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CHAPTER XIII.

Raising the Standards of Education.

Issuing the annual announcement for the fifty-seventh course of lectures, the Faculty, referred with pride to the fact that the "prosperity of the school continues unabated." They appeared to find great satisfaction in setting forth the large attendance during the preceding sessions, and also in furnishing the public with information regarding the status of the school, such as the aggregate number of graduates who had been awarded diplomas in medicine (the total at this time was 7,666) the unsurpassed facilities for obtaining a thorough medical education offered by the Jefferson curriculum, the "spacious and well-ventilated lecture-rooms, the facilities of the hospital, the amphitheatre, and the laboratory."

It was the right and privilege of the Faculty to proclaim the advantages of their school to the medical world. The excellence of its Faculty had made it what it was, had built it up and maintained it, and the credit for its "unabated prosperity" still belonged to the Faculty. The Board of Trustees had "grown in grace" and strength with the growth of the institution; they were the owners in their fiduciary capacity of a magnificent property, but, even now, the real control of the policy of the school remained with the Faculty, although the latter were the tenants of the former. It was still the association of Professors who paid the bills and shared the profits, but their course of action was so business-like, so practical, so thorough, that the Trustees had only to learn and carry out the requests of the Faculty; there were no abuses, no evils to correct, no offenses to punish. Jealousies and quarrels in the Faculty had passed away, and all attention was directed to the future and its ever-brightening prospects.

In the Faculty body there was just cause for mutual congratulations
when the attendance upon the school passed the six hundred mark, and
when the graduating class numbered two hundred and forty-seven. This
point was reached in March, 1882, at the regular commencement, and in
June following the names of three more graduates were added to the list.

At this time the finances of the College were in good condition. The
revenues passed from the Dean to the Faculty, which audited the bills, paid
the maintenance expenses, and the residue—and there was always a healthful
"residue" in those days—was divided among the Professors who comprised
the Faculty. The Trustees were now more than a nominal body; their duties
were not perfunctory, for they were the real power of the College in all its
parts, but that power was chiefly delegated to the associated Professors who
filled the principal chairs comprising the Faculty. There had been
no change in policy, and there had not been an occasion in more
than forty years when the Trustees found it necessary to step in,
assert their authority, and settle the disputes of the Faculty. Neither the
minutes of the Faculty nor of the Trustees disclose a single instance in which
the latter were disposed to assert themselves in that direction, or in which
the former sought the intervention of the Trustees to settle domestic trou-
bles. There were no more contentions to settle; there were no more jealousies
nor rivalries to require the strong hand of the Trustees to subdue; and still
the school was operated on precisely the same basis as when strifes and
contentions were almost a part of its life, and were so common as to occasion
little remark in professional circles. In brief, the two bodies were most
cordially related, laboring earnestly together for the success and honor of the
institution. The conditions were peculiarly grateful to the Medical Faculty,
which had become a respected and self-respecting teaching body.

At the beginning of the fifty-seventh session the customs of the school
had not materially changed. It was still "Fee to each Professor, $20—in
all, $140; matriculation fee, $5 to be paid once only; graduation fee, $30.
Students who have attended two full courses are entitled thereafter to attend
free of charge." The "Professors" were in control—if they carried them-
selves as they should, but if not, there was "a power behind the throne," a "Board of Trustees" of substantial men to govern and to safeguard the welfare of the institution. Still further in the background there was a self-constituted power whose censorship over the school, its welfare and progress, was working out new plans for advancement; striving to elevate the College and its standing; seeking to draw within the circle of its workings each graduate as he left the school; and seeking to extend the name and fame of the College. This new power and factor was the Alumni Association, composed of Jefferson graduates, each one of whom realized that the success of his alma mater was his own success, and that his reputation in the profession was in a measure dependent upon the standing of the school from whence came his degree.

The Alumni Association had now been in existence hardly more than ten years, yet these had been years of influence for much good. Gross, its first President, was still its guiding spirit. There were others besides Gross in the Association whose interest in the welfare of Jefferson was deep and as wholesome as his; and altogether these workers constituted a power for good in the life of the College. They too found gratification in the fact that "the prosperity of the school continues unabated," at the opening of the fifty-seventh session.

However gratifying may have been the success which attended the efforts of those most interested during the session referred to, the results of the next year were still better, for at the end of the course in 1872 two hundred and forty-seven diplomas were awarded. Professor Chapman delivered the address to the graduates on this occasion, and he congratulated the College management on the remarkable success which rewarded the efforts of the Trustees, the Faculty, and the Alumni Association. All who heard him were strengthened in their loyalty to the system of higher medical education which the Jefferson Medical College had inaugurated and carried into successful operation. President Gardette, of the Board of Trustees, shared opinions with Chapman, and their mutual views found hearty approval with the au-
dience that filled the American Academy of Music. Both orators reviewed something of the history of the school, and mentioned the several changes that had taken place during recent years.

Changes, however, were frequent during this period. Some of them were of a very important character, and all tended to broaden the educational foundation on which the school rested. After the close of the session of 1882-83, Professor Wallace was admonished by failing health to resign the chair of Obstetrics, and also the Deanship, but he had no inclination to sever all connection with the College. He was given the honorary title of Professor Emeritus, which he held for two sessions. Wallace had been an earnest worker in the school for several years. He came into the school first in a minor capacity, and, while serving as Demonstrator of Anatomy, both Pancoast and Gross learned his real worth. For a time he relieved Keating in the chair of Obstetrics, and in 1862 made his first appearance as Professor, then having succeeded Keating, who was in poor health.

Wallace taught Obstetrics with the zeal and thoroughness that characterized all his professional life. His was a strong personality, he was popular with the students, and also with his colleagues of the Faculty, and the Trustees admired his excellent business qualifications as shown in the Deanship. Upon his retirement, the latter office went to Bartholow, while the chair of Obstetrics was given to Theophilus Parvin, of Indianapolis, whom the Trustees introduced as "widely known and highly distinguished as practitioner, author and lecturer."

In the same session (fifty-ninth) Dr. Thomson, former Teacher of Ophthalmology, was appointed Honorary Professor in that Department, and at the same time J. Solis-Cohen was made Honorary Professor of Laryngology. This session was the last in which the name of Samuel D. Gross appears as having actual relations with Faculty work. From this time that great name no longer stood at the head of the Faculty list, but his influence remained, and he still continued President of the Alumni Association, working quietly for the permanent welfare of the College.
In 1883 the curriculum was rearranged and improved, and the system of practical courses adopted two years before was still further elaborated. This change afforded special facilities for instruction in the branches of gynecology, ophthalmology, otology, and laryngology, and also added to the efficiency of the laboratory courses, in which all the teaching forces of the institution—Professors, Demonstrators, and Lecturers—took an active part.

The same year also witnessed the introduction of the regular Post-Graduate Course, to which the Faculty drew the attention of the profession by promulgating this announcement:

"The Faculty, desirous of affording every facility for promoting higher medical education, and of conforming to the existing demand for instruction of graduates in medicine and surgical specialties, have organized a post-graduate course. This is intended to afford to practitioners of medicine an opportunity to familiarize themselves with microscopical, chemical, pharmaceutical, gynecological, laryngological, ophthalmological, electrical, and other kinds of manipulations."

The introduction of the Post-Graduate Course was not new to American medical colleges, and this school was not the pioneer in the work. It was a necessary step, however, and gave opportunity to graduates to avail themselves of more extended researches in the branches taught; and besides, it opened the door of Jefferson to graduates of other schools, who desired to profit by the superior methods of instruction for which this school had long been famous. The regular diploma of Jefferson meant thorough practical education in all the medical branches, but the capacity of the institution was not unlimited, and the certificate of attendance on the Post-Graduate Courses was cherished next only to its doctor's degree. Therefore, from the outset, the new courses were popular with the profession, and their establishment attracted the attendance of a desirable class of students. Many of these were Jefferson graduates; others came after having been graduated from other schools, while among the great number who in after years took the course were many physicians who had been in active practice long before this College introduced the system.
RAISING THE STANDARDS OF EDUCATION

From the beginning, the courses were made demonstrative. Practical demonstrations and clinical instruction always had been a distinguishing feature of the Jefferson curriculum, and were as much a part of its life as its didactic teachings. Pancoast and Gross had made the school famous in this respect, but, now that they were gone in person, their names remained in William H. Pancoast, in the chair of Surgical Anatomy, and the younger Gross and John H. Brinton shared the work of the now Emeritus Professor of Institutes and Practice of Surgery. The new incumbents of these chairs upheld the standard of teaching which their predecessor had established in the school.

Naturally, the establishment of the Post-Graduate Course called for increased effort on the part of the Faculty, and all the teaching forces of the school, principally the auxiliary, were in some way called into the service. From the outside there was made a slight draft upon other medical institutions, for the new step meant some new methods. Here were now to come graduates from all schools, whose schemes of instruction in many cases were unlike that of Jefferson, hence it became necessary to organize a new teaching corps on a popular democratic basis. To illustrate this, we may take the personnel of the Post-Graduate corps of instructors as it was constituted at the beginning of the first term of the course, or from October 1 to November 10, 1883. The instructors and subjects taught by them were as follows:

Professor William Thomson, Ophthalmology.
L. and Charles Turnbull, Otology.
F. H. Getchell & J. Ewing Mears, Gynecology.
James C. Wilson, Physical Diagnosis and Diseases of the Chest.
O. H. Allis, Orthopedic Surgery.
Morris Longstreth, Normal and Pathological Histology.
O. P. Rex, Diseases of Children.
J. T. Eskridge, Nervous Diseases.
Sajous and Jurist, Laryngology.
J. S. Neff, Urinary Pathology.
G. W. Ward, Medical Chemistry.
S. M. McCollin, Practical Pharmacy.
A. P. Brubaker, Experimental Physiology.
J. V. Shoemaker, Dermatology.
A. K. Minnich and A. R. Rinear, Botany, Materia Medica and Experimental Therapeutics.

This was the composition of the original corps of instructors as the material was brought together at that time. There were names in the list of first Post-Graduate instructors that are still known in the Jefferson Medical College, and also in medical, educational, and literary circles throughout the United States. In subsequent years the corps lost nothing of its strength, and the department nothing of its usefulness. From time to time, as demands were made for higher professional training, the facilities of this department were increased, keeping pace with the progress of the College in its other branches.

No changes were made in the personnel of the Faculty for the session of 1884-85, but the Trustees directed the subject of Hygiene to be added to the work of the chair of Materia Medica and Therapeutics. This duty fell upon Bartholow, who was also Dean. During the session, Professor Rogers, of the chair of Chemistry and Toxicology, was compelled by failing health to relinquish active duty, and therefore the lectures were delivered by J. W. Mallet, M. D., LL. D., F. R. S., former Professor in the University of Virginia, and to which institution he returned at the close of the school year. Professor Mallet was a regularly appointed member of the Faculty, and filled with credit the chair until the end of the session, when he resigned.

The vacancy thus created was filled by the appointment of Professor J. W. Holland, M. D., of Louisville, Kentucky, whom the Trustees introduced into the life of Jefferson as "a gentleman of much experience as a teacher of medical chemistry, and a lecturer of superior ability;" and further: "Dr. Holland succeeded the late eminent Professor J. Lawrence Smith in the Uni-
versity of Louisville, and for thirteen years successfully adapted chemical science to the needs and requirements of the medical students.”

These were the expressions of the Trustees and Faculty when Dr. Holland first became a factor in Jefferson Medical College history. Since that time there has been no disposition on the part of any member of the Board of Trustees, or of his colleagues of the Faculty, to withdraw a word of this praise. On the contrary, the trend is to emphasize what was said of Dr. Holland nearly twenty years ago.

In 1884 an important change was made in the courses of study, and one which had been for some time under consideration by the Trustees and Faculty. In this year the “graded course” of study was adopted and put in operation. Under it three years of study were required, and attendance on two full courses of lectures was necessary to become a candidate for the degree of M. D. Fees were demanded for two full courses, but for all subsequent attendance on lectures no further charge was made. During the three years’ course of study, students were permitted to distribute attendance on the required lectures over three courses by taking the new graded course. Under the regulations the first year was to be devoted to the study of anatomy—didactic and practical—physiology, chemistry, and materia medica. This was the foundation work of the student’s medical education. The second year required review work in the first course branches, with the addition of surgery, medicine, and obstetrics, both didactic and clinical. The third year was given to review of the branches studied during the previous years, with the addition of new investigations in the laboratories and practical courses in connection with each chair. At the end of the second term, examinations were held on subjects already studied, and students who failed on any subject at these examinations were “turned back” for further study in that department without losing their standing on subjects in which they were proficient. As an alternative it was provided that instead of taking the special graded courses, “well-grounded” students were permitted to take a full course at the first as well as at each succeeding term.
In presenting this course to the public consideration, in order to make their purpose perfectly clear, the Trustees and Faculty announced that students and others interested should observe that the College required, during the two regular courses requisite for graduation, the same extent of study, the same attendance on lectures, and the same amount of practical work, as any of the other "graded schools;" that is, the spring and fall terms, private reading, and the instruction covering the remainder of the time. It was advised, however, that students should enter the College as early in their private studies as was consistent with the requirement for thorough medical education, and attend three courses of lectures. In any event the same standard of acquirement was exacted from students pursuing any of the plans of study opened for them.

The adoption of the graded course was another progressive step on the part of Jefferson, and at the end of a year it was found to work beneficially to the students as well as to the institution. It was continued without material change, but in other respects the regulations were somewhat modified. About this time some of the states had enacted laws which required that students, not provided with a literary degree or other certificates of scholarship necessary to the study of medicine, present themselves for examination before a "State Board" in subjects of preliminary study as a prerequisite for a license to practice medicine within their borders.

To meet the requirements of these laws, and to enable graduates of Jefferson to practice in the states where they were in effect, the Faculty announced that they might be spared the trouble incident to compliance with the regulations, and that all students intending to practice in states having such laws would be given an opportunity for examination before a committee of the Faculty, and receive a certificate therefrom. The examination under this rule extended to the branches requisite to a good English education, comprising mathematics, composition, and elementary physics.

In states where these laws were enacted, the establishment of boards of medical examiners, and the stringency of the laws themselves, had the effect
not only to elevate the medical profession, but to purge it of a class of practitioners whose unworthy practices tended to lower its dignity and bring it into disrepute in the estimation of the intelligent public. New York and some of the New England states were early in this work of purification through the efforts of the American Medical Association and the several state medical societies. The reform movement at length found its way into Pennsylvania, and was brought to the attention of the legislature through the endeavors of the State Medical Society, the Philadelphia County Medical Society, the College of Physicians of Philadelphia, and some other of the leading medical organizations of the state.

The Act of May 18, 1893, was intended to provide the necessary regulations for safeguarding the legitimate practice of medicine, and to a great extent fulfilled the expectations of its advocates. Under it there was established a Medical Council, comprising the Lieutenant Governor, Attorney General, Secretary of Internal Affairs, the President of the State Board of Health and Vital Statistics, the President of the Board of Medical Examiners representing the Medical Society of Pennsylvania, the President of the Board of Medical Examiners representing the Homeopathic Medical Society of Pennsylvania, and the President of the Board of Medical Examiners representing the Eclectic Medical Society of Pennsylvania.

The Board of Medical Examiners representing the Medical Society of Pennsylvania, the Homeopathic Medical Society, and the Eclectic Medical Society, comprises seven members chosen from these Societies respectively, whose duty was to test and pass upon the quality and proficiency of practitioners under each of the schools of medicine named in and protected by the Act. The laws establishing the several Boards are sufficiently ample and broad to protect the several schools of medicine and their practitioners, and to exclude from the profession all persons of unworthy character, whether practicing under the guise of completed scholarship in some institution, or without any pretense of medical education. For several years previous to this time all the states east of the Mississippi were infested with a horde of
evil-minded charlatans who set themselves up as practitioners of medicine, and were presuming upon the credulity of ignorant persons in every locality. They claimed to represent every school and no school; whatever was necessary to accomplish their designs they were ready to represent, but their methods took so many forms that it is difficult to follow them.

At length, however, an indignant profession arose, and as a unit, and resolved to rid itself of the incubus that was destroying its standing, and to purify it by sweeping away the rubbish that was bringing an honorable calling into disrepute. The medical profession, through its organized Societies, through the Alumni Associations of the several medical institutions, began the work of purification, and did not rest until its legitimate representatives and practice were safeguarded with just laws against quackery. Acting in union in each state, these bodies knocked at the doors of legislative halls, and there they remained until their grievances were heard, and their requests were granted in the enactment of such laws as were calculated to right existing wrongs by raising the standard of elementary education in those who would enter its ranks.

As has been stated, Pennsylvania was not the first in this work. The movement begun elsewhere, was carried on in good faith; it was in no sense oppressive, and was intended for the public good, for the protection alike of those who needed such censorship as well as those who were the representatives of the profession.

When these laws began to find a place in the statute books of states other than Pennsylvania, and it became necessary to prepare the student's mind to meet the requirements of each, Jefferson took up the work of elementary education and established a system of examinations by a committee of the Faculty, granting certificates of qualification to such as attained to the required standard of proficiency. This was the beginning in earnest of the "preliminary examination" regulation, and it was rigidly enforced. Previous to its adoption, students matriculating at Jefferson were "presumed to have the necessary education for undertaking the study of medicine."