

Introductory lecture delivered at the opening of the Argyle Square Medical School, session 1836-37 / by John Mackintosh.

Contributors

Mackintosh, John, -1837.

Argyle Square School of Medicine (Edinburgh, Scotland)

Publication/Creation

Edinburgh : Printed by H. & J. Pillans, 1836.

Persistent URL

<https://wellcomecollection.org/works/rkwp6ajj>

License and attribution

This work has been identified as being free of known restrictions under copyright law, including all related and neighbouring rights and is being made available under the Creative Commons, Public Domain Mark.

You can copy, modify, distribute and perform the work, even for commercial purposes, without asking permission.



Wellcome Collection
183 Euston Road
London NW1 2BE UK
T +44 (0)20 7611 8722
E library@wellcomecollection.org
<https://wellcomecollection.org>

INTRODUCTORY LECTURE

DELIVERED

AT THE OPENING

OF THE

ARGYLE SQUARE MEDICAL SCHOOL,

SESSION 1836-37.

BY

JOHN MACKINTOSH, M. D.

LECTURER ON THE PRINCIPLES OF PATHOLOGY AND PRACTICE OF PHYSIC,

&c. &c.

EDINBURGH:

PRINTED BY H. & J. PILLANS.

MDCCCXXXVI.

INTRODUCTORY LECTURE

PRINTED

AT THE OFFICE

OF THE

ROYAL SQUARE MEDICAL SCHOOL

SESSION 1835-36

JOHN MACINTOSH, M.D.

LECTURE ON THE HISTORY OF THE MEDICAL PROFESSION IN SCOTLAND

PRINTED BY H. & J. BARR

EDINBURGH

INTRODUCTORY LECTURE, &c.

GENTLEMEN,

HAVING been requested by my Colleagues to give a general Introductory Lecture at the opening of this School, I have accepted the duty, relying on that kind indulgence which I have on all occasions experienced from you.

Edinburgh has been long and justly celebrated as a seat of learning, but more especially as a Medical School; and while other cities boast of their rich manufactories of broad cloths and calicoes, Edinburgh proudly claims the credit of being the great manufactory for improving the mind. It affords a remarkable example, rare in these times, of a great city continuing in a state of prosperity, without the aid of ordinary manufactures or commerce.

As a School of Medicine, Edinburgh need not fear a comparison with other cities; none can boast of a situation so healthy,—of surrounding country of equal beauty, or so rich in botanical or geological productions,—of libraries of equal extent, or museums stored with such an abundant variety of preparations, open at all times to students,—of so large a portion of society devoted to literary or scientific pursuits,—of a more zealous body of teachers, or of courses of lectures of equal extent or duration.

It may perhaps be said that London excels Edinburgh in the number of its schools and teachers, although it may

fall short of it in other respects ; but we must look upon London, not as possessing one great School, every part of which is at once accessible to the student, but as consisting of numerous, and for the most part small schools, so separated from each other, that in as far as regards the student, they might as well be placed at the opposite extremities of the Empire ; hence there does not exist among the teachers in London that great degree of wholesome stimulus arising from *direct* competition which here prevails, and which is productive of such important benefits both to the teacher and the student ; neither has the student the same choice of teachers in every department of the Profession.

I do not hesitate to state, that there is no one school in London in which *all* the teachers are of distinguished merit ; and hence, from the cause already mentioned, viz. the distance of one school from another, the student is compelled to attend certain courses which may be very inefficiently taught. Again, the courses of lectures, in most of the London schools, are not of such extent as to admit of the teachers entering sufficiently into detail, or making use of those illustrations, which are absolutely indispensable to make the subject fully understood. *Here* the duration of each course is six months, and lectures are delivered five times a week ; whereas in London, and other places, most of the courses are of three months duration, and in some cases lectures are delivered twice or thrice a week only. It is absurd to imagine that equal benefit will be derived from attending even *two* imperfect courses, as from *one* that is full and complete. Such of you as have made some progress in your studies, will, I am sure, be aware of the impossibility of treating, in an adequate manner, such subjects as Anatomy, Surgery, and Practice of Physic, in a short three months course, however great may be the talent of the teacher.

In many of the provincial cities, Schools of Medicine have recently been established, and some teachers of very great talent have arisen ; but unfortunately in these, Lecturing must be made a mere stepping-stone to practice, as the emoluments arising from a very limited number of students

are not such as to induce men of talent to undertake the task, or to continue to devote that time and attention to teaching which might be so much more profitably spent in the practice of their profession. These considerations readily afford the explanation, why a teacher in a provincial school no sooner acquires reputation, than he resigns his chair for more lucrative occupations, and at the very time that his labours have become of the greatest value to his hearers. Knowing also that teaching is to be a mere temporary occupation, and one from which he never expects to derive any great emolument, he has no inducement held out to collect museums, or expend capital in the purchase of the means of illustrating his lectures.

Various attempts have been made at different times to establish in Edinburgh, under the same management, a complete Medical School, in which should be taught all the branches of Medicine included in the curriculum of the Royal College of Surgeons. I am happy to inform you that we have at last effected the accomplishment of our wishes, and that we are now honoured by the presence of several lecturers, in addition to those already known to you as having belonged for several years to this Establishment. *Five* lecturers only have been engaged in teaching here since 1829; and I cannot adduce a stronger proof of the manner in which we have discharged our arduous duties, in the very midst of much competition, than the fact that we have conjointly issued for several years more than one thousand tickets of admission to our lectures, and the aggregate number of students during the last year is very nearly equal to that attending the London University College.

This success we attribute in a great measure to the great exertions we have made, in the building, at our own expense, large and well-ventilated class-rooms,—to our rendering the anatomical rooms complete in every requisite, thus ensuring the health and comfort of our pupils,—to our Museums being stored with valuable preparations and drawings,—and to our unceasing but humble endeavours to discharge efficiently our duties as Teachers.

We are all well aware that our status, nay, in some instances, our means of subsistence, depend on our success in teaching; hence, every opportunity of adding to our Museums, or of otherwise illustrating our lectures, is eagerly sought after, and every nerve is strained to render our lectures attractive and instructive. But I apprehend, that had we been endowed with privileges and monopolies similar to those enjoyed by teachers in certain Universities, we should by this time have relaxed in our exertions, and become less efficient as your instructors, knowing that our rooms and pockets would both be filled, however indifferent our lectures might be, or inadequate our means of illustration. Such, in fact, is the necessary result of monopoly. At the time of the erection of Universities, it was perhaps necessary to hold out some strong pecuniary inducement for men of talent to devote themselves to the investigation of the deeper parts of the medical profession, and to the instruction of youth. But in the present day there is no such want, and we have now to guard against those establishments doing injury, by allowing them to become hot-beds of indolence, and an encouragement to individuals to hold their Chairs, when, from age, infirmities, or other causes, they have been rendered incapable of occupying them with credit to themselves, or advantage to the public.

At first sight, it might be imagined that little evil could result from perhaps a Chair or two being inadequately filled; but by these are taught the very elements of professional knowledge, and if the foundation of a professional edifice be not well laid, any superstructure you may afterwards attempt to erect, will be unstable and unprofitable. Besides, how much does the zeal of the student depend upon that of the teacher! nay, how much his whole prospects through life! A zealous teacher improves by his example all classes of students;—if they be already active and industrious, they are prized and cherished by him, and stimulated to fresh exertions; while the idle and indolent often, from feelings of shame, become aroused and alarmed at the contrast with others, and completely change their habits. Re-

collecting the statement made to you of our success, it may appear that the members of this Medical School have no reason to complain of the monopoly enjoyed by the teachers in the University,—but it is of the principle we complain; we have succeeded in spite of a bad system, not in consequence of it. However great may be the sacrifice, either of public feeling or private interests, means ought to be resorted to, to insure the best education, more especially in so important a profession as that of Medicine. It appears to me, that there cannot be a more simple and effectual manner, than admitting a certain degree of competition, such as exists amongst those who are termed private or extra-collegiate Teachers. If a Lecturer appear among us who is either incapable of adequately discharging the duties of his office, or if he relax in his endeavours, he at once receives the strongest possible hint to retire, by the desertion of his pupils. Hence we find, that while the classes of all good teachers are well attended by diligent and attentive students, the rooms of the inefficient are either nearly empty, or filled by compulsory means, with a yawning, listless, or turbulent set of young men, who nevertheless behave with propriety in every other place.

The period has now arrived when such things can no longer be suffered to continue; and I may congratulate you that monopolies in the teaching of Medicine now no longer exist. The alterations of the laws made by the Senatus Academicus of St Andrews, corresponding to those of Oxford and Cambridge, and the determination of His Majesty to establish a Metropolitan University in London, to confer degrees in Medicine on all who have received the requisite instruction, whether within or without the walls of Universities, and have undergone a proper examination by gentlemen of distinguished merit and undoubted honour, who have no pecuniary interest in the result of the trial, or bias in favour of *this* or *that* School, at once destroy all injurious monopolies, and force upon the Professors of Edinburgh and Glasgow that wholesome competition for which we have for a number of years been anxiously contending. That such is the case, is readily perceived by a reference to the draft of the

Charter which the King is about to grant to the Metropolitan University :—

“ And whereas it is expedient to extend the benefits of Colleges and establishments already instituted, or which may be hereafter instituted, for the promotion of literature and science, whether incorporated or not incorporated, by connecting them for such purposes with the University created by this our Royal Charter, we do hereby farther will and ordain, that all persons shall be admitted as candidates for the respective degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, or Doctor of Laws, to be conferred by the said University of London, on presenting to the said Chancellor, Vice-Chancellor, and Fellows, a certificate from any of the Institutions hereinafter mentioned, to the effect that such candidate has completed the course of instruction which the said Chancellor, Vice-Chancellor, and Fellows, by regulation in that behalf, shall determine.

“ That such certificates as aforesaid may be granted from our College called London University College, or from our College called King's College, or from such other institution, corporate or incorporate, as now is or hereafter shall be established for the purposes of education, whether in the Metropolis or elsewhere, within our United Kingdom, and as we, under our sign manual, shall hereafter authorize to issue such certificates.

“ And for the purpose of granting the degrees of Bachelor of Medicine, and Doctor of Medicine, and for the improvement of Medical education in all its branches, as well in Medicine, as in Surgery, Midwifery, and Pharmacy, we do further hereby will and ordain that the said Chancellor, Vice-Chancellor, and Fellows, shall from time to time report to one of our principal Secretaries of State, what appear to them to be the Medical institutions and schools, whether corporate or incorporated in this our Metropolis, or in other parts of our United Kingdom, from which, in the judgment of the said Chancellor, Vice-Chancellor, and Fellows, it may be fit and expedient to admit candidates for Medical degrees; and on approval of such report by our said Secretary of State, shall

admit all persons as candidates for the respective degrees of Bachelor of Medicine and Doctor of Medicine, to be conferred by the said University, on presenting to the said Chancellor, Vice-Chancellor, and Fellows, a certificate from any such institution or school, to the effect that such candidate has completed the course of instruction which the said Chancellor, Vice-Chancellor, and Fellows, by regulation in that behalf, shall determine ; and it shall be lawful for the said Chancellor, Vice-Chancellor, and Fellows, from time to time, with the approval of one of our principal Secretaries of State, to vary, alter, and amend any such reports, by striking out any of the institutions or schools included therein, or by adding others thereunto."

I must now turn to those who are about to enter on the study of Medicine. It is my duty to warn them, that in making a choice of this important profession, they should deliberately weigh their inclinations and tastes, their talents and tempers, their powers of mind and application. They must not expect to repose on a bed of roses ; they must be prepared to forego every selfish feeling, and to encounter without shrinking severe bodily fatigue and keen mental anxiety.— Their constitutions should be good, their tempers obliging yet firm, and they must be able to retain, under the most trying circumstances, presence of mind.

An elegant writer observes, that " no art except that of war, requires so much intrepidity, courage, and promptness in judging and in acting, as that of Physic. How often does the life of a fellow creature depend on the decision of a single moment ! This precious moment the timid practitioner, who is discomposed, stupified, and confounded by the unexpected appearance of danger, suffers to pass away partially or wholly unemployed, since in this frame of mind he is incapable of seeing or determining correctly ; and his impaired powers of reason can find no fixed point on which they may rest, so as to act with their due effect."

You should not commence your medical studies till you have acquired an adequate knowledge of the Latin, Greek, and French languages ; till you have gone through a course

of Mathematics, and have paid some attention to Mental Philosophy, commonly called Logic.

It is admitted by all, that a good general education is indispensable. By an acquaintance with the Roman and Grecian classics, you will be better able to command a knowledge of your own language, and become acquainted with the meaning of technical terms, almost all of which are of Greek or Latin derivation.

With respect to mathematics and mental philosophy, they are acquirements of the greatest consequence to medical men. Had our predecessors been better informed on these two subjects, we should have been spared much trouble and difficulty in uprooting the errors that have been handed down to us. I allude more particularly to the doctrines of Cullen, Brown, and Darwin. The study of mathematics exercises and strengthens the mind in the search after truth. We see that mathematicians start on an inquiry by carefully ascertaining *facts*, from which they cautiously form their conclusions. They commence by defining the exact meaning of their words, so that they cannot fail to impress the reader with the very same ideas which are annexed to them by every writer. Thus, a square is defined to be a figure bounded by four equal straight lines joined at right angles. This definition is applicable to a square only, it will not suit any other figure but that for which it is intended. The same with every other figure. Let any one advanced in our profession, compare this with our medical definitions, and how great is the difference !

Although we find that Nature commenced her operations by means of causes, which, after a variety of changes, produced certain effects ; still by the exercise of our imperfect senses in the inquiry, our minds open *at once* upon the effects, and from these we are obliged to mount by the slow and often laborious road of experiment and observation, to the causes ; and it is by experiment and observation skillfully conducted and judiciously applied, that the philosopher advances from stage to stage, in his inquiries. This is the mode of inquiry which sound reason prescribes in the acquire-

ment of any knowledge concerning the powers and properties of physical bodies. This method of inquiry is called "the inductive," and is equally applicable to medical, as to any other branch of learning. If, then, by the study of mental philosophy men are taught to think, to judge, and to reason with more precision and accuracy, surely it is an acquirement of no mean importance in Medicine, and ought to be more generally cultivated. Whoever has applied himself to the study of Nature will not blush to own how much we have yet to learn of the properties and powers of the inanimate creation; but we have still more to perplex and embarrass us in the study of animated nature, from the unknown peculiarities of life. From our ignorance of much that relates to the anatomical structure of the human body, and the physiological endowments of its particular parts and organs, we cannot yet even pretend to the precision of mathematical language, but we ought to make approaches to it as far as our knowledge will permit.

Students frequently attend too many classes in one Session, and often in an unnatural order of succession. I shall shortly state that which appears to be the best arrangement.

First Winter Session.	{	Anatomy and Practical Anatomy.
	{	Chemistry.
	{	Mathematics.
First Summer Session.	{	Practical Anatomy.
	{	Practical Chemistry,
	{	Natural Philosophy.
	{	Botany if necessary.
Second Winter Session.	{	Anatomy.—Practical Anatomy.
	{	Materia Medica.
	{	Physiology.—Surgery.
Second Summer Session.	{	Practical Chemistry, perhaps Se-
	{	cond course of Natural Philosophy,
	{	and Practical Mechanics.

Third Winter Session.	{	Surgery.—Practice of Physic.
		Midwifery.—Clinical Surgery.
		Hospital.—Perhaps Second Course of Physiology.
Third Summer Session.	{	Midwifery and attendance on cases.
		Practical Anatomy.
		Dispensary Practice.
Fourth Winter Session.	{	Chemistry.—Practice of Physic.
		Surgery.—Clinical Medicine.
		Medical Jurisprudence.—Hospital.

After the completion of the first year's study, a student is ready to join one of the Medical Societies, where, for one session, he ought to be a silent observer, to prepare himself to take a part in the debates during the following year. He ought to peruse daily a few pages of any Latin or Greek author; and if he has a taste for drawing, it should be cultivated, particularly during the Summer seasons. He should devote at least an hour and a half daily to read on the subject of *each* lecture; indeed, previous preparation is necessary, that he may have some notion of the matter, to be able to note, at the moment, any new or original observation made by the lecturer, and to be prepared in some measure to analyze the information laid before him. He must, however, have time sufficient for reflection, which is quite as necessary as reading or attending lectures; it is by reflection, together with the praise-worthy habit of committing to paper such remarks as may from time to time occur to him, that he may expect to make a steady and substantial advancement in professional knowledge. He should make a point of following his classes and studies with regularity; if not regular in his attendance, part at least of the subject must be unintelligible, from the constant references made by the lecturer to facts and principles previously explained. Divide your time in such a manner as not to crowd too many objects of study together at any one time; and I pray you not to devote too much attention to one part of the science

of Medicine to the neglect of others. You should be made aware at the commencement of your career, that every branch of Medicine is in a progressive state of improvement, but that as it advances the study becomes more difficult, by being more extensive. Formerly a man was regarded as an able physician, who was acquainted with the principal passages in Hippocrates and Galen, and who possessed sufficient address to reconcile their contradictions,—who knew the names and definitions of diseases, and pretended to comprehend their causes,—who had a memory furnished with some recipes, rendered venerable by long use, and handed down from one generation to another. Now, it is requisite to possess superior qualifications; it is necessary to be intimately acquainted with the structure, functions, and relative position of all the parts of the body, the changes produced by disease, the symptoms by which they are indicated, and the means of cure to be employed.

The subjects which are to be taught in this Class-room
are:—

Practice of Physic, at	9 A. M.
Anatomy, for those commencing the study, at	11 ———
Physiology, at	1 P. M.
Surgery, at	2 ———
Anatomy, for advanced students, at	3 ———
Phrenology,	8½ ———

In the adjoining Class-room:—

Chemistry, at	10 A. M.
Mechanical Philosophy, at	12 o'clock.
Midwifery, and Diseases of Women and Children, at	6 P. M.
Materia Medica, at	7 ———

The hour for Medical Jurisprudence, (which will be commenced on the 1st of February,) is not yet fixed.

The lectures will be delivered five times a-week, and the examinations are held on the Friday or on the Saturday.

The lectures on Phrenology are to be delivered on Mondays and Thursdays.

We are fortunate in still retaining the valuable services of Dr Lizars. The medical students of Edinburgh have, by their patronage and support, unequivocally declared that they consider Dr Lizars the best teacher of anatomy in the city; his popularity as an anatomical lecturer has been established for several successive years, and his unwearied exertions in the anatomical rooms cannot be surpassed. I should scarcely have taken the liberty of speaking in such a strain of a colleague, who is already so favourably known to you, were it not that he appears before you now as a disappointed candidate for the Anatomical Chair in the London University College. As various erroneous statements have been made to his prejudice, it is necessary that you should be made acquainted with the true state of the case.

Upon the resignation of Dr Quain, Dr Lizars was named as a candidate for the Chair, by a friend in London, who then wrote to Dr Lizars, informing him of what he had done. Dr Lizars did not present a single certificate to the electors, nor did he solicit any personal favour; but to gratify his friend, he forwarded a Statement, extracted from the Album of the Royal College of Surgeons, shewing the comparative number of students attending each lecturer on Anatomy in Edinburgh. By this document it appears that Dr Lizars had a greater number of pupils attending both his classes and dissecting rooms during the last two years, than any other lecturer, and by far a greater number than Dr Sharpey, the successful candidate.

Dr Sharpey, on the other hand, risked his success on that occasion upon the effect produced by flattering certificates from his friends, and he was chosen Dr Quain's successor. Some of the gentlemen interested in the prosperity of the London University, attached great importance to the document which proved Dr Lizars' superior success as a Lecturer; but in reply, it was stated by Dr Carswell and others, that Dr Sharpey had made a Class for himself by his own exertions and abilities, whereas Dr Lizars had succeeded to one already made. This

may almost be termed a disingenuous statement. Dr Lizars did certainly succeed a gentleman who had a good class ; but without any patronage, he nearly doubled its number. Dr Sharpey commenced as a Lecturer at the same period ; and with the patronage of almost all the influential medical men in Edinburgh, and among these several of the Professors in the University, he had about 80 pupils last Session ; and the truth is, that with all the powerful interest used in his behalf, his class, when he left Edinburgh, after a trial of five years, stood in the third rank only. I must state, however, in justice to Dr Sharpey, that I consider him an able and zealous anatomist, and I regret that the indiscretion of his friends has drawn this statement from me, as an act of justice towards an equally zealous and accomplished rival. It is for the sole purpose of correcting some of the erroneous statements in circulation, which might have the effect of injuring Dr Lizars, that I have entered into this detail.

Of Professor Lizars, and the manner in which he has conducted his Surgical Lectures, it does not become me to speak. It is sufficient to state, that he was chosen by the College of Surgeons of Edinburgh to be their Professor of Surgery.

We have prevailed on Dr Robertson to continue his services in this School, as a Lecturer on Materia Medica and Dietetics, although he lectures on Surgery in another place. His high qualifications as a teacher are so well known and appreciated by the gentlemen who have attended his Lectures, as to require no comment on my part, further than to state, that he made his class at a favourable time, when there was an unpopular Lecturer in the University, (who nevertheless possessed the highest attainments,) and although that Chair is now filled by a talented and deservedly popular gentleman, Dr Robertson's pupils have not decreased in number or respectability.

Dr Murray and Mr Lees, ingrafted into this School, have previously lectured in other Establishments. Dr Murray will, I hope, pardon me for stating in his presence, that I am joined by my other brethren in opinion, that he possesses all the qualities necessary for making a good teacher ;

and, in fact, those who have heard his prelections, his clear descriptions and lucid demonstrations, and have witnessed the beautiful manner in which he performs his experiments, are satisfied that we can confidently recommend him to you as an able teacher. He is determined to devote himself to the duties of his Practical Rooms, and will exert himself to the utmost to improve and instruct his pupils.

The introduction of Natural Philosophy as a branch of Medical study, was effected by the Royal College of Surgeons of Edinburgh about six years ago. This addition was rendered necessary, not only by the *direct* bearing of that science upon many parts of the animal economy, which could not be well understood without its aid, but likewise because of its increasing importance in the vast improvements which are daily going on before us. Under the former view of the matter, we could no longer exclude the science from the Medical curriculum; and under the latter, it came equally and strongly recommended to us as necessary to the education of a gentleman.

Of Mr Lees, our Lecturer on Natural Philosophy, it may be sufficient to state, that his experience and success are already established, and are well known to the public. We do not go too far when we say, that he was the first, at least in this city, who stript Natural Philosophy of most of its difficulties, and rendered the science, by experimental illustration, not only an interesting study, but of comparatively easy acquisition. Mr Lees, however, has gone farther,—he has added the practical to the theoretical part of Mechanical Philosophy. He has furnished a spacious room with benches, turning lathes, and all sorts of mechanical instruments, in which he has been in the habit of instructing his pupils in the varied and more elegant exercises of carpentry, that they might acquire that skill and facility in the use of the hand, so convenient for every man, and so particularly essential to the surgeon. “Manual dexterity,” says Dr Arnott, the learned author of the *Elements of Physics*, “and a little readiness at mechanical contrivance, so frequently prove of importance to persons in all situations, that a great defect in

systems of general education, is the not cultivating them with greater attention. If a handless or awkward man embrace the medical profession, and unfortunately be called on to practise surgery or midwifery, although possessed of brilliant intellect, he will very often fail, when another would succeed."

The desideratum here so strongly referred to, we have now supplied; and I cannot allow this opportunity to pass, without recommending you to avail yourselves of the advantages which it holds out, more particularly when we know that neatness of hand is really a *sine qua non* in the practice of surgery and midwifery. Mr Lees will point out to you the advantageous arrangements he has made for this interesting department, in his introductory lecture to-morrow.

I shall still continue to teach the Principles of Pathology and Practice of Physic, and also Midwifery, and the Diseases of Women and Children. The less that any one speaks of himself, the better; therefore I shall merely state, that for many years, I have continued to preserve the largest Class in Edinburgh on each of these important subjects.

The pleasing duty now devolves upon me, of introducing to your favourable notice two new Lecturers,—Dr Reid, who has undertaken the duties of the Physiological Chair, and Mr Skae, that of the Medical Jurisprudence. But here I must for a moment pause, to express, I fear too feebly, the sense my colleagues and I entertain of the loss we have sustained, in the sudden and premature death of Dr Fletcher, who taught both these departments of science for several years in this School. His death we regard as a public calamity. He was a tried and successful teacher; his knowledge in every branch of Medical Science was most extensive and profound; his classical education was far superior to that which is usually possessed by medical men. His talents were of the highest order. His perseverance and zeal were such, that he made himself master of every subject that he studied. He was ingenious in argument, and he possessed the nicest sense of honour, and the greatest integrity. Greatly as we deplore his loss, we have the consolation to know, that his memory will be long cherished, and to believe that he has

passed from the toils and miseries of this world to a better, where he will, under the Divine blessing, reap the fruits of a useful and virtuous life. His valuable work on Physiology, part of which he left unfinished, has, by the exertions of Dr Lewins, been sent to press, and will be published in the course of a few weeks. Dr Lewins, from his talents and his long and intimate friendship with the author, is perhaps the individual best able to conduct the work to its final completion. He will consider himself abundantly rewarded for the trouble and anxiety he has experienced, by the reflection, that he has assisted in completing a work which will prove a lasting monument to the fame of a departed and highly valued friend.

After the first feelings of grief which we experienced at Dr Fletcher's death had subsided, my colleagues and I began most anxiously to look about us for successors to fill his Chairs. We had many applications from gentlemen possessing excellent qualifications, but we resolved to be careful in our choice.

Our first knowledge of Dr Reid was derived from favourable reports that were frequently made to us, by talented and industrious students advanced in their medical studies,—from papers he had written on medical subjects, and from an able attack he had made in the Medical Society, on views I entertain concerning the circulation of the blood in the vessels of the brain. A meeting was also held by the medical students then in town, and a requisition, numerously signed, was forwarded to Dr Reid, calling upon him to become a candidate for the Physiological Chair. In this manner did Dr Reid attract our attention, when I believe we were not even acquainted with his personal appearance. We have since found, by personal communication with Dr Reid, that he well deserved the high character he had received as an enthusiastic and accomplished Anatomist, Physiologist, and Pathologist. We know he has the power, and believe he has the intention, of illustrating Physiology, as far as it can be done, by performing experiments before his pupils; and I am happy to inform you, that he is in possession of all the valuable Dia-

grams and other means of illustration formerly used by his distinguished predecessor.

Mr Skae is to undertake the duties of the chair of Medical Jurisprudence. Many persons may think him too young for the importance of the subject; but we must not be guilty of a vulgar error, of weighing wisdom and talent by the square of a man's years! Mr Skae came recommended to us in a similar manner as Dr Reid; we are much pleased with his tone of mind, and his determined energy, and we look forward with hope to the result of his first year's trial.

I have been anxious to state explicitly to you the pure influence used in the election of these gentlemen, which is highly honourable to them, and we trust the result will prove creditable to us; we have elected them upon the faith of your recommendation, and we confidently expect, that you will give them all the indulgence, encouragement, and support, of which young Lecturers stand so much in need.

Mr Combe, who is to deliver a course of Lectures on Phrenology and its applications in Medicine, has been long known, not only over Europe, but in every part of the world, as the most accomplished Phrenologist and teacher of Phrenology of the present day.

He has been urged to undertake the task at the request of many individuals; and I cannot too strongly recommend you to take this opportunity of making yourselves acquainted with that science.

Whatever may be the result on your minds, I am sure you will be benefited by your attendance on this class; I am ready to take all the responsibility of this arrangement on myself, satisfied as I am of the improvement I have myself experienced in the exercise of my professional duties, since I became a convert to the truths of the essential parts of Phrenology.

In conclusion, Gentlemen, allow me to thank you for your kind reception; and to assure you that our exertions, which have supported us in the estimation of your predecessors, shall be continued to the utmost of our ability. Without wishing to

underrate or undervalue the merits of other teachers, we earnestly claim your patronage, as the best reward we can receive for the efforts made to secure your personal comfort, and to instruct you in the duties of your profession. I feel persuaded that no person shall have to say, at the termination of the Session, that we have neglected one opportunity within our power which could tend to promote your present improvement and future success.

FINIS.

H. & J. PILLANS, PRINTERS, EDINBURGH.