

The Training Program for Clinical Investigators

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On February 1, 1960, the Medical Center inaugurated a new Training Program for Clinical Investigators. This program was conceived several years ago as a desirable feature in the continual updating of medical education. The modern medical school and medical center must not only offer the highest quality education to students and house staff interested primarily in the practice of medicine but must also provide for the development of leaders in the fields of medical teaching and basic and clinical research. The Training Program is a device whereby the potential clinical investigator may gain additional familiarity with current concepts of biology and with the experimental methods and research tools with which advances in medical knowledge are achieved.

The architects of this program conceived a bold and novel experiment in medical education, in which the interested medical student could spend one academic year learning the fundamentals of biological research, as an elective component of the medical curriculum, and yet not delay his graduation. By using two summers for clinical studies and by applying two elective quarters toward the research program the student is able to complete the entire medical curriculum in four years.

A new wing of the Bell Medical Research Building houses the program. On the first floor is a large, well-equipped, general purpose laboratory, and a study hall in which the student has his own desk and locker. This room doubles as a classroom and reference library. The remainder of the wing contains the offices and laboratories of the staff participating in the program.

The program was planned by members of the Duke faculty to emphasize fundamental aspects of cell biology. New staff members were recruited in certain of these fields to bring additional strength to the university. These members have academic appointments in various medical school



Students at work in general purpose laboratory of the Training Program for Clinical Investigators. From left to right: Dr. O. W. Jones, George Lyon, Cyrus Guyon, and James Harp.

departments. During the past year Drs. Montrose Moses, Kenneth McCarty, Salih Wakil and Samson Gross have joined the Medical Center faculty, and now represent the Departments of Anatomy, Biochemistry and Microbiology in the new program. Additional staff members will soon be added in cellular physiology and biophysics.

The present abbreviated program will terminate at the end of the spring quarter, and in the future the program will commence in September and require nine months. Following an introductory period in intensive training in concepts and experimental methods in cell biology, the student will undertake a research problem under the direction of a member of the faculty of the Training Program or, if he prefers, under another member of the university faculty. In addition special didactic courses in mathematics, biostatistics, electronics and instrumentation, genetics, embryology and cellular differentiation, and logic will be offered, and taught by members of the greater Duke University faculty. Visiting scientists will also be invited as special guest lecturers. An active student-faculty seminar series designed to cut across

disciplinary lines also forms an important part of what is designed to be an introduction to research, at once providing both breadth and depth in selected areas currently at the frontiers of modern biological science.

The program can accommodate 15 to 20 students; in September, 1960, nine junior medical students and five post-doctoral fellows will enter. Funds for the program come from the U. S. Public Health Service, the Commonwealth Fund, the Markle Foundation, The American Cancer Society, and Duke University.

Evolution of a Medical Center

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The Medical Center has a quintuple obligation: (1) the instruction of medical students, (2) the training of the house staff, (3) the provision of opportunities for the keen younger members of the faculty to progress to professorships here and elsewhere, (4) the adequate care of patients, and (5) research—though not necessarily in that order of importance.