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REPORT ON A VISIT TO AMERICAN

AND CANADIAN UNIVERSITIES, 191.A.1(49)

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By

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1. Objects.

When I heard that the Carnegie Corporation of New York had awarded to my wife and myself a generous travelling grant to visit the United States of America and Canada in order "to study university administration and the organization of medical schools," I was delighted and honoured. Here, I felt, was an opportunity not only to obtain a general picture of American and Canadian universities, but also to discuss in detail with responsible heads and professors problems relating to fields of study and research, to the finance and administration of universities, to staff members and student life, etc. Above all, I realized that such a visit would enable me to investigate systems of student counselling, and to inspect medical schools and training hospitals. At the University of Stellenbosch we had adopted a new and somewhat revolutionary system of student counselling, and we were right in the midst of establishing a new medical school; hence a study of new developments in America was something which could prove of considerable value to Stellenbosch, and, indeed, to South Africa generally.

2. Itinerary.

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Before setting out on a trip of this nature, it became necessary for me to make an appropriate selection of the colleges and universities which I intended visiting. After long discussions with many friends well acquainted with conditions obtaining at American and Canadian universities, and after a good deal of correspondence with various people in the United States, I was able to tackle the formidable task of selecting from some 2,000 American university institutions about thirty which would be representative of the most important types (such as the smaller colleges, the graduate schools, the private universities, the State universities, the technological institutes, and the Negro universities), and which I felt, could be relied upon to furnish me with valuable information.

When this was completed, I had to establish contact with Presidents, Chancellors and other responsible officers at the universities concerned. Without a single exception they responded promptly and sympathetically to my letters. Here again, I was greatly assisted by the Carnegie Corporation's office in New York; they had contacted the responsible heads and advised them of my intended visit.

My wife and I left Cape Town by boat on the 24th of August 1955 for London, en route to the United States. After a week in Britain, we left London by air for New York, where we arrived on the 17th September.

Our American itinerary, finally decided upon in New York, was the following:-

<u>Sequence No.</u>	<u>Institution</u>	<u>Academic Status</u>	<u>Financial Basis</u>	<u>Size</u>
1	Cornell University (Medical School, New York City)	Full University	Private	Large (11,000)
2	Yeshiva University (Albert Einstein Col- lege of Medicine, The Bronx, New York)	Full University	Private	Small (2,500)
3	Columbia University (New York City)	Full University	Private	Very large (28,000)
4	Yale University (New Haven, Conn.)	Full University	Private	Moderate (7,500)
5	Harvard University (Cambridge, Mass.)	Full University	Private	Large (10,500)
6	Boston University (Boston, Mass.)	Full University	Private	Very large (27,000)
7	Massachusetts Insti- tute of Technology (M. I. T.)(Cambridge, Mass.)	Technolo- gical In- stitute and College	Private	Moderate (5,000)
8	McGill University (Montreal, Quebec Province, Can.)	Full University	Private	Moderate (6,000)
9	Université de Montréal (Montreal, Quebec Province, Can.)	Full University	Private	Large (12,000)
10	Queen's University (Kingston, Ont., Can.)	Full University	Provin- cial grant	Small (2,500)
11	University of Rochester (Rochester, N.Y.)	Full University	Private	Moderate (5,000)
12	University of Michigan (Ann Arbor, Mich.)	Full University	State Institu- tion	Very large (27,000)
13	University of Chicago (Chicago, Ill.)	Full University	Private	Moderate (6,000)
14	Northwestern Univer- sity (Evanston, Ill.)	Full University	Private	Large (9,000)
15	University of Wis- consin (Madison, Wis.)	Full University	State Institu- tion	Large (15,000)
16	University of Utah (Salt Lake City, Utah)	Full University	State Institu- tion	Moderate (7,000)

<u>Sequence</u> <u>No.</u>	<u>Institution</u>	<u>Academic</u> <u>Status</u>	<u>Financial</u> <u>Basis</u>	<u>Size</u>
17	Brigham Young University (Provo, Utah)	Full University (Mormon)	Private	Moderate (5,500)
18	University of California (Berkeley, Cal.)	Full University	State Institu- tion	Very large (18,000) (all cam- puses: 38,000)
19	Stanford University (Palo Alto, Cal.)	Full University	Private	Moderate (6,500)
20	University of Southern California (Los Angeles, Cal.)	Full University	Private	Very large (19,000)
21	California Institute of Technology (Cal- tech.) (Pasadena, Cal.)	Research Institute and College	Private	Small (1,050)
22	Fisk University (Nashville, Tenn.)	Full University (Negro - no Medical Faculty.)	Private	Small (700)
23	Vanderbilt Univer- sity (Nashville, Tenn.)	Full University	Private	Moderate (3,000)
24	Meharry Medical School (Nashville, Tenn.)	Medical School (Negro)	Private	Small (500)
25	University of North Carolina (Chapel Hill, N.C.)	Full University	State Institu- tion	Moderate (6,000)
26	Duke University (Durham, N.C.)	Full University	Private	Moderate (4,500)
27	Swarthmore College (Swarthmore, Pa.)	College	Private	Small (900)
28	Bryn Mawr College (Bryn Mawr, Pa.)	College (women)	Private	Small (750)
29	Catholic University of America (Washington, D.C.)	Full University (Roman Catholic)	Private	Moderate (4,000)
30	Howard University (Washington, D.C.)	Full University (Negro)	Private (Federal aid)	Moderate (5,500)
31	Princeton University (Princeton, N.J.)	Full University (men)	Private	Moderate (3,500)
32	Princeton Theologi- cal Seminary (Princeton, N.J.)	Theological School	Private	Small (400)

Apart from universities, colleges and technological institutes, I also contacted various other influential educational bodies - and had extensive discussions with their representatives - such as the Commonwealth Foundation (Dr. Lester Evans, New York), the Rockefeller Foundation (Dr. John Weir, New York) and the Board of Fundamental Education (Dr. Emory Ross, New York). I may mention here that altogether I had 208 lengthy interviews, excluding casual discussions at social gatherings and functions, and that I addressed groups of students and staff at ten university centres.

Travelling mostly by train, but also by aeroplane and by car, my wife and I completed our American itinerary and returned to New York, from where we flew back to London. On the 16th and 17th of December I attended the Home Universities' Conference in London. A brief visit to the Continent followed, and we returned by boat to Cape Town, where we arrived on the 6th of February 1956.

3. Initial Difficulties.

From the literature I had consulted I became aware, even before my arrival in the United States, that certain terms used in connection with universities had a meaning in the U.S. totally different from that generally accepted in South Africa; and after my arrival there this was brought home to me very forcibly indeed. A faculty there is no longer a component or division of the University, but the whole of the teaching staff; our faculties are in America the schools or sometimes colleges; the post of Chancellor, which exists at some American universities, is not occupied, as in South Africa, by the honorary head of the University, but by the official who

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is, to us, more or less the equivalent of our Principal or Vice-Chancellor (cf. Vanderbilt, Nashville, and the University of North Carolina with institutions at Durham, Chapel Hill and Greensboro); the South African Principal or Vice-Chancellor is the equivalent of the American university President, which is the usual title of the American university head.

Coming from a country where we have a rigid, uniform university organization, I was also somewhat confused by the absence of uniformity in the United States. There are private universities and State universities; there are co-educational colleges and universities, colleges for men and colleges for women; there are technological institutes and research institutes - e.g. M.I.T. and Caltech.; there are universities with religious backgrounds and ties, although no religious test applies - e.g. Brigham Young (Mormon), the Catholic University of America (Roman Catholic) and Swarthmore (Quaker); and there are universities for Negroes - e.g. Howard, Fisk and Meharry. No uniformity exists with regard to the organization and control of universities: some universities have Boards of Regents, others have Boards of Trustees, and still others Boards of Managers. There is no uniformity as regards admission requirements: some universities accept the entrance examination of the College Entrance Examination Board (C.E.E.B.) which operates from Princeton, and many others prefer to have their own entrance tests.

If this variety is bewildering and confusing in the beginning, it becomes interesting and understandable as one sees more of the country and its people. One soon realizes that the university pattern in a vast

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country like the U.S.A., where there is so much physical and spiritual variety, must necessarily also be varied if the universities are to serve the country advantageously. In addition it would seem only logical that the variety presented by forty-eight States should be reflected also in the university pattern, for each state has its own history, its own tradition, and its own political, economic and social life.

Before setting out on my tour, I spent ten days in New York, and this certainly proved a wise step. The literature which I obtained there, the repeated and searching discussions which I had with university people, the continuous help from the Carnegie Corporation's Office - these were the main factors which gave me the required orientation.

The preceding general survey gives an indication of the field covered, and of the way in which it was done. The temptation becomes strong now to proceed to a description of experiences at the various university centres and to explain certain details of organization, teaching and research at American universities. But as this can easily lead to the enumeration of a mass of minor details and facts, and the obliteration of the main issues, I shall rather concentrate on a number of significant findings, and in this way assess the value of the tour.

4. Increase in Applications for Admission.

It is a general phenomenon in the U.S. that universities are experiencing an enormous increase in the number of applications from prospective students. At private universities, i.e. universities financially independent of Government and operating with private

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endowment and other private funds (such as Harvard, Yale, Princeton and Caltech.) the student enrolment is strictly controlled and applicants are severely screened, with the result that even though they have annually about four times the number of applications they can accept, they have a relatively small increase in their student numbers. Their standard of work remains high and the student examination mortality surprisingly low. It may be added that the majority of these universities are not at all anxious in any way to increase their student number: they fear that quantity will lead to a sacrifice of quality.

In some respects the position is different in State universities, i.e. universities depending mainly on the State legislatures for their funds. Owing to the fact that they work primarily with State money, they are expected to accept all the students who are State residents and who apply for admission. It is therefore not strange to find huge enrolments at some State universities, e.g. 38,000 at the University of California (spread over its eight campuses), 27,000 at the University of Michigan, and 24,000 at the University of Minnesota. At these universities there are many examination failures, especially among first year students.

These large student populations are not merely the results of fashion or fancy. Students and their parents often make great sacrifices. It is generally conceded that the man with a college education more often than not achieves a fuller and more harmonious spiritual and intellectual development, and in the long run also goes further in society, than his competitor who has not been to college. Very often, too, he possesses more influence and receives better pay. When one considers

the high cost of a college education in America, especially at those private universities where inclusive costs can amount to 2,500 dollars (or £1,000) per annum, it will be readily understood why so many parents fall into debt, and why so many students try to win scholarships and obtain loans in order to pay for the years spent at college.

Incidentally, this also explains why so large a number of students, even at the old, private universities, earn as much as they can by working in the administration section of the university, in libraries, in student organizations, in student houses (or dormitories), or in jobs outside the university - as waiters or waitresses, motor vehicle drivers, salesmen, journalists, etc. It has been the experience of various American universities - an experience shared by many of us in South Africa - that it is often those young men and women who have a hard financial struggle to remain at college, who, in the end, reach the highest rung in the service of their country.

5. Enormous Budgets.

Looking at American universities from the financial angle, I was amazed to learn of the vast sums of money that go into the running of their multitudinous activities: administration, teaching, research, accommodation, library, fellowships, student health and counselling, alumni organization, sport etc. One naturally expects large universities to have large budgets, but it is nevertheless breathtaking to find that the University of Michigan has an annual budget of about 60,000,000 dollars (or £22,000,000), and the University of California one of 100,000,000 dollars (or £37,000,000).

From the point of view of South African universities, one can obtain a better assessment of the position by looking at those universities in the U.S.A. which have smaller enrolments and are therefore comparable in terms of South African standards. The University of Chicago, with an enrolment slightly larger than that of the University of Cape Town, has an annual budget of £8,500,000, or roughly twelve times that of Cape Town; and Swarthmore College, with an enrolment roughly one-third that of Stellenbosch or Natal, has a budget almost double that of these universities.

One realizes, of course, that cost of living conditions in the U.S. differ greatly from those obtaining in South Africa, and that salaries, equipment, maintenance etc. in the U.S. are higher than in South Africa. But even after we have allowed for this, it is still apparent that South African universities have to work, relatively speaking, with much more limited funds than their American counterparts. While this is a fact which can be rationally explained up to a point, it certainly calls for some serious thinking on the part of South African educators and Government authorities, especially in view of the heavy duties which devolve upon South African universities as a result of conditions peculiar to this country.

American universities, no less than South African and other universities, have in every aspect of their activity been feeling the very serious effects of rising costs. State legislatures have been obliged to provide much more liberally for State universities; and private universities, finding their incomes from private endowment dwindling in value, have been obliged

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to seek new and substantial donations from business and industry as well as from well-disposed and wealthy private individuals. They have also built up their alumni organizations to powerful machines of moral and financial support. I heard Presidents and bursars at various American universities and colleges deprecating the fact that the Presidents of some private universities are forced to devote far too much of their time to the raising of funds for their institutions.

Interesting is the fact that requests for additional assistance have been answered remarkably well by firms, by individuals and notably by alumni. It is true that a great deal of money goes into alumni organizations, but it is also true that millions of dollars are raised by them. When one takes into consideration the number of students, Princeton University (which is a little larger than Stellenbosch) tops the list, raising by means of its alumni organization a million dollars (or £370,000) per annum. Yale ranks second, and Harvard third.

One must remember that the raising of money from private sources is greatly facilitated in the United States by the fact that donations to universities are exempt from income tax. The types of institutions qualifying for this privilege are listed in the 1955 Federal Tax Guide:

"Corporations, and any community chest, fund, or foundation, organized and operated exclusively for religious, charitable, scientific, testing for public safety, literary, or educational purposes, or for the prevention of cruelty to children or animals, no part of the net earnings of which inures to the benefit of any private shareholder or individual, no substantial part of the activities of which is carrying on propaganda, or otherwise attempting to influence legislation, and which does not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office."

Although it is neither my duty nor my desire to keep on referring to South Africa in this report, I cannot help but feel that in the matter of public support for universities, especially by alumni, and also in the matter of Government policy regarding donations to universities (which, in South Africa are not exempted from tax), we have still much to learn.

6. Volume of Research.

While it would be incorrect to say that a large volume of research, or research of a very high standard, is being carried out at all American universities, it is nevertheless true that this is the case at many of the American institutions. It is indeed one of the finest and most prominent characteristics of some of the universities I visited. At Chicago, Princeton, Caltech. and Ann Arbor (Michigan) - to mention but a few - research was considered of paramount importance, and it was responsible for a large proportion of the university budget.

The Federal Government, which promotes and fosters research at universities, renders invaluable assistance in this respect. One gets the impression that there is practically no university in America which does not receive from the Federal Government a grant, or grants, for some or other project of research. In this all universities share: State universities, private universities, colleges, technological institutes and Negro institutions such as Howard in Washington, D.C., and Fisk and Meharry in Nashville, Tennessee.

As far as research is concerned, the University of Chicago is perhaps the outstanding example. It has an enrolment of about 6,000, of whom only 2,000 are enrolled
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in the under-graduate college and 4,000 are post-graduate students. This university has built up a tremendous reputation as a graduate and research school: it was here, for instance, that the research in atomic chain reaction was done, giving rise to the construction of the first atom bomb.

In the United States there is no central, generally recognised equivalent of the C.S.I.R. of South Africa or the D.S.I.R. of Britain; industry, business and Government have therefore been looking mainly to the universities for the solution of their problems of fundamental research. Most universities have stated emphatically that they are interested primarily in basic research, but at the same time it is difficult to draw a clear dividing line between basic research and applied research; and, in any case, those interested and concerned are of course able to apply the results of basic research once these have been successfully established.

It has been the deliberate policy of the United States Government not to take research out of the hands of the universities, but, on the contrary, strongly to assist them in many ways. This explains why the Government, especially the Armed Forces (Army, Navy and Air Force), have granted liberal sums and bought expensive equipment in order to enable universities to tackle research jobs. Only in cases where the universities find it impossible to do the work - for example on account of geographic position, exceptionally heavy cost, or national emergency - would the Government make other provision.

7. Universities as National Assets.

It is interesting to find that the forefathers of the Americans did not long delay the establishment of universities in the New World: the first universities were, in fact, founded shortly after the arrival of the early British Colonists. Harvard, the oldest of American universities, has been in existence for more than 300 years, and Yale and Princeton were both started more than 200 years ago.

We therefore see that the American universities came into existence with the American nation; the universities' growth and development in fact became part and parcel of that of the great new republic and its people. These institutions certainly played an important part in the life of the new nation, especially after 1783, when the United Colonies became independent of Britain and the duty fell on the universities to supply the leaders required in so many fields.

In the light of history, therefore, one can well understand why the American values his universities so highly and why he is so sincerely proud of them. One can also understand why wealthy Americans like Elihu Yale, Ezra Cornell, Cornelius Vanderbilt, James B. Duke, Mrs. Montgomery Ward, Henry Ford, George Eastman and many others spent millions of dollars in establishing new universities or in promoting the interests of existing ones. This same spirit is also evidenced by the large present-day donations and the successful fund-raising by alumni mentioned earlier on.

There is probably no other people in the world who value their universities so highly. The American public takes a keen interest in these institutions and likes to

think of them as representing the best America has to offer. Universities know this and they try - especially the old, private institutions - to live up to this reputation and to build upon it.

Yet they want to be free in every sense of the word, spiritually and financially. Some of the heads of private universities - Nathan M. Pusey of Harvard, A. Whitney Griswold of Yale, Lee A. Du Bridge of Caltech. and Harvie Branscomb of Vanderbilt - stated openly that they would not be prepared to accept Government money (apart from money for definite research purposes) even if it were offered them, for fear that it might lead to some or other form of interference from outside. At the same time, however, they explained that they did not mean that the acceptance of Government money must necessarily lead to interference, or to a lowering of the scientific standard; and they were, in fact, quite outspoken in their view that there are State universities doing work of the highest standard. They meant no reflection on State universities as such; they were merely afraid of what could happen, and they had in mind one or two of the State universities where outside influence had actually been brought into play.

The Presidents of State universities, on the other hand, were quite definite that the acceptance of State funds had nothing to do with pressure from outside. The attitude of Harlan Hatcher of Michigan (Ann Arbor) gave a general reflection of the views of State universities: he maintained that the necessary safeguards were there, such as the University's charter, public opinion and the Boards of Regents, and provided Boards of Regents did their duty and were not themselves

subject to outside influence, State universities could be as free as any private university.

But the fact remains, however, that whether universities are private or State, large or small, they are valued by the people. Statistics show that in 1953 there were no fewer than 2,200,000 students at American university institutions, and American educators expect that by 1960 the student population at American university institutions will swell to 5,000,000, due to the birth-rate increase in the late 1930's and the 1940's. These figures give some indication of the light in which Americans view their universities.

8. Student Counselling.

It is characteristic of many American universities that they accept responsibility not only for teaching the students and for instructing them in the methods of research, but also as far as possible for the development of character, of personality and of the gifts of leadership in their students. They claim that a university may, for any good reason, refuse to accept a student, but that once it has accepted the student, it must accept the responsibility of developing the intellect as well as the character of the student, in order in this way to serve learning and science and also society and humanity in a broad sense.

The students on the other hand are taught to understand and appreciate that, irrespective of what may be done for them, their success in the end will depend upon what is done by them. Some private universities are very strict and will tolerate no slackers: students who do not take their work seriously and who pay no attention

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to warnings, are sent down. The student must understand - and this is brought home to him very strongly - that the fees received from him represent in actual fact about one-half of the amount the university has to find for his education. This is stressed very strongly by the private universities, who, as we have already seen, are finding it increasingly difficult to raise the required funds.

The work of developing the intellect is done mainly by the professor or instructor in the classroom or laboratory; the work of building and developing the character is done mainly by the Dean of Students and his staff of Student Advisors or Counsellors in the student residences or common-rooms.

Student counselling takes place mainly, though not exclusively, during the freshman year. A Dean of Students for men and a Dean for women can usually be found in co-educational institutions. The Deans have at their disposal young members of the academic staff or carefully selected senior students, to each of whom a group of ten or twelve freshmen is allocated. These Advisors or Counsellors are bound, in accordance with written instructions, to remain in touch with the freshmen and to give them proper guidance. Those problems which they are unable to cope with have to be referred to the Dean for appropriate action. The Counsellors are also required to submit to the Deans regular reports on prescribed forms for the information of university authorities and parents.

This is the usual pattern of freshman counselling at American universities, but there are variations, of course. Some universities do a great deal of aptitude

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and achievement testing; others regard this as unsatisfactory and rely more on what they rather loosely call a "common sense" system. Then again there are those who have repeated contacts with parents, and those who consider that such a policy places an unnecessary and awkward burden on the Counsellors, etc., etc. But the main principles remain more or less the same.

Counselling does not end with the freshman year: it is continued in the sophomore year, the junior year and the senior year, (i.e. the second, the third and the fourth year). From the sophomore year counselling becomes more academic and admittedly much less intensive. Only members of the academic staff are employed for this type of counselling: they are expected to remain in touch with their counsellees; to assist them in the problems they encounter, which at this stage are usually problems of an academic nature; and to sign the counsellees' study record books at the end of each term.

At most universities, however, I found that the system of academic counselling (i.e. after the freshman year) was considered disappointing. Everything, it was said, depended on the Counsellor: some members of staff were enthusiastic and took a personal interest in their students; the majority, however (perhaps quite understandably), were interested primarily in their own scientific work and research, and in the long run were inclined to sign record books for students as a matter of routine.

Apart from the personal element in counselling, whether for freshmen or for more advanced students, the traditional policy and atmosphere of a university are

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strong conditioning factors in its counselling generally. As can be expected, the private universities who have smaller enrolments and can give more personal attention to students, do a great deal more along these lines than the large State universities.

From the point of view of student counselling, I found my visit to Yale most interesting and fruitful. This university has built up a well-planned system, which works smoothly and successfully in practice: the University remains in close touch with all freshmen and their parents, and the counselling after the freshman year continues to be purposeful and systematic. At Princeton, Harvard and Stanford the position is much the same, although the system at Yale is perhaps applied with more intensity.

An interesting case in this respect is Brigham Young University at Provo (Utah). With regard to volume and intensity of student counselling, Brigham Young does more than any other university. When a freshman arrives at the university he does not register immediately as a student for one or other course, but registers for a quarter in the Division of Student Counselling, during which period he goes through a series of aptitude and achievement tests, is given guidance in connection with his studies, and attends those classes which he thinks might help him to arrive at some finality regarding his future fields of study. At the end of this period he registers for a course, and is then assisted on his way by members of the Division of Student Counselling in his personal problems, and by members of the teaching staff in his academic problems. Brigham Young must, however, be

regarded as a special case, as it is the university of the Church of Christ of Latter Day Saints (Mormon). Mormon Church influence is very strong: the University derives its funds largely from the Church, and the Church is keen that the students at the University should be educated in a true Mormon atmosphere.

One point in connection with student counselling must be strongly stressed: it would be entirely erroneous to think that the system of counselling amounts to pampering or spoon-feeding of students. For a boy or girl to go from High School to University is an important step: it requires from the young student considerable adaptation, both physical and mental. Competition at university, as in everyday life in the United States generally, is keen, so that well-timed, wise counsel to a freshman in the process of his adaptation might be just what he needs to ensure his success. Through the system of counselling students are taught to become independent and to think and to act for themselves. The main object is to have intellectual development go hand in hand with the development of character, so that in this way the potentialities of youth - youth representing one of the most valuable assets of the nation - will be developed to the fullest possible degree.

9. Medical Education.

In connection with medical education I found that there exists in the U.S.A. - and also in Britain and Canada - a feeling that ideas which had been good and appropriate for many years, but which had now in many respects become out-dated, were still being applied.

Deans of medical schools, professors in medical fields and others interested in the subject, declared openly that the time had come to investigate thoroughly in how far the traditional patterns and ideas were still answering, to what extent a revision of these had become necessary, and what new theories and practices were required in the new order of a changing world.

Efforts to find answers to these questions have been made at many meetings and conferences, but probably at no other place was this done more thoroughly than at the conference held at Colorado Springs in November 1952. Representatives from 76 United States and Canadian medical schools attended, and after five days of searching investigation and deliberation deputies felt that they had obtained clarity about a number of important points, even though they had by no means solved all their problems. The comprehensive report of the transactions, later published by the Journal of Medical Education, became an important factor in spreading the ideas of the Conference.

Under the leadership of a number of clear-thinking, forceful men in the United States the new ideas have been taking root at various places. It was my good fortune to meet some of these men: Dr. George Packer Berry (Dean of the Medical School at Harvard), Dr. Lester Evans (Executive Associate of the Commonwealth Fund in New York), Dr. Henry Bakst (Professor at the Medical School of the University of Boston) and Dr. John Youmans (Dean of the Medical School at Vanderbilt University). In the course of extensive discussions with them, I realized that their ideas are of great significance to the United States, but I perceived also that they can be of paramount importance to

South Africa.

These gentlemen covered a very wide field, but three ideas struck me most forcibly. They are: Comprehensive Medicine, Family Care, and Co-ordination and Integration of Courses.

10. Comprehensive Medicine.

It has been found that medical education had to a great degree become divorced from society, and to some extent even from its parent, the University. The teaching of Medicine had come to be regarded more and more as something separate, so that the training of medical men became one-sided and narrow. So much stress had been laid on the phenomenon of disease as such, that sight had been lost of the person who is ill, and the society and environment from which he comes.

This does not mean that there is a lack of appreciation of the vast strides which the medical sciences, especially Surgery, Pathology, Bacteriology and Pharmacology, have made during recent years. It also does not mean that the scientific side of medical education must suffer in order to gain on the social side. It means simply that which Dr. Berry so aptly expressed in an article some time ago: "Scientific medicine must become comprehensive medicine, yet not become thereby any less scientific." Dr. Ward Darley, President of the Association of American Medical Colleges, is another person who saw this clearly when he wrote in the Colorado Quarterly in 1952: "It is now realized that more attention should be given to the significance of the interplay that is developing between medicine and our socio-economic structure."

However important the phenomenon of disease as such may be, the fact remains that it is the sick person who must be cured. If it has to be really successful and really scientific, medical education must necessarily take into account all the aspects - material and spiritual - of the sick person's life. Only in this way can a thorough grasp of disease be obtained; only in this way can the sick man or woman be cured in the minimum of time. This can be achieved if, in the process of medical education, there can be established close co-operation with other fields, such as Psychology, Social Science, Law and Economics. And if this co-operation were established, then it could be reasonably expected that the medical man will in later practice remain in touch with the pastor, the social worker and the magistrate.

In view of all this, the wisdom behind a rhetoric question, which appeared in the Commonwealth Fund's report for 1952, can be properly appreciated, viz. "Can scientific medicine be anything less than comprehensive."

11. Family Care.

The idea of Family Care was already accepted seventy years ago by the Medical School of the University of Boston, but it fell into disuse and was only revived in 1948. Since then it has been applied with insight and vigor at Boston.

The supporters of this idea hold, firstly, that many of the patients who form the clinical material for medical education are to be found outside the teaching hospital; and secondly, that the teaching hospital does not in all respects fulfil the requirements which are

regarded as essential in connection with a training centre for medical men. Senior medical students are therefore sent out from the hospital to work for stated periods in the homes of the families themselves, under the supervision of their professors. Here they can see for themselves the conditions with which they will have to deal when they become medical practitioners, and here they will also learn to bear the responsibility of their work - although, of course, at this stage they can still rely on the guidance and experience of their teachers.

The patient, as we now see him, is not merely a hospital "case." He is more: he is a human being; he is a member of a family. He shares in the happiness and the sorrows of his family; and in these surroundings his health must be regained and maintained. It is here in the family circle too that the real, everyday life is seen - a life radically different from that led in the spotlessly white, modern hospital ward.

While the value, the indispensability, of the teaching hospital is readily conceded, there is no denying the fact that in the families, especially in the most indigent ones, there is a large field where the advanced medical student can complete an important part of his education and which can be most fruitfully used in conjunction with the teaching hospital. The real value of Family Care was clearly and succinctly stated by a recent visitor to the Boston Medical School: "The actual experience of the student, not a hypothetical situation, is the basis for his training."

12. Co-ordination and Integration of Courses.

At most medical schools it has become the accepted practice to teach the various subjects of the various years in a traditional way and in accordance with a rigid timetable. There is little contact, co-operation or consultation between departments, and each department teaches its students whatever it deems necessary. Very little investigation is done with regard to the time and stage at which students should be introduced to a subject or aspects of a subject, and there is also very little effort to integrate properly the contents of subjects such as e.g. Bacteriology and Pathology. A student takes so many subjects - Physiology, Anatomy, Pharmacology, Surgery, Dermatology, Psychiatry, etc. - and these are not sufficiently united and fused in his mind to enable him to become a good, sympathetic, understanding doctor - the kind of doctor that society really needs.

Some universities, on realizing that a lack of co-ordination and integration was doing serious harm to medical education, made drastic changes in their division and grouping of courses. The most radical steps were undoubtedly those taken by Western Reserve at Cleveland, where the Dean, Dr. Joseph T. Wearn, was the main moving spirit. Here the different departments, as such, were discontinued: the teaching is no longer done in the traditional departments, but inter-departmental teams of teachers take care of the instruction, each member of the team teaching a subject, or division thereof, for which he is best qualified and at a stage when it can be most fruitfully linked up with the rest of the course. The result is that the

traditional departments .../26

traditional departments and the rigid grouping of teachers under these departments, no longer exist at Cleveland*.

There are authorities who question the wisdom of these steps and ask whether Western Reserve has not gone too far in its frontal assault on the traditional medical syllabus. They fear that, in spite of its advantages, such a radical change might have all the shortcomings of a frontal attack: that it might be too drastic, uprooting the virtues as well as the failings of the old system. However, all concerned are in full agreement that Western Reserve is engaged in a courageous experiment and all are keenly awaiting the results.

At many medical schools I was told that co-ordination and integration of courses need not go to extremes, and that it is the duty of each school to determine for itself the extent to which it should be applied. It is quite likely that, as a result of such investigation, most schools will do what has been done at the Duke University Medical School in North Carolina for example, where the well-known, general framework of medical education has been preserved, but a considerable measure of co-ordination and integration of courses introduced.

* Unfortunately my itinerary and time in the United States did not allow of a personal visit to Cleveland. I read a great deal about the Western Reserve experiment, however, and also spoke to a number of men who are well acquainted with it. Dr. J. Lowell Orbison, who is now Professor of Pathology at the University of Rochester Medical School, was previously on the staff at Western Reserve, and discussed the matter in some detail with me.

The extent to which this system can be applied will, of course, be dictated by the needs and conditions existing at each medical school.

There are many other points which I investigated in the field of medical education, such as personal attention in teaching, the ideal size of a medical school, the size of population sources for clinical material, research in medical schools, and the conditions of service of teachers and instructors. But the three ideas elaborated above are, I think, the most significant. From the point of view of South Africa generally, and especially of the new Medical Faculty at the University of Stellenbosch, these should merit serious consideration. Since my return from the United States, I have had the opportunity of discussing these subjects on many occasions (e.g. at the opening of the new academic year of the University of Stellenbosch, and at meetings at Paarl, Cape Town and Johannesburg), and I was happy to find a lively interest and keen reaction on the part of leading members of the public. Medical men were particularly interested.

13. Conclusion.

Since our return to South Africa, my wife and I have often discussed the tour. From every point of view it was a rich and an enriching experience.

There can be little doubt that I succeeded in obtaining a good cross-section of universities in America; certainly I learned a great deal from their past experience and their present experimentation. Interesting and enlightening - as I have said before - was the study of their system of Student Counselling. I saw much that will assist us in the building up of

our own system at Stellenbosch, even though in many respects our own system of counselling compares not unfavourably with that of the American universities. It is particularly in the administration and organization of their medical schools, however, that I gained invaluable information and experience.

Our itinerary will show that our programme was a full and heavy one; yet it was never dull. There was always something interesting to see, something valuable to learn. If we had lost this opportunity and this delightful experience it would have been - to both of us - a sad loss indeed.

14. Acknowledgments.

It is with real pleasure that I express, on behalf of Mrs. Thom and myself, our sincere thanks to all those who assisted us and made our tour possible.

We would also like to express our sincere gratitude to the Carnegie Corporation of New York for their travelling grant, without which it would have been impossible for us to undertake so extensive a tour. A special word of thanks is due to the officers of the Corporation in New York. We know that they would prefer to remain anonymous, but we should like to mention at any rate the names of Mr. Stephen E. Stackpole, Mr. Alan Pifer, and Miss Katherine Ford. They smoothed our path in many respects, but quite apart from this, the kindness and friendship we experienced from them will always remain with us a cherished memory.

We thank the heads and other officers of the universities and colleges we visited, with a special word of appreciation also to those students and student organizations with whom we associated so freely at

various universities. We feel that the arrangements made at the universities for our visit, and the correct and efficient way in which this was done, contributed very largely to the success of our visit.

Last, but by no means least, I wish to express my sincere thanks to the Chairman and Council, and the Senate of the University of Stellenbosch for their generous attitude in making the necessary arrangements to enable me to go on leave of absence for a period of five months. I am aware that my absence gave rise to problems, but both Council and Senate were only too ready to help in the solution of difficulties. I sincerely trust that my tour of the United States will in the long run prove of value to the University I serve.

(Signed) H.B. THOM.

University of Stellenbosch,
STELLENBOSCH, South Africa,
July 1956.
