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On the 100th anniversary of the Saint Petersburg State Pediatric Medical University

The Role of Mikhail Stepanovich Maslov in the establishment and development of the Leningrad Pediatric Medical Institute — Saint Petersburg State Pediatric Medical University. On the 140th anniversary of M.S. Maslov's birth

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ABSTRACT. In 2025, the Saint Petersburg State Pediatric Medical University (SPbSPMU) celebrates its 100th anniversary, and this year marks the 140th anniversary of the birth of the outstanding Russian pediatrician Mikhail Stepanovich Maslov (1885–1961). These two anniversaries are closely related: M.S. Maslov was one of the organizers of the Institute for the Protection of Motherhood and Infancy (IMCI, now SPbSPMU), opened in 1925. Its development, transformation into a university, and reorganization into the Leningrad Pediatric Medical Institute (LPMI) are largely due to M.S. Maslov. In the Institute, where all types of institutions for mother and child were represented, including clinical ones, he saw great prospects for a comprehensive scientific study of a healthy and sick child, the patterns of his growth and development. He was one of the first to propose the possibility of creating on its basis a higher educational institution for training pediatricians from the student bench, and implementing the idea of the earliest possible formation of professional competencies of a pediatrician. He was the author of documents justifying the implementation of this plan, and promoted these plans in government bodies. From 1924, M.S. Maslov served as scientific director of the Institute's physiological departments. From 1928, he headed one of the first scientific departments devoted to the study of healthy children, the Department of Physiology, Hygiene, and Dietetics of Early Childhood. In 1930, it was reorganized into the Department of Childhood Pathology, and then the Department of Faculty Pediatrics, which he headed until 1960. From 1924, M.S. Maslov served as scientific director of the Institute's physiological departments. From 1928, he headed one of the first scientific departments devoted to the study of healthy children, the Department of Physiology, Hygiene, and Dietetics of Early Childhood. In 1930, it was reorganized into the Department of Childhood Pathology, and then the Department of Faculty Pediatrics, which he headed until 1960. The employees of these departments, as well as the department of children's diseases of the Military Medical Academy, which he headed from 1921 to 1961, formed the basis of the largest scientific pediatric school of M.S. Maslov, who is the founder of an original direction in pediatrics of the twentieth century. Research conducted by M.S. Maslov and his students enriched scientific pediatrics, contributed to its further progress. The problems he studied were always relevant, closely related to the needs of children's health care. The article also briefly describes M.S. Maslov as a teacher, public figure, organizer of health care, and shows his achievements in the field of international cooperation.

KEYWORDS: Mikhail Stepanovich Maslov, Leningrad Pediatric Medical Institute, Military Medical Academy, pediatrics, scientific school, organizational, pedagogical and international activities

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К 100-летию Санкт-Петербургского государственного педиатрического медицинского университета

Роль Михаила Степановича Маслова в становлении и развитии Ленинградского педиатрического медицинского института — Санкт-Петербургского государственного педиатрического медицинского университета. К 140-летию со дня рождения М.С. Маслова

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РЕЗЮМЕ. В 2025 г. встретил 100-летний юбилей Санкт-Петербургский государственный педиатрический медицинский университет (СПбГПМУ), в этом же году исполняется 140 лет со дня рождения выдающегося российского педиатра Михаила Степановича Маслова (1885–1961). Эти два юбилея тесно связаны между собой: М.С. Маслов был одним из организаторов открытого в 1925 г. Института охраны материнства и младенчества (ИОММ, ныне СПбГПМУ). Его развитие, преобразование в вуз, реорганизация в Ленинградский педиатрический медицинский институт (ЛПМИ) — во многом заслуга М.С. Маслова. В Институте, где были представлены все типы учреждений для матери и ребенка, в том числе клинического характера, он видел огромные перспективы для всестороннего научного изучения здорового и больного ребенка, закономерностей его роста и развития. Одним из первых он представил возможность создания на его основе высшего учебного заведения для подготовки детских врачей со студенческой скамьи и осуществления идеи как можно более раннего формирования профессиональных компетенций врача-педиатра. Он был автором документов, обосновывающих воплощение этого замысла в жизнь, продвигал эти планы в органах власти. С 1924 г. М.С. Маслов осуществлял научное руководство физиологическими отделениями Института, с 1928 г. — заведовал одной из первых научных кафедр, изучавшей здорового ребенка, которая называлась кафедрой физиологии, гигиены и диететики раннего детского возраста. В 1930 г. она была реорганизована в кафедру патологии детского возраста, а затем — в кафедру факультетской педиатрии, которой М.С. Маслов заведовал до 1960 г. Сотрудники этих кафедр, а также возглавляемой им с 1921 по 1961 гг. кафедры детских болезней Военно-медицинской академии, составили ядро крупнейшей научной педиатрической школы М.С. Маслова, являющегося основателем оригинального направления в педиатрии XX в. Исследования, проведенные М.С. Масловым и его учениками, обогатили научную педиатрию, способствовали

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ее дальнейшему прогрессу. Изучаемые им проблемы были всегда актуальны, тесно связаны с потребностями детского здравоохранения. В статье также кратко рассказывается о М.С. Маслове как педагоге, общественном деятеле, организаторе здравоохранения, показаны его достижения в области международного сотрудничества.

КЛЮЧЕВЫЕ СЛОВА: Михаил Степанович Маслов, Ленинградский педиатрический медицинский институт, Военно-медицинская академия, педиатрия, научная школа, организационная, педагогическая и международная деятельность

Pediatrics is the most wonderful,
the most noble speciality.
If I were asked which profession I would choose
if I were young,
I would say with full responsibility that I would
choose the pediatric faculty
M.S. Maslov

In 2025, the year of the 100th anniversary of Saint Petersburg State Pediatric Medical University (SPSPMU), we are also celebrating another anniversary — May 31st marked the 140th anniversary of the birth of Mikhail Stepanovich Maslov (1885–1961), an outstanding Soviet pediatrician, a remarkable clinician, the founder of the largest scientific pediatric school, a full member of the USSR Academy of Medical Sciences, and an Honored Scientist of the RSFSR.

This anniversary is especially important to us because M.S. Maslov was one of the founders of our university. In 1924, he was among the first organizers of the Institute for the Protection of Motherhood and Infancy (now SPSPMU), along with V.O. Mochan (Director of the Institute from January 1924 to April 1925), A.N. Antonov, Z.O. Minchik, A.Ya. Goldfeld, and others. M.S. Maslov (Fig. 1) participated in the first meeting of the Council of the Leningrad Institute for the Protection of Motherhood



Fig. 1. M.S. Maslov — one of the organizers of LPMI. 1920s

Рис. 1. М.С. Маслов — один из организаторов ЛПМИ. 1920-е годы

and Infancy on January 7, 1925, at which the opening of the Institute was announced¹.

All stages of the formation and development of the Institute, reorganization into the Leningrad Pediatric Medical University (LPMI) — the first pediatric university in the world — took place with the participation of M.S. Maslov and were largely his achievement.

From 1924, he served as the scientific coordinator of the Institute's physiological departments, which included only three Mother and Child Homes, three Infant Homes, and a newborn department that had just begun its work². He formed the general direction of work of these institutions and organized the first scientific studies of healthy and sick children. These studies were conducted in cooperation with bacteriological and pathological anatomy laboratories, as well as with the biochemical laboratory established in 1925. To manage this laboratory, M.S. Maslov invited A.F. Tur, a staff member of his children's diseases clinic at the Military Medical Academy (VMedA).

As a member of the Council of the Institute for the Protection of Motherhood and Infancy (IPMI), M. S. Maslov, despite his busy workload as head of the Department of Children's Diseases at VMedA, attended all its meetings and actively participated in discussions on various issues, sharing his ideas and experience. The Council of the Institute had meetings quite often. On these meetings, they solved the most critical issues faced by staff in the very difficult period of organization, when it was necessary to make operational decisions in rapidly changing circumstances.

As an already established scientist, M.S. Maslov paid great attention to developing research work at the young Institute. At the meetings of the Institute's Council, he emphasized creating the necessary conditions for conducting scientific and educational work, including the advisability of introducing a certain number of research staff, equipping laboratories with special equipment and apparatus, increasing the volume and types of research conducted, and so on. These proposals were supported by the members of the Council and led to the report by M.S. Maslov, "On the Organization of Scientific Work at the Institute", which was presented on March 17, 1925, at the sixth meeting of the Council of

¹ Central State Archive of Saint Petersburg, fund 4337, inventory 1, File 13. Meeting of the Institute Council, Sheet 2.

² Ibid., sheet 3

IPMI. After the discussion, resolutions based on the main points of the report were adopted. These concerned streamlining the work of children's institutions within the Institute's structure and increasing the staff of research associates, which was seen as one of the essential prerequisites without which it would be difficult to initiate scientific work¹. It should be noted that among the difficulties of normal work, M.S. Maslov pointed to the psychological condition of physicians, who were in an uncertain position at the Institute, some of them wanted to quit. This was associated with the still unstable general staffing schedule and insufficient funding for the Institute's activities from central and local health authorities. Gradually, these issues were resolved, and the situation of all employees improved.

In 1925, a Commission for Developing Nutritional Standards for Pregnant and Breastfeeding Women, as well as for Infants and Children from 1 to 3 Years Old, was established at the Institute. M.S. Maslov, V.O. Mochan, A.V. Popova, and L.I. Chulitskaya were elected as its members. The work of this commission marked the beginning of a detailed study of one of the leading problems in pediatrics — child nutrition (dietetics).

In April 1925, Yu.A. Mendeleva was elected the Director of the IPIM. She began to devote even greater attention to scientific work, expanding extensive research in the field of child physiology and pathology. In this, Yulia Aronovna relied on the knowledge and experience of M.S. Maslov, who by that time was already a well-known scientific researcher and clinician in the country.

As a scientist M.S. Maslov was brought up in the traditions of scientific paediatrics that were formed at the oldest medical institution of our country, Military Medical Academy (VMedA), where S.F. Khotovitsky, N.I. Bystrova, N.P. Gundobina, A.N. Shkarina worked. A constant issue of the Department of Childhood Diseases of VMedA was the study of age-related characteristics in children [1]. During the education at the VMedA, M.S. Maslov chose not only profession of a pediatrician but also the way of a scientist devoted to studying the deep mechanisms of childhood pathology. Lectures and practical classes of the Head of the Department of Pathological Anatomy, A.I. Moiseev, aroused M.S. Maslov's interest in scientific research. As a third-year student, work-

ing at the laboratory of this department, he studied pathohistological methods and conducted research on the development of major vessels (the aorta and pulmonary artery) in the human embryo. In this work, he determined the timing of differentiation of individual layers and elements of the vascular wall and established earlier developmental timelines than those proposed by researchers such as A. Thoma and L. Aschoff [2]. He diligently attended all mandatory and optional Privatdozent courses and lectures on childhood diseases. He regarded E.E. Gartner (1872–1959), a Privatdozent at the Department of Childhood Diseases of the VMedA, and Professor A.N. Shkarin (1876–1920), the Head of that department, as his teachers in paediatrics. He was also greatly influenced by the outstanding pediatrician K.A. Rauchfus and Russia's first female professor of biochemistry, N.O. Ziber-Shumova, in whose laboratory at the Institute of Experimental Medicine he conducted the experimental part of his dissertation.

On May 28, 1921, M.S. Maslov was elected head of the Department of Children's Diseases at the VMedA and led it for 40 years until his death in 1961. An analysis of M.S. Maslov's subsequent scientific work shows that, at the moment of his election, he clearly understood which issues in pediatrics should be solved at first. He had his own vision on the educational process and organization of clinical work. As early as 1923, at the Second All-Russian Congress of Pediatricians, the scientific team headed by M.S. Maslov presented 10 reports. These studies employed unified methodological approaches to consolidate new research data on enzymatic functions in children under various physiological and pathological conditions, with special attention given to constitutional anomalies and feeding/digestive disorders in infants. Scientists were distinguished from everyone else by their originality, unity of theme, novelty, and relevance. It was at this congress that they first began to speak about a new school in pediatrics, a new academic research direction². Within just two years, M.S. Maslov managed to organize a team of like-minded people. The first scientific group, which was formed at the Department of Children's Diseases of the VMedA, included M.F. Rudnev, V.F. Znamenskiy,

¹ Ibid., sheet 32.

² The concept of "academic" here is associated with the name of the institution where M.S. Maslov worked — the Military Medical Academy.

V.N. Morev, A.F. Tur, and Yu.A. Kotikov. The department also attracted doctors who could work as externals, actively participating in both clinical practice and scientific research.

Thanks to the creative energy of M.S. Maslov, his second scientific team began to take shape at the IPMI. Among its first members were Yu.N. Sadykova, E.I. Friedman, O.P. Timofeeva, R.M. Muravina and many others. They were joined by M.S. Maslov's colleagues who had completed externship or clinical training at the Academy's children's clinic, including A.F. Tur, Yu.A. Kotikov, and others. The wealth of clinical material concentrated in the IPMI's clinics provided M.S. Maslov with the opportunity M.S. Maslov to focus more deeply on the most pressing problems in pediatrics.

Within just a few years, scientific research activities and the specialization and advanced training of doctors and nurses expanded quite extensively at the IPMI. By a decree of the People's Commissariat of Health of the RSFSR in 1928, the Institute was reorganized into the Scientific Research Institute for the Protection of Motherhood and Infancy (SRIPMI) and received permission to establish professorial chairs and

associate professorships, which provided scientific work a more structured framework.

In 1928, one of the first units one of the first units to be established was the Department of Physiology, Hygiene, and Dietetics of Infants, headed by M.S. Maslov. In 1930, he assumed leadership of the newly created Department of Childhood Pathology (Fig. 2).

Changes also occurred in the Institute's management structure. Along with the Director, responsibility for scientific work was assigned to a specially appointed Deputy Director for Research. Professor M.S. Maslov was invited to hold this position. In this role, he supervised the planning of complex research projects and led organizational efforts related to teaching activities.

During his many years at the Department of Children's Diseases, M.S. Maslov identified a significant gap in the training of pediatricians in the country. It became increasingly clear to him that pediatricians needed to be trained from their student years. There was an insufficient number of doctors who had undergone retraining in maternal and infant health through advanced training courses. However, their numbers alone were insufficient to meet the country's needs.

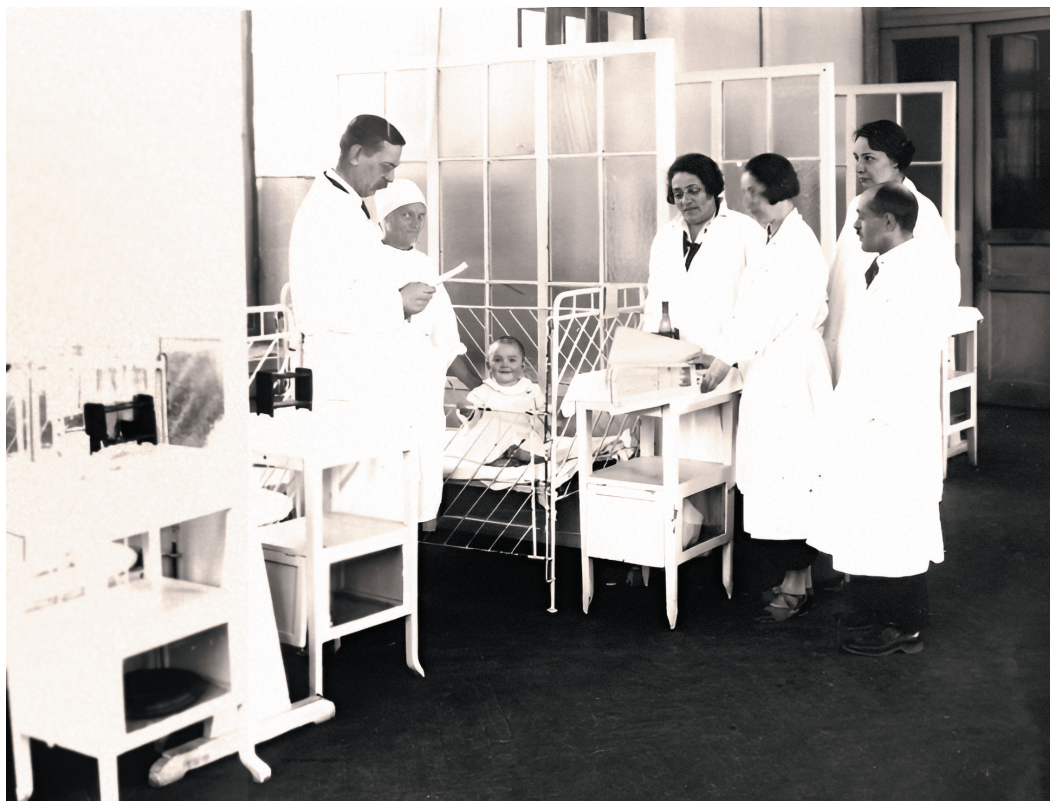


Fig. 2. M.S. Maslov and Yu.A. Mendeleeva on a round in the physiological departments of the Institute of OMM

Рис. 2. М.С. Маслов и Ю.А. Менделеева на обходе в физиологических отделениях Института ОММ

The limited duration of the training courses did not allow for the establishment of a solid foundation in child development or the adequate transmission of the body of knowledge accumulated by that time. Perhaps most importantly, the courses could not provide what was instilled through university education: the formation of specific socio-professional qualities of a pediatrician, which are essential for effective professional practice. M.S. Maslov can rightly be called the foremost initiator in our country of pediatrician training beginning from the first year of university education.

In the early 1930s, the system for training medical personnel in the USSR underwent reform. In accordance with the decree of the Council of People's Commissars (CPC) of the RSFSR dated June 19, 1930, "On the Reorganization of the System for Training Medical Personnel", medical faculties were separated from universities and established as independent higher education institutions subordinated to the People's Commissariat of Health of the RSFSR [3]. The most important aspect of the decree was its resolution regarding specialization in education. It introduced the training of physicians in the following specialties: therapeutic and preventive care, maternal and infant health, and sanitary and preventive care.

In 1932, on the basis of SRIPMI, a hospital-medical school was formed, with both day and evening faculties. The first students were admitted to the Institute. In 1935, all the necessary conditions for high-quality training of pediatricians from the earliest stages of university education had been created.

The successful organization of the educational process, the prompt establishment of the theoretical and clinical departments, which were necessary for physician training, and the involvement of outstanding scientists in these departments allowed the Institute's leadership to propose the reorganization of the hospital-medical school into a full-fledged higher education institution. By a decree of the People's Commissariat of Health of the RSFSR on February 15, 1935, the world's first specialized institute for training pediatricians — the Leningrad Pediatric Medical Institute — was established. In 1936, the first graduating class of 51 pediatricians completed their studies.

It should be noted that M.S. Maslov took an active part in all the transformations of the institute. He was, as a rule, the author of memoranda and spoke at meetings of the People's Com-

missariat of Health and other authorities dealing with the institute's reorganization. His authoritative opinion and recognition as a leading scientist, known not only in the USSR but also abroad, contributed to the favorable resolution of issues [4].

In 1935, M.S. Maslov published an article in *Sovetskaya Vrachebnaya Gazeta* (Soviet Medical Newspaper), a periodical intended for a broad audience of physicians and the medical community, in which he summarized the results of ten years of work at the Leningrad Institute of PMI and outlined its future prospects: "Now, with the establishment of an independent pediatric institute on its basis, new and even greater opportunities are opening up before it. Theoretical departments have joined in the development of knowledge about the child. In a short time, we will have newly established age-specific anatomy (normal and topographic), age-specific physiology, biochemistry, and pharmacology. The results of this work will quickly be reflected in the progress of clinical pediatrics" [5].

In teaching pediatrics, the LPMI had to act largely as a pioneer. It was a powerful institution that differed from pediatric departments or faculties at other medical institutes in having a specific objective: to begin the study of age-related characteristics of children from the very first years of medical education, during students' coursework in theoretical disciplines. The presence of specialized "pediatric" departments and clinics allowed the Institute to train specialists in pediatric surgery, childhood tuberculosis, pediatric neuropathology, pediatric psychiatry, pediatric otolaryngology, etc.

Under the guidance of M.S. Maslov, practically the entire methodology of the educational process was developed, and programs for teaching pediatric disciplines were revised and approved. At that time, the provision of students with appropriate pediatric textbooks required an urgent solution. M.S. Maslov was among the first to address this need. In 1933, a "Short Course on Children's Diseases" was published — the first textbook written in language accessible to students and corresponding to the level of pediatric knowledge of that time. The textbook went through five editions over the years.

In 1935, M.S. Maslov was awarded the honorary title of "Honored Scientist of the RSFSR".

With the establishment of the Hospital-Medical School and later the Leningrad State Pediatric Medical Institute, and with the commencement of student education, the further expansion

of its material base took place. This expansion aimed to create the conditions necessary for the functioning of a higher educational institution, including the organization of new departments and clinics, as well as various laboratories. In 1935, the Department of Childhood Pathology was reorganized into the Department of Faculty Pediatrics, headed by Professor M.S. Maslov until 1960. The clinic soon became a model institution, well-equipped, with a powerful biochemical and clinical laboratory operating within it.

On the initiative of Yu.A. Mendeleva and the head of the institute's research department, M.S. Maslov, the scientific work of all LPMI departments was systematized and became planned, with departmental teams defining research topics and specific timelines for conducting studies.

M.S. Maslov's work at LPMI—a major scientific and educational institution with established laboratories, clinics, and departments necessary for the comprehensive study of children — and at VMedA, the oldest military medical educational and research institution, contributed to the final formation of Mikhail Stepanovich Maslov's scientific school. The fact that these were higher educational institutions was a significant advantage, facilitating the implementation and integration of the two leading functions of a scientific school: research and education.

M.S. Maslov formed a cohesive research team united by common scientific issues. The large number of staff members and the availability of diverse clinical facilities enabled significant progress in addressing current issues in pediatrics and, crucially, facilitated the rapid implementation of new diagnostic, treatment, and preventive methods into practical healthcare. The name of M.S. Maslov became widely known, and many young doctors aspired to train in his clinics for both clinical and scientific advancement.

Since the Department of Faculty Pediatrics at LPMI was larger, the staff members who begun working with M.S. Maslov in the late 1920s and early 1930s at VMedA continued their work on the staff of LPMI. Among them were R.M. Muravina, O.P. Timofeeva, E.I. Kazanskaya, Yu.E. Vitkind, K.P. Ivanova-Glukhova, B.D. Tvar'yanovich, and others. In the late 1940s and early 1950s, the Department of Faculty Pediatrics employed G.I. Zaitseva, N.I. Tarasov, V.P. Varlamova, E.A. Antipina, L.L. Plyaskova, N.V. Anan'ina, A.P. Makarova, A.A. Valentynovich, I.P. Khlystova, and others.

Many scientific works, including dissertations, were carried out in collaboration with other departments. The collaboration between M.S. Maslov and Professor L.T. Solovyov, head of the Department of Biochemistry at LPMI, was particularly fruitful. Their joint research led to new knowledge on the pathogenesis of childhood diseases, which was presented in the works of R.M. Muravina, E.I. Fridman, I.A. Levinson, L.G. Leyvikov, A.F. Faddeeva, B.D. Tvar'yanovich, E.E. Shestovskaya, D.Ya. Podgaetskaya, and others. Furthermore, some studies were conducted jointly with the Department of Pathological Anatomy at LPMI, headed by Professor D.D. Lokhov (works by Yu.N. Sadykova, P.G. Kats, D.M. Vinokurov, etc.), and with the Department of Topographic Anatomy and Operative Surgery, led by Professor F.I. Valker (works by R.S. Novoselova, S.A. Arutyunyan, Yu.E. Vitkind, and others).

From the very first days of the Great Patriotic War, the Department of Children's Diseases at VMedA, under the leadership of M.S. Maslov, addressed issues related to air raid and chemical defense for children. In the autumn of 1941, M.S. Maslov traveled on a business trip to inspect rear-area hospitals. In late November 1941, VMedA was evacuated from Leningrad to Samarkand, and M.S. Maslov departed as part of its teaching staff along with his associates V.F. Znamensky, P.I. Ilyinsky, N.A. Shalkov, M.S. Osetrinkina, and V.S. Vayl'. In addition to teaching, during this period the department's team focused on improving therapeutic and preventive care for children and enhancing the qualifications of physicians, both within the clinic and across Samarkand and the surrounding region.

The children's clinic in Samarkand had no auxiliary departments, so to organize comprehensive examination and treatment for children, M.S. Maslov established connections with other units of the institute: X-ray examinations were conducted at the therapeutic clinic, physiotherapy treatment at the nervous diseases clinic, and laboratory tests at the central laboratory of the clinical hospital. The work of the milk kitchen was improved, and the range of nutritional formulas was expanded. Significant effort was devoted to enhancing the nutrition of older children, ensuring it was appropriate in terms of calories and ingredients for their age and health status. Foods used by the local population were incorporated into dietary therapy practices, including jida (Russian olive), nut milk, and fermented milk.

Between 1942 and 1943, 1,470 sick children were treated at the clinic.

M.S. Maslov and his colleagues established close ties with the Samarkand Public Health Department. Since the main cause of child morbidity and mortality was gastrointestinal diseases, M.S. Maslov and his colleagues organized a special commission, which developed a plan of measures to help reduce this pathology. Attention was also given to combating infectious diseases.

M.S. Maslov repeatedly spoke at meetings of the Samarkand Regional Party Committee and the City Executive Committee on issues related to improving child nutrition and organizing medical care for children. For their work in Samarkand, the department's team received a letter of commendation from both the city and republican health departments. In an editorial in the Samarkand newspaper "Leninsky Put" (Lenin's Path), the department's work in organizing support for practical healthcare was highly praised by local party authorities.

After the siege of Leningrad was lifted, the staff of the Department of Children's Diseases at VMedA returned in June 1944 to the city, ravaged by war and blockade. Simultaneously, M.S. Maslov continued to head the Department of Faculty Pediatrics at LPMI. The department's staff who had remained in Leningrad — E.I. Fridman, G.A. Nikolaev, R.M. Muravina, O.P. Timofeeva, and others — strived during the harsh blockade years to preserve the working principles established by M.S. Maslov and carried out the critical task of treating and saving children's lives. They maintained correspondence with Mikhail Stepanovich, consulting him on scientific matters.

In 1944, Mikhail Stepanovich Maslov was elected a full member of the USSR Academy of Medical Sciences, joining its founding cohort [6]. His election to the newly established Academy recognized M.S. Maslov's contributions to Soviet pediatrics and the protection of maternal and child health. Over the years, M.S. Maslov's academic group included N.A. Shalkov, E.S. Malyzheva, E.I. Kazanskaya, K.F. Shiryayeva, T.G. Nikolaeva, M.G. Chukhlovina, and others. The group engaged in developing the core problems addressed by the Maslov school: studying the external respiratory apparatus in children, the pathology of the respiratory and cardiovascular systems, functional characteristics and pathogenesis of gastrointestinal diseases, septic and allergic conditions, the issue of reactivity in childhood, and other related topics.

In the post-war years, the departments and clinics headed by M.S. Maslov at both VMedA and LPMI were equipped with new instruments and apparatus. Cooperation was established with children's medical and preventive institutions in Leningrad, which were used not only for conducting classes with trainees and students but also for improving the organization of pediatric care. In 1948, one of the most brilliant and original books in Soviet pediatrics, *Diagnosis and Prognosis of Childhood Diseases*, was published, representing exceptional interest for any practicing physician. M.S. Maslov began writing it as early as 1943 in Samarkand. He considered this book his contribution to the Victory. In the preface, he wrote: "In light of the severe population losses our country suffered during the Great Patriotic War and the enormous destruction of cities, villages, collective farms, and cultural institutions, we are obliged to take all measures for the swift revival of the country's strength, the increase of its population, and the reduction of childhood morbidity and mortality. The best path to this is improving the quality of care for the children of our country. This book is a contribution to this great cause" [7]. The book played a significant role in shaping the clinical thinking of students and physicians.

M.S. Maslov also paid great attention to the improvement of educational process. The work at LPMI, where specialized training for students was conducted, allowed M.S. Maslov to develop and implement many new rational principles in teaching. He headed the Central Methodological Committee of the Institute. He developed methodological guidelines on teaching pediatrics across different courses, enhancing the scientific qualifications of medical institute teachers, distributing functions within departments, and addressing other related topics. The issues of teaching methodology were frequently discussed at departmental meetings both at LPMI and VMedA.

M.S. Maslov initiated the introduction of the active teaching method. He believed that students should be as active and independent as possible at the patient's bedside and in the laboratory, while the teacher should only guide and correct them, without suppressing their initiative. The main aim of assistant professors was to engage students, assist in the development of clinical thinking, and help them find additional literary sources. He attached great importance to the use of visual and didactic aids in teaching students, and he took care to provide them in the classrooms of clinics.

The lectures of M.S. Maslov were characterized by their richness of factual material, novelty of thought, conciseness of presentation, clarity, and simplicity.

One of his great achievements was the creation of textbooks, manuals and monographs, which for many years served as handbooks for both doctors and students. These included “The Study of Constitutions and Constitutional Anomalies (Diatheses) in Childhood and Their Biological and Pathological Significance” (1924, 1925, 1926); “Fundamentals of the Study of the Child and the Specifics of Childhood Diseases” in two volumes was published in 1926–1927, 1928–1929, 1930–1932. As previously mentioned, in 1933, the textbook “Childhood Diseases. Short Course for Medical Students” was published. According to M.S. Maslov, it contained “that minimum of knowledge in pediatrics that is necessary for every doctor to be an active and conscious participant in the fight to reduce child mortality and improve the health of the offspring, to provide rational help to a child in the absence of qualified specialists, to understand some problems more correctly and to broaden their horizons” [8]. The second edition was published in 1935, and starting from the third edition it was called “Textbook on Childhood Diseases” (in 1939, and the fourth edition — in 1942). This textbook was intended for higher medical educational institutions. The fifth edition was published in 1952, the sixth — in 1953 (for students of General Medicine faculties at medical institutes).

In 1940, the textbook “Childhood Diseases” (the second edition in 1946) for students of pediatric faculties was published. This textbook was based on the teaching experience at LPMI. M.S. Maslov noted in the preface that “this book is a course of clinical pediatrics for students of pediatric faculties and the Pediatric Institute”. He noted that: “A Textbook of Clinical Pediatrics should provide the student with answers to all questions arising at the bedside of a sick child, introduce them to the main directions of modern pediatrics, and at the same time have its own guiding direction. In this book, the achievements and results of the scientific work of Soviet pediatricians are widely used, all the achievements of foreign pediatrics are taken into account, but it is based on the author’s own experience, stemming from many years of work at the Leningrad Pediatric Institute. Our main task was to provide an original Soviet textbook, corresponding to the modern programs of our higher medical school

while simultaneously outlining the organizational structure of Soviet healthcare” [9].

Another educational aid for students was “Lectures on Faculty (Hospital) Pediatrics” in two volumes (two editions, 1957–1960). The format of the material’s presentation allowed M.S. Maslov to combine a description of detailed clinical analysis of specific patients with an exposition of the fundamental patterns of disease course and treatment. Forty-two lectures covered the main diseases of early and later childhood.

The textbooks and manuals by M.S. Maslov are characterized by clarity and accessibility of presentation, reflection of the latest scientific achievements by both Soviet and foreign authors, use of statistical and demographic data, reflection of the preventive focus of Soviet healthcare, inclusion of an outline on the history of pediatrics, organization of children’s healthcare, and the system of maternal and child health protection in the manuals.

Each subsequent edition of a textbook or manual is not simply a reprint, but involved a thorough editing process, with content updated to reflect new scientific advances and improvements in the educational process. M.S. Maslov’s textbooks and monographs have been translated into Bulgarian, Serbian, Korean, Chinese, Romanian, and Albanian.

M.S. Maslov’s lectures were always full of new information, distinguished by rigorous logic, taught students to think, and encouraged them to grasp the depths of the profession. At the same time, they were accessible, clear, and simple. He did not resort to rhetorical effects, speaking calmly without raising his voice. M.S. Maslov believed that lectures on Faculty Pediatrics should be in the form of illustrative clinical analyses of the most common diseases in children of different ages, presented in the most vivid and typical form (Fig. 3). Practicing pediatricians often attended M.S. Maslov’s lectures to students.

The number of M.S. Maslov’s students grew every year. His scientific school, which had been formed in the pre-war years, reached its peak in the 1940s and 1950s. M.S. Maslov combined his intense interest in science with a desire for collective creativity. As the head of a scientific school, he was one of those scientists who constantly needed students and followers, while at the same time being a center of attraction for researchers. He was firmly convinced that a comprehensive understanding of a particular issue could only be achieved through collective study. “Only scientific teams that work well together”,

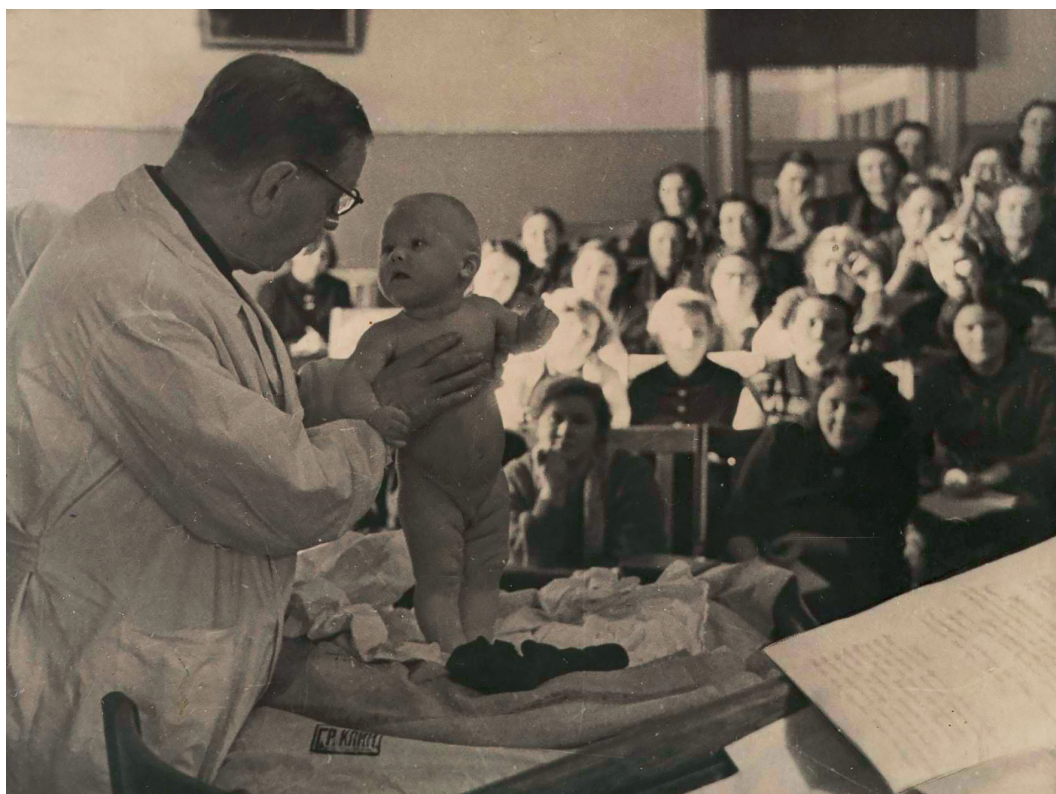


Fig. 3. Lecture by Professor M.S. Maslov on faculty pediatrics, 1950s

Рис. 3. Лекция профессора М.С. Маслова по факультетской педиатрии, 1950-е гг.

wrote M.S. Maslov, “united by a single scientific leadership, trained in methodology, tested in their work, and capable of critical thinking, can and do produce valuable results for science. When work comes from such a large scientific team, it can be trusted, because behind it lies the scientific and clinical experience and critical attitude of the institution itself” [10].

The key to the success of M.S. Maslov’s school, one of the largest scientific schools in Soviet pediatrics, was undoubtedly the presence of an original and innovative research program, the careful organization of scientific work, the creation of optimal conditions for conducting research, and the collective nature and complexity of the work performed [11]. The pediatric school of M.S. Maslov established a functional-biochemical approach to studying the characteristics of the child’s body in both normal and pathological conditions. Biochemical markers were introduced to assess health and disease, and the concept of individual reactivity in children, linked to their constitution, was developed, enabling a personalized approach to studying pathogenesis and designing individual pathogenetic therapies.

A team headed by M.S. Maslov thoroughly studied the characteristics of childhood, mainly the functional and biochemical characteristics of organs and tissues; constitutions and constitutional abnormalities (diathesis) in childhood; the reactivity of the child’s body; the etiology, pathogenesis, and individual pathogenetic treatment of acute and chronic digestive and nutritional disorders in children; septic conditions in infants; hepatitis and hepatolienal diseases; nephropathies; pneumonia and cardiovascular diseases in children. The introduction of new treatment methods developed by M.S. Maslov and his students into pediatric healthcare practice contributed to a reduction in overall and infant mortality rates.

In the early 1950s, M.S. Maslov, together with academician of the USSR Academy of Medical Sciences, P.A. Kupriyanov, began developing methods for the diagnosis and surgical treatment of congenital heart defects and purulent-inflammatory diseases of the lungs in children. For the first time in the USSR, new diagnostic methods for congenital heart defects (angiocardiography, aortography, cardiac catheterization, etc.) were mastered and

introduced into practice in children's clinics, which made it possible to bring the accuracy of topical diagnosis of individual heart defects to 93%. Indications and contraindications for surgical intervention in heart defects in children were formulated (K.F. Shiryayeva, S.L. Libov, F.Kh. Kutushov, and others).

M.S. Maslov was the author of about 250 scientific works, including 16 monographs.

When studying the scientific legacy of M.S. Maslov, one is struck both by the breadth of his interests and by their unity and close interconnection. His subsequent work often flowed from the previous one; the completion of one work determined the beginning of another. Maslov's student, Professor A.F. Tur, described his scientific style as follows: "This diversity of problems... was not simply a shift from one topic to another, but a well-founded switch to questions that arose during the study of previous problems and required clarification, or were answers to questions that arose before health authorities" [12].

The M.S. Maslov school, as a special form of organizing scientific activity and disseminating scientific knowledge, successfully combined tradition and innovation. It was formed when pediatrics had achieved significant success, and at the same time, the results of its activities enriched the scientific foundation of pediatrics, reproduced new knowledge, determined its development for many years, and offered fundamentally new and fruitful research methods.

Under the guidance of M.S. Maslova, 10 doctoral and 46 candidate dissertations were prepared. Among M.S. Maslova's colleagues and students, 21 became professors and headed departments or became professors in various cities across the country: A.F. Tur, V.F. Znamensky, V.L. Strykovich, E.I. Friedman, N.A. Shalkov, V.S. Vail, K.F. Shiryayeva, N.G. Zernov, A.I. Klorin, M.G. Chukhlovina, and many others. Professor A.A. Valentinovich, a student of M.S. Maslov, noted an important trait of Mikhail Stepanovich: "His ability to instill an interest in scientific research... It is no coincidence that 18 of his colleagues and students hold the title of professor and 19 hold the title of associate professor. But we can say even more: almost every pediatrician can, to some extent, be called a student of Prof. Maslov, such is the broad influence of his textbooks, monographs, articles, and reports on the formation of all Soviet pediatricians" [13]. The activities of the "subsidiary" school created

by M.S. Maslov's student, full member of the USSR Academy of Medical Sciences, Professor A.F. Tur at LPMI, were of great importance for the development of Soviet pediatrics.

M.S. Maslov's personal qualities contributed to his role as leader of the scientific team. From his youth, he was distinguished by his perseverance in achieving his goals and his diligence. Mikhail Stepanovich was characterized by his understanding of new ideas based on his exceptional knowledge of the fundamentals, his diverse scientific interests, and his awareness of the achievements of modern science. At the same time, he focused on problems that interested him throughout his creative life and paid attention to methodological issues in science. M.S. Maslov's scientific successes were linked to his broad erudition and outlook, solid theoretical training, knowledge of morphology, physiology, biochemistry, and microbiology, and his respect for the history of medicine. He was distinguished by his multifaceted talent, brilliant mastery of methods for examining children, ability to solve pressing clinical problems, and exceptional organizational skills [14].

The scientific achievements of M.S. Maslov, his colleagues, and students received not only all-Union but also worldwide recognition. Postgraduate students from Bulgaria, Poland, Yugoslavia, and China came to study at M.S. Maslov's clinics. Numerous delegations, as well as individual doctors, visited the departments he headed to familiarize themselves with their work. M.S. Maslov's archives contain letters from some of the world's most famous pediatricians with whom he corresponded, including G. Fanconi from Switzerland, A. Ylppo from Finland, P.G. Kiss from Hungary, K. Kubát from Czechoslovakia, St. Kolarov and Y. Todorov from Bulgaria, A. Ross from Canada, M. Lelong from France, and others.

M.S. Maslov actively participated in international pediatric forums. He repeatedly headed delegations of Soviet pediatricians to international scientific congresses, contributing to the strengthening of friendship between nations.

M.S. Maslov maintained close ties with the Institute of Pediatrics of the USSR Academy of Medical Sciences. He participated in the institute's scientific sessions and provided advisory assistance to the institute's management on regulating the scientific activities of peripheral institutes and departments. On behalf of the clinical department of the USSR Academy of Medical Sciences,

M.S. Maslov reviewed the plans for scientific work of the Institute of Pediatrics of the USSR Academy of Medical Sciences as a whole and on specific issues, advised the institute's staff on the diagnosis of heart defects, biochemical blood indicators, etc.

In collaboration with the Institute of Obstetrics and Gynecology of the USSR Academy of Medical Sciences, he conducted studies on congenital heart defects in newborns and premature infants.

M.S. Maslov enjoyed high authority as chairman of the Leningrad Scientific Society of Pediatricians. In 1925, he was elected chairman of the Society of Pediatricians for the first time. He also headed the Society in 1929–1930, and from 1933 until the end of his life (with the exception of 1942–1944). He actively participated in the work of the All-Russian and All-Union Congresses of Pediatricians from 1912 to 1957.

As chairman of the Society of Pediatricians, M.S. Maslov tried to bring up issues at meetings that were relevant to the times. Since the early years of Soviet power, pediatricians had begun to focus not only on treating sick children, but also on protecting their health, and the concept of prevention permeated the topics discussed at meetings. M.S. Maslov wrote: "Modern protection of motherhood, infancy, and childhood is the highest form of prevention. It is flesh of the flesh and blood of the blood of pediatrics and could only have arisen thanks to the powerful progress of pediatrics in general and in the study of the physiology of healthy children in particular" [15].

M.S. Maslov viewed the main task of the Society of Pediatricians as improving the qualifications of doctors, especially young ones. To attract doctors to become members of the society and increase interest in its meetings, it was decided to hold off-site meetings in large children's hospitals and other medical and preventive institutions. The topics of the scientific meetings covered issues of concern to the pediatric community, and questions of considerable interest from a practical and organizational points of view were discussed. The number of clinical demonstrations was increased.

Providing scientific, methodological, and practical assistance to health authorities became one of the most important areas of activity for the Society of Pediatricians, headed by M.S. Maslov. Close contact was established with the Leningrad City Health Department. At joint meetings, specific proposals were developed to improve medical and preventive care

for children. Thanks to these measures, many new forms and methods of work were developed and implemented in Leningrad for the first time. In the post-war period, there was not a single area of pediatrics and the organization of children's health care that was not discussed at the society's meetings. All these measures activated the society's activities and attracted young people to its ranks. While at the beginning of the XX century it had about 100 members, by 1940 there were already 500.

M.S. Maslov was a member of the All-Union Society of Pediatricians and deputy chairman of the All-Union Society of Pediatricians, as well as curator of the Ukrainian Scientific Society of Pediatricians. He participated in the work of other scientific societies and was elected an honorary member of the Society of Microbiologists and Infectious Disease Specialists.

M.S. Maslov paid great attention to the organization of medical care for young children at home and in hospitals, and is also contributed to the development of specialized care for children. In 1958, a sanatorium for patients with bronchial asthma and chronic pneumonia was opened in the Sestroretsk resort, initiated and scientifically supervised by M.S. Maslov. New methods of treatment (aerosol therapy, intratracheal administration of drugs, etc.) were introduced at the sanatorium, and leisure activities for children were well organized. In 1963, the sanatorium was named after M.S. Maslov.

M.S. Maslov repeatedly traveled to Armenia, Azerbaijan, Karelia, and Ukraine to provide consulting assistance on child welfare issues.

Even during the Great Patriotic War, in order to provide advisory assistance to health authorities and improve medical care for children, councils for medical and preventive care for children were created under the People's Commissariats of Health of the USSR and the RSFSR. These councils included qualified pediatricians, among them M.S. Maslov. He participated in plenary sessions of the council for medical and preventive care for children, where topical issues of children's health care during the war and in the post-war period were discussed. In 1959, on behalf of the USSR Ministry of Health, he prepared proposals for the World Health Organization on combating gastrointestinal diseases in infants.

The Council for Medical and Preventive Care for Children, established under the

Leningrad City Health Department, was headed by M.S. Maslov. The positions he held (chairman of the Council for Medical and Preventive Care for Children, chairman of the Society of Pediatricians, and head of leading scientific teams) reflected the close integration of science and practice, which was essential for the fruitful development of pediatrics.

In the 1930s and 1940s, M.S. Maslov was a member of the qualification, expert, and methodological commissions of the People's Commissariat of Health of the USSR and was a permanent reviewer for the Higher Attestation Commission (VAK) of the USSR.

From 1947 to 1952, Maslov was elected a deputy to the Leningrad Council of Workers' Deputies.

M.S. Maslov participated in the work and organization of All-Russian and All-Union Congresses of Pediatricians, where he delivered keynote speeches: II Congress — 1923 (Moscow); III Congress — 1925 (Leningrad); IV — 1927 (Moscow); V — 1935 (Leningrad); VI — 1947 (Moscow); VII — 1957 (Leningrad). He and his colleagues were involved in organizing the congresses held in Leningrad. M.S. Maslov served as chairman of the organizing committee of the VII All-Union Congress of Pediatricians, which was attended by scientists from more than 25 countries. The congress demonstrated our country's great achievements in the field of pediatrics. After the congress, M.S. Maslov received letters from foreign scientists expressing their gratitude for the opportunity to participate in the congress. In his letter, Professor Fan Tzun from the People's Republic of China wrote to Mikhail Stepanovich: "Members of the Chinese delegation, Prof. Sun-Min-Tun and I, accepted your invitation to participate in the VII All-Union Congress of Pediatricians. Thanks to this, we were able to witness firsthand the great successes in children's healthcare and the advanced experience in pediatrics in the USSR. Allow me to once again express my deep respect and heartfelt gratitude to you... We have already provided detailed information about this remarkable congress to the Ministry of Health of the People's Republic of China, as well as a proposal to create a commission for the exchange of experience in the field of pediatric science between socialist and new democratic countries" [1].

M.S. Maslov actively participated in international pediatric forums. He repeatedly headed delegations of Soviet pediatricians at interna-

tional scientific congresses, contributing to the strengthening of friendship between nations, and participated in the V (1947, New York), VII (1956, Copenhagen), and VIII (1959, Montreal) International Congresses of Pediatricians. At the V International Congress of Pediatricians in 1947 in New York, a temporary committee was elected to develop regulations for the International Association of Pediatricians, and at the VI Congress of Pediatricians in Zurich in 1950, a permanent Executive Committee of the International Association of Pediatricians was approved, of which M.S. Maslov was a member. In the same year, the USSR Academy of Medical Sciences and the All-Union Society of Pediatricians decided to join the International Association of Pediatricians.

As a member of the Executive Committee of the International Association of Pediatricians, M.S. Maslov made significant efforts to organize the IX International Congress, which took place in Canada (Montreal) in July 1959. M.S. Maslov headed the Soviet delegation, which consisted of 16 people. On the first day of the delegation's stay in Montreal, a meeting with journalists was organized, and an interview with Professor M.S. Maslov was published in the newspapers.

M.S. Maslov was elected a full member of the Polish Academy of Sciences, an honorary member of the Czechoslovak Purkyně Scientific Society, and the Bulgarian Pediatric Society, and a corresponding member of the Paris Society of Pediatricians.

In 1951, M.S. Maslov visited Czechoslovakia twice. In February, he was part of a government delegation and gave presentations in Prague and Brno at a meeting of the Society of Pediatricians and Gynecologists. In October of the same year, he headed the Soviet delegation at the Congress of Czechoslovak Pediatricians in Brno. During his last visit, he familiarized himself in detail with the state of children's health care in Czechoslovakia and, at the request of the society's leaders, did serious work on drafting recommendations for improving medical and preventive care for children. In addition, he played an active role in the creation of the first pediatric faculty in the Czechoslovak Socialist Republic at Charles University in Prague, participated in the development of educational programs, and attended its grand opening.

M.S. Maslov took an active part in the International Congress on the Protection of Children, held in Vienna in 1952, where he headed the medical section. The congress revealed that child-

ren in many countries were in a very difficult situation, which “could not fail to cause legitimate concern among all honest people”. M.S. Maslov wrote: “The development of child protection must first and foremost be linked to the struggle for peace, to the struggle against the preparation of a new war. The struggle for peace is not only about saving humanity from the destruction of all the treasures of culture and civilization, it is a struggle to increase funding for social and cultural activities. There can be no greater happiness for all fathers and mothers than knowing that their children’s future is secure, that all paths are open to them, that the state stands guard over their health and well-being” [16].

M.S. Maslov maintained close ties with Hungarian pediatricians. In October 1958, Soviet-Hungarian Medicine Days were held in Moscow and Leningrad. At the initiative of Hungarian doctors, a joint scientific conference of pediatricians from the USSR and the Hungarian People’s Republic was organized. M.S. Maslov played a major role in organizing and conducting all events. Hungarian scientists familiarized themselves with the work of a number of scientific institutions, including the clinics of the LPMI and the VMedA.

Maslov’s last trip abroad took place in November 1959, when he participated in a congress of Hungarian pediatricians in Budapest.

It should be noted that Maslov did not simply participate in various congresses, but actively engaged with pediatricians in the host country, thereby promoting the achievements of Soviet pediatrics, peacefulness, and goodwill.

Mikhail Stepanovich enjoyed exceptional authority and respect, and his speeches were always listened to with particular attention. They were invariably constructive; he would identify a problem and propose a solution.

M.S. Maslov carried out extensive editorial work. He participated in editing the Journal of Children’s Diseases and the Medical Gazette, was deputy editor of the journal Pediatrics, and co-editor of medical encyclopedias. From 1929, he was a member of the editorial board, and from 1946, he was the editor-in-chief of the journal Issues of Pediatrics, Maternal and Child Health, which was published in Leningrad from 1929 to 1953 (from 1929 to 1936, the journal was called “Issues of Pediatrics, Pedology, and Maternal and Child Health”). The editorial office of the journal was located on the premises of the LPMI. This journal was very popular among pediatricians in

the Soviet Union, largely thanks to M.S. Maslov. He treated the authors of articles with great attention and care. The pages of the journal were often given to young, unknown scientists. The journal published not only scientific articles, but also organizational and methodological materials, reports from the Leningrad Society of Pediatricians, and chronicles of life of LPMI

M.S. Maslov was a thoughtful clinician who mastered the art of diagnosis and prognosis, and he was known for his deep insight into the essence of disease. One of his clinical principles was the “individualization” of each patient. In 1924, he wrote: “... In essence, every new patient with the same disease is a completely new variety for the doctor, different from others he has seen before” [17].

M.S. Maslov attached great importance to correctly collecting and interpreting medical history in the diagnosis of disease, emphasizing the ability to critically assess and identify the dynamics of symptom development within the overall course of the illness. In his classes with doctors and students, he emphasized that a doctor must be able to understand the totality of all complaints made by a child and his parents. The inability to explain even a single and minor complaint should alert the doctor and prompt him to search for new data in the medical history.

One of the first in pediatrics, along with A.A. Kisel, M.S. Maslov drew attention of pediatricians to so-called premorbid conditions, in the diagnosis of which he assigned primary importance to the correct analysis of subjective symptoms.

According to the recollections of those who worked with M.S. Maslov, he never relied on external effects and “lightning-fast” diagnoses. A.F. Tur recalled: “On the contrary, it sometimes seemed that M.S. Maslov was in doubt, finding it difficult to make a diagnosis... This impression was false. M.S. Maslov, thinking at the patient’s bedside, carefully assessed the patient’s medical history and illness, calmly and consistently developed the course of his thoughts, and always tried to approach the patient individually, evaluate the pathogenesis of his illness, and justify individual therapy” [12].

Medicines were widely used in M.S. Maslov’s clinics, and many new treatment methods were introduced into practice by M.S. Maslov and his colleagues (enzyme therapy, hormone therapy, antibiotic therapy, “Maslov’s solutions”, differentiated saline solutions, protein therapy, oxygen

therapy, differentiated diet therapy, stimulating therapy, etc.). In 1922, at the Children's Diseases Clinic of the Medical Academy, M.S. Maslov performed the first blood transfusion in the USSR to children, taking into account the hemagglutination compatibility of the donor's and recipient's blood [18, 19].

Despite his commitment to active therapy, Mikhail Stepanovich urged doctors to approach treatment critically and thoughtfully, warning against an overly simplistic approach to patients and templates in prescribing medications. He advised physicians to consider questions such as: how will the body react to the administration of



Fig. 4. Consultation with Professor M.S. Maslov

Рис. 4. Консультация профессора М.С. Маслова



Fig. 5. M.S. Maslov's rounds in the faculty clinic

Рис. 5. Обход М.С. Маслова в факультетской клинике

a particular drug, what side effects might occur in other organs and tissues, will neurohumoral regulation change, how will the prescriptions affect the overall reactivity of the body (Figs. 3, 4).

According to M.S. Maslov, clinical experience, logical thinking, fundamental knowledge, mastery of laboratory and instrumental techniques, and intuition help to become a good doctor. He always found time to consult with children and talk to their parents. He responded promptly to letters from parents of sick children and never refused to see a patient (Fig. 5). He said: "You have to be able to win a child's trust. To do this, you must first and foremost love children, get involved in the little things in their lives, understand their interests, and find a common language with them" [7]. Continuing the traditions of N.P. Gundobin, M.S. Maslov believed that every medical worker in the field of pediatrics should be an educator, a psychologist, study the child, and take an interest in their behavior and environment. He emphasized the importance of pediatricians thoroughly studying the social and living conditions of the child.

M.S. Maslov provided consultations not only within the USSR. Letters from doctors in Bulgaria, Poland, the German Democratic Republic, and Brazil have been preserved, in which they sought Mikhail Stepanovich's advice on the diagnosis and treatment of various pathological con-

ditions, the evaluation of developed methods of diet therapy, and requested Soviet medicines, etc.

The motherland highly appreciated the work of M.S. Maslov. He was awarded the Order of Lenin, two Orders of the Red Banner, the Order of the Red Banner of Labor, the Order of the Red Star, and many medals, including the medal "For the Defense of Leningrad".

M.S. Maslov was known for being highly demanding of himself and his employees. Possessing inner discipline, he was able to manage his time well and accomplish a great deal. His day was scheduled down to the hour and minute, and his employees always knew where their boss was at any given moment. Mikhail Stepanovich disliked braggarts, those more inclined to talk about their supposed merits than to work, and he could not tolerate gossipers and troublemakers. A.F. Tur recalled that when he first met him, he seemed to be "a gloomy, overly reserved person who was not very attentive to those around him. This impression was completely wrong. Mikhail Stepanovich was very modest, perhaps a little shy, but he was a sensitive, gentle, very kind person who was very attentive to those around him" [12].

Knowing Mikhail Stepanovich's responsiveness, fairness, and attentiveness, his employees consulted with him even on matters unrelated to their work. He knew his employees' family members and remembered their interests.



Fig. 6. The last lecture of Professor M.S. Maslov on faculty pediatrics at LPMI

Рис. 6. Последняя лекция профессора М.С. Маслова по факультетской педиатрии в ЛПМИ

Those who worked with Mikhail Stepanovich noted that he had a wide range of interests: he loved chess, knew and appreciated literature, theater, visual arts, and music — he played the cello, regularly attended the philharmonic, and was very fond of cinema. Mikhail Stepanovich often asked young employees if they had seen a new film or visited an exhibition. Doctors who began working in his clinics initially thought Mikhail Stepanovich asked such questions in order to find out whether they studied literature at home, and accordingly replied that they had no time for entertainment. In such cases, he would say that a doctor must be interested in cultural events. He included topics such as reviews of domestic and foreign literature and films devoted to medicine or reflecting medical themes in the program of departmental meetings.

In 1960 M.S. Maslov left the Department of Faculty Pediatrics at LPMI and handed over the leadership to his student A.A. Valentinovich. M.S. Maslov devoted his last lecture at the institute to the history of pediatrics, briefly highlighting the achievements of the departments of pediatrics at the VMedA and LPMI (Fig. 6). He gave his original assessment of the contribution

of leading pediatricians and urged future doctors to follow the glorious traditions of Russian pediatrics. With understandable modesty, he did not mention what can now be stated with certainty: the work of M.S. Maslov and the achievements of his scientific school constitute one of the main and most interesting chapters of Russian pediatrics.

In January 1925, in his speech at the grand opening of the Institute of PIM, M.S. Maslov welcomed the birth of the new institution, using the following comparison: it was “a newborn child with a good constitution” [20]. The diagnosis and prognosis of this luminary of pediatrics proved correct once again. This is confirmed by the achievements and results of the LPMI-SPSPMU, which will celebrate its 100th anniversary in 2025.

Mikhail Stepanovich Maslov's contributions to the organization and development of LPMI — SPSPMU, where he headed one of the country's leading Departments of Faculty Pediatrics, his impact on fundamental and clinical pediatrics, which opened opportunities for doctors to improve diagnostic and treatment methods, his dedication to pediatrics, his students, and his patients at our university are not forgotten. This



Fig. 7. M.S. Maslov (1885–1961) is an outstanding Soviet pediatrician, professor, full member of the USSR Academy of Medical Sciences (1945), Honored Scientist of the RSFSR (1935), Major General of the Medical Service

Рис. 7. М.С. Маслов (1885–1961) — выдающийся советский педиатр, профессор, действительный член АМН СССР (1945), заслуженный деятель науки РСФСР (1935), генерал-майор медицинской службы

was greatly facilitated by the students and followers of M.S. Maslov, who worked and headed departments of pediatrics in many cities of our country, and first and foremost by the staff of the department and clinic of Faculty Pediatrics at LPMU-SPSPMU under the leadership of Professor A.A. Valentinovich, Professor A.V. Papayan, and currently Professor N.D. Savenkova. In 2020, a memorial plaque was installed on the building where Mikhail Stepanovich worked from 1924 to 1960. New generations of pediatricians, teachers, and students cherish and will continue to cherish the memory of this remarkable pediatrician who restored health and joy to thousands of sick children (Fig. 7).

M.S. Maslov's student, Mikhail Voroshilovsky, wrote a poem during the farewell to Mikhail Stepanovich. It was not flawless in terms of style, but it accurately reflected his personality:

We loved him, both simple and complex,
The old general with a wonderful soul;
He did everything he could within his power,
This man was truly a man with a capital M.
He never pursued fame in science
And did not meekly follow fashion,
And without dabbling in scientific trends,
He did not change his views for the sake of
someone else's laughter.
Principled and firm, he did not become
a conservative:
A dialectician at heart until the end of his days,
This modest worker remained an innovator
In fundamental issues of child protection.
In this reserved, seemingly dry man,
The heart of a passionate young man beat.
He set such milestones in science
That they served as a compass for thousands
of doctors... [1].

ADDITIONAL INFORMATION

Authors' contribution. All authors made a substantial contribution to the conception of the study, acquisition, analysis, interpretation of data for the work, drafting and revising the article, final approval of the version to be published and agree to be accountable for all aspects of the study.

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