as the predictors and the first-year college physics grades as the criterion. After data on over 1000 students had been collected, scattergrams of a random sample revealed little or no correlation between either mathematical or verbal scores and final grades.

The data on these students were recorded separately for each institution, unlike Holland's data in his study of Merit Scholars. (Chauncey and Hilton say that the lack of correlation reported by Holland may have resulted from combining a large number of colleges.) True, as Chauncey and Hilton pointed out in connection with Holland's study, three different admissions policies resulted in three populations; but the correlations for each were negligible. At one college, students with mathematical-aptitude scores ranging from 730 to 800 (very respectable indeed) earned grades from A to D; with verbal-aptitude scores of 710-730, grades ranged from A to E. Correlations were no higher for the mathematical-aptitude scores and final grades than for verbal, though the criterion was a physics grade!

With no correlation between predictors and criterion, my study never got off the ground. Though comparative performance of PSSC and traditional physics students was not determined, the data indicate the existence and importance in academic achievement of factors other than mathematical and verbal aptitudes, and thus support Terman and Oden and refute Chauncey and Hilton.

I question the value of attempting to discriminate among students of high ability; many conversations with college admissions officers and personnel people indicate that any student capable of scoring 650 or above on the CEEB aptitude scores is capable of satisfactory performance in college work. It seems to me that we ought to be expending our efforts to determine why some academically talented students do not earn grades commensurate with their ability and what we can do about it.

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Legacy of the Flexner Report

In his account of the expanded leadership role of the Association of American Medical Colleges (News and Comment, 25 June, p. 1700), John Walsh remarks: "The legacy of the famous Flexner Report . . . was the reform of the medical schools and improvement in the quality of research."

Most of us in medicine have been led to believe that the Flexner report created a considerable revolution, which affected the field of medicine for many years. Many so-called marginal medical schools no doubt disappeared; education for the doctor of medicine improved, and research was given a much needed shot in the arm.

Did this, however, seriously change the quality of attention given to the health of the great majority of the people? Did the marginal medical school disappear only to be replaced by the osteopathic and chiropractic schools? Is not a large percentage of medical care today, especially in rural areas and small communities, rendered by practitioners of healing arts that are based on faulty, to say the least, understanding of pathology? Has anyone ever made a clear-headed study of the kind of medical care the great mass of the American people receives?

Unquestionably the more sophisticated and well-to-do segment of our population takes advantage of the better education given to our doctors of medicine. But what about the great mass of people?

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Webs

The article "Spider-web building" (10 Sept., p. 1190) impressed me and brought to my mind a verse in the Psalms (90:9) that reads, "We spend our years as a tale that is told." I once said to a friend that this means "like a long continued story." "You are wrong," he said. "It means counting the years, like a teller in a bank counting money." Some years later, when I had acquired a knowledge of Hebrew sufficient to consult a dictionary, I looked up the Hebrew words and found to my astonishment that the Psalm read, "We spend our years like a spider"—spinning our webs of life.

The article in *Science* brought this all back to me (*aet.* 91).

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