

- () 3. To develop in students a high degree of skill in restorative and replacement technique.
- () 4. To develop ability in the prevention and treatment of pathological conditions included in the field of dentistry.
- () 5. To train students to understand the relationship of the dental condition of the patient to his general health.
- () 6. To train students in the recognition of oral manifestations of systemic disease.
- () 7. To prepare students in order that they may intelligently cooperate with physicians.
- () 8. To train students so that after graduation they will have a scientific attitude toward all of their professional problems.
- () 9. To develop the student so that he may carry on research and contribute to dental knowledge.
- () 10. To create in the student initiative for individual study after graduation.
- () 11. To stimulate a desire for graduate or postgraduate work.
- () 12. To train students to express clearly their ideas in spoken and written English.
- () 13. To train students in the principles of practice management.
- () 14. To train students to pass licensing examinations.
- () 15. To develop in students ideals of dentistry as an altruistic social service.
- () 16. To contribute toward the development of good character and citizenship.
- () 17. To serve as a center of influence for the improvement of dental service.

Under each of the items the following statements appeared: "Please state briefly methods used in your attempt to reach this objective. Your comment on this objective will also be appreciated." Space was provided under each item for the statements and comments.

The questionnaire was sent to all the deans of the dental schools in the United States and Canada—38 of the former and five of the latter. *Thirty* replies have been received to date. Most of the replies were made by the deans, though in several instances others connected with the dental schools filled out the schedule. In several cases the deans stated that they called conferences of their faculty members to discuss the schedule. There is reason to believe that the schedule has stimulated some useful thinking on an important problem in dental education.