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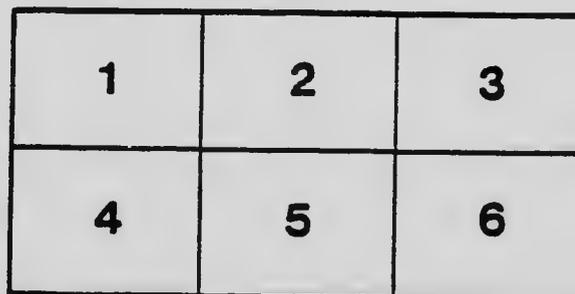
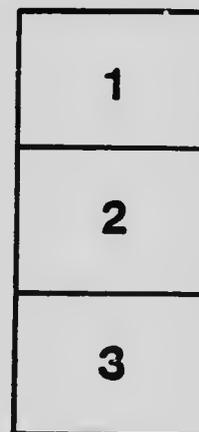
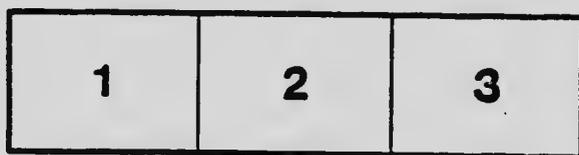
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AN ADDRESS

ON THE

Work of Trinity Medical College.

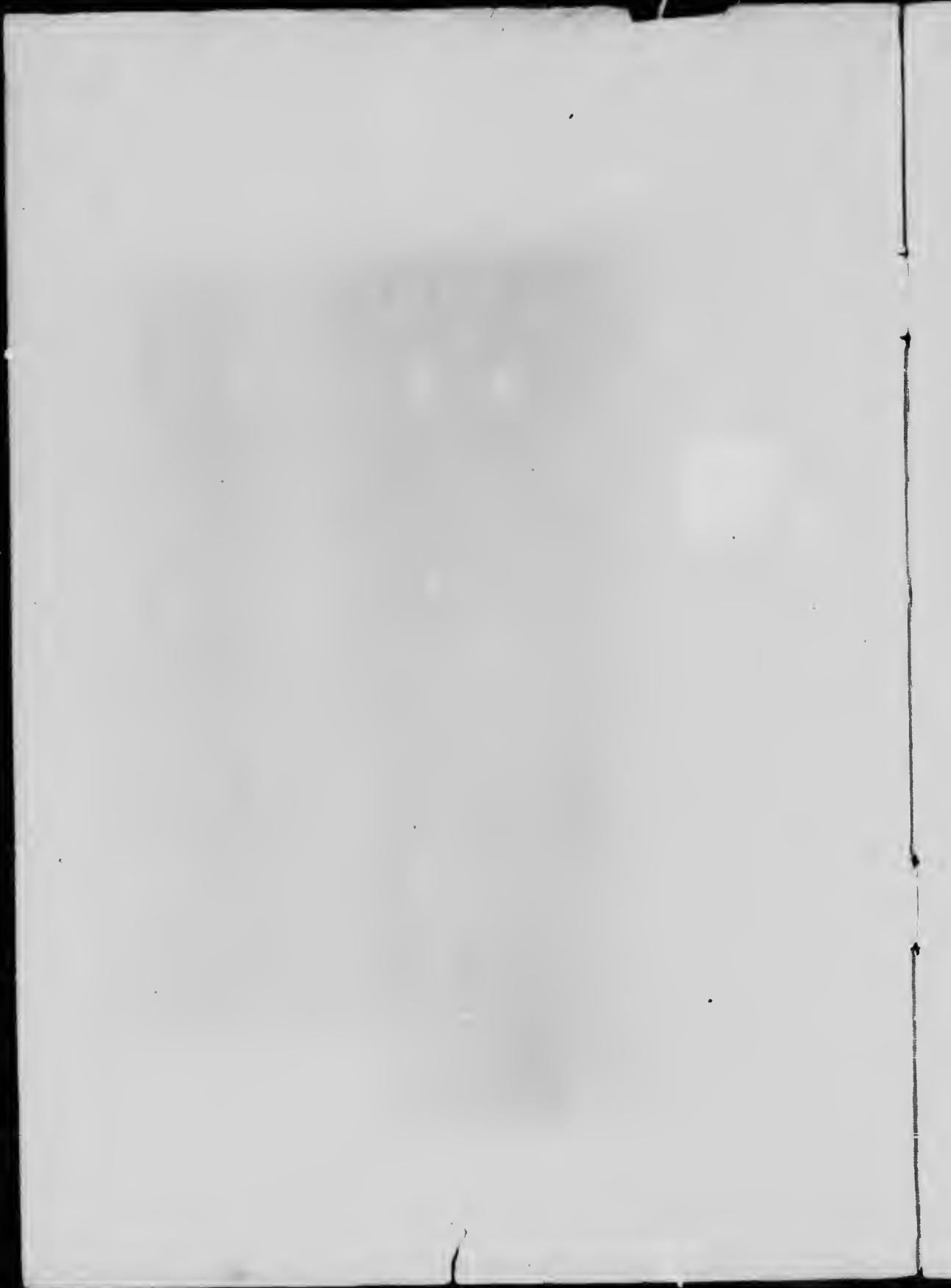
BY

W. B. GEIKIE, M.D., C.M., D.C.L.

Founder, and Dean of the College for 25 years.

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1907.



AN ADDRESS ON THE WORK OF TRINITY MEDICAL COLLEGE.

By W. B. GEIKIE, M.D., C.M., D.C.L., Founder and Dean of the College
for 25 years.

AT the reunion of Trinity Medical College, held April 1, 1907, this being the second, one having been held a year or two ago, Dr. Walter B. Geikie, the honorary chairman, replied to the toast, "Old Trinity Medical College," by spec. equest. He spoke as follows:—

First, thanking the large number of graduates present for their exceedingly warm reception, he referred to the origin and phenomenal success of this College from the very first. This gave it a position as one of the best medical colleges in Canada, which it retained to the last. The doctor, who was the means of setting the College agoing in 1871, exhibited the original memorandum in his own handwriting, of that date, suggesting its formation. The first clause of this memorandum was to secure for it, such a teaching faculty as would ensure its full success from the outset. Men of established reputation as medical teachers were selected for the principal chairs, and early in 1871 the College was established. Its first act (April, '71,) was to hold examinations in the primary and final subjects, as many candidates for these had applied. Amongst the primary candidates were Dr. Osler, now regius professor of medicine in Oxford, England, and Dr. Peter Macdonald, M.P., Deputy Speaker of the House of Commons; also Dr. Angus Mackay, ex-M.P.P., now of Ingersoll, Ont. In the primary, as well as in the final examinations, the first step taken by the new faculty, the College had a good many who have since risen to fill highly honorable positions. In 1872, after holding her first session (1871-1872) examinations in the spring brought, a considerable number of candidates. Dr. Logan More, now of Brandon, Man., and Dr. Peter Macdonald, M.P., were amongst the final men who obtained their degree. The Medical Faculty thus made its mark and was well received from the beginning by the public and by the profession. All the Royal Colleges of Physicians and Surgeons in Great Britain and Ireland recognized the College at once, and gave it as high a recognition as any college in the various British colonies had ever received. This was found to be a great advantage, and ever since, large numbers of the graduates of Trinity Medical College have taken British diplomas, every year; and not a few have gone on to the Fellowship examinations in the British Royal Colleges, and have created a very good impression of Trinity Medical College by the high standing they were able to take at the examinations.

Much care was taken all through the history of the College in conducting the correspondence with intending students, to show the interest taken by the College in the progress and success of every diligent student. The entire curriculum of the College, primary and final, was very carefully considered. It was based on the best of those adopted by the best British colleges and universities. No subject of any *practical* value was omitted; but minor subjects (*i.e.*, those of minor importance in *medical* education) were not allowed to encroach on the time required for those which are essential, and most necessary for the success in life of medical men. The special desire was, to send out no man who was not well grounded in the work *essential at the bedside*, *viz.*, the *diagnosis*, *prognosis*, and *treatment* of such cases as the general practitioner is more certain to meet with in practice. The results of this policy are seen to-day everywhere these men have, settled, by the good impression they make on the public by their success and the great demand there is for them.

Another good feature in the education given in Trinity Medical College was, that the principal subjects were in no case subdivided into fragments, and a fragment only given to each teacher. It was felt that such method is sure to reduce to zero, the interest felt in their work by teachers and students alike. Enthusiasm in teaching, and in receiving teaching, was regarded as essential; and, on this account, every really good teacher should have such an amount of teaching given him, as will interest himself and enable him to interest his students. One might as well try to play golf in a room, or enjoy curling or hockey on a sheet of ice 12 feet square, or a game of billiards, on a bagatelle board, as to try to teach a fragment of a subject enthusiastically. It can't be done. Trinity Medical College gave each teacher his subject, and expected him to know it, and to teach it well and thoroughly, or a change would soon be made. The didactic and clinical teachings were both full, in Trinity Medical College. This was regarded as wise, and in this the College followed the practice of the best British medical teaching bodies. Some teachers now undervalue didactic teaching, and think that it cannot be too much reduced in amount. It is admitted at once, that *inferior, poky* didactic teaching the less given the better, is waste of time to the listening students, if any do really listen to it. But, if good, the didactic course should be full, and should always be so given as to be interesting. Those opposed to didactic teaching say "Students can read this work up for themselves, and giving it in lectures, is labor largely wasted." But good students say men *can read up work*, but a large majority do not and will not do so sufficiently, and that nothing sets men, not only good students, but even those in-

clined to be indifferent, to reading up so certainly, as having heard good lectures on it, and no matter what subject is lectured upon, this holds true. Didactic teaching, too, enables men who follow it regularly and carefully, to get ten times more benefit from clinical teaching than those do who ignore or neglect their didactic courses. This is indisputable, and it will be found, that the greatest readers of their class books are, as a rule, those who follow the didactic as well as the clinical teaching they receive, most regularly and most carefully. Any one who hears lectures, say Dr. Grenfell's, on his Labrador work, or on what Great Britain has done for the opening up of Egypt and India, will eagerly read all they can get hold of on these subjects, in which they have become interested by hearing interesting lectures on them. Dr. Geikie stated that he formed this opinion regarding teaching long ago, when himself a student, and has found the best teachers everywhere, hold similar views on this subject. Professor McKendrick, who has lately retired from the chair of physiology in the University of Glasgow, which he filled with great success for many years, in his closing lecture to the class, refers to his rule as to making the teaching of students as practical as possible. He said, and he was referring to his didactic lectures, "that he had made a rule always to remember that the great majority of his large class were studying physiology, not to become physiologists, but to become medical men, and that it was ever, and even had been, his aim to teach his students the broad essentials of physiology required by medical practitioners, and to avoid the tendency to wander off into the seductive paths of pure physiology." These are wise words from a great teacher, and yet some teachers of physiology spend weeks over matters of no practical importance whatever.

Trinity Medical College had "*the practical*" in view, and made it her chief business to do so, in every part of her course, *i.e.*, to have the men they sent out well informed as to all subjects, which were certain to be useful to them at the bedside in future life. Fifty-one consecutive years in connection with medical education have confirmed Dr. Geikie in the view that, on this basis, and on no other, can a good medical college rest—*i.e.*, a medical college which will prove fully successful, and be a blessing to the country, and to all its students.

In regard to Trinity Medical College itself, Dr. Geikie said that *at her own cost* she had been able to occupy good buildings, to add largely to them more than once, to equip the College well for every practical purpose, to add to her equipment every year, to provide large and good lecture rooms and laboratories as well, convenient and furnished with all needed appliances and constantly adding to and improving these; and had an excellent and ever enlarging museum creditable to any medical

college. Dr. Allbutt of Cambridge, England, and a very distinguished professor in that university, who, on a visit some years ago, Dr. Geikie took over the College, expressed his pleasure and surprise at seeing "*the building and all the appliances so excellent,*" to use his own words.

Trinity Medical College educated entirely some 2,000 graduates, the peers of any in Canada. It had a list of 190 gold and silver medalists, besides the very large number of scholarships won in several years, all of these the gifts of the College, and all competed for, and deservedly bestowed. Then it had its special Act of incorporation given it by the unanimous vote of the Legislature of the Province. Mr. Biggar, son-in-law of the late Sir Oliver Mowat, drew it up for the College in 1877, with what help Dr. Geikie was able to give him, and Mr. Biggar (or some years the professor of botany) and an eminent lawyer, said he considered it the most complete Act incorporating a medical college which he knew of, and this was emphatically the case.

Up to 1903, the College had been prospering year by year, sometimes more, sometimes less. The last two sessions of the College were amongst the best, and *the very best*, so far as the amount and quality of the teaching done during these sessions is concerned. Financially the College was in a good state, able to pay everyone very fairly, indeed, for the work done. He said that the payments made to teachers were a good deal larger than in some other medical colleges at present. Now, although Trinity Medical College is, since July, 1903, but a memory, it is in view of the great and splendid work she did, and the many years she kept it up, a very grand one.

Dr. Geikie said in closing: With his intense devotion to her interests for 32 years of the best of his life, having been Dean for the last 25 years of her existence, and her chief executive officer, so far as doing all the exacting work it required for the full 32 years, having represented her on the Medical Council from her incorporation in 1877 till 1902, 25 years, involving great responsibility, and being the person who was the means of setting her agoing in 1871, it would have been quite impossible for him to have been a consenting party to the changes of 1903, by which her name and her autonomy were blotted out. He had fondly hoped that a college, having so fine a record, would continue to exist as a famous medical teaching body long before he had been gathered to his fathers, as it should have done.

To him the loss of her autonomy was a very great and unexpected disappointment. He comforts himself with being thankful that she existed long enough to do all she has done, for medical education. No wonder her name should be dear to him, when he thinks of the many years

of teaching he did within her walls, and the great amount of time spent otherwise, and always willingly, working for her prosperity, and of the many large classes of good students who for so many years filled her class-rooms, and by whom her extinction, as a college, is greatly regretted. No graduate worthy the name, or student, who was privileged to attend her teachings can or will ever forget the dear old College. The deserved eminence which many of her sons have attained, and the love of all her true sons, will, he trusts, for many years to come, throw very bright halos round her much loved name, which they will ever cherish when it is mentioned, as it is sure to be very often, as they recall how much she did for them in their never-to-be-forgotten student days. Doubtless the pleasant reflections will prove an inspiration, and a stimulus often while engaged in the responsible duties of their profession. Her widely scattered graduates will, he hopes, at least now and then, may be often, meet in every part of the Dominion and in the United States and elsewhere in the world where they may be, as we do to-night, to speak of their *Alma Mater* with an affection which no lapse of time can ever decrease. He felt justified in going one step further to say, and to hope, that the character and extent of the work of Trinity Medical College, and the acknowledged position and influence her success gave her, may have much influence in the improvement of the medical education of the future, in causing it to be made more practical than ever it has been heretofore, thus fitting the graduates sent out from the colleges of this and perhaps of other lands in future years, more fully for the exacting responsibilities which fall to the lot of all worthy members of our noble profession.

