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Tales From the Swamps

Tomorrow's Doctors

By Benjamin H. Natelson

The Path to Successful Practice in the 1990s

"This book will, I think, say intelligent, practical things to bewildered medical students and cynical residents."

—Howard Spiro, M.D., Professor of Medicine
Yale University School of Medicine

Insight Books, 1990, 288 pages, 5½" x 8½", hardcover, $19.95.

Nearly half of all the doctors who will be attending patients in the next two decades are now college students, medical students, or residents. Yet many of these people come to the field with outmoded expectations that are unrealistic even in today's medical world. More importantly, the fact-oriented curricula of medical schools do not adequately prepare them for the issues that will dominate their daily lives, such as doctor-patient relations, professional stress and the economics of medical practice. In this straightforward and sensitive book, Dr. Benjamin H. Natelson fills these gaps by telling students and prospective students just what the practice of medicine will be like in the 1990s and in the next century, and what they can do to maximize their chances for success and fulfillment in an era of transition for the medical profession.

— from the publisher

TomorrDoct

Science News Books, 1719 N St., NW, Washington, DC 20036

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They're Not Dumb, They're Different

Stalking the Second Tier

by Sheila Tobias

Research Corporation, 1990, 94 pages, 6" x 9", Paperback. Published by Research Corporation and distributed by Science Service for the cost of postage and handling.

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They're Not Dumb, They're Different reports on a study of why able college students abandon science for other disciplines. The study was done by recruiting a small and diverse sample of postgraduates to "seriously audit" a semester-long introductory course in calculus-based physics or introductory chemistry. The students recruited were ones who had chosen not to go into science, not because they "couldn't" but because they had, in their own view, "better options."

They were expected to perform as well as they could in their courses, and they did. In addition, they were asked to focus their attention on what might make introductory science "hard" or even "alienating" for students like them. As more mature learners, they found the subjects fascinating and the teaching adequate. But despite this, they felt the courses were not designed to woo them or people like them. For example, they hungered for information about how the various methods they were learning had developed, why physicists and chemists understand nature the way they do, and how what they were learning could be applied to the larger world.

This book reports these and other reactions to the courses and makes suggestions as to how college students who migrate from science to other disciplines (dubbed the "second tier" students) might be recruited and retained in sciences.