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## Ariel - Volume 6 Number 1

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Fred Massimino, Halley S. Faust, Frank Chervenak, Harry Brener, John Lammie, J.D. Kanofsky, David S. Brashear, Bob Sklaroff, and Curt Cummings

## ..... PERSPECTIVE .....

# Medicine: An Excuse From Living

Each year since 1966 the medical students at the Jefferson Medical College have asked me to address the first year medical students during orientation week. My first presentation was entitled "Medicine: An Excuse from Living" and each new class has heard variations on that theme. What I would like to relate to you is not only the content of that presentation but also the reaction of my colleagues and their spouses.

First of all, I had difficulty with the title. For the first several years the students listed the title erroneously on the program as "Medicine: An Excuse for Living." It was apparently difficult to accept or believe the real title.

In spite of the maturing experience that medical education offers medical students, many slip through untouched. I have received many interesting comments about the presentation from some students and physicians. One physician informed me that I did not understand the role of a good physician for his best friends were his patients. A student visited me after the freshman orientation somewhat disturbed, because he had come to medical school prepared to sacrifice his life to the profession and he was quite unprepared to hear a faculty member tell him that there were other more important things in life. The most positive response has come from the wives of physicians. One wife told me that she placed a summary of this talk on the bulletin board in her kitchen and it was immediately dispatched to the trash can by her physician-husband.

It is sad to observe how many physicians have tormented personal lives when they, more than anyone else, should be able to obtain the greatest rewards from their own interpersonal relationships.

Never having written this essay, my inclination is to believe that its message is better delivered orally. In any event, the following paragraphs approximate the essential points of the oral presentation.



Robert Brent, M.D., Ph.D.

"This presentation is directed to the wrong audience for I really should be discussing this subject with your parents, your spouse and your children, for it is because of them and their needs that a physician may exaggerate certain aspects of his professional life to the detriment of his family. Furthermore, other members of the family unit would be quick to perceive that the adoption of some of these concepts are essential for their growth and survival and they will have a greater willingness than you to alter the style that you adopt for your professional life.

"It is interesting that it is one of the benefits of being a physician that can become a liability to the family. For the M.D. degree provides: Intellectual stimulation; Flexibility and independence; Maturing educational experience; Choice of locale and position; Excellent financial compensation; and Direct service to people in need.

"With a large number of prospective physicians, trouble begins with this last asset, namely, Being of Service. For some, being of service can become a mechanism of escaping from very important responsibilities, namely, the responsibilities to one's parents, spouse and children. I am certain that many of the students entering medical school consider their professional responsibilities to be the most important part of their lives. Furthermore, many of the parents of medical students have reinforced the concept that the

study of medicine has first priority in their households. This is where we shall disagree, for the thesis that I put forth today is that becoming a good doctor is, relatively speaking, an egocentric, although respectable, goal and that the most difficult and most important accomplishments in life are the development of giving relationships with other human beings, by they spouse, parents, children or friends.

If one compares the development of mature, interpersonal relationships with the attainment of excellence in the medical profession (Table 1), it is perfectly obvious that the rewards and recognition are greater and quicker from one's profession. I firmly believe that one should devote significant time and energy to the development of mature interpersonal relationships, in spite of the meager recognition and long-term rewards, because it is our prime responsibility and when things go wrong at the interpersonal level, the anguish and heartache are measurably greater than one will ever experience from disappointments in one's profession. There is no comparison between not obtaining a desired internship, failing to make AOA, or not receiving an award and going through a divorce, having a runaway child or seeing indifference, anguish, hate or disrespect in the eyes of one of your grown children.

"How does the profession of medicine become number one in an individual's or family's list of life functions? It is easier in medicine than any other profes-

(Continued on page 7)

## South Philadelphia Students Earn, Learn at Jefferson

Richard Cerruti has been analyzing brain chemicals to learn more about the transmission of electrical impulses within human gray matter. He's an incoming junior at South Philadelphia High School.

Bernadette Smith was finding ways to prevent bacterial shock through the study of bacteria growth in large quantities. She's a junior, along with her classmate, Deborah Blanding, who was exploring the effects of bacteria on the digestive process.

James Linn, entering his twelfth year at the same school, came to this country from Burma less than a year ago. Here he became involved in isolating antigens from aspergillus fungi - a leading cause of chronic lung disease.

The four students were among 25 from South Philadelphia High School who took part in an on-the-job training and motivation program at Thomas Jefferson University. They were paid \$50 a week for their services as they learned the basics in microbiology, biochemistry, and other biological sciences on their summer vacations.

But more importantly, they were shown that the future can hold just as much for a graduate of a city high school as for the well-to-do kids in suburbia. In fact, 100 percent of those who completed last year's program decided to pursue some type of higher education, whether college, nursing school, or training in an allied health occupation.

Now in its fifth year, the plan enables youngsters to work full, 9-5 days in a laboratory at Jefferson. They may not all become

doctors or researchers, but at least they're receiving first-hand experience.

Just as a medical student would expect, each young person was assigned a faculty preceptor. Joseph DiSaverio and Arthur C. St. Andre, both students at Jefferson Medical College of Thomas Jefferson University, were coordinators of the programs. Dr. Samuel S. Conley Jr., Associate Professor of Physiology, Associate Dean and Director of Admissions at the medical college, directed the program.

Faculty coordination was provided by Dr. Robert J. Mandle, professor of microbiology, and Ms. Dorothy Driscoll, associate professor radiology in medical physics. They agree that many youngsters in city high schools lack a realistic view of career opportunities in the health field, and that the continuing exposure at Jefferson can be of concrete help in their career objectives.

"The technical skills they learn here are of only secondary importance," Dr. Mandle stressed, "because the real benefit lies in the discovery that they can achieve. Any of these kids can go on to become a doctor or a Ph.D. scientist or a nurse - whatever he or she decides. We show them what the opportunities are."

"One of the most important aspects of the program is that the students are paid for their work," said Ms. Driscoll. "Many students who would want to participate would not be able if salaries were not available," she said, "because usually the money

(Continued on page 6)

## Flying Saucers ARE Real

Mr. Stanton Friedman, who will be the feature speaker at the Nov. 28 University Hour, is the only space scientist and nuclear physicist devoting full time to the science of "Ufology."

More than '13' years of study and investigation have convinced Mr. Friedman that Earth is being visited by intelligently controlled vehicles from off Earth. His exciting talk covers data from several scientific UFO studies, misconceptions about UFOs, travel to the stars, "humanoids", the faulty arguments of the "educated" non-believers, the inadequacy of the "Condon Report" - all from the viewpoint of the practical scientist.

Mr. Friedman's lecture is illustrated with about thirty 35mm slides of data and UFOs from all over the world and is always followed by a discussion. He is also available for interviews and class visits.

### BACKGROUND

B.Sc. and M.Sc. in Physics from the University of Chicago 1955, 1956.

Mr. Friedman's relatively unique professional background includes 14 years of experience concerning nuclear aircraft,



Stanton Friedman, UFO-logist

nuclear rockets, fusion rockets, and nuclear powerplants for space and earthbound applications.

1969-May 1970 TRW Systems, Redondo Beach, California; Nuclear aspects of Pioneer 10.

1966-1968 Westinghouse Astronuclear Laboratory, Pittsburgh; Nuclear rockets and aircraft.

1963-1966 Allison Division, General Motors, Indianapolis; Mobile nuclear systems.

1959-1963 Aerojet General Nuclear, near San Francisco; Nuclear reactors for space.

1956-1969 General Electric,

Aircraft Nuclear Propulsion Dept., Cincinnati; Nuclear aircraft.

Professional affiliations include the American Physical Society, the American Nuclear Society, the American Institute of Aeronautics and Astronautics; MENSEA, the Air Force Association, and several UFO groups. He is director of the California UFO Research Institute and is the only nuclear physicist member of the National Entertainment Conference (NEC).

Mr. Friedman has published and presented many technical papers and has also published articles on Flying Saucers in both the popular press and professional journals. He has given hundreds of lectures on UFOs to enthusiastic college and professional audiences across the United States and Canada since 1967. He was one of only twelve scientists contributing to the Scientific Symposium on UFOs held by the U.S. Congress in 1968.

He has appeared on such radio and TV shows as the Steve Allen, Mantrap, Headshop, and Joe Pyne Shows (Los Angeles), Long John Nebel (New York), Jim Dunbar (San Francisco), Lou Gordon (Detroit) and dozens of others from coast to coast.

## Mini-Preceptorship: A Happening

by Fred Massimino

Several years ago, some medical students involved with SAMA here in Philadelphia got together with some heavies from the Pennsylvania Medical Society and they had a happening. A Mini-Preceptorship was born. The program was envisioned to help produce physicians who are better informed about the socio-economic aspects of medicine and who are more attuned to the social needs of patients.

The mini-preceptorship encourages students, and physicians practicing near medical centers to get together on a one-to-one basis during any available time that would be mutually agreeable to both

parties. This might be during afternoon or evening office hours once a week or so. Hopefully, a student will establish a relationship with a physician and the mutual interaction will give the student an opportunity to begin developing a perspective for taking care of people.

The program works by matching a student with a physician in a field of his choice. The participating physicians will discuss their practice and have the students observe them during office hours, hospital rounds, house calls, or during special activities such as medical and community meetings.

More information and applications can be obtained by checking the new SAMA bulletin board in the mail room.

# Editorial Board

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# PERSPECTIVE

In the past, the faculty has submitted articles to Ariel on an irregular basis. This year, the paper is honored to have Dr. Robert Brent, Chairman of the Pediatrics Department and Head of Stein Research Center, write a regular column for each publication of Ariel. Dr. Brent can dwell upon seventeen years of experience at Jefferson and can offer perspectives which will benefit all readers.

His first contribution will be his "Medicine, an Excuse from Living" speech, which all medical students have heard at orientation. After some time at Jefferson, the relevance and truth of the topic begins to be realized.

Since Dr. Brent is only one of a distinguished faculty here at Jefferson, Ariel welcomes all contributions for publication from all faculty members who feel that they can offer perspective to the student body.

Frank Chervenak

## Moog Music

at 11/14

## University Hour

Stephen Blair's concerts of electronic music have been enthusiastically received by audiences throughout the country. His highly listenable programs present to audiences of all backgrounds an exciting sample of the "now" in serious music. The program includes live performances of electronic music as well as taped works accompanied by visual projections displayed in "light-show" fashion on a large screen.

No less interesting have been his workshops with smaller groups of college and secondary school students and faculty. Offering a first-hand look at the methods used by a composer of electronic music, he provides schools with a look into 20th century music not available through any other method.

Mr. Blair's concerts, which include a thorough, yet easy to understand, explanation of the Moog synthesizer which travels with him, have been praised by critics, students, audiences from all walks of life. "...fine performance..." "...how pleased we were with Stephen Blair's presentation..." "...whetted my appetite for more..."

In a Boston performance his works were described as using "a venerable palette of conventional electronic sounds...so straightforward and well-wrought that they were successful." BOSTON GLOBE.

# A Debate: In Consideration of the Problem-Oriented Medical Education

By Halley S. Faust

The following article concerns a very general plan of medical education. Its purpose is to present an idea in general form, utilizing subsequent articles to deal with the more specific controversial aspects of the proposal. Questions such as "What mode of evaluation will transpire?" "How much faculty time will be required?" "What type of person is needed to teach in this system?" "How can students be better chosen for such a system?" "What needs to be done to prepare the student for such a system?" "What information would the student learn?" etc., will be covered and clarified.

The need for an adequate medical education for students, and continuing education for the graduate is evident among the entire academic and practicing medical community. However, there seems to be no consensus as to the adequate method for education of the former, while the latter is expected to read journals and occasionally attend seminars to keep up-to-date in their fields. The graduate method presupposes both that physicians can use and understand journals, and that they know when they are inadequate in certain areas of their specialties.

Because the student of medicine will need to be competent in an individual continuing education, and because he is self-chosen and school-chosen for the medical profession, one must presuppose that the student desires to become educated in medicine. In this context I propose a problem-oriented theoretical basis for basic science medical education for serious consideration and debate at Jefferson.

The problem-oriented medical education (POME) is, simply, the demonstration and utilization of basic science material through hypothetical and actual case seminar presentations. This procedure is founded on the fact that "Clinical reasoning encompasses the intellectual processes whereby the physician translates the data derived from the patient into frames of reference of the sciences relevant to health and disease." (G.L. Engel, "The Best and the Brightest - The Missing Dimension in Medical Education," Address to Graduating Class, Class Day Exercises, Tufts University School of Medicine, May 20, 1973. Beginning the clinical reasoning procedure in biochemistry rather than first clerkship would seem like the most logical time to help the student develop a methodical approach to medical care.

Institution of the POME is based extensively on the proposal

developed last year by the Ad Hoc Student Curriculum Committee. This proposal incorporates all facets of the medical community for seminars illustrating points pertinent to the general learning plan of a particular curriculum. However, the POME's presupposition - that all medical students desire to learn medicine - makes lectures, computer testing (and number 2 lead pencils), notetaking service, little or no student-faculty interaction, and large classrooms relatively obsolete. At least many students, if not faculty also, will concur that these points are the competitive inhibitors of the intellectually curious at Jefferson.

Not that lectures will be done away with totally; when guest speakers and orientation occurs lectures can be utilized as a teaching experience. In addition, should a lecture be deemed a form for student enlightenment (which they now rarely seem to be), the few times per year lectures may occur could eliminate the need for notetaking service, the note-taking service now being utilized as the sole source of valuable (tested!) information.

The most exciting asset to the POME would be the allowance of the individual to proceed through his medical education on a non-dictatorial, intellectually satisfying path, another impossibility for the average student at Jefferson - the student without a photographic memory or sleepless constitution. The student could learn to use journals, textbooks, discussion groups, audio-visual aids, self-inflicted writing exercises, etc., in order to learn material that now demands hours of memorizing hand-outs and classnotes exclusively, leaving little or no time for these other avenues of learning. Not that the same total amount of information would not be learned; but its content would include the basic principles as guided by an outline with a more individual familiarity of the minutiae, allowing the student to learn on a more meaningful level via his own motivation and natural curiosity at his own speed and through his own acquired or borrowed resources - all valuable skills necessary for the continuing education of the physician.

The argument arises that students should have learned these techniques by the time of their medical school admittance. If that be the case, then allow the student to use these methods and forego the insulting and frustrating experiences he now encounters at Jefferson. Most people ask "What do I have to know?" because of the inordinate competitive pressures of computer examinations. This system would allow the student to ask "What do I need and want to know?" because of his greater desire to be a fine physician.

The POME seminar format would be dependent upon a principle being studied at the

time of the seminar presentation and would presuppose a knowledge of the basis for the principle. Any questions about this principle would be entertained, and then an integrated approach to a problem arising in medical practice based on the principle under study would be discussed. All facets of a patient's problem related to the principle would be considered until a holistic concept is painted in the mind of the student. This technique would hope to develop in the student a clinical reasoning incorporating the scientific, emotion, sociological, and moral aspects of each patient discussed. This approach would eliminate the artificial boundary manifested in the current dichotomy of learning disease or basic science for 17-20 hours a week (e.g. physiology, pathology, pharmacology, etc.) and sociology of patient-physician communication for only 2-3 hours (Medicine and Society).

Finally, the POME allows for a greater understanding of students by faculty and vice versa. The close student-faculty interaction allows for fairer, more accurate evaluation of both partners in the learning experience. This communication also allows for greater understanding and respect of both parties' goals.

Although it may be true that human nature has not changed in the last 200 years, medical school educational techniques and total medical knowledge certainly have. The derivation of education is e-out, ducere - to draw, bring. The POME allows the drawing out of curiosity, motivation, understanding, not the cramming in of facts, pseudo-sociology, and lip service to ideality which now graduates automatons. At Jefferson we need less cramming and more education.

## Salutations

## & Solicitations.

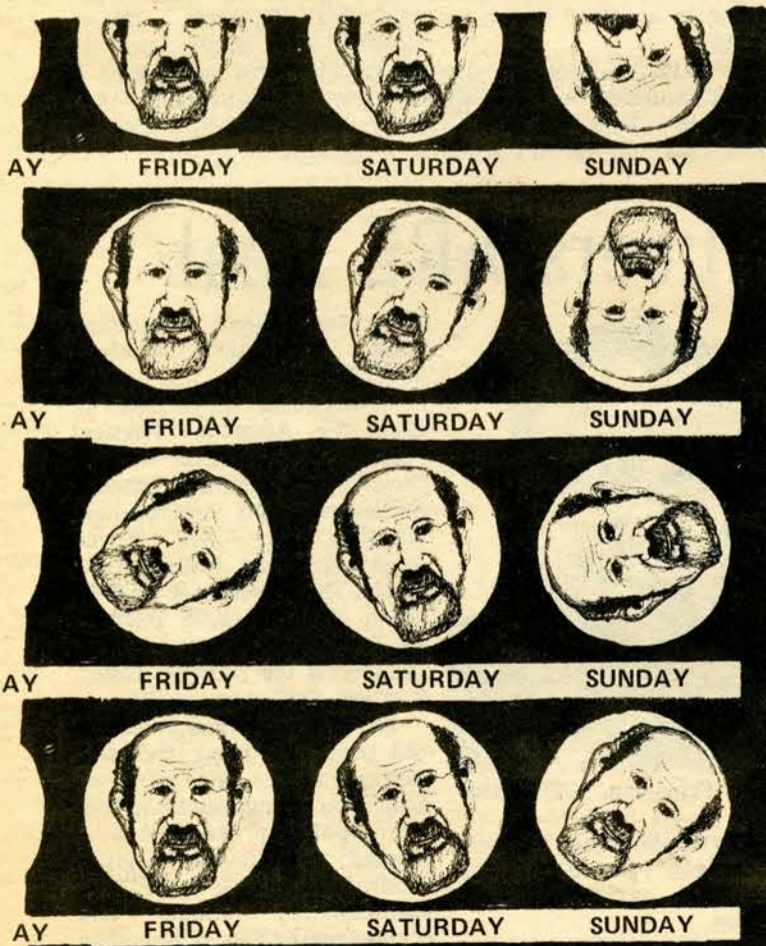
The gang at Ariel would like to welcome you back to an unprecedented sixth year of Jefferson journalism. We must apologize for being so late with this first issue, what with time and finances being stumbling blocks, but as the saying goes, "Better late than never."

Again this year, we invite contributions from anyone connected with TJU in the form of features, letters, editorials, humor, etc., etc. Ariel enjoys its reputation as a major mouthpiece for TJU, but its success depends upon the response from its readership in terms of contributions, positive/negative feedback, and/or staff personnel. Our "quint-umvirate" editorial board is unusual in journalism annals-but we feel we can better serve Ariel's needs in such a manner.

Aside from the regular features around TJU, we will continue to frequently bring you contributions from internationally-notable figures (along the lines of last year's contributors Linus Pauling, George Engel, and Thomas Szasz), as well as our Speak-Out Articles of the Month. Our overseas liaison with too MUCH, the paper of the University College Hospital Medical School in London, England, continues. We also welcome to our circulation the ANLAGE, the paper of the Emory University School of Medicine, Atlanta, Georgia.

Our total circulation will again be 3,000, covering Jefferson affiliates in Penna. and New Jersey.

It's gonna be a great year and a greater paper. Enjoy it with us.



## OVR-AL

Dr. Goldfarb: "Al - the - Ovary-Pal"

- mark dembert -

# "Letters To The Editor"

WHAT IS EVENHANDEDNESS?

In viewing the present Middle East crisis, many Americans are calling for the U.S. to maintain a policy of "evenhandedness." Behind this urging of "evenhandedness" lie two fears: 1) an Arab transection of America's Middle East oil artery, and 2) the possibility of another Vietnam.

America's huge consumption of and demand for all has spread thin the world's supplies and created a sellers' market. However, selling to only countries other than the U.S. may well place the Arab states in a buyers' market. Just as the U.S. cannot afford to lose a primary supply of oil, the Arab nations can ill afford to lose their largest customer. Furthermore, in the long run, the U.S. must search for an alternative means of supplying power regardless of the availability of Arab oil; this cut may provide the impetus for that search.

The fear of another Vietnam in the Middle East is an ill-founded analogy. In Southeast Asia countries were and are besieged from within and without by strong political and military forces. The U.S. attempted interfering in what was essentially a civil war. It attempted to create a fighting force out of poorly trained, poorly motivated, and poorly equipped peoples, and, when that failed, entered with hundreds of thousands of its own troops. On the other hand, Israel's enemies are only external; its army is well trained and well motivated, if not well equipped; it asks for no foreign troops; and, most important, Israel is fighting a war of survival as a nation and as a people.

What, however, does "evenhandedness" really mean? It should mean a maintenance of balance of power in the Middle East, but it is presently being used to imply total lack of U.S. involvement. Perhaps in a vacuum this implication would be valid, but considering the present

rapid flow of arms and supplies to the Arab states from the Communist nations, lack of U.S. support to Israel amounts to tacit support of the Arab nations.

Those who favor "evenhandedness" have also favored Israeli withdrawal to the pre-1967 lines before receipt of a guarantee of peace. Had such "evenhanded" concepts been in force, the Arab aggressors may well have been banging at the gates of Jerusalem and marching into Tel Aviv. The post-1967 cease-fire lines provide Israel with defensible borders and a military "buffer zone" in the south, and, as this war is proving, Israel needs defensible borders merely to exist.

Finally, one must understand what the outcome would likely be if Israel were, as a result of U.S. "evenhandedness," to lose this or any Middle East war. Israel's battle is for survival, a guarantee of peace, and defensible borders. The Arabs, however, cry, "...No peace with Israel, no negotiations with Israel, no recognition of Israel." (From an Arab communique adopted at Khartoum, August, 1967.) Although the Arabs have changed their slogan from "Destroy Israel" to "Wipe Out The Results of Zionist Aggression," they have not changed their goals. The Arabs remain intent on wiping out Israel as a Jewish state, a state whose very existence they consider as an "act of Zionist Aggression." Indeed, if the Arabs were to win in their war against Israel, they would most likely carry out their pledge to "Push Israel Into The Sea."

If it is "evenhanded" to sit back and witness the destruction of a friendly nation and the genocide of the Jewish people, then "evenhandedness" must not be the policy of the U.S.

Harry Brenner

# Group Strives for Curriculum Changes; No Elective Jr. Year

Successful letters and frustrated polls marked the Student Curriculum Committee's early year efforts. One of the committee's most important goals, to give current Jefferson classes a voice in the formulation of Phases II and III (third and fourth years) in the two year-old new curriculum, suffered a major setback when the Office of Medical Education declined to help fund a mail survey of the Classes of 1973 and 1974.

The philosophy behind the junior year is already established, Dr. Joseph Gonella, associate Dean and Director of Academic Programs, indicated at an October 3 meeting of the Office of Medical Education, although final decision by the faculty-student Committee on Curriculum will not come until December.

The present system of twelve week clerkships in Medicine and Surgery and six week clerkships in OB/Gynecology, Pediatrics, and Psychiatry will probably be retained; a rotation in Family Medicine replaces the six week elective block. Loss of elective time caused the most anxiety among Curriculum Committee members.

The mail survey of seniors and 1973 graduates sought data on the importance of the option block in the junior year: was it useful, where was it taken, did it aid in career choice. The Office of Medical Education, important in the effort because of expenditures for stamps, envelopes, and stamped return response cards, challenged both the quality of the data that would be gathered and its necessity. Application of the information to action would be difficult, even if 80% of responses favored retaining electives and omitting a Family Medicine rotation; the philosophical decision to move all option time to the senior year and to introduce a rotation from the

Department of Family Medicine has already been made, Dr. Gonella said. He stressed that sufficient flexibility in the fourth year will permit students to take two or three six-week option courses, although the present possibility of an additional six week vacation instead of elective will probably not be offered. These revisions seek to curb abuses of the elective time by more carefully regulating the experiences: options will be defined in terms of specific objectives toward which students will work during the six weeks. These blocks will be generally taken at Jefferson and affiliates; to take an option elsewhere will require the student and a faculty member to prove that the elective will meet Jefferson's outlined option objectives. The Office of Medical Education recommended that the Student Curriculum Committee shift its efforts to the senior year where contributions and data can influence action.

Survey efforts of the Curriculum Committee within the freshman class faced similar difficulties; in order to make Biochemistry and Anatomy and Physiology review conferences more valuable to the majority of the class, polls were planned before each conference. Questions assayed subject matter, professor presentation, and the value of supplementary handouts and syllabus outlines. Confusion over intent of questions, dates of distribution of the questions, and method of returning the questionnaire has militated against the poll's effectiveness in planning the review conferences.

Letters to the professors lecturing in the freshman Emergency Medicine course were well received. Although the lecturers are always informed of the freshman class' scarcity of medical knowledge by the course coordinator, last year's freshman class encountered a number of lectures in the Emergency Medicine course which assumed advanced knowledge of anatomy or pathology. The letters, which give both an invitation on behalf of the freshman class and a quick summary of subjects covered to date, were acknowledged in their first week of use by both Drs. Olshin and Rutter. The project will continue throughout the Approach to the Patient course.

Similarly, a successful letter brought Dr. Gonella to the October 17 meeting of the Student Curriculum Committee, the first in a series of faculty guests. Dr.

Gonella broadened the group's perspective by answering questions covering grading and testing, the third and fourth years of medical school, and curriculum revision proposals.

Sophomore and junior members of the committee are devoting time to the curriculum revision proposal. Overwhelmingly supported to petition in the Classes of 1975 and 1976, the proposal calls for more efficient use of teaching time at Jefferson. Reducing the hours spent in lecture through more effective use of handouts and text readings, increasing the time in small case study groups, and introducing a problem oriented approach to the basic science years are key elements of the proposal. Last spring nearly all professors in the basic sciences were introduced to this proposal by members of the ad hoc Committee for Curriculum Revision. In addition, two meetings brought some of the interested faculty and students together for discussions of philosophy and inevitable problems, but an intervening summer vacation halted the proposal's progress. This fall, Student Curriculum Committee heads the drive; the proposal will be presented to the faculty-student Committee on Curriculum for discussion and study. Specific course outlines are being prepared for each department to more concretely demonstrate how revisions can be incorporated. Complete packages of history, rationale, and proposals are being prepared for the president, dean, and associate deans involved in curriculum and student affairs.

Grading and testing and course valuation efforts are also being organized in the Student Curriculum Committee. Presently disjointed course evaluation is a major target: only with more centralized and correlated data can the educational experience at Jefferson Medical College be accurately appraised. Course evaluation will be a keystone in the Student Curriculum Committee's drive this year for ethical, data-based action in order to improve this educational experience.

John Lammie

## Rural Practice Preceptorships

A six or twelve week elective is now available for experience in rural practice. Each student will reside in the community of the preceptor to which he is assigned and participate in all aspects of the preceptor's practice. Electives are now available for preceptorships in Family Practice. Efforts are being made to develop rural preceptorships in Internal Medicine and Pediatrics and/or to increase the number available in Family Practice during the current academic year. Funds are available to pay for student travel and per diem expenses. For further information contact Robert Mackowiak, M.D., Assistant Dean.

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# PEACE

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# Three Discuss Chinese Children

By Frank Chervenak

On Wednesday, October 10, the student body had a wide choice of evening activities—a lecture on hyperalimantation, a frat party, and even school chorous practice. However, euthanasia was the topic of choice for many, as over 100 Jeffersonians squeezed into the music lounge to hear the three participants express their views.

Doctor Soentgen spoke first. Calling upon her experience with the intensive care nursery, she questioned the morality of euthanasia in all forms—active and passive. She cited a case where others advised turning off the respirator because a child with a flat EEG would be a vegetable for life; the child is now attending school with an above average I.Q.

Disagreement over certain points was expressed by Doctor Olshin. He emphasized the complexity of the issue and felt that a meaningful existence, and not biological life, is the crucial factor to consider. He agreed with Dr. Soentgen that active euthanasia is wrong and should not be practiced.

Mr. Sprecker, the lawyer, enlightened many to the legal aspects of euthanasia. A patient now has a right to die and can refuse medical treatment.

However, active euthanasia, practiced by the physician, is not allowed. Also, physicians can intervene to save the life of a child, despite the wishes of the parents.

In conclusion, the evening was worthwhile for all involved. Mr. Sprecker should be sent to Washington to help out our beleaguered president. Dr. Soentgen should be more selective before doing any more abortions. Dr. Olshin should be careful not to repeat his anecdotes (Freud, etc.) considering the diffuse nature of the audience. In short, consensus may not have been achieved on all points, but respect and meaningful communication were abundant.

### Goodbye Maytime

Once there was reason in madness.

Once there was time for a lark. Once there were tears by a poolside, Marking the end of a spark.

Once there were jabbers and jokers,

Mixing with smarties and snobs. Whoever thought we would wind up,

Mourning the loss of a farce.

J. D. Kanofsky

# Classified Ads in Ariel

# In the Limelight

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Dr. Stanley K. Brockman, widely known heart surgeon who performed over 150 open-heart operations per year at Michael Reese Hospital and Medical Center, Chicago, has been named Director of the new Division of Cardio-thoracic Surgery in Thomas Jefferson University's Department of Surgery. The announcement was made by Dr. Harry S. Goldsmith, chairman of the department of surgery at the University's Jefferson Medical College. Dr. Brockman received national attention in December, 1970, when he performed probably the first successful open-heart operation on a hemophiliac. The physician has been Professor of Surgery at the University of Chicago School of Medicine since 1970 and has been Director of the Division of Cardiac and Thoracic surgery at Michael Reese since 1968.

Dr. Sandor S. Shapiro, Professor of Medicine at Jefferson Medical College of Thomas Jefferson University, has received a five-year grant of \$362,949 from the National Institutes of Health for continuing research in hemophilia.

Dr. William K. Grossman has been selected as a Fellow in the Office of Medical Education at Thomas Jefferson University's Jefferson Medical College. Dr. Grossman plans to assist in curriculum planning and the assessment of patient care during his fellowship year. The 28-year-old physician was among the first graduates in the nation to attain an M.D. degree only five years after high school. Dr. Grossman received his bachelor of science degree Summa Cum Laude from Penn State in 1965 and his M.D. degree from Jefferson in 1968. Recently he completed a residency in psychiatry at the Institute of the Pennsylvania Hospital and there received the Mathy Research Prize for a project in adolescent psychiatry.

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## Child Discipline or Child Punishment.

By David S. Brashear, M.D.

There's nothing funny about a child who won't behave and there's nothing more frustrating to a parent than to see his attempts at discipline fail. It's not easy to be a mother or a father—and sometimes it's not all roses for the child either—but everybody seems to get along better when there's discipline involved.

"Discipline" is not to be confused with "punishment," however. The first applies to helping a child learn to acquire self control, to handle frustration, and to live cooperatively with others. Punishment, on the other hand, is a specific penalty a child must pay for a specific act.

All children need clearly defined rules and expectations as to what behavior is acceptable and desirable in the home and with others. General types of commands such as "Now you behave!" or "Be good when Mommy is away" are too vague for children to follow. Preschool children, especially, are not able to generalize rules from one situation to another.

Derogatory remarks as "You're impossible" or "You're bad" serve only to shame the

child and are not constructive. It is better to spell out the specific behaviors desired and the exact limits imposed. In addition to knowing his "boundaries," a child must also have respect for his own spontaneous feelings, ideas, and the need for self expression. Self control and self value go hand in hand.

Now you might say, "Oh, that sounds very nice, but what do I do when my 4-year-old strikes at me, or my 6-year old attacks his brother or destroys things?" I would answer that children should know without question that behavior which can hurt themselves, hurt others, or destroy property, cannot be permitted and that you as a parent will not allow these things to go on.

The situation may require specific physical action on your part at times, such as removing the child from the scene, holding him firmly, or taking away a would-be weapon from his grasp. But whatever the offense, there is only one justification for punishment—the need to gain a child's attention so he clearly understands the specific reprimand for a specific act.

When punishment becomes prolonged, excessive, or otherwise inappropriate—such as withdrawing affection or confinement to a dark closet, the reason for it is lost. Instead, the fear, unhappiness, and resentment suffered are the only lesson experienced.

It is not uncommon to hear a well-intentioned mother exclaim "I really punished him! I had all I could take this past week!" Punishment for general disappointment and frustration is useless. It serves only to vent your own feelings and does not instruct the child in self control.

Children identify with us and learn by our example. We must demonstrate by deed, as well as word, acceptable ways of handling anger, frustration, and conflict. Remember that children learn what they live.

at the ferocious phenomenon of 5 o'clock i find myself gently decomposing in the mouth of New York. Between its supple financial teeth deliriously sprouting from complacent gums, a morsel prettily wanders buoyed on the murderous saliva of industry. the morsel is i. Vast cheeks enclose me.

a gigantic uvula with imperceptible gesticulations threatens the tubular downward blackness occasionally from which detaching itself bumps clumsily into the throat A meticulous vulgarity.

a sodden fastidious normal explosion; a square murmur, a winsome flatulence -

In the soft midst of the tongue sits the Woolworth building a serene pastile-shaped insipid kinesis or frail swooping lozenge, a ruglike sentience whose papillae expertly drink the docile perpendicular taste of this squirming cube of undiminished silence, supports while devouring the firm tumult of exquisitely insecure sharp algebraic music. For the first time in sorting from this vast nonchalant inward walk of volume the flat minute gallop of careful hugeness i am con-jugated by the sensual mysticism of entire vertical being, i am skilfully construed by a delicately experimenting colossus whose irrefutable spirallantics involve me with the soothings of plastic hypnotism...i am accurately parsed by this gorgeous rush of upward lips. . .

cleverly perching on the sudden extremity of one immense tooth myself surveys safely the complete important profane frantic inconsequential gastronomic mystery of mysteries  
life. e.e. cummings

## A Film for the Viewer Demanding Everything

by Bob Sklaroff

"What if they gave a great movie and nobody came?"

That's what happened when *O Lucky Man!* swept through Philly last month. This unlucky film, with all the trappings of a hit, received polite respectful reviews. By all measures, it should have brought raves.

*O Lucky Man!* fascinates. It can be seen as an enjoyable movie with a musical commentary punctuating the "heavy" scenes. Furthermore, plot, portrayal, pathos, parody, philosophy, perfidy and production enrich the performances of Malcolm McDowell, Sir Ralph Richardson and Rachel Roberts—providing as much cinematic communication as one can digest.

Malcolm McDowell portrayed a student revolutionary in Lindsay Anderson's *If...* five years ago, and an avid fan of sex, violence and Beethoven in Stanley Kuprick's *A Clockwork Orange*. References to these movies, as well as to *Birdman of Alcatraz* and Ingmar Bergman's *Cries & Whispers* surface in *O Lucky Man!* as Malcolm McDowell's *Odyssey* reveals corruption at all levels of society.

"The early part of the tale, its springboard so to speak, was largely the contribution of Malcolm McDowell, from memories of his early coffee-selling days in the Northeast" of Britain, explains the director, Lindsay

(Continued from page 1)

### Students

is badly needed - either for the family or for future education." The Philadelphia school system underwrites the cost of salaries.

Now that the students are back in high school, they will continue their work at Jefferson but only two days a week; this time without pay. Thus, throughout the school year, they will maintain contact with their preceptors and will continue to build on their experience.

Anderson. The viewer is led from this point through abhorrent business, police, governmental, scientific, military, medical, judicial, political and welfare practices.

The length of the preceding patter suggests the primary criticism of this movie: too much, too long, too disorganized. Anderson might reply that the movie covered so very much territory that individual depth in some sketches (eg., Police, Judicial, Political) had to be deferred to Alan Price's musical interludes.

*O Lucky Man!* documents McDowell's evolving discovery of the meaning of these lyrics from "Look Over Your Shoulder":

*Hope springs eternal in a young man's breast  
And he dreams of a better life ahead--  
Without that dream you are nothing, nothing,  
nothing...  
You have to find out for yourself your dream is dead.*

In the process, McDowell sells coffee, witnesses an auto accident, is invited to a sex party, is seduced by his hotel proprietress, is mistaken for a spy, is breast-fed, donates his head for transplantation onto the body of an animal, blackmails a wealthy Londoner, who later hires him as his personal assistant, witnesses a suicide, delivers napalm ("honey") to an African dictator, is framed for gold smuggling, serves soup to tramps, is mugged by these tramps, and finally auditions for a movie role.

In 160 minutes. With a cast of 31 covering 62 major roles. With 39 supporting actors. Anderson explains the overlap:

"One characteristic feature of *O Lucky Man!* is... the continual re-appearance of actors in different roles. This idea came with the writing of the script...the choices were intuitive, never theatrical or programmed...We could not afford to contract our entire company for the entire period of shooting...And when Alan Price came up with his words for the last song, it all fell into place:

*On and on and on we go  
Round the world in circles  
turning  
Earning what we can...*

Anderson seems to be trying to capture the sensation of recurring life themes. Alan Price, formerly of the rock-group The Animals, composed the musical foil which is instrumental to the

film's impact, excerpts from which are quoted above.

This is *Playboy Magazine's* review of the Sound-Track LP:

"The songs and the performance by composer-singer-pianist Alan Price (is is, incidentally, very visible in the movie) are merely sensational. Price is close to Randy Newman in his approach to a song. The title song, *Changes, Justice*, and especially *Poor People* are several cuts above most of the better pop stuff turned out today. Price's voice is beguilingly straight-forward and his piano work meritorious."

(The lyrics to the songs are printed on the album.)

McDowell exits this swirl of experience and music having "arrived after his journeying through the world of illusion, at some kind of acceptance reality. But acceptance is not conformism," in Anderson's words.

Andrew Sarris's capsule review from *The Village Voice* proffers these quotable-quotes:

"Anderson's style seems torn between lyrical contemplation of humanity and contemptuous grimaces at society... Movie stands or falls ultimately on Alan Price's Brechtian role as musical commentator both within and without the screen epic. Standing or falling, *O Lucky Man!* remains a massive work of the cinematic imagination, and a lot of fun in the process."

The search for the underlying theme leads to the stark Machiavellianism repeatedly preached by McDowell and Price. McDowell achieves initial success selling coffee with his "sincere" smile and vigorous handshake. And Price pounds on a similar note:

*Look over your shoulder 'cos there's always someone coming after you... Everyone must play the game... next to health is wealth and only wealth can buy you justice... if you have a friend on whom you think you can rely you are a lucky man... sell everything you stand for... A man's got to make whatever he wants--take it with his own hands.*

But at the end of the tale, McDowell can no longer smile "without a reason... What's there to smile about?"

This is no "pseudo movie." When it wins a few Oscars and is revived at the TLA, indulge. Let Anderson's roving-controlled camera, Price's tart-contemplative-commentary and McDowell's blithe-passive-Everyman entice and entertain.

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# Would You Believe....?

Would you believe there are actually doctors, nurses, nursing students, grad students, and med students right here at Jeff who have found that Jesus Christ really was and is all that He claimed to be? Incredible!

These apparently stable, rational and intelligent people are Christians. Would you believe that you probably don't really understand what that term means? Here is what "Christian" does not refer to: 1. a code of ethics taught by a good, moral teacher (would a good, moral teacher lie?); 2. a dull, ascetic existence characterized by lists of do's and don'ts; 3. an organized church or denomination; 4. self-righteous hypocrites in that organized church or denomination. Granted, the above things do exist, but that is not what is "Christian". A Christian is one who has found a life of love, joy and peace that comes when a person experientially and personally meets the Jesus Christ of the Bible and history. Would you believe that this Jesus said things like: "I have come that they might have life and have it more abundantly," and "I am the Way, the Truth, and the Life," and "I and the Father are one." He also made the ridiculous - or true - statement that He would die for the sins of mankind and then come back to life, which means He is alive today and you could get in touch with Him if you wanted. Or, you could find some of these Christians who get together on Wednesday evenings in the nurses' residence, Thursday evening in the library, or Wednesdays at noon in M-26 at Jeff Hall. These people are also trying to show some of God's love to the down-and-out people of the city in a clinic they help staff every other Sunday. If you're interested, look some of these people up. If not, why aren't you interested? After all, Jesus Christ either told the Truth or lied. It's worth looking into...would you believe!?!

Jim McGeary  
Box 513  
Christian Medical Society

# ABBOT'S SMALL PEECE

from our London pen-pal too MUCH

## READ ABOUT MARK, LEARN & INWARDLY DIGEST

When it came to accusing the gentlemen of the press of irresponsibility, (sound effect of A. Small impaling his genitals on a hobby horse) the tired old Lampton-callgirl stuff is a mere handful of wild oats sown on the evanescent wind of change. (And you know what you get at harvest time, don't you? Yes, wild porridge). From the way the scandal caught on, you'd think every man in the land was slipping a mistress 'twixt master and mattress Mondays and Thursdays and twice on Bank Holidays. (A thought that prompted me to suggest to the British Medical Association that they distribute wind-screen stickers printed with 'Emergency - Doctor On Callgirl!')

No, for my money (and where is my money, by the way - it'd better be there next week, or you'll never see your G-plan dining suite alive again) you can't go round blaming the press for the Lampton business. I mean, if he wants to flah the merchandise at our Norma, and a lad from the 'People' has got his Instamatic primed and foaming at the lens, that's just great. Good luck to him, and every f-over-8 he can manage.

No, if you're so keen on grabbing the press by the short and curlies and dragging them over hot coals (difficult to achieve without burning your fingers) let's get them on the Mark Phillips rap.

By the time the lads had done researching and interviewing acquaintances of Lt. Phillips, I felt I knew him as well as the back of my left kidney. Half the country, it appeared had some background info on the poor lad, and were pumped dry of same by the other half of the country who hadn't.

Straight after The Announcement, the evening papers dug up the nugget to end all nuggets. Lt. Phillips was in the Army. Scoop! Right lad, interview the Army, said City Desk.

Eventually they dug up some microcephalic corporal from a regiment that was stationed three years ago not thirty miles from where the regiment Mark joined was stationed before he joined it.

From this faithless confidante, the eager public learnt that Mark was the sort of bloke that would be in a regiment in Germany, i.e. a soldier. And that he ranked below his superior officers, and above his subordinates. Fascinating, eh?



BUT WHAT IS A SOLDIER, THAT IS THE QUESTION!

Then they found that Mark's dad owns a sausage factory. Out went the newshounds and came back with reams of bumf about working conditions in a sausage factory, the role of the sausage in British democracy, the place of the sausage in national hot-dogs, several close-ups of a sausage similar to the type manufactured in the factory owned by the dad of the bloke that so suddenly swept our own Princess Anne off her fetlocks. The resemblance was striking.

When the lovers came down to London on the train from Balmoral, the press interviewed the station master at King's Cross (who said the red carpet would stay in the cupboards this time) two commuters whose trains would not be affected by the Royal arrival, four porters thought to be Mr. Belisario in disguise, and finally two particularly tenacious reporters from the 'Daily Express' dressed as Pullman car attendants, slipped aboard the train and in the confusion, interviewed each other all night long. When Princess Anne went to Stuttgart, there was an interview with our correspondent on NATO affairs, with somebody else who had been to Stuttgart and could remember what the airport looked like, and somebody else who thought he could remember how to spell it but wasn't sure.

There followed a relative lull, while Watergate and Lampton, Belfast and Greece mercifully panted back onto the headlines, but then we were off again - an expert of Army salary gave out that the lad would cart home a cool £2,300 p.a.. Enough to take his bird out twice a week, keep her in cheese-and-onion crisps, and still have enough to put a little for a place of their own. And you can imagine how astonished we all were to find that she, frail creature, lugs back £35,000 from the 'I do' onwards. My jaw fairly fell with the delight of it all.



Mark's old housemaster chipped in with his three ha'pence of reminiscences. 'Yes - he was just Phillips., M to me; but I think we were all aware of the deep, courageous streak in our Martin. Academically he was average. But good at it. In fact, if being average had been a subject in the curriculum, our Martin would have come top. Not surprised at the way things turned out. Delighted in fact. Both of us - the wife and I - were really glad that he landed that job as short-order chef in that cafe on the M1. Good luck to you, Martin, and as we used to say at Open Day "If at first you don't succeed, go and sulk and spoil it for everybody else"!

As each day brings more details of his clothes, his shoes, his haircut, his blood count, his chest X-Ray, his heritage, background, foreground, roundground, and fairground, I find myself more and more inclined to stay in bed until it's all over. In fact, I think I will stay in bed - if only this bloody photographer from the People would shift over a bit. He's a nice lad, really, but he's got a very lumpy Brownie.

ABBOT SMALL

University College Hospital Medical School (UCHMS)  
University of London.

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# Perspective: Living Excuse

(Continued from page 1)

sion. Lay individuals, including the families of medical students and physicians, place the care of the sick in a special category. In all likelihood, there is a great deal of projection of one's own worry about well-being in establishing this special pedestal for medicine. Parents may become overprotective of the student by overlooking indiscretions or failures to contribute to family functions because he "has to study." Everyone has to be quiet because Melvin is studying. Melvin's father cuts the grass because Melvin is studying. Soon Melvin learns he can get out of anything because he is studying. Melvin's wife gives up her education, recreation, friends and vacations because Melvin's training needs. But even more importantly, their interpersonal relationship fails to mature because he is immersed in his training.

"The children may never see him at the dinner hour, at their school concerts or at parents' night. Children have ingenious methods of paying back parents for lack of concern and love.

"Little by little, with everyone bending and twisting their lives so that Melvin can become a doctor, he intuitively learns that when and where he wishes, his studies and medical responsibilities can be used to defer other responsibilities. The loved one can be made to feel guilty about taking the doctor away from a sick patient. Some physicians will develop their indispensability to patients into a way of life for there are few families that will have the nerve to place their needs above the life or well-being of a patient. The exploitation of guilt is the physician's method of

suppressing the goals, aspirations and needs of other members of the family unit.

"Here are some examples that anyone can recognize:

1. **Physician Dawdler** - He is in the hospital coffee shop two to three times each day and is seen frequently talking in the halls but never gets home before 8 P.M. (because he doesn't really start working until 4 P.M.). He doesn't want to be home.

2. **Electronic Pediatrician** - A real physician who established multiple electronic devices so that he would be on call 24 hours each day, seven days a week. He is telling his family where his priorities are.

3. **The Out-of-town academician** - He can never refuse a speaking engagement and magnifies the importance of each commitment that takes him away from his primary professional and family responsibilities.

"There is no simple answer for the overcommitted physician and his family. There are several reasons why a physician will choose this path but most of them reside in deep-seated personality characteristics that one brings to medical school and that are not changed by one lecture or manuscript. Yet one should ask - are there any preventive measures?"

"Somewhere early in our development, the matter of family versus profession has to be considered and frequently discussed. The dialogue must continue and everyone's needs must be evaluated, considered and appropriately satisfied. Another

way of putting it is that not only are all men created equal, but women and children, too.

"I am sure there are some of you who are willing to debate the stand that the family has priority over the profession. Others will consciously agree but unconsciously place prime emphasis on their professional lives. You cannot disagree that it is proper for the family unit to establish realistic goals for all members of the family. Included in those goals should be the highest professional goals. There is no reason why the goals of the entire family cannot be satisfied. This cannot and will not materialize without the realization that they exist and without constant communication among all members of the family unit.

"It is for all of us to constantly evaluate the direction of our efforts and make certain that neither our family or professional responsibilities are neglected. Good luck to you all in achieving this delicate balance, for no one should have an excuse from living."

TABLE 1

	MATURE INTERPERSONAL RELATIONSHIPS	ATTAINMENT OF EXCELLENCE IN ONE'S PROFESSION
Rewards	Primarily long term rewards - if any	Multitude of short term rewards - prizes, honors, money
Relationship	Primarily giving	A strong element of narcissism
Recognition	Meager	Exaggerated (personal and community)
Importance	Key to progress in any culture	Important
Impact when Things go wrong	Overwhelming	Disappointment
Level of Responsibility	Primary	Important, but may be a mechanism for escaping one's prime responsibility

## Choir Trills Hallelujah, Mass At Christmas

This year marks the fourth season for the Thomas Jefferson University Choir, and it promises to be outstanding.

The choir is composed of doctors, medical students, nurses, nursing students, employees of the university, spouses of Jeffersonians, and any other interested members of the university community.

The group rehearses Wednesday evenings from 7:00 until 8:30 in McClellan Hall. It is still accepting new members regardless of prior musical experience, and it is still seeking an additional accompanist.

The choir is conducted by its founder Robert Sataloff. Mr. Sataloff, a third year medical student, is a professional operatic baritone who studied conducting at Harvard and at Haverford College where he earned his undergraduate degree in Music Theory and Composition.

In the past, choir programs have included major works by Bach, Vivaldi, Schubert, Pergolesi, Davison, Vaughan Williams and Faure, among others. In addition, the singers perform Christmas carols, spirituals, rock, and smaller

classical works.

This year's season is particularly exciting. The Fourth Annual Christmas Concert and Wassail Party will be held on December 14 at 8:15 in McClellan Hall. It will include familiar and unusual carols, Handel's "Hallelujah Chorus," and a Mass by W. A. Mozart. The Mozart mass will be previewed on November 16 in McClellan Hall in a concert sponsored by the Faculty Wives Club.

The choir frequently uses instrumental support in its performances and has used a full orchestra twice. This Spring's concert calls for an orchestra again. Musicians interested in playing may leave messages in Jefferson Hall, Box 695.

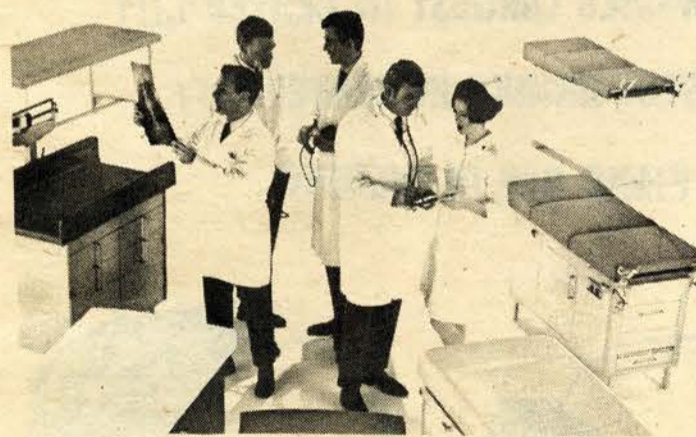
Both the Faculty Wives Club concert and the Christmas concert have become tradition at Jefferson in the last few years. The standing-room-only audiences are growing larger with each performance. This year's performances on November 16 and especially on December 14 will be highspots in the Jefferson year, and promise to be a source of pleasure and pride to the entire university.

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# Dx: Bulging Waistline Rx: McNulty's Multifaceted Intramural Sports

**Curt Cummings**

Jefferson does have a sports scene - the Intramural Cup Competition.

A needed distraction for many here at THU is the Commons Recreational Plant, ably directed by Gary McNulty. The physical layout itself includes a new University weight machine for the musclebound, plus the gymnasium, pool, squash court and game room, and the Commons offers organized sports as well. Together, the facilities and team events offer good competition and physical conditioning to any Commons member, be he a dedicated jock or a Saturday afternoon duffer.

There are three systems of organized sports at Jefferson, all with something different to offer. Much celebrated is the Nursing School Basketball Team, which won the city championship again this past year for the umpteenth time. Offering participation to a wider segment of the TJU family are the less-heralded interscholastic sports. These include such exotic pastimes as rugby, billiards, fencing and swimming, although the competition is low-key and certainly not at the level of a USC-Ohio State battle. The events inviting the most participation here, though, are the often fiercely contested intramural circuits.

McNulty's grab-bag has playthings for all seasons, and the dust is scheduled to fly very soon with touch football, handball, billiards and squash due to be decided by December. As would be expected, the medical fraternities dominate the competition yearly, but some regular and not-so-regular teams of independents, employees, and student nurses are now making strong showings. Independent women are also participating more regularly.

This past year the Cup Competition was won by Phi Alpha Sigma, breaking through Phi Chi's traditional jock-house dominance. Although Phi Chi won two of the top four team sports, Phi Alpha did better overall, totalling 24 team points to 17 for Phi Chi, 16 for the Employees and 14 for the Sophomore Independents. Most of 1973-74 competition can again be expected to be seen among these four groups.

Without launching into a deep analysis of the sociological phenomena involved, nor scrutinizing too many main characters, it can be said that Phi Alpha won the cup on overall participation. House athletic director Gary Rosenthal's reason for victory was brief: "Not only was there a different bunch of guys for each event, but every single sport was entered." Despite gaining only one team point in the first two major sports, Phi Alpha accelerated greatly in mid-winter. Individual efforts pulled in three minor sport victories and two second places. This participation especially paid-off in the single entry tournament events where Phi Alpha picked up 14 points. The volleyball title gave the house a 23-12, lead by winter's end.

Intramurals are divided into the major and minor sports which award 5-3-1 and 3-2-1 points for first, second and third places, respectively. The major sports consist of football, A-league basketball, volleyball and softball, and are conducted either as league play with subsequent playoffs, or as a double elimination tournament. The minor sports are single elimination tournaments, with the exception of B-league basketball and swimming, and include paddleball singles and doubles, squash, handball, one-on-one basketball for both giants and pee-wees, billiards, and table tennis.

Football was won last year by Phi Chi, besting the more explosive but less disciplined Sophomore Independents, 19-14. The Sophs scored on two spectacular long pass plays of over 60 yards each, but Phi Chi played steady ball to control most of the play. Phi Alpha was third.

In late fall and early winter, perhaps the less popular but still entertaining minor sports were decided. Billiards was won by Rob Good of Phi Alpha with Dave Moore of Phi Delta Epsilon the runner-up. In handball, Jim Tibone of Nu Sigma Nu edged Mike Steel of Phi Alpha. Ping pong went to Nat Jacobson of Phi Delta over Steve Glinka of Nu Sig.

From season's beginning, the clash between the Sophs and Nu Sig in A-league basketball could be predicted. Members of both

teams seemingly spent more time in the gym than in class, especially afternoons until six. In league play they finished one-two and the Sophs got the upper hand finally in the playoffs. The rest of the basketball scene went totally to Phi Alpha. They ended up second to the Sophs B in the B-loop, then took both one-on-one titles. Ken Savage topped Geoff Hallock of the Sophs in the giant loop and Joe Branconi edged Art St. Andre, also of Phi Alpha, in the pee-wees.

The racquet sports provided the fiercest in-bred competition of the year, as the same faces seemed to show up high on the seeding charts of every event. Squash was won by Dr. Earl Byrne, upsetting Hallock. In paddleball, fourth-seeded Don Snook overcame Dr. Stu Brodsky in the semifinals and Hallock in the finals to win. The team of Hallock and Brodsky took all comers in paddleball doubles, with Byrne - Ferd Massimino second.

Swimming was held as a single large meet, a one-day free-for-all that turned to be fun and meaningless. Not only did the student nurses enter as a team, but Nu Sig, AKK and all independents joined as one entry. The scoring placed the independents first, employees second.

Volleyball from the start was a grudge battle between traditional rivals, Phi Alpha B and Phi Chi A. Last year tempers flared in the same match; this year, amid similar steam, Phi Alpha triumphed, losing only one game in the entire double elimination tourney.

Softball, by contrast, was too funny to be believed. All headlines were grabbed by runner-up AKK, who scored 28 runs in two games against frosh independents. AKK was next clobbered 8-1 by Phi Chi, upset Phi Alpha, most of whom carried hangovers, in a hilarious 13-10

THOMAS JEFFERSON UNIVERSITY  
COMMONS PROGRAM COMMITTEE  
PRESENTS

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**FOOTBALL**  
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Penn-Cornell - Franklin Field - 1:30 P.M. - \$1.00.

November 27  
Penn-St. Lawrence - '23 Rink - 7:30 P.M. - \$1.00.

December 4  
Penn-Colgate - '23 Rink - 7:30 P.M. - \$1.00

December 12  
Penn-Princeton - '23 Rink - 7:30 P.M. - \$1.00

February 19  
Penn-New Hampshire - '23 Rink - 8:30 P.M. - \$1.00

GAMES PLAYED AT CLASS OF '23 RINK LOCATED ON WALNUT ABOVE 31ST STREET.

**BASKETBALL**  
January 23  
Temple-St. John/ Penn-Villanova - 7:10 P.M. - \$3.00

February 23  
Penn-Yale/ St. Joe-Villanova - 7:10 P.M. - \$3.00

GAMES PLAYED AT THE PALESTRA. THESE BASKETBALL TICKETS WILL BE AVAILABLE TO STUDENTS FOR \$2.00.

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## THOMAS JEFFERSON UNIVERSITY UNIVERSITY HOUR SCHEDULE

### FALL TERM 1973

Solis-Cohen Auditorium  
Jefferson Commons  
Wednesdays 1:-2: P.M.

Nov. 14 - Mr. Stephen Blair, lecturer-performer. Topic: Electronic Music and the Moog Synthesizer.

Nov. 28 - Stanton T. Friedman - Nuclear Physicist. Topic: Flying Saucers Are Real!

decision, then ripped Phi Chi, 12-7, in a game featured by 10 errors. Phi Chi restored world order by winning the final, 703, and clinching second place for the year.

It is evident that the intramural sports scene is a mixture of hard competition, fun and total buffoonery that is worth getting

into for the sake of all three. As straight physical conditioning *one could do better, but there is an attractive trophy at the end of it all for the winners. For the record, Phi Alpha is the choice to repeat, due to continuing, all-around depth and new personnel, but there are plenty of ways to win a trophy.*

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