Supporting the Medical School Curriculum at the University of Minnesota

Lois Hendrickson
Wangensteen Historical Library of Biology and Medicine.
May, 8, 2014
SCARIFICATOR, 19TH CENTURY

This device uses 12 blades to pierce the skin for bloodletting, a therapeutic option that was widespread during the 19th century.

The blades are spring loaded with an optional depth setting.

QUASSIA CUP, CA. 1756

The bark of the *Quassia Amara* tree, used to make this cup, has antipyretic properties. Water left in the *Quassia* cup overnight would acquire a bitter taste as it became infused with the *Quassia* wood, at which point it was ready for medicinal consumption.
“I loved the focus on continuity of medical knowledge production and the focus on the study of anatomy. I was reminded of the exhibit called 'Bodies' at the Science Museum, the prohibition and subsequent renewal of public autopsies, and of how our perspectives on the study of the human body are in constant flux.”

“One of my majors in college was history and I continue to be fascinated with it. One of my two senior thesis papers for the history degree was about the history of medicine. As someone interested in history, the collection really is an appealing aspect of the U. Thank you again for sharing it with us. I look forward to visiting your collection again!
• Regarding the history of science part at the end, I thought that was very interesting to see some of the old writings and instruments and to know that the school has a commitment to showcasing history.

• I enjoyed the History of Medicine presentation. It was amazing to see books dating back to the time of the Renaissance period. I might have enjoyed it more if it was a earlier in the day rather than at the very end.

• Thank you-- this was a great day and I really enjoyed the History of Medicine Presentation. This was unique from other interviews that I have been on.

• More time to be spent on the history of medicine portion. That was one of the best parts.
Impact of the workshop on the students

- Augmented and promoted surgical training: 6.10% (1), 45.50% (2), 30.30% (3), 12.10% (4), 12.10% (5)
- Helped me prepare for surgery clerkships: 48.50% (1), 57.60% (2), 12.10% (3), 6.10% (4), 6.10% (5)
- Increased my interest in surgery: 48.50% (1), 51.50% (2), 30.30% (3), 6.10% (4), 6.10% (5)
- Assisted in fostering mentorship relationships: 54.50% (1), 48.50% (2), 21.20% (3), 6.10% (4), 6.10% (5)
- Contributed to the overall learning: 54.50% (1), 54.50% (2), 38.30% (3), 6.10% (4), 6.10% (5)
UM student Interest Groups

• Internal Medicine Interest Group
• Anesthesia Interest Group
• Ethics in Medicine and Global Health
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