

SCIENCE

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AIMS, METHODS, AND RESULTS IN MEDICAL EDUCATION¹

MEDICAL education represents an organized attempt to train men to apply scientific methods to the prevention, cure or alleviation of disease and to the advance of medical knowledge. To this end the public, the teachers and the students all contribute. The public through endowment or state support now pays the more liberally supported schools at least \$300 per year per student, or \$1,200 for the four-year course; the teachers by rendering skilled service for less than what they might earn in practise probably contribute at least as much, while the time of the student in addition to his tuition fees and other expenses makes his contribution worth not less than \$1,000 per year or \$4,000 for the course, in addition to which he usually devotes several thousand dollars' worth of time to postgraduate study.

The public gets the largest returns from the investment both from the advances in medical knowledge which come from the better supported schools and from the increased efficiency of medical service which benefits not only those individuals who pay for services received but also the community at large. The students, who furnish by far the largest part of the investment, may ultimately get some fair financial return from this investment but must look to joy of service for the chief return. The teachers find their main reward in the companionship with youth in devotion to ideals.

MSS. intended for publication and books, etc., intended for review should be sent to Professor J. McKeen Cattell, Garrison-on-Hudson, N. Y.

¹ Presidential address at the annual meeting of the Association of American Medical Colleges, Chicago, February 8, 1916.