

51st Annual Soma Weiss - Undergraduate Assembly: Medical Student Research Program. Tuesday April 9, 1991 MEC
1-3 p.m. Poster. 3:30 - 5 PM student presentations (with Faculty meeting). Keynote 5:00-5:30 p.m. (31 min)

The Inquisitive Physician

Thank you Dr. Gimbrone. Dean Tosteson, Mrs. Jones:

I believe that I speak for other members of the Faculty and the School when I say how **impressed** we are with the **very fine posters** and talks which the students have presented this afternoon. Some of these reports clearly represent years of work, and others are young projects just getting underway.

It is exciting to see that this year, the Dean has **expanded** the format for this Undergraduate Medical Assembly. . . . a half-century old tradition at this School. In fact, the first one was held on April 16, 1940.

Over the years, when students have inquired about opportunities for research, I have often asked them 2 questions in return:

- (i) **WHY?** **WHY** do you want to do research?
- (ii) And, **WHAT** do you plan to do with this experience in your future career?

The FIRST question, "WHY do this?" elicits a wide range of responses.

-**"I did** research in college, it was fun, and I miss it."

Soma Weiss tradition, if it appears (appears) that this is
where the road may end for the vast majority of our students?

This turns out to be a KEY question. Because it forces us to re-examine why the Soma Weiss Undergraduate Medical Assembly has persisted for half a century, and continues to go from strength to strength.

Is there an innate curiosity in our students? YES! And the more they care for patients, and see sometimes how illness presents in a confusing jumble, the more eager they are to try to find explanations that can simplify.

And this curiosity is carried beyond medical school far into clinical practice.

I firmly believe that what we thought was a career-model become extinct, has evolved, (right under our eyes, yet without our notice):

- into an array of different types of careers,**
- having many degrees of freedom and gradations,**
- that were not previously open to us, but are now possible for our students.**

And where are the role-models for the F1 generation of clinician-