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AAMC Teaching Institutes

THE Association of American Medical Colleges is undertaking a series of Teaching Institutes, the first of which is to be held October 19-23, 1953, in Atlantic City. The first Institute will concern itself with physiology, biochemistry, and pharmacology.

The goals of these Institutes have been fully discussed by Dean George Packer Berry, of the Harvard Medical School, in an article "Medical Education in Transition" which appeared in the *Journal of Medical Education* for March 1953 (28, pp. 17-42).

Briefly, the purpose of the Institutes is to explore the entire structure of medical education. Each Institute will bring together, by invitation, a group of medical educators in the fields under consideration, to discuss the important problems, to review current experiments in medical education, and to make any suggestions which might help to increase the effectiveness of medical teaching. The object of the Institutes is not to regiment medical education into a single pattern, but rather to provide the opportunity for medical educators to discuss, in small groups, the most urgent problems facing them, to exchange experiences and philosophies, and to propose solutions to problems.

Attendance is being restricted to an invited group; but the outcome of the Institute will be discussed in the opening sessions of the annual meeting of the AAMC to be held in Atlantic City on Monday, October 26, 1953, and all interested are invited to attend.

Six annual Institutes have been planned, to cover the following areas:

1. Physiology, Biochemistry, and Pharmacology (October 1953)
2. Pathology, Microbiology, Immunology, and Genetics (1954)
3. Anatomy, Histology, Embryology, and Anthropology (1955)
4. Medical Ecology (1956)
5. Clinical Teaching including the Internship (1957)
6. Specialty Training and the Continuing Education of the Physician (1958)

The first Institute is being financed by the National Heart Institute of the U. S. Public Health Service, the

medical schools, and the Association of American Medical Colleges.

The Policy Committee for the first Institute consists of: Dr. Ward Darley, President of the University of Colorado (chairman); Dr. George Packer Berry, Dean of the Harvard Medical School; Dr. Stanley E. Dorst, Dean of the University of Cincinnati College of Medicine; Dr. C. N. H. Long, Professor of Physiology, Yale University School of Medicine; Dr. Wallace O. Fenn, Professor of Physiology, University of Rochester School of Medicine, representing the American Physiological Society; Dr. Julius H. Comroe, Jr., Professor of Physiology and Pharmacology, University of Pennsylvania Graduate School of Medicine, representing the American Society for Pharmacology and Experimental Therapeutics; Dr. Hans T. Clarke, Professor of Biochemistry, Columbia University College of Physicians and Surgeons, representing the American Society of Biological Chemists; and Dr. Ralph W. Gerard, Professor of Physiology, University of Illinois College of Medicine, representing the American Physiological Society's Survey of Physiological Science.

The Chairman of the Institute is Dr. Comroe. There are four special committees at work: Curriculum Content is headed by Dr. George H. Acheson, Professor of Pharmacology, University of Cincinnati College of Medicine; Interrelationships, by Dr. Eugene M. Landis, Professor of Physiology, Harvard Medical School; Problems Related to the Teacher, by Dr. Abraham White, Associate Director, Albert Einstein College of Medicine; Teaching and Learning Techniques, by Dr. Victor E. Hall, Professor of Physiology, University of California School of Medicine at Los Angeles. The chairmen of these committees along with Dr. Comroe make up the Steering Committee for this first Institute.

More than twenty committee members have been working for months collecting pre-Institute data. Medical school delegates have been asked to obtain expressions of opinion on important issues from each full-time faculty member in the departments of physiology, biochemistry, and pharmacology, and an attempt is being made to determine what practicing physicians, clinical teachers, and clinical investigators believe are the important points for change.

JULIUS H. COMROE, JR.

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