

finds himself thrown upon his own resources. In the *adult* questions can be asked and clues obtained which, notwithstanding that they often mislead, are, on the whole, a considerable aid in forming a diagnosis. With infants and children the history is faulty or often quite wanting, and here the student fails. For instance, it is a common occurrence in hospital practice to find that no account is forthcoming from the clinical clerk of some child that has been admitted since the last visit of the physician. "I have not yet seen the mother!" is the explanation that is offered. Supposing now that we change the venue, so to speak, of this illustration to that of the veterinary surgeon and one of the lower animals, and such an answer, were it conceivably possible, would be ludicrous. Yet there is not so very much difference between the student who has to investigate the diseases of children and one who has to deal with those of the lower animals. In both cases the diagnosis will rest chiefly upon the doctor's personal observation and examination; in both it is intelligible speech that is wanting. The history which a parent or relative can give is by no means to be despised; on the contrary, an intelligent mother and nurse are to be listened to patiently and attentively—they are often acute observers of early signs of ill-health or changes in the symptoms. All we wish to enforce is, that the previous history occupies a subordinate, not the chief position, and the student is at all times to consider himself as independent of it. Any help that can be obtained in this way is good, but it is to come after, not before, a personal examination.

Supposing now that a child is before us, what is to be done in making a thorough examination? Our first care will be not to frighten the child—a task which at once calls into play tact, patience, and control of feeling. A strange face is alone sufficient to make a child cry, but, when that face belongs to the doctor, a word very early added to the child's small repertory, and when, as is often the case, it is associated indelibly with the memory of castor-oil or Gregory's powder, inexperienced nature can hardly be expected not to revolt—and revolt it often does, regardless sometimes of the most exquisite tact. But much can be done to smooth matters by the expenditure of a little trouble: never be in a hurry; take time, that the child may become accustomed to you; play with it, show it any glittering thing