

THE

PULSE

Vol. 2, No. 1

University of Oregon Medical School - Portland, Oregon

September 1966

A PORTRAIT OF A MAN OF MEN

by Hance Haney, M.D.

Edward Staunton West was awarded the Ph.D. degree in Organic Chemistry at the University of Chicago in 1923, after which he became associated with the Department of Biochemistry at Washington University in St. Louis, headed by Dr. Schafer, one of the most prominent figures in this country in the field of biochemistry, and particularly the biochemistry and physiology of carbohydrate metabolism. With rapid progress Dr. West was advanced to professorial status and achieved an enviable reputation for his research and teaching.

Fortunately for all of us, an offer from the University of Oregon Medical School to occupy the chair of Biochemistry was accepted in 1934.

With characteristic energy and good judgment Dr. West almost at once made available to the University of Oregon medical students a brand new, up-to-date course in Biochemistry. His broad interests in Physiology and Biology in general and in the practical applications of these sciences, as well as his good humored but energetic and demanding approach to the teaching of students, rapidly placed Biochemistry at Oregon on a high plane.

His deep interest in education and research, his good humor, tact, and respect for the opinion of others, as well as his ability to make clear, in no uncertain terms, his own beliefs, almost at once placed him in great demand as a member of numerous committees.

DR WEST

Perhaps we should write a few words of flowering prose, or compose an endearing poem. It could be that to mold your robust features in plaster would be in order; however, Sir, we are certain that this will be done much more ably by others. It is our desire that you will know our sincerity and depth of feeling when we say "Thank you, Dr. West, for being a gentleman of our faculty, and more so, thank you for being our friend." We the students at UOMS dedicate this issue of "The Pulse" to you.

Soon after his arrival, Dr. West became Chairman of the Admissions Committee of the medical school and served until his retirement at age 70, a total of over 30 years in this capacity. His good judgment, his willingness to listen, and his ability to make good decisions are too well known to need further mention.

During World War II the Admissions Committee served as the screening committee for the Navy V-12 program in all schools in the northwest having Navy V-12 premedical programs. This entailed quarterly trips to the southern branch of the University of Idaho at Pocatello, Carrol College at Helena, Gonzaga University in Spokane, Whitman College at Walla Walla, the University of Washington in Seattle, and Willamette University in Salem, with large numbers of students to be interviewed in each school and voluminous reports to be made to the navy for its use in assigning students to various medical schools throughout the United States. Discussions en route by train and bus, while nibbling on peanuts, candied ginger, various type of cheeses, crackers, etc., were always stimulating.

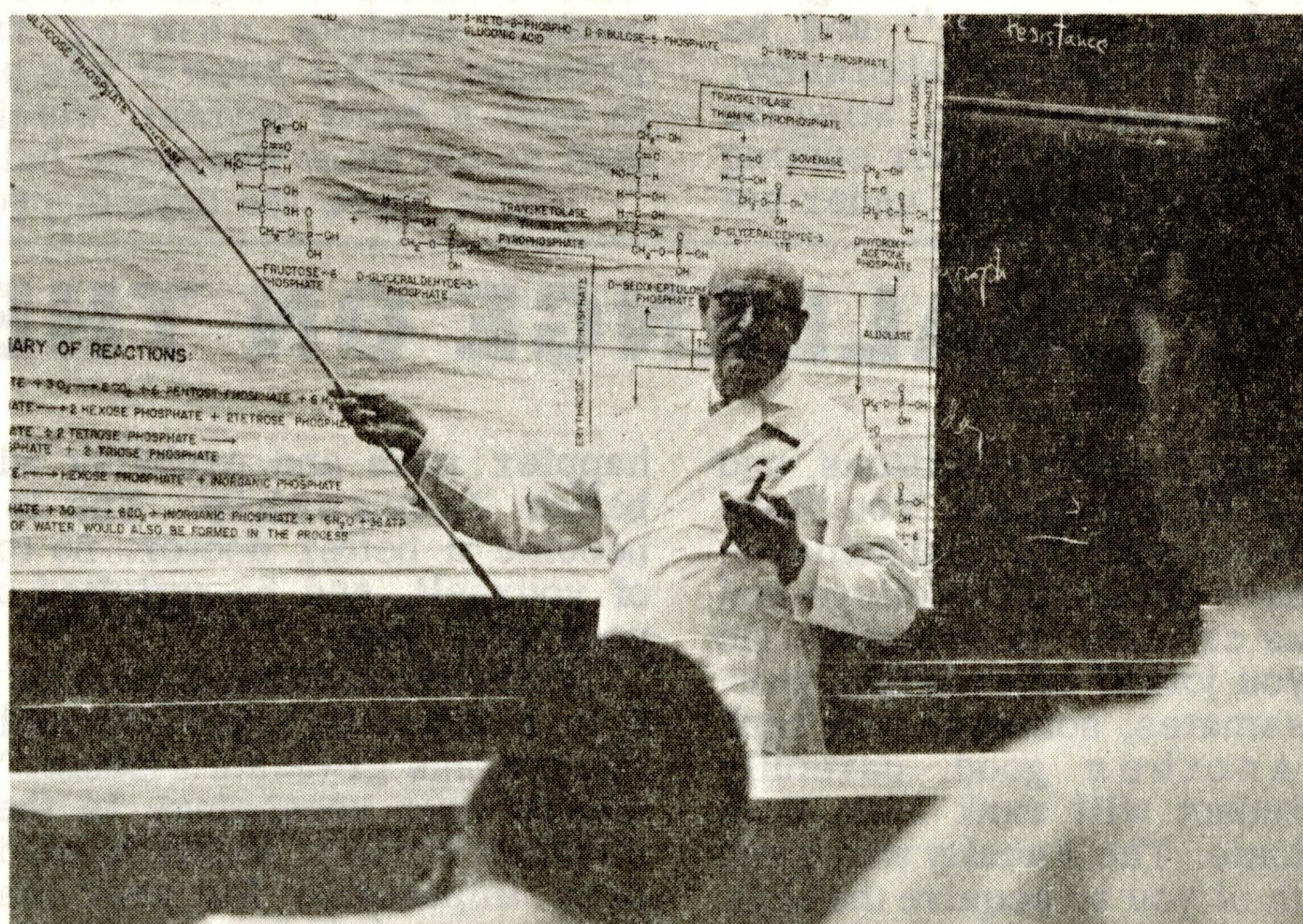
Various sports, including hunting, fishing, and marksmanship, brought out well his characteristic competitiveness and appreciation of excellence. In those early years the present medical school cafeteria space was occupied by a large shop with a huge electric motor which operated by belts various overhead driveshafts, from which further belts came down to the various types of machinery, including lathes, drill presses, polishers, and grinders.

In the midst of all this, at the north end of the shop, Mr. Wren Gaines, superintendent of buildings and grounds, had set up an endless belt arrangement on which small metal rabbit-shaped targets moved continuously. Compressed air pistols could be heard throughout the noon hour. Many of us, at one time or another, participated in this and found that the "Chief" was a strong competitor. He would hand the air pistol to me and say, "By cracky, son, let's see if you can hit one of those varmints."

Invitations to have dinner with Dr. and Mrs. West were greatly prized. Usually, after a sumptuous feast, Dr. West would invite the men into the

(Continued on page 2)

"YOU SEE SON"



. . . . IT ALL BEGINS HERE"

What Makes the Pulse Tick

Last spring "The Pulse" was created by a group of students with the purpose of establishing a platform "which can be used as a forum for the exchange of ideas". We would like to reaffirm this stand.

This year the publication of our paper is being supported by many of the faculty and practicing physicians of this medical community. They have responded to a fund raising campaign in such a manner that the printing of the first four issues for this academic year has been guaranteed. Our sincere thanks goes out to these individuals and we shall endeavor to make The Pulse worthy of their support. This can be accomplished only through cooperation of all interested readers by submitting to us your opinions, which will allow candid and useful discussions of topics of interest.

The success of this paper depends upon its readers and we sincerely urge you to communicate with us and to present your praises or criticisms so that we all may better understand the purposes and short comings of our medical education.

Editor

PORTRAIT (Cont'd)

basement to have a little target practice. He made his own ammunition and had a fine collection of guns which included some of the old flintlocks. He and Mr. Gaines arranged a truly remarkable firing range at the Gaines' home where one fired across a gully into the side of a hill. Throughout these years Dr. Todd seemed to be the principal competition in both horseshoe pitching and shooting. He and the "Chief" made many trips into eastern Oregon to shoot jack rabbits, and their description of these trips was the source of great enjoyment.

In early May fishing trips to East Lake with Wren Gaines, Dr. Todd, Dr. West, and I usually involved leaving Portland about dusk and stopping at Maupin for ham and eggs sometime during the night and again ham and eggs after arriving at East Lake. At this time of year tire chains were needed to get through snowdrifts, and the weather at the 7,000 ft. elevation of the lake was bitter cold. An old log cabin having an obsidian fireplace, plenty of firewood, a boat and motor, wool underwear, warm boots, and sheepskin coats made it possible to fish perhaps an hour before almost freezing. We always caught many fine trout and cached them in a hole in a snowbank in front of the cabin to bring home. Dr. West and Mr. Gaines were the cooks and served up excellent and exceptionally high-calorie meals.

Throughout the years, during which he always maintained a lively interest in outdoor activities, Dr. West was a persistent student of biochemistry and its application in all of the biological sciences. It was this consistent attention to their fields and their ability to express themselves so well and so meaningfully that made it possible for him and his co-author, Dr. Todd, to write and publish their text book of biochemistry which was at once recognized as being the outstanding text book in the field. Because of the authors' willingness to spend the great amount of time it takes to revise the text book periodically, it has remained in command of the field.

Dr. West is so much a part of the University of Oregon Medical School and has always been so willing to offer his opinions and advice, that I am sure all of us on the faculty join in the hope that we may see him often and may make use of his sage advice. It is readily understandable to us that the Oregon Primate Center recognizes his indispensability as an administrative and scientific advisor and will be relying heavily on his good judgment. Dean Baird and the Admissions Committee have asked Dr. West to serve as senior consultant on admissions.

All who know Dr. West, I am sure, will want to be included in our best wishes for the future and our sincere hope that we see Dr. West often on this campus.

THE PULSE

The PULSE, official publication of University of Oregon Medical Students, published periodically throughout the school year by an Editorial Board which is solely responsible for its contents. The views expressed are those of the authors and do not necessarily represent those of the board or the school.

Editor-in-Chief Jim Levy
Business Manager Bill Disher
Sept. issue editor. Dick Matteri
Editorial Board

Jim Levy Craig MacClosky
John Tysell Bill Disher
Jerilynn Smith Dick Matteri
Humor Steve Ebert, Dennis Hill
Features Lawrence Dean
 Bob Sack, Jim Carpenter
Staff All interested members of
 the UOMS medical community.

This newspaper is on campus of, for, and by the students and is therefore a glad recipient of original contributions and responsible opinions, from ALL those inclined. Please contact any of the above persons. All contributions should be typed, double spaced, in good taste and English, and signed.

MEDICAL STUDENT RESEARCH SOCIETY

Dr. William Brady, Multnomah County Coroner, will be the guest speaker Friday, September 30, 1966 at the home of Dr. Richard Jones. All interested medical students are welcome. Call Mike Nichols, 223-9928, for further information.

The October meeting will consist of two student papers and will also be held in a faculty home.

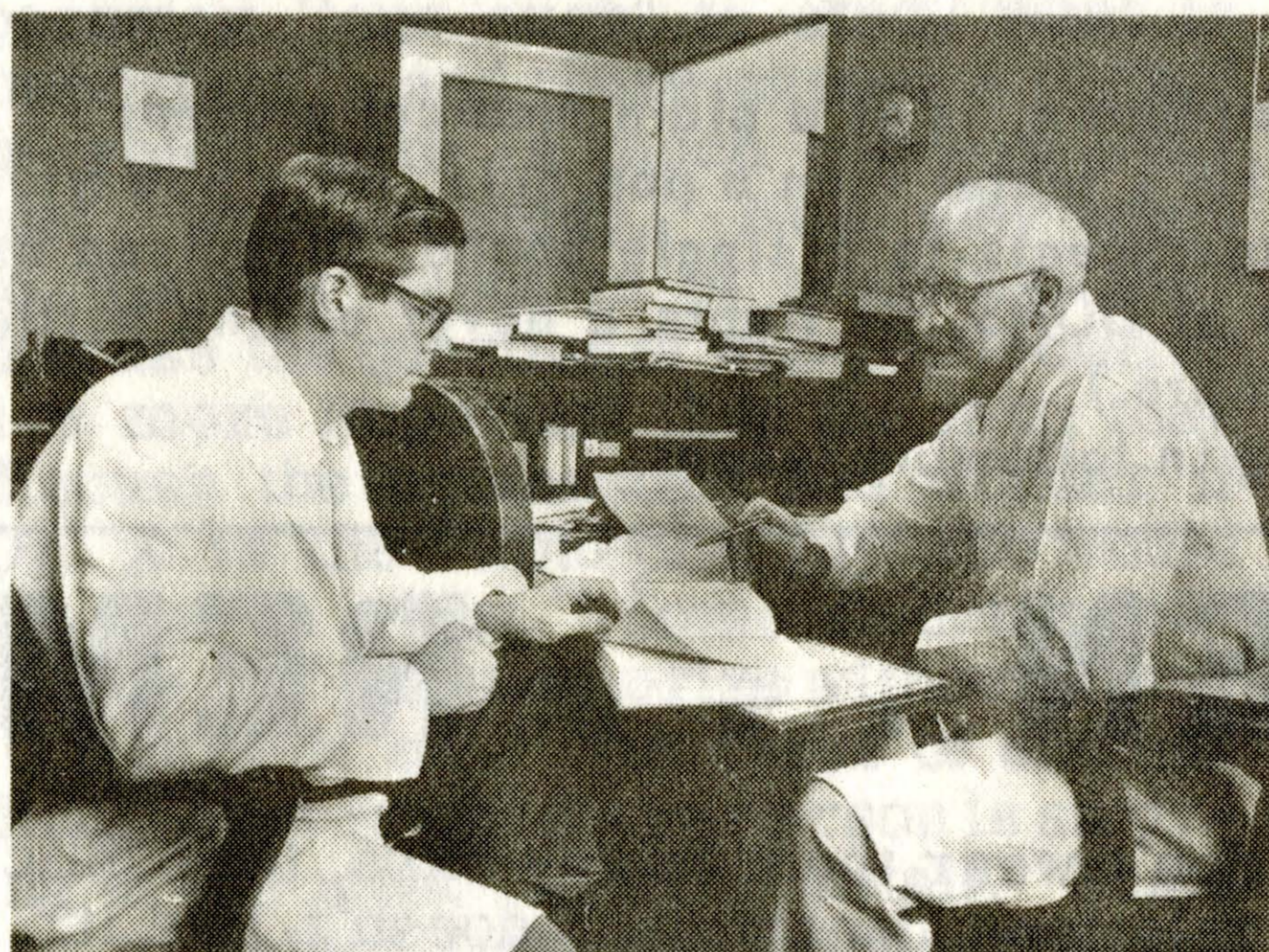
The November meeting will be at a student home and will consist of a group discussion led by a member of the UOMS faculty.

Student research papers are being accepted for evaluation for the coming Research Day to be held in Seattle this year.

WEST-ERN CANDIDS



"I'll have you know those horseshoe pits are research equipment."



Son, just you remember what I told you about those "catyuns" and "annyons".

JOIN S A M A

CONTACT JOHN E. TYSELL

for

MEETING SCHEDULE

DR. WEST REFLECTS . . .

My graduate training was at the University of Chicago, with major work in organic chemistry under the head of the Chemistry Department, Dr. Julius Stieglitz, and minor work in biochemistry with Dr. Fred Koch.



Dr. Stieglitz was a wonderful person, outwardly rather of the stern old Prussian type who had been educated in Germany, but with lots of kindness and consideration inside. When one of his students had selected a research project for the Ph.D. degree, and Dr. Stieglitz had gone over the problem with him, the student was then on his own except in emergencies.

Several amusing incidents happened while I was a student at Chicago, and most of these involved Dr. Stieglitz. Dr. Stieglitz posted "no smoking" signs all over the Department and let it be known in no uncertain terms that smoking was absolutely taboo everywhere except in the basement regions. One summer G. N. Lewis, the distinguished physical chemist from California, and an inveterate cigar smoker, gave a course. He sat on a high stool directly under Dr. Stieglitz's big "no smoking" sign and continually puffed high powered cigars while he lectured! To us his stature increased tremendously.

Dr. Stieglitz had a very keen sense of smell, and immediately set out to track down offenders who were allowing noxious fumes to escape. One day he smelled lots of ammonia coming from a laboratory. He followed his nose to the point of origin and found an unwitting student boiling a clear liquid. Dr. Stieglitz:

"What are you doing?" Student: "Dr. Stieglitz, I am concentrating some ammonium hydroxide." Dr. Stieglitz: "Well, just keep right on," and he turned and walked out of the laboratory. On another occasion Dr. Stieglitz smelled a very obnoxious odor coming from the laboratory directly under his

office, so he set out in pursuit. When he came into the laboratory where several graduate students were working the graduate assistant at once knew that trouble was in the making. So, knowing the source of the smell he quickly picked up the flask containing the odorous brew, and with it in his hand, followed Dr. Stieglitz around from student to student completely confusing Dr. Stieglitz's nose, and saving the guilty student's hide.

When I had about completed the work for my thesis I wrote a preliminary draft to show Dr. Stieglitz, but he left on a trip before I could give it to him. One day he returned, and upon seeing him enter his office I rushed home for the manuscript. I met him hurriedly coming down the steps with his hat on. I told him that I had the report ready for him. He said, "Don't bother me now, Mr. West. I have to go on another trip. All right, give it to me, maybe it will put me to sleep on the train!"

Being a devout powder burner (r shooter, and places to shoot being hard to find, I rigged up a range in the basement of the Medical School to be used on Saturdays and Sundays when most people were not around. At this time Dr. Joseph Erlanger, Professor of Physiology, was conducting his famous experiments (Nobel Prize winning) on nerve action potentials and currents in a laboratory on the corridor of my shooting range. Generally his laboratory was closed on Sunday. However, one Sunday morning I decided to shoot, and found that Dr. Erlanger, a very important visiting scientist, and a daughter were working in the laboratory. Since the laboratory door was closed I decided to shoot. I had a new untried load in a pistol and turned it loose with a most unexpected terrific noise. Bedlam immediately broke loose in the laboratory, with the oscilloscope records of a crucial experiment completely ruined. For the first and last time I heard a rapid succession of profane epithets coming from Dr. Erlanger, and I knew it was past time to beat a hasty retreat, which I did. I still do not know where the bullet went!

Those were the days of prohibition

when good drinking liquor was hard to come by, and many of the faculty pursued the art of homebrewing. One very hot summer my wife and I made some wine and prematurely bottled it. We gave a bottle to Dr. Herbert Gasser, Professor of Pharmacology (and Nobel Prize winner with Dr. Erlanger). He placed it in his office, hidden behind an opened door. Not long afterwards a distinguished scientist from the East visited Dr. Gasser in his office. They were busily discussing erudite scientific problems when the bottle of wine blew up with a tremendous bang and scattered the sweet smelling evidence about the room. The visitor sniffed and raised his eyebrows.

Around 1926 the Federation of American Societies for Experimental Biology met in St. Louis at the Medical School. At one of the joint sessions Dr. A. J. Carlson (Ajax), the famous professor of physiology at the University of Chicago, presided. At the end of each paper for a succession of papers Dr. B. from Europe arose and informed the audience that he and his students had made similar observations several years previously. Needless to say the audience became very provoked and wanted to wring Dr. B.'s neck. Insulin had just recently been prepared and was being feverishly worked upon. Finally a speaker arose and gave an excellent paper on insulin, at the conclusion of which Ajax arose and said, "I just want to inform Dr. B. that insulin was made in America!" A ripple of profound joy ran through the audience, and Dr. B. was heard from no more.

A parting word to the freshmen:
ILLEGITIMAS
NON CARBORUNDUM

The sophomores can tell you what it means.



A CHALLENGE ON THE THRESHOLD

You are intelligent, ambitious, and committed to high purpose. You place a high premium on intellectual achievement. You have excelled in college and met rigorous criteria for selection. On admission you join 87 other bright, purposeful classmates; someone will rank first and another good, carefully screened student will rank 88th. Both should graduate. The Faculty wants and expects each of you to acquire the M.D. degree. The first man should have a

happier time and probably will get a better internship. The last could become a better doctor. So think well of yourself, and be satisfied only with your very best.

You cannot learn it all. You will take 2 to 3 times as many course hours as the average graduate student. You may double your vocabulary in the next 18 months! While it seems hard, it has not been impossible for your many predecessors. Ask them. Learn to recog-

nize principles and critical facts. Develop systematic, scholarly and persistent study habits right now. Organize your time to include regular study hours and regular recreation. Perfect your ability to reason rather than relying only on recall. Scrap your former dependence on the pernicious grade point average, and remember your present goal - to become the best physician you can.

(Continued on page 5)

HOW TO PASS ANATOMY WITHOUT REALLY TRYING OR "THE OVERLOAD"

"On his first day in medical school, Martin Arrowsmith was in a high state of superiority. As a medic he was more picturesque than other students, for medics are reputed to know secrets, horrors, exhilarating wickednesses. Men from other departments go to their rooms to peer into their books." (From Arrowsmith by Sinclair Lewis)

Besides appearing "picturesque" and "superior" in his starched white coat there are times when our young Arrowsmith appears perplexed as well. During the first few days in school his perspective about the medical profession is largely derived from the lay culture. Even though he usually has long had interests in the study of medicine, he has not had much opportunity to experience the medical profession directly, or from the inside, so to speak. He therefore has derived his long range perspective from the same sources as most other people; from books, from being a patient, and from movies. College education, even if scientifically oriented gave little information on what it is to be a physician. So young freshman physician Arrowsmith tends to share the popular notion that while some doctors may charge too much, all in all, most physicians are idealistic, hard-working, and unselfish in their efforts to help the sick. (No judgement is made by the author as to whether this is an accurate description or not.) It is clearly too vague, unspecific, and idealistic a perspective for the rigors that are to come.

But young Arrowsmith nevertheless feels that at last he is on the right track, that everything he studies will be eminently practical and therefore he should learn nearly everything. But it is not too many days hence when he becomes acutely aware of what both faculty and students have referred to as the "overload." In other words, there is just too much knowledge for any one person to master in the field of medicine. In orientation sessions, the professors often allude to this problem but they take no responsibility for it, because from their point of view, the subject matter itself forces an overload. Moreover, they usually frown on any program of teaching that selects certain material from the broad area of study and makes explicit what it expects of the student because this amounts to what they term "spoon feeding." Their disdain for "spoon feeding" comes from their knowledge that what facts are important today may be unimportant tomorrow and vice versa. /1/

While Arrowsmith's eventual concern over the overload as opposed to certain other possible sources of trauma is no surprise to those who have been around medical schools, it does in fact, contradict certain popular conceptions derived from novels and other sources, that the main concern of the beginning medical student is overcoming the trauma associated with the cadaver. Or as Sinclair Lewis says "... the stony, steely Anatomy Building . . . corpses hanging by hooks, like rows of ghastly fruit, . . . an abominable tank of brine in the dark basement . . . Henry the janitor, who was said to haul the cadavers out of the brine, to inject red lead into their veins . . ." Novels often picture the medical student as becoming hard and cynical in an attempt to suppress his feelings of anxiety over the direct experience with suffering and death. But in fact the only anxiety that most students suffer in anatomy lab is that they will cut an important nerve or vessel.

But as the first big test draws nigh, Arrowsmith comes to realize more and more the implications of the "overload" to his day-to-day efforts. It is then that the common perspective becomes "one ought to study what is important", and there ensues a period in which there is much concern over just "what to study." Now they begin to discuss systems of studying; they discuss the question of whether lectures are more important than the text; they discuss the professors and wonder if Dr. X is the "kind of a guy who would put that on a test." Some students may decide to "just memorize without trying to figure it out." An issue of endless discussion is whether a person is studying at the right "level of detail." Some try to select from the overload things which will be useful to them someday by choosing to neglect certain areas of "research" or "new but yet unapplied findings" that seem to be so important to some faculty members who are Ph.D.'s and not M.D.'s. This perspective, whether it be laudable or not, is usually not too long lived. Clinical practice is just too distant and the threats of tests and getting behind are too close at hand. Therefore Arrowsmith finally selects the following strategy: /2/

1. I select the important things to study by finding out what the faculty wants us to know. This is the way to pass examinations and get through school.

2. I will continue to study hard and in the most economical and efficient ways.

WELCOME STUDENTS

by D.W.E. Baird, M.D., Dean

A warm welcome is extended to our new students and to those returning to their studies on the campus.

We hope this school year will be filled with rewarding experiences as you continue your training.

You have no doubt noticed as you've climbed over mounds of dirt and run into stairs -- oftentimes leading nowhere -- that some changes have occurred during the summer. Construction of the new parking facility has progressed on schedule and is due to be finished around Christmas time. Also, ground has just been broken for construction of the \$2.7 million seven-story addition to our Outpatient Clinic. This project, which also includes remodeling of the existing structure, is scheduled to be completed early in 1969. The new addition will provide examination and student conference rooms which, as you well know, are desperately needed.

The alteration and expansion project going on at the Library will result in two additional stack tiers over the present central stacks and the division of the present Library staff area into two stories. This will allow space for a typing room, duplicating room and general work area.

You will see a number of new faces on campus as you meet faculty members who have joined the staff this summer and fall. I know they join me, along with all our other faculty members, in wishing you a pleasant and profitable year.

3. I try to find out, in every way I can, short of cheating, what questions will be on the examinations and how they should be answered and I share this information with other members of the class.

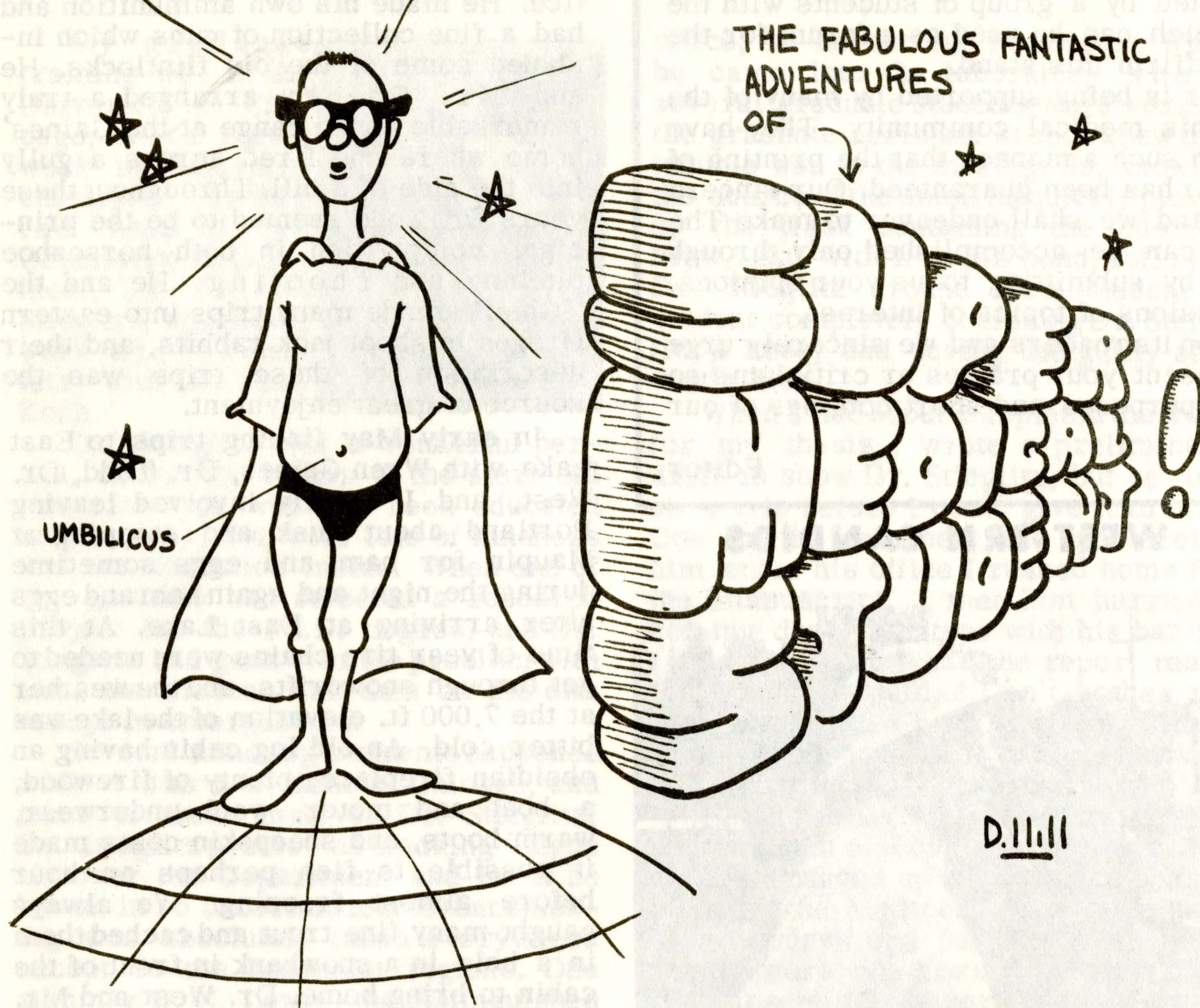
If this perspective seems a little less than what should be expected of young doctors it should be said that their level of effort continues to run high in most cases. They succeed in pleasing the faculty because they strive to do well on tests and usually do.

/1/ Fox, Renee C. "Training for Uncertainty," The Student Physician. Edited by Robert K. Merton. Cambridge: Harvard University Press, 1957.

/2/ Becker, and others. Boys in White. Chicago: The University of Chicago Press, 1961.

Bob Sack
Fourth Year

COMING SOON!



Who's that up in the biochem lab . . . is it a birdbrain, is it a plain medical student . . . NO . . . it's SUPER MEDICAL STUDENT . . . He's faster than a pop quiz, more powerful than anatomy lab, able to skip ten biochem experiments in a single bound. Disguised as Clark Kidney, mild mannered rook and student at UOMS, he fights a never ending battle for truth, justice and the AMA. (Also to stay off pro.)

Exciting adventures coming in following issues.

CHALLENGE... (Cont'd)

At some point in your medical school career develop a solid knowledge and meaningful experience in a special field of interest . . . in close association with a member of the Faculty. There are the five-year programs, tutorials, reading and conference electives, summer research fellowships, seminars, and many other opportunities to share such stimulating experience in depth.

The preclinical years are not merely hurdles before the third and fourth years. The basic sciences undergird clinical practice daily. The surgeon cannot navigate without the charts of Gray and Grant in mind. All who administer antibiotics fear mutations and transfer factors. The internist orders glucose-6-phosphatase, pCO_2 , uric acid, transaminase, and pH tests to understand better the pathology he confronts. Your own behaviour might possibly not be the norm from which to judge aberrations! The pediatrician anticipates because he knows embryology. Waste no effort in these years -- you will need all the help you can find as a clinician.

The faculty hopes to reinforce your sense of scholarly inquiry, to facilitate your learning. It respects your concerns, frustrations, and disillusionments during this process and hopes that you will take an active part in shaping your education. Ask the improbable question, raise the alternative interpretation, challenge authoritative statements, and satisfy your curiosity. Make a wave if necessary. Don't sacrifice learning to diffidence or vanity. And above all, enjoy these opportunities, enjoy these years, enjoy your life.

John A. Benson, Jr., M.D.
Professor of Medicine

FRESHMEN . . . REMEMBER?

Ground hogs and polywogs come out in the spring but the medical freshman waits until fall to make his appearance. For some of you it may have been a long time since you have experienced that blend of hysteria, confusion and enthusiasm so diagnostic of that malady called a medical freshman.

Remember that feeling which surged up inside you when you first saw the medical school spreading out before you like a malformed shopping center? Complete and utter panic describes this feeling fairly well and it was to become a constant companion during your first year at medical school.

Remember those mechanical voices in the book store, "You'll need this; 'n this; 'n this; and two of these; and six of these; hold up your hand; a pair of these; you look like a 36 but all we have are 44's so they'll have to do and

don't wear them in any bars, the public relations department doesn't like it."

If you were in the upper half of your class you probably figured out the numbering system of the lecture and hospital rooms about half way through your senior year. Somehow the elementary concept that Two North was east of Two South and that East and West were directly parallel to North and South was just a little hard to grasp right off the bat. But you followed your fellow freshmen around looking all the world like a great lost Tide commercial with all the avowed faith only a freshman could possess.

Remember Pappy West He'd enter the lecture room in his white lab jacket looking like he was half Rainier brewmaster and half Southern plantation owner with a touch of Santa Claus sprinkled over the top. He'd take that

well digested cigar out of the corner of his mouth and after thoroughly dousing it in the sink, he'd fire it into the empty wastepaper basket with all the pomp and ceremony due a dead wharf-rat. Dr. West always asked about ten minutes of questions at the start of each lecture. Over the roar of the mass tachycardia you could hear the sighs of relief as he went down the list and students were assured he had passed them by for today. In our book, the West wasn't won but rather, did the winning.

There was always a certain air about a freshman . . . anatomy lab to be exact and no amount of Right Guard seemed to help.

But we'll all remember our freshman year and we sincerely extend greetings to this year's freshmen and wish for them a most successful year.

Steve Ebert

TO THE FRESHMAN MEDIC - 1966

There is not a physician living in this country of ours who does not look upon the members of the Freshman Class in the Medical Schools of 1966, without mingled feelings of envy, admiration, and a great deal of curiosity as to what the future holds for these young men.

Each of you, as one of these Freshmen, is aware, we are sure, that the medical profession is entering into what seems to be a new era. For those of us that represent the past there is a tendency to view with some concern the future and to question whether our skills and judgment, and our accumulated knowledge will be utilized in the same way that it has in the past, when doctor and patient enjoyed an unusual freedom in their inter-relationship. Drastic changes seem eminent now in how our patients will contact us, and how we will deal with them as patients. This will be something new to American Medicine which has always stood for the rendering of a very unique service, a service so distinctly personal that really no other group, and certainly no other profession in any era could quite compare to it.

To this profession of ours has been attracted men who have had a variety of motives in becoming a physician. These motivations may have included a natural curiosity for scientific information, or a desire to do basic research. It may have included the inclination to delve into the unknown of human behavior, or to pursue a wide variety of scientific ventures. Probably more important than anything else, however, was the inherent desire to serve mankind in some way.

Soon each individual student in medicine will learn that American Medicine has had one ideal above all else. This was to render a specifically unique personal service to that individual who came to the physician suffering and looking for needed relief, for resources in order to mend and return to their usual lot in life. This well indoctrinated and basic dedication in the American physician has set him apart through the past two centuries. It has given him a place in the hearts, and in the lives of patients comparable to none.

Now are we to assume that others may encroach upon this valued relationship? Are we to have others, even governments, tell us how we will be rendering service to our patients, and under what standards we will do so? If it is so, it will be most unfamiliar to us and will not be with our accord. Many groups will argue the point that this is imminent, but certainly there are ever reasons to believe that the dedicated physician in American Medicine will soon be changed.

The future of any physician's relationship to his patient may no longer depend upon the scientific progress that we make, nor the guidelines that are established by groups or governments handling our affairs. It may soon depend upon what you as students learn from your teachers, and what these teachers are able to indoctrinate into you during the time that you are in school. It is the fervent wish of all the physicians in this country that your teachers are able to indoctrinate you into the dedicated manner of this personal "doctor-patient relationship" that is so inherent

in our American Medicine.

Therefore, those of us who will stand by will watch with profound interest the manner in which you accept the teaching of your physician teachers, and the ways you adjust to the demands of a society that you will eventually go into. We will watch with curiosity what happens to the motivations that brought you into medicine. But more important than anything else, we will be ever mindful that in your hands rests indeed the dedicated soul of medicine that those who have preceded you have so ardently striven to obtain and have so passionately clung to this past quarter of a century.

The whole spirit of the future is embodied in what you are able to learn in a simple sort of way about the soul of medicine in the next four years. We know as you Freshmen progress through your school years, as you chose certain areas and specialties to enter into, and as you mature into the full breadth of being a physician, you must keep ever mindful the spirit that prevails in your chosen profession. If you do this you will succeed in at least one area - you will keep alive the doctor-patient relationship that has been the spirit of medicine for this country of ours.

We bid you well in this venture. So much depends upon your class that enters medical school - in 1966. We know each of you will share the responsibility of preserving all that is noble in your chosen profession.

Herman A. Dickel, M.D.
Chairman, Committee on
Medical Education
Oregon Medical Association

THE PULSE

University of Oregon Medical School
Portland, Oregon