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UNIVERSITY OF CHICAGO
HULL LABORATORY OF ANATOMY.

May 15, 1902.

Medical Curriculum

My dear President Harper:-

I am much obliged to you for sending me Dr. Dodson's letter with regard to the medical curriculum for next year. I am sorry not to have had the opportunity of talking with Dr. Dodson in person about this matter, but when he came to see me I was out, and we have not since been able to confer about it. I feel sure that he would see the matter in a different light, if he understood the situation fully. The matter seems to be so doubtful to him, however, that I was very glad that a meeting of the Committee on Curriculum was called where the whole matter could be discussed from ^{the} ~~all~~ points of view of the different departments. At this meeting there were present Dr. Donaldson, Dr. Davenport, Dr. Wells, Dr. Matthews, Dr. Steiglitz and myself. On presentation of both sides of the subject, the Committee agreed to the hours asked for ~~anatomy~~ by this department, and decided that no comment upon ^{the matter} ~~it~~ was necessary at the meeting of the Board of Medical Affairs which was held next day.

The scheduling of the gross anatomy as a purely laboratory course seems to me desirable for several reasons. In the first place, the teaching in Johns Hopkins consists entirely of laboratory

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The scheduling of the gross anatomy as a purely laboratory course seems to me desirable for several reasons. In the first place, the teaching in Johns Hopkins consists entirely of laboratory

work. There are no lectures whatever given in gross anatomy, and there seems to be unanimity of opinion as to the predominant importance of the ~~actual~~ ^{by the student} work at the body itself. I am inclined to think that some lectures are valuable, but since there is such a strong feeling on the part of many professors and students against lectures, I do not feel that we ought to require every student to attend lectures on gross anatomy. I have, therefore, proposed that two lectures per week be given as purely open lectures, entirely optional for the student. Those who attend the lectures will undoubtedly, if they are interested, learn some things about anatomy which those who do not attend will not learn, but those who fail to attend need not fear the examination at the end of the course on that account, for the examination will bear upon the laboratory work and what the student can obtain from text-books. Dr. Dodson is in error when he thinks that I wish these optional lectures in dissection scheduled "in addition" to the hours stated for dissection. My intention was to give these lectures during dissection hours, so that those who wished could leave the dissecting-room to hear the lecture, and those who did not wish to do so, could remain in the laboratory work. No extra credit is given for the attendance on the lectures, nor is any extra outside work required of the student who attends the lectures. Resort to hours before 8:30 A.M. and after 5 P.M. or on Saturday, as the dean suggests, would therefore not be necessary.

In the second place, the matter assumes different proportions when it is realized that we wish our students in gross anatomy to do

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In the second place, the matter assumes different proportions when it is realized that we wish our students in gross anatomy to do

all their reading on the subject at the cadavers themselves. We think it is harmful for students to study gross anatomy to any considerable extent from text-books in their rooms where they have not access to the anatomical forms of the body ~~themselves~~. It is clear, therefore, that the hours we ask for dissection include not only the laboratory work proper but also all reading hours which the student is to give to the subject. He need not read on gross anatomy at night at all, so that he will have his whole evenings to devote to other subjects of the curriculum.

In the third place, there is serious objection to the continuance of any plan of curriculum like that of the present year. The difficulties of this year have been due, in part, to the fact that students have dissected independently of the quarter^y system. Dissection began late in the autumn quarter and was carried through the Christmas Holidays, many of the students not terminating their first dissection until towards the end of the winter quarter. Some began a second dissection at this late period and have carried it through (as a special favor) into the spring. The result has been very unfortunate. The curriculum has not supplied the amount of time necessary for dissection, and yet there is just so much work to do on each part, and the student has to do that amount of work before he can get credit for his part. It makes no difference how much time is put down on the curriculum, the student has the work to do, and must get the time necessary, somehow or another. When the time stipulated in the curriculum falls far below the actual time absolutely required for the work, it is but natural that the students

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should complain and be dissatisfied. They are right in saying that it is a little unfair to ask them to complete in one hour what takes absolutely two hours to do. If we do as we have planned for next year, begin dissection at the first of the autumn quarter, and again at the first of the winter quarter, and demand that each dissection ^{be} finished in the quarter in which it is begun, giving enough time on the schedule for gross anatomy to permit of this being done, we shall do away, with one sweep, with all the dissatisfaction, imperfect work, confusion and conflict which has unavoidably characterized, I am sorry to say, the work of this year.

It may be that a good many ^{quick-working} students, beginning early in the quarter, and finding fifteen hours a week at their disposal for dissection, will find that this time is more than sufficient for their needs on the part. Such men will be perfectly free to adopt one of two plans:

(a) They can give as much of the fifteen hours per week as they find necessary ^{in order} to distribute the dissection evenly over the quarter, or

(b) They may work steadily for fifteen hours per week until the part is completed, then take their examination and be perfectly free ^{for the rest of the time} ^{may} be it for two, three, four or more weeks of the quarter. During this free time, they can devote their energies to any subject they please. They can do extra work in gross anatomy, or in other departments, or may spend the time reading in the ^{library} ~~laboratory~~, or in any way they choose.

The poorest slow man may not be able to complete the part even when he works steadily for three months during the full fifteen hours

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The poorest slow man may not be able to complete the part even when he works steadily for three months during the full fifteen hours

per week. Such a man will not be able to obtain credit for his part. The system has to be more or less elastic, because the different parts, head, arm and leg, require somewhat different lengths of time for their completion, the head requiring the longest, the arm the shortest, time. This elasticity is quite feasible, because we do not and cannot keep an accurate record of class-room attendance in gross anatomy. We are, in the ^{Department of Anatomy} ~~anatomical~~ department, like the instructors in the ^{of Physics} ~~physical~~ department, guided entirely by the progress of the laboratory work done by the men. If this is slow, or ^{inefficient} ~~unfinished~~, the students will be reported to the dean. If it progresses with reasonable rapidity and is accurate and careful, we take it for granted that the student is giving sufficient time to the subject.

In Johns Hopkins Medical School, the first three months ^{are} ~~is~~ given entirely from 8:30 A. M. to 5:00 P.M. to gross and microscopic anatomy and osteology. There are no free hours during the day. Our program is a little more congested, because our students have to have chemistry in addition. Obviously, our students during the first three months do less laboratory work in anatomy than the Johns Hopkins students ^{viz.:-} ~~by~~ the time given to chemistry.

I am desirous of seeing the plan we have worked out tried for at least the coming year. I feel so sure that it will simplify matters and remove so many of the complications which beset us at present, that I should be sorry to see it interfered with. In case it turns out to be in any way objectionable, or in case it should prove later that any department is suffering at the expense of the anatomical work, I will be the first one to make efforts for read-

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I am very nsorry to take so much of your time in discussing this subject, but it is a matter of such great importance to the welfare of the school, that it has seemed to me necessary.

Yours very faithfully,

Lewellys F. Barker.

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Yours very faithfully,

Jewell F. Parker

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*Medical
Course*

Dean Henry B. Ward,

The University of Nebraska,

Lincoln, Nebraska.

May 5, 1909

My dear Mr. Ward:-

Your favor of the 3d inst. received. We arrange so that at the end of the second college year a student may enter on his medical work. The first two years of medical work are, in the main, general science, the last two years being clinical. At the end of the first two years of medical work, which complete four years of college work, the bachelor's degree is given; whether it be A. B. or S. B. depends on the previous work of the student. The candidate is recommended by the Faculty of the Colleges of Arts, Literature and Science. The arrangement for medical work has been made with the joint approval of the medical faculty and of the arts faculty. There has been no difficulty in reaching an agreement on that head. The M. D. degree is given on the completion of the two clinical years. The method works well with us, and we believe it is a wise one.

With sincere regards and best wishes, I am,

Very truly yours,

H. P. J.

H. P. Jackson

Handwritten signature

Dean Henry B. Ward,

The University of Nebraska,

Lincoln, Nebraska.

May 2, 1909

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Your favor of the 3d inst. received. We arrange so that at the end of the second college year a student may enter on his medical work. The first two years of medical work are, in the main, general science, the last two years being clinical. At the end of the first two years of medical work, which complete four years of college work, the bachelor's degree is given; whether it be A. B. or S. B. depends on the previous work of the student. The candidate is recommended by the Faculty of the Colleges of Arts, Literature and Science. The arrangement for medical work has been made with the joint approval of the medical faculty and of the arts faculty. There has been no difficulty in reaching an agreement on that head. The M. D. degree is given on the completion of the two clinical years. The method works well with us, and we believe it is a wise one.

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Very truly yours,

H. B. Ward

Handwritten initials

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THE COLLEGE OF MEDICINE
THE UNIVERSITY OF NEBRASKA
(THE OMAHA MEDICAL COLLEGE)

HENRY B. WARD, DEAN, LINCOLN
HAROLD GIFFORD, ASSOCIATE DEAN, OMAHA

LINCOLN, NEB., May 3, 1909.

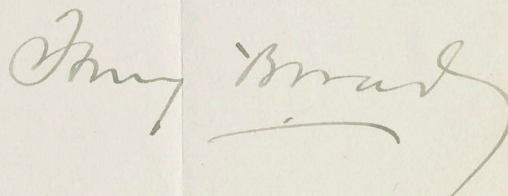
My Dear President Judson:

In view of the discussion at present up in our faculty I should be glad to have from you information with reference to the practices of the University of Chicago with regard to the combined course for the baccalaureate and medical degrees. I am under the impression that you are offering students the possibility of securing the two degrees in six years. The points on which I wish information are as follows:

1. Does the general faculty or the medical faculty determine the character of the two years' work which precede the four years of medical study?
2. Is the student granted a B. A. or a B. S. degree?
3. By what faculty is he recommended for such degree?
4. Has there been any evident difference of opinion between the literary faculty and the medical faculty with reference to the character of the preliminary work or the conditions under which the degree should be granted?

Please accept my apologies for troubling you with the matter and thanks for your assistance.

Very sincerely yours,



Pres. H. P. Judson,
Chicago, Illinois.

