UNIVERSITY OF CHICAGO
HULL LABORATORY OF ANATOMY.

May 15, 1902.

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 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 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
UNIVERSITY OF CHICAGO

MEDICAL LABORATORY OF ANATOMY

May 16, 1962

Dear President Hershey:

I am much obliged to you for sending me the letter of Dr. Johnson's letter with reference to the medical curriculum for next year. I am sorry not to have had the opportunity of talking with Dr. Johnson in person about this matter, but when he came to see me I was out, and we have not since been able to continue our conversation. I feel sure that he would see the matter in a different light. It seems to me that the situation is not so urgent as the committee on curriculum was calling when the whole matter could be discussed from all points of view at the different departments. At this meeting, there was present Dr. Davison, Dr. Van Dongen, Dr. Matteson, and myself. On presentation of both sides of the question, the committee agreed to the point of view that was expressed by the department and emphasized that on complete return to normal, it was necessary of the meeting of the Board of Regents. Alterations which were made next year.

The coordinating of the Junior system as a junior laboratory course seems to me desirable for several reasons. In the first place, the teaching in some重要 course centenary of the laboratory was necessary of the meeting of the Board of Regents. Alterations which were made next year.

The coordinating of the Junior system as a junior laboratory course seems to me desirable for several reasons. In the first place, the teaching in some important course...
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 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
There are no lectures Wednesday or Friday in Class Anatomy, and the work is to be summarised or written as to the preparation in advance of the next lecture. I am inclined to believe that some lectures are unnecessary, but since there is enough to make the student feel on the part of many professors and students anesthetised, I do not feel that we ought to continue every student to attend lectures on those anatomies. I have therefore proposed that two lectures be given each week, and that the lectures should be attended by all students on Thursday, and that the examination of the student at the end of the course on the second day of the examination will be done by the Professor's staff.

In order, may I point out that I wish theseOPToAL lectures in Anatomy to the honor system to be given without a lecture-room to hear the lecture, and that those who wish to have the lecture-room to hear the lecture may have it at any time and to go to class lectures on Laboratory Work. No extra credit is given for the attendance on the lectures, but only at any extra outside work done at the University.

In the second place, the matter becomes different proportions where it is necessary that we whip our students in those sections to go...
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 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
we, if 

think it is essential to substitute for each case a study of the student's own case. It is clear, therefore, that the home we see for the student's influence not only the importance of work broken but also all receiving home with the subject to give to the student. He needs not learn an essay as much at night as if he were willing to have the whole evening to devote to other subjects of the curriculum.

In the third place, there is some opposition to the contention that the student's difficulties of the year have been due, in part, to the text that--

The necessity of any plan of curriculum like that of the present year, the difficulties of the year have been due, in part, to the text that--

--Have been able to overcome the deficiencies of the curriculum, and are carrying through the section of the student's work, and are carrying through the curriculum without necessitating the aid of the winter quarter. Some persons against curriculum must become the aid of the winter quarter, an aspect (rather into the spring) The result has been very much.

The curriculum must not supplant the amount of time necessary for the student's work. It is put necessary that the student's
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 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 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 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 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
Then we start to say, in sports, that we are getting in shape and feel satisfied. It is a little warm to start to complete our horn, but it is not as easy as we have been for a few years. There is an adjustment of the time at the autumn harvest, and farmers that enjoy the season of fishing in the large in which they are growing giving money time on theFenelude on time money to be made of the chip.

Another one, we can go golf with one week with all the glee. At the section on the tree in the winter harvest, and games that can be played.

important work, construction and conflict which are formidable.

It means that a great many significant, beginning early in the game.

and timing it so we have a week at their disposal for leisure.

will find that time to make them efficient for their work on the part. Some men will be perfectly free to adopt one of two plans:

They can give as much of the nineteen home per week as

then make necessary to hedge the association every one

for at least one year.

They may work satisfactorily for fifteen homes per week until the

part is completed, then take their examination and go partly on their

part for two or three; give to more of the sum of the damage. During

this time, they can receive their services to any extent they

please. They can do extra work in greenhouses or in other ge-

artment, or we may say the time remaining in the important, or in

any way they choose.

The bookend after we may not do point to complete the part even

when we work satisfactorily for three months giving the full fifteen home.
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 anatomical department, like the instructors in the physical department, guided entirely by the progress of the laboratory work done by the men. If this is slow, or 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 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 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-
per week. Such a man will not be able to obtain a quiet for his
best. The reason is that he will have to be more on his feet and
power to control the activity, to make sure he is not

Tentative whereby, keep him and let him determine different factors
of time for sleep, conversation, the need for the quiet, the
worry about the quiet, the need for the quiet, the need for the quiet.

The patient will not be able to adjust to these room atten-

we go not and cannot keep an accurate record of hours-room atten-

ience in these months. We see the same in the student-quiet noises

The procedure of the Institution of the quiet-room noises, perfect in

Thus it is to show

or maintain, the student will be required to the quiet. If

progress in the Institution of the quiet-room noises, perfect in

Since this time the quiet is given,

In some Hopkins medical school, the quiet three months is given

entirely from 8:00 A.M. to 10:00 P.M. to those and microsopic work

only and occasionally. There are no free rooms during the day.

only and occasionally. There are no free rooms during the day.

which is a little more comfortable. Because our students have to

have opportunity to attend. Opportunity for students during the

these three months to have laboratory work in anatomy, since the

Hopkins students in the time given to anatomy.

In general, when we start, we have worked out time for

at least the coming year, I feel so sure that it will simply

more on the quiet. One way of the circulation which begins at

I am prepared to start the quiet. I feel so sure that it will simply

not start the quiet. One way of the circulation which begins at

if done one to do in any way to accommodate or in case it would

be done later that any department to not entrain at the expense of the

and microscopic work will put the first one to make efforts for less-

entertainment work.
justment.

I am very sorry 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 T. Barker.
I am very sorry 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,

[Signature]
May 5, 1909

Dean Henry B. Ward,

The University of Nebraska,

Lincoln, Nebraska.

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,

[Signature]
May 2, 1935

Dean Henry E. Ward
The University of Kentucky

Mr. President,

Yours of the 29th instant received. We understand your letter of the 29th instant received. We understand your letter of the 29th instant received. We understand your letter of the 29th instant received. We understand your letter of the 29th instant received. We understand

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With sincere regards and best wishes,

Very truly yours,

R.D.H.

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 a 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,

[Signature]

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