civilization does survive where culture and learning prevail. One form of this evidence is truly ex-