

fashion a single departmental mould in which all shall be shaped according to the one regulation pattern. The evil is to be deprecated at every stage, but in the work of the university most of all.

There is a growing tendency to overload every department with an amount of book work which must reduce the teacher to a mere monitorial drudge, and help to give countenance to the popular idea that any man whose name has figured in the honour lists is amply qualified for a professor's chair. At this critical stage in the history of the University, when not only important additions are about to be made to the Faculty of Arts, but the restored Faculties of Law and Medicine have to be reorganized, its future for another generation depends on the choice of the men who are to constitute the new professoriate. We must have teachers with higher claims than the tests of the examination hall supply if we would escape the risk of stamping a whole generation with the same mediocrity. We want, if possible, for every university chair men of original power and genius in their own special branches. No one is deserving of so responsible a trust, in which he is to mould and fashion the minds of the most gifted among those who are before long to take the place of our present leaders, who does not himself possess gifts such as no university pretends either to confer or to accredit by its honour lists. Whatever be the university requirements, no man is worthy of one of its chairs who has not much of his own to communicate beyond any prescribed curriculum. The most valuable influence of a teacher is to be looked for in the sympathetic enthusiasm which he kindles in the minds of his students, broadening and elevating their aspirations, quickening the dry bones of academic routine, and vitalizing them with living fire.

Once more it is our privilege to welcome in increasing numbers the candidates entering on their undergraduate course, as well as those who now resume the work of later years. Nevertheless, it is under such circumstances of assured progress that we to-day hold our last convocation as a college. The University is entering anew on its legitimate functions with simpler powers; and practically absorbs the college as a complementary part of its system. The duration of the latter has been brief, if measured by the lifetime of ancient seats of learning. Nevertheless, for upwards of a third of a century we have successfully prosecuted the work entrusted to us. It is with no sense of failure that we see University College merge anew into the institution from whence it sprung; and become a satellite in the university system of which for thirty-four years it has constituted the most essential member. It has numbered among its professors men whose memories are cherished with a just sense of their worth; and foremost among them the distinguished scholar—my predecessor in this chair—who has passed away in the fulness of his years, since our last College Convocation; but whose influence survives in the enduring fruits of his aptitude as a teacher, and in the high standard which he determined for classical scholarship in Canada. So long as this college has been efficiently equipped it has fulfilled the duties entrusted to it. But its record is now closed as a faculty of arts. The Chancellor justly remarked in his last address to the University, while the details of the legislative measure which has since become law could only be surmised, that "the success of University College will depend on the strength of its staff." This test of all academic possibilities—strength in numbers; still more, strength in intellectual capacity and teaching power—is indisputable, and tried by its standard, the thing now called University College, if standing alone, would fail. But for the actual work assigned to it ample power is assured, and when it receives the promised additions, including professors and lecturers in English and Latin, in Oriental languages and ancient history, it will take its place in the reorganized university; while with renewed hope we look down the long vista to be trodden by the footprints of younger generations, and anticipate for Ontario, and for Canada, "the rich dawn of an ampler day."

But we are even now in the gristle, and must be allowed to progress to a well-developed maturity. The acorn that some autumn gale of that elder century dropped in the

solitude of the Canadian forest now spreads forth its branches to the winds, a vigorous young oak, and if left untouched by rude hands, may flourish a thousand years hence a memorial of our historic dawn. But neither oak nor seat of learning can flourish if subjected to constant transplanting or endless unrest. Time is needed ere the healthy sapling realize the motto, "Velut arbor ævo," that voices our University's symbolic crest of the maple tree. We have, indeed, seen in the history of the Cornell and Johns Hopkins Universities what can be accomplished by such institutions when started on their career with an adequate endowment. Nor, with its narrower resources, has this University failed to make a name for itself, or to train more than one generation to do it honour. But much has yet to be accomplished before even Harvard or Yale can claim equality with the venerable centres of Europe's academic life, with their alumni, the world's true nobility, by whom the thoughts of generations have been widened and science mastered for the service of mankind. They were the strongholds of intellectual life in ages of darkness and ignorance. We recognize in them the source of Europe's re-awakening, and hail the promise of a still brighter renaissance for ourselves. Let it not be our shame that "knowledge grows, but wisdom lingers." The sources of all true progress are at our disposal. It rests with those to whom the equipment of this University is entrusted to determine whether we shall bear our part in the seed time of future centuries, or with niggard parsimony, leave our sons to reap where they have not sown.

THE EVOLUTION OF MEDICAL EDUCATION.

PROFESSOR R. R. WRIGHT'S INAUGURAL.

(An Abstract)

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. 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 neighbourhood 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.

In these early days an imposing pile of buildings was not a necessary adjunct to a university, for the masters generally taught in their own houses, and the scholars sought accommodation where they could find it. Of course such a large concourse of students taxed the capacity of the mediæval towns, and eventually a number of inns, or hostels, were started, each under the supervision of a master, in which the students could find board and lodging. These halls were a step in the