

Mr. ROGERS. Well, we might get into a big argument on this but I will not go into that now. I would hope this is true in every school. I am not sure that it is true.

Dr. SODEMAN. I think it is, sir. I think it is true.

Mr. ROGERS. In every school?

Dr. SODEMAN. I cannot vouch for every school.

Mr. ROGERS. No, I would think not.

Dr. SODEMAN. And then, too, one must realize that medical education is not a 4-year proposition. Students go to medical school 4 years and get an M.D. degree. They take varying amounts of training after that, some of them spending a total of 7 to 8 years, whether they are going into family practice or a specialized practice of some sort. This means that the educational components are twice as long as the area we are talking about support for. Some of the individuals are concerned in the teaching process in that whole spectrum of those 8 years rather than the simple 4 years of the medical school.

Mr. ROGERS. Yes.

Dr. SODEMAN. You cannot take those 4 years out of context with the total pattern.

Mr. ROGERS. I was just using the figures you gave for comparison, in your paper, which I presumed was a correct comparison.

Dr. SODEMAN. Yes. The tables need some explanation, sir. I think that is true.

Mr. ROGERS. Well, maybe we need more figures. Perhaps you could furnish the committee the proper figures you think should be compared. Would you do that for the committee?

Dr. SODEMAN. We will be happy to.

(The information requested appears on p. 303.)

Mr. ROGERS. Because I am very concerned about this, and then particularly with your statement that you do not think we ought to require as a precedent for Federal funds to be invested in medical schools any increase in student body.

Now, if we do not require some increase in production here in effect, with more funds invested, are we not really not meeting the problem? Are we not just saying, well, you do not have to? Here are 35 schools so we just give you and you drop in graduates rather than increase? This does not meet the problem. What we are faced with is a very practical problem. We want quality education, everybody is agreed on this, but still we must set some goals to see some results begin to happen. We cannot keep voting funds, millions and millions of dollars of tax funds, and not see any results in the number of physicians or nurses or whatever it may be.

Now, I would hope you could consider this in your recommendations to us and perhaps give us your thinking on what would be a realistic figure. We have had under the present law a $2\frac{1}{2}$ percent increase of student body or five people, which is nothing. I realize in some medical schools it is something. But for the most part this is not meeting the problem. So, what we have got to do is say what is it necessary to do to bring this school up, to bring it where it is going to produce some more doctors? And, unless we meet this problem, we are going to have chaos in this country because they are now going into all this medicare business where people are expecting care and if we do not start turning out physicians and the manpower to handle this, I think we are going to be in dire straits, and I am sure you share this feeling,