SURVEY OF STUDENT ATTITUDES

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Since the first world conference on medical education, this subject has become increasingly studied by innumerable reports and surveys of student opinion. The Report of the Royal Commission on Medical Education has given the subject further impetus and is likely to result in far reaching changes. Of these a scope for more active participation by the student is among the most significant.

For students to assume a responsible and active role in Medical Education, the "Chestpiece" has considered it very important to survey the opinions of students.

This survey is an attempt to assess the more important characteristics of the average medical student, and to make an evaluation of the common teaching methods.

METHOD

Printed questionnaires were distributed to all medical students at the R.U.M.— a tota of 109. Of these 29 (81%) were returned from the intermediate course, 31 (89%) from the first year clinical, and 29 (78%) from the final year. These represent 82% of all the students in the medical courses.

Answers were then translated onto I.C.T. punch-cards, using an appropriate code. These results could then be analysed by machine and selected according to status.

CHOICE OF A CAREER

Regret chosing medicine as a career.

Few seem to regret their choice, only 13.5% ("don't know' = 2.2%). The more optimistic seem the IIIrd year (Ist year clinical) with only 3.2%. The Ist year (Intermediate course) had 10.3%, and the Vth year (Final year) 27.6%. One need hardly comment further on this.

Would have liked to do something else.

There were 5 'no answers' (5.6%). A total of 51.2% did not want to do anything else besides medicine. Again the IIIrd year seemed to be the most contented — only 26% of them specified other careers. However Ist and IIIrd year scored roughly equal, 60% and 59.3% respectively wished to do something else.

The most popular careers besides medicine were those in the Sciences (9.5%), Architecture and Engineering (6%), Economics (4.8%), Humanities (3.6%), Teaching (3.6%), and least of all Law, Drama or Music, Sport and various others (all 2.4% each).

Influence of various factors in selecting a Medical career.

Nine reasons for entering into the Medical profession were listed. Each of these was then evaluated separately by the student by alloting one of four possible grades.

"Inclination towards Natural Sciences"

	I	III	V	ALL
No answer	10.3% (3)	6.5% (2)	—	5.6%
Main influence	21.3% (6)	34.5% (10)	17.2% (5)	25%
Secondary	50% (13)	37.9% (11)	51.7% (15)	46.4%
Slight	11.5% (3)	17.3% (5)	17.2% (5)	15.5%
None	15.4% (4)	10.3% (3)	13.8% (4)	13.1%

"To help others"

	I	III	V	ALL
No answer	3.5% (1)			1.1%
Main influence	39.9% (11)	12.9% (4)	17.2% (5)	22.7%
Secondary	28.6% (8)	45.2% (14)	62.1% (18)	45.5%
Slight	17.8% (5)	29.0% (9)	10.3% (3)	19.3%
None	14.3% (4)	12.9% (4)	10.3% (3)	12.5%

"Exercise my natural abilities to the full"

	I	III	V	ALL
No answer	13.8% (4)	9.7% (3)	3.4% (1)	9.0%
Main influence	20.0% (5)	21.4% (6)	21.4% (6)	21.0%
Secondary	20.0% (5)	14.3% (4)	28.6% (8)	21.0%
Slight	20.0% (5)	32.2% (9)	14.3% (4)	22.2%
None	40.0% (10)	32.1% (9)	35.7% (10)	35.8%

"M.D. recognised abroad"

	I	III	V	ALL
No answer	3.4% (1)	6.5% (2)	—	3.4%
Main influence	17.9% (5)	13.8% (4)	10.3% (3)	14.0%
Secondary	25.0% (7)	41.4% (12)	41.4% (12)	33.0%
Slight	32.1% (9)	24.1% (7)	13.8% (4)	23.3%
None	25.0% (7)	20.7% (6)	34.5% (10)	26.7%

"Good financial prospects"

	I	III	V	ALL
No answer	—	3.2% (1)	—	1.1%
Main influence	3.5% (1)	3.3% (1)	6.9% (2)	4.5%
Secondary	31.0% (9)	43.3% (13)	31.0% (9)	35.2%
Slight	31.0% (9)	40.0% (12)	34.5% (10)	35.2%
None	34.5% (10)	13.3% (4)	27.6% (8)	25.0%

"Good social position"

	I	III	V	ALL
No answer	3.4% (1)	3.2% (1)	—	2.2%
Main influence	14.3% (4)	16.7% (5)	—	10.3%
Secondary	21.4% (6)	46.7% (14)	34.5% (10)	34.5%
Slight	39.3% (11)	30.0% (9)	44.8% (13)	37.9%
None	25.0% (7)	6.7% (2)	20.7% (6)	17.3%

"Runs in the family"

	I	III	V	ALL
No answer	10.3% (3)	6.5% (2)	—	5.6%
Main influence	7.7% (2)	10.4% (3)	—	6.0%
Secondary	11.5% (3)	13.8% (4)	3.5% (1)	9.5%
Slight	15.4% (4)	24.1% (7)	13.9% (4)	17.9%
None	64.9% (17)	51.7% (15)	82.8% (24)	66.7%

"Urged on by others"

	I	III	V	ALL
No answer	10.3% (3)	9.7% (3)	—	6.7%
Main influence	—	—	3.5% (1)	1.2%
Secondary	—	—	—	—
Slight	7.7% (2)	28.6% (8)	24.1% (7)	20.5%
None	92.3% (24)	71.4% (20)	72.4% (21)	78.3%

"Could think of nothing else to do"

	I	III	V	ALL
No answer	6.8% (2)	6.5% (2)	3.4% (1)	5.6%
Main influence	7.4% (2)	—	10.7% (3)	5.9%
Secondary	7.4% (2)	6.9% (2)	3.6% (1)	6.0%
Slight	7.4% (2)	13.8% (4)	7.1% (2)	9.5%
None	77.8% (21)	79.3% (23)	78.6% (22)	78.6%

It seems that the strongest influences for choosing medicine were "inclination towards natural sciences" (25%), or "exercise my natural abilities to the full" (21%), and "help others" (23%). The more realistic and concrete motives for choosing medicine such as for financial reasons (35%) or for prestige (35%) were displaced to a strong secondary position.

AMBITIONS / IDEALS.

There seems a definite improvement in the fulfillment of ambition or ideals from the pre-clinical to the clinical year. Over one-third felt "frustrated" or "unaffected" when in the preclinical years, compared to only one sixth in the clinical year.

LECTURES.

Investigating the time that the medical student spent in the lecture hall, revealed that a fair proportion do not fully attend lectures. In the intermediate course 73% spend 5 - 9 hours per week, which is equivalent to the amount of lectures they have per week. In the first year clinical, who have over 15 hours of lectures per week, 43.3% said they spend from 10 - 14 hours per week attending lectures and 40.1% spend 15 - 19 hours/wk. (15.3% less than 9 hours/wk). Similarly, for the final year there are approximately 15 hours of lectures per week. Yet, 28.6% said they spend 15 - 19 hours per week attending lectures, 25% spent 10 - 14 hours weekly and 46.4% less than 9 hours/wk.

When asked to state the optimum time they wished to spend attending lectures, there was more uniformity of opinion. 50% of the final years stated 0 - 4 hours/wk as the optimum time, 42% 5 - 9 hrs/wk. In the first year clinical 25% opted for 0 - 4 hrs/wk, 32% for 5 - 9 hrs/wk, and 39% for 10 - 14 hrs/wk.

Most prominent in the final year is a definite preference for spending less time than they actually do, attending lectures.

"Lectures serve to impart the personal experience and critical judgement of the teacher"

	I	III	V	ALL
No Answers	10.3% (3)	—	—	3.4%
Great extent	15.2% (4)	48.3% (15)	27.6% (8)	31.4%
Some	23.4% (6)	32.3% (10)	41.4% (12)	32.5%
Slight	42.4% (11)	19.4% (6)	17.2% (5)	25.6%
None	19.2% (5)	—	13.8% (4)	10.5%

"Lectures provide you with a basis on which to organize your studies"

	I	III	V	ALL
No Answers	3.4% (1)	—	—	1.1%
Great extent	42.9% (12)	32.0% (10)	24.2% (7)	33.0%
Some	46.4% (13)	29.0% (9)	20.7% (6)	31.8%
Slight	7.2% (2)	19.6% (6)	31.0% (9)	19.2%
None	3.5% (1)	19.4% (6)	24.1% (7)	16.0%

"Lectures tend to discourage you from acquiring knowledge through personal effort"

	I	III	V	ALL
No Answers	6.9% (2)	—	—	2.2%
Great extent	3.8% (1)	16.1% (5)	10.3% (3)	10.3%
Some	—	12.9% (4)	4.2% (7)	12.6%
Slight	18.5% (5)	16.1% (5)	13.8% (4)	16.1%
None	77.7% (21)	54.9% (17)	51.7% (15)	60.9%

"Your attendance at lectures prejudices the Lecturer's opinion of you"

	I	III	V	ALL
No Answers	6.9% (2)	3.2% (1)	3.4% (1)	4.5%
Great extent	29.6% (8)	26.7% (8)	42.9% (12)	33.0%
Some	40.8% (11)	13.3% (4)	21.4% (6)	24.7%
Slight	7.4% (2)	33.3% (10)	21.4% (6)	21.2%
None	22.2% (6)	26.7% (8)	14.3% (4)	21.1%

"Lectures enable you to learn and understand the subject".

	I	III	V	ALL
No Answers	3.4% (1)	—	—	1.1%
Great extent	21.4% (6)	9.7% (3)	6.9% (2)	12.5%
Some	50 0% (14)	45.5% (14)	42.8% (13)	46.6%
Slight	21.4% (6)	38.7% (12)	34.5% (10)	31.8%
None	7.2% (2)	6.5% (2)	13.8% (4)	9.1%

"Lectures stimulate further interest".

	I	III	V	ALL
No Answers	3.4% (1)	—	3.4% (1)	2.2%
Great extent	21.4% (6)	16.1% (5)	3.6% (1)	13.8%
Some	35.7% (10)	38.7% (12)	21.4% (6)	32.2%
Slight	28.6% (8)	35.5% (11)	25.0% (2)	29.9%
None	14.3% (4)	9.2% (3)	50.0% (14)	24.1%

There was a mixed evaluation of lectures since 31% said that to a great extent "lectures impart personal experience and critical judgement of the more experienced teacher", while 11% disagreed completely with this statement. Similarly 33% found them to a great extent useful as a basis on which to organize their studies.

They do not in general discourage students "from acquiring knowledge through personal effort", but on the other hand are not very instrumental in stimulating further interest in the subject. Virtually all found that their "attendance at lectures prejudices the lecturers opinon of them" to some extent or other. I am sure this is of some significance.

Assessment of lectures in terms of their value;

An evaluation using four grades was made of the value of lectures in helping the students concerned to learn their subject matter.

OBSTETRICS

	III	V	ALL
No answer	—	—	0%
great value	64.5% (20)	34.5% (10)	50.0%
some	29.0% (9)	41.4% (12)	35.0%
Little	6.5% (2)	24.1% (7)	15.0%
Ins. exp.	—	—	0%

MEDICINE

	III	V	ALL
No answer	—	—	0%
great value	22.6% (7)	3.6% (1)	13.6%
some	38.7% (12)	37.9% (11)	38.1%
little/none	38.7% (12)	38.5% (17)	48.3%
ins. exp.	—	—	0%

SURGERY

	III	V	ALL
	—	—	0%
	45.2% (14)	24.1% (7)	35.0%
	38.7% (12)	24.1% (7)	31.7%
	16.1% (5)	51.8% (15)	33.3%
	—	—	0%

BACTERIOLOGY

	III	V	ALL
No answer	3.2% (1)	—	1.7%
great value	—	3.4% (1)	1.7%
some	36.7% (11)	27.6% (8)	32.2%
little	60.0% (18)	65.6% (19)	62.7%
ins. exp.	3.3% (1)	3.4% (1)	3.4%

PATHOLOGY

	III	V	ALL
	—	—	0%
	22.6% (7)	27.7% (8)	25.0%
	61.3% (19)	58.6% (17)	60.0%
	16.1% (5)	13.7% (4)	15.0%
	—	—	0%

SEMEIOTICS

	III	V	ALL
No answer	—	—	0%
Great value	9.7% (3)	10.3% (3)	10.0%
some	22.6% (7)	20.6% (6)	21.7%
little/none	61.2% (19)	62.9% (18)	61.6%
ins. exp.	6.5% (2)	6.9% (2)	6.7%

PHARMACOLOGY

	III	V	ALL
	3.2% (1)	—	1.7%
	3.3% (1)	6.9% (2)	5.1%
	23.3% (7)	24.1% (7)	23.7%
	73.4% (22)	69.0% (20)	71.2%
	—	—	0%

ANATOMY

	I	III	V	ALL
No Answer	6.9% (2)	3.2% (1)	6.9% (2)	5.6%
great value	18.5% (5)	20.0% (6)	22.3% (6)	20.2%
some	59.3% (16)	56.7% (17)	37.0% (10)	50.0%
little	18.5% (5)	23.3% (7)	37.0% (10)	26.2%
insufficient experience	3.7% (1)	—	3.7% (1)	3.6%

PHYSIOLOGY

	I	III	V	ALL
No Answer	6.8% (2)	3.2% (1)	3.4% (1)	4.5%
great value	18.5% (5)	43.3% (13)	28.5% (8)	30.6%
some	51.9% (14)	40.0% (12)	42.9% (12)	44.6%
little	25.9% (7)	16.7% (5)	25.0% (7)	22.4%
insufficient experience	3.7% (1)	—	3.6% (1)	2.4%

	OPTH. V	DERM. V	PSYCH. V	HYGIENE V	FORENSIC V
No answer	—	—	—	—	3.4% (1)
Great	3.4% (1)	3.4% (1)	31.0% (9)	3.4% (1)	10.7% (3)
some	20.8% (6)	6.9% (2)	44.9% (13)	24.1% (7)	46.5% (13)
little	65.5% (19)	79.4% (23)	17.2% (5)	58.6% (17)	32.1% (9)
Ins. Exp.	10.3% (3)	6.9% (2)	6.9% (2)	10.4% (3)	10.7% (3)

From these figures it is apparent that lectures are of limited value to the student in the "major" subjects, whereas in the lesser subjects their value is very questionable (except for psychiatry).

Duration of lectures:

It is a well known fact that lectures should not last longer than 30-45 mins. We felt it would be interesting to ask the student here what he thought was the optimum time.

	I	III	V	ALL
Less than 30 mins	3.6% (1)	12.9% (4)	13.8% (4)	10.2%
30 — 45 mins	21.4% (6)	67.7% (21)	79.3% (23)	56.8%
45 — 60 mins	50.0% (14)	9.7% (3)	6.9% (2)	21.6%
over 60 mins	3.6% (1)	6.5% (2)	—	2.3%
left to the lecturer's discretion	21.4% (6)	6.5% (2)	—	9.1%
No answer	3.4% (1)	—	—	1.1%

The clinical years who have up to 15 hrs/week of lectures definitely prefer the 30 — 45 mins lecture. On being asked how to ensure that this time-limit be observed several suggestions were put forward, none however so silent and efficient as 'the use of a trapdoor'!

PRACTICAL WORK

A detailed study of the value of the multiple aspects of the practical routine of the student was made. This was necessitated in view of the extreme importance of this facet of the curriculum.

Time Spent on Practical Work or Ward Work

	I		III		V	
No answer	48.3% (14)		* 6.5% (2)		3.4% (1)	*17.3% (5)
Less than 9 hrs/wk	26.7% (4)	12.9% (4)	*13.8% (4)		7.1% (2)	* 0.0%
10 - 14hrs/wk	20.0% (3)	32.3% (10)	*10.3% (3)		17.9% (5)	* 4.2% (1)
15 - 19 hrs/wk	20.0% (3)	29.0% (9)	*27.6% (8)		42.9% (12)	*12.5% (3)
20 - 24 hrs/wk	33.3% (5)	16.2% (5)	*20.7% (6)		21.4% (6)	*25.0% (6)
over 25 hrs/wk	0.0%	9.6% (3)	*20.7% (6)		10.7% (3)	*48.3% (14

* The figures in this column refer to the optimum time the student wishes to spend on this activity.

In general the clinical students felt they ought to spend more time than they actually do in the wards.

The pre-clinical course gave unreliable results with two-thirds of them not stating the optimum time.

Evaluation of Practical Work and Ward Work

(1) Laboratory work:

ANATOMY (Dissections)

	I	III	V	ALL
No answer	10.3% (3)	3.2% (1)	6.9% (2)	6.7%
great value	57.7% (15)	86.6% (26)	81.5% (22)	76.0%
some	30.8% (8)	10.1% (3)	11.1% (3)	17.0%
little	11.5% (3)	3.3% (1)	3.2% (1)	6.0%
ins. exp.	—	—	3.7% (1)	1.0%

PHYSIOLOGY

	I	III	V	ALL
No answer	10.3% (3)	3.2% (1)	3.4% (1)	5.6%
great value	38.5% (10)	30.0% (9)	50.0% (14)	39.2%
some	23.0% (6)	30.0% (9)	32.1% (9)	28.6%
little	30.8% (8)	40.0% (12)	14.3% (4)	28.6%
ins. exp	7.7% (2)	—	3.6% (1)	3.6%

BACTERIOLOGY

	III	V	ALL
No answer	3.2% (1)	—	1.7%
great value	63.4% (19)	37.9% (11)	50.8%
some	33.3% (10)	37.9% (11)	35.6%
little	3.3% (1)	17.3% (5)	10.2%
ins. exp.	—	6.9% (2)	3.4%

PATHOLOGY

	III	V	ALL
No answer	9.7% (3)	—	4.8%
great value	82.1% (23)	72.4% (21)	77.2%
some	14.3% (4)	20.7% (6)	17.5%
little	3.6% (1)	6.9% (3)	5.3%
ins. exp.	—	—	0%

(2) Ward work:

SURGERY

	III	V	ALL
No answer	3.2% (1)	3.4% (1)	3.2%
great value	96.7% (29)	89.3% (25)	93.1%
some	3.3% (1)	10.7% (3)	6.9%
little	—	—	—
ins. exp.	—	—	—

MEDICINE

	III	V	ALL
No answer	6.5% (2)	—	3.4%
great value	100% (29)	96.6% (28)	98.3%
some	—	3.4% (1)	1.7%
little	—	—	—

OBSTETRICS

	III	V	ALL
No answer	—	—	—
Great value	90.3% (28)	89.7% (26)	90%
some	9.7% (3)	6.9% (2)	8.3%
little	—	3.4% (1)	1.7%

SEMEIOTICS

	III	V	ALL
No answer	9.7% (3)	6.9% (2)	8.3%
great value	96.4% (2)	92.6% (21)	94.6%
some	3.6%	—	1.8%
little	—	3.7% (1)	1.8%
	—	3.7% (1)	1.8%

No other teaching method compares so favourably in being of great value to the student.

This method also showed to be of significance in learning Opthalmology and Pharmacology where roughly 30% said it was of great value. In Psychiatry, 72% found it of great value.

(3) Out patients:

A similar pattern was elicited; this teaching method being of greatest value in learning Surgery, Medicine and Obstetrics, where roughly 75% found it of great value. It was found to be of some use in Dermatology (60%: great value), Psychiatry (42%) Opthalmology (25%), and Semeiotics (60%).

(4) Attending operations:

In Anatomy roughly one third found it of little value, the rest being in favour of this method of learning. The clinical courses found this method most useful in learning Surgery (32%. great value, 49%: some value), Obstetrics (16%: great value, 46%: some value) and Pathology (13.6% great value, 36.3%: some value).

(5) Post-mortem:

In the clinical courses this teaching method was of greatest use in learning Pathology (55.2%: great value, 32.8%: some value). It also played a significant part in learning Forensic Medicine (40%: great value), Surgery (25%: great value), and to some extent Anatomy. The figures quoted are however largely unreliable because of a high percentage of "no answers".

(6) Informal group discussions with staff

Only 2% believe that informal discussions with staff are not of great value. 49% agree that they serve for "increased understanding and clarification" and "stimulation of interest in course work". 40% believe that an "extension of limits of knowledge" is achieved as well.

The majority (33%) suggested over three hours per week be devoted to such discussions. Another 23% want these to be part of lectures.

(7) Afternoon informal discussions at the bedside:

SURGERY

	III	V	ALL
No answer	6.4% (2)	3.4% (1)	5%
great value	82.8% (24)	82.1% (23)	82.5%
some	13.8% (4)	14.3% (4)	16.0%
little	—	—	0%
ins. exp.	3.4% (1)	3.6% (1)	3.5%

MEDICINE

	III	V	ALL
No Answer	3.2% (1)	3.4% (1)	3.3%
great value	10.0% (3)	82.1% (3)	82.8%
some	83.4% (25)	14.3% (4)	12.1%
little	3.3% (1)	—	1.7%
ins. exp.	3.3% (1)	3.6% (1)	3.4%

OBSTETRICS

	III	V	ALL
No answer	16.1% (5)	—	8.3%
great value	73.1% (19)	79.4% (23)	76.4%
some	23.1% (6)	13.8% (4)	18.1%
little	—	3.4% (1)	1.8%
ins. exp.	3.8 (1)	3.4% (1)	3.7%

SEMEIOTICS

	III	V	ALL
No answer	22.6% (7)	31.0% (9)	26.7%
great value	58.3% (14)	55.0% (11)	56.8%
some	12.5% (3)	30.0% (6)	20.5%
little	12.5% (3)	5.0% (1)	9.1%
ins. exp.	16.7% (4)	10.0% (2)	13.6%

This is a very popular method with the student, as is well shown from these figures

8) Tutorials:

In the pre-clinical subjects this method was of limited value: in Anatomy, Physiology and Bacteriology roughly one third found them of great value. In Semeiotics 20%, Pharmacology 27%, Pathology 43.3%, Surgery 50.8%, Medicine 50.9%, Obstetrics 48.2%, found them to be of more value.

EXAMINATION — TESTS

39% felt that examinations should be replaced with a more frequent appraisal of their performance throughout the year.

15% wanted final exams at the end of the year only, 45% said they preferred a combination of both. 32% agreed with the

present method of grading examination results by alloting marks, because they felt it is fair (9.4%) accurate (7.1%), or useful as the chief basis for appointments to other posts (2.4%), or other reasons (12.9%). When asked to state what form of grading they preferred, 20% suggested six grades, 15.3% five grades and 21.1% four grades or less.

The chief merits of examinations were "a stimulus to work" (56.3%: great extent, 25.3%: some extent), "they compel you to correlate the different facets of your subject" (25.9%: great extent, 25.9%: some extent) and "a worthwhile experience" (6.3%: great extent, 14.6%: some extent). 46.4% found that to no extent do examinations provide "an accurate index of your state of knowledge". Other effects of examinations were as follows:

"Examinations lead you to memorize and forget later"	No answer	4.5% (4)
	Great extent	31.8% (27)
	Some "	43.5% (37)
	Slight "	20.0% (17)
	None	4.7% (4)
"Examinations lead you to read and study less widely"	No answer	7.9% (7)
	Great extent	40.2% (33)
	Some	36.6% (30)
	slight	11.0% (9)
	none	12.2% (10)
"Examinations lead you to concentrate unduly on lecture notes."	No answer	5.6% (5)
	great extent	20.2% (17)
	some	23.8% (20)
	slight	26.2% (22)
	none	29.8% (5)
"Examination lead you to feel resentful of certain faculty members".	No answer	5.6% (5)
	great extent	16.7% (14)
	some	17.8% (15)
	slight	15.5% (13)
	none	50.0% (42)
"Examinations lead you to feel too nervous to think straight".	No answer	4.5% (4)
	great extent	29.4% (25)
	some	33.0% (28)
	slight	17.6% (15)
	none	20.0% (17)

Evaluation of examinations as a teaching method

Although a detailed survey of the value of examinations as a teaching method was made, it would not be worthwhile to reproduce the results because they are virtually identical for every subject.

In Anatomy, Physiology, Bacteriology, Semeiotics, Pharmacology, Pathology, Obstetrics, Surgery, and Medicine, 20 — 25% found them of great value, (except Semeiotics 12%) 20 — 27% of some value, and 35 — 50% of little value.

In general the younger the course the higher the rating in favour of examinations.

In the 'minor' subjects such as Opthalmology, Dermatology, Psychiatry, Hygiene and Forensic the rating was extremely low. Typical figures were of great value 8 — 16% of some value 20 — 28%, of little value 30 — 50%.

It is clear that apart from their use as a way of selecting students for appointments, and also that they induce 56% to work, examinations are of slight positive value and contribute little as a teaching method.

TESTS

These were evaluated separately for each subject concerned. Again in Anatomy, and Physiology, the results were identical; 30%: of great value, 26% of some value, and 35% of little value. In the other subjects the rating was lower, thus Bacteriology (21.8%, 20%, 43.7%), Semeiotics (12%, 10%, 54%), Pharmacology (9.6%, 17.3%, 52%), Pathology (16.7%, 27.8%, 44.4%), Surgery (14.6%, 23.6%, 49.1%), Medicine (15.1%, 26.4%, 45.3%), Obstetrics (18.9%, 22.6%, 45.3%).

With the exception of the preclinical subjects, these were assessed as being roughly of the same value as examinations or slightly less.

TEXTBOOKS and GENERAL READING

81 — 84% found textbooks of great value in learning Anatomy, Physiology and Pathology. In other subjects less found them to be of great value, as follows, Bacteriology 47.5%, Pharmacology 52.6%, Semeiotics 27.6%, Medicine 77.6%, Surgery 78.0%, Obstetrics 74.6%, Ophthalmology 57.7%, Dermatology 38.5%, Psychiatry 29.4%, Hygiene 32.6%, Forensic 46.6%.

Similarly for general reading; Anatomy 27.6%, Physiology 34.7%, Bacteriology 20%, Semeiotics 16.3%, Pharmacology 30.6%, Pathology 46.2%, Surgery 32.1%, Medicine 42.6%, Obstetrics 37.7%, Ophthalmology 10.8%, Dermatology 11.4%, Psychiatry 21.6%, Hygiene 18.4%, Forensic 21%, found it of great value.

AUDIO - VISUAL AIDS

As a teaching aid this method was favourably assessed, in Anatomy 53% found it of great value, Physiology 33.3%, Bacteriology 20.8%, Semeiotics 43.5% 43.5%, Pathology66%, Surgery 41.2% Medicine 32.7%, Obstetrics 43.1%, Ophthalmology 51.4%, Dermatology 43.5%, Forensic 34.8%.

TIME SPENT ON STUDY

	I		III		V	
No answer	24.1% (7)	*37.9% (11)	0%	*9.6% (3)	3.4% (1)	*17.2% (5)
less than9 hrs/wk	4.1% (1)	5.6% (1)	9.7% (3)	7.1% (2)	14.3% (4)	0%
10 - 14 hrs.	13.6% (3)	11.1% (2)	12.9% (4)	0%	17.9% (5)	29.4% (7)
15 - 19 "	9.2% (2)	0%	19.4% (6)	17.9% (5)	7.0% (2)	4.2% (1)
20 - 24 "	31.8% (7)	38.9% (7)	12.9% (4)	14.3% (4)	25.0% (7)	29.0% (7)
25 - 29 "	22.7% (5)	11.1% (2)	16.1% (5)	21.4% (6)	25.0% (7)	8.3% (2)
30 - 34 "	18.2% (4)	16.7% (3)	19.4% (6)	10.7% (2)	3.6% (1)	12.5% (3)
35 - 39 "	0%	11.0% (2)	3.2% (1)	7.1% (2)	3.6% (1)	8.3% (2)
over 40 hrs.	0%	5.6% (1)	6.4% (2)	21.5% (6)	3.6% (1)	8.3% (2)

* The figures in this column refer to the optimum time the student wishes to spend on this activity

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OTHER ASPECTS OF THE STUDENT'S ROUTINE

TRAVEL

47% devote 5 - 10 hours travelling, and another 25% spend over 10 hrs/wk. Needless to say 87% would have prefered the optimum of 0 - 4 hrs/wk on travelling although only 18% achieved this.

DAILY ROUTINE

This varied immensely from over 25 hours/wk (12%) to less than 4 hours/wk (4%). A reduction seemed desirable.

SLEEP

Over one third spend more than 55 hours per week sleeping, a surprisingly high percentage! Others, who probably sleep less blissfully, spend 50 - 54 hours/wk (26.2%), 45 - 49 hours/wk (26.2%), or less than 44 hours/wk. (8.3%). It was a great relief to find that the optimum time that they wished to dedicate to sleep was not any more than the actual time, in fact it was identical.

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RECREATION

	I		III		V	
No answer	37.9% (11)	*5.17% (15)	6.5% (2)	* 9.7% (3)	10.3% (3)	*27.6% (8)
0 - 4 hrs/wk	27.8% (5)	7.1% (1)	3.4% (1)	10.7% (3)	7.8% (2)	4.8% (1)
5 - 9 "	16.7% (3)	28.6% (4)	38.0% (11)	10.7% (3)	11.5% (3)	9.5% (2)
10 - 14 "	33.2% (6)	28.4% (4)	24.1% (7)	39.3% (11)	26.9% (7)	28.6% (6)
15 - 19 "	16.7% (3)	14.3% (2)	13.8% (4)	21.4% (6)	19.0% (5)	14.3% (3)
20 - 24 "	5.6% (1)	0%	10.5% (3)	10.7% (3)	11.5% (3)	9.5% (2)
over 25 hrs/wk	0%	21.4% (3)	10.2% (3)	7.2% (2)	23.8% (6)	33.3% (7)

* The figures in this column refer to the optimum time the student wishes to spend on recreation.

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OTHERS

Other relevant aspects of the student's routine were time spent on social or household duties (40% spend over 10hrs/wk. but not more than 15hrs.), church (70% less than 5 hrs/wk), reading (0 - 4 hrs/wk: 39%, 5 - 9 hrs/wk: 31%, 10 - 14 hrs/wk: 23%, 15 - 19hrs/wk: 7.6%), and "waste" (0 - 4 hrs/wk: 24%, 4 - 9 hrs/wk: 22%, 10 - 14 hrs/wk:28%, 15 - 19 hrs/wk: 12.5%, over 20 hrs/wk: 9.3%).

Important Traits to succeed as a Doctor

Ten triats considered to be of importance to succeed as a good doctor were ranked in order of importance.

RANK	1 — 4	5 — 8	9 — 11	N.A.
Sound medical knowledge	74.2%	16.7%	1.2%	6.7%
Kindness towards others	48.8%	42.6%	8.6%	7.9%
Sharp diagnostic acumen	67.1%	25.3%	7.3%	7.9%
Equanimity	8.9%	56.8%	33.3%	9.0%
Good intelligence	51.9%	42.0%	6.1%	9.0%
Cheerfulness	24.1%	49.5%	26.8%	6.7%
Understanding	47.6%	28.8%	3.6%	7.9%
Experience	52.0%	43.4%	3.8%	6.7%
Good at practical tasks	21.4%	31.8%	29.0%	6.7%
Ambition	17.8%	22.6%	59.6%	5.6%
Others	16.6% (15)	—	—	—

POST-GRADUATE WORK

	I	III	V	ALL
No answer	—	—	6.9% (2)	2.2%
General Practice	20.7% (6)	25.8% (8)	22.2% (6)	23.0%
Specialisation:				
Basic science	3.5% (1)	—	3.7% (1)	2.3%
Medicine	6.9% (2)	6.5% (2)	22.2% (6)	11.5%
Surgery	41.4% (12)	25.8% (8)	14.8% (4)	27.6%
Obst/Gyne.	3.5% (1)	9.7% (3)	3.7% (1)	5.7%
Paediatrics	3.5% (1)	3.2% (1)	7.4% (2)	4.6%
Psychiatry	—	—	3.7% (1)	1.2%
others	—	3.2% (1)	3.8% (1)	2.3%
undecided	6.9% (2)	19.4% (6)	3.7% (1)	10.3%
Administration	—	3.2% (1)	3.7% (1)	2.3%
Research	13.8% (4)	3.2% (1)	11.1% (3)	9.2%
Others	—	3.2% (1)	3.8% (1)	2.3%

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CONCLUSIONS

1. There are marked differences in attitude among the three courses at.

(i) The intermediate course are more idealistic in outlook placing great emphasis on altruistic motives for choosing a medical career. Comparitively they find lectures of great use — which the majority attend, but even so attach great importance to the practical side of their work. Their contribution to the questionnaire was limited in view of the fact that an identical questionnaire was issued to all the courses.

(ii) With the first year clinical (IIIrd year), it is difficult to find a majority liking for a particular answer. In general the more popular motives for choosing their career were based on personal preferences, tending to shun materialistic motives to a second influence. On the whole lectures were favourably assessed, but again there was a strong preference for practical tasks. This course spends least time on study and ward work.

(iii) The final year (Vth) seem to be the most disillusioned with 27.6% regretting their choice of career. They give a low rating to lectures in general, and a favourable evaluation of practical work. Notwithstanding their tight routine they wish to spend more time than they actually do at practical work.

2. The questionnaire was received with great enthusiasm which however did not always succeed in ensuring a logical appreciation of the questions asked. There were curious discrepancies in say, assessing the value of lectures; these were considered favourable as a basis on which to organise one's studies, and to learn and understand the subject yet did not stimulate further interest.

3. Both the response to this survey and the abundance of remarks that were added to the questionnaires reflect the keen interest that the student has for his system of education.

ACKNOWLEDGEMENTS

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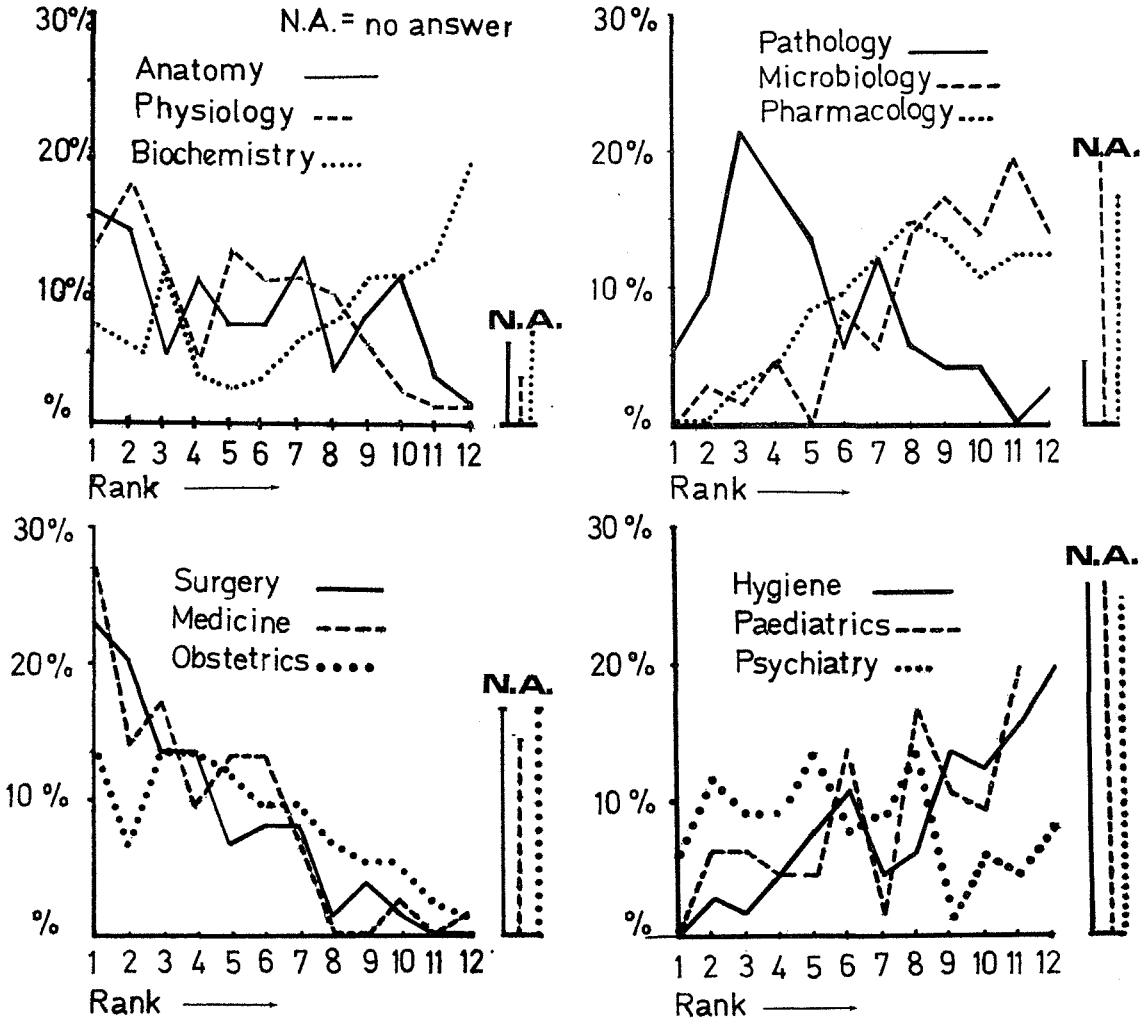

Four graphs showing the various subjects ranked in order of interest by the student.