

**HOW TO USE THE
OPHTHALMOSCOPE: BEING
ELEMENTARY INSTRUCTIONS IN
OPHTHALMOSCOPY; ARRANGED
FOR THE STUDENTS**

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How to Use the Ophthalmoscope: Being Elementary Instructions in Ophthalmoscopy; Arranged for the Students by Edgar A. Browne

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EDGAR A. BROWNE

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HOW TO USE
THE
OPHTHALMOSCOPE.

BRING

ELEMENTARY INSTRUCTIONS IN OPHTHALMOSCOPY.

ARRANGED FOR THE USE OF STUDENTS.

WITH THIRTY-FIVE ILLUSTRATIONS.

BY

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SURGEON TO THE LIVERPOOL EYE AND EAR INFIRMARY AND TO THE
DISPENSARY FOR SKIN DISEASES;
FORMERLY DEMONSTRATOR OF ANATOMY IN THE LIVERPOOL
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PREFACE.

I HAVE endeavored in the following pages to give a simple account of the mode in which the student should approach the physical diagnosis of eye-disease by means of the ophthalmoscope.

The existing accounts of the instrument are either adapted to the wants of the advanced student, or are imbedded in complete ophthalmic treatises, which, in the present state of science, are far from portable. I have therefore thrown together those elementary facts which are necessary to be known in a sufficiently compact form to serve as a constant companion (or veritable *vade mecum*) to the student in the days of his early difficulties.

The arrangement has been dictated by what appear from personal experience to be the wants of the average student. He is generally anxious to learn, but distracted by a multitude of facts

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and theories, for the most part dimly and phantasmagorically seen. Harassed by the desire of acquiring a full complement of practical knowledge in the brief periods between the dreaded crises of his examinations, he (not unnaturally) loves short cuts, and is especially addicted to studying full-blown examples of disease rather than acquiring the art of observing the separate facts upon which the power of accurate diagnosis is dependent. For one who will patiently study the healthy structures of the eye, twenty will be found eager to flash the light unsteadily in front of a case of glaucoma, or other disease with a definite name, which may seem likely to be required of them.

I have endeavored to reverse the process, and to inculcate a sounder, and, in the end, a shorter method of work. My scheme is therefore strictly limited to counselling the student how to acquire the art of seeing and the power of recognizing and localizing the commonest deviation from the normal standard in the individual structures. Furnished with this information, the student will proceed to the study of the separate diseases

with the aid of one of the excellent systematic works at present available. To any of these my little book may be considered as bearing the same relationship that a dissecting-room manual does to the treatise on anatomy.

I may appear to have treated the subject in too elementary a manner, but I have deliberately done so, as experience in *viva voce* teaching has shown me that a considerable proportion of students who commence the study of ophthalmoscopy are not prepared to receive more than the most rudimentary information. To this, if sound, details can always be added.

The same reason has determined the rough nature of the illustrations, which may be regarded as reproductions of extempore diagrams. A pictorial representation, however perfect, only conveys information in the same manner as the natural object it represents; and a learner has equal difficulty in seizing the essential points of either; but a diagram of a few hasty lines, by emphasizing one dominant fact, and suppressing the less material, will often convey an idea more clearly than the most elaborate work of art.

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