

THE MICHIGAN ALUMNUS

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THE SEMI-CENTENNIAL OF THE MEDICAL DEPARTMENT.

The Medical Department, which was provided for in the original charter establishing the University, began its work in 1850. The requirements for admission at that time were those recommended by the National Medical Association, and consisted of a knowledge of English Grammar, Rhetoric, English Literature, Natural Philosophy, Plane Geometry and enough Latin and Greek "to enable the student to appreciate the technical language of medicine and to read and write prescriptions." The students attended four lectures each morning during five days in the week, the afternoons being devoted to laboratory work and dissection. On Saturdays the students read theses which had been written upon subjects selected by the advice of the Faculty. During the first few years of the existence of the school there were two kinds of theses. Each student had to read and defend an essay once in two weeks, and had to prepare a more formal and exhaustive paper, known as the final thesis, and upon this the question of his graduation largely depended. The final theses could be written in English, French, German or Latin, and a few were actually written in Latin. In the earliest announcements the following statement concerning conditions of graduation are to be found: "To be admitted to the degree of Doctor of Medicine the student must exhibit evidence of having pursued the study of Medicine and Surgery for the term of three years with some respectable practitioner of medicine (including lecture terms); he must have attended two full courses of lectures, the last of which must have been in the College of Medicine and Surgery of the University of Michigan; he must be twenty-one years of age; he must have submitted to the Faculty a thesis composed and written by himself on some medical subject; and have passed an examination at the end of the term satisfactory to the Faculty." An allowance of one year was made in favor of graduates of the College of Science and Arts, and of other respectable literary colleges. Moreover, four years of reputable practice exempted the student from one course of lectures. The eastern end of the present Medical Building was erected before the school was opened, and old Nagley, who still rings the bell, helped to carry the brick and mortar used in the construction of this building.

The original medical faculty was constituted as follows: Abram Sager, President and Professor of Obstetrics and Diseases of Women and Children;

Silas H. Douglas, Professor of Chemistry, Pharmacy and Medical Jurisprudence; Moses Gunn, Secretary and Professor of Anatomy and Surgery; Samuel Denton, Professor of Theory and Practice of Physic and Pathology; J. Adams Allen, Professor of Therapeutics, Materia Medica and Physiology; Robert C. Kedzie, Demonstrator of Anatomy.

Moses Gunn deserved, if any one can be given that distinction, to be called the father of the department. Tall, manly and graceful in his bearing, with an eye which commanded and secured the respect of students and the obedience of patients, with well developed forehead which proclaimed the owner's ability to plan and his determination to win success, with a trained hand which dared to do many operations, the landmarks of which were not then described in the works on surgery; this was Moses Gunn. The story is told, I know not how truthfully, of a Confederate colonel who came under the good doctor's knife in Virginia, and was so pleased with the result that he promised himself that if he should again be in need of a surgeon's aid, no hand but that of Gunn should direct the knife through his tissues. The colonel was exchanged, won a general's rank for bravery, was again wounded, captured, and while waiting his turn for an operation in the hospital, escaped and found his way to Ann Arbor where his favorite surgeon not only used his knife again on him with success, but also fed and clothed him at his own expense.

Abram Sager, the first dean of the department, was the most learned and studious of the faculty. His skill as a practitioner a few of the older residents of Ann Arbor still speak of reverently and lovingly, and his original researches in biology can be found chronicled in the pages of more than one musty old volume. I once heard a young professor detail his discovery of a certain parasite found in the frog which Dr. Sager had described much more accurately some twenty years before. His students, and I fear the same could be truthfully said of some of his colleagues, did not appreciate this man who was thoroughly imbued with the scientific spirit. It was my fortune during my first two years of student life in Ann Arbor to occasionally consult Dr. Sager concerning investigations which I was then attempting to carry on, and I can bear testimony to the fact that his knowledge of comparative anatomy and general biology was both extended and accurate.

Dr. Douglas was one of the first medical men in this country to appreciate and utilize the laboratory method of teaching. Under his careful and wise management, the chemical laboratory grew, until for many years it had the reputation of being the largest and best equipped institution of the kind on this continent. Many students were attracted to the University on account of the laboratory facilities, and the wisdom of developing this method of instruction has been confirmed by its present application to all branches of science.

It was not my fortune to personally know either Denton or Allen, but both were competent men. Dr. Allen went to Rush Medical College during the early years of its existence, and aided very much in building up that institution.

Dr. Kedzie, who was the first demonstrator of anatomy, has been connected with the Michigan Agricultural College ever since the inauguration of that institution, and has a reputation wherever agricultural chemistry is recognized.

Dr. Ford first came to the University in 1854 and soon became one of the best known teachers of anatomy in this country. Of his ability as an instructor Professor Skene, of New York, has written as follows: "His method of teaching, the Socratic, was by raising questions and answering them. This method he matured to the highest degree. His ability to excite interest in students and keep them interested was wonderful. Anatomy was the *pons asinorum* of medical students until Ford made it as fascinating as poetry or fiction. * * * He made every avenue to the mind effective. All that he said reached the ear, and all that he did reached the eye at the same time. He made his descriptions and demonstrations go hand in hand in as perfect harmony as a master artist could play an aria and its accompaniment. He loved anatomy, and he made others join him in his affection. He never drove students or urged them, but moved them to study and admire the subject in hand. The quaint intonation of his clear, simple sentences, the happy gesture or twinkle of those soft, grey-blue eyes, and the smile that lighted up the plain, strong face, altogether sent facts home to the dullest brain and made them stay there. Like a strong healthful boy at his favorite play he made his students eager to join him."

It is worthy of note that the general catalogue of the University for 1852 and '53 bears the following title page: "Catalogue of the Corporation, Officers and Students in the Departments of Medicine, Arts and Sciences in the University of Michigan." In this and several of the following annual catalogues, the list of medical students precedes that of literary students.

The ideal held by the first medical faculty concerning professional education may be learned from the following quotation from one of the early catalogues: "The University of Michigan has aimed to elevate the standard of attainments as will appear upon consulting the requirements for a medical degree. Should the student open the courses with an inadequate preparation he cannot be admitted as a candidate for the degree of M.D., nor hope to pass the required examination without subjecting himself to severe study and supplying many early deficiencies. The medical faculty, in common with the enlightened members of the profession, desire earnestly that a rule might prevail in our country like that in the universities of Prussia, by which a literary education should be made a necessary introduction to professional study.

The sciolist easily runs into the empiric; but he who has obtained a thorough scientific discipline knows how to discriminate between visionary conjectures and established truths."

The first donations to the Medical Department,, so far as I know, were made in 1854 and were recorded as follows: "Dr. Edson Carr, of Canandaigua, N. Y., has generously deposited a choice collection of from sixty-six to eighty pathological and other specimens in an admirable state of preservation. Dr. J. S. Smith of Detroit has donated several valuable preparations which are appropriately labelled with the name of the donor and increase the interest of the Museum."

It appears that other donations of less value were made about the same time, but the names of the donors are not given.

In 1856 a collection of true drugs and pure chemicals, representing the *materia medica* of that time, was purchased in Paris. It appears from the labels that these preparations had been made for the University of Louisiana, but were purchased by the University of Michigan.

In 1858 Greek was dropped from the requirements for admission, but Latin was continued. The desirability of keeping abreast of the best professional work in Europe as well as in this country was shown in 1858, when Professor A. B. Palmer asked for a leave of absence in order that he might visit the medical centers of the Old World. This spirit has continued to actuate the medical faculty, and at present there is not a member in this department who has not repeatedly visited Europe for purposes of study. During the '50's, Wednesday and Saturday mornings were devoted to clinics which were held in the upper amphitheatre.

In the year 1866-67 the number of students in the Medical Department reached 525, the highest number ever enrolled in this school. This was doubtlessly due to the fact that many young men who had acted as hospital stewards and orderlies in the Civil War desired to study medicine.

About the year 1868, one of the old residences on the north side of the Campus, the one now occupied by the Dental Department, was converted into a hospital. About this time the Legislature made the appointment of a professor of homœopathy in the Medical Department a condition to be complied with before the University should receive an appropriation. This agitation injured very greatly the Department of Medicine and Surgery, and the number of students enrolled during the year 1869-70 was only 338. As is well known, this appointment was deferred at the time largely through the influence of President Haven, who made a vigorous protest against it. However, the agitation continued, and largely in consequence thereof the number of students in the Department of Medicine and Surgery greatly decreased for some years.

In 1870 women were first admitted to the Medical Department. The

catalogue for 1870-71 contains the following statement: "Recognizing the equality of rights of both sexes to the highest educational advantages, the Board of Regents have made provision for the medical education of women by authorizing a course of instruction for them, separate, but in all respects equal to that heretofore given to men only." For many years each professor, after giving his lecture to the male students in one of the large amphitheatres, repaired to the small room in the eastern section of the old building and repeated his talk to the female students.

In 1875 the School of Homœopathy was established in the University, and the agitation that resulted in consequence of this greatly injured the Department of Medicine and Surgery. The Dean, Dr. Sager, resigned. The State Medical Society endeavored to prevent graduates of the Department from becoming members of the Society. The American Medical Association took up the fight, and the matter was under discussion before that body for several years, but was finally settled by the great speech made by Dr. Dunster at Atlanta. However, as a result of this agitation, the number of students in the Medical Department fell in the year 1876-77 to 285.

The most important events connected with the improvement of the medical course in this University may be stated as follows:

In 1876 two pavilions were added to the residences on the north side of the Campus, thus greatly increasing the hospital facilities of the school.

In 1877 the session was extended from six to nine months.

In 1878 the extended course of Physiological Chemistry was begun. Before that time work in this branch had been limited to the analysis of urine.

In the same year the Laboratory of Electro-Therapeutics was first opened under the management of Professor John W. Langley.

In 1879 practical laboratory work in physiology was begun. However, this work was more histological than physiological. In the same year practical instruction in pathology was inaugurated. The first work along this line was given to a small number of students by Dr. Herdman and the writer.

In 1880 the three years' medical course went into effect.

In 1888 the Laboratory of Hygiene was opened.

In 1890 the Medical Department advanced the requirements for admission to a diploma from the classical or Latin course of an approved high school, and extended the course of study to four years.

In 1891 the new hospital, accommodating eighty patients, was opened and immediately filled. In the same year the laboratory of Clinical Medicine began its work.

In 1893 demonstration courses in clinical medicine, surgery, obstetrics, ophthalmology and nervous diseases were given for the first time.

SUMMARY OF STUDENTS AND GRADUATES :

Year.	1st Year Students.	2nd Year Students.	3rd Year Students.	4th Year Students.	Total Students.	Graduates.	Percent of Graduates to Total Students.
1850-1	84	6			90	6	6.66
1851-2	118	27			159	27	16.98
1852-3	107	55			162	34	20.90
1853-4	100	51			151	41	27.15
1854-5	98	35			133	23	17.29
1855-6					152	30	19.74
1856-7					167	27	16.10
1857-8					173	27	15.60
1858-9					143	24	16.78
1859-60					164	21	12.80
1860-1					242	43	17.76
1861-2					216	39	18.05
1862-3					250	32	12.80
1863-4					340	50	14.70
1864-5					414	66	13.52
1865-6					467	67	14.32
1866-7					525	80	15.23
1867-8					418	79	18.89
1868-9					358	94	26.25
1869-70					338	81	23.96
1870-1					315	78	24.76
1871-2					350	82	23.42
1872-3					357	89	24.93
1873-4					314	91	29.00
1874-5					370	81	19.01
1875-6					312	78	25.00
1876-7					285	82	28.77
1877-8					296	83	28.04
1878-9					329	98	29.92
1879-80					350	104	29.71
1880-1	161	112	103		380	80	21.05
1881-2	138	144	98		380	100	26.31
1882-3	127	120	122		300	90	24.39
1883-4	129	109	94		332	116	34.93
1884-5	132	118	84		334	84	25.10
1885-6	128	114	85		327	80	24.46
1886-7	137	98	86		321	83	25.85
1887-8	137	108	65		310	81	26.10
1888-9	149	128	94		371	65	17.52
1889-90	154	121	97		372	83	22.31
1890-1	74	50	143	108	375	89	23.73
1891-2	106	93	43	128	370	103	27.83
1892-3	129	95	76	49	346	116	32.52
1893-4	136	104	71	78	389	64	16.45
1894-5	138	104	71	85	398	64	16.00
1895-6	188	109	85	70	452	69	25.26
1896-7	154	151	95	77	477	52	10.9
1897-8	129	125	102	81	437	68	15.56
1898-9	152	94	106	101	445	71	15.95

During the past twenty years the Medical Faculty has attached much importance to the prosecution of research work. During this time the members of this faculty have contributed to current medical and scientific literature more than 500 original articles, many of which represent original research. This does not include text-books and laboratory guides written by members of the faculty.

Victor C. Vaughan, '78.

RELATION OF THE UNIVERSITY TO MICHIGAN FORESTRY PROBLEMS.

The statement of an important problem is the first step towards its solution, and when, as in the present case, such complicated relations as those of state control and private ownership, the growth of a tree and varying soil conditions, the practice of an experimental art and the determination of the scientific principles on which it is based are all involved, it becomes doubly necessary to make sure of one's ground if any real progress is to be made. When to this is added the question as to what a great university, concerned primarily with instruction and scientific investigation, has to do with practical matters that must ultimately be worked out experimentally under state control, we are brought face to face with a subject of no little difficulty, and a recurrence to first principles may be necessary.

That economical problems at the present day are a legitimate matter of state investigation and legislation will hardly be questioned, and however views may differ regarding the attitude of legislatures towards trusts, the taxation of corporations, and other important matters, there is apparently a growing consensus of opinion as to the right and expediency of government control of various great interests that cannot, or will not, be provided for by private means. The extension of the postal service into rural districts and numerous other government undertakings serve as illustrations.

With regard to forestry, the policy of the general government for many years, and recent legislation in a number of states, show that, in the United States as well as in the old world, the view has become fully established that it is both the right and the duty of the commonwealth to take measures for the preservation, control, and development of its forest wealth. Acting upon this admitted right, and with evident popular approval, the State Legislature at its last session passed an act approved by the Governor, June 7, 1899, to provide a permanent Forestry Commission for the State of Michigan, the duties of which, defined at length, include inquiry into the extent and condition of the timber lands of the State; the effect of diminution of wooded surface upon rivers and water power; and the condition, protection, and im-