

# Introduction.

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## MY AUTHORITIES.

I quote no authors but God and experience. Books compiled by medical authors can be of little use to us, and it would be very foolish of us to look to them for advice and instruction on a science of which they know nothing. They are not able to give an intelligent explanation of their own composite theories, and they have never been asked to advise us. I am free to say that only a few persons who have been pupils of my school have tried to get wisdom from medical writers and apply it to any part of osteopathy's philosophy or practice. The student of any philosophy succeeds best by the more simple methods of reasoning. We reason for necessary knowledge only, and should try to start out with as many known facts and as few false theories as possible.

Anatomy is taught in our school more thoroughly than in any other school, because we want the student to carry a living picture of all or any part of the body in his mind, as an artist carries the mental picture of the face, scenery, beast, or anything that he wishes to represent by his brush. I constantly urge my students to keep their minds full of pictures of the normal body.

## AGE OF OSTEOPATHY.

In answer to the question, "How long have you been teaching this discovery?" I will say: I began to give reasons for my faith in the laws of life as given to men, worlds, and beings by the God of Nature, in April, 1855. I thought the

swords and cannons of Nature were pointed and trained upon our systems of drug doctoring. Among others, I asked Dr. J. M. Neal, of Edinburgh, Scotland, for some information that I needed badly. He was a medical doctor, a man of keen mental abilities, who would give his opinions freely and to the point. The only thing that made me doubt that he was a Scotchman was that he loved whisky, and I had been told that the Scotch were a sensible people. John M. Neal said that drugs were bait for fools; that the practice of medicine was no science, and the system of drugs was only a trade, followed by the doctor for the money that could be obtained by it from the ignorant sick. He believed that Nature was a law capable of vindicating its power to cure.

I will not worry your patience with a list of the names of authors that have written upon the subject of drugs as remedial agents. I will use the word that the theologian often uses when asked for whom Christ died: the answer universally is, "All." I began to realize the power of Nature to cure after a skillful correction of conditions causing abnormalities had been accomplished so as to bring forth pure and healthy blood, the greatest known germicide. With this faith and by this method of reasoning, I began to treat diseases by osteopathy as an experiment; and notwithstanding I obtained good results in all diseases, I hesitated for years to proclaim my discovery. But at last I took my stand on this rock, where I have stood and fought the battles and taken the enemy's flag in every engagement for the last twenty-nine years.

Columbus had to navigate much and long, and meet many storms, because he had not the written experience of other travelers to guide him. He had only a few bits of driftwood, not common to his native country, to cause him to move as he did. But there was the fact, a bit of wood that did not grow on his home soil. He reasoned that it must be from some land

amid the sea, whose shores were not known to his race. With these facts and his powerful mind of reason, he met all opposition, and moved alone, just as all men do who have no use for theories as a compass to guide them through the storms. This opposition a mental explorer must meet. I felt that I must anchor my boat to living truths and follow them wheresoever they might drift. Thus I launched my boat many years ago on the open seas, and have never found a wave of scorn nor abuse that truth could not ride and overcome.

#### DEMAND FOR PROGRESS.

The twentieth century demands that advance in the healing arts should be one of the leading objects of the day and generation, because of the truth that the advancement in that profession has not been in line with other professions. The present schools of medicine are injurious schools of drunken systems that are creating morphine, whisky, and other drug-taking habits, to the shame and disgrace of the advancement and intelligence of the age. A wisely formulated substitute should be given before it is everlastingly too late. The people become diseased now as in other days, and to heal them successfully without making opium fiends and whisky sots for life should call for and get the best attention that the mind of man can give.

This work is written for the student of osteopathy; written to assist him to think before he acts, to reason for and hunt the cause in all cases before he treats; for on his ability to find the cause depends his success in relieving and curing the afflicted.

With the posted osteopath all the old systems of treating diseases are relegated to the waste-basket and marked "Obsolete." He must remember that the American School of Osteopathy does not teach him to cure by drugs, but to adjust

deranged systems from a false condition to the truly normal, that blood may reach the affected parts and relieve by the powers that belong to pure blood. The osteopath must remember that his first lesson is anatomy, his last lesson is anatomy, and all his lessons are anatomy.

#### LIKE THE APPRENTICE.

He is like an apprentice who wishes to learn the trade of a carpenter. The carpenter's first instruction or his first lesson begins with the framework of the house. His instructor begins at the foundation, and he is positive and emphatic that it must be very solid, it must be perfectly square and level. Then his instructor, after having finished the foundation, tells him that his next lesson will be lectures and demonstrations on the sills, which have to be long enough to reach the whole length of the foundation walls. He saws off, splits and laps, and completes one corner of the building, and then proceeds to finish in like manner the remaining three corners, having fastened together and squared them by the mathematical rule of 6, 8, and 10, well known to builders as the rule for obtaining a perfect square. At this time the instructor begins to teach the apprentice the importance of a good foundation. After finishing this instructive lecture, he tells the apprentice to observe the rule that must be followed to prepare this sill for the studding or ribs that are to stand firmly fixed and fastened to the sill upon the foundations. These ribs are intended to hold up the first and overhead floors, which are supported by joists extending from side to side of the building. The apprentice soon finds or is told that there must be a sill or wall-plate at the upper extremity of the studding, to receive rafters and roof with all weights thereunto belonging. Still the young man is not a carpenter, which he will observe when directed to put on the siding in a workman-



like manner. Instruction is equally important at this stage of construction. He will find that his first and many other boards that he puts on according to his own judgment are condemned and ordered pulled off by the master mechanic, because they do not meet the requirements of the plans and specifications. On his next examination the siding looks and shows well, and the young man smiles with the thought that he has pleased the old man once, and exclaims, "How will that do, boss?" which is answered by, "Did you forget to countersink the nails?" The young fellow says, "Oh, I did forget that." At this time the boss says to the apprentice, "Notify the painter that one side of the house is ready for him." The boss is now ready to give instruction in reference to the windows, which are to be raised and lowered both from above and below by ropes and pulleys. He assists the apprentice with a few of them, as this is a very important part of the work. Then he instructs and trusts the apprentice to proceed with the balance of the windows, and orders him to report when he has finished one. On inspection the boss says, "O. K.; go on." He opens the plans and specifications and says, "We will now lay the permanent floors," gives a few instructions, adjusts a few boards, and tells the apprentice to go on with the work. After a time, the boss workman brings in the plans and specifications to ascertain whether the work is proceeding according to the plans, which read that the floors in all joints, both side and end, shall be keyed and squared to a perfect fit. He says to the apprentice: "There is a crack one-eighth of an inch all along this side of this board; and several boards do not meet at the ends because they have not been cut to the square. They will not be received nor paid for, because they have not been laid according to the plans and specifications; we will have to tear them up, and lose time, lumber, and nails." At

this time the boss gives instruction in the use of the tri-square and saw, with these words, "I want you to pay special attention and make all boards fit both at side and end." As we wish to stop further detailing, we will say that this rigidity in following the plans and specifications must be kept up until the last nail is driven, and as the house approaches closer to the finish there is a still greater demand for exactness, and the penalty is greater for omissions. There is just the same perfection of work demanded of the plumber, electrician, and plasterer as there was of the apprentice in the laying of the foundation and adjusting the framework. I have given this homely, well-known, everyday illustration in order to rivet on the mind of the student the working hypothesis that he is also an inspector, and, as an osteopath, he is to judge and adjust all defects or variations from the abnormal to the normal, as found in the plans and specifications for the healthy human body. The student begins this study with the bony framework of the house in which life dwells. He has found that the foundation and all parts have been wisely planned and definitely specified, when he thinks of that phrase found in Holy Writ which reads, "Let us make man." That, to the student and operator, should mean, "Let us study man, who was made after wonderful plans and specifications, and when completed was pronounced not only good, but very good, by that scrutinizing Inspector who makes all and omits nothing." In man's construction we have another cogent illustration of the truth that perfection in all parts can only be accepted as good. This hasty comparison I hope will assist the student when he goes forth to give health and harmony to the afflicted.

This work, which is designated as a guide- or text-book for both student and operator, will be written with the purpose on the part of the author to assist the beginners and