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Fred C. Zappfe
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Secretary
at
this
meeting

DR. FRED. CZAP
1764 LEWIS AND CLARK
CHICAGO, ILL.

ASSOCIATION OF
AMERICAN MEDICAL COLLEGES

MINUTES OF THE THIRTEENTH ANNUAL
MEETING, HELD AT NEW ORLEANS,
MAY 4, 1903.

CHICAGO:
PRESS OF AMERICAN MEDICAL ASSOCIATION
ONE HUNDRED AND THREE DEARBORN AVENUE
1903.

ASSOCIATION OF AMERICAN MEDICAL COLLEGES.

Minutes of the Thirteenth Annual Meeting, held at New Orleans, May 4, 1908.

The Association convened in the Auditorium of Artillery Hall, and was called to order at 2:30 p. m. by the president, Dr. Wm. L. Rodman, Philadelphia.

The following colleges (45) were represented by delegates:

Arkansas Industrial University Medical Department: Edwin Bentley.

Denver and Gross College of Medicine, Denver, Colo.: Thos. H. Hawkins.

Columbian University Medical Department, Washington, D. C.: Thos. A. Claytor.

Georgetown University Medical Department, Washington, D. C.; Geo. M. Kober.

American Medical Missionary College, Chicago, Ill.: E. L. Eggleston.

College of Physicians and Surgeons, Chicago, Ill.: W. A. Evans.

Illinois Medical College, Chicago, Ill.: H. H. Brown.

Northwestern University Medical School, Chicago, Ill.: W. S. Hall.

Rush Medical College, Chicago, Ill.: J. M. Dodson.

Ft. Wayne College of Medicine, Ft. Wayne, Ind.: M. F. Porter.

Medical College of Indiana, Indianapolis, Ind.: D. A. Thompson.

Iowa College of Physicians and Surgeons, Des Moines, Iowa: Lewis Schooler.

College of Medicine, State University of Iowa, Iowa City, Iowa: J. H. Guthrie.

Keokuk Medical College, College of Physicians and Surgeons, Keokuk, Iowa: G. R. Jenkins.

Kansas Medical College, Topeka, Kans.: W. S. Lindsay.

Hospital College of Medicine, Louisville, Ky.: P. R. Taylor.

Kentucky School of Medicine, Louisville, Ky.: W. H. Wathen.

University of Louisville Medical Department, Louisville, Ky.: J. M. Bodine.

- Kentucky University Medical Department: T. C. Evans.
 Flint Medical College, New Orleans University, New Orleans,
 La.: H. J. Clements.
 Baltimore Medical College, Baltimore, Md.: D. Streett.
 Baltimore University School of Medicine, Baltimore, Md.:
 W. O. D. Sellman.
 College of Physicians and Surgeons, Baltimore, Md.: C. F.
 Brown.
 University of Maryland School of Medicine, Baltimore, Md.:
 R. Winslow.
 Woman's Medical College, Baltimore, Md.: H. Harlan.
 College of Physicians and Surgeons, Boston, Mass.: C. M.
 Cobb.
 Detroit College of Medicine, Detroit, Mich.: H. O. Walker.
 University of Minnesota College of Medicine, Minneapolis,
 Minn.: J. H. Fulton.
 Kansas City Medical College, Kansas City, Mo.: T. J. Beattie.
 University Medical College of Kansas City, Kansas City,
 Mo.: S. C. James.
 Marion Sims-Beaumont Medical College, St. Louis, Mo.:
 H. W. Loeb.
 St. Louis College of Physicians and Surgeons, St. Louis, Mo.:
 C. W. Lillie.
 Jno. A. Creighton Medical School, Omaha, Neb.: H. L.
 Burrell.
 University of Nebraska College of Medicine, Lincoln, Neb.:
 H. B. Ward.
 University of North Carolina Medical Department, Chapel
 Hills, N. C.: R. H. Whitehead.
 Miami Medical College, Cincinnati, Ohio: J. Eichang.
 Cleveland College of Physicians and Surgeons, Ohio: A. R.
 Baker.
 Ohio Medical University, Columbus, Ohio: W. J. Means.
 Jefferson Medical College, Philadelphia, Pa.: J. W. Holland.
 Medico-Chirurgical College of Philadelphia, Pa.: Seneca
 Egbert.
 Woman's Medical College of Pennsylvania, Philadelphia, Pa.:
 W. L. Rodman.
 Meharry Medical College, Nashville, Tenn.: G. W. Hubbard.
 University College of Medicine, Richmond, Va.: Stuart
 McGuire.
 Milwaukee Medical College, Milwaukee, Wis.: W. H. Earles.
 Wisconsin College of Physicians and Surgeons, Milwaukee,
 Wis.: A. H. Levings.

The minutes of the Saratoga meeting, as printed in the proceedings, were accepted with the following corrections: (1) The minutes to show that the Kentucky School of Medicine was represented at the Saratoga meeting. (2) That the name of Dr. J. W. Chambers be inserted in place of that of Dr. Robert Reyburn at the bottom of page 6.

The first vice-president, Dr. R. H. Whitehead, then took the chair, while the president, Dr. Wm. L. Rodman, delivered the presidential address.

President's Address.

In the first place, it is my pleasure to cordially thank you for the distinguished compliment shown in choosing me as your presiding officer for this meeting. Believing that this would prove to be a critical year in the life of the Association, I assumed office with many misgivings as to my own ability to safely advise and direct the Association's affairs.

It has seemed to me best to follow the beaten paths trodden by my illustrious predecessors and spend the brief time allotted in making a few general recommendations concerning the present needs of the Association. I can not hope to say much that is new, but will endeavor to emphasize that which seems to me true. In doing so, I trust that I will give offense to none, and that I will be credited with an honest endeavor to advance the interests of this Association and to further the cause of medical education, which has ever been its prime object.

In appointing a committee at the last meeting to amend Article III of the Constitution, a judicious step was taken by the Association and one which I am sure will result only in good. The personnel of the committee should command for their carefully prepared reports the respectful consideration of all the assembled delegates. It is to be regretted, I think, that more sweeping authority was not given this excellent committee, so that other amendments, as needful perhaps as those submitted, could have been suggested. The whole constitution and by-laws should be rewritten and made to conform to the requirements of the present time. In many respects they are absolutely wanting, in others vague, and in others still the opposite of what they should be. I would, therefore, suggest the continuance of this committee in the work so well begun, with instructions to present any changes in the constitution and by-laws which may seem necessary at the next annual meeting.

I am pleased to announce that the deficit existing at the last meeting has been entirely liquidated and that there is a sufficient balance in the treasury to meet the Association's obligations during the current year. It could not have been possible, however, without raising the membership fee to ten dollars. This very necessary change will save the secretary many annoyances of a financial nature in the future, and insure, among other things, the prompt publication of the minutes of our meeting. Moreover, a fund will soon be created which can be still further increased, if necessary, by direct assessment to provide for the inspection of all the schools members of the Association. Such a step now seems to me necessary, and I would recommend that the secretary be requested to make, or cause to be made, an examination of the plants and equipments of all the colleges forming the Association, and to report thereon as soon as practicable. By taking one-third of the schools each year, a perfectly satisfactory examination could be made as to their didactic, clinical and laboratory facilities, and the result of such examination be reported on fully at the next annual meeting. Such an ex-

amination and report would do more, in my judgment, than any other step that could be taken. Poorly equipped institutions would be slow to seek admission into the Association if they were required to pay the expenses incident to a proper examination of their plant and to abide by the result of such a report made to the Judicial Council. It is easy to comply on paper with all necessary requirements. Some attempt at least should be made to hold schools responsible for what they advertise. This, seemingly, is the only way of doing so.

Membership in this Association has been like salvation, entirely too free in the past, and it can not be denied that the stronger and better schools holding membership are more than restive under the careless admission of some and the continuance in good standing of others that have sinned grievously and palpably. What we need is not more members, but better ones, so that schools seeking admission will do so because it will be both a credit and an honor to belong to the Association of American Medical Colleges, and not as is true now of some simply for the reason that it is to their commercial advantage to do so. I am neither optimistic nor Utopian enough to believe that all the members of this Association can be of equal merit, any more than can all men or all practitioners of medicine. This is unnecessary. It is the privilege of the strong to support the weak so long as they deserve it, but it is not the duty of those who are virtuous and support the law to shield those who voluntary transgress it. The Association fixes a minimum standard and pretends to require that all of its members live up to their obligations. They are not doing it, and everyone in this audience who is advised knows it.

JUDICIAL COUNCIL.

That many schools have sinned in the past is to be inferred from the promptness with which unanimous verdicts of the Judicial Council have been set aside by the Association when charges have been both sustained and admitted. We should either support the Council when we believe it to be right or do away with the farce of mock trials altogether. We should not allow the good fellowship of teachers to excuse glaring faults in the schools they represent, a sin easily committed. The work of the Judicial Council is tedious, and somewhat disagreeable, and those who are willing and capable of serving the Association in this capacity should be supported in all reasonable recommendations. They will always give the accused the benefit of doubts, and the Association can add something to their leniency if it seems best; but to deliberately set at naught the verdicts of a unanimous jury would hardly be countenanced by the most lenient of judges.

FEES.

This body has in the past declined to recognize or discuss the question of fees. So far as fixing a minimum rate, as is done by the Association of Dental Colleges, there are, I admit, two sides to the question. Personally, I favor it and think the time has come to say that no school holding a cheap estimate of its own work shall become a member of this Association.

But as to another question, namely the reduction of fees under one pretense and another, there is but one side. This, to my mind, from verbal and written evidence, is the greatest evil from which the Association is now suffering. It can only be stopped by saying that all members shall live up to their published announcements and collect the amounts specified in their catalogues. While I am strongly in favor of a minimum charge of one hundred dollars, and consider this sum really less than a first-class course in medicine can be had for at the present day, still I would be willing to say, let a school charge whatsoever it may please, but require that it collect that amount, and collected in money and not in services or any other questionable way. So flagrant have been the transgressions along this line that it is believed by many that a sufficient forfeit evidencing the good faith of the institution should be required of every member of the Association. I see much in the suggestion to warrant its trial, and believe that it would certainly have a repressive influence if it did not absolutely prevent this blighting evil.

SCHOLARSHIPS.

Some schools have shown scant regard for resolutions hitherto passed by the Association in reference to scholarships. This is an evil parallel to the cutting of fees and should, so far as possible, be eliminated.

TRANSFER OF STUDENTS.

While the constitution is clear enough as to the privileges of members to deal with the students of other schools at the beginning of a session, it has nothing to say on the important question of transferring students in the midst of a term. Undoubtedly this is a subject demanding attention. It is a practice to be discouraged in the main, for nearly always the student wishes to change schools during a term for reasons altogether selfish and discreditable to himself. Occasionally the right will be on his side, and if his record has been good, if all reasonable requirements have been met and the Dean will so certify, there is no just ground for refusing him admission to the same class in another school. It should be made impossible, however, for any work of importance, didactic, clinical or laboratory, to be evaded.

THE ADVANCED STANDARD OF ADMISSION.

There is a pretty general feeling, and it is frequently expressed, that this Association must advance its standard at the present session or it is in great danger of going to pieces. A spirit of magnanimity has been shown for some years by schools whose standards are in many respects ahead of the Association's requirements in the hope that an advance could be made with the hearty co-operation of nearly if not all members. This hope, I trust, has not been illusory. There has been little or no advance made in the Association's requirements since 1895, a long time in this somewhat remarkable era of progress. The result of it is that the Association, which was at one time the leader in medical education, now finds itself led by nearly all of the progressive commonwealths of

the country. We are in a position that simply can not and should not continue. I have the greatest sympathy and respect for a small school with no endowment and moderate equipment endeavoring to and succeeding in doing excellent work, though sandwiched in between strong schools on one side and inferior (low grade) ones on the other, such a small school naturally may be slow to favor an advance, fearing that it will suffer thereby. But the fact of the matter is that in the past none of us has ever suffered as much by advancing the standard, as we feared, and do what we will there seems every year an increasing number of students that must go somewhere. There is, moreover, a better appreciation of the small, select school at the present time than ever before, on account of the superior clinical facilities offered toward classes and to sections in the laboratories. Large classes can not be handled so well now as formerly, and this fact is keenly appreciated by medical students. Therefore, it would seem that the best way for any school of precarious existence to increase its matriculation list is by advancing its standard and increasing its facilities. Every year it seems to me that students get to be more discriminating, and certainly every year there is a greater tendency for the better ones to shift from one school to another. One year ago I insisted that our faculty raise its fee to \$150, and at the same time made it impossible for any reduction to be given on any account whatsoever. It was feared that it would seriously curtail our freshman class of 1902, yet it was much the largest we have ever had. (To those who can not see things in this light and believe that their schools can only continue under the present standards, I can only say that the way for honorable withdrawal is open to them, and while we should regret to see a single member of the Association leave it, we should prefer that many would go rather than see the Association refuse to do what all of the better schools want and ask for, and an overcrowded profession demands.) No one will deny that there are too many schools and too many practitioners in this country; there are more schools in one city than in the entire Empire of Russia.

How shall the standard be raised? First, the entrance requirements must be raised. Second, no advanced standing should be given to any one having a degree, unless it is demonstrably equivalent to the freshman year in medicine. Third, the session should be lengthened. Fourth, mid-year examinations should be encouraged. No one will question that the requirements for matriculation are far below what they should be. The time has come when this Association can not maintain the respect of the profession and the several state boards of examiners unless it requires a high school diploma, or its equivalent, of matriculants in a medical college. I am not prepared to go so far as the committee and demand that the diploma be from a four years' high school; for, desirable as that is, I fear that it would be requiring more than is feasible or right. In the State of Pennsylvania, for instance, there are 193 high schools, more than two-thirds of all the high schools in the entire state, with less than a four-year course. If such is the case in Pennsylvania, which is certainly one of the oldest,

wealthiest, and most favored commonwealths, the conditions are not likely to be better in many states of the Union, but in most of them actually worse. It is not equity, I admit, to put on the same footing men with two, three and four-year high-school diplomas, and it is discriminating against the city boy who will necessarily go to the best high schools with the longest courses. If there must be a favored class it should be the country boys or those from small towns, for, as a rule, they begin school later, have less means, and finally will in all probability settle in the country, where less is required and expected of them. The boy raised in the city is pretty certain to remain there, where competition is sharpest, and he should, therefore, be prepared for it in every possible way.

To say that we will require a high school diploma without qualifications will, I think, be an enormous gain, and as long a step forward as the Association is willing to take. Personally, I favor the four-year diploma, but if we can get to that point in three or five years as an Association representing so many of the states, we will be doing very well. It is only fair to give reasonable notice that such rigid requirements will be enforced so that boys contemplating the study of medicine can prepare for it by taking a four-year high-school course. Therefore, I should say, advance at once to a high school diploma, and in either three, or at most five years, require a four-year diploma or its equivalent. An examination as outlined by the committee in lieu of a diploma should always be permitted. It is unfair and undemocratic to say that every matriculate must be the possessor of a diploma. If he has the knowledge entitling him to one, that is sufficient, and there may be the best of reasons why a student in every way worthy failed to get his degree. A bill, excellent in many respects and deserving of support, lay and professional, failed of passage by the recent legislature of Pennsylvania because it did not provide for an examination of those who were self taught, or at least without diplomas. It passed the lower house by a large majority and undoubtedly would and should have passed the senate but for this unfortunate and fatal omission.

ADVANCED STANDING.

The report of the committee appointed recommends "that credit for one year be given to students holding the degree of A. B., B.S., or other equivalent from a reputable university or literary college." The minority report would withhold advanced standing to those with baccalaureate degrees. I should prefer to take a middle course and grant advanced standing only to those who have specially fitted themselves for the study of medicine. No other course, in my judgment, so well prepares one for a professional career as a two or three years' course in the biological sciences. I have never favored the idea of granting advanced standing for any cause whatsoever, and have believed it best to require four years in a medical school. I am quite sure, and in this belief nearly all concur, that it was a mistake to give a one-year credit to dentists, pharmacists and veterinarians; a majority of the schools have discontinued the practice. I have never known of many instances where such students were not greatly handicapped throughout their

entire medical career. It would seem that there is less reason for giving one year's credit to a student with an A.B. degree. Under this ruling many schools are still granting advanced standing to even high school graduates, and are really giving only a three years' medical course. It was never, I think, contemplated by the Association that the present law would be so construed, but that it has been made very elastic, and an excuse for a short cut to a diploma in many instances, there can be no doubt. It may be safer, as the author of the minority report says, to give no advanced standing to any one, but in lieu thereof to allow credit for work actually done. This is the ideal method, I admit. Practically, however, we find the biological courses in most of the eastern colleges quite the equal in every way of the freshman year in medicine, and students with such degrees easily take their places in the sophomore class and acquit themselves creditably. I have never known one to fail in the final examination before his faculty, or before a state board. Such has also been the experience of Jefferson College. Such students come with a disciplined college training and, moreover, have what all others claiming advanced standing have not, a good knowledge of anatomy, both comparative and human. I know that the presidents of all the colleges in Pennsylvania have shown great interest in their biological courses and have designed them especially for those intending to study medicine. More than two years ago, when they were all invited to take part in a discussion before the Philadelphia County Medical Society, the subject of advanced standing being then a live one with the medical schools of Philadelphia and the Pennsylvania State Board, a good account was given by the colleges represented, and most of us were surprised at the completeness of their biological courses. Since then the schools of Philadelphia have not hesitated to admit such students to advanced standing, though denying it to all others.

LENGTH OF TERM.

I heartily endorse the recommendation of the committee that this Association require as a minimum a seven months' term. Some of the best schools require nine, more eight and all should require at least seven months. The very proper action of the several state boards of examiners in demanding longer terms has made this advance absolutely unavoidable. I should prefer to see the term eight months instead of seven, as some of the state laws require it now, and others will do so very soon. This Association should lead and not be driven.

MID-YEAR EXAMINATIONS.

The time has come when this Association should encourage, if not require, mid-year examinations in writing, as is done by nearly all of the best literary colleges. Our frequent quizzes are all very well in their way, but do not prepare students for their examinations before state boards, which are invariably in writing. Men only learn to write good papers by practice, and if they were required to undergo written examinations twice a year instead of once, it is reasonable to suppose that by the end of their senior year they would present very much better

papers and appear to greater advantage before the several state boards.

Every year I find the papers of the senior students much better in construction, spelling, etc., etc., than those of the juniors, which I can only explain in two ways: First, by their larger experience in written examinations; second, by the result being of greater moment to them. If the junior fails to secure a passing mark, he is conditioned; if the senior does not come up to the standard, he fails of graduation. This naturally indicates that the final examination of freshmen, sophomores and juniors should be, what they are not, as a rule, I fancy, even more rigid than the examinations of seniors. It is fairer and more just in every way to hold up a man and let him know where he stands before reaching the senior class. It is certainly most unjust to throw out a student at the end of his senior year for either bad writing, spelling, English, or all. This should be done when he applies for matriculation, and in the event of his shortcomings not being detected then, they certainly should be at the end of his freshman year. I do not teach the freshman or sophomores but the juniors and seniors, and each year I condition in surgery three times as many juniors as I vote against seniors. It is rarely the case that a conditioned man comes up lame the following year. Moreover, they are almost invariably grateful for the warning given, and meet their fate with a philosophy that a senior can not be expected to show. From an experience in four faculties during the past fifteen years I am led irresistibly to the conclusion that the senior examinations are *about* what they should be, but the examination of underclassmen is frequently little more than a sham.

In conclusion, I should say that the most pressing and needful reforms at present necessary are an increase in the preliminary requirements before matriculation, with better teaching and more rigid examination of underclassmen.

On motion of Dr. W. J. Means, the address was referred to a committee of three to report at the evening session. The chair appointed on this committee Drs. H. O. Walker, J. W. Holland and H. B. Ward.

Report of Committee on Revision of Constitution as to the Standard of Admission.

The motion of Dr. Geo. M. Kober, that the order of program be changed so that the symposium take precedence of the report of the special committee on revision of the constitution, was lost. (Nays, 23; yeas, 21.)

The report of this committee being called for, Dr. J. M. Dodson, in the absence of the chairman, Dr. Ritchie, offered the following majority report:

MAJORITY REPORT.

REQUIREMENTS FOR ADMISSION TO MEDICAL COLLEGES.

In presenting their report on the Revision of Article III of the Constitution, the committee deems it unnecessary to enter into a very extended argument, but it may be of advantage to

call attention to a few facts in connection with the matter and to set forth their reasons for framing certain portions of the amendment as they appear.

Attention is first called to the action of the Association at Saratoga, which led to the appointment of this committee. It will be remembered that the address of President Vaughan, which, among other things, recommended an increase in the admission requirements prescribed by the Association, was referred to a committee; the following action was taken in the matter of the report of that committee. I quote from the minutes: "On motion the recommendation of the committee with reference to making the standard of admission the full equivalent of a four years' high school course and the appointment of a committee to consider this matter and to prescribe the branches to be included in this course and time to be devoted to each, was adopted. It was moved to accept the recommendation that the examination of the student (for admission) be taken entirely out of the hands of the medical school. Motion amended to lay on the table. Amendment lost by a vote of 21 against and 13 for. The original motion to accept was then put and carried. The committee recommended that Article III, Section 3, should be amended to read 'two conditions' instead of 'two or more' conditions. This recommendation was accepted on motion. The committee further reported as follows: "The committee would recommend that a special committee of three be appointed to consider the question whether the standard of admission should not be made the full equivalent of a four years' high school course, such committee to report at the meeting of the Association next year."

"On motion of Dr. Long the report was adopted as a whole, and the committee, Drs. Ritchie, Dodson and Wathen, continued, as the special committee recommended in the report, this special committee to report at the New Orleans meeting, May, 1903."

It will be observed that the instructions to this committee by the Association at Saratoga were very explicit with regard to certain things. While the minor details of the report may, therefore, be criticised, the recommendation that the requirements for admission as laid down in Article III be made a four years' high-school diploma, or a full equivalent therefor, has already been passed on by this Association.

Previous to the organization of the Association of American Medical Colleges there was a standing committee on medical education of the American Medical Association; this committee was abolished when this Association was formed, it being understood and agreed at the time that the chief object of this Association was to elevate the standards of medical education in the United States. It is believed that this organization was a factor in elevating the standards in the early period of its existence and that, at least indirectly, it assisted in securing the statutory enactments in the several states establishing the standard of attainment for medical practice. If this be true, however, the impulse given to the several state boards of health and examining boards has carried them considerably be-

yond the point reached by the Association, for, at the present time at least, eight states, namely, New Hampshire, New York, Pennsylvania, Ohio, Indiana, Illinois, New Mexico and Colorado refuse to recognize colleges which do not demand a four years' high school diploma or its equivalent as a prerequisite for admission. The advance made by the state boards in this direction has been very rapid and satisfactory, and the example set in the states mentioned is very certain to be followed by others in the near future. Meanwhile, this Association has remained at a standstill for more than five years, in spite of the earnest effort to secure some action which has been made at the last four meetings.

For some reason, too, the American Medical Association seems to have concluded that it ought again to take an active part in the matter of medical education, the inference being that the status of this Association, to which were relegated all matters of medical education at the time of its organization, is not satisfactory. At the meeting in Saratoga last year a standing committee on medical education was appointed which will make a report at the session about to be held. It is not known, of course, what this report will be, but that action of some sort will be taken seems very probable. It has been intimated that membership in the Association and its constituent state and county societies should be denied to those who are connected with medical schools not up to a given standard. It would be humiliating, indeed, for this Association, if standards should be established by the American Medical Association, considerably in advance of the standards of this body, which has posed as the particular sponsor for higher medical education in this country.

So far from representing the relatively high standards for which it stood at the time of its organization, its requirements are utterly inadequate to meet the demands of the profession at the present time. The Association has lost the respect of the profession, its standards are entirely discredited by the better examining boards, and it may fairly be said that it is a questionable honor for any institution to be a member of it. A position in the faculty of some of the institutions here represented is a dubious distinction.

It will, perhaps, be urged against increasing the existing requirements to the standards proposed, that it is a hardship to the poor and self-supporting students who may not have had an opportunity to secure a high school education. The reply to this criticism is obvious; in the first place, the medical college is not an eleemosynary institution designed to induce poorly-prepared young men to enter the ranks of a profession for which they are not qualified. In the second place, it is a serious injustice to such a student to allow him to take up the study of medicine. With over five thousand graduates emerging from our medical colleges annually, which is at least two thousand in excess of the demand, the competition among practitioners is keen and growing ever keener; it is not difficult to foretell that the successful men in this competition will be, with rare exceptions, those who are well equipped, and especially those whose fundamental education is the most

thorough. Reasonably high requirements, therefore, are primarily in the interest of the students themselves. And, thirdly, it should be said, that the self-supporting students are the ones of all others, who can afford to spend the extra time necessary to properly prepare themselves for medical study. The student who is dependent on his parents, or some one else, for his support may well be anxious to complete his course as soon as possible that he may cease to be a burden on others and become self-supporting; to the student, on the other hand, who is paying his way as he goes, the addition of one, two, or three extra years is a matter of minor importance.

That the adoption of such standards as are proposed here would be disastrous to unendowed medical colleges, seems to your committee a most surprising argument to bring forth. For what are medical colleges established? For the benefit of the members of the faculty, or of the board of trustees who may reap some financial profit from them? Surely this is not the case. No medical school can justify its existence except on the ground that it is engaged in a work that is necessary to the community and that it is being conducted in a proper and legitimate way along lines and in accordance with the standards that are demanded by the times. If the statutes and rules of the examining boards of eight of the leading states have already established higher standards, it seems to your committee that it must be a difficult task for any faculty to maintain its right to turn out students on requirements far below these demands which are pretty uniformly the very minimum that the conditions warrant.

The report of the committee scarcely needs any elaborate explanation, but it may be well to point to some things in connection with the several sections.

First, it will be noted that in Section 1 very liberal allowance is made as to what sort of credentials a student may present; they may be from a four years' high school, from a normal school, a certificate of admission to a university or college, or by examination. It is true that the institutions from which credits may be accepted are confined to those recognized by a state university. Surely one could hardly ask a more liberal proposition than this, however; some restriction must be imposed, as it is well known that the term "high school" may mean anything from less than a good grammar school to the high grade institutions of our larger cities, and similarly the term college must be defined, for as indiscriminately used in this country it may mean anything from a cheap grade business college to an institution of real university rank.

It has been suggested, however, that in some states there is no state university and in some others the state institution does not represent the highest standards. This objection seems to your committee a valid one, and we desire to propose an amendment to the article as printed. May I say, at this point, that the committee is not at all insistent in reference to the minor details of this report; indeed, we believe that certain other changes will meet objections which have been raised by members of the Association with whom the committee have

conferred, and we propose, therefore, some other amendments, presently to be mentioned. The committee is strenuous only in its insistence on the fundamental requirement of a four-year high-school diploma or its equivalent. In reference to this clause, your committee propose the following amendment: "It is moved to amend Section 1 by striking out subsections A and B, as they appear in the printed report, and substituting therefor the following: '(A) A diploma from a four-year high school, or academy, or normal school, which requires for admission evidence of the completion of an eight-year course in the primary or intermediate schools.'"

It has been objected further to Section 1, (c) that because of the great lack of uniformity among colleges, it would be difficult, if not impossible, to make sure that the certificate of admission to the freshman class of a college or university is the full equivalent of a four-year high school education. It is proposed to amend this section by substituting the following: "(c) a bachelor's degree from an approved college or university."

In specifying the subjects which may be presented on examination, it has been the aim of your committee to make the terms very liberal; no branches are made compulsory which are not already included in the demands of this Association and the additional credits which may be presented to make up the equivalent of a four years' high school course cover every branch which is at all likely to be included in the high school curriculum. It is thought by some that a larger list than this and greater liberality should be provided for in these branches of choice, and, therefore, the following amendment is proposed: Moved to amend Section 1 (D) of Article III, by adding to the branches of choice, "general history, one or more years; Greek, one or more years; logic, one or more years; psychology, one or more years; Greek and Roman history, one or more years.

Section 2 is simply an explanation of the actions of this Association taken at Saratoga last year. Some objection has been made to allowing the faculty of a literary or scientific institution to conduct this examination, while the members of the medical faculty are prohibited from so doing. Your committee propose, therefore, the amendment of Section II so that it shall read as follows: "This examination must be conducted by or under the authority of the superintendent of public instruction of the city or state in which the college is located. In no case shall it be conducted by any person connected with the faculty, medical or otherwise, of the institution to which the student is seeking admission."

Section 3 is also a simple statement of the conditions to which the Association is already committed by its action at Saratoga; the existing custom of allowing a student to enter a medical school with unlimited conditions is so illogical and indefensible that comment on Section 3 seems superfluous.

Section 5 prescribes the minimum of time attendance which is possible under existing statutes; the length of session which is laid down by our present constitution, namely, six months, is one month short of that demanded by several state examining boards at the present time.

Section 6 is modified from the existing regulations only in omitting the allowance of credit to graduates in pharmacy, dentistry, and veterinary medicine. At least four boards of health, namely, New York, Pennsylvania, Illinois and Minnesota, have already ruled in accordance with the proposed amendment. We believe that the time has come when no allowance should be given for work which corresponds so imperfectly to that of the medical schools proper. The allowance of credit for work actually accomplished in a standard university or college in the course for the bachelor's degree is retained, for it is believed by a majority of your committee that this plan has been of immense service in encouraging young men intending to study medicine to take a college course as a precedent thereto. To the argument that there are many colleges and universities whose work is unworthy of credit, the reply is obvious that discrimination must be exercised by the medical schools in this regard just as in accepting credit from other medical schools, and it is believed that there is no larger proportion of unworthy institutions of general learning than there is of unworthy medical schools in this country. Many of our better colleges now offer to students courses in chemistry, physics, anatomy (even including human dissection), histology, embryology, physiology, and bacteriology which are uniformly of higher character and will average to be much more thorough than the corresponding courses offered in the medical schools. The plan of giving a flat year's credit for a degree irrespective of work done is not satisfactory and your committee would propose that another year the amendment be modified so as to give credit only on the basis of work actually accomplished which corresponds to the work of the medical curriculum; such credit should carry with it, however, a corresponding time credit. It was thought that it would be best, however, to leave the ruling in regard to college graduates as it stands for another year.

In conclusion, we beg to express the opinion that if this report errs it is on the side of leniency because the proposed amendments will not place this Association on any higher plane, so far as requirements for admission are concerned, than has already been established by statutory enactment or the rulings of medical examining boards in several states, but the effort to make any increase in requirements has been so barren of results up to date that it was thought best not to ask more than is prescribed. We beg to express the hope that the Association will place itself again in a position which will command the respect of all those who are interested in higher medical education by the passage of the proposed amendment. By nothing less than this can the Association justify its continued existence as an organization which was established and presumptively continues to exist to elevate the standards of medical education in America.

[Signed.] PARKS RITCHIE.
JOHN M. DODSON.

The following amendment was introduced by a majority of the special committee appointed for the purpose of revising Article III of the Constitution:

It is moved to amend Article III by striking out all of it and inserting in lieu thereof the following:

ARTICLE III.

SECTION 1. Every college holding membership in this Association shall demand of each student, as a minimum requirement for admission to the medical course, either (a) a diploma from a four-year high school or academy whose credits are accepted by a state university, or (b) the diploma of a state normal school having a course of instruction equivalent to a four-year high school course whose credits are accepted by a state university, or (c) a certificate of admission to the freshmen class of a state university or of a college whose credits are fully recognized by a state university, or (d) an examination in the following branches:

- (A). English—grammar, rhetoric and composition, the equivalent of two years' high school work in this branch.
 (B). Algebra—to quadratics.
 (C). Latin—one year high school work, including grammar and four books of Cæsar, or a full equivalent therefor.
 (D). Physics—one year of high school work, including some laboratory work.
 (E). U. S. History—one year of high school work.

Besides the above, seven additional branches of the student's choice selected from the following:

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| 1. Latin—one year; Cæsar, Cicero or Virgil. | 7. Geometry—one year; plane. |
| 2. German—one year; grammar and literature. | 8. Geometry—one year; solid. |
| 3. French—one year; grammar and literature. | 9. Trigonometry—one year. |
| 4. Chemistry—one year; with laboratory work. | 10. Astronomy—one year. |
| 5. Botany—one year. | 11. Physiology—one year. |
| 6. Zoology—one year. | 12. Physical geography—one year. |
| | 13. English literature—one year. |
| | 14. Advanced algebra—one year. |
| | 15. Civics—one year. |
| | 16. General history—one year. |

SEC. 2. This examination must be conducted by members of the faculty of a literary or scientific college, or by a superintendent of public instruction; in no case shall it be conducted by any person connected with the faculty of a medical school to which the student is seeking admission.

SEC. 3. A student may be allowed to enter on his medical work conditioned in not more than two branches (one year's work in each), but these conditions must be removed by satisfactory examination before he is allowed to enter on the second year of his medical course.

SEC. 4. Colleges members of this Association may honor the official credentials presented by students from other colleges having the standard requirements maintained by members of this Association, excepting for the fourth year of their course.

SEC. 5. Candidates for the degree of doctor of medicine shall have attended four years' courses of study, each annual course to have been of not less than seven months' duration and at least twelve months shall intervene between the beginning of any course and the beginning of the preceding course.

SEC. 6. Time credits may be given to students who have the necessary entrance requirements and who are graduates or students of colleges of homeopathic or eclectic medicine for such courses of instruction of the required duration as they have successfully fulfilled, excepting in the course of the fourth year, provided they pass satisfactory examinations in materia medica and therapeutics. Credit for one year of time may be given to students holding the degree of A.B., B.S., or other equivalent, from a reputable university or literary college.

SEC. 7. A college which gives less than a four years' course of study, but does not graduate students and is possessed of other required qualifications, may be admitted to membership.

NOTE.—One year's work in any subject of a high school or academic course is defined to mean a series of daily recitations, of forty-five minutes or more in time, for each week of a school year of not less than thirty-six weeks.

This amendment is seconded by the following colleges: medical department of the University of Buffalo, Johns Hopkins

University Medical School, medical department of Western Reserve University, medical department of the University of Michigan, Rush Medical College, in affiliation with the University of Chicago, Northwestern University Medical School, medical department of the University of Minnesota, medical department of the University of Iowa, medical department of the University of Kansas, medical department of the University of California.

In the form finally adopted the amendment read as follows, and it was provided that it take effect July 1, 1905:

ARTICLE III.

SECTION 1. Every college holding membership in this Association shall demand of each student, as a minimum requirement for admission to the medical course, either (a) a diploma from a four-year high school or academy or normal school requiring for admission evidence of the completion of an eight-year course in primary and intermediate schools, or (b) a bachelor's degree from an approved college or university, or (c) an examination in the following branches:

- (A). English—grammar, rhetoric and composition, the equivalent of two years' high school work in this branch.
- (B). Algebra—to quadratics.
- (C). Latin—one year high school work, including grammar and four books of Cæsar, or a full equivalent therefor.
- (D). Physics—one year of high school work, including some laboratory work.
- (E). U. S. History—one year of high school work.

Besides the above seven additional branches of the student's choice selected from the following, each to have been pursued one or more years:

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|-------------------------------------|------------------------------|
| 1. Latin—Cæsar, Cicero or Virgil. | 10. Astronomy. |
| 2. German — grammar and literature. | 11. Physiology. |
| 3. French — grammar and literature. | 12. Physical geography. |
| 4. Chemistry—with laboratory work. | 13. English literature. |
| 5. Botany. | 14. Advanced algebra. |
| 6. Zoology. | 15. Civics. |
| 7. Geometry—plane. | 16. General history. |
| 8. Geometry—solid. | 17. Greek. |
| 9. Trigonometry. | 18. Logic. |
| | 19. Psychology. |
| | 20. Ethics. |
| | 21. Greek and Roman history. |

SEC. 2. This examination must be conducted by or under the authority of the superintendent of public instruction of the city or state in which the college is located; in no case shall it be conducted by any person connected with the faculty, medical or otherwise, of the institution to which the student is seeking admission.

SEC. 3. A student may be allowed to enter on his medical work conditioned in not more than two branches (one year's work in each), but these conditions must be removed by satisfactory examination before he is allowed to enter on the second year of his medical course.

SEC. 4. Colleges of this Association may honor the official credentials presented by students from other colleges having the standard requirements maintained by members of this Association, excepting for the fourth year of their course.

SEC. 5. Candidates for the degree of doctor of medicine shall have attended four years' courses of study each, and at least twelve months shall intervene between the beginning of any course and the beginning of the preceding course.

SEC. 6. Time credits may be given to students who have the necessary entrance requirements and who are graduates or students of colleges of homeopathic or eclectic medicine for such courses of instruction of the required duration as they have successfully fulfilled, excepting in the course of the fourth year, provided they

pass satisfactory examinations in materia medica and therapeutics. Credit may be given to the holder of a bachelor's degree from a reputable college or university for any work in the medical branches which he has successfully completed in his college course that is the full equivalent of corresponding work in the medical curriculum. Such a student may be allowed to complete the course for the medical degree in not less than thirty-one months, provided that he completes the remainder of the medical curriculum in that time.

SEC. 7. A college which gives less than a four years' course of study, but does not graduate students and is possessed of other required qualifications, may be admitted to membership.

DR. WM. H. WATHEN, Louisville, Ky., presented the following as a minority report:

MINORITY REPORT.

MINIMUM REQUIREMENTS FOR ADMISSION TO A MEDICAL COLLEGE.

In adopting a standard of minimum educational requirements for admission to the freshman year of a medical college, to govern the members of an Association representing the entire country, the college being a department of a university, or in affiliation with a university, or with no university connection, it is necessary that concessions be made, so as to agree on what is best in the interest of the greatest number of reputable medical colleges, and in obtaining the best results in the prevention and cure of disease. A standard too high may be as harmful as a standard too low, by excluding from the medical profession men of the best minds, who are deprived of the cultural training in a large and expensive university; hence, to adopt a universal requirement of a baccalaureate degree from a recognized college or university for admission to a professional school would alike be at this time an injustice and injury to the profession and the people. Therefore, we must philosophically consider the conditions that underlie and control the educational system in this country leading up to the admission to the university and professional school, for these conditions differ radically from what pertains in other civilized countries. In England, Germany, France and other European countries, the free public school system does not offer opportunities for an education higher than that obtained in the six or eight years of our best primary and intermediate schools, and the few who are permitted to pursue their studies in the secondary or so-called high schools, are confined to the wealthy and aristocratic class, or to the well-to-do people of the middle class who are able to pay fees. Our system offers to any one a continuous course averaging from ten to twelve years from entering the primary school to the college or university, while in Germany the peoples' schools are intended primarily for the low and middle classes, and have little connection with the high schools which prepare students for the university. In Italy the connection between the elementary and secondary school is apparently closer than in Germany, but practically the reverse is true, for 90 per cent. of the children never pass beyond the third year's course of the primary schools.

In France, because of the fees charged, and the difference in organization and purpose of the two classes of schools, the graduates from the primary schools (*écoles primaires élémentaires*) seldom enter the high schools (*lycées* and *colleges*). The

same is practically true in Switzerland, and apparently the same reasons keep down the number of secondary schools. In Zurich, where the conditions of advancement are exceptionally good, of 1872 graduates of the primary school in 1899, only 482 entered the secondary school, and probably but few of these were able to complete the course. The board schools of England, which are for, and attended by, the masses, are entirely different in spirit and in purpose from the public and grammar schools which prepare students for the university. Stimulated doubtless by the privileges and results of our public system of education, England has organized higher grade elementary schools, which may have a course of four or five years longer than the lower schools; and Germany has similarly sought to supplement the work of the primary schools by establishing real schools and higher burgher schools, but in none of these schools is either Latin or Greek taught, and the courses do not lead up to the university; the same is true in results in the higher primary schools (*écoles primaires supérieures*) of France.

While our system in its inception may have been in a degree fashioned after foreign models, and the establishment of our system of elementary education influenced by the description of European schools, by Mann, Stowe and Barnard, the difference between the American and European schools in organization and methods is now so great that in many features we can not and should not resemble those schools. We may in the future, as we have in the past, gain much from foreign schools, and foreign literatures, but our highest ideals must result from indigenous influences, truly American, and not ideals or practices found elsewhere.

The success claimed in the fixed courses in the German high schools in large cities to show the unwisdom of our elective courses is not sustained by facts, for in each of those cities there are several high schools whose curricula differ as widely as the various courses in a high school with us. It must also be remembered that the *lycée* of France and the *gymnasium* of Germany are intended for the few who may obtain a liberal education, while our schools supply the needs of all.

It will thus be conceded that in European countries but few pupils can be properly educated for admission to professional schools except through colleges and universities, while in the United States they can be well prepared in our free public schools. But as the curricula in our primary, intermediate and secondary schools differ, not only in various states, but even in the different schools of each state, both in time and in amount and character of work required, we should, in accepting a high school diploma as a minimum qualification for admission, correctly understand and determine the time-requirement, and in a general sense the amount and character of education given—being liberal in the allowance of electives. In view of the fact that most of our states and cities in which the public school system is encouraged and fostered require attendance upon twelve years of not less than forty weeks each from the beginning of the primary to the completion of the secondary course, the Association should finally expressly provide that the

diploma of no high school obtained in less time shall be accepted as a minimum requirement for admission to a medical school. The high school can never offer fixed, or even elective courses to especially prepare the pupils for the several professional schools, nor can this be completely done in our universities, unless those studies properly belonging to the academic and scientific department be subordinated to studies that have usually been included in the professional schools, and should be retained, if we are to have any unit of measure for the baccalaureate and professional degrees.

In this process of rapid evolution in education to meet modern demands, the regulator necessary for perfect results has not worked with entire precision, having permitted the destruction or injury of many cherished precedents that time must restore, and made innovations that time must destroy. This applies especially to our well-known universities in their desire to shorten the period of university residence, by the substitution of professional work for the time-honored purely academic work; the work of the senior year, and in the University of Chicago in the two years of the senior college, being mainly professional, the pupil receiving the baccalaureate degree and advancing the sophomore or junior year of the four years' professional school, thus obtaining the baccalaureate and professional degree within six or seven years, each degree indicating that it had been obtained after attendance on four years of academic or professional work. It is also possible for a pupil whose qualifications will admit him to the junior year of the university to obtain in five, and in the University of Chicago in four years, both the baccalaureate and professional degree. This is no captious criticism, but a desire to direct attention to a heterogeneous condition, inconsistent with all classical conceptions of a university proper, and which the philosophic deductions of our most distinguished teachers and scholars will eliminate. It is especially the province of the university to teach the science and art of education, its history and methods, and create a demand for more thorough professional training: It should produce a succession of scholars in philosophy and literature, but it is not required to supply practitioners in the professions; for if the university observes its purest ideals, the professions will take care of themselves.

The degree of perfection in the work in primary and secondary schools, academies and colleges, may be measured by the perfection of the classical work done in the university, for as the sun gilds the mountain tops before its light floods the plains, so must educational progress spread from the summits, for the secondary schools receive their inspiration from the classical university, and will be what the university makes them. With the proper stimulus and encouragement of the university, the secondary schools may finally complete the work of the freshman and sophomore years, thereby reducing the university residence to six years in obtaining the baccalaureate and professional degree—thus eliminating the combined academic-professional course, and giving a unit of measure to both degrees.

In our effort to adopt the best method of education preparatory to the study of the professions, we often confound culture

with instruction, and wisdom with knowledge, forgetting that culture is to quicken, strengthen and enrich the mind, while instruction furnishes the mind with knowledge, which may be abundant, but of little value unless utilized by wisdom to obtain the most perfect results which may redound to the greatest interest of humanity. Wisdom and knowledge are not identical, but related, and the latter can not be possessed without a degree of the former. Knowledge comes from without; wisdom lies within, but by cultivation may become comprehensive and powerful. Much knowledge may be worthless unless directed by the guiding-star of wisdom. Knowledge is the material out of which we construct the beautiful palace, but wisdom is the architect who combines this material in harmonious relation, resulting in architectural perfection. Then while in our preparatory education leading up to the study of the professions, let us educate the mind to think rightly and wisely. We should encourage the study of the classics—English, Mathematics and the Sciences—but we should teach the mind how to digest, assimilate and appropriate the accumulated facts; otherwise there may be much knowledge with little wisdom, and no useful results. Teach the student the various channels and mechanisms by which knowledge may be obtained, and the mental processes by which it may be directed and utilized to attain the greatest perfection and usefulness. Teach him philosophy—embracing psychology, logic and ethics—and in a general sense the history of philosophy. Teach him philosophy—embracing psychology, of Socrates, Plato and Aristotle, the Pagan philosophy of Rome, and finally through the various ages, to Abelard, Descartes, Kant and others equally worthy.

The study of too much mathematics, as also some of the collateral sciences, should be discouraged, and the time may better be consumed in a careful study of English, and Greek and Roman history, and in the life and growth of language, especially of the philology of the languages that may be traced to an Aryan or Indo-European origin.

Of all languages except our native tongue, the study of Latin is of greatest value, and excluding the commercialism of German and French, Greek should be next in order, for even an imperfect knowledge of these two languages will enable the student to easily understand the etymology of the many compound technical terms in the study of medicine, which a knowledge of no other language will do. German can never be of much value in the study of the rich scientific literature of that language, unless it can be read with ease and correctly translated, and this can not be done by the American student of four years' study of five hours a week in our high schools. Again, in the near future, all that France or Germany may discover or develop, if of real value, will be promptly given to us in a translation, by scholars educated in German or French, English and the sciences; and even to-day we find many such translations in libraries throughout the country. Far be it from me to discourage the value of German and French, and the great richness of their literatures, but to be of value to the student in medicine, the languages must be read with ease,

otherwise the meaning may not be correctly understood, for the understanding of the text must be measured by the translation. The average student in German who graduates from our high schools may read German with comparative ease in the text-books in prose and poetry, but he can not read with ease books on technical and scientific subjects, and to do so at all, he must constantly refer to his lexicon and make slow progress. This is true of our high schools in Louisville, with teachers acknowledged to be equal to any in the country, the course being four years of ten months each, five hours a week. This is also true in the state of New York, as will be seen in the following extract from a recent letter from Prof. Charles R. Skinner, state superintendent of department of public instruction: "Graduates from our high schools do not, as a rule, read with ease the German and French languages."

My information from extensive correspondence indicates similar results in the various states. Of course pupils of German parentage, or of special excellence may read and write the German language with ease. It must also be remembered that German is a required study in but few of our high schools, and in many of them is taught but two years; therefore, in adopting a minimum requirement for admission to medical college, neither German or French should be demanded, but should be encouraged as electives. Then let us adopt but few fixed subjects in our examinations for admission to a medical college, but many electives from which selection may be made, requiring one-third, or about seven out of twenty-one. In accepting a baccalaureate degree for admission, we are forced to acknowledge that it is meaningless, has no significance, and indicates nothing if conferred by the majority of our so-called academies, colleges and universities, and who is to sit in judgment to separate the chaff from the wheat, the bad from the good, the sinner from the saint? as all claim equal virtue. Then if this be true in accepting a baccalaureate degree for admission, the evil will be far greater in giving advanced standing or time-credits for such degree. So let us urge on this Association to give no time-credits for work done, except in a recognized medical college, and to insist on a discontinuance of the combined academic and professional courses. If this can not be accomplished now, it will be in the very near future, for the evolution is rapid in that direction, as indicated in the subjoined letters from the officers of the academic and arts department, and the medical department of Harvard, Johns Hopkins, Yale, Cornell, Columbia, etc. None of these universities gives time-credits for a baccalaureate degree, and Harvard and Johns Hopkins have no combined academic and professional courses, and I am sure neither Columbia, Yale or Cornell will have after a few years, for they encourage their students to attend four years of purely medical college work. The combined course was the child of necessity, to meet the demands for a shorter university residence, the medical profession refusing to recede from the requirement of attendance on four years purely medical work. As it is hardly possible to increase the university residence, the academic and arts course must be finally reduced to three, and possibly to two years,

which may be done without lowering the standard by requiring applicants for admission to have done the work that has previously been included in the freshman, or both freshman and sophomore years. The secondary schools will then teach more months and more hours, with a better system and more condensed work, eliminating all that a broader experience proves to be unnecessary. The student may then graduate in medicine when he is twenty-three, twenty-four or twenty-five years old; ten to twelve years in the primary, intermediate and secondary department, two to three years in the college, and four years in medicine.

Revision of Constitution.

Dr. D. A. Thompson, Indianapolis, moved that the majority report be received and that the amendments as suggested be laid on the table. Seconded by Dr. P. Richard Taylor. Motion lost.

Dr. Randolph Winslow, Baltimore, moved that the proposed changes, if adopted, go into effect Jan. 1, 1906. Seconded by Dr. Geo. F. Jenkins.

Dr. A. R. Baker, Cleveland, offered as an amendment to this motion that the time be changed to July 1, 1905. The amendment was accepted by Dr. Winslow and his second and carried.

On motion of Dr. Walker the new Article III as amended by the committee proposing it, was taken up section by section before its final disposition.

Section 1 was read as amended.

Dr. Seneca Egbert, Philadelphia, amended this section by adding after the list of studies:

That certificates from reputable instructors recognized by the superintendents to be hereinafter mentioned may be accepted in lieu of any part of this examination.

On motion of Dr. Walker the section was adopted as amended.

Sections 2, 3, and 4 were then read and adopted as read.

Section 5 was then read. Dr. P. Richard Taylor, Louisville, moved to amend this section as follows: "That at least twelve months shall intervene between the beginning of any course and the beginning of the preceding course" be stricken out. Seconded by Dr. W. A. Evans, Chicago. Motion was lost. (Nays, 21; yeas, 11.)

On motion Section 5 was adopted as originally read.

Section 6 was read.

Dr. Randolph Winslow, Baltimore, moved to strike out:

Credit for full year of time may be given students holding the degree of A.B., B.S. or other equivalent from a reputable university or literary college.

Seconded by Dr. David Streett.

Dr. H. B. Ward, Lincoln, Neb., offered the following amendment to the amendment:

To add to Section 6, "Provided such degree represents not less than 900 hours of definite premedical work in laboratory science."

Seconded. The amendment was lost. (Nays, 22; yeas, 9.)
 Dr. J. M. Dodson, Chicago, offered the following amendment to this section:

Credit may be given to the holder of a bachelor's degree from a reputable college or university for any work in the medical branches which he has successfully completed in his college course, and that is the full equivalent of corresponding work in the medical curriculum. Such student may be allowed to complete the course for the medical degree in not less than thirty-one (31) months, provided he completes the remainder of the medical curriculum in that time.

Seconded and carried.

On motion Section 6 was adopted as amended.

Section 7 was read and adopted as read.

On motion of Dr. Dodson Article III was adopted in its entirety.

The chair appointed the following nominating committee: Drs. Wm. J. Means, R. Winslow and T. J. Hawkins.

On motion, the Association adjourned until 8 p. m.

Evening Session.

The Association reassembled at 8 p. m., and was called to order by the president.

The report of the secretary-treasurer was called for and read, and, on motion of Dr. Wathen, was accepted as read.

Report of the Secretary-Treasurer.

TO THE PRESIDENT AND DELEGATES:

GENTLEMEN:—Your secretary had this honor thrust on him in his absence from the meeting of the Association last year, and would have declined to add the responsibilities of this office to already over-filled time and over-taxed energies but for the earnest request of your president to retain the office for the year at least.

You will remember that last year there was a deficit of about \$225; some of the bills dating as far back as the St. Paul meeting in 1901. This deficit was incurred through the policy of the past administration to publish the proceedings in the Bulletin of the American Academy of Medicine at an annual cost approximating \$200, about two-thirds of the entire year's income from dues.

Your secretary, after consultation with the president and judicial council, had the proceedings published in THE JOURNAL of the American Medical Association, and got for use as our proceedings reprints of the journal matter, adding thereto such printed matter as was not acceptable at that late date by THE JOURNAL of the American Medical Association as news matter. The bill for this was \$26.35, as against \$184 of the year before. If this policy be continued the total cost of publishing the proceedings need not exceed \$50 per year.

The treasurer's cash account shows a net cash balance of \$237, with dues to be collected of \$40, and bills yet to pay of

not over \$40. This balance alone will pay all the expenses of the Association for the coming year if the business of the secretary's office is not broadened and his work extended.

The secretary recommends that the Association choose for his successor a secretary who has the time to make a most detailed study and report of the medical colleges of this country; first, those which are members of this Association, then others that might easily be members but which are not now members; and finally of all of them. I recommend that this report embody the requirements for admission and the various conditions of admission that are set forth in the curriculum of each year, and the facilities offered for giving the courses thereof, and that he study such other details as may seem advisable.

I recommend, further, that the secretary be guided and assisted in this work by a committee of three, well distributed geographically; and that the association appropriate \$400 per year for this work.

ASSOCIATION OF AMERICAN MEDICAL COLLEGES—SUMMARIZED
ACCOUNT OF EXPENSES, 1902-3.

RECEIPTS.

January to May, 1903.

Annual dues from colleges, members of the Association	\$695.00
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DISBURSEMENTS.

Jan. 3 to May 4, 1903.

Deficit carried over from 1901-2:	
Printing proceedings St. Paul meeting.....	\$184.00
Expenses of Judicial Council.....	20.00
Expenses of current year:	
Printing proceedings Saratoga meeting.....	26.35
Printing letter heads and announcements.....	13.10
Stenographer and supplies.....	79.16
Stationery	37.59
Office expenses.....	50.00
Postage and express.....	19.70
Exchange on checks.....	2.35
Expenses of Judicial Council.....	25.00
Total disbursements.....	\$457.25
Balance, cash on hand.....	237.75
	\$695.00

Respectfully submitted,

WINFIELD S. HALL,
Secretary and Treasurer.

Report of Judicial Council.

Dr. Wm. J. Means, chairman of the judicial council, reported as follows:

Mr. President, Members and Delegates of the Association of American Medical Colleges:

The report of the judicial council for the last year will necessarily be brief. Aside from the correspondence of the chairman and the disposition of applications for membership in the Association from a number of colleges, only one important matter came before the committee for adjudgment.

Communications were received from a number of colleges of the Association and from other sources asking information on the eligibility of students to certain standing and for a construction of particular paragraphs of the constitution and by-laws. The chairman assumed the responsibility of replying to these communications without submission to the other members of the council. His opinion seemed to be satisfactory in every instance, therefore further submission of the inquiries was unnecessary.

There were a few complaints of irregularities against colleges of the Association, but inasmuch as they were not filed regularly they were not considered.

The year as a whole has been a very satisfactory one. Judging from the tenor of the communications from the officials of the different colleges, it is the opinion of the chairman that an honest effort is being made to comply with the rules of the Association and that commendable work is being done toward a higher standard in medical education.

Entrance qualifications and time requirements are matters that come to the judicial council more than any others for adjudication. Fortunately for the Association a number of states by legal enactment have fixed the academic qualification for students and also the time requirements for a medical course. In a few of these states the right to examine applicants as to their literary qualifications for entering a medical college has been taken away from the college faculties and placed in the hands of examiners appointed by the state board. This is a step in the right direction. It will do more to raise the standard of preparatory education than anything else.

Through the efforts of the National Confederation of State Medical Examining Boards and the profession at large, every year adds other states to this list. With the present tendency it looks as though the day was not far distant when there will be uniform standards and reciprocity among the various states in the Union. Then the purpose of the College Association will be as it should be, purely educational, and the work of the judicial council perfunctory. Under the present conditions the Association is in an anomalous position. Owing to the low standard of entrance requirements and short terms, the diplomas of a large number of colleges, members of the Association, are not recognized in several states. It is, therefore, impossible for the medical colleges in these states to recognize the credentials of their fellow members. This condition of affairs should not obtain.

The charges preferred against the Milwaukee Medical College at the last session of the Association were taken up, and by mutual consent of the parties interested, Dr. R. O. Beard, secretary of the faculty of the University of Minnesota, was selected to make the examination. His expenses were paid by the accused college.

He made a thorough investigation and submitted the testimony in detail, and his finding thereon to the chairman of the judicial council. The testimony and Dr. Beard's report were submitted to Drs. Ritchie, Dodson, Griffith, Hawkins and Means. Dr. Welch, elected a member of the judicial council at

the meeting in Saratoga, refused to serve. The proceedings were not sent to Dr. Keen of Philadelphia. The five members above mentioned, after examining the testimony, voted unanimously to sustain the findings of Dr. Beard. Said report is herewith submitted for your consideration.

REPORT OF SPECIALLY APPOINTED COMMISSION.—R. O. BEARD.

"The undersigned begs to report (1) that at the instance of your body he conducted at Milwaukee, Wis., on July 15, 16 and 17, 1902, an investigation into the charges preferred by the Milwaukee County Medical Society against the Milwaukee Medical College.

(2) That these charges were revised at the opening of the investigation; that by request of the preferer the charge respecting the conduct of unwarrantable obstetrical demonstrations was withdrawn; that by the decision of your investigator, the charges covered by specifications 4 and 5, as originally stated, were ruled out, on the ground that they did not involve any issue pertinent to the rules of the Association, unless it could be shown that the Milwaukee Medical College was prejudiced educationally by its financial ownership and control; and that if it were so prejudiced educationally, that fact would in itself disqualify its membership in the Association without reference to its financial status.

The charges, as revised, by consent of both parties to the investigation, are as follows:

CHARGE I.

The Milwaukee Medical College does not require sufficient preliminary education of applicants, as a requirement for admission to its courses.

It admits students without preliminary training, thus violating the standard laid down by the statutes of the State of Wisconsin and the National Association of American Medical Colleges.

The institution gives credit so as to entitle students to advanced standing without presenting the necessary educational credentials for such credit.

CHARGE II.

The Milwaukee Medical College has violated the medical laws of this state in that it does not give the required courses of study as far as time devoted thereto is concerned.

The catalogue of the College advertises two or more courses of fourteen weeks each in one year, and states that credit is given for one year's work on completing two terms, thus enabling students to complete a course of four years in less than three.

The college advertises courses of lectures by professors who are not and were not connected with the institution, and did not give the lectures advertised.

The college allowed one man to fill four or five chairs, thus not having a complete faculty as advertised.

The Milwaukee Medical College during the past year has had no adequate course in anatomy.

The college is not giving the educational examinations on entrance to the course of study.

CHARGE III.

The Milwaukee Medical College has granted diplomas to persons unfit both from an educational and moral standpoint to practice medicine.

The college has granted diplomas to students who failed to pass the requisite examinations.

The Milwaukee Medical College allowed men to practice medicine before completing their course and receiving their diplomas.

(3) That exception was taken by the defendant college to the charges, on the score of their alleged non-specific character. Your investigator ruled in favor of the adequacy of the charges, provided they were specifically sustained by evidence.

That your representative ruled that evidence tending merely to show infraction of the laws of the state of Wisconsin was incompetent, since the rules of the Association are not coincident with or dependent on the statutes of any state; that such evidence could only possess a secondary value as corroborative of proof that the defendant was in violation of the Association rules.

That he further excluded all evidence tending simply to show personal bias or local prejudice in either party and required that evidence to be acceptable should deal only with questions of fact, or of professional opinion of the facts based on sufficient experience in the premises.

(4) That the following are his findings on the several charges, based, in his judgment, on the evidence submitted and the records of the Milwaukee Medical College:

(I) The charge that the Milwaukee Medical College has admitted students to its courses without the preliminary education required by the rules of the Association is sustained:

(A) In that the college has accepted inadequate credentials in proof of such education.

(B) In that it has admitted students unpossessed of such credentials without submitting them to the examination required by the rules of the Association.

The further charge that it has admitted students to advanced standing whose credentials did not entitle them to the same, is sustained.

(II) The charge that the Milwaukee Medical College has not required its students to fulfill the four years' course of study, each year to represent a period of not less than six months, no two of which periods shall be taken in the same year, is sustained by the evidence and by the published announcement of the college, 1901-02, page 16.

The charge that the college has advertised the employment of professors who were not connected with the institution is technically sustained, but is traceable to circumstances which the college could not at the time control.

The charge that the college allowed one man to fill several chairs at one time is sustained by the facts; this course being, however, in the judgment of your investigator, an unwise method of filling certain vacancies in the faculty for which the college was not initially responsible.

The charge that the college has had during the past year incomplete and deficient facilities for the study of anatomy is sustained, at least so far as a part of the year is concerned.

The charge that thorough or adequate examinations are not given by the college on entrance to a course of study, is sustained so far as entrance examinations are concerned, but rests on hearsay and contradictory evidence, and is not, in the judgment of your investigator, proven so far as its professional examinations are concerned.

(III) The charge that the Milwaukee Medical College has granted its diploma to persons notoriously unfit, both from an educational and moral standpoint, is sustained on the question of educational unfitness. There is no evidence to show that the college was aware of any moral unfitness in its graduates, although it does not appear to have concerned itself to ascertain their moral status.

The charge that the college has given its diploma to students who failed to pass the requisite examinations is sustained in the fact that it has permitted certain students to substitute for otherwise unremoved conditions, altogether inadequate courses of study. Its rating for the passing of students in all branches has been unfortunately low.

The charge that the college has allowed students to practice medicine before completing their course and receiving their diploma is not sustained since the college has the power neither to permit nor to prevent such illegal practice. It has undoubtedly permitted students to leave the college and abandon study before they had completed the course required by the rules of the Association, although the evidence shows that the college sought to correct this error during the last term of 1902 by its recalling its students.

Your investigator does not deem it any part of his duty in the premises to recommend any action on this report, either by the Association or its judicial council. Respectfully submitted,

[Signed.]

R. O. BEARD, M.D.

Minneapolis.

NOTE.—The evidence given at the investigation of the Milwaukee Medical College by the Wisconsin State Board of Medical Examiners was made by consent the basis of this investigation and the testimony therein given by each witness was read and substantiated or amended by him and used as a foundation for further examination. This previous evidence is therefore embodied in this report.

By personal request of Dr. W. H. Earles of the Milwaukee Medical College, affidavits are introduced in counteraction of evidence given regarding his attitude toward the Wisconsin Medical Practice Act, although such evidence is not regarded by your investigator as pertinent or relevant to this issue."

Application for membership was made by the College of Physicians and Surgeons at Kansas City, Kans. A thorough and impartial examination was made of the facilities of the college, its curriculum and requirements. The former were found quite limited, and judging from information derived from various sources, its requirements are below those of the

Association. The council, therefore, recommended the rejection of the application.

Application for membership was made by the University of Missouri situated at Columbia, Mo. The council recommends recognition of the medical department of said university for the first and second years of a medical course, but inasmuch as the clinical facilities must necessarily be limited in a city of the size of Columbia, it is thought best to withhold recognition and membership for the third and fourth years until the college can demonstrate ample clinical facilities for these years.

Application for membership was made by the medical department of the University of Tennessee situated at Jackson. The council recommends that action be deferred until the college can be investigated, and that the investigation be referred to Dr. Means.

Application for membership was received from the Memphis Medical College, but was later withdrawn.

Application from the University of West Virginia at Morgantown for recognition and membership of the first two years of a medical course was received and the council advises that action be deferred until an investigation can be made. The matter was referred to Dr. Dodson for investigation.

Application of Bucknell University of Pennsylvania made at the last annual meeting, referred to Dr. Keen of Philadelphia, was withdrawn.

Application for membership was received from the Dallas Medical College, Dallas, Texas. The council advises that action be deferred until the next annual meeting, and that Dr. J. D. Griffith of Kansas City, Mo., be requested to investigate the college.

Application was received for membership from Wake Forest College, at Wake Forest, North Carolina. The council advises that action be deferred and that Dr. Winslow of Baltimore be requested to examine into the merits of the college.

An application for membership was received from the University of Mississippi located at Jackson. The council asks for further time to investigate the college, and has referred the application to Dr. Means.

This concludes the report of the judicial council. We thank the official members of the Association for their kindly assistance in the work brought before them.

[Signed.] W. J. MEANS, Chairman.
J. M. DODSON,
H. B. WARD,
R. WINSLOW,
T. H. HAWKINS.

Dr. W. A. Evans, Chicago, moved that the report of the judicial council be accepted and that the Milwaukee Medical College be censured. Seconded by Dr. A. H. Levings.

Carried.

Dr. W. H. Earles, dean of the Milwaukee Medical College, expressed his thanks on behalf of his college for the leniency of the Association.

For National Uniformity of Curricula.

Dr. Geo. M. Kober, Washington, moved that the special committee on by-laws, consisting of Drs. Ritchie, Dodson and Wathen, be continued, and that this committee be instructed to present some method at the next meeting for unifying the teaching in medical colleges.

Carried.

Appreciation of the President's Address.

Dr. J. W. Holland reported for the committee on president's address, as follows:

"We desire to express a very high appreciation of the valuable suggestions made by the president, and to recommend that a vote of thanks be extended to him by the Association. Further, that the address be printed, and that the suggestions contained therein, and which have not already been adopted, be referred to the committee on by-laws with a view to considering and presenting these matters at the proper time."

[Signed.] H. O. WALKER.
J. W. HOLLAND,
H. B. WARD.

On motion the report was accepted, and a vote of thanks extended to Dr. Rodman.

The Officers Elected.

1st election

The nominating committee then reported as follows: President, J. R. Guthrie, Dubuque, Ia.; first vice-president, Geo. M. Kober, Washington, D.C.; second vice-president, J. C. Oliver, Cincinnati; secretary-treasurer, Fred. C. Zapffe, 1764 Lexington street, Chicago; judicial council, John M. Dodson, Chicago; Randolph Winslow, Baltimore, H. B. Ward, Lincoln, Neb., J. W. Holland, Philadelphia. On motion the report was adopted, and the secretary instructed to cast the ballot, which he did.

Dr. P. Richard Taylor moved that the amendments as adopted be printed and mailed to the members of the Association within thirty days. Carried.

The suggestion in the secretary's report with reference to appointing a committee of three to assist the secretary in furthering the enrollment in the Association of colleges not now members of the Association, was referred to the committee on by-laws.

The Association then adjourned.

WM. L. RODMAN, President.
WINFIELD S. HALL, Secretary.

The following arguments were submitted, but on account of lack of time were read by title.

Symposium: To What Extent and How Rapidly Shall Our Standards of Admission to Medical Schools Be Advanced?

BY PARKS RITCHIE, DEAN COLLEGE OF MEDICINE AND SURGERY,
UNIVERSITY OF MINNESOTA, MINNEAPOLIS.

The ostensible purpose in the organization of this Association was the advancement of medical education. We have met year after year and resolving ourselves into a mutual admiration society have enjoyed a pleasant social reunion. We have heard many admirable papers on the theory of higher medical education, and have indulged in delightful utopian dreams of the possibilities of the future ideal medical school. We have formulated rules for our guidance, and when a school has been convicted of flagrant violation, a *mild* reproof has been *firmly* administered!

Three years ago we made an apparent step forward, but by the wholly unauthorized and grossly unjustifiable action of the former secretary, and the chairman of the judicial council, the will of the Association was nullified.

The time has come for "the parting of the ways." Either we have fulfilled our mission and should disband, or we should take some action to justify our existence. Everyone must concede there is no crying demand for more practitioners. On the contrary, in the near future it must become a struggle for a bare livelihood.

The cheapness and ease with which a medical diploma may be secured is an invitation to ignorant and incompetent men to enter an already overcrowded profession. The number of cheap medical schools is appalling, and the unseemly strife for students in some localities is most disgraceful. What remedy offers for this unhappy situation? Consolidation of schools, which have demonstrated their fitness to survive, and the abandonment of the inferior grade, which have neither endowment, equipment nor ability.

This last proposition is humanly improbable of voluntary accomplishment. How shall the weak and consequently unworthy medical school be forced into bankruptcy and extinction? By the united efforts of the better grade of schools of this Association in an attempt to dignify the profession by limiting its membership to men with some degree of education, demonstrating that ours is not a mere trade to be taken up by any illiterate fellow who has the necessary funds.

Our entrance qualifications are absurdly low and wholly inadequate; and when we remember that these slight barriers are continually disregarded by members of this Association, the situation becomes intolerable. Any one of you who conducts correspondence with student applicants, knows this to be an indisputable fact.

In five or more states, the examining boards have increased the entrance demands to a degree which excludes the grad-

uates of schools which admit students on our minimum requirements. This Association, which should be the pioneer and leader in this movement, is but a craven follower because it needs must!

If we raise our minimum demand to a high school entrance, the number of students will be greatly reduced. Is that a misfortune? Certainly not from a professional standpoint. Our revenue will be curtailed, but our power for good and our self respect will be exalted. If we move up as one man our united effort will compel endorsement. If we drift along in the futile fashion of the past few years, we lose our opportunity. If we obstruct the wheels of progress because some weak members may lose their doubtful patronage, we degrade ourselves and our vocation to the level of the tradesman.

If some good fellow and his "alleged" college are submerged in the rising tide, he may be considered an "offering" on the altar of higher education and enlightened progress, and ought to be proud of the opportunity to play the star part once. "Let us be up and doing." Now is the time and this the place to assume our station at the right of the column. Let us sternly enforce our rules, and expel unworthy schools which use this organization to advertise scientific wares which exist only in their prospectus. It will purify the air, advance our cause, and make a membership in this Association a badge of high endeavor.

BY SENECA EGBERT, DEAN OF THE MEDICO-CHIRURGICAL COLLEGE OF PHILADELPHIA.

In order that there may be no misunderstanding of the attitude of my colleagues and myself in regard to the question under discussion, I would very positively state that I believe that there should be some reasonable and, perhaps, considerable increase in our requirements for entrance into colleges belonging to this Association, not only because the rules and enactments of certain State Examining Boards and State Boards of Health practically compel us to make the change if we are to maintain the dignity and prestige of our Association in their opinion; but also and more especially because the exigencies of the time demand a higher standard.

But there are certain facts and conditions of which we must not lose sight, but all of which we must carefully consider if we are to solve our problem correctly and at the same time maintain the unity and harmony of the Association.

First, in undertaking to raise our standard, we must distinguish between that which is necessary as a preliminary education and that which is unnecessary but desirable, the latter including the knowledge, education and training of a Huxley, a Spencer or a Darwin.

Second, our change must not be too sudden nor too severe, else it will work injustice to many and thus may do more harm than good. No one can deny that conditions to-day are immeasurably superior to those existing at the time of organizing this Association, and we are in favor of a standard of preliminary education much higher than could have been required generally at that time. Let us then have faith that the coming years will justify and demand still greater advances from us, and the ultimate attainment of the ideal of any one here present.

Again, we must not forget that our standard must be elastic enough to apply to all parts of our country; at least, to all the territory covered by the respective schools of our membership; and sufficiently catholic to satisfy practically the essential requirements of any state board, two features that I believe are entirely compatible and easy of attainment. But to secure this we must have the manifestation of the spirit and not the fixation-and-vexation-of the letter in our law. In other words, we should ask of our entering students quality, not quantity, substance rather than time of preparation. We should not insist on diplomas when certificates from reputable and recognized instructors, or a fair and thorough examination by a duly authorized, competent and impartial educator can and does assure us that the candidate is reasonably well-prepared to take up and go on with the study of medicine. And we must remember that, from a pedagogical standpoint alone, the educator (using the word in a broad sense) of our students does not stop short when they enter our colleges, but that our own courses, as at present required by the demands and needs of the profession, are developmental in a high degree.

It is also worth recalling that the best preparatory schools of to-day are usurping part of the one-time work of the literary college, and that they may and do include in their set courses leading to the acquirement of their diplomas much that may come under the head of what is unnecessary in the preliminary education of a medical student.

Lastly, and with emphasis, I believe that it is far more important that this Association should be scrupulously fair to all its members than that it should raise its standard to the detriment of any considerable number of them, however much the latter may seem necessary. Colleges in affiliation with the so-called state universities have an advantage, that can not be gainsaid, over those institutions which are more or less dependent upon their own energies and private enterprise, and the representatives of the former should be broad-minded and generous enough not to use this advantage unduly or other than fairly to all concerned. This is the Association of American Medical Colleges—not of the colleges

connected with state institutions—and our purpose of association is to advance the standard of medical education throughout the whole country. Can we afford then to do anything which causes the least suspicion that the organization has been used to further the interests of even one of its members against the others?

I am ready and willing to amend Article III of our constitution, but with all due respect to the committee, I think we can amend their amendment for the better.

BY C. E. M'CLUNG, DEAN, SCHOOL OF MEDICINE, UNIVERSITY OF KANSAS, LAWRENCE.

In a discussion of the entrance requirements to the medical schools of the country, due regard must be had to the difference between what is reasonably necessary and what is academically desirable. Local conditions must be met and plans laid to secure the best possible results under the greatest variety of conditions. What is really desired from the secondary schools are well trained students. More and more is it becoming evident that the best training is not always secured by forcing all students to pursue exactly the same course of study.

Medical schools would doubtless consider it desirable if students could come prepared in the modern languages, higher mathematics, and the elementary physical and biological sciences; but, is such a training necessary; or is it even possible in most of the secondary schools? I think few will insist that it is either.

What then is the minimum necessary for thorough work in the medical school? I should be inclined to say that a good four-year high school course is the least that will meet the requirements of the present medical curriculum. In such a course I feel sure that all would agree in making an absolute requirement in English and mathematics. Students well trained in these branches almost invariably prove good students.

Aside from these subjects, it would not seem wise to make a rigid requirement of the high schools. The committee proposing the amendment to the constitution has been wise in making provision to meet local sentiment and conditions by allowing the entrance requirements to the freshman class of the state university to serve as a fulfillment of the requirements of the medical school. These institutions register the possibilities of the high schools of their states. As a rule they demand all that it is possible to secure of the secondary schools. They are also finding it wise and prudent to take from the schools the work they are best prepared to give.

Reasonable objection can scarcely be made to the entrance requirements called for by the proposed amendment. It is certainly in the interests of both the public and the profession. A

young man of average ability can finish the work of a four years' high school course at the age of eighteen, and be ready for the practice of his profession by the time he is twenty-two or three. He is then young enough to adapt himself to the conditions under which he will pursue his life work, and, at the same time, he has prepared himself measurably well in the subjects that will make him strong as a man. Surely the physician should be a man of high character and ideals, and a leader in his community. Such he probably will not be if he finishes his general education at the eighth grade, and then narrows down to the grind of his purely professional studies.

And why should not the medical schools demand adequate preliminary training of their students? There are plenty of high schools in the country to educate young men to the standard contemplated by the proposed amendment, so that there would be no lack of students, even were this selfish point of view to be taken. No one can doubt that it would be to the advantage of the medical schools to have better trained students. If it be true then, as I think it is, that benefit would accrue to public, physician, and school by insisting on better preparation for medical work, certainly only a doubtful expediency would suggest contentment with anything less desirable.

BY HENRY S. TAYLOR, ALBANY, N. Y., REPRESENTING THE REGENTS OF THE UNIVERSITY OF NEW YORK (BY INVITATION.)

The topics of discussion before the Association of American Medical Colleges for this session are of keen interest to me. A feeling prevails that the increase of physicians in the United States is out of proportion to the increase in population. The accompanying table shows that in 1860 there was one physician to 576 people; in 1870 one to 617; in 1880 one to 585; in 1890 one to 598; and in 1900 one to 575. In 40 years the population increased nearly two and a half times, but the ratio of population to physicians is practically the same to-day as it was 40 years ago. But, as the number of physicians to the number of persons increased during the last decade more markedly than in any preceding decade, it is fair to assume that the requirements for admission to the practice of medicine should be increased if the general ratio of the 40 years is a proper one.

Table showing ratio of physicians to population as shown by the United States Census:

U. S.	1860.	1870.	1880.	1890.	1900.
Physicians	54,543	62,448	85,671	104,805	132,002
Population	31,443,821	38,558,371	50,155,783	62,622,250	75,994,575
Ratio ...	1 to 576	1 to 617	1 to 585	1 to 598	1 to 575

Assuming that it is safe to advance the requirements for admission to the practice of medicine throughout the United States, should this advancement be made in the general pre-

liminary educational requirement for admission to the medical school, in the professional requirements for graduation, or in both? Without doubt, the new Article 3 strictly enforced will materially advance the preliminary requirements, and a uniform enforcement of the minimum requirements for admission to the medical schools that are members of this Association will materially reduce the numbers of the first class entering on these full requirements. For example, under Item B of Sec. 1, "The diploma of a state normal school having a course of instruction equivalent to a four-year high school course whose credits are accepted by a state university," if interpreted for Massachusetts, will cover a two-year course subsequent to a four-year high school preparation based on eight or nine years of pre-academic or grammar school preparation, which would not be recognized by Harvard for admission to her medical school; while the diploma from an Alabama state normal college secured on a two years' normal course, subsequent to two years of high school preparation, based on six years of pre-academic work, will admit to the junior year of the University of Alabama, i. e., 14 years of scholastic preparation in Massachusetts will not admit to the freshman year of the Massachusetts enforcement of this section, strictly interpreted, will very materially affect the entrance class to the medical schools of the country. This illustration plainly reveals perhaps the most pressing reform essential to the advancement of the medical profession in the United States to-day, viz., the need of a fixed standard for the measurement of the entrance requirements to professional schools.

The question of advancing the professional requirements is chusetts university, while 10 years in Alabama will admit to the third year of the Alabama university. Hence a uniform equally important. In the re-registration of medical schools necessitated by New York's advanced statutory requirements, the solution of several important problems leads to the conclusion that an accurate and equitable registration of the medical schools necessitates personal inspection, independent of professional bias. The best available authorities regarding medical schools in 1898 were the American Institute of Homeopathy, the Association of American Medical Colleges, the Illinois State Board of Health, the National Confederation of Eclectic Medical Colleges and the Southern Medical College Association.

A member of the Institute who had served for years on the intercollegiate committee asked regarding the registration of two prominent homeopathic schools by the University of the state of New York. He thought the registration of one of them was a mistake, for that committee regarded it as one of their strongest schools. When he was shown a sworn statement that they made an allowance for admission to advanced standing contrary to the agreement of the committee, he

acknowledged that the formal application for registration disclosed conditions not evidenced by annual publications.

The general preliminary educational requirement of the Illinois State Board of Health was plainly below the requirements of the New York statute; hence it became necessary to pass on the general preliminary educational qualification of a candidate for admission to the licensing examination independent of the professional requirement.

The rules of your organization permit an allowance of advanced standing to graduates of schools of dentistry, veterinary medicine, pharmacy, osteopathy, and the like, an allowance not permitted by the New York statute. This has led to the necessity of a distinction between registered and accredited schools, concerning which see the report of the director of the college department for 1902, p. r. 22-30.

The necessity of protecting the interests of students who desire to migrate from weaker to stronger medical schools, made it necessary to register the schools for admission to the licensing examinations independent of the registration for admission to other registered schools. The contention made at your last meeting regarding certain spring schools, that your rules compelled students to remain in such institutions, has some force. A spring school need not necessarily be an inferior school. The relation of receipts to expenditures, of instructors to matriculates, of library, laboratory and clinical facilities to the numbers graduating, are important factors in determining the standing of medical schools which should receive greater consideration than has ever been given them.

Finally, the allowance to be made graduates of colleges of liberal arts and sciences must receive careful attention. The independent colleges and medical schools suffer by the drifting of their students to the universities that can afford both lines of work and a combined course saving one or two years of time. The presidents of independent colleges plead for subjects they regard as essential in liberal culture, while the deans of the independent medical schools plead for these stronger students with the college training. All are agreed, however, that the matriculate possessing the baccalaureate degree, other things being equal, is better fitted for entrance on medical study than the graduate of the high school only. We hope that a satisfactory arrangement of a standardized combined baccalaureate and medical course can soon be adopted by the university that will prove satisfactory to the colleges, universities and medical schools of the State of New York.