

ABSTRACTS

English/Français

ANNUAL MEETING

Canadian Society for the History of Medicine/

La société Canadienne d'histoire de la médecine

Montreal, Quebec

June 2-4, 1995

In Order of Presentation

Canadian Society for the History of Medicine
Société canadienne d'histoire de la médecine

1995 ABSTRACT FORM

Topic: History of Medical Education

Format: X Oral Poster

PLEASE TYPE ABSTRACT BELOW.

Role of Edinburgh University in Medical Education

Title of North American Doctors: 1800 to 1825

Martin Entin, M.D. Associate Professor of Surgery, McGill
University, Montreal

Author(s), Institutional Affiliation

The medical education during the 18th century in America relied entirely on apprenticeship with the practising physician. At the beginning of the 19th century, there appeared to be a certain pressure for more formal training both in the United States and in Canada. Although there were five medical colleges in the United States by the 1800, these were not adequate to supply the Nation's need. The pattern of training for doctors was similar in Canada. The apprenticeship in Canada was often with the former Army Surgeons, frequently Edinburgh graduates. The requirement of more formal training influenced many aspiring Canadian doctors to enroll into the Edinburgh Medical Faculty.

The life of the medical students in the Edinburgh Medical School in 1800-1825 were regimented regarding the pursuit of the assigned courses. There were a few optional courses which permitted a choice. The teaching was done at the University, the Royal Infirmary Hospital and at other quarters where the Medical Faculty gave private courses. The influence of the Edinburgh Medical Faculty on the students was profound. They were imbued with the zeal to return to their native land, after graduation, to start training the future doctors.

Detailed information regarding the attitude of the Edinburgh Medical Faculty to pre-medical education and to the medical courses was gleaned from the Report of the Committee on the Educational Reform appointed by King George IV, in 1826. The published reports quote the questions and answers by the member of the faculty verbatim. Their candid views cover the whole gamut of the medical subjects taught at Edinburgh and helped to explain the students' enthusiastic conversion to the Edinburgh system.

Canadian Society for the History of Medicine
Société canadienne d'histoire de la médecine

1995 ABSTRACT FORM

Topic: Medical Education

Format: X Oral Poster

PLEASE TYPE ABSTRACT BELOW.

What Were ~~Canadian~~ Medical Students Taught 100 Years Ago?

Title

Denise L. Chapple & N.T. McPhedran, History of Medicine, Faculty of Medicine, The University of Calgary

Author(s), Institutional Affiliation

This paper, based in large part on the lecture notes of a McGill medical student will examine the McGill University Medical Program as it existed almost 100 years ago. Aspects of the program, and student involvement in the Medical Society of Undergraduates will be described. These features of the McGill curriculum may explain why many medical schools in Canada and the US have structured their undergraduate programs on the McGill model.

In the 1900-1901 session, the Faculty of Medicine was comprised of 490 students, many of whom came from abroad: USA, West Indies and China. The class fees for the 1900-1901 session were \$1.50!

Students wishing to study Medicine in Canada during the late 1800's and early 1900's could apply to a number of universities. McGill, the first established medical school in Canada, provided a medical program which consisted of four years of lectures in various medical subjects but with clinical exposure during the third and fourth years of study. The bulk of the subject matter was presented to students in the form of lectures although laboratories were available for courses such as Histology. During their first and second years, students studied the basic sciences, including Chemistry, Biology, Anatomy, Physiology and Pharmacology. During the third and fourth years studies became clinical with Obstetrics and Gynaecology, Hygiene, Mental Diseases, Medicine, Surgery and Ophthalmology. Medical Jurisprudence was taught in the third year covering several aspects of death, post-mortem appearances, life insurance and even hanging.

James H. Darragh MD
MSc FRCPC FACP FRCP
64 Robert Street
Ottawa ON
K2P 1G4
Tel: 613-236-9642

ABSTRACT submitted for the program of the annual meeting of the Canadian Society for the History of Medicine, Montreal, QC, June 1995

THE IRISH SCHOOL OF MEDICINE AND ITS INFLUENCE ON CANADIAN MEDICINE

The Irish School of Medicine flourished from 1830 to 1860 when it was one of the leading medical schools in the English speaking world. The first section will describe:

- the origins of the Irish School of Medicine in Leyden, Paris, Edinburgh and London;
- some of the leading personalities — Adams, Cheyne, Colles, Corrigan, Graves, Macartney, Stokes, Smith
- the methods of clinical observation
- the publications
- the medical societies
- the teaching methods at the Dublin Hospitals — the Meath, the Rotunda and St. Steeven's

The second section will describe some of the influences of the Irish School of Medicine on the development of Canadian medicine in the nineteenth century. When Sir William Osler graduated from McGill Medical School in 1872, three of the physicians at the Montreal General Hospital had studied with Graves and Stokes at the Meath Hospital. As part of his continental tour Osler visited Dublin. On returning to McGill Medical School and the Montreal General Hospital in 1874, he continued the Irish methods of teaching.

The final section will trace some of the influences of Irish medicine on Canadian medicine in the twentieth century.

Title

C.R.R. Hayter, Division of Radiation Oncology, Department of Oncology, Queen's University,

Author(s), Institutional Affiliation

Kingston.

Within a few years of Roentgen's announcement of their discovery, x-rays were being used widely in medicine. By the early years of this century there was recognition that graduating physicians should be knowledgeable about the nature, production, and clinical applications of x-rays. This paper will describe the development of undergraduate teaching in radiological physics at Queen's University medical school, and will focus on the achievements of J.K. Robertson, professor of physics at Queen's and teacher of medical students from 1911 to 1951. Robertson's contribution to medical education in the areas of curriculum, teaching techniques, and publications will be described. His achievements were recognized in 1954 when he gave the thirty-third Silvanus Thompson Memorial Lecture to the British Institute of Radiology. Entitled "An Experiment in Medical Education," the paper outlined his experiences in teaching physics to medical students. Comparison of the curriculum in Robertson's day with the paucity of current exposure to radiology in the medical curriculum leads to speculation about the adequacy of preparation of modern physicians for new imaging and therapeutic technologies.

Titre: J.K. Robertson et l'enseignement de la physique radiologique aux étudiants en médecine de premier cycle ;

Auteur et institution: C.R.R. Hayter, Division de Radiation Oncologie, Département d'Oncologie, Université Queen's, Kingston

Peu de temps après que Roentgen annonça la découverte des rayons X, l'utilisation de ceux-ci s'est répandue très rapidement dans le domaine de la médecine. Dès les premières années du XXe siècle, on reconnaissait déjà le fait que les médecins finissants devaient connaître la nature, la production et les applications cliniques des rayons X. Notre communication aura pour objet la description du développement de l'enseignement de la physique radiologique au niveau du premier cycle à la faculté de médecine à l'Université Queen's et, notamment, les accomplissements de J.K. Robertson, professeur de physique à Queen's ainsi qu'instructeur de médecine entre 1911 et 1951. Nous décrirons les contributions de Robertson dans le domaine de la formation médicale et plus précisément, ses contributions en matière de programmes d'études, de pédagogie et de publications. On a reconnu ses mérites en 1954 lors du trente-troisième Silvanus Thompson Memorial Lecture que Robertson donna lui-même au British Institute of Radiology. Sa communication, intitulée "An Experiment in Medical Education" ("Une expérience dans le domaine de la formation médicale"), décrit à grands traits ses expériences dans l'enseignement de la physique aux étudiants en médecine. Une comparaison entre le programme d'études de l'époque de Robertson et celui de nos jours, avec le peu d'accent que celui-ci met sur la radiologie, nous amène à nous demander si la formation des médecins modernes est adéquate dans le domaine des nouvelles techniques d'imagerie et des techniques thérapeutiques.

1995 ABSTRACT CSHM MONTREAL

Mentor du style Hippocrate?: L' évolution canadienne de la médecine dans le domain scientifique et de laboratoire.

Dr. Thomas W. Dukes,

National Centre for Diagnostic Virology,

Agriculture and Agri-Food Canada

Hippocrate dictait que les professeurs et les étudiants en médecine devaient avoir la même interaction entre eux que les parents et les enfants et par le fait même les étudiants doivent être les mentors des enfants de leur professeurs. La médecine humaine et la médecine vétérinaire avaient leurs sources en antiquité mais modifiaient leurs relations a un certain temps travaillaient ensemble et a un autre moment dans l'histoire ils ce sont éloignés l'une de l'autre. A l'époque où le style mentor d'Hippocrate avec la médecine vétérinaire devolueait, j'aie un autre évolution commençait pour la médecine vétérinaire au Canada sur une base scientifique. Les concepts de l'unité d'une seule médecine et l'importance de sciences cliniques, traverse le gap entre les générations. Osler a été exposé plus tôt aux sujets vétérinaires par des professeurs comme James Bovell, Duncan McEachran et Griffith Evans. Osler influençait profondément la médecine vétérinaire au Canada et a d'autres endroits par ses activités et celles des étudiants vétérinaires. L'influence d'Osler se fait encore sentir aujourd'hui.

L'empreinte d'Osler :

Influence de Sir William Osler sur les Rockefeller qui a conduit à la fondation de l'Institut neurologique de Montréal par Wilder Penfield

William Feindel, OC, MDCM, DPhil.

La lettre que Sir William Osler adresse à John D. Rockefeller Junior en août 1919 pour l'inviter à contribuer à la restructuration des hôpitaux d'enseignement de McGill donne lieu en 1921, au versement de généreuses subventions de la fondation Rockefeller à toutes les facultés de médecine qui existaient au Canada à cette époque.

L'Université McGill reçoit un million de dollars et profite de la campagne de souscription lancée par le principal de l'Université, Sir Arthur Currie, pour financer à la même hauteur le renouveau de ses ressources d'enseignement et cliniques. C'est ainsi que le nouveau pavillon de biologie (inauguré en 1922 par Sir Charles Sherrington et le docteur Harvey Cushing) voit le jour, de même que le nouvel Institut de pathologie, symbole des contributions qu'Osler avait apportées à McGill de 1874 à 1884, à titre de pathologiste de l'Hôpital général de Montréal.

En 1932, la fondation octroie un million de dollars supplémentaire à McGill pour la recherche neurologique et un quart de million de dollars pour la construction de l'Institut neurologique de Montréal (soit la moitié de son coût), fondé et dirigé pendant 25 ans par Wilder Penfield.

Le rôle d'Osler et d'autres dramatis personae dans ce dossier sera analysé à l'aide de documents tirés de la bibliothèque Osler, des archives de la Fondation Rockefeller et de l'Université McGill et des Archives Wilder Penfield.

Canadian Society for the History of Medicine
Société canadienne d'histoire de la médecine

1995 ABSTRACT FORM

Not a member of CSHM

saving
intuition
sympathy
feminine
only?

Topic: WOMEN IN MEDICINE

Format: X Oral Poster

PLEASE TYPE ABSTRACT BELOW.

Title

WOMEN DOCTORS AND THE PROTECTIVE LEGISLATION DEBATE IN INTERWAR BRITAIN

Author(s), Institutional Affiliation

YOUNGRAN JO, IHPST, UNIVERSITY OF TORONTO

Abstract

Historians as well as contemporaries have viewed protective (or restrictive) labour legislation as a key issue of the dispute and the split between middle-class and working-class feminists in the interwar period. This issue was also a concern of women doctors at that time. This paper argues that the attitude of women doctors on the issue can be better understood within the context of women physicians' long-term efforts of reinventing womanhood.

After the First World War, the position and the number of women in medicine altered significantly. This transformation brought changes in the previously prevailing medical discourses about women's physical inferiority and special susceptibility to certain poisons. In particular, after seeing a series of attempts to introduce additional restrictive legislation for women in the 1920s, these medical women fought against the Factory Bills challenging medical aspects of this legislation. A group of feminist women doctors, led by Christine Murrell and Jane Walker, strongly opposed such protective legislation. Such efforts were a part of their conscious endeavour to redefine the nature and health of women. This paper examines the way in which and the extent to which women's participation in producing knowledge and discourse brings changes in ideas and policies on women.

Canadian Society for the History of Medicine
Société canadienne d'histoire de la médecine

1995 ABSTRACT FORM

Topic: History of Medicine in Canada

Format: X Oral Poster

PLEASE TYPE ABSTRACT BELOW.

Title

Maude Abbott's Contributions to Surgery and Pathology

Author(s), Institutional Affiliation

Terrie M. Romano, History of Medicine, Queen's University

Maude Abbott's Contributions to Surgery and Pathology

Maude Abbott (1869-1940) was one of the first women to earn an B.A.(1890) at McGill University. Barred from entering the McGill medical school, she did her medical degree at Bishop's College (1894). For most of her career she was based at McGill, and she won international prominence for her work on congenital heart diseases, and as an innovative pathology educator. Her contributions to surgery and pathology have remained opaque, despite many biographical sketches and two biographies. In this paper I will establish the importance of her work to the development of modern cardiac surgery and pathology. I will also discuss why Abbott's work has been belittled by contemporaries and historians. I believe this, in part, was because Abbott was

Canadian Society for the History of Medicine

1995 Program Abstract

Topic: 19th century Ontario medical ethics

Format: Oral presentation

Title: Ethical Conduct: Professional Propriety or Pedantic Polemics? Dr. William Canniff's Career, 1866-1881

Author: Dr. Heather MacDougall, Department of History, University of Waterloo

Abstract

Throughout his career, Dr. William Canniff sought to epitomize the nineteenth century ideal of the professional gentleman. Fulfilling the ethical standards which his training and growing status within the medical community demanded was not always easy. In 1866 Canniff inadvertently consulted with a homeopathic physician as they tended the wounded after the Fenian raid at Ridgeway. This experience may well have influenced his support for the clause prohibiting consultation with sectarian practitioners which the sub-committee formulating the Canadian Medical Association's Code of Ethics presented to the members in 1868. As the Dean of the Victoria College Medical School from 1870-74, Canniff attempted to inculcate high standards in his students yet ironically, he engaged in a vigorous and occasionally nasty public debate in the columns of the Globe with a junior colleague who had the temerity to criticize his elder's testimony for the defence in an 1875 abortion trial. These events tested Canniff's views about professional conduct and personal integrity and perhaps persuaded him to make professional ethics the subject of his CMA presidential address in 1881. The purpose of this case study is to examine how one medical leader's personal experience and public pronouncements aided in the ongoing definition of both professional conduct and ethical behaviour.

Au cours de sa carrière, Dr. William Canniff chercha à abréger l'idéal du gentilhomme professionnel du XIX^e siècle. La satisfaction des exigences éthiques que réclamaient sa formation et sa position grandissante au sein de la communauté médicale s'avérait souvent difficile. Par inadvertance, Canniff conféra, en 1866, avec un médecin homéopathe pendant qu'ils soignaient — tous les deux — les malades provenant de l'incursion feniane à Ridgeway. Il se peut que cette expérience ait mené Canniff à soutenir la disposition interdisant toute consultation avec les praticiens sectaires que présenta le sous-comité chargé de la préparation d'une déontologie aux membres de l'Association médicale canadienne en 1868. En tant que doyen de la faculté de médecine à Victoria College de 1870 à 1874, Canniff tenta d'inculquer un goût pour l'excellence à ses étudiants. Cependant, en 1875, il engagea dans le journal The Globe un débat vigoureux et parfois méchant avec un jeune collègue qui avait la témérité de le critiquer lors de son témoignage en faveur de la défense rendu au cours d'un procès sur l'avortement. Ces événements mirent à l'épreuve les sentiments de Canniff quant à la conduite professionnelle et l'intégrité personnelle, et le convainquirent peut-être de faire de l'éthique professionnelle le sujet de son discours présidentiel à l'Association médicale canadienne en 1881. Cette étude examinera la façon dont l'expérience et les discours d'un chef de la communauté médicale facilitèrent la définition non seulement de la conduite professionnelle, mais aussi de l'éthique médicale.