Equity in Starting Salaries: A Tangible Effort to Achieve Gender Equity in Medicine

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the opioid outbreak from hitting these communities. Therefore, efforts to increase good practices for pain management in communities of colors need to be conscious not to create a second-wave opioid epidemic in their wake.

As the highly addictive potential of opioids is currently exceedingly evident, teaching physicians to prevent overprescription to Caucasian groups while balancing underprescription to minority groups may be challenging. However, a balance must be struck; otherwise, many communities of color will continue to suffer in silence.

Disclosures: None reported.

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References

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To the Editor: In 2017, for the first time, more women than men enrolled in medical school, marking a pivotal moment for setting and achieving reasonable goals for gender equity in medicine.

Disclosures: None reported.

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The Hidden Curriculum: Taxonomic Dilemmas and Pattern Languages
To the Editor: I write in reference to the recent scoping review and accompanying Invited Commentary on the hidden curriculum (HC). One calls for greater precision in terminology; the other advocates for a conceptual fluidity to ensure that the generative power of HC is retained. I have sympathy for both positions but do not see them as irreconcilable.

A generative conceptualization may need to be preserved in the context of exploring novel social situations; however, science also requires a degree of precision and agreement in modeling the world, lest the collective becomes irreconcilably fragmented and strange to itself. So, is there a way to afford greater precision and generative fluidity in the concepts we use?

The problem lies in the taxonomic reflex that pervades our field, which asserts that term X means this and only this. The response that term X can mean anything you want it to mean is still caught in this taxonomic discourse. The solution, I would suggest, is the use of pattern language. For example, taxonomically a garden pea is the seed of the plantenvium from the Fabaceae family and so on. The properties of the pea are inherited and understood in the context of its class and phylum. A pattern language, on the other hand, describes the pea in terms of its facets (round, green, small, edible, and so on). These facets are relatively simple and unambiguous constructs that can be recombined to describe a great many different things.

While the pea does have a singular genetic lineage (it is not descended from