

HISTORY

COLLEGE OF MEDICINE

1959-1968

APPENDIX I

AN ADDRESS ON "PRIDE"

John A. Prior, M. D.
Associate Dean

EDITORIAL NOTE: An address, delivered at the Twenty-Third Annual Convocation of the College of Medicine, September 28, 1969. It is included in "This History" because of the many historical implications covering the past decade.

9/28/69
John A. Prior M.

PRIDE

Today I want to talk about pride. There are two kinds of pride:

1. False pride of the pompous, arrogant.
2. The pride that justifiably follows accomplishment.

It is my conviction that you and I can take justifiable pride in our College because of its many accomplishments.

To help you understand where and how this College started--it actually began in 1834 in Chagrin Falls as the Medical Department of Willoughby College of Lake Erie. After a few years it moved to Columbus and was continued through five succeeding colleges. However, this lusty infant began to really grow and develop only after 1914 when it became a part of this great University. The early years on this campus were characterized by inadequate budgets, a faculty that was too small for its assigned job, and facilities that were most inadequate. It had all of the usual growing pains, the trials and tribulations of adolescence, but it did survive to grow into a vigorous, intelligent and effective adult.

I graduated 30 years ago. At that time all of the Basic Science Departments were housed in one-half of Hamilton Hall--in other words, the first two years' medical college education was crammed into one-half of that building. The other half of the building was occupied by the entire College of Dentistry. Hospital facilities for the clinical educational experience were more roomy, although still inadequate. The majority of the clinical teaching was conducted in the old University Hospital--now Starling Loving Hall. The remainder was conducted in St. Francis Hospital, a gloomy facility that stood downtown where Grant Hospital is

now located. Built in 1847, St. Francis was the first teaching hospital in the U. S. built as a part of a medical school. Outpatient medicine was taught in the old State Street Clinic--a small wooden building that was actually located at the intersection of two alleys behind St. Francis Hospital. The Clinic provided little privacy for patients and the crudest of facilities. Thus, as medical students, we were intimately associated with the underprivileged, the inner city, and the social aspects of health care. The State Street Clinic was replaced in 1938 by the present outpatient clinic on our campus--which was a W.P.A. project built by hand labor that took over three years to complete. (This was Federal government participation in medicine in those days.)

At that time the full-time teacher in clinical medicine was virtually nonexistent. There were only three full-time faculty members for the clinical years--Dr. Charles Doan, who later became Dean of the College; Dr. Bruce Wiseman and Dr. George Curtis. Teaching in the hospital and clinic was done by practicing physicians, all of whom had their own offices. They largely donated their time to instructing medical students; for them, it was a labor of love. Some were fine teachers and all did as well as they could but, remember, their first obligation was to their patients and offices; the student's education was secondary. As a consequence of this shortage of faculty, more than a little of our instruction as juniors came from seniors. We had a sort of "big brother" system, but more accurately, it was the blind leading the blind. Much of our obstetrical experience was obtained in similar fashion. Students went in pairs to the home of the

indigent where the patient was in labor. The more experienced of the two students had already had 4 weeks of experience so he was known as the conductor while the second who was in his first four-week period was known as the observer. Actually, it was a case of moral support for both conductor and observer, while nature took its course. In these experiences our social and economic education far exceeded our obstetrical learning.

Yet, with all of the drawbacks and inadequacies that I have just cited, our College produced many doctors who took good care of their patients. Some went on to distinguished careers in medical education, research, government.

A college of medicine is many things. It is:

Students

Faculty

Alumni

Education

Physical facilities

Research

If your College is to live up to its motto--Excellence in Medicine-- it must have strength, numerically and qualitatively, in all of these areas. Let me tell you a few of the major accomplishments in each area.

FACULTY

Keeping firmly in mind that it is the student who learns, nonetheless a strong faculty is essential to good learning. A faculty must be sufficient

in number to provide the highly individualized guidance that is necessary for modern medical education. Especially in teaching patient care, a large faculty is essential since much of the instruction is in very small groups. Faculty members must be able to devote their full-time energies to teaching and its related responsibilities. Also, the education of the intern and resident, which is a vital part of the modern medical education, requires a great amount of time and energy of the faculty. Further, during the past decade the College has assumed increasing responsibility for the continuing education of the practicing physician. Medical student, intern and resident, continuing education--these all require manpower; energetic, intelligent teachers are necessary in sufficient numbers. Has our College and University responded to this urgent need? The answer is "Yes".

When I joined the faculty in the Department of Medicine as a young Assistant Professor in 1946, the full-time faculty of the Department of Medicine doubled. It consisted of the chairman and me. It was not until 1949 that the third full-time member was added. 1950 was a banner year when two additional members were added to the Department faculty. We had reached a total of five. Today the Department of Medicine has 41 faculty members. I cite the Department of Medicine only because I am most familiar with it. All the other departments--basic science and clinical--have had similar growth that was essential to meeting the needs of our students. The medical faculty has now grown to the extent it is one of the largest on the campus; we now have 349 on Regular University contract.

But more than just numbers are needed--a faculty must have quality. Again, we can say "Yes, we have a fine faculty that is steadily growing in stature". Nine members of our faculty have been named to Research Career Development Awards by the National Institutes of Health; two are recipients of Established Investigatorships of the American Heart Association; we have three Markle Scholars on our faculty; another was named a Teaching Scholar of the American Heart Association. Since 1960, six members of our faculty have been given the University Distinguished Teaching Awards. One of our faculty has been honored as an Ohio Regents Professor. The chairmen of our Departments of Medicine and Surgery have been presidents of the American Heart Association and American College of Surgeons, respectively; several are editors of national and international journals, some are members of specialty boards, and others have served in high offices of national scientific organizations. Many of our faculty serve on governmental committees. Now I know that, like all other students, you will find plenty to complain about your faculty--that's part of the game--but in your more objective moments, and especially after you have had a chance to see other medical schools, you will be proud of your faculty--a faculty that will help you--for the rest of your lives--to be a good physician.

FACILITIES

It has been obvious for a number of years that if the College of Medicine is to have excellence in its teaching, research and patient care programs, it must have new and greatly enlarged facilities. The first steps toward the outstanding Medical Center that you see today

were taken with the completion of the new University Hospital in 1951. At the same time the Columbus Psychiatric Institute and Hospital, now known as Upham Hall, and the Ohio Tuberculosis Hospital, now known as Means Hall, were completed just to the west of the University Hospital. Also in 1951 the College of Dentistry moved into its fine new building. The Dental College construction was important to the College of Medicine since this permitted our Basic Science Departments to use the entire Hamilton Hall for their burgeoning educational programs.

In 1959 the North Wing addition to the University Hospital for faculty offices and research laboratories was completed.

In 1961 the Ohio Rehabilitation Center, now known as Dodd Hall, was completed. The same year the Health Center Research Laboratories building, now known as Wiseman Hall, was completed and the Radiation Therapy addition to the University Hospital was opened.

In September, 1968, the new three-story School of Nursing building was completed which will permit a greatly expanded education program in Nursing. The same month a major addition of more than 50,000 square feet for research laboratories in Wiseman Hall was completed.

Construction of the New Basic Science Building--you will be the first class to occupy this building--was started in January, 1968, after a series of delays. Occupancy for this very major building is scheduled for early 1970. The Basic Science building will be one of the finest facilities of its kind in the country.

A major addition to Dodd Hall, our Physical Medicine and Rehabilitation facility, will be completed in early 1970.

In 1968 matching funds were successfully obtained to make possible the construction of the School of Allied Medical Professions building. Early this summer construction began on this fine new facility, one of the first of its kind in the country. We are very proud that the School of Nursing building was one of the first in the country to be funded under the Nursing Education Facilities Act and that the School of Allied Medical Professions building was the first in the country to be funded under that Act.

A five-story Mental Retardation building was approved for Federal matching funds earlier this year and construction will begin later this Fall.

Another major project is the five-story Health Sciences Library. This unique library will be the first in the country to have an automatic book storage and retrieval system, under computer control. It will have a series of specially designed electronic carrels equipped with television, computer-assisted instruction, and audio-visual aids. Construction of this building, so essential to quality education, will begin in November.

Urgently needed is a new and much larger building for the outpatient clinics. Plans are proceeding for a 5-story, \$13 million dollar clinic building to be built just west of the Hospital and two weeks ago we had a two-day site visit of federal authorities to review our application for matching funds. Also, your College is developing plans for a 500-bed addition to University Hospital which is necessary for the ever increasing number of students in medicine, nursing, Allied Medical Professions, Dentistry, and Pharmacy. There can be no doubt that The Ohio State University will have one of the finest medical centers in the world.

EDUCATION

I sincerely believe that during the past decade there has been no medical school that has devoted more time, energy and thought to the study of its educational program than has your College. Beginning in 1962 the faculty has each year conducted "off-campus" Seminars on Medical Education of 3- to 5-days' duration. Discussions have concentrated on medical curriculum, appraisal of the student, attributes and needs of the student, factors that influence learning and retention, and new and improved methods of teaching. At each conference distinguished medical educators have served as consultants to our faculty.

As a result of these conferences on Medical Education--the most recent was only last week--extensive change in your education program has been accomplished. Some of these changes are:

The conventional letter grades with point-hour averages calculated to the second decimal place were replaced with S (satisfactory), U (unsatisfactory), and H (honor). This was seen by the faculty as encouraging learning for learning's sake, not competition for grades. Increasing emphasis was placed on the narrative appraisal of the student's performance.

An auto-didactic or self-teaching laboratory was established where the student may study subjects of his choice at his own rate and in his own way. Here a wide range of audio-visual aids are available as well as video-tapes and terminals for computer-assisted instruction.

Two methods of learning Anatomy provide the student with a choice between the conventional didactic course with required periods of dissection and recitation or a conference-centered type of learning in which students take a more active role. Similar choices are now available in the study of Physiological Chemistry.

To maintain and enhance the student's interest in people, the faculty developed a course for the first year students known as "The Behavioral Sciences" in which the student, through visits in office, clinic, and home, has an opportunity to observe the dynamics of the home and the psycho-socio-economic impact upon the patient. Ohio State is one of the few medical colleges that provides patient contacts beginning the first week in school.

Your faculty voted to eliminate 12 courses of 1 or 2 hours credit from the first two years. These were brought together into one large and much more meaningful course, "The Comprehensive Evaluation of the Patient", in which students are introduced to clinical medicine, the techniques of history taking and physical examination and an understanding of diagnostic procedures.

The third and fourth years were extensively restructured, not only to update your educational experiences, but especially to provide a major segment of time for elective studies. Now 6 to 7 months during the clinical years are available to the student for studies of his choice or to pursue research. With the permission of a department chairman,

two to three months of such elective study may be spent in other medical colleges of this country or even in foreign lands. During the past 3 years some of your student colleagues have studied in England, Germany, Africa, Central and South America.

Under the Department of Preventive Medicine all students are introduced to programs involving community-oriented health services. Students may elect to spend time in Ohio communities, including Appalachia areas, studying the health problems of the community and its patient care resources.

Further, the faculty expressed the desire for the assistance of a professional educator to help them in studying and improving your educational program. In 1965 a Division of Research in Medical Education was formed; it was the 7th such group in the country. The expertise of these educators in student appraisal and curriculum development has been invaluable.

These many changes were made possible only by the diligence and cooperation of departments and faculty members, all of whom are dedicated to providing a better education for you.

But the responsibilities of a College of Medicine are not just for medical student education. They include the postdoctoral education of interns and residents and the continuing education of practicing physicians.

The faculty recognizes that intern and resident education requires an extensive commitment if it is to be a planned, progressive, integrated

education program--not random, on-the-job training. Presently there are 45 interns, 219 residents, and 40 fellows at the University Hospitals, more than 100 of whom are, at the same time, working as graduate students for an advanced degree.

To meet the needs of the practicing physician for the latest information, the College of Medicine in 1962 established its Center for Continuing Medical Education. Ohio State is one of the few universities accepting major responsibility for the physician's continuing education. This Center for Continuing Medical Education has been eminently successful and is one of the largest continuing education programs in the country. Last year it conducted 39 courses here on the campus with more than 3000 physicians in attendance. Its radio education network began in 1962 with only 12 hospitals in central Ohio; it has now grown into a network of 64 hospitals in Ohio, western Pennsylvania, Kentucky and West Virginia, carrying each week the latest medical knowledge to the physicians of these many communities. Last year there were more than 16,000 physician attendances.

RESEARCH

The advancement of knowledge through research is a vital part of the mission of our College. Progress in the health sciences depends upon research to improve patient care and to prevent disease. The quality and extent of research in many respects is an index of the quality, vitality and strength of the faculty.

Each year has seen a steady growth in the amount of research conducted in our College. In 1957-58 there were 21 projects with expenditures of \$218,000. By 1960-61 there were 117 projects and the expenditures were \$950,972. During the past year the faculty was engaged in 466 research projects with expenditures of \$7,222,000.

Our faculty believes that research by students is a valuable educational experience. It provides the student an opportunity to actively participate in a scientific investigation, to learn the problems and pitfalls of research, the difficulties of obtaining accurate data and reaching sound conclusions. Even though he may never participate again in a research project, he will always be a more thoughtful, analytical physician. For more than a decade there has been a steady increase in the participation of students in research. In 1958 there were 28 students who were pursuing research supported by the office of the Dean in the amount of \$18,000. In contrast, last year 137 received research support in the amount of \$77,315.

ALUMNI AND FRIENDS

One of the truly gratifying developments of recent years has been the growing support of the College by its grateful alumni and friends. Their support has made possible many developments within the College that otherwise would have been impossible.

Since 1961 the endowments to the College of Medicine have more than tripled. As a result of its growing endowments, the College in 1964

was able to establish two endowed chairs, each of which by University rule must be supported by more than one-half million dollars. They are: the Charles A. Doan Chair of Medicine, named for Dean Emeritus Doan; and the Robert M. Zollinger Chair of Surgery, named for the chairman of that department. The College of Medicine is indeed proud that these were the first two endowed chairs on The Ohio State University campus. The College has been honored also by the establishment of an endowed professorship: the Frank and Mary Pomerene Professorship in Infectious Diseases, and a named professorship: the Gustav Hirsch Professorship in Cardiovascular Diseases.

To express their appreciation for the education that they have received at this University, each of the last nine graduating classes has established a class fund to which their members contributed while in school and to which they may contribute during the succeeding years. Also a number of reunioning classes have established their own class funds to be used for special projects.

In a very short time--you will be surprised how rapidly the next 4 years will pass--you will join the alumni of this College. There are now over 4000 living alumni, more than two-thirds of whom live and practice in Ohio, serving the health of its citizens.

STUDENTS

I have deliberately deferred discussion of the medical student until last. Why? Because he is the most important of all. He is the reason

for being of faculty, classrooms, hospitals, laboratories, the educational program.

What is a medical student? What are his objectives? What are his capabilities? Our faculty wanted answers to some of these questions too. Studies of our students as well as other medical students across the country have clearly shown that he is the "cream of the crop". Intellectually, he is in the top 2 to 3% of the country. On one point there is general agreement--the medical student must be bright enough to complete his course of study. These studies show conclusively that he clearly brings the necessary intellectual ingredients for success.

But, as someone has said, "To succeed at horse racing, one must have a horse that not only can but will run fast". Given a satisfactory level of intelligence, other factors become more important in determining the success of the medical student. One is the energizing influence of motivation which is so necessary to assure the maximum profit from medical school experience. Extensive data clearly indicate that the medical student is indeed highly motivated--and he has to be to have survived the series of hurdles each of which he cleared successfully to make it into medical college. Another factor is maturity. If we accept the definition that maturity is foregoing near-term satisfactions for long-term goals, then the medical student is clearly a mature person. To reach the distant goal of becoming a physician, medical students must forego many pleasures and creature comforts. Another attribute essential to success in medical school is stability. With few exceptions, the

medical student is an emotionally stable person. Although during the next four years, with its stresses and pressures, there will be many times when you will doubt the truth of this statement, nonetheless it is true that the medical student is stable. Again, this is supported by objective data and by the fact that so many succeed in their difficult task of becoming a physician. Rarely do students fail in medical college because of intellectual deficiencies--usually it is due to either lack of motivation, stability, or extracurricular influences, including misdirected family pressure. Lastly, the medical student identifies well with people. In fact, a powerful factor in the selection of his career is his feeling for his fellow man.

As a consequence of our studies of the students, the faculty has grown in appreciation of the fact that today's medical student is intellectually the thick, rich cream at the top of the bucket, that he is stable, mature, highly motivated and that he identifies well with people. Our faculty, as it has studied and restudied your educational program, has tried to capitalize upon the attributes that you bring--to create an educational environment that can be described best by a quote from John Gardner, former Secretary of Health, Education and Welfare, who said, "The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education".

The records of our Assistant Dean for Student Affairs fully document the fact that there has been a steady improvement in the quality of our entering students. The first-year student of today is undeniably better

than the student of a generation ago as measured by point-hour ratios, intelligence quotients, MCAT performance. High school and college educations are definitely improved and competition has been keener every step of the way.

You have been selected with great care. It is the College's expectation that every one of you will complete his medical education.

Our President, Dr. Fawcett, has been personally involved in planning and execution of the expansion of faculty and facilities as well as in the development of our many new programs. During the past 13 years the Board of Trustees consistently has supported President Fawcett's recommendations. It is obvious that the many accomplishments of the College of Medicine were possible only with the continuing support of the University and its administration.

In conclusion, our College is an exciting, progressive institution.

It has a faculty of quality--intelligent, energetic, dedicated to the creation of a better environment for learning.

Its educational program is modern--tailored to the latest and best in medical science, for medical student, intern and resident, and practicing physician.

It has a vigorous program of research and training.

Its building program, supported by Governor Rhodes, the State Legislature and the people of Ohio, will make our Medical Center one of the finest in the world.

Its students are the cream of the crop--bright, motivated, stable.

I believe that the College of Medicine is truly one of the peaks of excellence in this great University and I have tried to give you some of the many reasons why it is my firm conviction that it is a College in which you and I can take genuine pride--the pride that is justified by accomplishment.

#