

**The Irish school of medicine as it is and as it ought to be : an address introductory to a course on pathological anatomy & histology in relation to the practice of medicine and surgery, delivered at the Royal Cork Institution / by Thomas S. Holland, M.D.**

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THE IRISH SCHOOL OF MEDICINE

AS IT IS AND AS IT OUGHT TO BE.

AN ADDRESS

INTRODUCTORY TO A COURSE ON

PATHOLOGICAL ANATOMY & HISTOLOGY

IN RELATION TO THE

PRACTICE OF MEDICINE AND SURGERY,

DELIVERED

AT THE ROYAL CORK INSTITUTION,

BY

THOMAS S. HOLLAND, M.D.

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1853.

THE IRISH SCHOOL OF MEDICINE  
AND ITS HISTORY

# AN ADDRESS

DELIVERED AT A PUBLIC MEETING

PATHOLOGICAL ANATOMY & HISTOLOGY

OF THE

PRACTICE OF MEDICINE AND SURGERY

IN

AT THE IRISH SCHOOL OF MEDICINE

BY

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BY

JOHN F. COOKE, M.D., F.R.C.S., F.R.C.P.  
OF THE IRISH SCHOOL OF MEDICINE

1861

TO  
HIS FELLOW-LABOURERS,  
THIS PLAN OF THE  
NEW IRISH SCHOOL,  
IS DEDICATED BY  
THE AUTHOR.

MRS. ELLIOT L. LATHROP

THE LATHROP

NEW YORK

1880

THE LATHROP



## A D D R E S S .

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At the opening of a second course on Pathological Anatomy and Histology considered in relation to Medical Science, it may be expected, that the diffidence which necessarily accompanies a first lecture, would be succeeded by a degree of confidence, arising from the ordeal of the course, to which it was introductory, having been passed, at least not unsuccessfully.

A Lecturer is entitled to whatever degree of modest confidence the conscientious discharge of his duties may bring with it, and such would probably be my feeling, did I come before you, Gentlemen, to introduce a repetition of the last course\* to your notice, or had I not derived great benefit from it; as he, who while instructing others, has not been taught how much he has yet to learn, may be the only one whom the course has failed to improve.

Having, in my last lecture, sketched an outline of the history of Pathological Anatomy, I shall, on the present occasion, direct your attention to matters of more local interest, which will I hope engage your attention during this short hour, while its development will be, or at least ought to be, one of the highest ambitions of your future life, namely, the necessity, possibility and means whereby Medicine, as an inductive science, may be advanced, a New Irish Medical School founded, and this city thus made to form a chapter in its history.

\* For Syllabus, see page 21.



The commercial prosperity of a country is for a time materially aided by a centralization of wealth, but there is also a period when it becomes directly disadvantageous; Liverpools, Birminghams, and Belfasts are essential to permanent prosperity, an argument equally applicable to science; and as the Irish School, formed in Dublin, has hitherto claimed that city as its representative, a reputation so limited cannot outlive many generations, or the drain on provincial intellect that is required to sustain its character, must become most injurious to the country generally.

That the period has arrived, when scientific centralization should cease, is proved by the establishment of scientific instruction in the provinces: further, that the Intelligence of the country feels we are entering on a provincial era, is clear from the success of the new institutions; and this lecture cannot find a better, a higher, or more appropriate subject, than the consideration as to, how a medical school, destined to raise the character of Irish medicine by imparting to it a rational, inductive and truly scientific spirit, such as constitutes the leading feature in modern physic, can be formed in this city.

The greater the amount of individual interest that can be brought to bear upon any undertaking, the more rapid will be its success, while if each of us was sensible of the part he can take in the formation of a great provincial school, it would impart to us that essential, though too often deficient element in our character—self reliance.

Most schools have been formed by two or three well-disciplined and determined minds, combining to effect this object, who, having laid aside all personal and petty jealousies, determined *what should be done*, and *did it*, under difficulties against which *we* have not to contend—for in this city there are all the essentials for the formation of a great school—a College, Two General Hospitals, a Fever, a Lying-in Hospital, a Union, a Dispensary—which, if properly used would be productive of the best results to science; yet how almost unknown in the medical world has Cork hitherto been?

Although it cannot be expected, that each of these institutions will advance medicine in the same degree, as their opportunities are not equal, yet all can add their quota to the formation of a medical school;



to which, since this is not to be accomplished by those alone who are directly connected with the instruction of students, all can give their assistance, as every original observation, it matters not by whom made, helps to direct attention, not only to the individual, but also to the city in which it has been made.

Further, it is our duty, while engaged in the formation of a medical school, to prove our appreciation of merit, and our respect for those who diligently devote themselves to scientific pursuits, by invariably supporting the best qualified in all elections for public offices. It is most disheartening to any one who has seriously and laboriously devoted himself to scientific or other pursuits, to see how lightly merit is appreciated, to discover that long hours of study, and even past services, are weak recommendations when compared with the influence of the too often ignorant friends, that are ready to support those, who make sectarianism not christianity, politics not patriotism, fiction not truth, the means of obtaining place.

It is the pursuit of this line of conduct, and the silent encouragement it finds, that have obliged many to seek, what they have again and again found, honor and an honorable livelihood in other cities.

The records of the University of Dublin bear testimony to the superior abilities of those born among us—one of our fellow-townsmen\* took the highest place at the examinations for the degree of Doctor of Medicine in the Queen's University—above the tumult and uproar of London, are heard the names of men, who once called this city their home; but it were far better were it in our streets, and at our scientific meetings they were to be seen—how much more pleasing, to hear their praise from their fellow-citizens, than to have it *sent* to us as the opinion of others—far more creditable would it be to have it said, "I knew him when a child," than to read, "Who is he?" an inquiry, ever made, when a stranger raises himself above the mass.

Shame upon us Irishmen, that we know not how to value the merits of our own—little hope is there for a school, or a country, in which the greatest praise is bestowed on strangers.

\* Dr. Donegan.



Gentlemen, if we wish to live long, we must cease cutting one another's throats—a thing which can be done without a razor.

It is evidently to the interest of every one, to make a scientific character for this city, as well as for himself; and as our commercial prosperity must be increased by the influx of students, and by the better education of the next generation, those who desire to see their children attain a high position, should themselves begin a work, from which others may derive benefit and fame.

The Dublin School of Medicine owes the celebrity it has obtained, to the pre-eminently successful manner in which it has carried out the system of clinical instruction derived from the Germans; but, unfortunately, the cotemporaries of the founders of the Irish School, did not also imitate, or acquire, the highly scientific and truth-searching character of the German mind; had they done so, they would never have allowed the reputation of the school to be limited to, or dependant upon, the cultivation of any one branch of medical science. Though our teachers have most accurately and successfully studied the diagnosis of the diseases of the thoracic viscera, their treatment and that of fever, yet it must be evident, to all who are acquainted with Irish Medical Literature, that the affection of the abdominal viscera and nervous system, have not been as carefully observed, as in other schools.

The high character of Irish medicine was for some time so evident that it became almost proverbial, and formed the subject of all introductory lectures, the boast of the Senior to the Junior Student, but no one has hitherto ventured publicly to inquire, whether Structural Anatomy, Physiology, Pathological Anatomy, or Organic Chemistry, existed as a part of our system of medical instruction.

Further, the belief in the immortal fame of the Irish School, became so implicit and universal, that students, many of whom are now Doctors, acted on the principle, that by learning what their teachers had discovered, and reading the three or four Irish medical classics, the culminating point of medical knowledge was attainable.

I cannot, on this occasion, forbear publicly expressing an opinion which I have repeatedly stated in private—that the Irish School of



Medicine has indeed reached its culminating point, and must of necessity decline, if we continue basking in the sunlight of our teachers' names. How I revere these teachers, is known to those best acquainted with me, and how I endeavour to follow their high examples, is felt within myself, though I cannot resist the conviction, that this will not be accomplished, by merely traversing the roads they have already cleared. Irish medicine must assume a new character; a truly scientific spirit must be re-instilled into our school, if we desire that it shall keep pace with the advance of science.

Medicine and Surgery are no longer to be learned, by the bed-side exclusively; the products of disease should not be hastily cut into, and then cast away; the excretions are now examined, not for form sake, but with the intent of deriving information from them, such as can be obtained in no other way; with a microscope, and chemical re-agents, the physician, while in his study, frequently learns more of the true nature of the case, than he had done in the sick-room.

The *ipse-dixit* of a teacher, the repeated use of that libelled word EXPERIENCE, is no longer sufficient to induce the student to receive as truth, assertions that have been repeatedly called in question—the *post hoc, ergo propter hoc* argument, is fast falling into disuse, even in discussions on the effect of remedies; and the student of modern medicine feels, that the right to doubt, being one of man's most sacred privileges, should on no account be withheld from him; and nothing ought to induce him to receive as truth, what demonstration, or the closest reasonings, have failed, or are insufficient, to confirm.

The student of Surgery learns Descriptive Anatomy, with the avowed intention of applying it to the practice of that department of the profession. Professors of Surgery never omit an opportunity of making their anatomical knowledge illustrate and justify their diagnosis and treatment: an intimate acquaintance with Physiology and Organic Chemistry, is considered essential to the student of Medicine, and how carefully these subjects are studied, is known to all who are preparing for, or have passed, their final examination for the degree. To what use have so many hours been occupied in such studies, if, after having entered upon the practice of the profession, they



are to be forgotten, or at least never continued? Can professors admit these sciences into the curricula of medical education, if they neither apply their principles to practice, nor justify that practice by reference to the laws of physiology and organic chemistry; and finally, how can they expect students to take an interest in subjects, the applicability of which to diagnosis and practice is not pointed out by the professors of clinical medicine—for, it is well known, their connection is affirmed once a year at each introductory lecture, and as regularly forgotten, even by the professor, until the opening of next session *suddenly* reminds him of the all-importance of their study.

Except as a subject of abstract scientific inquiry, it is to no purpose we learn the functions of any organ, or the chemical and structural changes resulting from their performance; it matters little to the students of the healing art, if a salt is soluble or insoluble in urine, whether an organ produces certain changes, in but one of the elements of food, or acts upon all indiscriminately; such knowledge is, indeed, of but little importance, in a practical point of view, unless it be brought to the bed-side, and applied to the treatment of the sick. In our system of clinical teaching, this is the grand deficiency, and, unless remedied, Irish medicine has indeed reached its culminating point.

Passing from diagnosis to practice, how great a change the entire system of therapeutics is undergoing.

Could the origin of Homœopathy have been delayed until the twenty-first or twenty-second century; would Hahnemann have then put forward his doctrines; or is it probable, that they would be received by any one who graduated in medicine in the year two thousand? To these inquiries, a negative response may, almost with certainty, be given, as physicians will then most probably write, what may be called, chemico-physiological and pathological prescriptions, the composition of which will be suggested, by an accurate knowledge of the pathological states under treatment, and the physiological and chemical actions of the remedies, used for their removal.

Then, empiricism will be ranked with alchemy; medical logic will have obtained the high place it merits, and no system based upon ignorance will outlive a discussion. In two hundred years, the



student of the science of medicine, inquiring of his teachers, why homœopathy found supporters among the physicians of the nineteenth century, will be answered—because the allopathists, as they were then called, could not explain the actions of the remedies they used—such errors in therapeutics are the result of our imperfect knowledge, to remedy which, is one of the efforts of the New School.

To what are we to look, if not to pathological anatomy, organic chemistry, and physiology, for an abolition of the empyrical and the adoption of a rational system of therapeutics. True, our *Materia Medica* will be probably reduced to a small compass; but one truth, one fact, will be cheaply bought, with the destruction of a pile of herbs. Remove from medicine the aid of the sciences just mentioned, and it will become necessary to multiply editions of the Aphorisms of Hippocrates; bring the light of these sciences to bear upon it in their full force, and this century will become, that which it is, the epoch of the creation of medicine as a science.

Such is the tendency and object of the new school. By following this course, a few active minds have made the names of remote country-towns known throughout the scientific world, and raised long-forgotten universities to such a height, that they form dangerous rivals to wealthy, long celebrated, institutions.

The time, happily for us, is past, when the celebrity of a college was measured by the thickness of the ivy that clung to its walls. Young, determined, disciplined and well directed minds form, in the nineteenth century, its best support, and on them its developement and future fame depend.

The students of this country appear to be unconscious of the moral power they possess, a power which if called into action will be productive of most important results. Students alone can judge of the competency of their teachers; the long winter session forms, as it were, one vast arena for the display of the professor's abilities; his audience ought to be his judges here as they are elsewhere; and if after fair trial they consider him incompetent for the office he holds, may I take the liberty of inquiring, have they not a perfect right, (and this neither the senatus nor the public can refuse them) to memorialize



the professor to improve the character of his instruction ; and in the event of this request, when respectfully made, not being attended to, may not appeal be made to the proper authorities to replace the professor by one more competent to instruct. Still, it should be remembered, that in treating of a subject such as medicine, unavoidable deficiencies will at times occur, and imperfections be observable, in the most highly gifted, caused by circumstances over which we may have no control ; these cannot, and do not, leave but a transitory impression on the mind of the well-educated student ; for it is at all times easier to act the part of critic than of lecturer ; and the students should never forget, that they are only entering on studies through which their teachers have already passed. It is the *character* of the instruction, that should be most carefully watched by the class, and in the event of the *subject matter* of the course not being such as the wants of the students, and the existing state of medical science require, then, an appeal, well founded and respectful, should meet with the best attention of the authorities, and if not, the public journals are ever open to the aggrieved. Indeed it appears as if the founders of the Queen's Colleges wished to express their belief in the legitimacy of such an appeal, by inquiring at the triennial visitations, whether "the students had any complaint to lay before the visitors."

Students have passed their school-days ; upon them, as gentlemen, the frown of a professor ought to have no influence ; though his juniors, they cannot be considered, nor should allow themselves to be treated, as his inferiors ; and while the discipline of a college must of necessity be most strictly enforced, the deportment of individual professors to the students should be such, as to induce confidence and win respect ; each ought to uphold the interest of the other, remembering, that an infringement on either side, must ultimately be detrimental to both. Without students there could evidently be no professors, while the former might exist independantly of the latter, as self-instruction, though unprofitable and laborious, is perfectly possible ; and a professor's highest ambition ought to be, to render his pupils competent to instruct others.

Let me for a moment direct your attention to the position of the



students in Göttingen, a university the professors of which are known throughout Europe and America; Wagner as a physiologist, Wöhler as a chemist, Henle as an anatomist and pathologist, have each acquired a reputation scarcely inferior to that of any in Europe: yet, in a university so celebrated, and so largely attended, the centre too of Hanoverian science, should any one, who had been appointed to a chair, from carelessness, or incompetence, have failed to make his course highly instructive, he, before many weeks passed, would have to lecture to empty benches, or the class would leave the room *en masse*. There the students are in every sense worthy of the name; a more gentlemanlike, laborious, intelligent class of young men can be scarcely found; by none are their professors more highly respected, as their first class abilities have insured them such esteem as is in no way dependant on college rules for its origin or continuance: and, however indifferent a teacher may desire to be considered, or appear to be, to the opinion of his students, there is not one but is proud, and justly proud of their esteem, not one but shrinks from their disapprobation.

The students of this city can raise themselves to a position as independant, and honourable, as that of their colleagues in Göttingen; the only reason why they are treated differently from German students, is, that they do not, as a general rule, apply themselves to study with the same untiring zeal and self-reliance. All that is necessary for gaining the esteem of your teachers as well as of the public, is, by individual efforts to acquire true self-respect, such as can alone result, from the consciousness of work done, and duty performed to the very best of your abilities: all forced marches are generally followed, if not by defeat, at least by a state of inactivity fatal to the character of the student; and the reputation of a school depends upon the character of its students, as well as on that of the professors. Character cannot be acquired in a session; were it so easily formed, it would be scarcely worth possessing; the more laborious and long-continued the exertion, necessary for the attainment of any degree of excellence, the greater the credit in succeeding.

11 ( The students in this city, it may be said with truth, have inducements to study, that they will in vain look for elsewhere. It is



evident that the value of a prize is to be estimated by the amount of study necessary for its obtainment, and it is this that renders one medical degree of more intrinsic value than another.

A college has well done its duty, when it has established rewards to stimulate to exertion, while the students have not performed theirs, until they have made the position gained by the obtainment of the prize, more valuable than the prize itself. Defeat, after a long-continued struggle, is more honourable than victory over the non-resisting: hence, in the public examinations for professorships, that were until very lately the pride and chief element in the success of the French School, it has never been considered a disgrace to be unsuccessful: on the contrary, defeat at the Concours has been often the means of obtaining most honourable mention of men, who under other circumstances would perhaps never have been heard of.

Let all students then prepare for a hard struggle for prize and place; nothing can be more honorable to themselves, or more creditable to the school to which they are attached.

To the senior students, a still higher inducement presents itself; they can, not only lay the foundation of future distinction in their profession, but also directly aid in the formation of a provincial school of physic. There are certain departments in our profession that can be investigated but by those alone to whom circumstances have afforded opportunities of research. That these are not made good use of, should not discourage others from using the materials that are easily accessible; on the contrary, it should act as an encouragement; for it is evident, that a reputation can be comparatively gained with ease by the few who exert themselves, if the majority neglect to observe; while the intrinsic merit of work is so great, that "all honor to labor" is used even by the careless.

It is but necessary to make the experiment in order to feel how great the relief is, how pleasing the change, when we pass from the study of general principles and the opinions of others, to undertake or continue an original investigation; and there is one class of subjects, the immense importance of which to Practical Medicine and Surgery, is in this country only beginning to be



appreciated, the study of which can in a great measure be pursued at home, as the materials are more or less accessible to all, while its pursuit is calculated, not only to advance medical science, but tends to develope, to their fullest extent, the observative powers of those, who apply themselves to such investigations—to this class belongs the subject of the course that I am about to introduce to your notice.

Is it not a curious anomaly, a strange inconsistency, to find universities, as corporate bodies, and professors as individuals, insisting on the necessity of pathological knowledge, evidently the very basis of all medicine, without which disease can never be recognised, nor diagnosis confirmed? for were it impossible to make a *post mortem* examination, the cause of death should remain at best but a conjecture; this is proved by the autopsy being considered absolutely necessary as a part of the legal inquiry into all cases of death, occurring under suspicious circumstances; the Army Board insists on the examination of the dead bodies of all soldiers; yet neither it, nor the government, have as yet made it obligatory to study pathological anatomy; and I most advisedly affirm, that during the six years I studied medicine in Ireland, I *never* saw, either at an inquest or in an hospital, an autopsy made as it should have been, or as such examinations are conducted in other schools.

This, and many other statements which I have made during this lecture, may, and I hope will be considered as plain speaking, for this is the light in which it is my intention they should be regarded, as I believe we have too long endeavoured to conceal our deficiencies even from ourselves; and I cannot see a reason for continuing the mystification that only increases the difficulties in the way of our improvement, or admit that it is obligatory on any one to appear acquainted with what he is ignorant of.

Such self-deception might be considered excusable, were we deprived of the means of becoming acquainted with the progress of medical science in other schools; but it is totally inexplicable, while each of the British medical journals, more particularly the *Medico-Chirurgical Review*, contains the most complete analysis of the works of home and foreign authors, and the admirable and laborious periscopes of micrology, embracing both normal and pathological anatomy, now



compiled for that journal by Doctor Lyons, with those on physiology by Mr. Gray, place the investigations made on these subjects within the reach of all.

How much our knowledge has been hitherto confined to the researches of British authors, can be best estimated by our ignorance of even the names of those who are gaining vast reputations and becoming leaders of modern medicine: it is true, we are more or less familiar with the names of Rokitansky, Müller, Andral, &c., while the researches of Virchow, Ludwig, and Bernard, have but just become known in Ireland; yet how laboriously and continuously have they worked to carry out the principles laid down by the former; how original is the character of their discoveries; how much they have altered the doctrines hitherto received as unquestionable; how familiar are their researches to the students of other schools; how far they are in advance of us, both in the true spirit and matter of scientific medical investigation.

There is but one means of imparting a new impetus to Irish medicine, by which its character may be permanently raised, and the names of its teachers and students made to rank with those of other schools. If we continue quoting ourselves, as the highest medical authorities, we are impeding our own progress, and committing direct injustice to others; nor will the animosity between the English, Scottish, and Irish schools cease, until we learn to look upon all, who are labouring in the same field, as equal to ourselves in every respect; for truth is ever the same, and equally valuable, whether it emanate from one, or another school, from a senior or a junior; and those who have devoted most time to original investigation, are the best qualified to estimate the labours of others, the least disposed to underrate the merits of their colleagues, and ever ready to excuse deficiencies inherent in man's nature.

How thankless, then, and to me most disagreeable, it is, instead of being enabled to boast of the high position the Irish school of medicine holds, to be obliged to admit, that it is many years behind the advance of medical science; and that the instruction the student receives in this country, is not equal to that given in other schools.



I know it may be argued, that four years have elapsed since I studied medicine in Ireland, and that, at that time, I was incompetent to judge of the merits or demerits of the school. To the first part of this objection I reply, that I am informed, by those who lately studied in Ireland, that the character of the instruction is the same as when I attended it; further, Irish Medical Journalism is as it was four years ago; but it is to be hoped that this will not last much longer.

As to the second part of the objection, relative to my having been, while a student, incompetent to judge of the value of the instruction I received, it must be evident, that I could form an estimate of it in no other way, than by contrasting it with that which I received in other schools; and while I repeat, that physiology, organic, and pathological chemistry are scarcely taught in the Irish School of Medicine, I know how to value the instruction I have received from the founders of the Irish School, who have been left almost unaided for the past ten years. Is the death of one of our great clinical masters, not sufficient to make us attend to the order "fill up;" alas! Gentlemen, the ranks of Irish medicine are being fast thinned, and the cheering cry of "forward to the rescue—forward for the honor of our school"—is now heard but faintly.

As the time allotted to this address has already nearly expired, I shall not detain you with any lengthened observations relative to the importance of Pathological Anatomy, for on a former occasion I had an opportunity of considering this subject together with the history of the science\*; suffice it to say, that Pathological Anatomy has taken the lead in modern medicine, to which it imparts a degree of certainty, that, while it removes the oftentimes vague data from which medical opinions are derived, stamps our reasonings with a positive and demonstrative character, connects lesions with symptoms, and furnishes the medium through which the discoveries of physiology, and organic chemistry are made applicable to the diagnosis of disease, and to the elucidation of its phenomena, becomes suggestive of a rational treatment, and explains the action of remedies.

\* See Pathological Anatomy considered in its relation to Medical Science, 1852.



It must be evident, that without being acquainted with the minute structure of the organs and tissues, we can never arrive at a knowledge of the agencies through which their functions are performed; hence, the Microscope must be constantly employed, and become to the students an instrument with which repeated use will make them perfectly acquainted, while its applicability to diagnosis, and its use in watching the result of treatment, will in their hands, render it one of the aids without which the physician cannot, conscientiously or completely, discharge his varied duties.

As Physiology is inseparably connected with minute structure, our attention must be constantly directed to it, as without reference to the normal functions, we cannot explain the production or consequences of Pathological alterations; and these latter must be studied by the naked eye, with instruments and chemical re-agents, before they can be recognized with that degree of accuracy necessary for the formation of a pathological diagnosis: and as every normal, or abnormal change, produces certain alterations in the chemical composition of the organ, in its secretions or excretions, it would be impossible to complete our subject without making repeated reference to Organic, and to the still more modern class of investigations included under Pathological and Histo-Chemistry.

In this manner, I hope to be enabled to make the class acquainted with the practical use of the Microscope, as also instruct them in the application of such chemical processes as are necessary to confirm microscopic observations, and render the connection between Pathological Anatomy, Physiology, Organic Chemistry, and the Practice of Medicine and Surgery so evident, that the student will be unable to resist the conviction, that in order to practice his profession as it deserves, he must consider it as a science yet in its infancy, and feel it his duty to assist in making it progress in connection with, and by the aid of, the experimental sciences.

Such is the general plan which it shall be my endeavour to carry out, to the very best of my abilities.

A course of this kind will, it is hoped, help to connect the remote with the proximate branches of the profession, and give the students



an interest in the study of subjects, the connection of which with practice has been hitherto but imperfectly demonstrated.

How pleasing it would be, had our reputation advanced within the last few years; as this is not the case, I have felt it my duty to state, as fully as time permitted, what the weak and neglected points in our system of medical education are; I have expressed my opinions plainly and am in a position to prove their correctness.

It would have been easy to find a subject in which I could have avoided any allusion to our deficiencies, but had I done so, I would not now feel the satisfaction of having done what I considered to be my duty.

Unconnected as I am with any public or private institution, and involving none but myself in the responsibility attached to these observations, I have been enabled, by this isolated position, to lay before you a few facts, which perhaps it would have been difficult for any one connected with a particular school to bring forward.

Finally, Gentlemen, leave not this lecture-room with the impression, that these remarks have the least character of personality; it is to the entire Irish School of Medicine, to teachers generally, and not to individuals they are applied.

In order to stimulate students to exertion, I have endeavoured to point out their rights, as well as the position they can take in the formation of a great Provincial School. }

The closing words of this address shall be—Students, work with the best energies of heart and soul—work the great fabric of a New Irish School. }

an attempt to the study of nature, the knowledge of which will  
enable us to know ourselves better and to live more wisely.

These things are not to be learned in a day, but in a course  
of time and study; and it is for this reason that I have  
written this book, that it may be a guide to the student in his  
study of nature.

It is not a book of facts, but a book of principles, and it is  
for this reason that I have written it, that it may be a guide to the  
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for this reason that I have written it, that it may be a guide to the  
student in his study of nature.



SYLLABUS OF A COURSE  
ON  
PATHOLOGICAL ANATOMY & HISTOLOGY

IN RELATION TO THE  
PRACTICE OF MEDICINE AND SURGERY,

TO BE DELIVERED BY  
THOMAS S. HOLLAND, M.D.,

AT THE ROYAL CORK INSTITUTION,

*Commencing November 21st, and terminating in May.*

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INTRODUCTORY LECTURE.

The Irish School of Medicine as it *is* and as it *ought to be*.

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THEORETICAL PART.

Excess of Blood—Congestion, Hyperæmia, &c.

Excessive Nervous Stimulus—Spasm of the Muscles, &c.

Excessive Nutrition—Hypertrophy, &c.

Excessive Absortion—Atrophy, &c.

Excess of the Organs of Locomotion, Secretion, Circulation, &c.

Diminished supply of Blood—Anæmia, &c.

Diminished supply of Nervous Stimulus—Paralysis, &c.

Diminution of the Organs of Locomotion, Secretion, Circulation, &c.

Chemical and Physical Changes occurring after death.

Dilatation, Elongation, Contraction, Compression, and Solution of Continuity, as chiefly resulting from and referrible to Physical Causes, acting upon Healthy, or Diseased Structure.

Process for the Reparation of Solution of Continuity, &c.

That variety of the Nutritive process, known by the term Inflammation.

Abnormal Accumulations of Water (?), Gases, of Fluids containing an excess of

Serum, Fibrine, Albumen, Blood, Colouring Matters, Pus and other Organic, or Inorganic Substances.

Formation, in Abnormal Situations, of Substances that exist normally in other parts, as Fatty, Fibrous, Cartilaginous, Osseous, and Pigmentary Tumours, or Degenerations of Tissue.

Formation of Substances, not existing in the Normal State, that have been described under the names of Sarcomatous, Fibro, Fibro-Cellular, and Cystic Sarcoma, Carcinomatous, Gelatinous or Colloid, Epitheliomatous, Schirrus, Melanotic, Steatomatous, Lipomatous, Cystic, Tubercular, Calcareous Tumours, or Degeneration of Tissue.

Forms of Vegetable and Animal Life, existing on or in the Human Body.

Concretions, Calculi and Calcareous Deposits.

## PRACTICAL PART.

### INTRODUCTORY OBSERVATIONS.

Theory of the Simple Lens.—Spherical and Chromatic Aberration.—Achromatic Lens.—Description of the Optical and Mechanical parts of Simple and Compound Microscopes.—Accessory Instruments and Chemical Re-agents.—Choice of a Microscope.—Disadvantages attending the use of high magnifying powers, how obviated.—Size of Microscopic objects, estimated by French and English Micro-meters.—Study of objects that are liable to cause errors.—Method of correctly observing and describing objects.

### NORMAL MICROSCOPIC ANATOMY.

Microscopic Elements (?) of the Animal Fluids and Solids.

Examination of Elementary Vegetable Structures, as introductory to the study of Animal Tissues.

Artificial Formation of Tissue. (?)

Yellow and Colourless Fibres, Supporting Tissue. (Bindegewebe.)

Cell Forms.

Circulation through Capillary Vessels.

Structure of Serous and Mucous Membranes in general, as resulting from a combination of the Three last described Structures.

Microscopic and Chemical Examination of the Normal Secretions and Excretions; as Lymph, Saliva, Milk, Bile, Urine, Semen, &c.

Examination of Arterial, Venous, Splenic, and Portal Human Blood.

Examination of the Blood of Ox, Hen, Fish, Frog, &c.

Use of Injections in demonstrating the Capillary System, illustrated by Preparations.



Structure of the Muscular, Nervous, Vascular, Lymphatic, Cartilaginous, Ossific and Dermal Systems.

Structure of Serous Membranes.

1st—Pleura, Peritoneum, Membranes of Brain and Spinal Cord, with their Involutions.

2nd—Skin and its Appendages.

3rd—Synovial Membranes, Bursæ, &c.

Structure of the Mucous Membranes, of

Mouth, Pharynx, Larynx, Bronchi, Œsophagus, Stomach, Small and Large Intestines, &c.

Structure of the Smaller Glands opening on these membranes.

Structure of the Lungs.

Structure of the Liver and Pancreas.

Structure of the Kidneys.

Structure of the Spleen, Thyroid, Thymus Glands, &c.

The Capillary System of these Organs and of the Tissues generally, will be demonstrated by a Series of Microscopic Injections of Professors Gerlach and Hyrtl.

#### PATHOLOGICAL MICROSCOPIC ANATOMY.

It would be useless, as well as impracticable in the present state of our knowledge, to attempt classifying this part of the subject, for as it is impossible to obtain abnormal parts in any fixed order, they must be examined as they present themselves; and the numerous Autopsies that Dr. Holland has opportunities for making, will ensure an extensive series of recent Pathological Specimens being laid before the Class.

THE GENERAL OBJECT OF THE COURSE being to demonstrate the necessity for the special study of Pathological Anatomy, as the basis of Modern Medical Science, and prove that by it *alone* Diagnosis can be confirmed, Symptoms connected with Lesions, and a system of Rational Therapeutics formed, it is evident, that while treating of Normal and Abnormal Structures, repeated reference must be made to Physiology, Pathological and Histo-Chemistry (Lehmann): thus the intimate connexion of the Proximate with the Remote branches of Medical Studies, between Science and Practice, will, it is hoped, be clearly demonstrated.

#### FEE TO THE COURSE, TWO GUINEAS.

Further particulars can be obtained from Dr. HOLLAND, No. 15, George's Street, Cork.



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