Let us know how access to this document benefits you

Follow this and additional works at: https://jdc.jefferson.edu/ariel

Part of the History of Science, Technology, and Medicine Commons, and the Medicine and Health Sciences Commons

Recommended Citation

Levin, Matt; Fishbein, Gary; Carter, Brad; Kendrick, Bill; Cher, George; Dawson, Bessann; Shelly, Mark; Patti, Mike; Tomaszewski, Chris; Greenspan, Stephen; Smith, Tom; Margulies, Ken; and Podgorski, Ed, "Ariel - Volume 12(13) Number 4" (1983). Ariel. Paper 3. https://jdc.jefferson.edu/ariel/3
MACKOWIAK, CONLY TO LEAVE JEFFERSON

by Gary Fishbein

Robert Carl Mackowiak, M.D. will resign his position as Associate Dean and Director of Affiliated Programs and Continuing Education effective July 1, 1983. Dr. Mackowiak plans a six month sabbatical after which he will return to Jefferson in clinical work.

His resignation has been prompted by a change in the management team within the Dean's Office. Dr. Mackowiak regards this administrative realignment as an opportunity "to change gears and do something a little different." He plans to devote more time to his clinical cardiology practice. The 45 year old Jefferson Medical College graduate is anxious to spend more time with his wife and two children. A self-described "easy going man," Dr. Mackowiak anticipates "a less intense life" upon departure from the Dean's Office.

Dr. Mackowiak became an Assistant Dean at Jefferson in 1972 when he was appointed Director of Student Affairs. In his nine years as Director of Student Affairs for Mackowiak developed, as he describes it, "an extremely close relationship with his students." In 1981 the late Dean Kellow assigned Dr. Mackowiak his duties as Director of Affiliated Programs and Continuing Education.

Dr. Mackowiak is respected by students and colleagues for his consistency and integrity in managing his administrative responsibilities.

One of Dr. Mackowiak's greatest contributions to Jefferson Medical College has been his service as a lecturer in the Physiology Department. His outstanding pedagogical abilities were acknowledged by the Class of 1980 when they presented his portrait to Thomas Jefferson University Hospital. Dr. Mackowiak became the youngest faculty member in the history of Jefferson Medical College to have his portrait commissioned by a graduating class. He received the Christian R. and Mary F. Lindback Award for Distinguished Teaching at graduation exercise in 1966.

His academic honors include induction into Phi Beta Kappa at the University of Pennsylvania in 1969, and Alpha Omega Alpha at Jefferson in 1963. He was awarded membership in the Pennsylvania chapter of Sigma Xi Research Society in 1965. Dr. Mackowiak is a Fellow of the American College of Physicians and the American College of Cardiology. He holds membership in sixteen scientific and medical societies.

Dr. Conly to Retire

by Brad Carter

This month, Jefferson bids farewell to Samuel S. Conly, M.D., alumnus (1944) and Director of Admissions. Dr. Conly will retire after 34 years of dedicated service, in activities ranging from Assistant Professor of Physiology to Associate Dean. Future plans will include a much deserved rest on the lakeshore in Canada, and visits to his 4 children, wife, and Frank L. Conly, M.D., a Jefferson alumnus of 1960.

---

Dr. Mackowiak's 1980 Portrait

Asimov to Speak to Grads

by Matt Levin

On June 10th, the class of 1983 of Jefferson Medical College will be graduated. Among those present to receive degrees will be the commencement speaker, Dr. Isaac Asimov, who will be awarded an honorary Doctorate of Letters by the college.

Dr. Asimov is a well-known author of articles, essays, short stories and novels. What is rather unique about his writing is the number of areas into which he has ventured during his forty-five years as a published author. His works vary from astrophysics to naughty limericks, commentaries on the Bible and Shakespeare, to a large book on humor. Perhaps known for many of his writing in the field of science fiction, more than 200 of his 271 published books expound on non-fiction topics.

He received his doctorate in Biochemistry in 1948 from Columbia University after earning his B.S. and M.A. also from Columbia. Joining the staff of Boston University School of Medicine in 1949, he currently holds the position of full professor in biochemistry.

Despite his academic appointment, Dr. Asimov considers himself a full time writer. What else would you call someone who writes two to four thousand words a day, seven days a week, who has been able to complete a book approximately every six weeks for the past 30 years?

Inquirer quoted Dr. Asimov, "As it turned out, the only thing I really wanted to do was to write or to speak. I wouldn't have been particularly good at anything else."

Dr. Asimov traces his connection to Jefferson Medical College through his wife, Janet Jeppson, a practicing psychiatrist and psycholinguist. Her father, John Rufus Jeppson, graduated from Jefferson in 1923.

A writer like Asimov, who has the talent to explain many of the complexities of today's science and technology in simple, un-jargonated terms, is a rare and priceless find. Whether explaining the intricacies of genetics in the Genetic Code (1953) or discussing common questions that we all wondered about, as in What Makes the Sun Shine? (1971), Dr. Asimov has an ability to make many of the most complex subjects understandable. He fills the gap that often appears between the ordinary world and the often mysterious world of "science."

For those students not involved with commencement proceedings who would like to hear Dr. Asimov, they can be seated as long as seats are available. If students present themselves at the stage door of the Academy of Music (Loew's 51) with their Jefferson I.D., they will be directed to empty seats after everyone else is seated. Commencement is scheduled for Friday, June 10th at 10 A.M.
DO YOU KNOW WHERE YOUR MUMMY AND DADDY ARE TONIGHT?

PARA'S COMING SOON! TAKE ADVANTAGE OF OUR SPECIAL MUMMY & DADDY ROOM RATE!

- Deluxe Cheese Steak
- Special Family Rate

It's 9pm & the gates close. Light fare served.
Special Family Rate available for families. Only one per party. 

**$39.95**

(Up to 4 in a room)

**Cherry Hill Inn**
Route 38 & Shelterfield Rd., Cherry Hill, N.J. 08002

Operated by Cherry Hill Inn Management, Inc. Established by the Balch family.

Reservations required. Call Cherry Hill Inn at (609) 776-5000 for reservations.

For reservation or a list of any other discounted rates. Non-commissionable.

| Sports Medicine |

To introduce medical students to the care of sports related injuries as well as the maintenance of a lifestyle for sports performance, Temple University School of Medicine sponsored the first Annual Student Education Symposium on Sports Medicine. 140 Students from the fine Philadelphia medical schools attended lectures spanning topics from proper nutrition to the use of arthroscopy on Friday and Saturday, May 13-14.

Sports medicine, the uncontrolled specialty dealing with sports related injuries, is growing in popularity both among the general public and physicians. Two societal influences are responsible for this increased demand. Firstly, televising salaries and increased media attention for pro sports figures demand that they perform consistently at peak proficiency. Therefore, the prevention and rehabilitation of sustained injuries has focused attention on medical intervention. Secondly, with athletic participation of the American adult replacing the post WW II spectator approach to sports, increased risk of injuries and concern for health maintenance result. Physicians are responding to the needs of the professional and amateur athlete with increased information, increased technology and increased skill.

The Friday symposium topics offered tips on nutrition and training for the maintenance of a lifestyle for sports performance. A balanced diet high in carbohydrates was advocated by Dr. Z. Kendrick, former member of the U.S. Olympic Ice Hockey Team and current director of the Biokinetic Research Lab at Temple University. Popular fast food plans including glycogen loading and precompetition alcohol consumption have not proven helpful for most athletes. Training should be focused on the specific competition. “Practice what you want to compete.” advised Dr. D. Goldberg, Postdoctorate fellow for the American Heart Association and a former wrestler for the U.S. Olympic Team. It is important to set training programs for the competitive event, so that the athlete will be able to perform at their peak for the competition.

To write an exercise prescription for the sedentary adult, Dr. B. Denenberg of the Dept. of Cardiology at Temple University Hospital recommends a complete physical. Stress testing is indicated for patients over the age of 45.

In spite of careful preparation for sports events, injuries still result. The causation and care of sports related injuries was dealt with on Saturday by understanding clinical anatomy, acute care and rehabilitation, and the use of arthroscopy for diagnosis and treatment.

(Continued on Page 7)
EARN UP TO $100 PER WEEK

• WE NEED YOUR HELP TO HELP OTHERS

• PARTICIPATE IN PLASMA PHERESIS PROGRAM

URGENTLY NEEDED: Persons with Red Cell of "B" antibodies, recently diagnosed as having infectious mononucleosis, or having active rheumatoid arthritis, lupus, or toxoplasmosis for more information please call.

AMERICAN DIAGNOSTICS COMPANY at (215) 922-7810

Toward Better Testing

by Mark Shelly

For a medical student, tests sometime constitute a life crisis. He/she spends tremendous amounts of time and energy preparing for the exams and finals. Knowing the material is not the only problem; Trouble arises in communicating that understanding via an exam. Too often the questions seem arbitrary, the student's response left to chance. Jefferson needs concrete suggestions to realign the process of testing with appropriate educational goals.

Learning is the primary goal. Ideally, tests function in harmony with the process of learning. Tests should underlie important concepts, provide new insights into relationships, solidify understanding through expression, and provide positive incentive to study. Tests also serve the important role of measuring knowledge and understanding, in the valid interest of appropriately conferring credit for the work/learning completed.

Tests, as a reality, fall short of these goals. Some tests are based on the false notion of overvaluing the amount of material presented, tests become a goal in themselves. Tests best serve to guide the nature of studying, ignoring the process of learning in an attempt to avoid being converted to another exam...Some responsibility for this perversion of proper order rests with the test. However, some of the stress students role, exams themselves need to be reevaluated and redirected to fit the interests of good understanding via an exam.

Exams should test concepts and basic understanding. Many exams discard the broad concepts in the interest of testing small facts. This incorrectly assumes that everyone can recall the facts knowledgeably. The student members one sentence from the notes may not have an integrated understanding of the concept point made in the same lecture. Role learning (reading over lecture notes several times) establishes a short term, effective recall, the number of questions requiring understanding should increase on the test.

A corollary: Test the rule before the exception. Exceptions to the rule should not be tested without understanding the principle first. To ask only the exception invites those who have things backward to get the questions correct. The student who knows the rule answers correctly only if he remembers the exception also. Obviously this ranks as a poor measure of understanding.

Any effort to communicate is subject to error, tests included. In spite of the best efforts of all those involved in formulating an exam, students do not understand some of the questions. In some cases, questions which reflect a failure to understand the question (or questions) should be eliminated or adjusted to express comprehension of the material. Please consider the following suggestions in this regard:

1) Detect more potential misunderstanding before the exam is finalized. When professors review each others submitted questions, the point of view of the student taking the exam should be considered. Reading over the question and the suggested answer at the same time, the connection may be obvious. It is much more difficult to assign a correct answer when being prompted: more than one option may appeal open, leaving the result to chance. If the question needs further clarification, it should be added at this point. Student parameters ("There must be a trick") only compounding the existing problem.

2) Questions should be eliminated in retrospect if they show a flat distribution of responses when the answer is returned. This implies that either no one understood the question or that no one knew the material. It seems unlikely that only a few would know the correct answer if the material was actually presented. Note that under the present system, if only 25% of the class answers correctly, then less than 1% actually knew it (after correcting for the 93% who guessed.) Quite often the apparent "hard" questions are not hard (testing difficult facts) but rather ambiguous.

3) An even split between two responses may suggest confusion as to the intent of the question. If a reasonable mechanism for misunderstanding can be found, the scoring of the question should be reconsidered. In order to give credit to those who understood in the first place, both responses should be allowed if some students who understood the material tripped up on the question wording. "Hard" questions do not have to eliminated. A few hard questions may serve as excellent discriminators between the many levels of comprehension. However, if a retrospective look at one question looks less than a tenth remembered any given point (after correction for a guessing baseline), some- thing is wrong somewhere. Blaming students is too easy: A majority of the class studies adequately, without even consider- ing the "intense" few driven to per- fection. Well over a tenth study very hard, the smallest fact, adequately presented in lecture, could not slip by everyone. Tests should measure knowledge obtained from material presented in texts and hours of lecture, not whether a student understands the intention of a short answer question.

Knowing what you do not know is part of wisdom. Wild guessing belongs in the "B" distribution curve. If anywhere at all. The baseline grade of 20 to 30 percent that a monkey could score with random an- swers should be eliminated, as it meas- ures nothing that tests are meant to measure. Simply institute a subtracting routine, taking of a fifth of a point for each wrong answer (the computer can handle it.) Such a system would better differentiate knowledge and would rein- force the development of an understanding of one's own limitations.

The Normal Distribution Curve Myth: When the computer comes back with a pile of information about the best, people often forget the distribution curve as an indication of the exams validity. Being close to nature, it seems the "Bell Shape" curve gets the values as "normal". However, medical students as a popula- tion are highly selected for certain char- acteristics, including (hopefully) the abili- ty to learn and remember. (Think of them as the top half of the bell curve.) Giving a certain amount of credit to the admissions committee, and assuming that a good test measures several para- meters for which medical students were selected, then a normal curve would skew to the right, the curve below the mean. (The median is a better measure than the average.) Often the retrospective evaluation of a tests effec- tiveness do not consider appropriate measures of the examination process.

Approach goals should be established in conceiving and executing an exam. Testing is a biological process, and as such feedback should be wel- comed as means of improving past, present and future performance. "Multiple- choice" computer programs can help speed up the feedback process, allowing more time to correct misunderstand- ings. Immediate injustice? No. Tests submitted here could for the most part be easily implemented (program- med?). Improvements can and should be made to bring the testing process more in line with the process of good education. By testing understanding and adjusting for misunderstood (bad) questions, the students can only benefit. With these processes and by limiting guessing, those who wish a more accu- rate measure of comprehension will have it. If anything is learned from these suggestions, Jefferson will have taken a step toward better testing.

The JMC Strut

by Gary Eric Fishbein

My mincelsinki's been fun, I'm a sophomore, you see, I've spent the last two years in class. Studying, Path, Med, Rhetoric and Pharmacy, Oh, what knowledge I've amassed!
The tests have been conquered, I've filled in circles 'till I was sore, Though one more exam awaits, The one administrated by the National Board.

It's a two day affair, Making sure you've got all the knowledge that's "core," And whether you pass by a lot or by a hair, You get to spend third year on the hospital floor.

So memorize those enzymes, Learn as much Histo as you can endure. Next year Med, we'll do fine, Considering diagnoses and assisting in the cure.

And when it's over, we'll strut like Mummies; We'll have emerged alive, Best of luck and a happy summer. To the JMC Class of 88.

You're just around the corner from the most fashionable uniforms in Philadelphia.

ZSH Uniforms

VISA & Mastercard accepted.

7SH Uniforms

118 E Broad St, Philadelphia, PA 19107 (215) 923-3845
Open daily & Sat. 9-4, Wed. 9-2.

Soph Job in Ent

Attention Sophomores: The Department of Otolaryngology has a summer job for you! One student from the second year class is needed for a research position dealing with nerve regeneration. The ten month laboratory experience involves microsurgery and histochemi- cals on cat and rat. No prior experience is necessary. The stipend will be $150/week. Interested students should contact the Department of Otolaryngology at exten- tion 6784.
Counselling
For The Future
by Mike Patti

Beginning in July, 1984, Jefferson Medical College will begin instituting a new clinical curriculum for the class of 1986. This plan, which has been discussed at length on several occasions, has a major advantage of offering flexibility, in the third year, to the students. One area which will need, and at present is receiving, much attention is that of proper counseling for the sophomores. In the past the student has progressed from two years of an absolutely regimented basic science core into a still highly structured third year, in which the number of total choices were limited, to the final year which had much more freedom in its design. Now, however, while the first two years are not changing in terms of student selectivity, the third year will be totally open to the students insofar as course sequence and location are concerned. The sophomore student, without any clinical experience, will be forced to schedule sixty weeks of hospital education including requirements, care requirements or "selectives" and free electives. These choices, ideally, would be based on what the student will be specializing in after graduation — whether to get a sound educational background in that particular field or to be sure to get a good, solid, well-rounded, background which will complement.

Unfortunately, many students, at this point in their educations, have no clinical background yet. This is where good strong counseling programs will demonstrate their worth. Currently, three major types of guidance are offered at various medical schools. These include: (1) personal assessment tests (e.g. Myers-Briggs Type Indicator or Medical Specialty Preference Inventory) with post-test consultation of the results; (2) presentation by clinical faculty, alumni, and practice-management experts on the reality of various types of medical practices and specialties; and (3) pre-clinical experiences with clinical faculty and alumni, for one day to two weeks, so students can at least get a taste of different areas and practices. These programs would prove to be worthwhile whether the curriculum was changing or not. However, with these changes being imminent they are even more important.

What is important for the student to take away from this article is twofold. First, many societies, groups, and clubs at Jefferson have clinics speaking at their meetings. Usually, they are speaking of particular diseases or procedures, but afterwards answer questions, and are quite willing to discuss what their practice includes, what they expected their professional lives to hold, and where the two meet or do not meet. Second, the student should realize that through those meetings, classroom lectures, and private appointments the student has had with physicians in the past; contacts have been made with people who very often are happy to show what a day in their office or at a hospital is like for them. These take some initiative, on the students part, to complete but frequently give necessary direction or ideas to a student about how to schedule his/her clinical experiences.

In closing then, even if the school does not wholeheartedly accept these, or any other, revisions to its counseling procedure, the student can still find ways of becoming knowledgeable about medicine such that wise choices can be made.

LETTERS TO THE EDITOR

Ode To The Fair
by Brad Carter

One day, sometime in May.
Hundreds gather for fun and frolic.
The festive occasion?
It's the OLD MARKET FAIR!

People come from miles around.
Some come to eat some fine wine, a little cheese, or a cultural cuisine.

Even celebrities couldn't resist the dance.
Hurb Clarke, TV 10's man of all seasons;
Janet Davies, the smile of AM/Phila-
And live from the Vet, Phillips's own Phanalac.

Surely there was a Tombola, with fantas-
ric prizes?
Surely there were booths brimming with blue-ribbon pies?

What's a fair without crowds and jugglers?
Surely there were hand-crafted treasures?

And the air was filled with music.
Jazz that was hot and lively;
The Mummers String Band came to the fair.
And trumpeters notes knifed through the air.

And what fair is complete without White Elephants?

Surely there were things that are irreparable.
And just what was I looking for?
a very legitimate of bargains.

Yes, the OLD MARKET FAIR is just like those I remembered.
Yet there's more. A wellness center.
Old toothbrush?,.. Take a free trade-in;
Plus literature and demonstrations of many an interesting subject.

Now the fun and frolic is over for another year.
Yet the funds will be funnelled into Jef-
son's future.
There is not one criticism?
I missed a ferris wheel.

Honor Code Views
by Chris Tomaszewski

Many medical students at Jefferson are opposed to an honor code. Joe Dankoff summed up some of these feel-

ings, and the arguments against an honor code, in the last issue of the Ariel. He argued that a policeman's code is uncomfortable and unenforceable among students. Such a clause, found in most traditional honor codes, makes students responsible for turning in any fellow students suspected of cheating. He also suggests that the faculty may be promoting the honor code as a way to shirk their responsibility for monitoring student behavior, including during exams. In summary, Mr. Dankoff calls the honor code "nothing more than a hoax" that will actually result in a rise in cheating if adopted.

Well, one student group strongly dis-

agrees with Joe Dankoff's editorial, namely Dan Gzes and the Student Honor Committee. The honor code they envision at Jefferson will not be any thing like the traditional one that used to operate at Jeff. It will not be simply an affirmation of ethical behavior by med-

ical students; it will not have a police-
man's clause tacked on. Instead, the Committee is proposing a more com-

plete honor system that would increase student support services while pro-

viding an outlet for any conflicts students might have with the behavior of other students or faculty. The main aim of these services would be to create an atmosphere where students will find less of a need to resort to unethical behavior in order to cope with medical school pressures. The new group being pro-

posed to run this whole system is the Student Advocacy Board.

One function of the Student Advocacy Board would be to decrease some of the anxiety around this school, so that stu-
dents can study more efficiently. The Board would encourage efforts like Dr. Ronald Jenas's, to make all former exam questions and answers available on school computers. Therefore, students could quickly review the legality of material from which actual exam ques-
tions would be drawn. Support services would also be provided by ensuring the availability of religious, drug, and crisis counselors for confidential consultations. Finally, the Board would guarantee the continuation of the freshmen-upperclassman student match-up. Such a program provides lower classmen with tutoring help as well as a better perspec-
tive on the importance of basic science grades.

The Student Advocacy Board would also provide aid in disputes over grades, academic work, events, and disciplinary action. As an impartial body, the Board could guarantee legal counsel and due process in student cases under the Judicial Committee. As for individual complaints about the behavior of other students or faculty, the Board could address these or refer them to the Faculty Honor Committee.

(Continued on Page 7)

Ariel
Editorial Staff

Co-Editors
Gary Fishbein 592-0661
Lynn Solomon 592-8261

Business Manager
Rich Davis 627-3483

Assistant Business Manager
Jeff Lavanier 629-1769

Layout Editors
Paul J. Berlin 732-4683
Tracy A. Glauser 735-9183

Photography Editor
Ben Alman 592-8256

The Ariel welcomes your signed letters. Submit them to the box in JAH.
Jefferson Manifesto
Nothing To Lose
by Stephen Greenspan

Next year, if there is a Jefferson Manifesto it will be written from Jerusalem! I am going to be spending the 1984-85 school year tracing my historical and religious roots. This is something in which I have always been captivated by the study of the Torah (i.e. The Old Testament, commentaries & explanatory texts). The Torah translates into English as "Instructions for Living." Putting the seemingly ancient code of conduct into practice is the only way to understand and appreciate the four story rather than a confusing array of translations and interpretations. The message then becomes more apparent and uninformed plans for my career or profession, specialty, spouse area to to more we presently employ. High divorce rates, since the beginning of the Jewish Wars, the space invaders, Ren-Shar's or rugby are seeing it put into practice, however, my cynicism was shaken. With the publication of Aish Ha Torah (translates into Fire of the Torah), a yeshivah in the INTRODUCING OUR NEW FREE SALAD BAR Different Lunch and Dinner Specials Every Day HOME MADE SOUPS FREE DELIVERY SERVICE HOURS: MON. to FRI. 6 a.m. til 9 p.m. SAT. to SUN. 6 a.m. til 7 p.m.
Sequella Success

by Tom Smith

The time: spring. Scenario: after two years of books, books, and more books (with occasional interruptions for an examination), what was needed was something different — something completely different. This led some of our sophomore to utter that time-honored expression, "Hey kids, let’s put on a show!" This began the production of that entertaining but strange entity known as the Sophomore Sequella, which was revealed in all its chaotic glory on Friday, April 28 in the cafeteria.

Wasting no time, the audience was drawn into the Twilight Zone from the first sketch. Try to picture what Steve Greenspan will be doing in the year 2000. How about Richard David? Julie Milewski? Steve Gest??!! Our beloved cast did just that, and the results were amusing and quite often bizarre. Following a rapid-pace satire on sentimentalists of Scott Library, the troupe began to sink its fangs into every sacred cow to be found. The weekly pharmacology conference would never be the same, going from the predictable (Harsha Gopel and Janice Huang as Drs. Laka and Kaji), to the sublime (Gregg McNinch and Bob Ball as Batman and Robin), to the downright ridiculous (Joe Dankoff, Jeff Jacobs, and Major Tom as the Three Stooges). The show was now on the Proverbial roll.

The game show format was put to use, with the audience that night as the audience got to play "To Tell The Truth" with the celebrity panel (Celebrities #1, 2, and 3). To those who were there, you won’t drinking too much as there were indeed three Mac_donalds and three Dr. Takedes. Interesting, to say the least. However, the surprise of the evening was yet to come.

After a brief warmup by a pair of Molson-sotten hoseheads (who shall remain nameless), the musical entertainment was introduced. Appropriately named Not the Breech Boys, this all-female-formed agglomeration astonished the audience with its tight performance. Kinsey Reinhard gave her impression of the right off as she displayed some gutsy vocalizing. The inspired musicianship was led by Micki Zucker, she-tenor sax and rock god George Prosteli along with Mark Kelly on guitar. With that, it was time to move on to more comedy.

Since the Note Service was a lively subject this year, it became necessary to make it a lively part of the Sequella. To this end, Joe Dankoff demonstrated how the types a "typical" lecture (with Nick Mandalakas in a bravura performance as the "victim"). Next came the obligatory newscast, with your anchorman/persolly Arnold Klasky (All Jacobs) and Billy Ruble (Mark Hummel). Their one-liners were interspersed with advice from Carla Goepo (Mary Gibbons), fracturing of scientific vocabulary by Steve Katchman, and a truly head-shrinking appearance by Father Guido Barducci (Taco Ramos), who made a pitch for his latest book, "How to Survive Medical School" ("only $19.95 at bookstores everywhere.") What followed next was one of the highlights of the evening, a havoc-wreaking game show entitled Medical Jeopardy. With host Art Phlegm setting the pace, our intrepid contestants (Joe Szalsky, Micki Zucker, and Gary Gilm) were answering questions (or is that questioning, answers) at hilariously breakneck speed. Everyone has seen those ex-jocks in action in those Lite Beer commercials, but did you ever wonder what would happen if your favorite professors were doing it instead? Probably not, but our troubleshooting thespians did it anyway, with mind-boggling results. Before the crowd could decide whether the Sequella was less boring or had great taste, however, the climax was set into motion.

It was time for the final sketch, the Mark Fab-Micki Zucker production of "Last of the Renshais", with an all-star cast. It followed the adventures of our hero Mar Lon (sophomore Socrates Gopel), as he attempts to fulfill his quest and seek the "Holy Em Daes,"tables, as he also encountered the evil Darts and an incensed Micki Zucker, who was wailing the deadweight weapon of them all — her copyright to the story. With that, the sketch and the evening were brought to a close. However, the show was a success on several meta-physical planes. First and foremost, it provided great entertainment to the masses. Secondly, a few of our fellow classmates have learned to overcome their stagefright, an asset in a profession in which they will be constantly scrutinized. Finally, it proved that even though the first two years of medical school can be a difficult and frustrating time, we don’t take ourselves so seriously that we can’t find some humor in our daily experiences. By being able to laugh at life, we shall become well-rounded physicians, and well-rounded people.

Robert Anthony Jewelers
A Classy-Appealing...But Moderately Priced Showroom

- Expert Watch & Jewelry Repair
- All Custom-Designed Jewelry & Engraving
- Lay-Away Plans For Your Convenience
- Cepedimonte Figurines
- Bangle, Pulser Watchs .
- Engraving Artscaved Wedding Rings
- Lay-Away Plans For Your Convenience

CHINA, SILVER, CRYSTAL
High Fashion Trends in the Newest Jewelry... Pace Setting!
BEADS & PEARLS...PENDANTS & EARRINGS...ALL AT OUR FAMOUS PRICES!!!

920 WALNUT STREET - MA7-2800 / MA7-4387

BE THE DOCTOR YOU WANT TO BE. IN THE NAVY.
Navy medicine combines an ideal professional practice with a desirable personal lifestyle.
- Excellent medical facilities
- Free malpractice and disability insurance
- Professional staff support
- One month paid vacation each year
- Paid trips for professional meetings
- Respectable income (approx 11% non-taxable)
- Navy officer fringe benefits
For more information, send your resume to, or call:

LT. PAT DAVY
128 NORTH BROAD STREET
PHILADELPHIA, PA. 19102
(COLLECT) (215) 568-2042

10% Discount
To All Customers With
Jefferson I.D.
A Full Line Of
Designer Jeans, Pants, Outerwear and Shirts

WE WANT YOU
The second story
a dance club
1127 Walnut st.- info. 925-1127
Honor Code

In addition to creating the Student Advocacy Board, the Student Honor Committee is taking a stand against the proctoring of exams. They feel the main deterrent to cheating should be the fear of compromising one's integrity. Contrary to this, proctoring creates an artificial environment where students are not expected to be responsible for their own actions. The Committee argues, "If students cannot be trusted with exams, why should anyone trust them with patients?" Unproctored exams, without policemen's clauses, are common at other medical schools and have worked in some courses at Jefferson. The Committee would like to see students assume responsibility for their own behavior early in their careers.

The Student Honor Committee feels that Jefferson medical students need an honor code, but not because of faculty persuasion. They point to the fact that unethical behavior in medicine is becoming well publicized. Over 10% of physicians have had sex with their patients. Researchers in biomedicine have been caught fabricating results. Meanwhile, alcohol and drug abuse have impaired the medical ability of many a physician. The public is starting to question whether medicine can properly monitor the behavior of its own ranks. The Committee wants to prevent exams and grades from degrading students and dent Honor Committee.

Dr. Carson Schneck of Temple Univ. Medical School Department of Anatomy reviewed the anatomy of the knee and shoulder girdle. By clinically reviewing the role of ligaments, bones and muscles, stable and stressful joint movements could be appreciated. Once familiarized with the surface anatomy, diagnosis of the injury can most easily be made by recreating the stressor. Ice, compression, elevation, immobilization and rest are important for any recognized injury. These elementary rules of first aid were emphasized by Theodore Quedenfeld, Associate Director of Temple University Hospital Sports Medicine Center.

Communication with the athlete is key to diagnosis. After an injury is diagnosed and appropriate initial care instituted, the physician's duty is not complete. Prescribed exercises to maintain motion and strength will capacitate the athlete quickly to his peak ability. Physicians also have an obligation to educate their patients in injury prevention.

Dr. R. Meyer, Director of TUH Sports Medicine Center introduced the role of arthroscopy as a diagnostic tool as well as a procedure for surgical repair. Instruments can be inserted through a properly oriented entry site at the joint. With the visibility afforded by fiber optics, the joint capsule is entered and repairs done with a minimum of surgical trauma. A videotape of a meniscectomy of the knee was shown to demonstrate the visibility and operative maneuverability this procedure affords.

Arthroscopy is only one example of the advanced technology in the rapidly expanding sports medicine field. Although the history of sports medicine begins with the establishment of the International Federation of Sports Medicine in 1928, not until 1974 was the curriculum introduced in a university affiliated medical school. Last year, more than 25,000 patients were treated in the two sports medicine centers in Philadelphia. Temple's First Annual Student Education Symposium focused student attention on the design of sports medicine for their future.

P. J. MORIARTY'S
1116 Walnut Street
Quality Gourmet Burgers
and meal size salads

DRAFT BEER
Wide selection of domestic and imported beers
open 11 a.m. to 2 a.m.
JEFFERSON WINS 2 TITLES!

—Soccer—
by Ken Margulies

On May lst the Jefferson soccer team continued its winning ways by defeating the Philadelphia College of Osteopathic Medicine (PCOM) by a score of 2-0 to claim the Philadelphia Professional School Soccer League Championship. The final round victory capped an undefeated spring season for the Jefferson squad. The championship represents the first time that Jefferson has captured the league title in over 12 seasons of participation.

Ironically, the biggest victory of the season for Jefferson was not against PCOM in the finals but against the perennially strong Wharton Soccer Team in the semifinals. Against Wharton, Jefferson overcome a 2-1 deficit on a goal by Ed Podgorski midway through the second half. After two scoreless, but dramatic, overtime periods, the Jefferson team outshot Wharton 4-2 in the penalty-kick shootout to determine the winner. For Jefferson, the penalty kicks were scored by Mark Kahn, Ken Margulies, Tony Ball and John Lavson.

In the Wharton game, and throughout the season, the Jefferson team was led defensively by goallies Jon Krohn and Tom Shea with fullbacks John Larson, Ed Snipes, Tom Meyer and Dave Goodman. On the other hand of the field, forwards Paul Maguire, Tony Ball, Mark Kahn and Tom MacDonald directed the team's offense. Other strong performances were registered by T.K. Tandy, Paul Stromayer, Dave Abrams and Stuart Singer.

For its efforts, the team was awarded the league's trophy which will reside in the trophy case in the basement of Alumnae Hall for the next 6 months—if not longer.

—Hoops—
by Ed Podgorski

Not much is known about the Jefferson into professional league basketball team, but through the last 4 years Jefferson's team has reached the finals 4 out of 4 years. Jefferson has won its division 4 years in a row. The league consists of 29 team divisions (18 teams). This year Jefferson again reached the best out of 3 final series by defeating PCOM and Villanova Lee in the playoffs.

Jefferson played Temple Law this year in the finals and took a scrappy Temple team 2 out of 3 games to win the Philadelphia professional league championship. The team this year was run by player/coach senior Ed Podgorski. Starters included a guards: Bob (Rajar) Wallace, Tom (Lover) McGarry, forwards: Ed (Big Ed) Podgorski, Dave (Roth Man) Roth and Tom (Sky) Walsh. Also included on the team were guard Jim (Wild Man) Loughran, Rich (Pretty Boy) Yelovich and John (Rookie) Gould. It seemed this years team was strong in desire and played well as a team. When the team was down everyone gave a little extra effort to pull the game out. Jefferson lost the first game of 3 to Temple Law 78 to 72 but caught five to win the last 2 games by the scores of 82-71 and 70-58 respectively. Leaders in the games included Tom McGarry who handled the ball excellently, Dave Roth who controlled the board game with his strong inside play, Tom Walsh with his rainbow jumpers and great leaping ability. Ed Podgorski with his strong board game and inside/outside jumper attack, Bob Wallace with his uncanny ability to sink shot after shot from downtown, Jim Loughran with his incredible ability to drive to the bucket with 3 men hanging on him, Rick Yelovich with his strong defensive play and John Gould with his strappy play.

SPECIAL THANKS TO JEFFERSON FOR SUPPORTING THE TEAM BOTH FINANCIALLY AND IN SPIRIT AND THANKS ALSO TO THOSE SPECIAL FEW WHO CAME TO SEE THE GAMES REGULARLY.