

Scholarship in the fall. Keep your fingers crossed.

Not all our Honors students win national-level scholarships, though. Typically, they want to become doctors, lawyers, engineers or soldiers, with a few pursuing other avenues. Personal and Professional Development prepares them for that pursuit. Take our pre-meds, for example. They are counseled in this course to obtain hospital experience that involves patient contact before their senior year, as well as to engage in some kind of scientific research—both experiences valued by medical school admissions committees.

The reading we do frequently begins with some chapters from Frederic W. Hafferty and John B. McKinlay's *The Changing Medical Profession: An International Perspective*. This book raises the significant issue of the change in physician autonomy in an age of increasing health care interdependence among the players in the health industry, such as hospitals, insurance companies and health maintenance organizations. It also provides information about health care systems in Canada, France, the United Kingdom, Greece and other countries. Then we might move on to Kenneth M. Ludmerer's *Time to Heal*, focusing, for example, on the chapter entitled "Academic Health Centers Under Stress: External Dilemmas," which discusses the effect of suburbanization on teaching hospitals. When people of means began to flee to the suburbs in the 1970s, teaching hospitals, usually located downtown, were left in decaying neighborhoods with a flood of non-paying patients. The consequences of this pose serious problems for today's teaching hospitals. Or, we might turn to Melvin Konner's *Medicine at the Crossroads*, which examines the difficulties of our doctors, stressed by practice in corporate-owned hospitals, a controlling insurance industry and broken malpractice procedures.


Students read works such as these, write reports on what

read and come in to discuss what they have learned. This discussion is important. In a sense, what we're doing is rehearsing for the time when they will be called upon to discuss the medical profession intelligently in an admissions interview, which is an increasingly important part of getting into medical school. Having discussed these issues for three years, they are more poised and confident.

The effort the Honors Program puts into post-graduate planning is important for a couple of reasons. We encourage all our students to consider graduate school. Increasingly, a college diploma on the job market means about what a high school diploma used to mean. In the 1940s, about 25 percent of Americans completed high school. Now, about 80 percent do. By the 1990s, the percentage of Americans with college degrees was 25 percent (Funk & Wagnalls *New Encyclopedia*). In terms of income, someone with a bachelor's degree earns roughly \$59,000 a year. With a master's degree, that jumps to \$68,000. With a professional degree, \$92,000 (U.S. Census Bureau).

Beyond that, however, we believe that reading, writing and discussing the area in which you plan to make your contribution to society will make you a more thoughtful and more effective person in your professional life. To quote the leadership guru Peter Drucker, "Management is doing things right; leadership is doing the right things." And figuring out what's right—for you and for your country—requires some reading and some thinking. Talking it over helps, too.

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