

youth and early manhood. It is for this reason that we reiterate the advice to students, to avoid the folly of leaping into active practical work over obscure or buried scientific principles which alone can make the practical intelligible. It is an unnecessary leap in the dark. From such training not only are ignorant practitioners, but incompetent teachers made. The man who thinks he is fully equipped as a dentist, because in a session or two he has learned to pull, plug and make teeth, is quite sure, as a professor, to avoid scientific methods of instruction of which he is gloriously ignorant.

There are students by the score taught and turned out professedly competent as merely practical men, who were never taught to think. The only part in that operation of the intellect they ever perform, is confined in student life, as it will be in practice, to the contemplation of dollars and cents. We urge such boys to stop and think!

· · PRESCRIPTION WRITING.

BY L.D.S.

The *New York Medical Journal* quotes from an article in a druggist's periodical, on the subject of drug names and prescription writing, which may apply in part to dental practice. The prescription pad is not used as much as it should be by the dentist, and in the matter of lotions, etc., for special pathological condition of the oral cavity within the prerogative of our practice, we have many important demands upon our knowledge of prescribing. While we run no such risks as the general physician, even our limitations demand great care to avoid confusion and error, not to speak of the less formidable mistakes of chemical incompatibility. The *New York Medical Journal* quotes the following formula:

“R. Hydr. chlor..... gr. xx.
Tinct. hyosey..... ℥i.
Aquæ..... ℥ ix.

“M. Draught to be taken at bed time.”

“Which chloride of mercury is intended?” asks the writer. “The context shows plainly that neither is wanted but chloral hydrate. Is it not all wrong that human life should thus be trifled with?”