

What should be the attitude of the clergy, many of whom have been drawn into the vortex of this movement? I feel it would be very much safer to hand over this problem to us. It is not a burden which we should ask a hard-working, and already overwrought profession to undertake or to share. It might be a different matter if it were really a gift of healing in the apostolic sense, but we know this was associated with other signs and wonders at present conspicuous by their absence. Then, think of the possibilities for self-deception, of the saintly Edward Irving and the gift of tongue, of Monsieur de Paris, the French priest, and the miracles at his tomb, to the truth of which two fine quarto volumes with 'before and after' pictures attest! The less the clergy have to do with the bodily complaints of neurasthenic and hysterical persons the better for their peace of mind and for the reputation of the cloth. As wise old Fuller remarked, Circe and Æsculapius were brother and sister and the wiles of the one are very apt to entrap the wisdom of the other. Already the opportunity for deception of the public has brought out a swarm of sharks and gulls.

It adds immensely to the interest in life to live in the midst of these problems which concern us so closely. We must meet them with an intelligent cheerfulness in the full confidence that the angel of Bethesda never stirred the water without happy results. It is for us to see that the soldiers we are training for the fight against disease, bodily and mental, are well equipped for the battle, and let me briefly, in conclusion, indicate how I believe we should teach the art—the management of patients and the cure of disease. To know how to deal with disease is the final goal to reach which the whole energies of the student should be directed. We all recognize that it is in the out patient departments and in the wards—I wish I could add in the offices of the general practitioners—that he must get this part of his training, not in an elaborate course of lectures on the properties and action of drugs. In the congested curriculum it is by no means easy to find the proper amount of time even for this, the most essential part of his education. But as we learn the futility of the lecture room as an instrument of teaching men the art, so, I think, we shall gradually be able to adapt the courses so that plenty of time may be given to the practical study of the treatment of cases under skilled direction. We should take over to the hospital side of the school the whole subject known in the curriculum as therapeutics. The composition of drugs, the method of their preparation and the study of their physiological action should be taught in practical classes in the pharmaceutical laboratories. In the out patient departments and in the wards much more systematic practical instruction should be given how to treat disease and how to manage patients. If we could only get the students for a sufficiently long period in the hospital, what