

**An introductory address delivered at Manchester School of Medicine and Surgery, Pine Street / by James L. Bardsley.**

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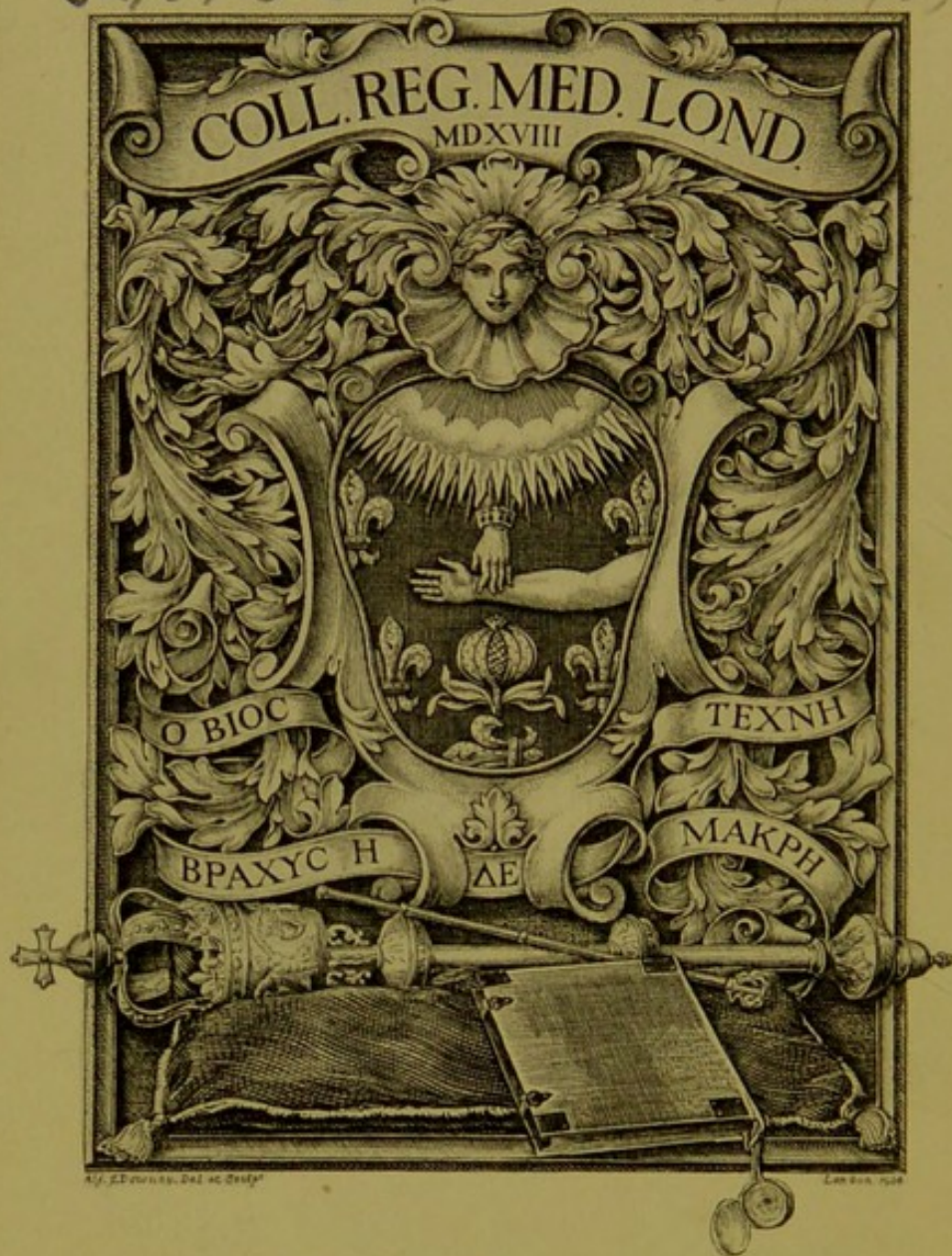


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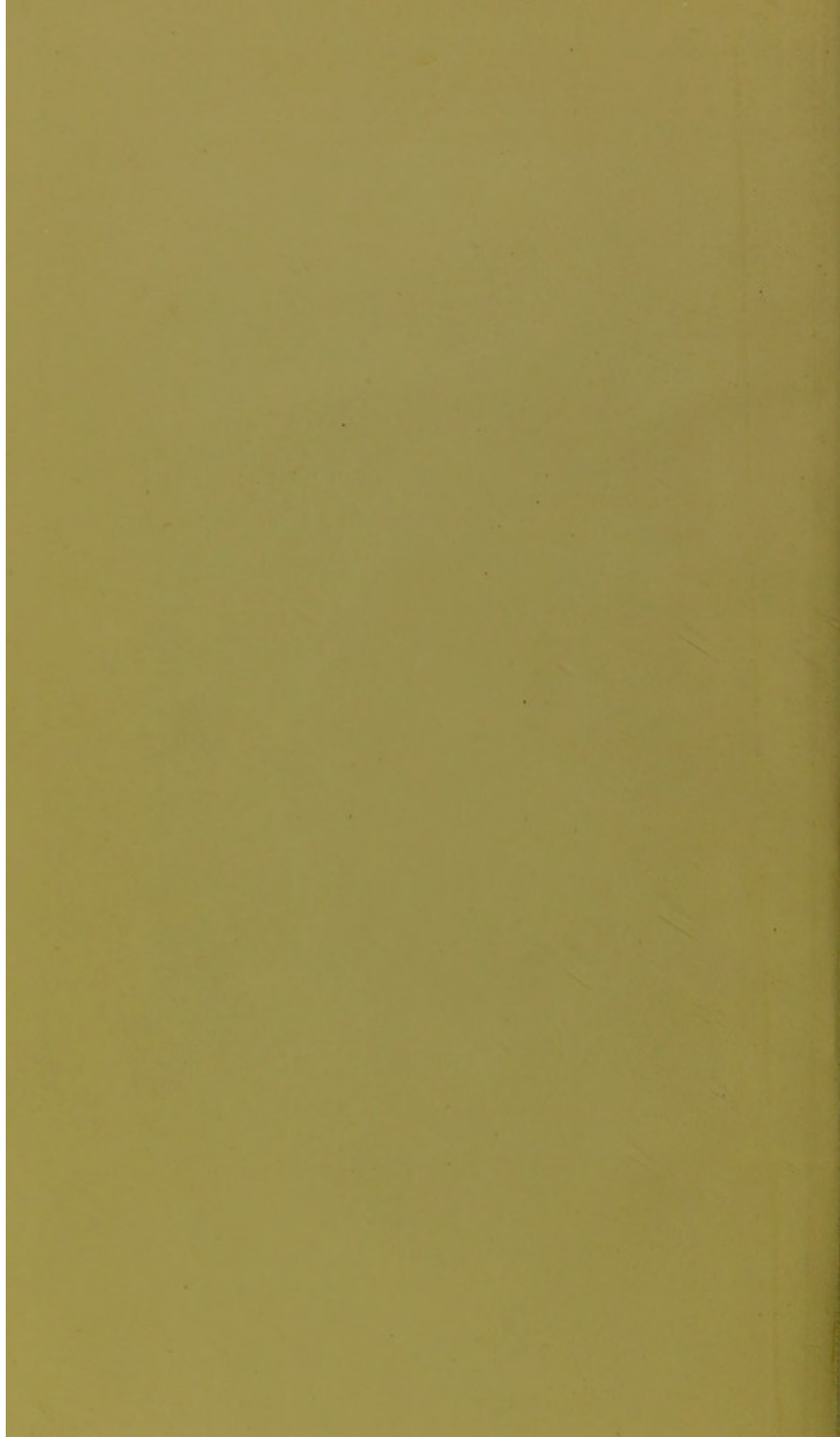


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AN  
INTRODUCTORY ADDRESS,  
DELIVERED AT THE  
COMMENCEMENT OF THE TENTH SESSION  
OF THE  
MANCHESTER

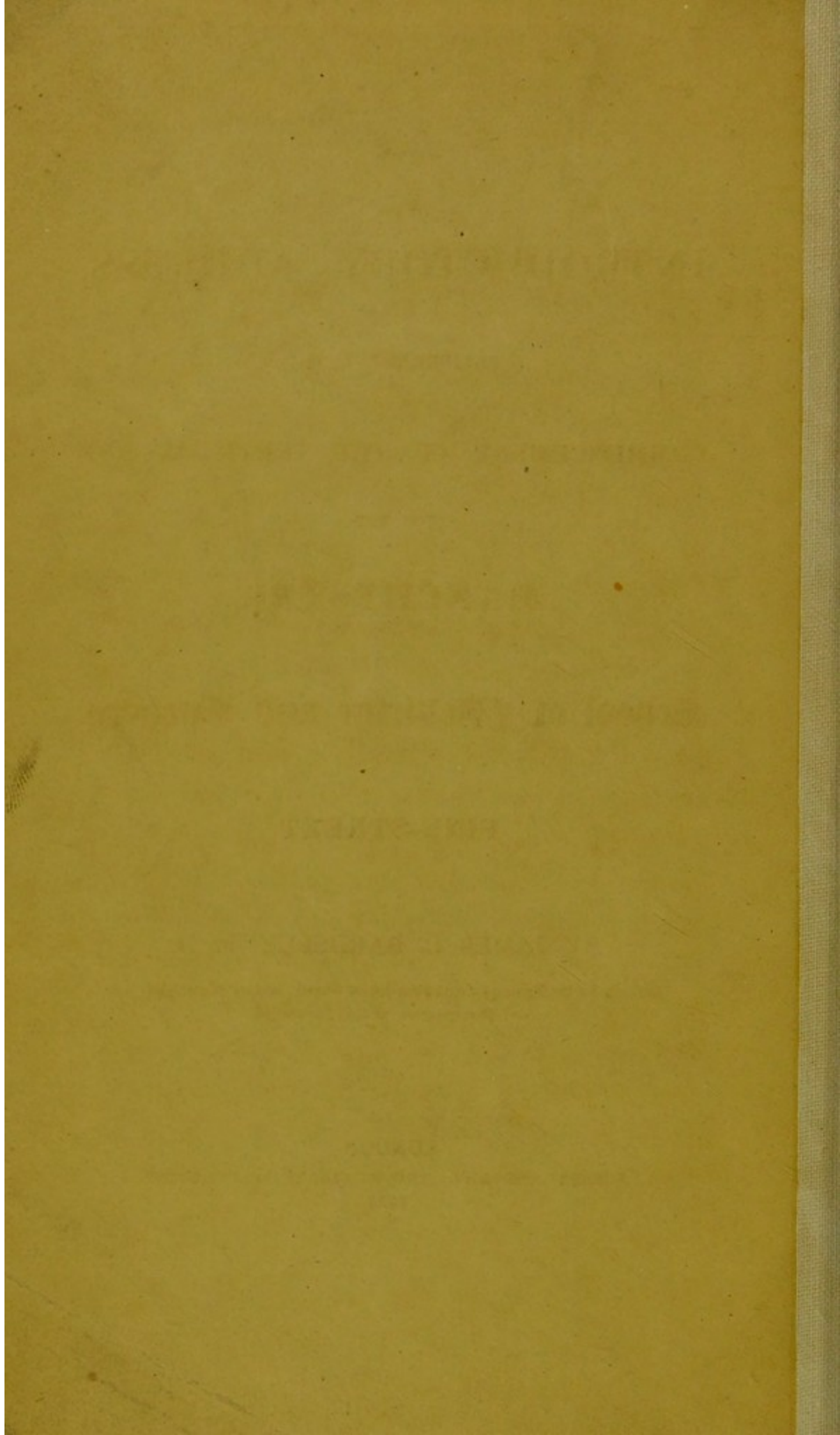
School of Medicine and Surgery,  
PINE-STREET,

BY JAMES L. BARDSLEY, M. D.

Lecturer on the Principles and Practice of Physic, and on Materia Medica  
and Therapeutics, at that Institution.

LONDON:  
BURGESS AND HILL; AND W. CLARKE, MANCHESTER.  
1835.





*With D. L. Bardsley's respects*

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## INTRODUCTORY ADDRESS, &c.

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GENTLEMEN,

Although I have so frequently from this place had the honor to address an audience like the present, yet on this occasion, I do most unaffectedly assure you, that I appear before you under no little perturbation and anxiety; and, indeed, it is only by the united wishes of my respected colleagues that I have been induced to undertake a task which has been so long and so admirably fulfilled by my predecessor, Mr. Turner. After his enlarged and eloquent exposition of the subjects connected with a lecture introductory to a system of medical instruction, it can scarcely be expected that I should be able to throw new light upon, or give any novel attractions to a theme which has been so frequently discussed, and so fully illustrated.—



Notwithstanding, Gentlemen, this want of novelty in a subject which like the "cuckoo note" is annually repeated; yet it must be considered, that there may be many individuals here this morning who are entirely unacquainted with the objects and advantages of the system of medical instruction (in its most comprehensive sense) which has been pursued in this school for several years; and, therefore, to such it is more especially necessary to unfold the nature and character of the Institution. To those of my auditors who have frequently attended the introductory lecture, I wish from my heart, I could speak of the subject in the words of Horace, in comparing a good poem to a beautiful picture;

"Hæc placuit *semel*; hæc *decies* repetita placebit."

But, alas, a dry didactic discourse is very little allied to the charms of an elegant poem or a splendid picture.

It is a source of unmingled gratification to myself, and it must also be to my colleagues, and more particularly to one of those colleagues, the zealous founder of this Institution, to witness so numerous and respectable an assemblage, encouraging by their presence our united exertions in the good cause in which we are engaged. This pleasure is enhanced by the con-



sideration that we have no patronage to boast of except that of public opinion, and no other do we solicit. We own no authority, we are fettered by no rules, we worship no medical saint; for the blind attachment to great names which formerly cramped the liberal spirit of enquiry and quenched the ardour of original investigation has happily yielded to the more powerful influence of intellectual liberty and of a free and enlightened press. What is already accomplished has been effected by the co-operation of individual exertion, and our classes have been formed solely by the opportunities we have been able to afford for the acquisition of medical knowledge.

I feel satisfied, Gentlemen, that the time is gone by when it would have been necessary to have paused in limine in order to prove the advantages of a system of provincial medical education; for the utility of provincial schools is now too well known and too generally admitted to require any lengthened arguments in their favor. They have been called into existence by the increased diffusion of medical knowledge and the growing demand for scientific information, and they are destined, as Dr. Conolly truly observes, to effect great changes in the condition of



our profession. The progress of every kind of knowledge has been rapidly but steadily advancing ; and no one of common observation can fail to have noticed the extraordinary change that has occurred within the last few years in the intellectual condition of the great mass of the people both in our own and other countries. Owing chiefly to the extended agency of the press, and to the remarkably increased facilities for scientific and commercial intercourse with other countries, the literature and discoveries of one nation have been reflected upon another, and thus the intellectual character of mankind has been elevated and improved. The appetite of the public for general information has been encouraged and gratified by the establishment of Institutions embracing, amongst other objects, the delivery of popular courses of lectures on different branches of science, and the publication of periodicals rendered attractive by the combination of amusement with instruction.

One of the most striking illustrations of the triumph of intelligence over ignorance and superstition, has been afforded in the recent formation of a medical and anatomical school in that land which both in ancient and in modern times has held the vio-



lation of the dead by dissection as an outrage against religion and humanity. We find that the celebrated Clot Bey, by his mental energy and courageous perseverance, has overcome obstacles which to ordinary minds would have seemed insurmountable, and fearing neither the dagger of the assassin which had been madly raised against him, nor the anathemas of the Ulemas or Mohammedan Priests, nor the wild fury of the populace, has actually established a practical school of anatomy at Abouzabel in Egypt.

Amidst this quickening zeal in the general pursuit of knowledge, it was naturally to be expected that the cultivation of medical science should not remain dormant, or be solely confined to the monopolizing schools of the metropolis; but that the means of medical education in large communities should be supplied by provincial physicians and surgeons, zealous to keep pace with the spirit of the age in which they live, and anxious by affording elementary and scientific information to the rising medical youth, to promote the interests and honor of their profession.

Intentionally avoiding any observations on the comparative merits or defects of the London and Provincial Schools, I shall for a moment allude to some of the



advantages which Manchester and its neighbourhood offer in the way of medical education. I am induced to direct your attention to this point, from a belief that it cannot fail to be interesting to those of my audience who, with parental anxiety, are about to confide their sons to our medical superintendence and instruction.

This vast and wealthy commercial town, inferior to none in the enterprise, industry, and mechanical ingenuity of its inhabitants, embraces, according to the census returned to Parliament in 1831, together with Salford and the adjoining townships, a population of upwards of 270,000; and we are all aware of the prodigious addition made to that number during the last four years. Within the circumference of twelve miles are also situated the flourishing towns of Stockport, Bolton, Oldham, Rochdale, Ashton-under-Lyne, Bury, &c. each containing many thousand inhabitants, and contributing its share of disease to our different charitable institutions. It must also be recollected, that this active population is constantly engaged in manufactures, and therefore liable to those frequent severe casualties, of which machinery is almost unavoidably the fruitful source. Many



accidents too attended with danger to life or limb, almost daily occur amongst that numerous class of persons engaged in building, and in the neighbouring collieries. Here, then, Gentlemen, a field presents itself for the study of medicine and surgery, unequalled in the extent and variety of its soil, requiring for its cultivation many diligent and enterprising husbandmen, and repaying by its practical fertility their labour, humanity, and skill.

Providence has planted in our natures a noble principle which inclines us to listen to the tale of misery, and to respond to the cry of distress; and it is a source of pride to be able to say, that in the midst of our wealth and prosperity, there never was a time when the rights of humanity were better understood, or the feelings of benevolence more warmly cherished. Of this fact we have a gratifying proof in our own town, where numerous edifices meet the eye, dedicated to the relief of the sickness and miseries of the poor, and maintained, not by royal munificence, but by the generous supplies and disinterested zeal of private individuals. These institutions serve as nurseries for medical youth by affording peculiar advantages for clinical education, and giving opportunities of experi-



mental practice. Medicine and Surgery are sciences which cannot be learnt by theory alone; an attentive observation of the real appearance of diseases, and of the action of the remedies used for their relief, is absolutely necessary to form a practitioner in these most useful professions.

Without the advantage of being situated in a locality where a large hospital will at all times furnish a sufficient number of patients for lessons of real practice to the student, no school of medicine can flourish, because the system of education (however excellent the instructions of the lecturers) must be defective and inefficient. This fact has lately been proved both with respect to the London University and King's College; for in order to preserve their medical character it has been found indispensably necessary to have hospitals attached to them. Most of the large towns in the provinces now possess general hospitals or infirmaries, established upon the most liberal and extensive principles. In this respect, Manchester is most favourably circumstanced. Amongst other noble monuments of public beneficence, the Royal Infirmary stands pre-eminent, both as regards its early foundation and the extent of its usefulness.



In its general management and internal discipline, it will bear comparison with any similar establishment in the kingdom; and whilst the names of Percival, White, Ferriar, Bardsley Senr., Simmons, Home, Henry, and Roget, are associated with its medical history, no lapse of time can impair its well earned reputation. When it is stated, that during the last year the total number of patients admitted on the books of the charity was 19,467, including 4058 accidents; that 135 capital operations were performed in it; and that it is capable of accomodating within its walls 200 patients, no further evidence will, I imagine, be required to shew, that it affords students most excellent opportunities of witnessing disease under its diversified forms, of contrasting the results of different methods of practice, and of becoming intimately familiar with the future duties of their profession.

The injustice of metropolitan monopoly will be manifest, when it is mentioned, that this extensive Institution does not enjoy equal privileges respecting certificates of attendance on the surgical practice, with some of the hospitals in London containing scarcely fifty beds. To two applications made by the Surgical Officers of the Infirmary to the Council of the College



of Surgeons in 1830 and 34, to have that institution placed on the same footing with the hospitals in London, Dublin, Edinburgh, Glasgow, and Aberdeen, the following was the answer returned by the Court of Examiners of the College: "We cannot comply with  
 " your request, because sufficient time has not elapsed  
 " to enable us to form an equitable judgment as to the  
 " education of pupils coming from provincial schools." The Profession will judge rightly of the nature of this decision, in the face of the unsolicited testimony given by another Examining Body before a Committee of the House of Commons,—“ that no class of pupils  
 “ is better prepared than those who have been educated  
 “ solely at Manchester.” The spirited memorial of the Surgeons just noticed, firmly maintains, that owing to the general diffusion of knowledge and increased capability of appreciating useful establishments, the dignity and respectability of the College cannot be preserved without a recognition of such institutions as are acknowledged by public consent to be fully competent to the essential purposes of professional education.

This is not the time to enforce such illiberal restrictions. Provincial hospitals are conducted at least



as well as those of the metropolis ; and the pupils have on the whole equal, if not better opportunities of instruction, in consequence of their numbers being smaller, and the bedside remarks of the medical officers being more distinctly heard, and the several operations more clearly seen. One great desideratum connected with the student's education at the Royal Infirmary, has been at length supplied in the adoption of a regular system of clinical instruction. Within the last two years, lectures on the most interesting medical and surgical cases admitted into the house have been delivered there weekly. The pupils have the privilege of attending the clinical lecturers in their visits, and of minutely noticing the symptoms in each case, and the effects of the remedies prescribed; and an explanation is afterwards given of the progressive changes in the disease and of the modes of practice pursued. More real benefit is derived from an attentive observation of a few diseases in this way through their whole course, than from an indiscriminate examination of a great variety of cases during many months.

The healing art has derived many important advantages from the useful mode of teaching medicine by example. To this practice we are indebted for the



valuable accumulation of medical facts by De Haen, Cullen, Home, Hamilton, Bright, Pinel, Bayle, Louis, Pelletan, Laennec, Broussais, Duputreyn, Andral, Chomel, and several other diligent and faithful bedside observers of disease. "Clinical lectures," as Mr. Parkinson correctly remarks, "are to the practice of medicine what dissection is to anatomy—it is demonstration. By them disease is as it were embodied and brought before the student, as a subject for his leisure examination. By them the tutor is enabled to illustrate the nature of diseases; to teach their various differences by actual comparison of those which approximate in appearance, and to impress their several characters upon the mind of his pupil—to make him mark their growth and declension—to render him conversant with the use of medicines, and with their various effects. He who engages in practice without this species of instruction, must be supposed to know diseases only by description; and when the fallacious appearances and Protean forms which they assume are considered, it is to be apprehended, that consequences too unpleasant to dwell upon must succeed." The benefits of clinical instruction, however, are not confined solely to teachers and to students, but also extend to the patients.



“ If there be any thing,” says Professor Thompson, in his interesting life of the great Cullen, “ which can induce the rash practitioner to pause, the inconsiderate to reflect, or the ill-informed to seek for instruction, it is the necessity of explaining the grounds of his practice and his opinions of disease to an audience composed of well educated medical students.”

It is highly desirable that the benevolent conductors of hospitals in the provinces, should be more impressed with the advantages obtained from the conjunction of these institutions with medical schools ; for as the intelligent author just named remarks, since the primary object of all hospitals for the reception of the sick and diseased poor, that are erected and maintained at the public expense, is unquestionably the relief and cure of the patients admitted into them, so would this desirable end be best answered if the opportunities of professional improvement, which the attendance upon hospitals is calculated to afford, were extended to as great a number of those engaged in the study and practice of physic and surgery as may be consistent with the main objects of such establishments, where it is intended by the public that the poor shall receive every advantage which money can procure for the rich,



from the attentions, skill, and humanity of able physicians and surgeons. Owing to the want of such knowledge as clinical instruction supplies, it not unfrequently happens, that the first years in the life of a young practitioner are spent in acquiring that information which should have been obtained in the wards of a hospital.

I may proceed to observe, that Manchester also possesses a Fever Hospital or House of Recovery, having accommodation for 100 patients. The number admitted during the last twelve months amounted to 398, but it has occasionally reached 700. As poverty and filth, combined with a peculiar state of the atmosphere, are the chief sources of epidemic disease, and as the two former are generally present amongst the indigent, fever is sure to exist in a greater or less degree in certain quarters of every large town; and thus there is never wanting a constant and regular succession of subjects for the study of the interesting phenomena of febrile and eruptive diseases. It is to be regretted, however, that the opportunity afforded by this institution of becoming familiar with the important nature, varieties, and treatment of fever should be too often neglected; for there is no class of diseases



which more frequently demands the attention of the general practitioner, and none which more strongly tests his judgment, experience, and skill.

The Lunatic Asylum, Lying-in Hospital, Chorlton-upon-Medlock Lying-in Charity, Eye Institution, Lock Hospital, and the five Dispensaries, offer the most abundant supplies both of medical and surgical information.

Sensible of the advantages derived from such institutions, and of their indispensable aid in the establishment of a regular and comprehensive system of medical education, and actuated by an honorable zeal for the good of his profession and the public welfare, my friend Mr. Turner, in 1824, undertook the formation of a School of Medicine and Surgery; of which you here see, Gentlemen, the superstructure; and I may venture to say, even in his presence this morning, that the name of Turner will ever be held in honorable connexion with the Pine-Street School, as the enlightened friend of the rising generation.

The foundation of this Institution forms an important epoch in the history of provincial establishments for medical and surgical education; as it enjoys the reputation of being the first School, embracing



instruction in the several branches of medical science, that was formed in the provinces. Its example was followed by Birmingham, Sheffield, Bristol, Hull, Nottingham, and other towns.

In 1825, the School was fully organized; and in that year Mr. Turner delivered a course of lectures on Anatomy: Mr. Ransome, a course of lectures on Surgery: Dr. Dalton, on Chemistry: the late Mr. Kinder Wood, on Midwifery: Mr. Thomson, on Botany: and myself, on the Principles and Practice of Physic, and Materia Medica. Anatomical Demonstrations were also conducted by Mr. Turner until 1827, when Mr. William Guest and Mr. Joseph Ransome supplied his place in this department. The course of study proceeded in this order until 1829, when Dr. Charles Henry delivered a course of lectures on Physiology. In 1830, a vacancy occurred in the Midwifery Chair, owing to the lamented decease of Mr. Kinder Wood, to whose memory both my duty and my feelings call upon me to pay a tribute of respect. To the intrinsic merit of the lectures given by him during four sessions, some who now hear me can bear pleasing testimony; for many of his valuable lessons will long be remembered with benefit as useful guides in obstetric practice



In June 1831, from his long and intimate acquaintance with practical Midwifery, Mr. Partington was selected as a successor well fitted to discharge with advantage the duties connected with this important lectureship.

The Court of Examiners of the Society of Apothecaries of London having now required, that the student should attend a course of lectures on Forensic Medicine before presenting himself for examination, it became necessary to conform to this new regulation, and it was considered desirable to obtain the aid of the abilities and experience of Mr. Ollier in this most responsible department; as his situation of Surgeon to the New Bailey Prison and to the Police had afforded him for several years, highly favourable opportunities of obtaining practical information on the several difficult and interesting subjects which such a course embraces. At this time, it was also a matter of moment to ensure the delivery of a more extended course of lectures on Chemistry than was compatible with Dr. Dalton's time and other engagements; and to no one could application be made in order to meet this object with so much propriety, and so many pleasing anticipations, as to Mr. Davies, whose extensive chemical



knowledge, and well known qualifications as a public lecturer, enforced the advantage of his able co-operation.

In 1833, the School was still further strengthened by the appointment of Mr. Radford, as joint lecturer with Mr. Partington, on Midwifery, a branch of medical science that had more especially occupied his attention during many years of active and laborious professional occupation, and on which he had previously delivered several valuable and instructive courses of lectures. In this year Mr. Just succeeded Mr. Thompson in the Chair of Botany; and Mr. Hunt, who had long been connected with that excellent charity, the Eye Institution, and whose original observations on several interesting points of Ophthalmic Surgery had shewn his intimate acquaintance with the subject, was engaged to deliver a course of lectures on the Anatomy, Physiology, and Pathology of the Eye. In 1834, Mr. Stephens became one of the Demonstrators of Anatomy, in consequence of the retirement of his relative, Mr. Jordan, (with whom he had for several years been associated in the same capacity), from the arduous duties of a public teacher. In mentioning the name of Mr. Jordan, I am sure there is



not an individual in this numerous assemblage who will not receive it with the warmest feelings of respect; for his long continued, zealous, and successful labours in the cause of medical education, will ever entitle him, not merely to the gratitude of the profession, but of the public at large. In this session, Mr. Joseph Ransome, who had for seven years, with much ability filled the situation of Demonstrator conjointly with Mr. William Guest, relinquished that office, and united with Mr. Davies in the duties of the Chemical Course. Since the last session, the Court of Examiners of the Apothecaries' Company having enacted certain regulations, with a view to prolong the period of study; and having fixed the particular subjects that are to occupy the pupil's attention, during the winter and summer seasons, several important changes in the business of the school were rendered indispensable.

Too much praise cannot be bestowed upon the Masters and Wardens of that Society for their renewed endeavours to promote the interests both of the profession and of the public, by rendering the prescribed course of medical education better adapted to the present enlightened state of society.

Having thus laid before you the history of this



Institution up to the present time, and leaving to my colleagues, each in his own particular department of instruction, the pleasing task of unfolding the objects, utility, and connexion of the several parts of medical science; it is proper that I should next notice the arrangements and order of study that have been adopted for the ensuing winter.

Mr. Turner will continue his lectures on *Anatomy*, *Physiology*, and *Pathology*; and he will repeat the course on *Comparative Anatomy* which he delivered during the last session.

The *Anatomical Demonstrations* will be given by Mr. Stephens and Mr. Stott; and the *Superintendence of Practical Anatomy* is entrusted to Mr. Ralph Ainsworth and Mr. William Smith, who have obtained the honorable rank of Senior Anatomical Medallists.

Mr. Ransome, after more than thirty years' connexion with the Manchester Infirmary, affording us all a bright example of persevering industry and unceasing zeal for professional knowledge, will again impart to the *Surgical Class* the stores of his long experience.

It will fall to my lot to give the lectures on the *Principles and Practice of Physic*; but as the required



number of lectures in each course has been recently increased from forty-five to one hundred, I hope to be able to afford more extended and varied information on the nature and treatment of those numerous diseases which will be chief objects of the pupil's future practice. Having, during nine winters, delivered two courses of lectures both on the Practice of Medicine and *Materia Medica*, and finding from the various demands on my time that I can no longer undertake the whole duties of both departments (more especially as the number of lectures in each course on the latter branch has also been extended to one hundred) either with satisfaction to myself or with advantage to the school, I have been induced to procure some assistance in my labours, and I feel assured that the appointment of Dr. Philips as my colleague, whose attainments in Natural History so aptly qualify him for the task, will confer additional interest and value upon the course of lectures on *Materia Medica*. It will be my province to illustrate and explain the nature of the various medical agents obtained from the vegetable kingdom; and the present arrangement will enable me to enter more fully than on former occasions into the consideration of their uses and effects on the



animal economy in a state of health and disease ; whilst my colleague will dwell more particularly upon that portion of the *Materia Medica* which is derived from the animal and mineral kingdoms.

As the Company of Apothecaries require the student to be acquainted with those parts of Systematic Botany to which the vegetable remedies belong, it has appeared to us proper to afford him such information on the general sciences of Zoology and Geology, as will put it in his power to determine at once the exact position in the zoological and geological series of every medicinal substance obtained from those two kingdoms. Dr. Philips will notice the best received opinions on what may be termed the *Physiology* of *Therapeutics* ; each class of medical agents, such as narcotics, purgatives, diuretics, astringents, &c. being treated of separately, and their physiological effects fully examined and detailed. The interesting subject of *Dietetics* will also engage his attention.

Mr. Radford and Mr. Partington will continue the lectures on the *Principles* and *Practice of Midwifery*, and the *Diseases of Women and Children* ; and Mr. Bryden, (the nephew of Mr. Radford), who has received a very liberal education, and afforded



creditable proofs that he has diligently availed himself of the highly favorable opportunities he has enjoyed, of becoming familiar with obstetric practice, will give that part of the course which embraces the subject of *Embryology*.

The *Chemical Lectures* will be conducted by Mr. Davies and Mr. Joseph Ransome. This course is very judiciously divided into two parts. The first, or *Inorganic Chemistry*, belongs to Mr. Davies; the second, or *Organic Chemistry*, to Mr. Joseph Ransome.

Mr. Ollier will extend the number of lectures on *Medical Jurisprudence* to fifty, in conformity with the recent regulations of the Apothecaries' Company.

Mr. Hunt will resume the lectures on the *Anatomy, Physiology, and Pathology of the Eye*. This course has not as yet been received into the prescribed curriculum of medical education; but so peculiar is the structure of the eye, so interesting and wonderful are its functions, so instructive are the morbid processes connected with it, that the study of the diseases of this organ strongly recommends itself to the pupil's special attention.



During the summer season, an extended course on *Botany* will be delivered by Mr. Just, who is not only completely master of the subject, but possesses an extensive Herbarium and other requisites for the illustration of his lectures.

Mr. Stephens will also engage in a course of lectures on *Pathology*, a branch of science which he has zealously cultivated during several years ; and, indeed, to his ardour in its pursuit, his useful life has on a recent occasion very nearly fallen a sacrifice.

In this brief notice of the Lecturers of the School, it would be an act of injustice to pass over in silence the name of Mr. William Guest, whose indisposition has deprived the Institution of those valuable services which during more than seven years greatly conduced to render the anatomical demonstrations both interesting and instructive. It is therefore with equal justice and pleasure, that on an occasion like the present, my colleagues and myself publicly acknowledge with grateful respect the benefits which this School has received from his industry and talents ; and at the same time express an earnest wish that the blessing of health may again descend upon him, so that his life may be preserved for the happiness of his friends and the good of



his fellow creatures. In Mr. Guest's newly appointed successor, Mr. Stott, there is the promise that with the co-operation of Mr. Stephens, the reputation of the same department will be fully sustained.

It may be proper, Gentlemen, to mention that for the more perfect illustration of these different courses of lectures, this establishment has made the most ample provisions. It possesses several Museums containing numerous valuable preparations both of natural and morbid structure, which have been collected and arranged with great care; and these are open to the inspection of the pupils, and employed by the lecturers as a means of instruction. The assistance, likewise, afforded by models, copious and well executed drawings, and engravings has not, as you perceive, been overlooked. A suitable laboratory, fitted up with every convenience, and supplied with an excellent stock of well selected apparatus, presents, too, facilities for the study of practical chemistry; and the collection of plants, drugs, and botanical plates, enables the pupil to obtain a familiar acquaintance with the characters, appearance, and sensible qualities of every substance used as a medicinal agent. Connected with the school, are a *Library*, a *Students' Medico-Chirurgical*



*Society*, (at which the lecturers preside in rotation), and an *Obstetrical Society*, under the superintendence of the Lecturers on Midwifery, formed for the purpose of discussing such subjects as more especially relate to obstetric medicine. The benefits that accrue from these social meetings are so obvious as to render it unnecessary to advance much in proof of their utility. Their chief advantage arises from the opportunities they afford for the mutual communication and reflection of information; from the stimulus they impart to vigorous mental exertion, and from the feelings of liberal emulation and esteem which they mostly excite. The practice of giving periodical examinations on the subjects of the lectures (so strongly recommended by the Apothecaries' Company in their new regulations) has long formed an essential part of the system of instruction adopted in this school; and as a further incentive to diligent application, prizes have been awarded to those pupils who have evinced superior industry and merit. You there see the list of successful competitors; and I trust that it will be the ambition of many who are now present to have their names thus honorably recorded.

Such, Gentlemen, is the origin, progress, and



present condition of this Institution. Each year its prosperity has been advanced by a large addition to the number of its pupils, and it may now rank amongst its alumni an influential and enterprising body of general practitioners, who are diffusing its usefulness through every town and hamlet in this flourishing part of the kingdom. With these pillars, its stability is ensured; but the combined exertions of all who duly appreciate medical improvement, are still required to secure its attaining an influence and magnitude commensurate with the importance of its objects. It is gratifying to witness the rising abilities of many of the younger members of our profession, as it affords the assurance that when myself and those respected colleagues with whom it has been my delight to co-operate in this undertaking, retire from the scene of our duties, there will not be wanting able, intelligent, and zealous teachers, who will also devote their time, their labour, and their talents to the useful purposes of medical instruction.

The leading object of this and other provincial schools, is to elevate the scale of information amongst the general body of medical practitioners, by supplying opportunities of improvement during the earlier years



of apprenticeship ; and thus laying a solid foundation for future attainments.

It must be admitted by every unprejudiced observer, that this end has in some measure already been attained ; for it is a matter of daily observation, that young men now enter on the practice of their profession in a much more efficient state of preparation than could possibly attend the former limited system of medical education. It is in the recollection of many of my audience, that within a very few years, the performance of most capital operations devolved upon the leading London Surgeons, or a few eminent Hospital Surgeons in the provinces ; whereas in the present day, there are but few legally qualified practitioners who do not undertake these operations with readiness, and execute them with dexterity and skill. Has the country then no stake in the prosperity of provincial schools ? Is it of no importance that the best possible education should be given to the guardians of the public health ? These questions come home to every one's feelings and judgment ; for the difference between life and death, suffering and enjoyment to thousands depends upon the general state of qualification of the great body of medical practitioners. If health precede property in



value, it is incumbent upon every enlightened government to provide for the due guardianship of health as well as of property; and the Profession cannot but feel deeply interested in the results of those public inquiries into the state of medical education which have of late been wisely instituted by the legislature, with the view of fixing medical instruction upon a basis less unworthy of the general state of science, and more commensurate with the increasing extent and necessities of the empire.

The contrast between the present and former situation of a provincial pupil, in entering on his studies in London or some other metropolis, must strike every one who reflects at all upon the subject. His mind may be compared to a soil that has first been duly cultivated for the reception of seeds; which having advanced to the growth of young shoots require only time and further training for their full development. According to the former appointed plan of two winter's residence in London, the greater part of the pupil's time was consumed in obtaining that elementary knowledge of anatomy and the other branches of medical science, with which he is now familiar before he leaves the provinces; and thus he is prepared at once



to take advantage of the more enlarged field of observation presented to his view, and to collect and arrange new materials for further study and reflection. The remark of the Latin Poet is applicable in his case:—  
 “*Dimidium facti, qui cæpit, habet.*”—“He has half done who has made a beginning”

It is obvious, then, that provincial schools, so far from being calculated to supersede or interfere with the courses of instruction pursued in the metropolis, on the contrary directly tend to increase their usefulness. The general interest of the Profession, too, has been promoted by the spirit of emulation and the stimulus to increased exertion excited amongst the metropolitan lecturers, by the generous rivalry of provincial teachers. It is well known that the lectures delivered at the present time in some of the leading schools of medicine, hold a very different character both with respect to the amount and value of the information they contain, to what they formerly possessed. I well remember my attendance at a celebrated University, upon a whole winter's course of lectures on the Practice of Physic and Materia Medica, without having once seen a morbid specimen, or drawing, or a single plant, engraving, or drug. The student, however, cannot now complain



of the want of these necessary means of illustration.

One advantage connected with provincial schools especially deserves my notice, as it regards the happiness of parents equally with the welfare of their offspring. I allude to the useful employment of many of those leisure hours which inexperienced youth are too apt to consume in idleness or dissipation; thus whilst the mind is improved, (and what to every parent must be of even greater moment) the morals are protected. There is another benefit embraced by these establishments which concerns society at large. It is the facility with which every well educated person, not of the Profession, may acquire such a degree of knowledge of the fundamental principles of Anatomy and Physiology as will enable him to detect the impositions of quackery, and to do justice to the intelligent, skilful, and honorable practitioner. In none of the more civilized parts of Europe is quackery more prevalent than in the kingdoms of Great Britain and Ireland. It is not confined to the more ignorant and impoverished classes, but extends equally to the highest in rank and fortune. Perhaps, it may not be difficult to account for its prevalence amongst the rich and lux-



urious. In proportion as they enjoy, and frequently abuse, to the detriment of their health and comfort, the good things of this life, they feel unwilling to part from them; and thus readily yield to the pretensions and effrontery of some plausible and interested quack. They willingly join in offering incense on the altar of that idol they wish to believe to be endowed with powers of healing superior to those of the well educated members of the Profession. In short, they deceive themselves, and are willing to be deceived. It is, perhaps, vain to expect these persons to become enlightened by any instruction which would point out to them the absurdity and futility of their expectations of being cured of that which admits not of cure: but to the intelligent bulk of society, it is undoubtedly not only of importance as regards their protection from quackery, to become acquainted with the rudiments of anatomical and physiological science; but they will also find their virtue strengthened and their religion confirmed by the contemplation of the wisdom, power, and goodness of the Almighty Creator as displayed in the construction of that Being, who, in the emphatic words of the Psalmist, "is fearfully and wonderfully



made." They will unite in the language of the Poet:—

“Thine this universal frame  
Thus wondrous fair; Thyself how wondrous then!  
Unspeakable! Who sitt’st above these heavens,  
To us invisible, or dimly seen  
In these thy lowest works; yet these declare  
Thy goodness beyond thought, and power divine!”

I have thus, Gentlemen, directed your attention to some of the advantages (and it would not be difficult to lengthen the list) that have already resulted both to the Profession and to the public, from the establishment of provincial schools. I shall now proceed to explain very briefly, the *kind of education and order of study* suitable for those young men who intend to become members of the medical profession. The necessary limits assigned to this address preclude the introduction of any other than general remarks upon these two important points.

It too often happens, that the preliminary education of the medical pupil has little or no reference to the nature of his future duties; and thus he enters upon a course of professional study without any of the essential qualifications for the medical character. It is the duty of every parent or guardian who designs a youth for the profession of medicine, to lay the foundation of



a liberal general education, on which he is afterwards to build. This will embrace an acquaintance with the Classics, with Elementary Mathematics, with Natural and Moral Philosophy, and with some of the Modern European languages. I need not insist, Gentlemen, on the necessity of a competent knowledge of the languages of Greece and Rome; for the study of the Classics is now rendered imperative on the pupil by the Apothecaries' Company. In a course of medical reading, he will meet with many terms of Greek and Latin derivation, and unless these terms are correctly understood, it cannot be expected that they will be readily remembered. Indeed, without some acquaintance with Latin, the student can neither comprehend nor appreciate the names of diseases, their symptoms, or their remedies. I say nothing of the mental refinement, elegant recreation, and useful improvement, which attend the cultivation of classical learning. The best translations do not render the study of the original authors either unnecessary or unprofitable. "Translations," as Dr. Beattie observes in his learned essay on the utility of the study of the classics, "are like portraits. They may give some idea of the lineaments and colour, but the life and the motion they cannot



copy; and too often, instead of exhibiting the air of the original, they present us with that only which is most agreeable to the taste of the painter. Abolish the originals, and you will soon see the copies degenerate."

With these preliminary attainments, the pupil may be considered well prepared to enter on his medical studies; and wherever his lot may be cast, whether in the busy city or quiet hamlet, he will often have reason to feel the value of that varied information and acquirement which have been stored up within his mind in the earlier years of his life. When his medical education commences, the first branch of instruction that ought to engage his attention is Anatomy. It is surely unnecessary to occupy one moment's time in enforcing its importance; for it is the very alphabet of medical science, without which he cannot advance a single step. Dr. Carrick has well observed, "that we might as soon attempt to learn the Chinese language without a key to its symbols as to study Medicine without a knowledge of Anatomy." Having become familiar with the structure of the human frame by the aid of lectures, anatomical demonstrations, and by personal dissection, he is capable of investigating the



functions and uses of each part of which it is composed. This enquiry into the actions and processes of living and organized bodies, and of the laws to which they are subject, forming the science of Physiology, rouses his attention and commands his interest by the attractive charm of novelty that accompanies each step of his research. He now finds that every structure which he has just examined with the scalpel is destined to perform some important office in the animal economy; and thus the pleasurable impulse of increasing knowledge rewards his labour and excites his zeal. In this delightful pursuit, he does not confine himself to the study of man alone, but extends his observation to the structure and functions of animated beings in general. The value of comparative Anatomy, in unfolding the laws and operations of the human body, has of late happily become more fully and generally appreciated; for it is surprising that this branch of science, to which we are indebted for our acquaintance with some of the most important physiological facts, should have been so long considered rather as curious, than useful or necessary. Thus provided with a knowledge of the healthy structure and functions of the human body, a good foundation is laid for the investigation of those



morbid changes which sooner or later reduce it to its native dust. Numerous are the causes directly tending to impair its healthy condition, and to teach humanity its frailty. The language of the Poet aptly bears on Man in all the beauty of his creation :—

“ Death’s subtle seed within,  
Sly, treacherous miner, working in the dark,  
Smiles on his well-concerted schemes, and beckons  
The worm to riot on a rose so red.”

It is by a diligent examination of the alterations of structure produced by diseases in the several organs of the body, that the student is led to connect particular symptoms with particular morbid appearances, and so to employ the means best calculated to arrest the progress of those changes which pathology exhibits.

In order to make an useful application of the knowledge thus obtained of the structure and functions of the body, both in a state of health and disease, it is indispensable, that he should thoroughly understand the nature of the various substances obtained from the vegetable, animal, and mineral kingdoms, and employed by art as remedial agents. The illustration of the natural history, physical characters, chemical properties, and medical virtues of the several implements with which he is to work, belongs to the department of



Materia Medica, including Pharmacy and Therapeutics. Chemistry and Botany next demand his most sedulous attention. The neglect of the former branch would inevitably prove fatal to his future reputation; for, if ignorant of the laws of chemical affinity, he would be incapable of prescribing either with safety or advantage. Numerous are the attractions which this science presents; for it unites in its cultivation both instruction, interest, and utility. It holds, too, a very important connexion with Medical Jurisprudence; for its processes are almost daily employed in determining the cause and circumstances of death, in cases which involve both character and life. In the pursuit of Botany, too, he experiences both pleasure and recreation; for it leads him into the fields at a season of the year when all the beauties of the vegetable kingdom are displayed in their richest variety and profusion. This branch is not limited, however, to a mere acquaintance with the names, external appearance, and systematic arrangement of plants, but it embraces the investigation of the interesting phenomena of vegetable life.

The acquaintance thus obtained with Anatomy, Physiology, Pathology, Materia Medica, Chemistry,



and Botany, will enable the pupil to engage in the most important part of his education, viz. the *study of disease, and its treatment*. This is the ultimate object of all his labours. By the necessary aid of lectures on the Theory and Practice of Medicine and Surgery, he acquires an *abstract knowledge* of disease; but this is not sufficient; for it is within the walls of some public hospital that he must learn it practically—that he must compare the ideas he has formed of disease, with disease actually in existence—and that he must familiarize himself with its various types and modifications. Let us suppose him well instructed in the several departments of Natural History, in Mathematics, and even in Anatomy and Physiology; yet, with all this acquirement, he is totally unfit to exercise the various duties of his profession until he has become familiar with the nature and varieties of diseases, by a long and patient investigation of their phenomena at the bedside of the sick.

I must not forget to advert to Midwifery; for independently of the claim of this branch to the most diligent study, from the highly responsible nature of the duties connected with the practical department, “it embraces,” as the author of a sensible essay on the



best method of prosecuting the study of medicine well observes, "the consideration of some of the most striking and beautiful doctrines of physiology connected with one of the most interesting functions of the body." "It is of little moment," he continues, "whether a student intend to practise midwifery, as a branch of his profession,—he ought, at all events, to attend lectures on the phenomena of parturition, and every thing connected with it as a part of his general medical education. Many circumstances, also dependent on the nature of the female constitution, whether in health or disease, which should be known to the general physician, can only be acquired from the instructions delivered from the Chair of Midwifery."

Having thus, Gentlemen, attempted to give you a general view of the plan of study which is necessary to form the medical character, I will venture shortly to detain you, whilst I offer one or two observations connected with the exercise of the profession which has been the object of your choice. I shall reserve the few remarks I may have to offer on your conduct and duties, until a future occasion. Since, however, it is necessary that you should adopt a regular course of reading, I think it proper to put you in possession of the following



excellent aphorism of Bacon, in reference to this subject, as I deem it well worthy of being generally remembered:—"Some books are to be tasted, others to be swallowed, and some few to be chewed and digested,"—that is, as the noble author explains it, "some are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, with diligence and attention."

As one of the liberal professions, that of medicine takes its appropriate rank; but there is a sense of the term in which, without arrogating any unjust superiority to the other two, I humbly conceive it stands pre-eminently conspicuous. Its services are never denied to the sick and suffering when pecuniary remuneration is least to be expected. This assertion I know is contradicted by some unjust and ignorant satirists, who pronounce "Avarice to be the badge of all our tribe." So far, Gentlemen, from this being a just censure, I will venture to affirm, that if the books of the general practitioners throughout the kingdom were to be examined, it would be found that no compensation has been received (and in many cases even none has been expected) for a very large portion of the whole of their practice; yet such ungrateful returns



for benefits conferred, have not chilled, and I hope never will, the kind and charitable feelings of the faculty for their ailing and distressed fellow creatures. From an acquaintance with the character of the general practitioners, I am fully convinced, that no class of men have shewn themselves more ready to offer their assistance on all occasions to the poor and needy, or more disinterested in promoting improvements in their art for the benefit of mankind. Although the medical practitioner ought neither to expect nor be anxious for the accumulation of much wealth, yet his just pride and love of independence should impress upon his mind the humiliating trials inseparably connected with poverty. I will further remark, that if the "*Auri sacra fames*" be the ruling passion of any candidate for medical practice in any of its branches, his chance of obtaining the gratification of his wishes is not very encouraging. Few are the individuals who receive large pecuniary remuneration for a long life of anxious toil. Such, indeed, as do acquire this reward may be described as the "*Rari nantes in gurgite vasto.*" But ought this consideration to deter the medical aspirant from devoting himself to his profession? Are there no other advantages beyond the accumulation of wealth to be



obtained in a pursuit which calls into action the most powerful of our intellectual, as well as the most delightful of our moral faculties? For in a liberal medical education, to the indispensable acquisition of anatomical and physiological knowledge, part if not nearly all the physical sciences must be added. Such a system of instruction likewise embraces an acquaintance with the psychological phenomena, by which man as an intelligent (and moral) agent is so eminently distinguished. But above all, the exercise of sympathy with the sufferings of our fellow mortals, and the conscious satisfaction we derive from being able to mitigate, and often to remove those "Ills which flesh is heir to," ought, and certainly will, in well constituted and reflecting minds, greatly compensate for the deficiency of that measure of pecuniary return which other professions more largely enjoy. After all its hardships and privations, ours, Gentlemen, is a noble profession; and has been distinguished by the approbation of the wisest men among the nations of antiquity. You must be aware that the pride of Roman statesmen and philosophers, Cicero, has asserted, that men approach nearest to the attributes of the Gods in bestowing health upon their fellow creatures. But



although I have maintained, that the acquisition of wealth should not be the leading motive for entering on the profession, because such a notion is both fallacious and degrading, still I am far from denying the just claims of its members to a suitable reward for their anxious and valuable labours; and very far indeed from encouraging a negligence on their part in demanding and treasuring up the means of supporting themselves and families, and providing for old age and infirmity.

If the following curious and important statement be correct, medical men are especially bound to attend to the above recommendation. In Mons. Quetelet's recent work on Man, and the developement of his faculties, it appears from facts "collected by Dr. Casper, of Berlin, that *head-work* is more injurious than bodily labour; but that the combination of the two is the most destructive. A sedentary life, free from all excesses, is, on the contrary, the condition most favourable to longevity. Of all professions, says Dr. Casper—that of a physician (and he might perhaps more properly have added, a general practitioner in medicine or surgery) is the most life-wearing,—while that of the divine occupies the other extreme of the



scale. Of 100 divines, 42 reached 70 years and upwards; of 100 physicians, 24 only attained that age. Of 1000 deaths, between the ages of 23 and 62 inclusive, (the years of greatest professional activity,) there were of physicians 601,—of divines only 345."

In conclusion, Gentlemen, I beg to return you my warmest acknowledgments for the flattering manner in which you have received this attempt to explain the objects and advantages of the Pine-Street School, and to offer the united wishes of my colleagues and myself, that it may long be devoted to the useful purposes of medical education, so that the interests of science and humanity may be still further cherished and advanced.







