

tween the lungs of patients dying during collapse and during reaction. In reaction the lungs are gorged with blood, and very heavy.

“The principles which underlie my treatment of cholera apply to some extent to the diarrhoea of typhoid fever. Many years ago it was the practice in this hospital to give opiate injections to stop the diarrhoea, and I have had a large experience of this method of treatment. The effect of the opium is to render the bowels more or less torpid, a large amount of putrid material in the bowels accumulates, which undergoes decomposition, and gives rise to distension and further irritation. The general practice here of late years has been to leave the diarrhoea alone, discontinuing the beef tea and giving milk alone if it becomes troublesome. It is evident that nothing is more likely to lead to rupture of the ulcerated intestines than their distension, and this distension, as I have shown, is the only effect which can reasonably be expected to follow the opium treatment.”

**The Sacrifice of Education to Examination.**—There is a natural tendency in all students to look upon the purposes of education as fulfilled by passing those examinations which are necessarily preliminaries to their professional career. Some men work for a pass diploma, others for university honors, but few work with the steadfast object of obtaining mental culture and true knowledge. Sir Andrew Clark, in his address at the opening of the new medical school at Sheffield, vehemently and eloquently expressed the opinion that this domination of education by examination was inimical to much that was vital in true education and essential to thorough work, and Mr. Teale at Leeds spoke weighty words to the same effect. Educational methods and the ever-rising standard of professional examinations have much to do with the lack of a desire for higher learning. It is, of course, necessary to have a high and uniform standard of examinations; but is it wise constantly to raise the severity of these pass tests, which intensify the work of the curriculum but too often limit the field of thought? The time