

surrounding them, and in this way overcomes those conditions which are unfavorable to the growth of microbes." Various additional arguments are added, and we are led to conclude that the vital resistance after an attack of the disease overcomes the disease by the tolerance of the system to their presence, and that the original immunity of the system to that particular disease is resumed. [We

think it much more probable, however, that at this stage, after the presence of numerous microbes in blood for a time, the destruction, along with the vital force of cells left is due both to the *exhaustion* of nutriment and the presence of ptomaines in excessive amounts, just as an animal may be self-destructive by carbonic acid eliminated by it.—ED.]

OPENING OF MEDICAL SCHOOLS

Toronto University Medical Faculty

R Ramsay Wright, M.A., Prof. of General Biology and Physiology, delivered the opening address. After thanking the Vice-Chancellor and other authorities for selecting him to deliver the inaugural address of the new Faculty, Prof. Wright said that in calling attention to some phases of the evolution of medical education 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. At first these centres confined themselves to their specialties, and only in later times did they offer instruction in all the branches of learning.

"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. 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."

"I have said sufficient to show that the prime function of the university in these days was teaching, by masters who professed special branches of learning, while the chief educational value of the colleges consisted of the life in common, under certain domestic restrictions, and in the intellectual fellowship to be had within them.

"After this glance at the nature of the mediæval universities, let me now proceed to show, a matter of special interest to us to-day, how the earliest of

all originated in a school of Medicine—the famous school of Salerno, near Naples."

After a concise and comprehensive account of the fostering care and protection afforded to the art of medicine, which had been handed down through the families of Asclepius, by the monastic institutions, its progress under the Arabs, and the schools of Salerno, Bologna, and Paris, Prof. Wright referred to the growth of medical education in Great Britain. Referring to recent progress, he said, "There has been a very remarkable activity in the pursuit of the sciences in Oxford and Cambridge, accompanied by an effort to regain that share in medical education which had almost entirely drifted from them. The movement has already met with conspicuous success in Cambridge, where the graduates in Medicine are ten times as numerous as they were ten years ago.

"It is, however, in the Scottish and Continental Universities that we realize to what importance the Medical Faculty may attain. Edinburgh has nearly three times as many graduates in Medicine as she has in arts in each year, and while the latter contribute some \$2,500 in the form of graduation fees to the university chest, the graduation fees of the former amount to between \$30,000 and \$35,000 annually.

Again, in the Prussian Universities, more than half of the degrees annually conferred are in the Medical Faculty, and this in spite of the fact that a degree in Germany does not now carry a license to practise. It must be understood, however, that although such is the case, the State examination for license is conducted by university professors, and medical education can only be obtained at the universities."

Referring to provincial university education, Prof. Wright said, "The University of Toronto was