

Grant

AN
INTRODUCTORY ADDRESS,
DELIVERED
AT THE OPENING OF THE SESSION OF 1847-8,
TO THE STUDENTS
OF THE
Memphis Medical College,

NOVEMBER 1, 1847.

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BY GEORGE R. GRANT, M. D.,  
Professor of the Theory and Practice of Medicine in the Memphis Medical College.  
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10744
PUBLISHED BY THE CLASS.
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MEMPHIS, TENN.:  
PRINTED AT THE DAILY ENQUIRER OFFICE.  
1847.





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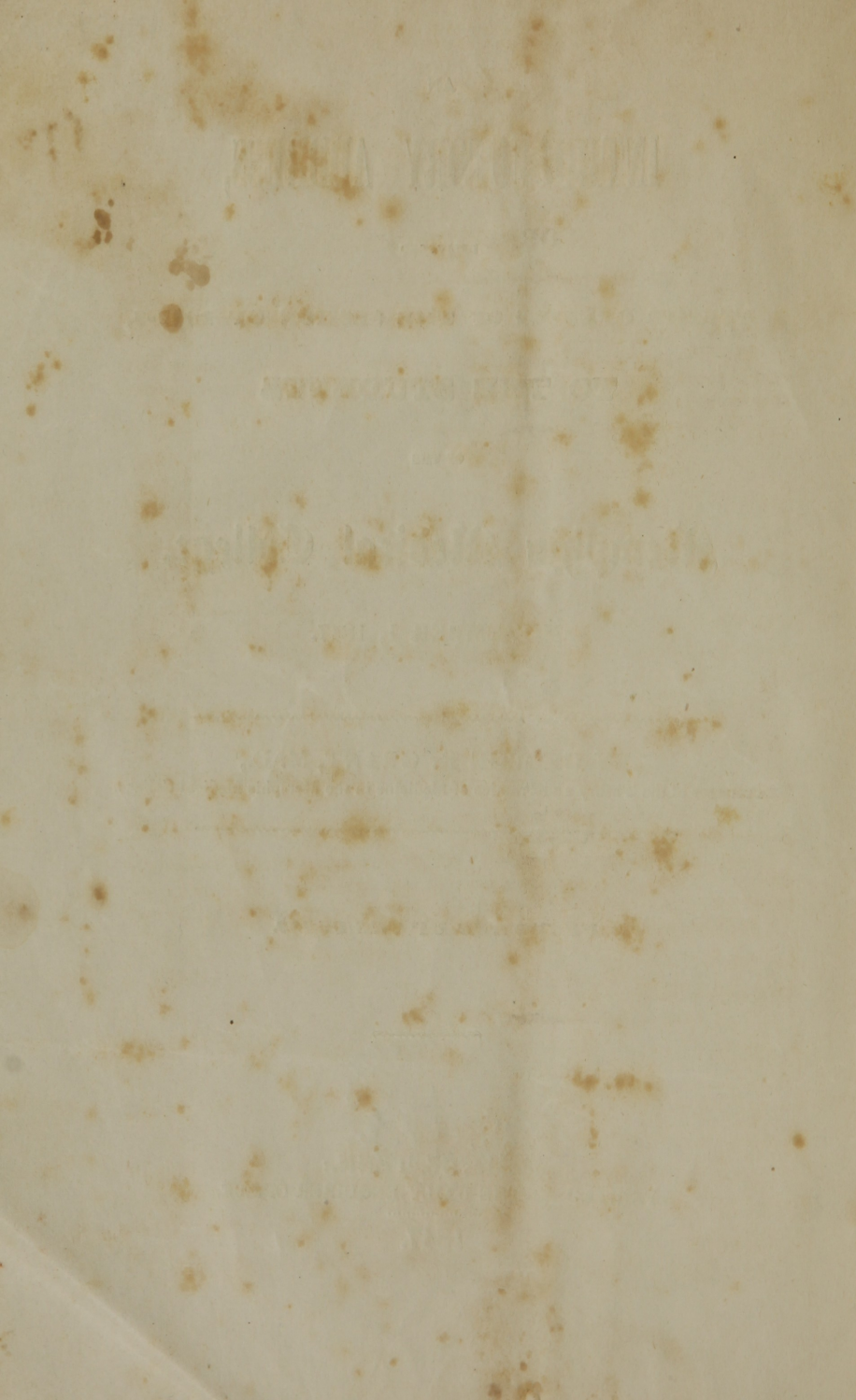
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## CORRESPONDENCE.

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MEDICAL HALL, MEMPHIS, Nov. 3d, 1847.

PROFESSOR GRANT :

*Sir*—We, the committee appointed by the Medical Class, to call upon you for a copy of your Introductory Lecture, for the purpose of publication, beg leave to request that you will provide us with the said copy as soon as convenient.

We have the honor to be your obedient servants,

J. M. ALEXANDER, La.,  
A. J. MILLER, Texas,  
T. M. WARD, Miss.,  
BENJ. T. PHIPPS, Va.,  
THOS. W. McLERoy, Ala.,  
IRA W. McCUTCHEM, Ga.,  
JOHN M. JACKSON, Ky.,  
F. M. A. ROBINSON, Tenn.,  
JOHN B. STANFORD, Ark.

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MEDICAL HALL, MEMPHIS, Nov. 3d, 1847.

GENTLEMEN—

Your polite note of this date, asking a copy of my "Introductory Lecture for the purpose of publication," has been received.

In compliance with your request, that I will provide you with "said copy as soon as convenient," I herewith send the manuscript, and with it my best wishes for your individual welfare, and that of the Medical Class of our College, whom you represent.

With sentiments of the highest respect, believe me to be

Yours very truly,

GEO. R. GRANT.

To MESSRS. J. M. ALEXANDER,  
and others, Committee.

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COUNTY OF  
NEW YORK  
IN SENATE  
JANUARY 1871  
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JANUARY 1871



## ADDRESS.

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### GENTLEMEN OF THE MEDICAL CLASS :

TENNESSEE was just completing her fiftieth year since she had become a member of the confederated Union of States, composing our free and independent Republic, when her Legislators, in their wisdom, granted the Charter for *this*, the first Medical school ever established within her limits. It is matter for surprise that so long a period, in her prosperous history, should have been permitted to pass by, without her seeming to bestow a solitary thought on the claims of those of her sons who were pursuing the peaceful, and quiet walks of science.

It was not thus that she treated the demands of Literature. Over her extended territory, schools, and colleges, for the attainment of common and scholastic learning, had sprung up and flourished under her fostering care, with a rapidity equaled only by the thirst for knowledge which has ever characterized her gallant and generous sons. But whilst the common, the academic, and collegiate education of her children were amply provided for at *home*, those of them whose inclination led them to study Medicine, either for the sake of the important knowledge which it imparted, or as a means of becoming useful members of society by pursuing it as a profession, have been compelled to seek *abroad*, for that important information which can be imparted no where else more efficiently and faithfully, than within the precincts of her own territorial limits.

Whether the neglect to extend to the profession of medicine, the same care and encouragement which has been bestowed on common and classical learning, was attributable to our law-makers, or to the apathy and indifference of the physicians themselves,

it is not our design at this time to enquire. Be this as it may, the Petition which was sent up during the sitting of the last session of the Legislature, signed by very many of our most respectable and influential citizens, asking a Charter for a Medical College to be located at this place, was attended with no difficulty, whatever, in procuring the object sought to be obtained by the petitioners. It is true, that, penniless and almost friendless, it was sent out into the world, with *nothing but a Charter* to commence with, to be sustained entirely by individual enterprise, and to establish for itself a reputation among the old and long tried institutions of a similar kind, enriched by the Legislatures of the States, and the munificence of the cities in which they are located, or to perish in its early struggles to attain a vigorous existence.

In the month of August of the past year, an announcement was made to the professional public, that a course of Medical Lectures would be delivered in the city of Memphis, commencing on the first Monday of November, to be continued four months. This was the first announcement of the kind, so far as we are advised, that was ever made in the State. And when the time approached for the opening of our untried experiment, those only who experienced it can fully appreciate the anxious solicitude felt by us who had been instrumental in perfecting an enterprise, rendered almost sacred by the amount of good, to the profession and the public, likely to accrue from it, if rightly conducted.

I need not say that our most sanguine hopes were more than realized. The number of students who attended our first course of instruction in this city, last winter, has not, with but one exception, been exceeded, or even equaled, by any regular school of medicine in the South or West. The class so greatly exceeded in number all our calculations, that the most lofty anticipations of the friends of the school were more than satisfied; and the wisdom and sagacity of those who had been instrumental in its establishment, could no longer be doubted.

In looking over this assembly I recognise among it several of the familiar faces which I had the pleasure of meeting, almost daily, during the past first session of our College course. In addition, I behold many strangers who have visited our city for the first time, and who are about to take up their abode, for a season, among us. For what purpose, it may be asked, have you all for-



saken the pleasures and the comforts of home, with the blandishments which encircled you among the companions and friends of your youth, to spend, among strangers, the cold and cheerless months of winter?

I am well aware that it is not to pursue pleasure, in the common acceptation of the term, that you have come hither. Neither is it to accumulate perishable wealth, amidst the din, the hurry, and the bustle of the commerce and trade of this busy mart. Nor is it to squander in idleness and ruinous dissipation your time and your means, that you have left the homes of your youth, and the friends of your love. To acquire the priceless treasures of knowledge, which are strewn along the quiet and secluded paths of science, has doubtless been—as it always should be with the disciples of the Healing Art—the motive urging so many of those, with whom we pleasantly journeyed together last winter, to return to our College, and with them so large and respectable a body of new and eager votaries.

The return of those of you who were members of the last class, to spend with us your second session, as students of the Memphis Medical College, affords the most gratifying proof that you were well pleased, in the general, with the mode, and the kind of instruction imparted to you, by the members of the present Faculty. And you may rest assured, gentlemen, that this demonstration on your part, will stimulate them to labor with more zeal and ardor in the responsible and difficult positions assigned them. Nothing which they can do to promote the exalted behests of our noble calling, and your individual interests, shall be left undone. We will labor unceasingly to prepare you, well and truly, to discharge its solemn and responsible duties, and to inspire you with the noble resolve, so to qualify yourselves, that you will cordially and cheerfully lend a helping hand to elevate the character and the dignity of the profession, in the South and South-west.

If we have cause to be gratified that so many of you who attended our *first* course, have returned to prosecute your studies with us again during the ensuing winter, we ought, likewise, to consider it a compliment to our young and promising Institution, to see among the class many *new comers*; and some of them, from remote and distant points. It is but another evidence, not to be mistaken, that the Southern medical public are beginning rightly to

appreciate the important and too long neglected truth, *that the profession ought to be studied near by the region where it is designed to be practised.*

I feel no hesitancy in saying, that the student acts wisely, in selecting for his teachers those whose experience of disease has been acquired in sections of country, similar in most points of view, to that which is to be the theatre of *his* future operations ; and with the very same maladies with which he is to contend, in the struggle between health and disease—life and death, if, at the same time, facilities are afforded him for acquiring a thorough knowledge of the profession, in all its details.

Whether or not we possess these facilities you will be able to decide for yourselves, when our means, and our ability for imparting instruction shall have been fully displayed before you. And, if this College shall fail to discharge the obligations which she owes to the profession, and to science, I trust you will feel it to be your duty, and your privilege to point them out to us, that we may proceed to correct them if necessary.

You have come hither to be taught the structure of man, in all its complicated and wonderful parts. That piece of superior mechanism which is to be the object of your special care, and the subject of your future meditations. To gain information concerning the manner in which the functions are performed in health, and the deviations to which they are liable, constituting disease. To obtain correct views of the causes, the symptoms, the pathology, the diagnosis, and the treatment of medical and surgical diseases, with the influences exercised over these by climate and locality. To study the peculiarities of the diseases, and the accidents to which the delicate organization of woman subjects her ; and to learn the proper management of helpless infancy ; how to protect it from the influence of the physical causes ever tending towards its destruction ; with the best methods of preventing and curing the diseases of childhood. To have exhibited for your inspection the various remedial agents which are to be the instruments, in your hands, to be wielded by you, for the purpose of driving the enemy from the citadel which it is soon to be your duty to preserve and protect ; and to be taught their therapeutic and toxical qualities ; the appropriate doses of each, with the best forms and modes for their administration. To have presented



to your view, in the Laboratory of the Chemist, imitations of many of the beautiful and sublime operations of nature, as displayed in the physical world around us ; to be taught the best methods for the analysis and synthesis of the various bodies in the universe ; to have presented to you the elements which enter into the composition of every tissue of your own body, with an exact analysis of its various and diversified secretions ; and to learn the art of manufacturing many of the most valuable and potent articles, now in use in the practice of medicine. And this is but a sketch—a mere outline, of the diversified subjects which must be presented for your consideration and study, in order to qualify you for the faithful performance of the duties, of the high vocation, to which you are all aspiring.

Seeing, then, that so much is absolutely required to make the teachings of a medical school complete, a most important question here presents itself:—Can all these interesting subjects, so essential to a finished medical education, be taught thoroughly and advantageously in the Memphis College?

I answer—notwithstanding the terrors of pseudo-critics, and the accusation of arrogance and presumption—that, in my humble opinion, the demonstrative branches of the science will be taught as efficiently here as at any other place; and that, tho' the practical branches may not be so fluently bolstered up by references to authorities, yet the instruction imparted will be better suited to meet the exigencies of disease as it prevails in our climate; and will prove of more essential service to southern and southwestern classes, than that imparted by teachers—whatever may be their acquirements in other respects—who are practically unacquainted with the nature and treatment of the diseases of southern latitudes.

An opinion similar to the one just uttered, was expressed by the Professor of the Institutes of Medicine in this College, in an Inaugural Dissertation, delivered at the opening of the last session, for which he is fiercely assailed, and bitterly denounced by some of the leading medical journals of New York and Philadelphia. But these violent outbursts of vituperation and abuse, from interested journalists, will never be able to drive southern physicians from the maintenance of a position, in relation to sectional medicine, which is too obvious to remain any longer a matter of doubt.

Whether the school, which I have the honor on this occasion to represent, possesses the facilities and the means for imparting instruction, to anything like the extent enjoyed by other similar institutions of learning, has so much of vital importance involved in the issue, that it cannot be amiss, at this time, when we are about commencing a course of medical instruction, to examine the subject, in a spirit of becoming candor and fairness.

That the study of *Anatomy* can be as advantageously prosecuted in Memphis, as anywhere else, is too self-evident to be doubted by any one at all conversant with the subject. The materiel is here, and it is exactly such as the science is studied from wherever it is taught—physical man about to be reduced to the elementary principles of which his organism is composed. No one will be so fool-hardy as to affirm, that the South does not produce, in as perfect development, the structure and parts of our animal bodies, as are to be found anywhere else. That these perfect structures admit of being studied as thoroughly, and demonstrated as satisfactorily with us, as elsewhere, none, we presume, will call in question. And that there are individuals among us, competent to trace out and unravel every part and parcel of this most perfect of nature's works ; giving to each its appropriate name, and possessing the ability to explain, satisfactorily, the mechanism and uses, so far as is known, of all its parts, is most certainly true. In addition to the usual method of imparting instruction in *Anatomy*, this department of our school is furnished with one of the most complete private cabinets, for teaching the minute and intricate parts of the science, to be found anywhere in the West or South.

The gentleman who fills this very important chair, in the Memphis school, makes his appearance here, as a public teacher, for the first time; but there are those present who have been his private pupils, in another city, where he has acquired a well-earned reputation, in this particular department. As he possesses every necessary requisite for the perfect teaching of *Anatomy*, in all its minute details, who will doubt that this part of your education cannot be as readily acquired here, as at any other school of medicine, in the Union.

Where, in this country, are the *Institutes of Medicine*—embracing, not *Physiology* alone, as is the case in some of the American



schools, but Physiology proper, General Pathology, and General Therapeutics—the comprehensive sense in which the Institutes are understood with us—better taught than in the Memphis Medical College? Over many of the obscure and important functions of the body, the genius and talents of the teacher of this department, in our school, had shed new rays of light, years before similar views were advanced in the writings of either Liebig or Carpenter. To him, likewise, is to be attributed the highly important reformation, which has been effected in the views of the profession in the South and South-west, in respect to “systems in medicine,” when, “solitary and alone,” he combated the erroneous views of Broussaias, and Cooke, at a time when the peculiar doctrines of the latter, both as related to the pathology and treatment of disease, were as prevalent and fashionable among a very large majority of the medical men of the West, and the South, as were the falsely so called physiological doctrines of the former, in the North, and the East. The instruction which you will receive from this department, on the subjects of General Pathology, and General Therapeutics, will be more valuable and attractive to you, from the fact that it is based upon a practical experience, acquired by several years of close observation of disease, as it prevails in the Southern States.

The beautiful, the attractive, and highly useful science of *Chemistry*, can be illustrated as faithfully and as fully, and can be taught as ably and as successfully in Memphis, as anywhere else. Nature is ever faithful in her responses. Represent her correctly, and she never deceives. If her secret and silent operations are accurately and truly imitated, the results are invariably the same, under the equator or at the poles. To do this, however, a suitable apparatus is necessary. That apparatus we possess, at least one that is entirely sufficient to teach the science as extensively as it is usually taught in the best schools, either literary or medical, of the West or South. That my colleague, whose duty it is to teach this fascinating science, is every way competent after many years experience as an instructor, you, who had the pleasure of listening to him last winter, and of witnessing his successful experiments, can bear full testimony; and to yours can be added the written declarations of many of the first men of the South, who have, at different times, attended courses of popular

lectures delivered by him, but a few years since, in some of our principal cities.

That we have fewer *Surgical* diseases to treat, and fewer to present for your inspection, than are to be found in the wards of the large hospitals of some of our populous cities, is certainly true. But the advantages to be derived from the study of Surgery, as practically taught at these places, are more specious than solid. For any one to say that the *practice* of operative Surgery cannot be taught as well in one place as in another, would justly expose him who would make the assertion, to well merited ridicule. Yet it is different with the constitutional treatment, often required in surgical diseases. This is very much modified by climate and locality, and should never be lost sight of in the management of surgical cases. The influence exerted on patients by the contaminated atmosphere of hospitals, is frequently exemplified by erysipelatous inflammation supervening after almost every operation, even the most trifling, in these localities, at different periods. The principles of treatment, it must be apparent, therefore, differ in different localities, and even in the same locality at different times. These principles I know our Professor of this department has studied well and faithfully; and he will use his best endeavors to impart them to you during the ensuing, as he did throughout the last course of instruction. But, in addition to these principles of treatment, much of practical surgery can be taught you, by performing in your presence, after the most approved modern methods, the various operations on the subject, which you will be likely to have to perform on the living. The various rollers, bandages, and splints, employed in the dressing of wounds, fractures, and other injuries, will be displayed before you, and the appropriate methods of applying them, with all other matters necessary to make you accomplished Surgeons, will be, I have every reason to believe, correctly taught and enforced. Every means will be used, likewise, to bring before you as many operations as the casualities of the season and the city will admit, that when you shall leave the halls where this instruction is to be imparted, you will be as well qualified to discharge the duties of the Surgeon, as though you had studied the art in those cities from whence long catalogues of "operations performed," are annually sent out with medical announcements, to swell their importance, and increase the size of their classes.



To duly qualify you for the important post which you will doubtless be called on to occupy as *Obstetricians*, when you shall have taken upon yourselves the responsibilities of the profession, every preparation, both natural and artificial, necessary for your instruction, will be called into requisition. The very same contrivances which are in use to demonstrate and teach this branch of a medical education, wherever it is taught as it should be, we possess.

To those of you who listened to the instruction communicated from this department of our college course, during the last session, I can safely appeal to sustain me in the assertion, that it was taught in a manner not only acceptable and satisfactory, but rarely excelled, even by those who have the reputation of being the best teachers of this particular branch, in the United States.

We possess as ample means for imparting correct instruction in all that relates to the theory and practice of this branch of the science as any other school of medicine in our country. So, if any of you shall prove deficient in a complete and perfect knowledge of all that is essentially necessary to be known relating to it, the fault will undoubtedly be your own.

The various and multiplied articles contained in the *Materia Medica*, are as much at our command, and as easily within our reach, as they are elsewhere. During our course, last winter, the professor of this department was supplied, from two of the largest and best conducted drug establishments in this city, with every specimen of medicine deemed necessary to be exhibited to the inspection of the class. The history, properties, action, uses, dose, &c., &c., of each, was ably and fluently descanted on; and its therapeutical application to disease, in its different forms and grades, very satisfactorily pointed out.

During the past summer this department received an accession, in the form of a donation, of a large number of specimens of the choicest articles of the *materia medica*, put up in Philadelphia, expressly for the purpose of teaching this branch of the profession. These specimens, added to those already belonging to the college, will make the facilities for imparting instruction, from this chair, very complete. Need I say that it will also be satisfactory?

The class of last winter, in consequence of an attack which was made on your professor of this department, by an individual connected with another school of medicine, on account of his age and inexperience, through the pages of an eastern medical periodical, after listening to his instruction for two months, held a meeting, at which was passed resolutions highly complimentary of his talents and ability as a teacher, which were published in the pages of the same journal, through which the attack had been made. It is consolatory to know, that, if age does not always bring wisdom, nor experience knowledge, young men are often found in our profession, whose superior talents eminently qualify them for distinguished stations, long before their locks are whitened with the frosts of age. The present Professor of *Materia Medica*, in this school, is among that number, and I rejoice that this occasion enables me, thus publicly, to do justice to his talents.

How you will be instructed in the *Theory and Practice of Medicine*, a most important part of your education, is not for me to say. If a practice of twenty years, in different sections of the South, is of any value in familiarizing the mind with the causes, the pathology, and the treatment of the diseases peculiar to, and modified by a southern climate, something, at least, may be claimed on the score of experience, as preparatory to the teaching of this branch, by the present incumbent. The information thus acquired, in relation to the diseases of southern latitudes, and malarious regions, he hopes to be able to turn to good account, in the elucidation of the special pathology and treatment, of the diseases which you will be called on to contend with, in the strife waged against frail humanity, by the noxious physical agencies to which it is exposed. And where, I would respectfully ask, are you, who are to succeed us in our god-like calling, so likely to receive the instruction necessary to qualify you to enter, with confidence and success, on the discharge of the sacred duties which you are preparing yourselves shortly to assume, as from those who have studied their lessons in the best of all schools—the *school of experience*.

It is only in the study of nature, as she displays herself in different situations, and under ever varying circumstances, that her operations can be rightly appreciated and understood. He who



witnesses these, in the production of the causes of disease, in the *lower* latitudes, and in sections of country fertilized by the alluvial deposits of centuries—abounding in vegetable wealth, and vegetable and animal remains—dotted over with lakes and marshes—and traversed by turbid and sluggish streams, will witness morbid developments, the production of these combined causes, on the human constitution, which will be sought for in vain in dense and crowded cities, or amidst the sterile granite hills of the higher latitudes.

If it be true, as it most undoubtedly is, that, under the same circumstances, “similar causes invariably produce similar effects,” throughout the whole of nature’s vast domain, it follows, as a matter of course, that the causes of disease being different, in different situations, the effects of these causes, that is *disease itself*, must be as dissimilar as are the essential phenomena with which it stands related.

He whose knowledge of disease has been acquired in northern latitudes, will, therefore, witness manifestations connected with it, very different from those observed in *southern* regions; and he must, from the very nature of things, be, at least, as incompetent to communicate the instruction to others, which is indispensably necessary to qualify them to treat the morbid developments, consequent on natural causes, peculiar only to southern sections, as would the teacher, whose practical knowledge of disease has been obtained in the *latter* places, be to impart correct practical principles relating to the treatment of the diseases of the *higher* latitudes. Indeed, I think it may be confidently, and fearlessly asserted, that the southerner would make a safer teacher for *northern* classes, than the physician of the North, destitute of the practical experience only to be acquired by a close and attentive observation of disease, as it prevails among us, would be for the instruction of *southern* students. The reason for this is very obvious. The open inflammatory affections of the higher latitudes, the result of exposure to cold alone, are treated and subdued on the plainest practical precepts, known to the profession; whilst the diseases of *malarious southern regions*, are modified by that agent, to an extent, and in a manner, too complex to be understood by the delineations of them contained in the writings of any author, with which I am acquainted, from whence, mostly,

teachers beyond these pestiferous regions, derive all their knowledge of our diseases. In the present state of the science, it betrays ignorance to assert, as has recently been done, that "*the principles of pathology are of universal application, and can never become sectional.*" And when the phenomena of the nervous system—its physiological and pathological conditions—become better known and understood than they are at present, with the modifying circumstances exercised over it by climate and locality, the fallacy of the assertion will be rendered still more apparent and absurd.

No fact, in medicine, is now better understood, among the intelligent members of the profession at the South, than *this*, that the inflammatory affections produced by atmospheric vicissitudes, require, with us, a treatment essentially different from that so successfully pursued, and recommended, by northern teachers of Practical Medicine—and all others who adopt their plan—in regions of country not pervaded by the influence of *malaria*. This element, which gives a peculiarity to almost every ailment, "which flesh is heir to," amongst us, so completely usurps the control of the pathological indications—or *principles* if you like—as to require a modification in the treatment, "of universal application," *where this element is superadded*. In sections of country where *malaria* is never present, the nervous system does not acquire that peculiar diathesis, which is the result of its influence on the human constitution, where it is generated and abounds; consequently, these pathological and therapeutical principles cannot be universal, whether this agent be present, or whether it be absent.

That there is such a thing as sectional medicine, or disease modified by circumstances connected with climate and locality, so as to give it certain peculiarities which cause it to differ, in many of its leading phenomena, from disease bearing the same name, in other places, where these characteristics belonging to climate and locality are absent, is, I conceive, no longer debatable ground. The arguments and proofs brought forward in its support, by my learned colleague, in his Inaugural Discourse, delivered in the hearing of those of you who were here at the opening of the last session of our college course, has, in my humble opinion, set this matter at rest. Any further remarks from me, therefore, in rela-



tion to this topic, would only be a waste of our time, and a tax on your patience.

If the preceding statements respecting our facilities, and our ability to impart instruction, in the practical as well as demonstrative branches, be true, it follows, that you have not acted unwisely in selecting, for your teachers, those whose knowledge of disease has been obtained in southern localities. That the public will have cause to repose entire confidence in your skill, when you shall have passed through our College course, and deservedly obtained its highest honors, is what your teachers have a right to expect. The fact that you have been taught near home, by those who have seen much of the very diseases with which you will have to contend, should, as we doubt not it will, be your passport to public favor and confidence. Strive then, gentlemen, to qualify yourselves, by diligent application and study, well and truly to discharge the highly responsible duties which await you. The standing of the Memphis Medical College; our characters as teachers; and your own reputation, depend upon the improvement which you may make of the salutary lessons, to be imparted to you during the present course of lectures.

It is greatly to be regretted, that *Clinical Medicine*, and *Clinical Instruction*, have not received a greater share of the attention of public teachers, in the United States. A standing objection, urged in certain quarters against medical schools out of the large cities, is, that they are not provided with extensive Hospital arrangements, for clinical teaching. And yet the clinical instruction, afforded by the much vaunted advantages of Philadelphia, for imparting this kind of knowledge, is very greatly overrated, as all are aware who are familiar with the facts.

In an Inaugural Address,\* delivered on the 2d of February, 1830, to the College of Physicians and Surgeons of the city of Lexington, and the county of Fayette, in Kentucky, by Dr. Caldwell, President of the College, the following very just remarks are employed in discussing this subject: "There is not, in the United States, a Hospital or Infirmary, an attendance on the practice of which is worth *a cent apiece* to the members of a large winter class! On the contrary, such attendance is but a *waste of time*; an assertion confirmed by the experience of *thousands*, and not invalidated by

\* Transylvania Journal of Medicine, Vol. 9, page 289.



the experience of one! The following is an account of *clinical instruction* in the Pennsylvania Hospital, and the Philadelphia Almshouse, by far the best institutions of the kind in America, recently given by a physician of standing, who has been a witness of it for the last fifteen years.

“What is it then, that constitutes the clinical instruction of most of those who annually leave our grandest schools, armed with their diploma? Some forty tours, performed at intervals of three or four days, throughout the wards of some great hospital, the attending physician or surgeon in the centre, and fifty or one hundred students crowding round him, on the level floor. They approach a bed. The medical attendant then, perhaps, may offer some remarks, though this is far from being universally the case, and when it does occur, a *few* of those who happen to be nearest perceive his meaning and observe the case. The middle of the crowd may seize some general principle, or treasure up some fact that the lecturer delivers, its application to the case before them being, like the patient, *placed beyond their ken*. Those of the outer circle occupy the time in converse upon other topics. The crowd moves on, but still some remain to tease the patient with ill-directed queries. AND THUS ENDS THE FARCE—AND THE CURTAIN FALLS.

A few years ago, Professor Drake made an experiment on clinical teaching, in the Cincinnati Hospital, with a very limited class; that mode of instruction having been previously eulogized in no moderate terms. He soon, however, met with such stubborn obstacles, as induced him to abandon the enterprize, as either impracticable in its nature, or useless in its issue.

“On this mockery of instruction,” continues Professor Caldwell, “as practised in the United States, I attended, myself when a pupil, for a few weeks, in the Pennsylvania Hospital. Like other uninformed young men, I commenced the course with eagerness, and full of hope, because I had been deluded by its unmerited praises. Finding in it, however, nothing but a scene of idle parade and solemn emptiness, I turned from it in disgust, and abandoned it forever. And so did every other pupil whose object was instruction; because he could appropriate the hospital hours more profitably to some other mode of obtaining knowledge.”