

A La Ogden Nash

The life of the man of medicine
Is not a complete tale of woe,
It's mostly a bowl of cherries
And a prolapsed uterus, or so.

They claim they work so doggone hard
For such a meagre pittance,
And the rewards are slight, judging
From their income tax remittance.

But look you, their wives are all fur clad
Each cellar equipped with a Bendix,
With only slight effort, two night visits
A hernia, two haemorrhoids, and an appendix.

They probe and punch and poke
And there's nowhere they won't look,
But the first swelling they palpate
Is their patient's pocket book.

With all his therapeutic measures
The doctor is faced with the question
Was it his medicine or his bill
That stopped the indigestion.

And harken him back to his student days
All of which he claims he spent on learning
But check back on his Saturday nights
T'wern't no midnight oil he was burning.

Take the vacationist in arts and science,
Medical complexities would leave him horrified
But resolve the jargon out to its essence
And it's merely plumbing, glorified.

So the plumber sings his lament,
Of his endless endeavour, and his early grave
To serve humanity, his highest intent,
But suggest we socialize, and watch him rave.

No, the doctor's lot
is not
so hot.

Introducing CAMSI

The purpose of this brief article is to familiarize the members of the General Student Body with a few facts about C.A.M.S.I.—the organization, the purpose, the mechanism by which it runs, and our present responsibilities.

What is C.A.M.S.I.? It is the Canadian Association of Medical Students and Internes organized at Winnipeg in January, 1937.

What is the purpose of C.A.M.S.I.? First, to promote the exchange of ideas among medical students and internes. Second, to promote the investigation and attack of common problems on a national basis. Finally, to help prepare the members for National Council Citizenship.

What are the Mechanisms by which C.A.M.S.I. is run? A General Executive consisting of the

National Executive, two members from each Medical Undergraduate Society, and a chairman from each specified local interne committee, determine the policy, levy assessments, appoint committees, grant or withdraw recognition to local C.A.M.S.I. Committees, etc., at an Annual Conference.

What are our Present Responsibilities as Medical Students? First, by going to our local C.A.M.S.I. officers, we can voice our opinion on or get action upon any medical problem which may concern us or our fellow students. Second, and rather prosaic but nevertheless extremely important, through C.A.M.S.I. we must keep in contact with the current news of the Medical Field and we shall be required to think upon some of the problems which we shall have to face upon our graduation.

Interfac Hockey Crown Copped by Med-Dents

The Med-Dent hockey team completed its most successful interfaculty season in years last Monday with a 6-3 victory over the Pharmacy team. Coupled with a 3-2 win over Law a week before, this gave the team the interfaculty championship in straight games.

Over the season the team met and defeated every other team in the league with the exception of the Pre-Meds. Some consolation was taken from the probability that these boys would be full-fledged med-dents in a few years.

Included in the season's record were two victories over Law, last year's interfaculty champions. The only loss during the season was to Pharmacy, but in the playoffs the tables were turned.

Jan. 10—Med-Dent 7, Law 5
Jan. 16—Phar. 7, Med-Dent 5
Jan. 23—Med-Dent 7, A. & S. 1
Jan. 29—Med-Dent 4, Comm. 0
Jan. 31—Med-Dent 8, Eng. 1
Feb. 7—Med-Dent 5, Pre-Med 5
Feb. 14—Med-Dent 7, Pine Hill 0

PLAYOFFS

Feb. 19—Med-Dent 3, Law 2
Feb. 26—Med-Dent 6, Pharmacy 3

If the one most important factor in the team's success was singled out for comment, it would be the close team play. After a shaky start the defence tightened up, the forwards backchecked well when it was needed, and as a result in the last seven games, only twelve goals were scored on cage cop Crossman.

Special commendation should go to Carl Giffin, who lost six of his finest front teeth in the line of duty, and to Dennis Wolfson, who . . . (non-medical people please skip to next paragraph) . . . suffered a sub-luxation of the right acromio-clavicular joint.

Old man flu had a tight grip on Don Hicks for both playoff games (he was in bed the entire week between them), but he managed to totter to the rink for both games and score six of the team's nine goals. Next year we'll have to inoculate him with some long-lasting virus.

What next year holds for the team is uncertain. A major part of the team either graduates or starts interning in places outside Halifax. Perhaps the selection committee of the Med and Dent faculties could screen applicants for hockey playing ability as well as "scholastic and moral standing".

On Giving a Lecture

Lecturing possesses certain distinct advantages — for the lecturer. For a whole hour it entertains him with the sound of his own voice, and this pastime can only be carried out satisfactorily in the lecture theatre; at home or in lodgings there might be domestic opposition to overcome, but to students it is a recognized and accepted burden. The use of several square feet of clean blackboard and a variety of coloured chalk encourages leanings towards writing in a vertical plane, with none of the prohibitions attached to doing the same on walls. Lecturing is an excellent way of learning and far less tedious than writing notes on the subject.

Throughout the years, certain characteristics have been acquired by these intellectuals, and symptoms may be of use to the potential lecturer to crystallize thoughts which are stirring in the shadows of his mind.

If one walks as one talks, across the room and back again, like a pendulum, it puts a strain on the students lateral semicircular canals and gives the lecturer the heady intoxication of a tennis ball on the Centre Court at Wimbledon.

Perhaps too well known to need mention is the unassuming lecturer with a perfect bed-side manner, a quiet confidence which would soothe the most apprehensive patient, and who is a fount of knowledge to the student—but is quite inaudible.

A popular trait of the lofty post-graduate is to gain the attention of the entire class by saying that a certain point is a favourite examination question then to put an intricate diagram on the board in blue chalk. This ensures that nobody beyond the first two rows can see it. As these rows are frequently empty, it is an academic way of implying that it serves the students right.

Diagrams which show promise of being helpful can be added too —this goes under the guise of "putting in a few relations"—and with a good range of coloured chalks, several of Gray's illustrations can be placed on top of one another and all within the confines of the original outline. The result is sure to confound the most discerning eye and will be a credit to any Surrealist art gallery.

Then there is the manly detachment—the lecturer who is oblivious of his audience, of noise, buzz of conversation and divided interest of his class. This type often

meets with astonishing success by delivering the lecture in a monotone and fixing his gaze steadfastly on some elevated plane. If he stares hard enough and long enough, he can rely on a considerable number of glances following. Students will look up, not really expecting to see anything, but in the hope that there may just conceivably be something there.

Another way of detaching oneself from the class is to address one's words exclusively to the drawing on the board. A mass exit of students is prevented in most theatres by the architect who has built but one door and this next to the blackboard. The lecturer is thus saved the possible embarrassment of eventually turning around and finding himself alone.

Some lecturers are obviously annoyed by note-taking in their class. This habit of students is easily broken up by (a) delivering the lecture in the dark (very few lantern slides are needed to provide an excuse for this), or (b) in the light, starting off with a red herring of headings under which the lecture is to be given. Take the first three of these, discuss them in succession and with a near approach to logic then return deftly to the introduction interjecting casually, "This brings us up to the eighth point, . . ."; then branch off into a diverting description of an entirely new subject. The student, on looking back over his notes will find them entirely incomprehensible and will cease to take them.

Possibly a more individual habit is to pick up and then drop a piece of chalk in a definite colour pattern—red, blue, yellow, white,—then, after forty minutes or so, when your pattern has been well and truly appreciated by the audience, alter it by leaving out a colour here and there.

A final word of cheer. Lecturing provides ample scope for the airing of personal grievances. The physiologist can sneer in a strictly intellectual and physiological way at the anatomist, who retaliates with a patronizing amusement at the escapades of the physiologist. Both imply that the clinician is unreliable and ignorant, making diagnoses which are to be regarded more with sorrow than with anger. While, to the clinician, the anatomist and the physiologist are of academic interest only, and quite innocent of the facts of life.

S. T. T. S.

What Does it Mean??

The R.C.A.F. wants University Undergraduates for its SUMMER TECHNICAL TRAINING SCHEME

You will be trained in your summer months with the R.C.A.F. over a three year period, with formal and practical training for a maximum of twenty-two weeks for each summer.

Candidates accepted are appointed as Flight Cadets in the R.C.A.F. Supplementary reserve "Class F" special list, University Branch with basic pay of \$163.00 a month.

ELIGIBLE? Check the following qualifications

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- (2) Medical—Must meet existing groundcrew medical standards laid down for the R.C.A.F. (Regular).
- (3) Age—Must have reached their eighteenth but not thirty-fifth birthday.
- (4) Applicants must be in their first year of a four year course or first or second of a five year course and produce evidence of a satisfactory academic standing.

A scale of issue of UNIFORMS will be provided on acceptance.
N.B.—Summer Training is available in the following officer branches of the R.C.A.F.

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Technical — Aeronautical — Engineering
Armament
Construction — Engineering
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These Points Again

- (a) You get practical training in citizenship at a level commensurate with your academic attainments.
- (b) You get invaluable training in a Technical field and are being paid while you learn.
- (c) You are fitting yourself for a career in the R.C.A.F. if you so desire

or taking your place on the Reserve and helping Canada to do her part by doing your part.

For further information see the R.C.A.F. U.L.O., Mr. H. R. Theakston at Dalhousie University or write or phone the R.C.A.F. Recruiting Unit, Barrington and South Streets, in Halifax.

Telephone 3-6945 or 3-9171-22