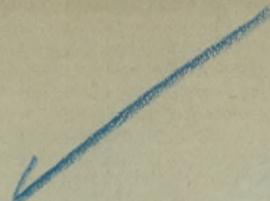


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# The Medical Student:

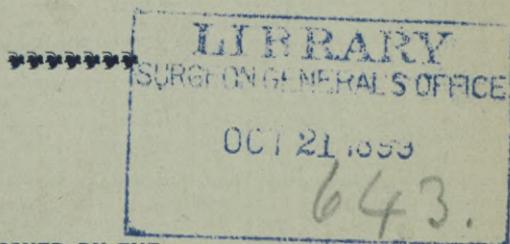
HIS

QUALIFICATIONS,

COURSE OF STUDY,

EXPENSES AND

BUSINESS OPPORTUNITIES.



ISSUED BY THE

→ HAHNEMANN MEDICAL COLLEGE AND HOSPITAL,  
BROAD ABOVE RACE STREET,  
PHILADELPHIA.

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## THE MEDICAL STUDENT.

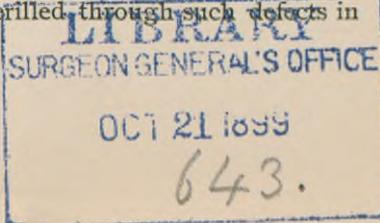
Young men, contemplating the Study and Practice of Medicine as a profession and means of livelihood, naturally ask the questions—"What are the Qualifications requisite for the beginner?" "What is the Extent and Character of the Course of Study?" "What Expense does the Course involve?" "What are the Opportunities for Success in practice?"

Before entering upon the consideration of these queries, it may be proper to state that the replies are based chiefly upon the Requirements, the Curriculum, the Course and Methods of the Hahnemann Medical College and Hospital of Philadelphia. This is the oldest of the Homœopathic Medical Colleges of the world, having been incorporated in 1848. For the past twenty-five years this School has been an acknowledged leader in all the enterprises pertaining to the advancement of medical education, and to-day it has the honor of being abreast of the most advanced schools of America in each and every department of instruction; while in some particulars it claims to lead all others. Whatever is said, therefore, may be accepted as expressing the views of those representing the highest and broadest medical culture of America.

### QUALIFICATIONS OF THE STUDENT OF MEDICINE.

The qualifications of the student of medicine, or of one properly contemplating its practice, are of a four-fold nature; namely, physical, mental, educational and moral.

**Physical Qualifications.**—Medicine requires, for its efficient practice, the constant use of the "five senses" of the practitioner, an important part of whose education consists in the special preparation of these faculties, and in training or "drilling" them for the work to which they are to be called. Hence it is that any material defect, either natural or acquired, of the senses of hearing, seeing, taste, smell, or touch, ought to make one hesitate to engage in medical practice, especially as human health or life may be imperilled through such defects in



the physician. The gravest of these defects are those of sight and hearing, but all the others are serious. So, also, any impairment of the uses of the arms, hands or fingers, or of the legs and feet, or, indeed of the general muscular powers, constitutes a serious disqualification for the study and practice of the medical art.

**Mental Qualifications.**—Medicine, in both its study and practice, calls into constant and vigorous exercise the three mental faculties of Observation, Memory, and Reason. The demands made upon all of these powers are often so great that the average mind can meet them only by the exercise of the most incessant and energetic effort. For this reason it must be said, that those who are conscious of the possession of deficient powers of observation, and especially of memory, should not be encouraged to pursue the study of medicine. And yet, the *habit of study*, formed in youth and maintained in manhood, together with a suitable general education, will go far to overcome slight deficiencies in these particulars, and, in all medical colleges, are observed to determine the net result of the student's efforts in a large proportion of cases. A fondness for the branches of Natural Science, especially Physics, Chemistry, Botany and Physiology, is most advantageous to any one entering upon the study and practice of medicine; while a positive dislike for such studies is a good reason for choosing some other vocation.

**Educational Qualifications.**—A thorough Course of Study in Medicine impresses every thoughtful student with his need of a broader and more thorough preliminary education. Hence, it is impossible for such fundamental training to be too extended or too profound. But, while preliminary studies in almost any department may be of use to the student in his college work, certain of them seem more or less absolutely essential to enable him to make creditable progress and keep pace with his fellows; and there are certain branches, also, that are *required* to enable the student to comprehend the subjects taught in a medical course. A brief statement of these requirements will be sufficient.

(a) No person can be considered qualified for the study of medicine who does not possess the ability to use the English language correctly (grammatically) in his ordinary conversation, or who cannot write a lengthy letter without misspelling words, misplacing or omitting capitals or failing to properly punctuate its

sentences. Medical Colleges, recognizing the importance of this reasonable requirement, are exacting, each succeeding year, a more rigid compliance with it in their entrance examinations.

(b) The knowledge of Mathematics requisite to a medical course includes Vulgar Fractions, Decimals, Percentage, Proportion, Square and Cube Root and the "Decimal System" of weights and measures. Evidence of this knowledge is exacted at the entrance examinations. Besides this, it is highly important that the student possess a knowledge of the Terms and principal Rules of Mensuration; this knowledge being required in the study of Anatomy, Physiology, Obstetrics, Ophthalmology, etc. It is advantageous to include also the more elementary rules of Algebra, especially as any student of average capacity, having the requisite knowledge of Arithmetic, as above defined, can acquire the additional attainment by a few weeks of study at home, with an elementary text-book.

(c) A knowledge of Latin, sufficient to show a fair comprehension of scientific terms and formulæ employed in Medicine, is also required by all the higher grade medical schools. This acquirement adds so largely to the student's capacity as to more than compensate for the time and labor necessary to attain it. Indeed, it would be better if the familiarity with Latin were extended much beyond the actual requirement of the college rules.

In addition to the "Requirements" as above set forth, it is eminently advantageous for the student, before entering college, to make himself familiar with some work on general Physics, or Natural Philosophy. This branch is of such pre-eminent importance in a preparatory medical course, and is, withal, so unaccountably neglected in our ordinary educational systems, that all medical schools have found it necessary to include it in the curriculum of regular studies. It is much better, however, that the student acquire it before entering college.

**Moral Qualifications.**—It is essential to the make-up of the physician that he shall be a gentleman, not merely in his outward manner and apparel, but in his inward sentiments and instincts. Coarseness and brutality, bragging, swaggering, and all forms of vulgarity are unfailingly the signs, and too commonly the attendants, of ignorance. Intemperance, profanity, dishonesty and all the low forms of dissipation are considered, by college faculties, sufficient reasons for refusing the Medical Degree to a

candidate, no matter what his educational attainments may be. No young man, conscious of these defects in his character and habits, should think of trying to secure an entrance into the profession of medicine.

Respecting the qualifications of physicians there is no higher medical authority than Hahnemann. Speaking on this subject, he says: "From this God-serving and noblest of earthly occupations let all hold aloof who are deficient in mind, in the judicial spirit, in any of the branches of knowledge required for its exercise, or in tender regard for the weal of mankind and a sense of duty to humanity; in one word, who are deficient in true virtue: Away with that unhallowed crew who merely assume the outward semblance of health restorers, but whose heads are full of vain deceit, whose hearts are stuffed with wicked frivolity, whose tongues make a mock of truth, and whose hands prepare disaster."

In brief, the medical profession needs men of physical perfection, possessed of at least an average degree of mental capacity, studious tastes, a good English education and a rudimentary knowledge of Latin, of high moral sentiments and correct moral habits, and of refined and gentlemanly bearing and instincts. To such it extends the welcoming hand of fraternity.

There are many young men desirous of entering the medical profession, who, while properly qualified in many respects, are unfortunately deficient in their educational attainments. Such men often think to overcome this disqualification by a more earnest and prolonged pursuit of medical studies proper. This is a most serious mistake; one which, if it could be followed out at all, would operate to the disadvantage of the whole subsequent career. Under such conditions there is but one course to be pursued; namely, a systematic study and preparation, with or without a teacher, in the branches mentioned in these pages as necessary precedents to a course in medicine. As an encouragement to such efforts it may be said that surprising progress can be made by those of average mental capacity, even though these studies must be pursued during the intervals of business activity. In this way it is practicable for even the average pupil of our common schools to complete his studies and fit himself for an entrance examination in a medical college. Moreover, the young aspirant for medical honors who may find himself *unwilling* to subject his mental powers to this preliminary discipline, has grave reason to

doubt his ability to obtain entrance to even a second-rate medical college, much less to ever secure its Degree. The only kind of advice we can give to such an one is to abandon the thought of medical studies altogether.

To other young men who expect, sooner or later, to enter a medical college, and whose preliminary education includes all the branches mentioned as essential prerequisites, our most urgent advice is that the time yet to be passed before entering college should be devoted to such studies as physics, general chemistry, biology, zoölogy and botany. A course in German or French may also be pursued to great subsequent advantage. Until all these preparatory branches are quite well mastered it is best to defer the regular branches of the medical course; though a general reading—not memorizing—of works on Anatomy and Physiology, referring to the Medical Dictionary for every unfamiliar word, might be undertaken with much profit. It must be remembered, however, that the only place where any great progress can be made in the beginnings of medical studies is in a medical college, and under the constant direction and aid of skillful and experienced teachers supplied with ample facilities for illustration and demonstration.

### THE COURSE OF MEDICAL STUDY.

Under the conditions of general education prevailing in the United States the course of study in medicine necessarily differs somewhat from that pursued in most European countries in this particular: that it includes instruction in certain preparatory branches, which, in the older countries, is always acquired in the academy or literary college. In all first-class medical colleges in this country the studies of the course may be arranged in four classes, corresponding somewhat, though not closely, with the four years of college work. The first class embraces what may be designated the "preparatory" branches—Physics, General Chemistry, Elementary Biology, Botany, Zoölogy, History of Medicine, Microscopy, Medical Terminology, etc.

The second class of studies includes Anatomy, Physiology, Medical Chemistry, *Materia Medica* and Pharmacy, General Pathology, Institutes of Medicine, etc. These may be considered as the fundamental medical branches, on which the more practical studies are said to be based.

The third class of studies comprehends Special Pathology, Diagnosis, Therapeutics, Surgery, Obstetrics, Hygiene; also Practical Exercises in all these departments.

The fourth class of branches embraces what are known as the "Specialties," such as Ophthalmology, Otolaryngology, Gynæcology, Dermatology, Neurology, Physical Diagnosis, Pædiatrics, Medical Jurisprudence, etc., etc.

Practically, in the collegiate Course, these "classes" overlap each other in many instances and several of the studies are pursued through two or more years. But, whatever may be the arrangement of studies in the curriculum, the entire course cannot be mastered in less than four full collegiate years. If, however, the student has enjoyed the privileges of a regular college course and has obtained the Degree in Arts or in Science, with suitable courses in Physics, Chemistry, Biology, Botany, Zoölogy, Anatomy and Physiology, he is admitted to the Second Year and Class of College studies, thereby reducing his Medical College Course to three years. This rule obtains in all medical schools in America. In Hahnemann College the same rule applies to graduates in Dentistry, Pharmacy, and Veterinary medicine.

### THE COST OF A MEDICAL EDUCATION.

The expense of a college education in medicine is as much subject to variation as in other departments of knowledge. The time devoted to the work of instruction by the teachers, their experience and skill, the expense of college and hospital maintenance, and, more than all else, perhaps, the facilities provided for the full elucidation and demonstration of each subject taught, including the support of well-equipped and costly laboratories—all these vary in the different colleges, and the college fees vary correspondingly. In all the most renowned Schools of America, and especially in all those in which the whole energy of the Collegiate Corporation is concentrated upon the single object of medical education (as contrasted with a University) the fees vary from one hundred to one hundred and fifty dollars for each college term. Besides these Term fees there is a Matriculation fee of five dollars and a Graduation fee of thirty dollars, and there are small charges for dissecting material and for "breakage" in the laboratories. Add for books and instruments, a further sum of about one hundred dollars, and the reader can compute the probable

total expense of a course of study in a first-class college and hospital.

### OPPORTUNITIES FOR SUCCESS IN THE PROFESSION OF MEDICINE.

It is sometimes said that the profession of medicine is overcrowded. The same complaint is heard respecting law, divinity, school-teaching, agriculture, manufacturing and commercial business, and nearly all the mechanical trades. In nearly all cases these complaints are based on a misapprehension of the facts. It is true that a certain small proportion of those who graduate in medicine afterwards drift into other lines of business, but the same phenomenon is to be seen in relation to all other forms and departments of industry. Of those who fail to win success in medical practice and finally abandon it, a portion would fail under any circumstances, simply because they prove to be but imperfectly adapted to its duties and responsibilities. But these failures are not more common in medicine than in other avocations.

Even if we admit that America has more physicians than are actually needed—which, considering the sparsity of her population, as compared with that of Europe, is extremely doubtful—yet it is well known that in reference to *homœopathic* physicians no such statement is correct. The United States is not at all adequately supplied with physicians of the homœopathic school, nor is it likely to be for years to come. An examination of the Medical Directory of the United States, published by R. L. Polk & Co., will show that there are hundreds and hundreds of towns and cities in this country, having populations varying from a few hundreds to several thousands, in which there is not a single homœopathic physician; besides hundreds of other towns and cities in which there are abundant opportunities for additional physicians of that "school." So that the well-schooled medical graduate (and no physician *is* well-schooled unless his College education has included a course in homœopathy) has every reason to anticipate for himself an honorable and lucrative business.

Homœopathy, as a system of medical practice, is just completing its first hundred years. It is no longer an experiment, but an established and potent factor in our scientific and social world, and as likely to be permanent as any other doctrine now held in the whole realm of art and science. This system at the present

time has over twelve thousand practitioners in the United States ; and they are as widely known and as highly distinguished for their learning and skill as are other physicians in this and other countries. They are filling positions of honor, in colleges, hospitals and societies, in literature, in sanitary boards and other governmental relations, equally with their fellows of other "schools," and before the present generation shall have passed away there will not be a governmental position of honor and trust in the United States which homœopathic physicians may not reach with the same ease and certainty as those of any other sect. The constantly growing popularity of the new system of medicine and the ever increasing influence of its practitioners in all governmental and social relations seem to make the homœopathic profession of medicine one of the most inviting and promising avenues open to those whose physical, moral and intellectual qualifications fit them for its duties and responsibilities.

#### **A WORD ABOUT HAHNEMANN MEDICAL COLLEGE AND HOSPITAL.**

Hahnemann College is, as already shown, nearly half a century old. During her history she has educated and graduated more than two thousand physicians, and in her several classes she now has a total of above two hundred and fifty students in annual attendance. The institution occupies more than an acre of ground on Broad Street, near the centre of the city, with buildings including lecture-rooms, anatomical and clinical amphitheatres, dissecting-room, laboratories, rooms for practical exercises in surgery, obstetrics, etc., library, a museum, a half dozen clinic-rooms with their unequalled conveniences, a vast dispensary and a magnificently constructed and equipped hospital—five immense buildings, involving, with their equipment, a cost of more than half a million of dollars, devoted to the education of medical practitioners. To illustrate the subjects taught and familiarize the student with the diagnosis and treatment of diseases and injuries, there are received, in the various departments of the institution, over twenty thousand patients annually, besides several thousand "accident" cases. As may well be supposed, the expense of managing and maintaining this vast benevolent enterprise is enormous, and the advantages it brings to the student, seeking a medical education within its walls, are correspondingly great.



