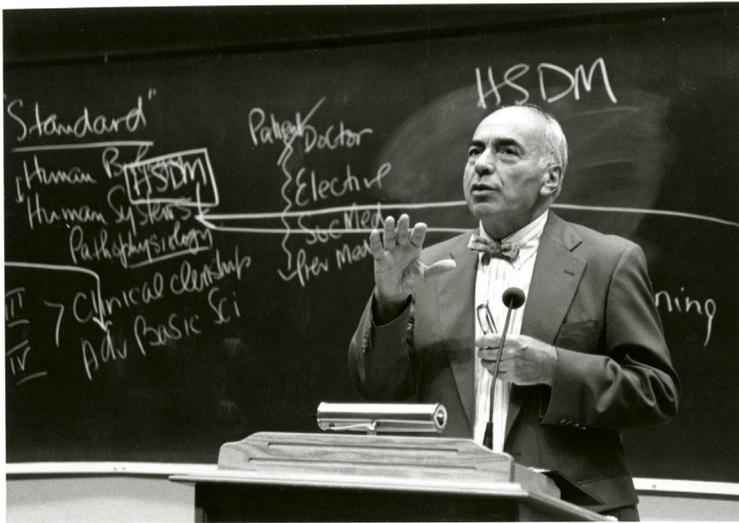




Daniel D. Federman



Photograph Courtesy of the Harvard Medical Library in the Francis A. Countway Library of Medicine

Daniel D. Federman was born in New York City in 1928 and was raised in the Bronx. His father, Louis Federman, was a jewelry salesman who traveled throughout the eastern part of the country. His mother, the former Frances Cohen, was a concert pianist and piano teacher who trained at the Institute of Musical Art in New York, the precursor to The Juilliard School.

The younger of two brothers, Dan recalled in his HMS oral history that he “was a compulsive student” at DeWitt Clinton High School. “I did as I was supposed to,” he said. “I read extensively — every day, every

meal, every spare moment I was reading. I was never good in math and not really interested in science, but I loved English, poetry, French, and social studies.” In his high school yearbook, he listed as his career goal: “psychiatrist.”

Dan attended Harvard College, where he majored in social relations, a field of study that “was a blend of psychology — especially clinical psychology — sociology, and cultural anthropology. It was formed the year I started in it, and it was dazzling.” (Throughout his life, “dazzling” was his favorite adjective to convey his enthusiasm for any program or performance he especially admired.) With an intention to become a psychoanalyst, he applied to Harvard Medical School. Dan graduated from Harvard College in 1949 and began his long and loving relationship with HMS as a first-year medical student. A class in physiology prompted him to switch from psychiatry to internal medicine. In his oral history, he noted that “my interest in teaching was awakened in medical school ... In a number of classes, we had to stand up and give a talk, and I really enjoyed it. Most people looked on it as a chore. After the first one, I realized I got a kick out of it.” (And of course, everyone else got even more of a “kick out of it” than he did, as generations of HMS students would form their first awed impressions of Dr. Federman as he spoke spontaneously in complete paragraphs while simultaneously drawing diagrams on the blackboard!)

Dan graduated from HMS in 1953. During his medicine residency at Massachusetts General Hospital he met Elizabeth Buckley, always known as Betty and the youngest head nurse in the hospital's history. Dan said in an oral history: "She was a colleague not just to me, but to generations of my friends. By generations I mean successive classes at Harvard Medical School. I saw how much I had learned in three months working on her service. I knew I could never learn all she had to teach in three months, so we got married." They married in 1955 and were role models for their two daughters, Lise Federman, who has worked in health policy for state government and other organizations, and Dr. Carolyn Federman, a child and adolescent psychiatrist and HMS alumna.

After training in internal medicine and endocrinology at the Massachusetts General Hospital, Dan quickly rose to become Chief of the Endocrine Unit in the Department of Medicine. His now classic 1967 book, *Abnormal Sexual Development*, was the first to bring together genetics and endocrinology. This multi-disciplinary treatise is credited with proposing the first classification system for abnormal sexual development and helped to define this new field. Ahead of his time, he also was a pioneer in providing sensitive, compassionate care to transgender individuals. His wife Betty always said that he wrote the book because he was told that he had to publish to be promoted. None-the-less, he went on to be one of the first faculty members at HMS to become a full professor based on educational and clinical impact rather than research contributions.

Dan was promoted to Associate Chief of Medicine and Program Director in Internal Medicine at the MGH before he was recruited to Stanford as Chief of Medicine in 1973. Although his tenure there was a brief four years, he had a profound impact on teaching at Stanford and on the career development of a cohort of Stanford students, trainees, and faculty members. But he, and especially his beloved wife Betty, missed Boston and Harvard. In 1977 he returned to HMS as Dean for Students and Alumni, joining the medical staff at the Brigham, where he served on the clinical faculty for nearly four decades (one of the few people at the time with appointments at both the Brigham and Mass General).

For nearly a quarter of a century (1977-2000), Dan Federman was a major driving force for education at HMS, including the implementation of the student-centered New Pathway curriculum. In 1989, he was named Dean for Medical Education and skillfully and kindly guided the careers of Harvard medical students for a quarter of a century. In this role Dan supported a number of initiatives, including the increase of diversity in admissions, the pursuit of a scholarly project in the course-of-study, and the inclusion of the social as well as the biomedical sciences in the classroom and bedside, all of which continue to be highlighted today. He defined the clinician-educator role for generations of leaders who strive to emulate his combination of clinical acumen and ability to incorporate new science in real time as it is created, acting simultaneously as physician and educator with multiple levels of learners all learning at their own level. To this day, Dan Federman's name is often the first one mentioned by students reflecting on the HMS experience in the Federman era. Through these graduates, his influence continues to have a lasting effect on American medicine.

After stepping down as Dean for Medical Education in 2000, Dan continued to serve HMS as the Senior Dean for Alumni Relations and Clinical Teaching and as an indefatigable fundraiser for student scholarships. He often referred to this fundraising work as his “second career,” and was always inspired by the generosity of the donors whom he so enjoyed meeting. During these latter years, he returned to more teaching and became a highly effective spokesperson for HMS, serving as an extraordinary bridge between the school and its alumni. For so many of them, he was remembered as a gifted teacher, advisor or mentor. For others, he conveyed a history of the institution and its place in the panoply of academic medical centers. Always welcomed at alumni gatherings, whether in Boston or elsewhere, he brought the attendees up-to-date on the school’s growth and change, whether it be discoveries in the biomedical sciences or extensions in the scope of clinical care. And he always emphasized the important role the graduates played in the financial support of HMS and asked them to be particularly mindful of student needs. In these endeavors, his affection for students – past and present – was evident, as was its reciprocity.

Dan was the Carl W. Walter Distinguished Professor of Medicine and Medical Education and a transformative figure during his 63-year career at Harvard Medical School. Through all those decades, he brought to his leadership of HMS medical education a strong commitment to the welfare of medical students and to the values of diversity and inclusion. He supported women and underrepresented students and faculty both through policy improvements – such as improved policies for maternity leaves and admissions policies to recruit and support a diverse class – and through his individual mentorship of generations of women and students and faculty of color.

Indeed, Dan’s unique role as an academic mentor in the second half of the 20th century probably distinguishes his impact above all else. Whether he was your teacher, your friend, your supervisor, your peer, or even your student, he was your mentor. He walked through life helping people see their best possible selves. He touched students and colleagues in a way that would build on their own strength and modeled what it means to be a mentor. Many of the today’s senior, revered mentors learned the art of mentoring at his proverbial knee.

Dan Federman’s abilities as a mentor might best be described with three metaphors: He was an artist, a reluctant visionary, and a benefactor to us all.

Dan the artist: As an artist he excelled in all his endeavors and in many different media. Like a sculptor, he helped shape you – and he was a *gifted* sculptor, so he used your natural grain to guide the shaping. He was a painter in the way he captured your likeness so you could see yourself for yourself and, with his guidance, help you see and strive to be your best self. He was a musician – where his voice and yours would interweave and create the melodies of your unique song. One of his most memorable talks was a keynote lecture delivered to the AAMC in 1989 that compared the elements of medical education to the range of musical compositions: the complexity of health care systems to a symphony; the integration of advances in science and technology to a quartet; the moral dimension of clinical care to a trio; and

the patient-doctor relationship to a duet. As a writer and orator, he was sublime; his use of language was legendary. Being with him, listening to him, gave you, his mentee, an aspirational goal that pulled you forward. He possessed an unparalleled verbal capacity that expressed his thoughts in sentences and paragraphs that were always a mixture of prose and poetry.

Dan the reluctant visionary: One of Dan's favorite sayings was that "Doctors like progress, they just don't like change." He was the first to admit that that applied to him at times as well, but he never stood in the way of progress. He questioned "change" to be sure it was worth the disruption. He investigated and probed to be sure the proposed "change" brought "progress." As his mentee, this meant you were held to a high standard – you had to defend new ideas in a way that made them stronger, and when you succeeded in convincing him you knew you had a winner. And then he would become your greatest advocate. By working through his reluctance, he would help you see the fullest extent of the vision, surpassing even what you had imagined. It was not surprising that Dan was mentor to so many of the faculty who went on to lead brilliant innovations in medical education. He was the visionary who helped these young innovators shape and create their own visions.

Lastly, Dan the benefactor: Dan's generosity was multidimensional. He gave of himself to be there with you. He gave his fullest attention to each of us and we knew it. You knew he heard you. Spending time with Dan, you felt listened to and whole. He gave you strength, moral courage and confidence. His generosity was unending. And he shared generosity of spirit broadly – if he ever heard a kind word, he would always pass it along, sharing the spirit and spreading the joy. He was also generous in the way he solved conflict – he brought humanity to every problem, looking at situations from multiple perspectives to keep an open heart with his constant and clear grasp that we are all only human. Kindness so much defined his being that it also served as the grand finale of his famous aphorism for being a great clinical teacher: "Think out loud, stick to the basics, and be kind." This generosity of spirit then became a hallmark of the people he mentored – which means everyone he touched. When in his presence, he made you feel that you were the most important person in the world. It is impossible to count how many lives have been touched and changed by his caring and kindness, including those of his devoted caregivers in the last months of his life.

Dan had a love of life, with eclectic interests ranging from opera to calling square dances and from sailing to Calder mobiles. Above all, he loved his family – Betty, his true life-partner, who died in 2008, his daughters Lise Federman and Carolyn Zaucha, his son-in-law Albert Zaucha, and his three grandchildren: Daniel, Julia, and Michael.

As our committee worked to condense this remarkable life into prose, we were struck by the volume of handwritten notes that Dan sent each of us, whether to recognize moments in our own lives or moments in the lives of our children, after whom he always took tremendous interest (and they all viewed him as a dotting grandpa on any occasion of meeting him, such was the quality of attention he provided). He always expressed his pride in any work we would do, emphasizing how important it was to those whom

we were serving. He shaped each of our careers, like those of hundreds, or more likely thousands, of others. Even our visits to see him in his final years in the hospital, at a rehab facility or convalescing at home have left sweet and vivid memories, as he accepted his failing health at the end with characteristic dignity and humor.

Dan was a member of the Institute of Medicine (now the National Academy of Medicine), a chair of the American Board of Internal Medicine, a president of the American College of Physicians, and a recipient of the Abraham Flexner Award for Distinguished Service to Medical Education from the Association of American Medical Colleges (among many honors). He was also a founding editor of *Scientific American Medicine*, a pioneering collation of updates on clinical care in all subspecialties that used the publishing technology of the time to attempt to do what Wikipedia or UptoDate attempts to do now. He often reflected that one of his most cherished honors came in 2012, when the medical school's teaching awards were renamed for him. He once summed up his priorities among the multiple roles and titles he had held as a professor and a dean by expressing in order of importance: "In my heart, I am a doctor, teacher, administrator."

In all three roles – doctor, teacher, administrator – Dan Federman had an almost miraculous way of connecting with everyone on their own terms – whether a small child or an elderly person, whether a powerful leader of American medicine or a homeless patient in need of attention. Perhaps it is fitting to conclude by saying that *attention* was, in the final analysis, his stock in trade: he had the ability to give his full attention – with authentic kindness, honesty and humility – to each person who was blessed to encounter him in a way that would put them completely at ease, and in a way that would convey profound respect and complete acceptance for who they are. Dan got deep pleasure from all people – from a waiter in a restaurant to his caregivers at the end of his life, from his lifelong mentees to someone he knew he would never meet again. He made everyone he encountered feel worthwhile because he had a genuine curiosity about them and their inner lives. His humanity defined him, and so this Memorial Minute is not about what he did, but about who he was.

Dan died in his home in Boston on September 6, 2017, at the age of 89. As his health declined, with a stroke and subdural brain injuries leaving him with vision deficits and other challenges, his last chapter was itself a study in grace, kindness and resilience. It is a testament to the special human being that he was that not only all the leaders of academic medicine and all his family members, but also every one of his caretakers over his last years all traveled to attend his memorial service to celebrate an extraordinary life so generously lived.

Daniel D. Federman leaves an unparalleled legacy as a clinician, teacher, and role model for generations of medical students, residents, fellows, and faculty at Harvard Medical School. In fact, it is fair to say that for many of us, Dan Federman was Harvard Medical School. There is no single individual in the past 75 years that better represents the values and ideals of the school and of all medical education.

Respectfully submitted,

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