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to be viewed by many persons, whether members of the alternative society or other adults, as a laborious set of requirements that have to be met in order to acquire a job. A redefinition of education as leisure cannot be attained through commitment to presentday bureaucratized educational structures and the concomitant "efficiency model."

An elaboration of our image of the future of education must await another essay. However, our discussion has emphasized Cartter's call for a retrenchment in higher education, whereas we, though cognizant of constraining forces, deem its expansion essential if American society is to cope with accelerated social change. We must broaden the social and economic base of the college population and aggressively create multifaceted programs in higher education for use by persons throughout their adult years.

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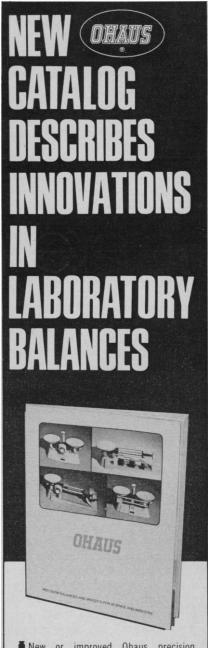
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References and Notes

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 Graduate Education: Purposes, Problems, and Potential, No. 1 (National Board on Graduate Education, Washington, D.C., 1972).
 Bell has written extensively on this topic. See, for example, D. Bell, Dissent 19, 163 (1972); Survey 16, 1 (1971).

Medical School Admissions

Samuel Z. Goldhaber's report "Medical school admissions: A raw deal for applicants" (News and Comment, 28 July 1972, p. 332) is a classic in its field and hopefully will prompt the needed reforms. However, I must caution that Goldhaber's suggested improvement in the admissions process of reducing or eliminating state preference regretfully will never be changed. The money which the federal government provides to most state medical schools is small in comparison to the state funds provided. Consequently, as long as the legislators control the purse strings, a majority of the entering class will be state residents. It would be interesting to compare statistics on the number of state residents educated in a state medical school who eventually practice medicine in that state versus the number of out-of-state students educated in the same school who set up practice in that "foreign" state. Legisla-



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tors would be amazed at the results. The influence of specific state politics within the medical educational system is too deep to be uprooted now.

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Goldhaber did a very good job of summarizing the very real problems that face those applying to medical school today. The data speak for themselves, and certainly explain the anxieties and stresses which face those who would pursue a course in medicine.

Having spent a good many years in medical school administration, a number of those as chairman of the admissions committee at a so-called competitive medical school, I am fully aware that a situation that has been relatively difficult since the end of World War II has become progressively so in recent years.

Goldhaber's call for ". . . a more equitable system of medical school admissions . . ." is all to the good. He is, however, rather naive in asking medical schools to "... weigh more heavily applicants' motivation for applying to medical school and their personal attributes, such as compassion and general intelligence" It would be wonderful if we knew how to do these things, but to date I am rather unaware of any satisfactory way of measuring motivation. I have discussed this problem with knowledgeable colleagues in the field of psychology, and have never found any of them who believed that motivation could be measured accurately. Further, I don't remember ever interviewing a medical school applicant—and I interviewed hundreds—who ever seemed anything but well motivated. Similarly, no one would deny that compassion and general intelligence are very important qualifications for a would-be physician. I am afraid, however, that finding a way to determine objectively whether an individual is compassionate or not, particularly during the relatively brief time that medical schools have for evaluating candidates, poses an almost insuperable task.

I don't suggest we shouldn't keep trying to do a better job in our evaluation. Goldhaber is right in saying we need a better system, but how to get it is something else again.

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