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INTRODUCTORY ADDRESS

TO THE STUDENTS AT THE ROYAL SCHOOL OF MEDICINE AND SURGERY, PINE-STREET, MANCHESTER, FOR THE WINTER SESSION OF 1840—41.

BY THOMAS TURNER, ESQ.

MR. TURNER commenced his address, which was wholly extemporaneous, in the following terms:—

GENTLEMEN,—This is the fourth time that I have had the honour of appearing before you to deliver the introductory address at the opening of the session of this school. The first time was in 1825, now fifteen years ago, when this school was first organized, and when I had to perform the difficult task of convincing you that the period had arrived when it was necessary to extend the plan of medical education, in order to meet the intellectual activity of the times in which we live. The manner in which the proposal was received was encouraging in some quarters, but in others discouraging. However, success followed our endeavours, and very soon there manifested itself that break of morn which has now dawned into perfect day. The second occasion on which I had to appear before you to deliver an introductory address, was at the opening of this institution. Some of you will remember, that the original Pine-street school occupied only one half of the site of the present building; and was entered only by the street behind. We have been unwilling to relinquish a name to which some importance, and, I flatter myself, some degree of celebrity is attached; and we have therefore designated it, and shall continue to designate it, "The Pine-street School." We undertook to raise this building at our own expense, and thereby gave an unequivocal proof of our zeal in the cause of provincial medical education. The third occasion on which I had an opportunity of appearing before you, was to announce the retirement of Mr. Jordan, as an anatomical lecturer, the duties of which office he had usefully and satisfactorily filled for a period of nearly twenty years—(applause)—and that he was pleased to bequeath to this institution his best wishes and interests. And now I am deputed by my colleagues to appear before you, to open the budget for the present season; and it gives me un-mixed pleasure to state *in limine*, that the cause which has separated the profession and the town for years past, in reference to medical education, has ceased to exist. The gentlemen connected with the Marsden-street institution have resigned their duties; and have manifested towards this school the most unequivocal evidence of good feeling, in the circumstance of their having consigned over to us their library for the benefit of our society—(applause);—and, as an act of reciprocity, we have received their per-

petual students within the walls of this institution. This mutual feeling must testify very strongly, that the opposition between us, as rival schools, had never been carried on with that bitter and unforgiving enmity which too often marks the course of rivals; and it will show, moreover, that rivalry and friendship are not incompatible associates. And now that we are in sole possession of the ground wherein to sow the seeds of medical knowledge in this district; now that we are in possession, directly or indirectly, of the influence of our medical brethren and of the town,—we cannot doubt but that the harvest will be abundant. We must, however, bear in mind, that this result will be determined by the seed-time: it is therefore of the utmost importance, that we should all cooperate in the diligent cultivation of the soil, and in sowing the best possible seed, in order that we may verify that truth, which comes from unerring authority, that "according as we sow, so shall we reap." And, lastly, it behoves us to state unequivocally, that our success will depend upon the manner in which we may choose to cultivate the minds of the rising members of our profession. Having thus given assurance of peace at home, I have the pleasure of congratulating you on the circumstance of our being at peace too with foreign powers,—I allude to the College of Surgeons. This is a conquest we have been endeavouring to gain, ever since we established this school;—to place this school on precisely the same footing with the London schools, has long been the object of our ambition, and this, I am happy to tell you, has now been accomplished. (Applause.) Thus there exist now no by-laws in favour of metropolitan schools,—no monopoly; and as evenhanded justice holds the scales with regard to privileges, we must use our best exertions, and put our most vigorous efforts into the scale, and see whether by these means we cannot turn the balance in our favour. This must be our aim and object; but let us bear in mind that, while pursuing it, our course towards our metropolitan rivals must be in every way friendly, and characterised by nothing but honourable emulation. Our success, I anticipate, will then be secure.

The common language of the day is, "that all men seem to be abroad and stirring." This is the language of the newspapers; and, as a friend of mine has written, so much is this the case in the present day, that even the very infant is sent to be drilled. However, the man of observation will easily discover the increased and increasing intelligence of the people; and he will deduce from it inferences of a most important kind in reference to ourselves. We live at a period which is distinguished by the cultivation of intellect and the progress of enterprise; and every man seems to have his attention directed to the best means of educating all descriptions of persons, so as to qualify them to perform

with efficiency the duties connected with the station of life in which they may happen to be placed. But with the advancement in knowledge of the lower orders of society, the intellectual improvement of the upper classes must keep pace, otherwise there cannot be a doubt but that the pyramid of society will become reversed. We must all agree in opinion, that to give to the working classes such a knowledge of the arts and sciences as will enable them to apply them to their pursuits in life, is extremely praiseworthy, and, in a national point of view, obviously important; but we must look to its effects on society at large, if not met with equivalent advantages to be enjoyed by those who are destined to fill a higher station in life. Mental culture and moral discipline are subjects of considerable importance, and are now demanding and receiving a considerable share of attention; and as subjects intimately connected with our condition, as moral, rational, and responsible beings, they are most important; but we must ever bear in mind, that in our endeavours to educate the lower classes of society, in bestowing upon them the power to read and write, to think and to reflect, we put them in possession of instruments which may be turned, on the one hand, to useful purposes, or, on the other, to purposes of the most deadly mischief. Whence it is necessary that we should conjoin these gifts with the gift of principle, so as to guard society against the abuse of what would otherwise be an inestimable blessing. Every gentleman who hears me now, will at once observe, that there exists a very close connexion between general and professional education. I would not be one to put any impediment in the way of the progress of improvement in the lower classes; but I do say, that we must proceed *pari passu* with them, if we wish to maintain the situation we hold in society, and if we wish to rise above mediocrity, either in moral or intellectual attainments.

But the subject which now more particularly engages our attention, and for which I stand up here as the advocate, is medical education. This is a subject, not of individual but of general interest. It is, doubtless, of individual interest, so far as it regards our dignity, our usefulness, and our respectability; but it is also a matter of general interest, so far as it has reference to the welfare of the community, and to the best, the dearest, the nearest and the tenderest interests of society. (Applause.) Thus, then, gentlemen, it is a subject of importance as connected with all who hear me, whether professional or unprofessional. It is very true that we cannot get men to think at all times and at all seasons as we wish they did, upon the painful and weighty responsibility of our profession; because men are apt to attach the same notions to the medical profession as they do to trade, and to regard it merely as being the *viaticum* to wealth; but I trust that the members of our profession are in general regulated by higher and more philanthropic motives. It is to be hoped that the satires which we now and then hear against the profession, are directed only against its undeserving members, and there are some against whom you cannot be too severe. There is one subject, however, which has given to our profession more odium than any other, and it is singular that it should be one from which it is estimated surgical science has derived the greatest amount of advantage,—I mean the dissection of the dead. From the manner in which some men talk of dissectors and dissections, it would really seem that the anatomical labourer derived a gratification from his pursuit, beyond that which a conviction of its utility as the basis of medical science affords; but I would say to such persons, “Follow us into our secret researches, and you will not fail to be convinced that nothing but the love of science, the cause of humanity, the wish to prevent the immolation of our fellow-creatures, could incline us to exchange the pure air of heaven for the noxious effluvia of the dissecting room, or the tranquil security of other employments for that occupation which is pregnant with danger from contagion and wounds; it is seldom that a winter passes over without some sacrifice of life to the perilous

cause which we espouse.” I would ask, then, can the zeal and self-devotion of the anatomist be fairly and justly attributed to any other motive than the laudable and ambitious wish to do honour to the profession to which he belongs, and to which are attached the most affecting and affectionate interests of society? (Applause.) So long, therefore, as our researches are directed to the benefit of mankind, we have a right to claim all the protection that society and the legislature bestow. With respect to the legislature, we have to thank it for some boons in connexion with our profession, and we hope there are more in store for us, in the bills now pending, or about to be introduced into parliament, having for their objects the protection of the rights and dignity of the medical profession,—a profession which has hitherto, I must say, been neglected by the legislature of our country. But I predict that we have little to hope for from legislative enactments, until there is a stand made against empiricism, and until the sale of secret and dangerous nostrums is discontinued as a source of revenue to the treasury of this country. (Applause.) The remarks I have now made are intended more especially for the unprofessional part of my class. We wish to draw your attention to the medical profession. It is your duty, it is the duty of every man, to inquire whether the individual in whom he reposes his confidence as a medical man, has been duly and properly educated. A remark to this effect has been published:—That although many medical men may be regarded as scholars; as men well informed in literature, in science, and in the arts, and in their own particular pursuits; yet it is to be regretted that the mass of the profession is deplorably ignorant, and that this is to be ascribed to the defective education which they have had the misfortune to receive. Now it is my duty to-day to endeavour to convince you that this defective education is an evil that can be controlled and remedied; but the application of the remedy does not rest with an individual, but with a body, composed of three parties,—the parent of the student; the teachers in connexion with the school where that student was educated, and with the student himself; and by the cooperation of these three parties, the grand scheme of medical education can, to the fullest and most useful extent, be carried on within the limits of this town. When I look around me here, and see the number of individuals assembled at the opening of the session of this school, I am induced to ask the question, what are the motives that have brought you hither? You must, doubtless, be influenced by different views. I feel persuaded that amongst you there are parents; some who have sons in the medical profession; others who have sons whom you intend for the medical profession; and that you are come here to be informed as to the best mode of procedure with regard to them. I think that the education of a son for the medical profession is one of the most important duties that can devolve upon a parent. The mode in which he should be educated, in its preliminary points, is a matter of serious importance; because the after character of the individual, and the development of talent or otherwise, will depend on the manner in which that education is conducted. It is admitted, as a fundamental principle in education, that our aim must be to exercise the faculties and powers of the mind so as to bring them to the highest possible state of perfection. Whatever system we may adopt, this is the aim we have in view. We must never forget, in connexion with education, the importance of early habits, early impressions, and early associations; for we shall find that the false colourings with which the notions of men are tinged in after life, are in the majority of instances dependent upon early impressions on the mind, and we find generally, that if the mind be directed into right channels of observation in youth, it will pass on to virtue and maturity of judgment in riper years. Thus it becomes most important to the parent, that he should regulate or cause to be regulated well, the early education of his son. But I would ask any parent who may happen to be here,—what has influenced

you to bring up your son to the medical profession? Is it because you think that there is something more dignified in a profession than in trade? Remember that dignity does not attach to any trade or any profession, but to the individual who fills the situation, and discharges its duties, either in the one or the other, with honour and integrity. There is no situation, no profession, intrinsically dignified; dignity depends solely upon the individual's own character and conduct. Is it because you are a medical man, and you think you can transfer your patients to your son? Or have you friends in the profession, by whose influence you think your son can be benefited? If either the first, the second, or the third motive I have spoken of, be the true one, or even if all be taken together, they are not sufficient to determine your choice. It is the duty of the parent to inquire into the mental qualifications of his son; to ascertain whether his taste is for the profession; for you may rest assured that no man will ever rise above mediocrity in it who has not a taste for its pursuit. Therefore, if it is to be thrust upon any individual, that individual will never attain to eminence in it.

After the parent has disposed of the preliminary part of education, the student enters on the most important epoch of his medical life,—I mean an attendance on medical lectures. And now the student becomes the object of our solicitude; and here I shall venture to bring forward the claims of provincial schools, as auxiliary to the carrying out of the great scheme of medical education. It is not necessary for me to give you an account of the early history of this school; as my friend, Dr. Bardsley, in an introductory address delivered here, and which has been published, gave an account of it up to the time when that address was delivered; but I may mention, as a mere matter of history in connexion with provincial schools, that, when I ventured in an introductory lecture, and in a pamphlet published 15 years ago, to propose the formation of a school of medicine in Manchester, the proposal was rather smiled at than seriously considered; but success followed, and Manchester now enjoys the proud distinction of having established the first Provincial Medical School. I shall now bring forward the arguments in favour of, and endeavour to answer the objections urged against, provincial medical schools.

Nothing can be more important in education as in other things, as I feel persuaded you will concur with me in thinking, than to begin well; that is to say, to lay in a good foundation, whereon to build the future man. If early education be neglected, future proficiency is rarely to be attained; for, although Beattie has told us, that even if early intellectual culture has been neglected, the individual need not despair of future proficiency, and in proof of this assertion instances Cato and Ogilvie, who did not begin to study till after old age had overtaken them; these are rather to be considered as rare exceptions to the general principle which must be inculcated in education, whether general or professional, that the early cultivation of virtue, morals, tastes, and knowledge, is the only sure route to eminence and happiness. (Applause.) Although there may exist a difference of opinion with respect to the period when general education should commence,—a difference arising in the minds of individuals from taking different views with regard to the economy and development of the human mind,—yet I think we must all accord in the opinion that professional education must commence with the commencement of the professional career. Although this appears very obvious, yet it is a principle that has never been acted upon until the establishment of provincial schools; for before that, and even since, in certain obscure situations, we have to regret that the period of apprenticeship has been passed in a most unprofitable way. But with the increase of knowledge amongst the lower orders of society, there sprung up a necessity for making some efforts for the better education of the medical student; whence I think the formation of provincial medical schools may be considered as a most important era in medical

history. Early initiation in our professional studies must be regarded as of extreme importance; for the fruits will manifest themselves in the way of good or evil, according to the circumstances, as to whether the early habit is that of study or the reverse. It cannot be doubted that difficulties in our profession, as in the study of every thing, are more easily overcome at an earlier than at a later period of life; and this seems to me to offer an unanswerable argument in favour of provincial schools. Our object must be to disseminate knowledge amongst numbers, for the more multiplied the springs of knowledge, the better informed will become the members of our profession; and thus there has been evidence, that since the establishment of these schools, our profession has become enhanced in dignity and usefulness. An argument may be made use of in reference to provincial schools, from the importance of early habits of study, as engendering a taste for medical studies; and (regarding the matter now in a moral point of view) the shield which it thus opposes to the encroachments of vicious and idle habits, is another argument in favour of the study of subjects connected with our profession. If the art of dispensing medicine,—I admit a very necessary part of medical education,—be not connected with pursuits of a higher and more dignified character, there will be an absence of that dignity and sense of self-respect so necessary to the future medical man; and to the absence of a proper beginning in our profession, I believe, is to be traced the ruin of hundreds of students, whose passions, after being emancipated from the restraint maintained by their masters, too often break forth like the waters of a river long confined. Thus, I believe, the best preventive to an occurrence of this sort, is to create in the student an early liking for his profession. It is seldom that vice makes great inroads upon the bosom at the age of seventeen: at this period we usually find the mind open and extremely susceptible of good impressions. This is according to common observation; and, at all events, it is as easy to direct the individual into the right channel, into the road that leads to virtue and eminence, as it is to misdirect him into the road that leads to disgrace and ruin. Emulation is a powerful incentive to study; and emulation is felt in this school to an extraordinary degree. A degree of excitement is necessary to the performance, if energetic, of all the duties of life, whether religious, moral, literary, scientific, or professional. In the absence of this excitement there will be apathy; there will be wanting that something which leads onward to exaltation of character. This excitement, this emulation, when felt by students, arouses their energies in a most marked degree. We have evidence of this in every day's observation amongst the students of this school. You will find, that without excitement there will be no ambition, which, in its virtuous sense, may be defined—a love of excellence. Without emulation, no taste will be engendered for study and research, and a man possessing high intellectual endowments will be likely to be diverted from the right path, and then his intellectual greatness will be to him a source of ruin instead of happiness. The great object of our school, and the main duty which devolves upon us as teachers, are to inspire our students with a love for their profession; and, if this be accomplished, the future study of it will become the pleasure rather than the labour of their lives. I might bring forward many other arguments in favour of provincial schools. I am supplied with documentary evidence as to their value, contained in various publications, some of which I have now before me; but it would be tedious, and would take up more time than I can devote to the subject, if I were to read to you the various paragraphs and points of information on this subject, published in the various journals of the day; likewise in the House of Commons—(for we have gone to high quarters too). But it is quite certain that, if evidence were needed, we might bring it forward, to show that we have not been acting for nothing; but that we have reason to believe that the labour we have bestowed in the provinces on medical education has been crowned with the success of en-

hancing in some measure the learning and dignity of the rising members of the profession.

But "*audi alteram partem*." Although we believe our arguments are good, yet arguments have also been brought forward *against* provincial schools. There is published a review of an address delivered by Mr. Thomas, a clergyman, and a lecturer on moral philosophy in the Birmingham school; and the reviewer, in speaking of the pamphlet published by this individual, states "that it would be wrong to conceal that medical practitioners in the country view provincial schools with some dislike, and avow their belief that they tend, by rendering medical education too cheap and easy, to fill country towns with ill-educated practitioners." Now this is an objection which has been brought forward and urged more than once. Is the allegation true? No; it is not correct. Is education in Manchester cheaper than in London in a general way? No; and if it were, how would that circumstance affect the dignity of the profession? If dignity in our profession were to be purchased by pecuniary sacrifices, what would be the result in respect to our calling? I could, then, with as much ease draw up a scale of dignity in the medical profession, as I could draw up a scale of the vitality of the different textures in the human body. In France a medical education costs scarcely anything; in Dublin, it is very cheap; in Glasgow, it costs not half as much as in Manchester; in Edinburgh, less than in Manchester; in the principal schools in London, less than in Manchester. Now, will any man tell me that the French and Germans (who are in the same predicament), the Irish and the Scotch, are ill-educated or unskilful practitioners? No; I think all must admit the reverse to be the fact. Sir Astley Cooper, whose name must be always mentioned with great veneration and respect, in his evidence before a committee of the House of Commons, stated something on the subject well worth reading. Mr. Warburton, the chairman of the committee, put to Sir Astley this question—"How would a reduction of the present expensive education be productive of evil to the profession?" Sir Astley had before intimated, that he considered, that to reduce the price of a medical education would be to do it injury. "I think, under these circumstances," said the worthy baronet, "you would have persons of all descriptions come into the profession, and that it would be exceedingly degraded. You would not have gentlemen's sons enter it as now, or any of the better orders of society. One of the higher orders, a nobleman, said to me, 'I have a number of children; I wish to bring one into the church; I believe one will go into the law; but, as to your profession, it is out of the question.' 'And why,' I asked, 'should it be out of the question?' It is only because the profession is not sufficiently educated and scientific to maintain the dignity which it deserves for its usefulness." There was a great deal of truth conveyed in this answer; but it is not an answer to the question. If dignity in our profession were purchasable by pecuniary means or rank, of how much evil would it not be productive? Where would be the spring to industry, rivalry, and emulation; the operation of ambition in elevating men to a higher station in life? If these were the prerequisites to medical honour and dignity in our country, a Hunter would never have been the glory of our country, or a Dalton our admired townsman. There cannot be a doubt that another and a better means of dignifying our profession, is by putting within the reach of students a good stock of sound professional knowledge. If I were to draw up a code of laws for the regulation of medical education, I would make every student undergo a preliminary examination before he entered the profession, to test his scholastic and general attainments; this he should go through before a competent board of examiners; and if found eligible, he should be admitted as a medical student. He should undergo a second examination after he had attained what may be considered a knowledge of the fundamental principles of the profession—perhaps after the lapse of from two to three years; and then he should have a final examination or two,

which should be the test of his competency to practise; and I believe this would be a much better, and, I am sure, more successful mode of adding to the dignity of the profession, than by enhancing the price of getting into it. I have no objection to an aristocracy in our profession; but I would not have it founded on family distinctions, on rank, or money, but solely on hard-earned reputation. I might bring forward more objections urged against provincial medical schools, but time will not permit; but, I would ask, if our profession has suffered, as is alleged, from these schools, why is it so? Have we any evidence that the profession has suffered? Is there less dignity, less science, less skill, in the profession now than formerly? I have evidence here to show,—evidence adduced before the committee of the House of Commons in reference to the Medical Education Bill, that in 1823, when provincial schools did not exist, and the *curriculum* of education was extremely imperfect, and when the examination was an examination but in name, the numbers rejected were about one in ten;—that with the increased *curriculum* required in 1833, and since, and with the more severe examinations that students are obliged to undergo, the number of candidates for diplomas being doubled,—the fact is the rejections have only averaged one in fifteen; and now most men pass the College of Surgeons. Is this a proof of the profession having become more undignified or ill-educated? But, I would ask, if the profession has suffered in dignity, why is it so? Do we not possess the means of giving an education, at all events equal to what can be given in London, Edinburgh, or Dublin? What are the means required? The means of teaching anatomy, physiology, pathology, chemistry, botany, *materia medica*, the practice of physic, the practice of surgery, midwifery, forensic medicine, and the other branches of medical science. Do we, then, possess the means of teaching these branches of medical science? First of all, as to anatomy. Anatomy is admitted to be the alphabet of the science of medicine; it is the *sine qua non* of physiology, or a knowledge of our functions; and it is indispensable to a knowledge of the nature, character, and treatment of disease. But I will reserve what I have further to say on this point till my introductory lecture to the course on this subject, on this day week. But what are the means necessary to teach anatomy? Dissection, and a museum, containing specimens and preparations, plates, diagrams, and drawings, for the illustration of the respective courses, and the information of our classes. Now, as to practical anatomy, the means which we have in Manchester—(softly be it spoken!)—are equal, if not superior, to what they have in London; and are equal to those of any school in the United Kingdom. With respect to our illustrations, I will only say, "Go to the museum, and look about you"—and I have the pleasure to tell you that I have made a valuable addition to it by the purchase of Mr. Gregory Smith's interesting museum, a lecturer in the Windmill-street School, and successor to one of the most eminent of men, John Hunter. (Applause.) I can say without fear of contradiction, that we have now the largest museum in the provinces, and that there is not a larger museum in London, save and except that of the College of Surgeons, as founded by the immortal Hunter. Our collection of specimens falls very little short of ten thousand. (Applause.) Our drawings and diagrams from one to two thousand; but we have not halls, large saloons, and places in which to display them, and therefore they do not appear to the advantage they would do at the College of Surgeons in London. This is a defect, however, which we hope ere long to remedy. [Pointing to a small oval table, painted green, and set on small wooden wheels, which stood near him, Mr. Turner said:—] Excuse my making a digression, and pointing your attention to that table; mean-looking, insignificant, intrinsically of no value, as it is, it was the table of John Hunter. That is John Hunter's dissecting-table. (Applause.) It would seem almost as if the glory of London anatomy were travelling northward, and that we had arrested it in Manchester. It is more than likely that

on that very table John Hunter prepared some of those splendid specimens which now enrich the walls of the museum of the College of Surgeons. And may we not, with a little imagination, suppose that, while so engaged, his master-mind conceived the beautiful design and arrangement of his museum, which had in view the illustration of life, from the most simple organic atom in which life is found to exist, up to that most complicated and beautiful piece of mechanism, man. To illustrate his views of nature required industry and great expense, and these he bestowed. I never can think of Hunter, without recalling to my recollection the eulogy passed upon him by one of his most enthusiastic admirers, the late eminent Dr. Barclay, of Edinburgh; who, in his work on organization and life, in making some comments on Hunter's theory of life, said, "Yes: but in subjects better suited to his genius, who would not be such a man as Hunter? Who has done so much for anatomy as Hunter? Who has done more for surgery than Hunter? And who has left behind him so splendid a monument of zeal and industry, as that museum which is now the pride and boast of his country?" Let us now, therefore, that we possess a relic of that great man, be stimulated by the associations it awakens to pursue the same path that he pursued; and though it is quite certain we can never attain the point to which he attained, if we but follow in his steps, however far we go, we may say, "So far, so good."

Having pointed out the means we possess of teaching anatomy and physiology, I need say very little about the opportunities we have of illustrating the other branches of medical science. You have only to concede one point; namely, whether the men are fit to use them. This I hope you will concede, and that they will show themselves worthy the confidence which the town and the medical profession have the year past reposed in them. I shall take this opportunity of saying to my colleagues here assembled, that I now pledge them before this large assembly, to a due and diligent discharge of the various duties that may devolve upon them as teachers in this school. Our position is a responsible one, and if we do not discharge our duties, we are guilty of moral delinquency; of breach of contract, and of breach of honour; and I hope no individual who is associated with me in this school will ever fall under the lash of calumny, in an accusation like this. I must confess, that so far as I am concerned,—and I believe I may say as much for most, if not all, of the teachers,—that I return to my labours with pleasure and with increased enthusiasm; partly engendered by an increasing love for the study that I profess to teach, and partly, too, from a wish to be of some service, according to my humble ability, to the rising members of the medical profession. We hold it to be a good principle, that which was inculcated by Bacon, that every man is a debtor to his profession, and that he cancels that debt, to a certain extent, by a due, honest, and faithful discharge of the services and duties connected with it; that he cancels it still more by amplifying the studies associated with it; and, may we not add, still more does he cancel that debt, if he honestly endeavours to impart to others that knowledge which he has gained by hard labour. (Applause.) I have told you of the means we possess for carrying on in this school a medical education; but the test of our knowledge is at the bedside of disease. It matters little what faculty we possess, if we have but little opportunity for using it. It is of little consequence how learned we may be in theories of our profession, if we have not the means of reducing them to practice. It is to the munificence of the inhabitants of this town that we are indebted for our practical schools of medicine and surgery, presented in the form of our noble infirmary, the various dispensaries, the fever hospital, the lying-in charities, the eye institution, the lock hospital, and various other medical charities, which are monuments of your humanity. They are more than this: they are of eminent service to the profession; and no doubt the advantages which accrue to the profession, from the establishment of these institu-

tions, and to the existence of which you have so nobly contributed, will revert to yourselves, in the benefits which it must confer upon you when you become the victims of disease.

Having thus brought forward the arguments for and against provincial medical schools, I shall leave the subject to you for your decision. It is now time for me to address myself, for a few moments, to the numerous medical students here assembled, and who have hitherto been mere listeners, to the duties that their parents have to discharge towards them, and to the duties of their preceptors. But remember, young gentlemen, you are not limpet-like, to be passive in the midst of troubled waters: there are certain duties which devolve upon you, and you are to fulfil them. You have a duty which you owe to your parents, who have been anxious, and have, no doubt, put themselves to considerable expense to place you in an honourable profession. There is a duty which you owe to your teachers, who wish no higher reward than to see you successful in life, after having collected a good stock of valuable material for future use. There is a duty which you owe to yourselves, and to the profession which you may either disgrace or honour; for both are equally within your reach. I will not ask the student what has induced him to enter this profession; or, if he has been the means of persuading his father to allow him to become a member of it, or by what motives he has been influenced. It is sufficient for me if you know its aim and object, which is to alleviate or remove the bodily and mental afflictions of mankind. The characteristics of the profession which you have chosen are, dignity, honour, liberality, humanity. There is no profession more dignified than yours, if you choose, by your conduct, to render it so. There is no profession in which there is such a demand for honour, as yours; for medical men are entrusted with the secrets and the private affairs of families. There is none in which there is greater demand for liberality; and the call for humanity, in a profession like yours, even to mention it seems a work of supererogation. Surely our profession must be a humane one, if it has to do with those who are sick and ill, and are requiring the amount of our services in their behalf. It is often said of medical men, but I am quite convinced it is untrue, that we are hard-hearted. It is said we are hard-fingered; that is possible. That we have little sympathy for the sufferings of others: this is not true. The fact is, I believe, that the majority of medical men have in them that something which is necessary to the philanthropic discharge of the duties which devolve upon them, and that is, a feeling of sympathy for the distresses of those who come within their reach; for I cannot conceive anything more cruel than not "to listen with attention to the tale of symptoms, and to silence with harshness the murmurs of a troubled mind;" or, as has been stated by Dr. Percival, in his *Ethics*, nothing can manifest more dignity of character, than to show christian condescension to persons labouring under disease. In fact, taken up in a moral point of view, to visit the sick is an inestimable privilege; and I am supplied with a passage in this book, written by a distinguished Manchester physician, the late Dr. Percival, containing some very interesting and beautiful remarks on the duties of medical men to their patients. He goes so far as to say, that "the visitation of sickness is a wise dispensation of Providence, intended to humble, refine, and meliorate the heart; and it has a salutary influence which extends beyond the sufferer, to those whose object it is to minister unto him; drawing closer the bonds of affection, and arousing to exertion those virtues in their nature which are profitable to men, and well-pleasing to God. To attend to the sick," he continues, "is an inestimable privilege. It cannot but be advantageous to us to observe a parent, soothed and supported under the anguish of pain, by the loving-kindness of his children; a husband, nursed with unwearied assiduity by the partner of his bed; or a child, experiencing all the tenderness of maternal and paternal love, which forms the groundwork of domestic virtue and felicity. This

must leave an indelible impression on the mind, which cannot fail to exalt the moral character, and to render us better men, better citizens, and better Christians."

But you are not to suppose, my young friends, that your profession is made up of sweets only; you must expect some bitterness.—We have many anxieties, disappointments, and mortifications; and the best shield you can have to protect yourselves against the injurious influence of these things upon you, will be to enable yourselves, by your knowledge and conduct, to put your hand to your bosom, and say, that "in the treatment of these cases, and in the discharge of all my moral and professional duties, I have acted conscientiously and to the best of my ability." This is to be attained by what you now require in order to complete the medical man. You require, in addition to the moral qualifications of honour, liberality, and humanity, —unwearied diligence in the search of knowledge. Than knowledge, nothing can be more easy to attain, provided it is diligently sought after; but nothing is more difficult to reach, without industry. You are to remember that your profession is to be your first concern; for you have morally pledged yourselves to sacrifice to it every other object. I do not mean to say by this, that you are to spend your time uninterruptedly in it; for the mind, like the body, requires its periods of repose and relaxation—periods when both recover the energy expended by exertion; but I mean to tell you that your profession must be your first concern; your duties will and ought to follow in turn, after your professional education has been accomplished. Would a student take a view of the multifarious duties to which he will have to devote his time and his attention before he can be said to have arrived at the acme of professional acquirement, he would indeed be discouraged; but, fortunately, it is only by degrees, and by the progressive development of new facts, that the whole at length is evolved, and he becomes sensible of the extent of application required. I would not damp the ardour of the student, by giving a magnified description of what lies before him; but I cannot conceal from him that he has much to do; accompanying it, however, with the encouraging observation, that he will find his task easy and his labour light, if he will only make a proper disposal of his studies and his time. This period of your life is, my young friends, a most important one, as you are now expected to lay the foundations of that superstructure which is to be ornamented, adorned, and completed at a future period. When that period of completion may be, we know not; but a medical man, having once entered upon medical pursuits, his life, from that time to his latest period of existence, must be one of study without a pause. What are the means provided in this school for the education you have to receive, for the purpose of enabling you to pass the different examinations required, with credit? We have published a prospectus of the school, a copy of which I hold in my hand; it will be seen, on reading it (and there are others upon the table which you may take home with you), that the different lectures required by the college and by the hall, and by the University of London, are all delivered in this school. You will find that the courses consist of lectures on anatomy, physiology, with demonstrations; the principles and practice of physic; the principles and practice of surgery; the *materia medica*, medical botany; the principles and practice of midwifery; the diseases of women and children; chemistry, the anatomy, physiology, and pathology of the eye; general pathology; forensic medicine and botany. The next lecture that will be delivered here, will be to-morrow, at twelve o'clock, an introductory one, by Dr. Bardsley, on the principles and practice of physic. Dr. Newbold will deliver his introductory lecture on *materia medica*, medical botany, and therapeutics, to-morrow evening at seven. The lectures on the principles, practice, and operations of surgery will be commenced by Mr. Ransome, on Saturday, at twelve. The principles and practice of midwifery and the diseases of women and children, will be commenced by Mr. Heath, on Monday, at twelve. The lectures on chemistry, by Mr.

Davies, on Tuesday, the 6th of October, at twelve o'clock. The anatomy, physiology, and pathology of the eye, by Mr. Hunt. General pathology, by Mr. Stephens and Dr. Ainsworth. Those on forensic medicine and botany are summer courses.

And lastly, permit me to assure you that it will be our aim and our best endeavour to do you as great an amount of service as we can, in the way of promoting your professional studies and advancement in sound knowledge. In return we shall require from you industry and attention; regularity in your attendance; gentlemanly deportment, and every thing that can qualify you for filling a future station in life so dignified as your profession should be. And if you neglect the opportunities now offered for your interest and advantage, I feel persuaded that you will plant a sting in your bosoms which will torment you during all the after period of your lives. (Great applause.)

The lecturer spoke, *without any notes*, for upwards of an hour and a quarter.

TREATMENT OF STRABISMUS.

TO THE EDITORS OF THE PROVINCIAL MEDICAL AND SURGICAL JOURNAL.

GENTLEMEN,—As the operation for strabismus is still exciting much interest, both in the metropolis and provinces, I take the liberty of sending the report of six cases, which I will thank you to insert in your very desirable Journal.—I am, your obedient servant,

THOS. W. WALSH.

Foregate-street, Worcester,
Sept. 22, 1840.

CASE I.—Sarah Walters, æt. 10, affected with *strabismus convergens* of the right eye. Her mother states that, at two years of age, she was attacked with an abscess of the throat (the cicatrix of which still remains), and whilst ulceration was taking place the child first began to squint. The strabismus gradually increased for three or four years. On applying to me, the pupil of the right eye, when both eyes were open and she was looking straight-forward, was concealed in the inner canthus; but on shutting the sound eye she had the power of directing it straightforwards, but not further outwards. There was dimness of vision of the unsound eye.

On the 28th of August, assisted by my brother and Mr. Edgar Sheppard, I performed the operation for division of the internal rectus muscle, much in the same manner as recommended by Mr. Liston. The upper eyelid was first fixed by means of a wire retractor; the lower eyelid was next everted and retained in that state by applying Assalini's tenaculum to the lining membrane, allowing it to hang over the cheek; then the eye was drawn outwards by a small double hook fixed into the sclerotic about two lines internal to the cornea; the preparatory part of the operation was thus finished. I then, with a small scalpel, made a vertical incision in the conjunctiva just external to the plica semilunaris, and divided the muscle with a pair of simple curved scissors, when the eye immediately became straight, and she was unable to direct it inwards. Cold water dressings were applied, and a dose of sulphate of magnesia given.

The case proceeded favourably, and there is now (Sept. 21st) perfect motion of the eye in all directions.

CASE II.—Ann Huatt, æt. 9; at 5 years of age acquired the habit of squinting, by imitating her brother (whose case is given below). She, in a few days, was unable to direct the axes of the two eyes on the same object. Her mother employed various modes of treatment, but without success. There is myopia of the right or affected eye.

On Sept. 2d my brother performed the operation in the same manner as above stated, except that the first incision was made with the scissors, a portion of conjunctiva being pinched up with forceps, thus enabling him to complete the