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Delivered at the Inauguration of the New Medical Faculty of the University of Toronto.

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Professor of General Biology and Physiology.

It is as a University Professor, as distinct from a University College Professor, that I have been requested to deliver the first public lecture of the New Medical Faculty, and I owe my sincere thanks to the Vice-Chancellor and other authorities for the distinction conferred upon me in selecting me to perform this task.

On such an occasion it seemed wise not to choose a subject belonging to my own particular department, but rather to select one of general educational interest, and it occurred to me that I would satisfy my own proclivities towards looking at all things from a standpoint familiar to the biologist, and possibly interest you for a short time by calling your attention to some phases of the

EVOLUTION OF MEDICAL EDUCATION;

especially to those during which so intimate a connection with the universities became first established, as we hope henceforth to have in the University of Toronto.

To do so it is necessary to look back some eight centuries to the mediæval universities. These seats of learning were at first but few in number, and owed their origin for the most

part to some cathedral or monastic school which had afforded instruction to the youth of the neighborhood in the elements of grammar, logic and rhetoric. The special reason for this growth of the higher institution out of the lower seems to have been the attachment to these schools of learned men, able to give more advanced instruction adapted to the immediate wants of the society of the day, so that Paris became celebrated as a centre for philosophical and theological knowledge, while Bologna gathered within its walls those who desired to become learned in the law. At first these centres confined themselves to their specialties, and only in later times did they offer instruction in all the branches of learning. The word *university* had, therefore, nothing to do with implying the universality of the teaching, but rather referred to the community or guild of those prosecuting the higher studies in any particular city.

Having been attracted to such centres by the fame of their masters, the scholars remained to teach, being almost obliged to do so in order to meet the wants of the constantly increasing numbers of students. They thus themselves became masters or doctors, titles which were then practically synonymous. This rapid growth in the number of students is one of the most striking characteristics of these early universities—as many as 30,000 scholars, it is stated, were in Oxford six hundred years ago—and this growth was unquestionably due not only to the awakening interest in learning, but also to the smallness of the number of places where instruction could be had, to the scarcity of books, and the