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Richard Bonanno, Ron Grossman, Elizabeth London, Michael Blecker, Cherry Light, Donald Bergman, Irwin Hassenfeld, and Norman Conquest

New Students - New University

The new students at Thomas Jefferson University should soon be aware of the advantages, challenges, and problems of the University. For those returning, students and faculty alike, a new enthusiasm to begin is evident. To those who are here for the first time, the University is proud to welcome you into an atmosphere conducive to change; we all hope that the new students will participate in furthering the growth of the school.

Entering a medically-oriented university, the new students share an understanding of the work and dedication needed in the medical professions. But the students share at least one other quality: they are turned-on. According to a Gallop Poll of last spring (New York Times, May 25), 80% of the students

feel they should have some role in governing the university and effecting its policy. A generation of concerned and embattled students has replaced the quiescent "lost generation" of the fifties.

We ask one thing: stay turned-on to the problems of minority admissions, curriculum reform, student government reform, and University policy.

Many means of participation are now open to the students at Jefferson; real opportunities to effect basic change are available. Students are now being selected to serve on such administrative committees as admissions, curriculum, protocol, and student affairs. Class offices, once the bulwark of egoistic personalities, are rapidly developing into important positions. Not only will

these officers serve on key committees, but the escalating involvement of students in assessing the quality and equity of educational procedures behooves a wise selection of able spokesmen.

This year could prove a major importance in student government reform. The new developments at the nursing school and

the mandate for basic change in the student council of the medical school could sharpen into intelligent change. The problems of representation, the establishment of an Intra-Fraternity Council (IFC), and the possibility of an university senate all merit serious consideration.

Student Medical Forum, though inactive last year, could

produce articulate speakers and incisive programs that would be of interest in the University community. As the national leadership has shown increasing awareness of society and medicine, the local chapter of SAMA could develop into a vocal organization. The Student Health Organizations (SHO) and the Medical

(Continued on page 2)

Orientation Plans

BY RON GROSSMAN

Orientation is defined as the ascertainment of one's true position in a novel setting with reference to new ideas. This year's Freshman Class will be exposed to an unfamiliar way of life when entering Jefferson Medical College this September. The Student Council will provide a program to introduce the Class of 1973 to a Medical School environment, its people and its ideas.

This year's program opens Wednesday, September 3, 1969 at 10:00 a.m. in the Solis Cohen Auditorium in Jefferson Hall. Opening remarks this day will be given by Thomas Connelly, President of Student Council, Peter Herbut, M.D., President of Thomas Jefferson University and William f. Kellow, M.D., Dean and Vice-President of Jefferson Medical College.

Due to feedback from previous orientation programs the Student Council has scheduled talks concerning their curriculum in a discussion headed by Dr. Joseph Gonnella. The staff of the Anatomy department will orient the freshmen for their core course in human anatomy. Also on hand will be Dr. Conly to give a profile of the freshman class. Introducing the students to the library,

student commons and registration will be Mr. Lentz, Mr. Dalla and Mr. Owens respectively. Registration will take place in McClellan Hall Wednesday September 3rd from 1:30 to 4:30.

On the lighter side of the schedule, Dr. Robert Brent will give an amusing talk titled "Medicine, an excuse for living." Included in this low key section of the program Dr. Rutter will tell the freshmen how 'Medical School can be fun.'

Emphasis in this year's program will be placed on the inter-relationship and reciprocation of ideas between the students and the faculty. During the week the objectives and functions of the Student Affairs Committee, the Curriculum Committee and the Student Promotions Committee, will be discussed by Dr. Rupp, Dr. Duane and Dr. Aponte respectively. Also, Dr. Ramsay will give an introduction to Jefferson's new counseling program.

To stress the relationships and exchange of ideas at Jefferson, a question and answer period will be held between the upperclass students and the Class of 73. On the student panel will be James Barrone, Edward Rus-

(Continued on page 7)

Nobel Winner Addresses Jefferson

BY ELIZABETH LONDON

On May 1, 1969, the Jefferson community was honored by the presence of Dr. Arthur Kornberg at the Sixth Annual Martin E. Rehfuess Lecture. Although his subject, "Recent studies on the active center of DNA Polymerase," was not a very general topic, Dr. Kornberg's dynamic personality captivated everyone with his knowledge, enthusiasm, and wit.

The honors and distinctions awarded to Dr. Kornberg make him a legend of his time. After graduating Phi Beta Kappa from C.C.N.Y. and attaining his M.D. at the University of Rochester, Dr. Kornberg went on to become the corecipient of the Nobel Prize

at the young age of 40.

DNA Polymerase is the enzyme responsible for lengthening, repairing, and replicating DNA. The enzyme is a single polypeptide chain that binds to single-stranded DNA structures, ends of DNA pieces, and nicked DNA structures. According to the Watson and Crick theory, DNA acts as a template, beside which a complementary nucleic acid chain is structured. DNA Polymerase acts as a "zipper," according to Dr. Kornberg, catalyzing the addition of appropriate nucleic acids to the deficient strand as it lies beside the DNA template. Because of this important enzyme, not only

can DNA replication take place, but also the repair of imperfect sections of the DNA can be achieved.

Aware of the importance of unraveling the mysteries of DNA and its relationship to the organization of all life processes, Dr. Kornberg has successfully thwarted the hardships of experimental perversities, Senate Investigating Committees, and overzealous graduate students. According to Dr. Kornberg, there are few areas of scientific investigation begin undertaken today that offer the possibility of such great benefits to man with so few dangers.

Beyond the CBA Demand

BY RICHARD BONANNO

A strange thing occurred this past year in the schools of medicine in Philadelphia. A demand was made of the medical schools by students. One may question the strangeness of this during a year of student demands, but students of the health sciences have always been characterized by assiduous devotion to the matters at hand -- cramming that medical science in -- and by their "professionalism". They have followed medical dogma in asserting that there is too much knowledge to be absorbed quickly, to allow one to develop in such extraneous areas as involvement in educational policy or social concern. Not that these attitudes have essentially changed, because few people even knew anything more than that a demand had been made by a small group of crackpots. There was, however, much behind and beyond the demand of the Committee for Black Admissions to admit one-third black students to the medical school classes entering Philadelphia medical schools in September 1969.

The Committee for Black Admissions (CBA) was formed in August 1968 by members of the Student Health Organization (SHO). SHO had sponsored a summer project for students from all health science disciplines. Students worked in the communities and medical institutions of Philadelphia, attempting to learn about health care at the ground level by working with the receivers and donors of health services. A goal was to view health care as the total physiologic, mental, and social well-being of a individual. It was

hoped that the students could help to alleviate some of the problems once they could see and understand them on this intimate level. What came from the summer's work for most students was a sense of frustration about the immensity of the problems and their inability to understand them fully. Many being white and middle-class, suffered real cultural shock at attitudes and conditions in the ghetto. Most workers agreed that they had learned, but had done little for anyone. The community saw earnestness without effectiveness.

The conclusions drawn by many SHO people and reiterated by their co-workers in the community (most of whom were black) was that the student responsibility was to go back to their schools (most of which were white) and work to make them responsive to everyone's needs. It was learned that many people expressed a complete lack of trust in existing health services -- the hospital clinics, services at PGH, or the ability of the Public Health Service to provide for any basic health needs. And SHO heard the cry often that the only black faces one saw in the clinic were in non-professional positions.

How to attack the immense insufficiency of the medical institutions was what students mulled over for weeks, and some concluded that the focus should be to get "the people" into the health delivery system. Specifically it was decided to initiate an effort to increase the enrollment of black students in the medical schools where they numbered 27 out of 2795 in Philadelphia. Numerous meetings between students, medical and community leaders were held in order to plan an approach. Although agreeing to the goal of black admissions, most of the black leaders did not really trust the white students -- they suspected the usual paternalistic motives. Yet they wished the students well and many offered secondary support if it was needed.

At the end of August, 1968, a demand of 1/3 black admissions was decided upon by the group of predominantly white students who had taken the burden of organizing CBA. There was tremendous tension among this group of about 15 people; they met almost daily for over a week to discuss whether they were taking the correct approach and what exactly their specific goals would be. Most felt that a complete restructuring of medical

schools would be desirable, but it was agreed that the limited goal of increased black admissions would be paramount. With a mixture of fear and joy the demand letter was written and mailed on September 5, to the deans of the 6 Philadelphia schools of medicine. There were no threats of disruption, no demand of accepting incapable students. CBA has decided to recruit black students from all over the country, and if possible locate sources of financial aid for them. A CBA goal was to find 500 applicants. It is important to emphasize that CBA took the recruitment responsibility upon itself (while requesting medical school aid), and in subsequent meetings made it clear to the deans that if after a concerted, cooperative recruitment effort was undertaken, there were still not enough capable black applicants, CBA would not expect 1/3 acceptance.

A dialogue with the deans was begun immediately. Groups of three CBA members met with each dean individually, and this was followed by a joint meeting on September 17. Individually most of the deans seemed sincerely concerned with increasing the enrollment of black students, and were all for working cooperatively. But at the joint meeting this concern manifested itself more in the form of excuses why large numbers of black students could not be admitted, and cooperation changed to an attempt by the deans to assert their authority over the students. CBA asked approval of six procedural proposals which would aid the recruitment. These included: providing CBA with applications to distribute and progress reports on black applicants, keeping 1/3 of their respective classes open until January 1 (not reserving places for black students, but allowing time for recruitment efforts to be completed), and signing a supporting statement for the recruitment of black student (not supporting 1/3 admission). The deans refused to sign any agreements saying that they would have to consult other people and that dealing with the race of applicants might be against the law. Even after several months and after the requests were legally cleared by the Human Relations Commission, the deans still refused to give any written support or agreement to CBA.

The deans did not make sev-

(Continued on page 5)

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EDITORIALS

Student Council Sept. '69

Although ARIEL did not support Tom Connelly for the office of president of Student Council, we wish him well in grappling with the numerous issues confronting Council this year.

The need for reform has been voiced by many student groups at the college. Council should be in a position to mobilize student opinion and student concerns into effective action. Council should present to the administration as an increasingly active body, and effective leadership should press Council to act.

The issues raised at the concluding meeting in May should provide a challenge and an agenda for Council in the new school year.

No Thank You T.J.U.

Perusal of Registration Instructions sent to us through the mails reveals a new, hopefully non-official type of stationery at the Registrar's disposal. This is our first cause for alarm. The words, "Thomas Jefferson University," entitle each sheet. Next, large, newly conceived T.J. seal dominates every page. Jefferson Medical College is shoved off into a corner.

While we wish the incipient university every success, we emphatically do not desire to have our medical college assigned a subordinate role. We are fearful that we have discovered insidious evidence of institutional matricide.

Many writers of the 1969 CLINIC have discussed Jefferson's subservience to obsolete tradition. The concluding two paragraphs of Dr. Joseph Uttal '26 letter, in this issue of ARIEL, refer to a vestige of old Jefferson -- administrative autocracy. In this progressive era of the College, the classic diploma is one tradition we want to keep. Jefferson Medical College must retain its autonomy in its operations and its documents. Clearly and unequivocally we expect, want, and even demand receipt of the traditional JEFFERSON MEDICAL COLLEGE diploma upon graduation from this institution.

The Commons

Last year ambitious planning by the Commons produced an excellent beginning in establishing a social dimension at Jefferson. The TGIFs, movies, and art shows were well received, well appreciated, and well attended. These events brought together, probably for the first time, a large number of students, faculty, administration, and employees. Too often in the past the comment has been made that "there are many beautiful people at Jefferson but one never sees them. . ."

This year's plans will expand the scope of the Commons and also increase the number of such activities that characterized the calendar of the past school year.

One could sense a feeling of a University at the Commons last year. As a special "institution" within Jefferson, the Commons can offer great social benefits to the entire school by bringing into association the members of the University community.

Thank You

As ARIEL begins its second year of publication, we would like to acknowledge those members of the faculty and administration who helped establish this paper last year.

Dr. Paul H. Maurer (ARIEL'S advisor), Dean William F. Kellow, Dean John W. Goldschmidt, and Attorney A. Grant Sprecher contributed much time, enthusiasm, and concern.

Dean Joseph S. Gonnella and Dean Samuel S. Conly provided constructive comments and criticisms that aided greatly.

NEW STUDENTS,
NEW UNIVERSITY

(Continued from page 1)

Committee for Human Rights (MCHR) offer critically new understanding of the health profession's role in medical and social change.

The remarkable quality of the medical school's yearbook/Clinic of last year has prompted many to wish for more frequent publication! The candor expressed in the essays (and centerfold) was great. This year the yearbook will be under the able editorship of Terry Carden. To be sure, Mr. Carden will need many new writers and photographers on

his staff.

ARIEL was established last year to provide communication, reporting, and comment. To ensure its continuity, the staff needs the active participation of all interested new students. A larger staff could lead toward more frequent publication and more quality reporting.

These student organizations offer a start toward student involvement at Jefferson. The issues of minority admissions, curriculum, student and university government will all be debated this year; and an active and well-informed student body is a necessity to implement the important basic changes debated at this University.

Letters to the Editor

Ariel encourages comments on the articles appearing in this paper or on other subject of typical interest. Diverse opinions are welcomed. Only typed letters will be accepted. Manuscripts should be sent to this column c/o Ariel, Box 27, Jefferson Hall Commons, 1020 Locust St., Phila., Pa. 19107. Names will be withheld on request and kept in strict confidence.

LOOKING AHEAD

To the Editors:

As an entering first-year student I have been bombarded with an impressive amount of advice and suggestions -- don't take notes here, don't buy this book or microscope, don't go to this class, don't do this, don't do that, etc. All this is bound to make one's head spin and wonder how to keep up with this goodwill advice (I personally have started a list). I also believe this helps to increase one's appreciation of the incredible number of tidbits of information which comprise one's medical education and form one's medical career.

I don't know exactly what the states of mind of the other students from my class are, but I suppose that many are confident, many are bewildered, many are apprehensive, many are anxious, many are happy, and many don't know. I surmise, however, that most everyone in my class has felt that he belonged in one of the above groupings at one time or another and that many, including myself, have gone through the list several times and will go through it again many times till Registration. But now, only three weeks before classes, as I contemplate entering Jeff and the medical profession, I hope that I can look back nostalgically upon four wonderful years here.

Ivan H. Jacobs
Jeff - Class '73

SAMA AT JEFFERSON

To the Editors:

A meeting of the Jefferson Chapter of SAMA was held on March 19 for the purpose of the nomination of officers. The meeting was poorly attended, and concluded with the nomination of only three candidates. There were two nominations for President, Edward Barylak, '70 and Ernest Wynne, '72. Due to the dearth of nominations, it was agreed upon that the loser would assume the office of Vice-President. There was one nomination for Secretary-Treasurer, Robin Edwards, '72.

On March 27, 28 and 29, elections were held in each class. The votes were counted by the former President of SAMA, George Kershner, under the supervision of a member of Student Council.

The election of the president was almost a tie, with Edward Barylak winning by one vote. Ernest Wynne became Vice-President and Robin Edwards, Secretary-Treasurer. The officers served as delegate, alternate and observer at the National SAMA convention in Chicago.

The participation in nominations was indicative of the lack of enthusiasm and participation of SAMA members which has characterized the Jefferson chapter for the past few years. Part of this inactivity has been due to lack of communication between chapter officers and chapter members. Poorly publicized meetings are never likely to be well-attended. With the establishment of ARIEL we now have a better means of communication.

Having improved communication will not solve all our problems. Membership in the Freshman and Sophomore classes is quite low. If we are to embark on a program of any magnitude, greater enrollment or participation of non-members is urgently needed.

The new officers of SAMA

have many ideas for projects which could be undertaken this fall. Our chapter has access to almost unlimited funds from the national organization for any community health project we start. Among our projects might be participation in a clinic for the rehabilitation of narcotics addicts. We will also join the Sex Education Program started by the SAMA chapter at Women's Medical College last year.

We have ideas and finances, but for any successful project, we need support. A meeting will be held in May to discuss the possibilities of starting a new, active SAMA this fall.

Robin Edwards

ALUMNUS REPLIES

To the Editors:

Since you were responsible for publishing my note on the Biele-Bottelheim controversy, you are also responsible for infecting me with a desire to repeat.

I read the May issue.

I desire to comment on Gerson's "Honor Code Reviewed."

The article is infantile. There is no argument that the honor code is desirable because it is good discipline in training men for mature and intelligent participation in the battles of civilian life, such as medical practice.

To deny this is to desire that medical practice should partake of the ethics of the market place, where anything goes.

Comment on Case's "Students Score 'Rights' Proposal."

Professor Herbut's preliminary statement has an origin like the Ten Commandments -- handed down from above and therefore sacrosanct.

The content should be the result of the conference of representatives of the Trustees, the faculty and the students meeting in democratic equality to produce a document satisfactory to all concerned.

Joseph Uttal, M.D. '26
May 6, 1969

TOWARD A "NEW"
NURSING SCHOOL

To the Editors:

The stress in schools of nursing in general has been to develop a disciplined, well-functioning machine, without regard to the development of personality or the general intellect of the student. However, a good nurse is more than technically efficient. She is in a service oriented profession, and it is therefore imperative that she cultivate a sincere personal quest to know people and life situations. It is for this reason that Jefferson students are no longer content with a limited academic experience, and accepting tradition for the sake of tradition without question.

Many changes are taking place among individuals; increasing numbers of student nurses have attended college, some are carrying extra courses with the School of Allied Health Sciences, and many in the senior class will go on to college after graduation. Other developments have helped change within the school. Students with common interests have joined with enthusiastic members of the faculty to conceive a new direction for Jefferson. The Student-Faculty Board has provided a means for change. To alleviate student resentment to-

wards the administration, the Board has directed its efforts, to date, toward increasing personal freedoms. As the new school year progresses, we expect to see some significant forward steps concerning academics.

Roxanne Wolfe
and Deborah Brewer

CURRICULUM REFORM

To the Editors:

Jefferson needs to integrate the courses of the first two years into a coordinated curriculum aimed specifically at educating the physician. At present, each subject is taught from an essentially classical approach which is oriented to a Ph.D. candidate; hence, information is often extraneous and tends to overlap randomly from course to course. In a previous era, we might have been able to afford such an academic luxury; but with the current rate of accumulation of medical knowledge, it is imperative that the material and the orientation from which it is given be essential to becoming a doctor. To develop such a curriculum requires the contributions of both clinicians and Ph.D.s; therefore, it is suggested that each course become an interdepartmental responsibility, making all courses a balanced expression of what is clinically and theoretically essential to the future physician.

Arthur Segal M. '71

RE: PARENTS DAY

To the Editors:

As a one-time linotypist and a former editor of the yearbook at Jefferson, my hat is off to the staff of the ARIEL! Let me add an addition to your fine article in regard to Dr. D'Angelo and the Parents Day activities in that this is an annual function of the Jefferson Alumni Association.

No mention was made of this and I believe that it deserves recognition.

Many thanks and with best regards.

James E. Clark, M.D.
Chief of the Dept. of Medicine and
Director of the Div. of Nephrology
April 9, 1969

NURSES REPLY

To the Editors:

In reference to the article concerning the faculty of the nursing school which was published in the April issue of the ARIEL it is felt that, at the present time the statements quoted about our faculty do not express the general feeling of the student nurses.

It is understood that the opinions quoted were written by certain students, but a majority of the girls feel that they were written without a great deal of thought and at a time when the students were given an opportunity to express feelings that had been building up over a long period of time. It was felt that these expressions were in general out of proportion. Even when many girls were approached and asked about these statements they themselves said this was not an honest representation of our faculty.

At a recent student body meeting it was stated that the

(Continued on page 7)

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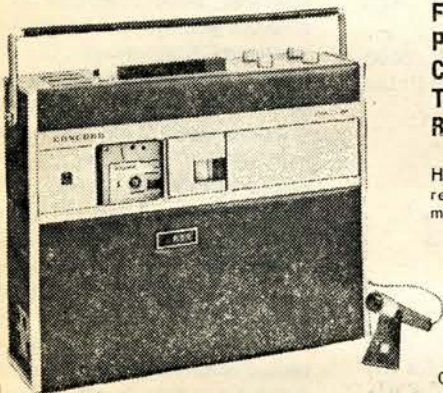
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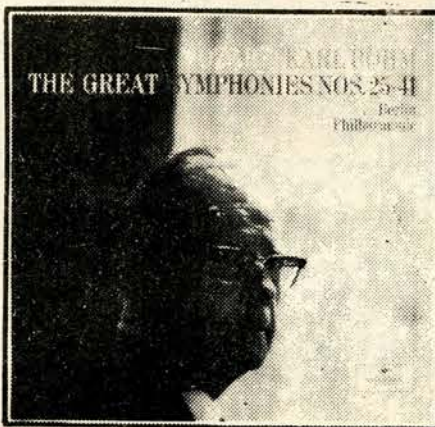
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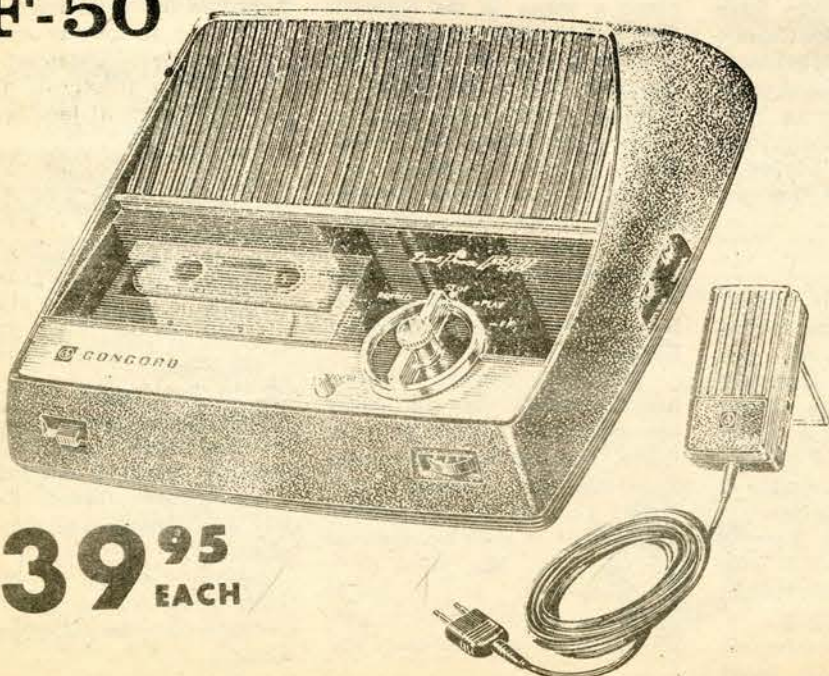
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Power source:	110/117 v AC house current or 6 "C" cell batteries	Dimensions:	8 3/4"(w), 4"(h), 9"(d)
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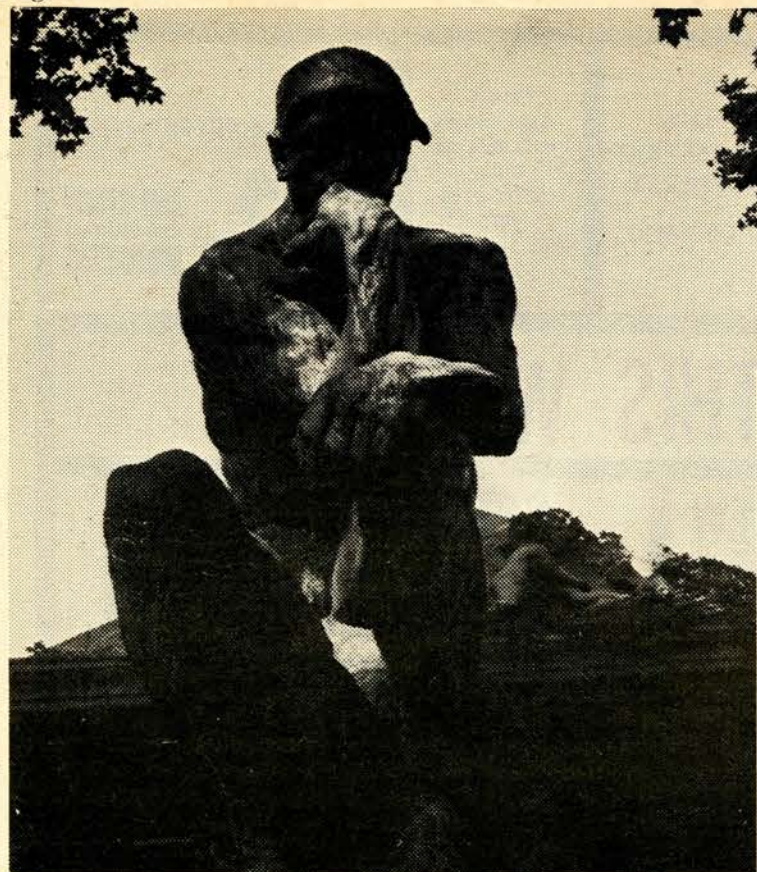
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Microphone:	Built-in, dynamic, remote control	Speaker:	High fidelity, acoustically matched to cabinet
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Power source:	110/117 v AC house current, or 6 "C" cell batteries	Accessories included:	Dynamic, remote control microphone, one tape cassette
Electronics:	All solid state	Optional accessories:	Concord D-620 professional dynamic cardioid microphone, TP-2 telephone pick-up, FT-2 foot control
Drive motor:	Servo type with electronic speed regulation		
Frequency response:	50 - 10,000 Hz		
Wow and flutter:	Less than 0.25% rms		



The Rodin Museum

BY CHERRY LIGHT

Tucked unobtrusively between its mammoth neighbors, the Art Museum and the Free Library, the Rodin Museum is barely noticed on transit up the Parkway. Its entrance through a courtyard, now embellished with blooming magnolia trees, is marked by a famous Rodin statue "The Thinker." The museum with its fine collection of sculpture, the most complete outside of Paris, was a gift of Jules E. Mastbaum to his fellow citizens. Rodin's sculpture has a powerful, muscular, kinetic feel

to it. His ability to capture mood through perceptive use of facial expression is well represented in such works as "Sorrow" or "Thought." His busts, more than being just likenesses, suggest something of the personality of the sitter.

Rodin often chose what might be considered classical subject matter: "Adam and Eve," "Bacchus in the Vat," or "Kneeling Nymph." Something about his sculpture suggests that he enjoyed his occupation.

BOOK REVIEW

Portnoy's Complaint

BY IRWIN HASSENFELD, M.D.

"Portnoy's Complaint" is the latest addition by Philip Roth to the growing list of so-called American-Jewish novels. They bear no resemblance to the European-Jewish novels of I.B. Singer or the short stories of Sholem Aleichem, which are genuine folk literature. Roth and his contemporaries, Bernard Malamud, Saul Bellow, Bruce Jay Friedman and Dan Greenberg are basically social satirists whose protests are aimed at the middle class American suburban nuclear family as institution, and should perhaps be classified as anti-American-Jewish family literature.

It is difficult to imagine a more devastating indictment of the selfish, vulgar, insensitive, smug, omnipotent mother who overpowers, emasculates and infantilizes her male children (including her husband, the poor schlemiel) with devastating guilt-producing maneuvers and who turns her daughters into carbon copies (via the mechanism identification with the aggressor, no doubt).

But wait, how come so many sons of these "Jewish mothers" make it past puberty without psychotic breaks and even go on to marry and become doctors, lawyers and CPA's (just as their mothers expected) as well as artists, novelists and/or political liberals, radicals, idealists, and social workers? Where do they get the ego strength after the constant battering, the smothering of their individuality, the intrusive possessiveness they have to put up with and particularly the aggravation (defined by Random-House as a state of irritation or annoyance - from the Yiddish "to aggravate")? Alexander Portnoy lying on

Dr. Spielvogel's couch holds forth on the travails of a Jewish son. His associations take him back and forth, with masturbatory regularity between the past and present. The imagery is vivid, the humor is uproarious (I fell off the chair several times), the protagonist believable. He cries out in pain and suffering and pronounces himself an emotional cripple, the product of a sick Jewish joke, but for an alleged victim he is having too good a time. What a pity he can't make it with a nice Jewish girl or "get it up" in the State of Israel, or even settle down with a nice gentile girl (God forbid). Meanwhile Alex continues to fornicate in every way known to man, while making his professional mark, traveling, and generally leading a productive life. (Mother must have done something right). Is it possible that imaginativeness, creativity, and idealism are nurtured by overconcern, narcissistic maternal devotion, and the painful process of "letting go?" ("A Jewish man with parents alive is a fifteen-year-old boy, and will remain a fifteen year-old boy till they die.")

A transactional approach would have it that the "Jewish mother" is as much made by the "Jewish son" as maker of him. QUID PRO QUO is the rule in interpersonal relations.

Without a doubt, despite the fantastic pre-publication Madison Avenue build-up and its current best-seller status, "Portnoy" will become an American classic. I can easily envision it being discussed in English 101: the American novel, together with

(Continued on page 7)

Seeds in the Core Curriculum

BY MICHAEL BLECKER

This year as part of their orientation Freshman Medical Students at Jefferson will be given a two week course in the intricacies of the Dewey Decimal System. The following are excerpts from a recent interview with Dr. Habib Flexner, DeSade Professor of Triviality and Head of the Department.

ARIEL: "Dr. Flexner, what are the goals of your course?"

FLEXNER: "We feel that this course will help freshmen adapt to the rigors of the Core Curriculum and prepare them to accept the wealth of useless knowledge they will be forced to learn in their first two years of medical education."

ARIEL: "Could you clarify that?"

FLEXNER: "Certainly. We all know that with a true Core Curriculum all the Basic Science knowledge one needs can be taught in one or, at most, 1 1/2 years as it is at Duke, Penn, Einstein and various other progressive medical schools. Unfortunately at Jeff, the student body is so large that we simply do not have the

hospital facilities to handle three years of clinical instruction. Therefore, we put our students through two years of scientific trivia and justify it by demanding that these students be able to recognize certain patterns of answers on the tests we give them. This works well for a little more than a year, but at the end of this time the students begin to question the importance of some of this material. By forcing them to learn the Dewey Decimal System at a time in their development when they are most willing to study anything that is put before them we will be helping them to adjust in two ways. First, since anything we teach them afterwards will be, to some extent, more related to medicine than the Dewey Decimal System they will accept all that is given them in their Basic Science years, no matter how trivial. Secondly, we will train their minds so that they can learn minutia quickly and forget it even quicker."

ARIEL: "And you feel that speed learning and speedier oblivion

is important for these students?"

FLEXNER: "Oh, indeed! For example in the course of their education they learn and forget the intricacies of the brachial plexus three or four times. We realize that it would be easier to tell them of the ramifications of the brachial plexus and invite them to learn it or consult "Gray's Anatomy if and when they enter a branch of medicine that requires knowledge of this structure. Unfortunately an attitude such as this would get them out of Anatomy and into the world of the living in seven rather than 14 weeks."

ARIEL: "Could you briefly give us some other examples of how studying the Dewey Decimal System will help them adapt to the Basic Science years?"

FLEXNER: "Surely! With this new training the students won't mind learning every minute biochemical pathway that exists in man, because they know it will help them to distinguish these from the even minuter pathways that exist in bacteria. After mastering the Dewey Decimal System the students will gladly accept the dubious existence of such obscure phenomena as saprocrinin and Munchausen's Syndrome. They will be happy to learn that the best way to acquire Fasciolopsis buski is by peeling water vegetables with one's teeth. If they can learn that 640 in the Dewey Decimal System stands for books on Home Economics then it will be much easier for them to learn that 640 Angstroms is the periodicity of dry ground (as opposed to wet 690) collagen. With a firm background in Dewey the students will have no trouble memorizing the sequence of correct answers (1, 2, 3; 1 & 3; all of the above; or what have you) from last year's Pathology tests so that they can apply them confronted with the same questions on this year's tests."

ARIEL: "This is quite informative, but is the Dewey Decimal System the best way?"

FLEXNER: "Well, we had thought of having them learn "U" through "W" in the 1969 Bayonne, N.J. telephone book, but we felt that the 1872 work of Melvil Dewey reflected the standards of the Core Curriculum much better."

ARIEL: "The Medical Sciences are found between 610.72 and 618.97 of the Dewey classification. Don't you think it would be more relevant to concentrate on just this area?"

FLEXNER: "Relevant? Who says the Core Curriculum has to be relevant?"

MOVIE REVIEWS

Daddy's Gone 'A Hunting'

BY DONALD BERGMAN

The directors of suspense movies all seem to have one thing in common: they desire to put out a picture that is reminiscent of Hitchcock's style. But rarely is a director able to capture the timing, the use of camera to emphasize mood, and the ironic twist that are almost exclusively Hitchcock's. "Daddy's Gone 'A Hunting'" is no exception. "Hunting" is as exciting as the currently popular "Thigh Spy."

In addition to lacking all of the attributes already mentioned, the movie lacks credibility. Credibility is no necessarily a prerequisite for a movie's production, but if credibility is lacking, the picture must stand on its ability to entertain through fantasy. "Hunting's" fantasy is primarily unintentional. Rather, it chooses to rely on the public's understandable fascination with

psychopaths as the thread which sews the rather tenuous plot together. The plot is this: a boy and girl meet, she gets pregnant and has an abortion. The girl then marries an up-and-coming politician and has a child by the more conventional method. Meanwhile, the father of the aborted child becomes rather upset at losing his offspring and begins stalking his former bed-mate, attempting to get her to murder her own child.

"Daddy's Gone 'A Hunting'" is not without social comment, however. It contains a warning to all would-be abortionists -- the abortionist father strangles the obstetrician with his own stethoscope, puts him into the stirrups on the examining table and castrates him. The message is clear. The discriminating physician should screen his patients and his movies carefully.

Oh, That Nun

BY NORMAN CONQUEST

Sister Angelina-Debbie Reynolds
Pope Paul - Walter Brennan
Mother Superior-Nancy Sinatra
Enzio - Neil Sedaka
Father Gepetto-J. Carroll Naish
Sister Prunella-Peggy H. Joyce
Sister Rosa - Peggy Wood
Sister Gretto - Gertrude Berg
The Englishman - Mel Brooks
First Penitent - Martha Raye
Second Penitent - Ubaldo Gepetto

Screenplay by Harry Schlossman and Niki Smith, based on an original story by Orrie Hitt. Music by Dimitri Tiomkin. Photography by Gottfried Huppertz. Produced by Nunorama Pictures, Hollywood.

Directed by JEAN - LUC ENNUI.

Coethe Purbleindt in Cahiers due Cinema reflects the feeling of the new Kinder- Garten Weltanschauung school of European film criticism when he writes: "The films of Jean-Luc Ennui have evolved to a level of cinematic maturity comparable to that of Fritz Lang's Kriemhilde's Rache /1924/." Mr. Ennui's style has not always met with such favorable criticism. He has often been attacked for his insistence that each actor remain detached from his role. Jonas Mekas has decried his flamboyant abuses of expressionist tech-

nique. However, with Oh, That Nun, Ennui seems to have achieved both popular and critical acclaim, especially in his native country. The Market Street "Family" theatre is certain of a hit at the box office.

Films concerning the more human aspects of nuns have become a vogue in the Nouvelle Vague movement among film directors of this generation. Miss Reynolds, with a long record of brilliant performances (Tammy, etc.), here offers the moviegoer "a subtly accurate rendering of consciousness into ethos", as Rohmer has so directly put it. Her acting style shows evidences of the proto-surrealist manner as exemplified by Zeppo Marx in the middle-period Marx Brothers classics.

The story centers around a happy-go-lucky nun who leaves her provincial convent to go to Rome. While in Rome she meets a beatnik poet (played in a cameo role by Jerry Colonna) who agrees to show her the real Eternal City. She rides on a roller-coaster, is a hit at a Jet-Set party and even gets photographed by Life magazine

(Continued on page 6)

Fins

But the world ended yesterday,
-just as they said it wouldn't.
No irony: inevitability
-The stream of time reached
the ocean of eternity.

Yes, great achievements reached;
heights unheard
-probing the molecules of
minds
-buildings notching the clods
-emotions poured onto canvas
and paper.

But the world ended yesterday,
-just as they said it wouldn't.
The first stone raised in anger;
artificial moons of destruction,
-the stream flowed onward.
Only for defense was the mote
built,

defense the sire of offense.
In one glorious blast, all nations
simultaneously defending them-
selves . . .

But the world ended yesterday,
-just as they said it wouldn't.

BEYOND THE CBA DEMANDS

(Continued from page 1)

eral public statements with slight reference to CBA, but which for the most part stated the difficulties in increasing black admissions: 1) legal problems involving the race of an applicant; 2) educational handicaps which make so few black applicants qualified to enter medical school 3) lack of the financial and tutorial aid to allow many black students to enter. The public statement of the deans on September 26, however, seemed to indicate a real willingness to face the problem squarely:

"The faculties of Philadelphia's medical schools have felt for many years that more Negroes and students from disadvantaged backgrounds are needed in medicine . . . the deans consider this a matter of first priority for our medical schools . . . Two task forces are being created to deal with these problems . . . This matter is not being ended at this point. It is not being dropped into a prolonged study mechanism. The deans plan a further report on this important matter. This report, based on the recommendations of our task forces, will be made public in another official statement in mid-November."

Short range and long range task forces were formed, they met several times with several community and medical people (no CBA students), they wrote reports and their tasks were completed. The reports were never distributed. The deans made no statements about the conclusions reached by the task forces. There has been no public statement about the reports or about minority admissions since January.

With black medical students in and out of Philadelphia doing much of the work, CBA attempted to recruit interested black students throughout the country. Simultaneously student and faculty support was solicited in Philadelphia. Although many students and faculty supported the goals of CBA, the majority were opposed to CBA tactics and expressed the same fears of lowering academic standards as the deans.

CBA's basic emphasis in the discussions carried on at the medical schools was that the schools never sought anything but the usual middle, upper-middle class white student who attended the 'good eastern college.' The standards of admission, which were basically academic (college grades, MCAT'S), were fitted to the educational backgrounds of these students because they have been reared in an atmosphere of competing for high grades and taking standardized tests. The first question CBA asked was why success academically necessarily indicated potential competence as a physician. They also contended that anyone from a different educational background, as most black students are, would appear unqualified simple because he had not come up the same educational ladder as the

other applicants--his undergraduate school may be unknown to members of the admissions committee, because he was not allowed into a "good eastern school". CBA felt that every student should not only be viewed within the context of his particular socio-cultural background, but his particular abilities and experiences in understanding a different life style than American middle-class should be considered an asset for his admission. It is difficult to expect the usual medical graduate to handle the health needs in the rural south or the ghetto. Several schools did concede the inadequacy of their admissions procedures, and stated that they would evaluate the black applicants more carefully in order that abilities often hidden by usual procedures might be discovered. Three of the schools, including Jefferson, have made substantial efforts to help black students.

To the surprise (or possibly to the chagrin of some) of the schools, many black students would apply to medical school

if they saw some possibility of acceptance. CBA contacted over 500 students and over 200 applications were received from black students -- this is approximately a seven fold increase over the previous year. Clearly the demand could not be fulfilled, but after considerable prodding by CBA and many other interested

groups like the Philadelphia Pool for Medicine, over 80 black students were accepted by the medical schools in Philadelphia. There will be more than five times as many black students entering this year than last (although exact figures are unavailable at this writing). CBA felt that the schools were generally

cooperative, but their attitude was more of "taking up the white man's burden," rather than realizing that they themselves should bare much of the blame for not bringing black people into medicine sooner.

There have been further repercussions of CBA efforts. The

(Continued on page 6)

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MOVIE REVIEW

(Continued from page 4)

while bowling. But she soon feels contrite for the abandonment of her vows and seeks guidance from the Pope. He gives her reassurance and, as the film ends, she sings joyfully as she rides her Vespa back to rejoin her sisters.

For the perceptive viewer,

OH, THAT NUNI is an Italo-Franco-American restatement of Aarborg Bjemarsted's seminal Das Geheimnes des Raumes (1917), screened last year at the "Family." The differences lie chiefly in the relative interassociations of each principal. Brendan McCarthy, critic for Pulski Filmi, has stated thusly: "In 'Das Geheimnes' Brunhild refuses to behave as a wife to Gunther, so Hagen compels Sieg-

fried to overpower her for the king. Siegfried has his treasure brought back to court, which arouses much envy. Brunhild, to show her power, calls Gutrune back on the steps of the cathedral, saying that she may not enter before the Queen. In OH, THAT NUNI there is no treasure to possess and the cathedral has no steps!"

The short subject is Carl Goodenough's masterful Machine III which was awarded the prize for best sepia-tone photography at the 1957 Beirut Cinemateque Exposition.

BEYOND THE CBA DEMAND

(Continued from page 1)

SHO national convention was held in Philadelphia, and CBA was the major topic. It was learned that efforts toward increased black admissions were occurring throughout the country. In January a committee was organized under the auspices of CBA and the Medical Committee for Human Rights. This Community Committee for Medical School Admissions consisted of prominent people from a variety of backgrounds -- medicine, education, health, and politics -- who interviewed and provided additional recommendations for the black applicants if they felt them capable. Most importantly the deans, after months of silence, have organized with the Philadelphia Commission on Higher Education to set up a permanent body to deal with the problems recruitment and financing of prospective medical stu-

dents from disadvantaged backgrounds. The concept of a central agency had previously been suggested by CBA, the Philadelphia Pool, and the forgotten task forces of the deans. The organi-

zation of the agency has begun, and in its makeup in addition to medical deans and members of the Philadelphia medical community, are representatives of com-

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LETTERS TO ED

(Continued from page 2)

article expressed the opinions of certain individuals but not those of the school as a whole. It was also brought out in this meeting that the girls were generally embarrassed and disappointed concerning the statements quoted.

As president of the student body of the Jefferson School of Nursing, I would like to apologize to those who were hurt by these comments.

Lyn Carey n '69
President, Nursing
School Student Council
May 20, 1969

**ORIENTATION
PLANS**

(Continued from page 1)

sell, Ernest Wynne, Elizabeth London and Floyd Cassaday. An innovation in this year's program will be the small discussion groups. The Freshman Class will be divided into groups of ten; each group then meeting with a member of the faculty and an upperclassman for an informal discussion. Hopefully these two periods will provide the freshmen with much information about their place as individuals and as a group in the Jefferson community.

Rounding out the orientation program will be a tea with the instructors of the freshmen's basic science courses. This will provide a time for both students and teachers to know each other informally.

The Student Council hopes this program will provide the students with a reference to the people, places and ideas here at Jefferson. We also trust that this will help lessen the freshman bewilderment of a new situation and produce a better understanding of his environment.

**PORTNOY'S
COMPLAINT**

(Continued from page 4)

"The Great Gatsby" and "A Farewell to Arms."

QUESTION: What will Alexander Portnoy gain from psychoanalysis? His psychodynamics are like an open book to him. He knows about his oedipous complex in all its complexity. Of his incest yearnings he is exquisitely aware. The roots of his compulsive autoeroticism and his heterosexual hang-ups are crystal clear. What more can he possibly uncover, and why doesn't it help him to know all of these things? Alas, the myth is exploded, self-knowledge and "insight" are no guarantee of change.

The novel ends with Dr. Spielvogel's first utterance "So . . . , now vee may perhaps to begin." One has the feeling that they are about to embark on analysis interminable.

**BEYOND THE CBA
DEMANDS**

(Continued from page 4)

munity organizations, and three students. Significantly, there appears to be money available for this vital venture.

CBA is encouraged particularly by the organization of the central agency and hopes that it functions in the best interest of all disadvantaged students. Many still feel that it is only an effort of the schools to manipulate the situation to their needs, but CBA feels that it has served a useful function by pushing the schools toward some progressive program which can be built upon in the future.

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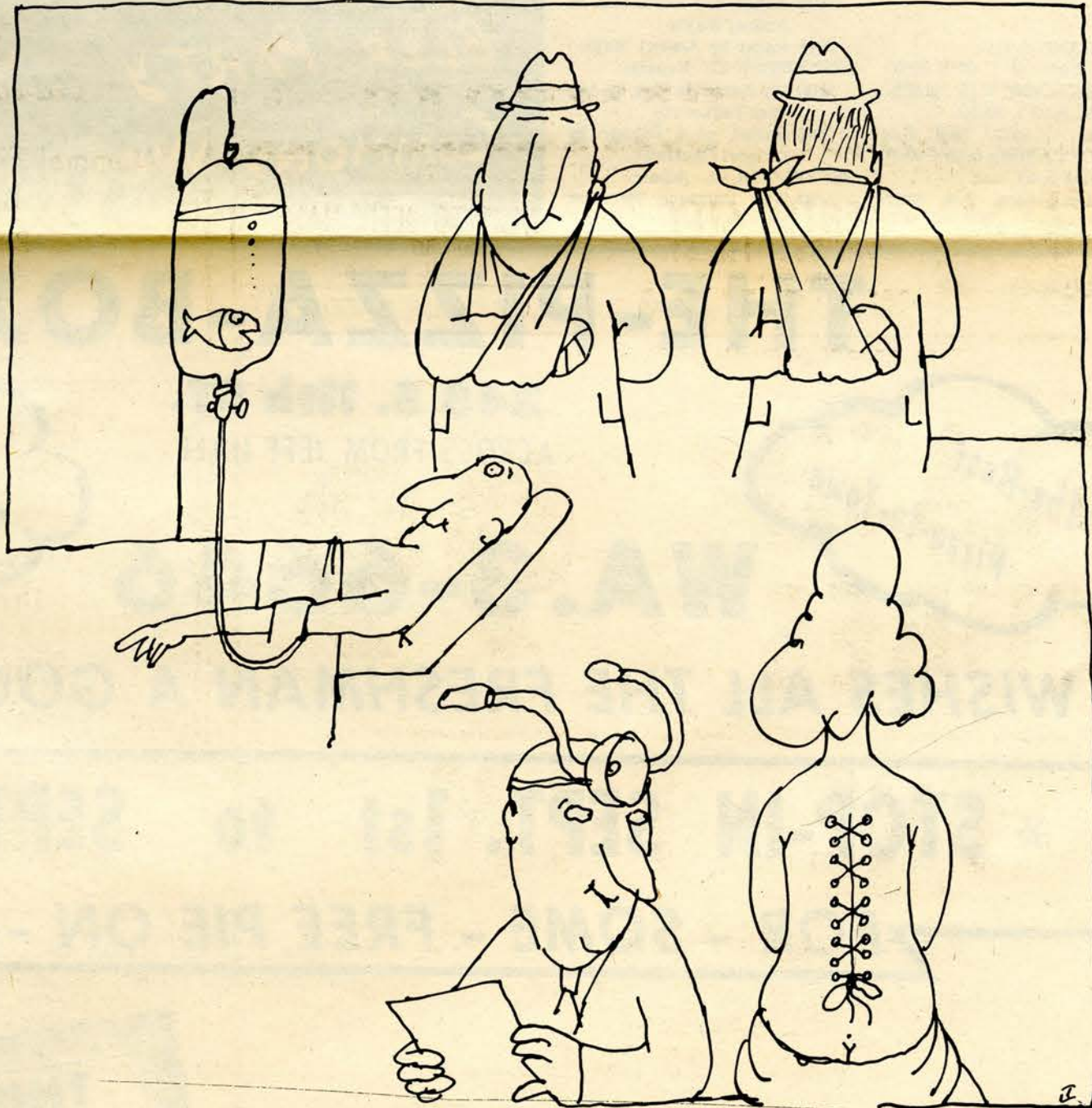
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Wed., Sept. 10: THE NAVIGATOR; THE HAUNTED HOUSE AND THE PALEFACE 7, 7:45 & 9:15.

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Thurs., Sept. 18: HAMLET 6:30 & 9:10.

Fri., Sept. 19: RICHARD III 6:30 & 9:10.

Sun.-Tues., Sept. 28-30: THE LOWER DEPTHS 7 & 10:40; THE LOWER DEPTHS 8:35 Only.

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