

Dr. MARTIN. This is in the early years. There is one place in the laboratory for a student and when that student occupies that place, it is really pretty much a full-time occupancy because he comes back at night. You would be surprised at the amount of hours a medical student in the basic science part of his training spends in that facility. We find they are open really 24 hours a day now. He has to go back for special work. And this is the bottleneck far more than is the clinical operation.

Mr. ROGERS. Well, I think this would be helpful to us in knowing where to put some emphasis because I think what the committee is going to be interested in trying to do in fashioning this law is to try to point up those areas where we can get some results, and if you could give us some ideas, or your organization could project for us some areas that you think it would be well to try to project use of funds in these areas where there is a clogging, to try to unclog it, in order to speed up some graduates and results here to try to get people out, I think this would be helpful to us.

Dr. MARTIN. As you know, in Florida we are planning to increase our class and as you look at the expenditure, most of the expenditure to increase the class will go into basic science facilities because we can operate within our clinical facility fairly well.

Mr. ROGERS. Yes, because it may be that we will want to—we may have to do something along this line if it would work and put some direction in the language of the bill so that some of these moneys would be used, and then, too, perhaps lay a foundation after we try it and see so that additional funds can be directed to help in this area.

Dr. MARTIN. I think the greatest help would be additional funds built on the expansion of the class and if you adequately finance this, you will get results.

Mr. ROGERS. If you could let us—

Dr. MARTIN. I was just getting ready to say before when we were talking that I have a sense that there is a misunderstanding basically between research and education. Money spent for research does very little to educate a medical student.

Now, in most industries, like General Motors, the research is done within the plant in General Motors. Where is health research done? There is only one place. Outside of one or two institutes, the health research is done in the medical-academic center, and you have asked us for research. I think we have produced a fabulous amount of this. I think that probably one-third of this room here would be dead today if we had not produced that. So I think we have done that.

Now, I think all you have to do is ask for students and support it as you have research and you will get students. You will get physicians.

Mr. ROGERS. Yes.

Well, this is what I think we need to point up, and bring about, because obviously the need is to do something on physicians, nurses, manpower.

Dr. MARTIN. Across the board.

Mr. ROGERS. That is right. And where so much money has gone to research, perhaps that can be moderated some.

Dr. MARTIN. Well, I hope we wouldn't diminish it because I think the forward progress, the things that we face in heart disease, cancer, and stroke are so terrifying. When you look at the fact that in this room