

most precious asset in our stock in trade." To this faith in a Buddha, an Aesculapius, a saint, or doctor, certain useless accessories have been added as the shrine, a temple, etc. Along with all this comes in suggestion in its power to make man think less of his ills, and to look with hope for his recovery. But to mental healing there are well defined limitations. Prayers do not set broken bones. When a deputation waited upon Lord Palmerston, then Prime Minister of Britain, asking him to set aside a day of prayer to avert the invasion of cholera, he replied that they go home and set their houses and streets in proper order. Clean up their premises and remove all filth from public places. If the disease then spread he would seriously consider their request for a day of prayer.

Professor Osler's words on the clergy and their attitude towards medicine are timely, indeed. We heartily endorse the statement "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." But we could also add that the clergy go far beyond their proper sphere when they give laudatory certificates of the virtues of mixtures the properties of which they know nothing. This is not honest, and a clergyman should be honest and truthful. He should tell of what he knows. It is a terrible thing, indeed, for a clergyman to give testimonials in favor of cures for the drink and drug habits, when the "cures" contain these very ingredients in abundance.

The practical work of teaching the student how to heal disease is well told by Professor Osler. We have often condemned the system—all too common—of crowding lectures upon the student until he has no time to digest what he is told. We are not opposed altogether to the didactic lecture, but so much depends on the lecturer. One man can make a dry bone interesting, while another man could not make any subject interesting. The lecturer who cannot attract his students without the whip of a roll-call, should be placed among the ancient relics in the college museum. In this situation he would be a constant reminder to the medical student of what to avoid.

Now comes a very important subject. Professor Osler refers to it thus: "I wish I could add in the offices of the general practitioners," when speaking of the means of teaching the student his practical knowledge of disease. We have referred to this on former occasions. We contend that it was a misfortune when the custom of studying under a preceptor became a thing of the past. We would like to see some plan evolved by which the student would have to spend one summer with a general practitioner. "The way is long by precept, but brief by example."