

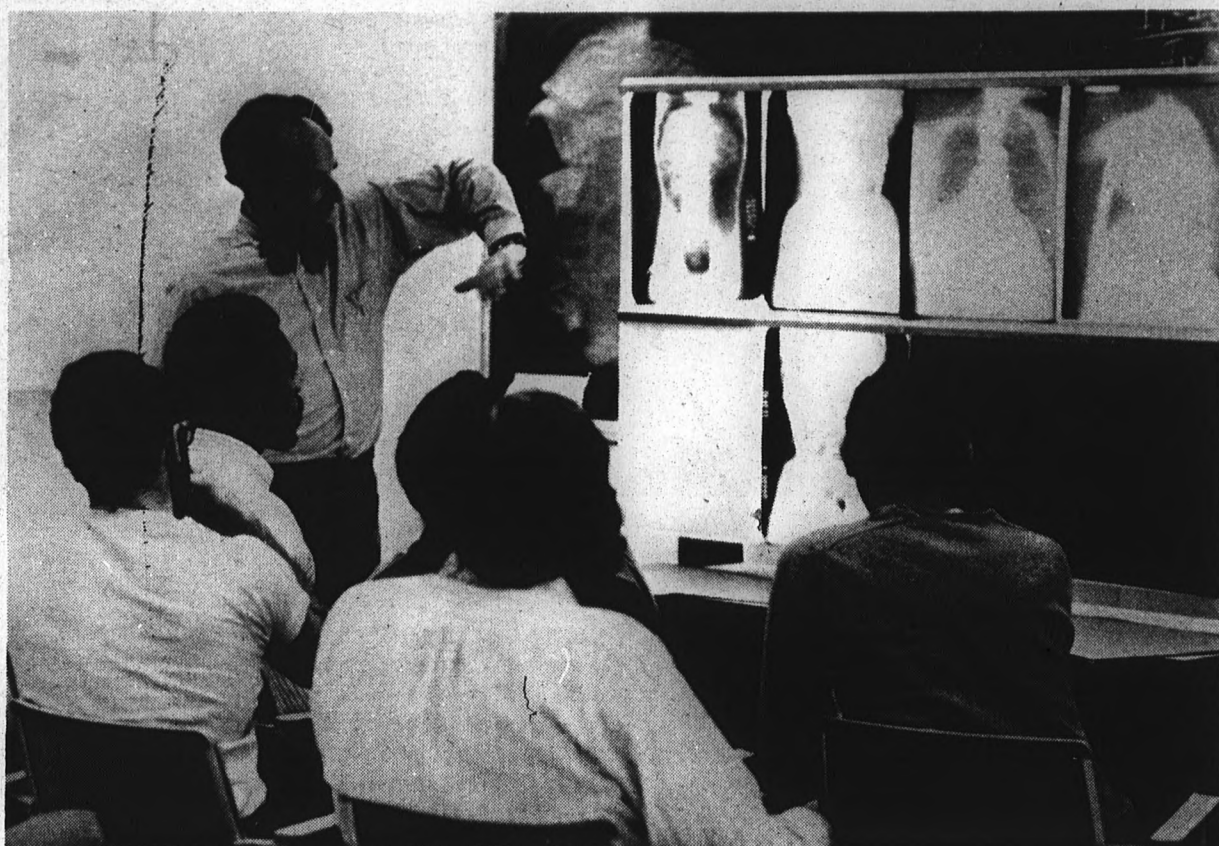
# the learning laboratory of the department of radiology

by Bill Gerber, Medicine IV

Instruction in medical school is not all that students or their professors would want it to be and the process of becoming a physician is at times unbearably painful, often needlessly so. But learning to learn and learning to understand — the process of intellectual growth — should be rewarding. This is often not the case and since students of this generation have discovered that suffering in silence is useless, one sign of student interest and a sure harbinger of spring are the grumblings of the graduating class about their medical training. Much of what has been said about outmoded curricula and poor teaching in medical schools is well founded and most administrators and faculty members know it. Last year's senior medical class here produced a statement that would be hard to improve upon as an expression of serious student concern with clinical instruction when they wrote: "We believe that the teaching of medical students, particularly in the clinical years, has fallen from its former pre-emptive status to a poor third place behind the demands of clinical investigation and administrative duties in the competition for the faculty's time and interest."

A large part of my energy over the last four years has been spent in criticism of the process of medical education and in working to try to improve it. Every factor that contributes to the success of an educational experience — our academic quality as students and the quality of our faculty, the environment in which we learn, the bureaucracy which is supposed to make learning possible, the way we relate to each other as students, faculty and patients — has at one time or another struck me and some of my colleagues as hopelessly inadequate.

It is, however, both unfair and unproductive to limit oneself to criticism, and I write this article with this in mind. Its purpose is to demonstrate a success story in medical education on



photo/suellen bilow

this campus.

The Department of Radiology and especially its Learning Laboratory are places where learning is pleasant rather than painful. You don't get something for nothing — you never do — but the program is planned and presented in such a way that the results are commensurate with the effort. There are other departments in this school with

excellent teaching programs, but the Learning Laboratory of the Department of Radiology has several unusual features. It reflects a definite commitment of funds, space, and faculty time to teaching medical students to a degree that I believe to be unique among university departments; it provides instruction for medical students

*continued/page 2*

## synapse

peach march on saturday, april 24

University of California  
at San Francisco

Volume 15, No. 23

April 23, 1971

### bulletin

#### STUDENT CONCERN AND INVOLVEMENT IN CAMPUS GOVERNANCE: A CRUCIAL STATE

Let your voice, ideas and desires be heard as well as contribute to vital discussions and decisions affecting your stay at UC Medical Center.

Your participation is urgently requested — Plan to attend the campus-wide student body meeting which has been called by the ASUC — Thursday, April 29, 1971, at 5:30, in the Medical Science Auditorium. Listed below are some of the pressing matters to be dealt with at meeting.

1. Proposed ASUC fee increment
2. Reorganizational plan for ASUC
3. ASUC election results
4. ASUC revenue funding sharing with individual schools.

If you have an opinion, a question, or you just want "First hand" information — come and check things out. Perhaps a workable plan for solving a few of the problems that confront the student body will be the out come.

Keep in mind that we as a group of students cannot afford to permit things to become or remain static. Become a part of the forthcoming dynamic process of ASUCSF.



### concert to benefit student funds

On Saturday evening, May 1 at 8:30 P.M., the University of California, San Francisco, presents an evening of variety and music featuring Connie

Trumbo and Lonnie Young, with the Irresistibles featuring Howard Trumbo on Guitar. The soul, rock and pop concert will be in the Med Sci Audito-

rium, 500 Parnassus Avenue, San Francisco. Admission is \$3 (\$2 for students of UCSF), and proceeds go toward the Educational Opportunity Program.

The entertainers have appeared in San Francisco and Bay Area night clubs including The Both/And, Charlie Brown's and the Safari Room. Currently, the Trumbo's are appearing at The Cock's Inn, 3110 Fillmore Street, San Francisco.

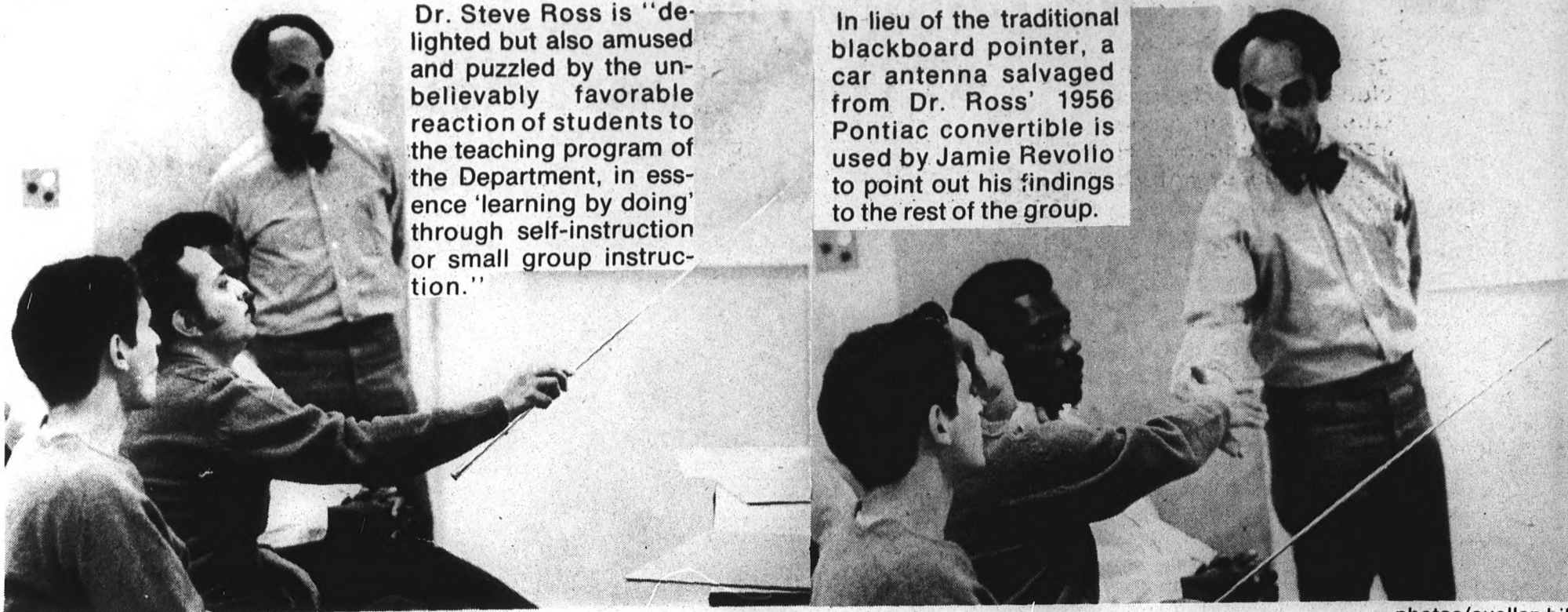
Because of Federal cut-backs in funding, student aid has suffered. The Educational Opportunity Program at UCSF has in the past made it possible for students from minority and/or low income families to attend the Schools of Dentistry, Medicine, Nursing, Pharmacy or the Graduate Divisions. But since the cut-backs it has been necessary for the Associated Students and EOP to combine their efforts in raising funds with art fairs, theater parties and such concerts as the one on May 1st.

Tickets for this concert are on sale now and are available in the Student Affairs Office, UCSF, 500 Parnassus; or telephone 666-2347.



Dr. Steve Ross is "delighted but also amused and puzzled by the unbelievably favorable reaction of students to the teaching program of the Department, in essence 'learning by doing' through self-instruction or small group instruction."

In lieu of the traditional blackboard pointer, a car antenna salvaged from Dr. Ross' 1956 Pontiac convertible is used by Jamie Revollo to point out his findings to the rest of the group.



photos/suellen bil

continued from front page

throughout their medical school career, from freshmen to seniors; its aim is *not* teaching one subject, radiology, but teaching and learning much of medicine through radiology, and it seeks in a systematic way to measure the effectiveness of its instruction in order to continually improve the program.

In the academic year since it opened its doors to students the Learning Laboratory has been an unprecedented success. Available as part of an elective clerkship to junior and senior medical students, it has had a total enrollment of 103 students; 41 members of the present senior class have taken the elective clerkship since the Learning Laboratory opened, making it the most popular elective course in their curriculum. Forty-three students from other schools in the United States and from England, Ireland, and France have come to the Department and participated in the work at Learning Laboratory. The comments on their experience range from favorable to immensely enthusiastic. (See adjoining box.)

Events that may lead to an independent Division of Education of the Department of Radiology started in 1965 when one of the faculty members, Dr. Steve Ross, took a year off for graduate work in educational research at Stanford. Steve Ross is eager to point out that while he was the beneficiary of a year off from ordinary duties, the idea of his getting an education in education and the university support for it came from Dr. Alex Margulis, the Department Chairman.

The Learning Laboratory had its beginning in 1967 after Dr. Rey Brown, a member of the Department of Radiology, obtained funds for the Radiological Health Science Education Project which was intended to promote the safe and effective use of radiation in medicine. Dr. Brown is Clinical Professor of Radiology and International Health, an Assistant to the Chancellor, and radiation safety officer of this campus. It was clear from the beginning to Dr. Brown and others that students would learn the safe and effective use of X-rays in medical diagnosis only if they learned the potential and limitations of radiologic examinations. Small group instruction seemed to be the best solution, as it is everywhere in clinical medicine, but this form of instruction requires more faculty than the School of Medicine has.

A logical step, then was to develop materials and methods for self-instruction. Steve Ross evolved the concept of the Learning File. (The idea is so obvious to him that Steve refuses any credit for originality.) The material was put together by Steve and other members of the faculty of the Department with the help of students working as research assistants and research associated.

The Learning File is based on the case presentation method. Students are given a brief outline of the patient's problem (e.g., "Chest pain, cough, fever for about a week, in a 42 year old man") and pertinent X-ray (in this case, chest X-rays). The material for each case is examined separately by the student who must decide for himself whether: *a.* the findings are definitely abnormal and diagnostic, of *b.* the findings are definitely abnormal and further studies are needed (he should be able to state what he is looking for and what he expects from the examinations he requests) or *c.* no serious clinical problem exists. Students learn by being left alone with each case, as they are in a bedside situation, by trying to decide what the meaning of the findings is, and finally through written comments provided with

each case. Thus they have immediate feedback—they learn after each case how well they are doing.

I spoke to several members of the Department of Radiology in an effort to discover why its teaching program is so successful. Their comments reflected a refreshingly enthusiastic approach to teaching students, a commitment to innovation in education and to research on learning.

Dr. Alex Margulis, the Chairman of the Department, has been a long-time proponent of educational research. He is convinced that "Radiology helps students learn medicine. For the average student, the importance of Radiology is in how it helps him learn other subjects." His policy is to seek new faculty members who know how to teach since he considers teaching one of the main responsibilities of an academic radiologist. He hopes to be able to extend the method of

## the learning laboratory of

self-instruction used in his Learning Laboratory to other levels, including interns and trainees in specialties other than radiology. He is pleased with the students' interest in his department's program. I am told that Dr. Margulis is a most effective teacher of students, although our class was not exposed to him to any extent. But it seems that an academic version of Gresham's Law operates at universities, too: the better a teacher is the more responsibilities he gets in administrative work, and the less time he has for teaching.

Dr. Malcolm Jones, Vice-Chairman of the Department, has a clear idea of why the Department has been successful in its program: "We try new things." Devoted to students, student affairs, and teaching and its improvement, as well as helping to run and plan the future of the department, Mal Jones, with Rey Brown, was the moving spirit behind the Radiological Health Science Education Project. He hopes to develop a separate educational section of the Department of Radiology concerned with developing new approaches in the teaching of radiology and other fields such as anatomy, pathology, medicine, and surgery. An integrated program would help students become competent physicians rather than junior specialists.

The man most closely identified with the Learning Laboratory and its student teaching program is Dr. Steve Ross. Steve and I have become friends over the past few years, in part because of a shared belief that there is room for improvement everywhere. He was my instructor and for a year I was one of several students who helped him assemble cases for the Learning File. Since I am writing about a program I helped to put together and about the work of a friend, I have had some doubts about my ability to remain objective. Fortunately, the written comments of students about their work with Steve in the Learning Laboratory confirmed my impressions.

Steve Ross is characteristically low key about the whole thing, delighted but also amused and puzzled by the highly favorable reaction of students to the teaching program of the Department. Not unexpectedly it was difficult to get him to talk about his work and what was behind it, what made him do what he was doing. "The deepest feeling always shows itself in silence; not in si-

### Comments

Your radiology teaching laboratory instruction, more correctly named "An Introduction to Clinical Medicine through Radiology" is by far the most successful attempt I have experienced to aid students at any state in their training in integrating basic science material with clinical medicine in a manner which sustains and appropriately increases student motivation.

TLF, UC'71

It was very refreshing, more fun than I have ever had in Med school and I learned a great deal with the seminar approach and in the Lab.

RW, UC'71

I feel that this rotation was unique in that it was created and carried out in a fashion geared to the student. It was very clinically oriented, often-

times as much attention being paid to the disease, its pathophysiology, signs, symptoms and treatment, as was spent in its radiological manifestations. The reason it all comes off as effortless and effectively as it does stems from Dr. Steve Ross' expertise, excitement, and charisma.

RA, Tufts '70

The Learning Files are a boon to all medical students. They offer the student a chance to learn about disease at his own speed.

LH, USC'70

I feel I have learned a good deal not only about the clinical application of radiology but also about general medicine. I am sorry to see that radiology has not been used to any extent as an adjunctive method of teaching during my past four years. I can think of how radiology could be so effectively used in many of the standard courses, including anatomy, pathology, physiology, surgery, and medicine.

BMR, UC'71

I was also impressed by the commitment in the Lab to teach *medicine*, not just X-ray diagnosis.

LHW, UC'71

Tremendous case material.

PBW, SUNY-Downstate

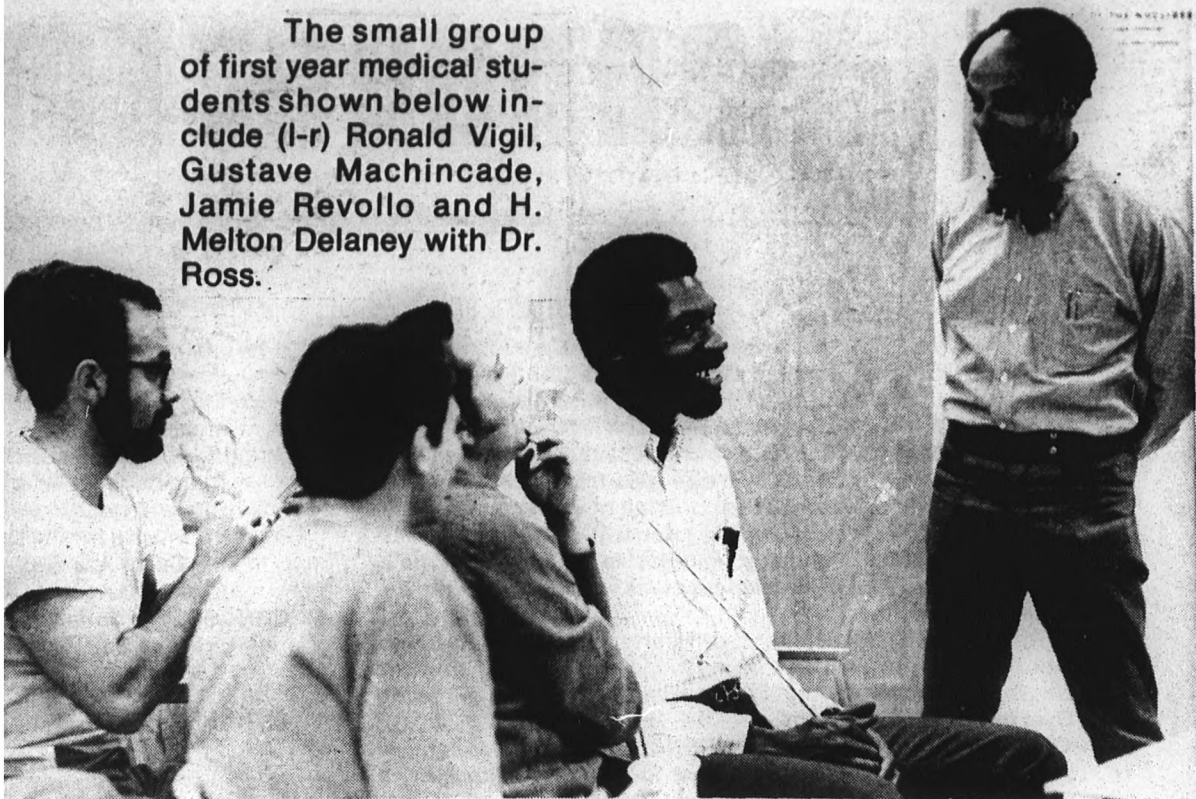
Dr. Ross:

My five weeks of radiology at San Francisco was one of the most worthwhile projects of my fourth year in medical school which has already helped me greatly during my internship. Your teaching sessions and teaching laboratory were without question the most valuable part of the radiology clerkship. The skills that I learned are particularly valuable at night during emergency admissions, when there is not always a radiologist in the hospital or one available for consultation. My compliments and thanks to one of the finest medical teachers I have ever met.

WKM, Yale '70



The small group of first year medical students shown below include (l-r) Ronald Vigil, Gustave Machincade, Jamie Revollo and H. Melton Delaney with Dr. Ross.



The undersigned senior medical students are in substantial agreement with the article about the Learning Laboratory of the Department of Radiology to appear in Synapse:

John Asarian  
William H. Boyd  
Kent Davenport  
Thomas C. Degenhardt  
Tom Fife  
Allan J. Flach  
Allan Hance  
Richard Harding  
Richard Horrigan  
Peter C. Jensen  
Robert W. Kalayian  
James S. Kaufman  
Susan A. Mandell  
Ron McCauley  
F. Burt McDowell

R. A. Peraino  
Douglas D. Pile  
J. B. Prejean  
Robert W. Purvis  
Barry M. Rapp  
Robert Rhodes  
John Russell  
R. D. Ryan  
John Schmidt  
John H. Stehr  
Jim Storm  
Daniel Terry  
Thomas M. Vogt  
W. R. Webb

NOTE: Fourth year students are notoriously difficult to find during the last quarter of their senior year. I believe that there are at least 15 to 20 other students who would have liked to sign the letter but did not have a chance.

J.P.B.

lence but restraint" he read from a slip of paper on his desk. He had quoted Robert Frost in his classes on appropriate occasion; this I believe was not Frost. The right strategy turned out to be the indirect approach, appear to attack.

**Q:** You did some graduate work in philosophy of science before your studies in educational psychology and research on learning. This in addition to being as a radiologist "a student of the natural history of disease." How do you tie it all together? Can you?

**A:** This is a big order, but I can try. In medical diagnosis when you see patients with problems other than trivial it matters that we understand what we see and what led to what we see. We soon find out that knowledge in medicine is limited, uncertain, and tentative in comparison say, with knowledge astronomers have produced. Yet astronomy is no older than medicine, whether we count our beginnings from the old Greeks or the "modern" era (Copernicus, Galileo, Newton—

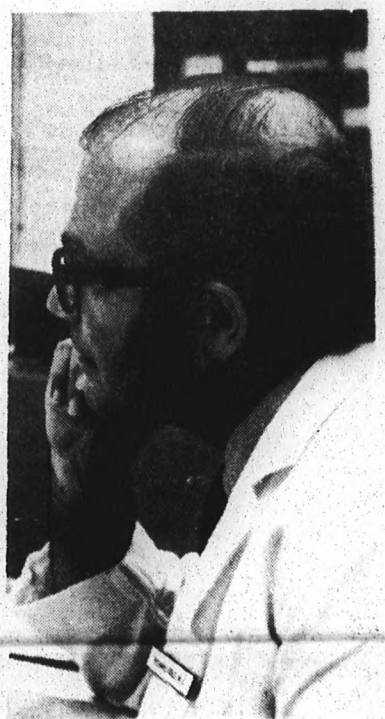
of how do we know and how do we learn is compatible with mental health.

**Q:** Evidently. Second question: Why do you so obviously enjoy what you are doing?

**A:** Let us make it a multiple choice answer. Please select one or more of the following. Because

1. Research on learning is one of the more absorbing fields of investigation since we know so little about the "conditions of learning."
2. Radiology is well suited to develop quantitative methods for research on learning in medical school, methods that can become part of the learning process instead of interfering with it.
3. Some medical students are among the best informed, most interesting and most stimulating individuals on campus and it is good to work with them.
4. We enjoy the full support of those whose support we need.

Dr. Dick Gold was the administrative director of the Radiology Learning Laboratory during the past year.



## the department of radiology



Joe B. Prejean (Med IV), Robert Mack (Med III), Galen Martin (Med III), and Duane Olson (Med III) watch and listen intently, another student points out his findings on the radiograph.

Vesalius, Harvey, Sydenham). Of course, we deal with immensely complex entities—human beings in health and disease, by themselves or in their social context—but one wonders if this accounts for all the "softness" of medical knowledge or whether it is merely easier to be a bad doctor and not to be found out than it is to be a bad astronomer. If this is so, is it necessarily so? How could we better learn from our experience? How do we know, and how do we know that we know? These questions of real concern to someone interested in patients and in what happens to them with or without our medical attention, in what you called "the natural history of disease."

It is only one step from "How do we know?" to "How do we learn?" and since as faculty we are paid to help students learn it was natural to take this step. This is what research on learning is about. To answer your question directly, yes, I believe that an interest in the separate problems

**Q:** If you could have all you wanted, what would you ask for?

**A:** More of the same. Continued interest on the part of students as students and as research workers and teaching assistants. Continued financial support so that we can plan for next year and the year after that. A few more ideas that may have consequences and are worth exploring. And continued help from friends doing educational research. I must mention here—"not to pay a debt but to acknowledge it" — Professor Nate Gage of Stanford, who is always available, helpful, interested, and patient in answering what must be to him some very simple question.

**Q:** Last question: Is there anything else you would rather do than what you are doing now?

**A:** I am embarrassed to admit that I cannot think of anything else.

There are several factors responsible for the positive student response to the instructional programs of the Department of Radiology. First, the faculty of the Department harbors the Emersonian belief that the secret of teaching lies in respecting the student. No limit is imposed on the rate at which we can learn. We set our own standards and our own pace. No attempt is made to indoctrinate us, or to recruit us into careers in radiology. The Department wants to help us learn medicine through radiology. In the process, of course, we acquire some specific radiologic knowledge, but this is not in conflict with its stated aim, since learning how to use X-rays intelligently is part of learning medicine.

More importantly, the Department of Radiology has made a substantial commitment to teaching students in its allocation of space, funds and faculty. It seeks to attract and keep men like Steve Ross, and it provides them with funds and facilities and the power to shape educational policy. Thus, teaching students is a creative academic activity, and the faculty member who is seriously involved in it can legitimately expect to be rewarded for his efforts.

Academic inertia and current academic budgets make it unlikely that many other departments will soon introduce major changes to make teaching and learning easier. Continued student concern and intelligent protest are absolutely essential if change is to come. Without it, we can continue to expect that educational innovation will be synonymous with changing the curriculum, new curricula will only be the same old courses under a new name, faculty members will continue to devote their major energies to research and other activities where they can expect to gain some degree of money and prestige, and student teaching will continue to be a necessary chore.

The Department of Radiology demonstrates that the improbable is not impossible, and that a successful teaching program is not beyond the capabilities of any other department in the School of Medicine, or any department on this campus, for that matter. But change will come only if our academic leadership shares and supports the conviction that being effective in helping students learn is an intellectually exciting enterprise as well as an obligation.

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# ANNOUNCEME

friday, april 23

**THEATRE OF MAN** presents The Serpent by Jean Claude Van Itallie  
at Pacific School of Religion, Scenic and Le Conte in Berkeley  
at 8:30 p.m. in d'Autremont Hall. Also Saturday. Admission  
\$2.50; students \$1.50. Reservations: 282-7779.

**FAR-OUT PROGRAM (C.A.L.):** "An Hour of Psychodrama," with the  
Scharila Girls - a group of teenage girls from a residence for  
delinquent girls or wards of the court, all of whom attend regu-  
lar school and receive counselling under the direction of Mar-  
jorie Folansbee, M.D. and psychologist Ike Sofaer. "Scharila" -  
the name of an ancient Greek puppet - is synonymous with "re-  
birth." At noon.

**C.A.L. FRIDAY NIGHT FILM:** "King of Hearts" starring Alan Bates,  
Genevieve Bujold. And Flash Gordon: "Battling the Sea  
Beast." \$1 general; 75 cents students. Location changed to MU  
Gym this week at 7:30 p.m.

**CLINICAL PHARMACOLOGY CONFERENCE:** "General Concepts in  
the Definition and Management of Shock," Kenneth L. Mel-  
mon, M.D., Chief, Division of Clinical Pharmacology at noon in  
989 Moffitt, UCSF.

**COSMIC LATE SHOW FLICKS:** "On The Waterfront (1954)" and  
"Rebel Without a Cause (1955)." San Francisco State College  
at the Frederic Burk School Auditorium, 700 Font Blvd. begin-  
ning at 7 p.m.

**BLACK THEATER PERFORMANCE:** Black artists and writers work-  
shop. 7:30 p.m., Lone Mountain Theater, University of San  
Francisco.

**PLAY:** "The Night Thoreau spent in Jail" College Players, Gill Thea-  
ter, University of San Francisco. 8 p.m. General admission  
\$2.50; students \$1.50 also Saturday.

**CONCERT:** Albert Campbell, organ. Program includes works by  
Bach, Cornet, de Heredia, Brahms, Ahrens, Bornefield, Langlais  
and a Choralé & 3 Choralé Preludes on "Ich ruf' zu dir" of  
Scheidt, Buxehude, Bach and Walda. Hertz Hall, UC Berkeley,  
8:30 p.m. \$1, \$.50 students.

**AT THE MATRIX** tonight and tomorrow is Vince Guaraldi.

**MICHAEL BLOOMFIELD AND BOLA SETE** will be at the Fillmore  
auditorium April 30 through May 2. Admission will be \$3 Sun-  
day, \$3.50 Friday and Saturday nights. Tuesday night April 27  
at the Fillmore there will be auditions by Descimeister, Cookin'  
Mama and Loose Grave.

**SYMPOSIUM ON POETRY AND MEDICINE: TOWARDS A FUSION  
OF LANGUAGE AND HEALTH** will be held at the UC Med Cen-  
ter April 30 and May 1. Friday it will be held in Toland Hall at 7:  
30 p.m. Lectures by Chauncey Leake, "The Toland Hall Murals;  
" Michael Goldfield, "The use of poetry in Psychotherapy,"  
poets Jeanetta Jones, Conyus and Stan Rice. May 1 Women's  
Lounge Millberry Union noon, Anthony Bottone M.D., Poetry  
and Medicine: A Manifesto; Chauncey Leake M.D., Physicians  
as Poets; James Breslin Ph.D., William Carlos Williams, Physi-  
cian & Poet; Toland Hall 7 p.m. Poets: John Doss, M.D. Roberto  
Vargas, Andrew Curry and Eli Shul. The conference will be  
dedicated to the memory of K. D. Beernink.

**UC CHRISTIAN FELLOWSHIP** will meet at 7:30 p.m. at 20 Adolph  
Sutro Drive. (UCSF married students housing. Group will listen  
to and have a discussion on a tape entitled "Our Position in  
Christ." All those wishing transportation to meeting be in front  
of 610 Parnassus at 6:45 tonite.

**UC JAZZ FESTIVAL** (Berkeley) - Paid admission concert at Greek  
Theater, Berkeley. With The Last Poets, Alice Coltrane, and  
Sun Ra.

friday - saturday, april 23-24

**MALE/FEMALE COMMUNICATIVE BEHAVIOR PROGRAM** - "Men,  
Women and Words." Patterns of Social Conditioning, and in-  
vestigation into the biological, social and linguistic roots of  
behavior patterns of sexual "roles" in various social settings,  
will be the topic of a two-day seminar. With discussion ranging  
from "The Etiquette of Sexual Relations," to "The Future of the  
Sexes," with a number of small group and panel workshops on  
male/female communicative behavior, the program will feature  
Bay Area social scientists, psychologists and semanticists. The  
weekend program at San Francisco State College offers col-  
lege credit. Contact 397-5433 for information.

saturday, april 24

**ANTI-WAR MARCH AND RALLY:** March begins at 8 a.m. from Cali-  
fornia near Market. Rally at 1:30 p.m. at Polo Field, Golden  
Gate Park.

**CARDIOVASCULAR RESEARCH INSTITUTE RESEARCH SEMI-  
NAR:** "Activation and Control of Arterial Chemoreceptors,"  
Sanford R. Sampson, Ph.D., Julius H. Comroe, Jr., M.D., at 11  
a.m. in 1364 - Science, UCSF.

**FASHION FESTIVAL** presented by sisters of the 'Black Light Explo-  
sion Company' at 9 p.m. at 806 Buchanan St., S.F. Show ac-  
companied by the 'Black Light Drummers'. Donation of \$1.50  
single or \$2.00 per couple is requested; dinner included.  
Phone 558-2335 for more information.

**UC JAZZ FESTIVAL** - Free concert at Greek Theater, (Berkeley in  
afternoon) to explore the ways in which American musicians  
are relating to Indian music; and the close structural ties be-  
tween much of the current music today and traditional Indian  
music. John Handy will appear with the Ali Akbar Khan ensem-  
ble, singer Fay Carol will be with the Martha Young Trio, and  
Sonny Wimmons will play with the Cosmic Vibration.

**PLAY:** "A Tribute to the Sisters" by Raye Richardson, Loyola Gym,  
USF, 2:30 p.m. Fashion Show to follow play.

**A MIDSUMMER NIGHT'S DREA**  
peare Company performed  
the De Young Museum in G  
ance is free.

**SYMPHONY CONCERT** at 3 p.m.  
State College. Noted memb  
ulty will perform "Two Po  
"Concerto for the Left Hand  
for Cello and Orchestra" b  
Creative Arts Box Office; 58

**CONCERT:** University of Texas C  
announced. Hertz Hall, UC  
\$.50.

**CONCERT:** Curtis Mayfield, USF  
\$3.50.

**C.A.L. NOON FILMS:** Yosemite V  
Canyon" Med Sci Aud., UCS  
**CVRI LECTURER:** Donald L. D.  
Research Foundation, Bost  
**MILLBERRY SINGERS,** meet eve  
Union Music Room, UCSF.

**WINE TASTING (C.A.L.)** at 7:30  
community invited to atte  
Bureau has planned a tasti  
author of weekly syndicate  
ry" will present fine wines fr

**FILMS:** "The Inner Revolution,"  
mal Therapy, with Dr. Arthu  
p.m., 115 Dwinelle Hall, UC  
the door.

**LECTURE:** "The Roots of Americ  
Dir. of Church Music at Fir  
Morrison Hall, UC Berkeley,

**PHARMACOLOGY SEMINAR:** "M  
Thyroid Hormones," Dr. F  
Fellow, CVRI - 1259 HSW, U

**UROLOGY CONFERENCE:** "The  
ter System," John A. Hutto  
of Urology) from 5 - 6 p.m.

**LECTURE:** "Transcendental Mec  
dent of Maharishi Mahesh  
C.A.L. Lecture Series.

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**C.A.L. NOON LECTURE:** "Ecolog  
Aud UCSF.

**DIAGNOSTIC RADIOLOGY SEM**  
phoma," P.E.S. Palmer, Pr

**LPNI LECTURE:** 11 - 1 p.m. "Vio  
the Old West" (Illustrated w  
M.D. - LPNI Aud; UCSF, L  
chiatry Lectures.

**WILDERNESS FILM:** "A Day in  
Aud, UCSF. Shown by filr  
Meador will provide a live cc  
story of a family who have  
isolation & splendor of the  
\$.75 students. (C.A.L.).

**LECTURE:** David Harris, "The Dri  
partment of Sociology," Ph  
San Francisco. 7:30 p.m. Do

**DRAMA:** Bacchae, by Euripides.  
chorography by David Woo  
signed by Malcolm Yuill-The  
ren Travis, lighting by Tosh  
UC Berkeley, Zellerbach Hall

**LECTURE:** "Explorations in Africa  
ris Thompson, Prof. of the  
LeConte Hall, UC Berkeley, f

**NEURORADIOLOGY LECTURE:**  
terns," Thomas H. Newton,  
ment of Radiology.

**BASIC SCIENCE LECTURE:** 4 p.n  
tion of Molecules on Membr  
HSW, UCSF, Molecular Biol

**FILM:** "Soledad Brothers" to be s  
ledad Brothers Defense Con  
**DEPARTMENT OF RADIOLOGY**  
"Posterior Foss Acisterns,"  
30 to 1:30 p.m. in room 664-1

**NOON FRIDAY FAR OUT PROGI**  
TRIO - Med Sci Aud, UCSF.



# NTS



## sunday, april 25

M presented by The New Shakes-  
in the De Young Meadow, behind  
Golden Gate Park at 1 p.m. Perform-

in main auditorium, San Francisco  
ers of S.F. State College music fac-  
traits for Orchestra" by Bartok;  
" by Maurice Ravel; and "Concerto  
y Dvorak. For reservations phone  
5-7174.

ollegium Musicum. Program to be  
Berkeley, 8:30 p.m. \$1, students

Memorial Gym, 8 p.m. Admission

## monday, april 26

lley (Ansel Adams) and "Audubon  
F.

Caspar, Ph.D., Children's Cancer  
n, 1364 S. 4 to 5:30 p.m. at UCSF.

ry Monday at 5:30 p.m. in Millberry

in Women's Res Lounge. Campus  
nd. Bourdeaux Wine Information  
ng for 200 people. Robert J. Mish,  
d column, "Eat, Drink and be Mer-  
om the regions of Bourdeaux.

## tuesday, april 27

a feature length exploration of Pri-  
Janov, directed by Gil Toff. 6, 8, 10  
Berkeley, \$1.25 all seats, tickets at

an Organ Playing." Barbara Owen,  
st Religious Society, 8:15 p.m. 125  
FREE.

lechanism of Calorigenic Action of  
ramarz Ismail-Beigi, Postdoctoral  
CSF at 4:30 p.m.

Mechanism of the Urinary Sphinc-  
M.C. - 460 Moffitt, UCSF (Division

itation" by Nat Goldhaber, a stu-  
ogi 8 Med Sci Aud, UCSF at 8 p.m.

## wednesday, april 28

Northern California will sponsor  
a discussion program presented  
oreign and diplomatic correspon-  
present their first-hand perspec-  
Held in the Gold Room at the Fair-  
7:30 p.m. Tickets (open to the pub-  
leral admission and \$5.00 for the  
sed from the World Affairs Council  
Street, S.F. More information: 982-

jical Arts," David Mason - Med Sci

INAR: 5 - 6 p.m. "Burkett's Lym-  
of., UCD 300-HSW, UCSF.

lence and the American Legend of  
ith Cowboy Films), Kent Robinson,  
anglely Porter/Department of Psy-

he Sun." at 7:30 p.m. in Med Sci  
nakers Fred and Elaine Meader.  
mmentary of this unusual personal  
lived for the past years within the  
rctic Circle. Admission \$1 general.

## thursday, april 29

aft and Jail." Presented by the De-  
alan Hall Auditorium, University of  
nations.

Directed by Jean-Bernard Bucky,  
l, music by Tec Crans, settings de-  
rnton, costumes designed by War-  
iro Ogawa. 8 p.m. The Playhouse  
\$1, student \$5.0.

n/Afro-American Art." Robert Far-  
History of Art, Yale. 8:15 p.m., 1  
FREE.

12:30 p.m. "Posterior Fossa Cis-  
MD. - 664 Scenic, UCSF, Depart-

1. "Electron Microscopic Localiza-  
anes," Professor S. J. Singer - 300  
ogy.

shown by representative of the So-  
mittee at noon in MU Gym, UCSF.  
Neuroradiology lecture series -  
Thomas H. Newton, M.D. from 12:  
S.

## friday, april 30

RAM: (C.A.L.) FEMME CHAMBER

**MOVIE:** (C.A.L. Friday Night Movies) "SHADOWS OF OUR FORGOT-  
TEN ANCESTORS," award-winning Russian film about life in a  
remote village in the Carpathian mountains of the Ukraine.  
Flash Gordon episode: "The Destroying Ray" - Med Sci Aud,  
UCSF - \$1 general; \$.75 students.

**PHYSIOLOGY SEMINAR:** "Characterization of Membranes from  
Gastric Acid Secreting Cells," John Forte, Assoc. Prof. of Phy-  
siology, UC Berkeley, 758 S, UCSF - at 2:30 p.m.

**DRAMA:** Bacchae, repeat.

**CONCERT:** Landon Young, piano. Program: Rondo in A minor, K.  
511 - Mozart; Fantasy in C major, Op. 17 - Schumann; Episodes  
11, Op. 58 - Fricker; Images 2e Serie - Debussy; Ballade No. 4  
in F Minor, Op. 52 - Chopin. Hertz Hall, UC Berkeley, 8:30 p.m.  
\$1, students \$.50.

**DRAMA:** "L'Amante Anglaise" (in French), by Marguerite Duras.  
With Madeline Renaud and Claude Dauphin. A production of  
La Treteau de Paris. Zellerbach Hall, UC Berkeley, 8:30 p.m.  
\$2.50 - \$4.50 (\$1.50 to \$3.50 students).

**COSMIC FLICKS:** "Point Blank" with Lee Marvin and "Sleeping Car  
Murders" by Costa-Gavras, the director who brought you "Z"  
at 7 p.m. in Frederic Burk School Auditorium, 700 Font Blvd.,  
San Francisco State College.

## saturday, may 1

**BENEFIT CONCERT:** "CONNIE TRUMBO AND LONNIE YOUNG IN  
CONCERT" with the Irresistables, featuring HOWARD TRUM-  
BO on guitar - 3 hours of rock, pop, and soul entertainment.  
Benefits student aid fund of EPO - Med Sci Aud, UCSF - Tick-  
ets: \$3 (\$2, UCSF students). Now on sale in S-140 or individuals  
on campus. Sponsored by EPO Fund Raising Committee.

**AS YOU LIKE IT** presented by The New Shakesphere Company. Free  
performances at 1 p.m. in De Young Meadow behind the mu-  
seum in Golden Gate Park.

**MAY DAY FESTIVAL**, sponsored by the Neighborhood Arts Pro-  
gram. From 11 a.m. to 5 p.m. on May 1 in Civic Center Plaza a  
collection of San Francisco's most promising and innovative  
artists will perform and display their works. Syndicated col-  
umnist Art Hoppe will launch the celebration. Thirty-three dif-  
ferent performances are scheduled, including music from a  
new latin-soul group. , 'The Ghetto,' from 'The Jam Session  
Regulars,' 'The Conga Drum Workshop, and the 'Irish Folk  
Group'. Also scheduled are excerpts from plays by the "Black  
Writers Workshop,' satire and comedy by the 'Ressurrection  
Medicine Show' and Afro-American dances from the 'Black  
Light Explosion Co.' The American Indians will be a tribal  
dance and the 'Free City Puppeteers' and clowns will perform  
for the children. Strolling minstrels, karate and weaving dem-  
onstrations, art exhibits, films, poetry, sunshine, and madd-  
ness. Civic Center Plaza will be decorated with papier-mache  
fruit and May apples will hand from make-believe trees-there  
for the picking. Cusumes may be worn.

## saturday - sunday, may 1 - 2

**TWO-DAY PROGRAM** based on the writings of Teilhard de Chardin,  
who, as priest, philosopher, and palaeon tologist, has attracted  
world-wide study since his death in 1955. Meeting will be held  
in the theater of the historic San Francisco Palace of Fine Arts,  
at the north end of Lyon Street in San Francisco's Marina Dis-  
trict. Major weekend addresses will be given by internationally  
known authorities in science, philosophy, religion, health and  
public affairs. Tickets are \$20 per person for two-day program.  
Contact Department T, Continuing Education in Health Sci-  
ences, UCSF.

## classes

**DRAMA CLASSES** offered by The San Francisco Black Arts & Writ-  
ers Workshop will offer classes in drama every Wednesday  
evening, 7:30 - 10:00 p.m. effectively immediately. Classes free  
and open to the public. For information: 626-9542 or 558-2335.

**THE FREE CITY PUPPETEERS** offer workshops in puppet sculpture  
at 1915 Page St., S.F. Classes free to anyone interested. Adults  
Tuesday & Thursday from 7 - 9 p.m. Friday - Open Workshop  
from 3:30 to 5:30 p.m. For information on children's classes  
phone Bill Lindyn of Free City Puppeteers 752-8632.

**CAL SAILING CLUB** includes use of club boats, free lessons, crui-  
es and parties. \$12.50 students and family prequarter year.  
17.50 faculty and employees per quarter. Inquire at Millberry  
Union Central Desk.

**MILLBERRY UNION RECREATION DEPARTMENT** is happy to an-  
nounce that the new SCUBA DIVING COURSE will start on  
Monday, April 26, 1971 at 7:00 p.m. in Board of Governors  
room (M.U. rm. 1330. Inspector Ed. Phipps and his assistant  
Rod Panzer. SIGN-UP NOW at Millberry Union Pool desk.  
Bring your swimming suit or trunks for the first meeting. For  
fun and relaxation - we are inviting you to join us again for a  
wonderful and exciting experience in Marin World. For com-  
plete details and information please call: 666-1800 or 666-  
1115.

## of interest

**SPRING QUARTER FINANCIAL AID CHECKS** are available in the  
student accounting office, 1550 HSE and must be picked up  
immediately or they will be cancelled.

**THE AMERICAN FUND FOR DENTAL EDUCATION** has announced  
that July 1, 1971 is the deadline for applications for Dental  
Scholarships for Undergraduate Disadvantaged Minority Stu-  
dents. Applications may be obtained by writing the AFDE at the  
following address: Suite 1630, 211 E Chicago Ave., Chicago, Il-  
linois. 60611.

**PEACE MARCH** monitors needed. 3,000 monitors are needed for the  
peace march tomorrow, Saturday, April 24 and there are only  
200 now. There are training sessions everyday for interested  
persons who wish to be monitors. They are 6-8 and 10 p.m. at  
Glide Memorial Church, 330 Ellis.

# que es la semana de la raza?

by David Hayes-Bautista

I'll bet you missed the blurb  
in the Synapse about the Se-  
mana de la Raza. I'll even bet a  
watermelon you don't know  
what the Semana de la Raza is.  
In order to understand what it  
is, it will be necessary to go  
back into history. This will be  
interesting to you because it  
concerns not only Mexico but  
\*also the United States.

In our last episode of Chi-  
cano history as told to Joe, we  
had just witnessed the Ameri-  
can Intervention (or, as it is  
known in this country, the  
Mexican War). The treaty of  
Guadalupe-Hidalgo ended the  
war in 1848 (or finalized the  
intervention. It depends on  
which side you're looking  
from). The United States, the  
benevolent protector of free-  
dom and challenger of aggres-  
sor nations, took away by force  
about one-half of Mexico's na-  
tional domain. This property  
included the present states of  
California, Colorado, Texas,  
New Mexico, Arizona, Utah  
and Nevada.

As you might imagine, this  
loss of one-half of the country  
brought economic chaos to  
Mexico. (Where was the gold  
discovered in 1849?? And  
where are the big copper mines  
located?? and oil wells?? And  
farming country??) What little  
money there had been  
previously had been spent in  
trying to beat back the invading  
American army. The coffers  
were empty, the nation was  
bankrupt.

More damaging than the  
physical defeat had been the  
sense of moral defeat. Psychol-  
ogically, the nation had just  
about had it. Recriminations  
flew back and forth. Money  
was gone. Land was lost. The  
nation's growth was stopped  
before it had even budded.

The American Intervention  
was not too popular with lib-  
eral America either. Many east-  
ern newspapers ran editorials  
denouncing the sense of poor  
sportsmanship displayed by  
the United States. Abraham  
Lincoln, much like liberal con-  
gressmen of today, challenged  
the Polk administration's  
claims of how the war began.

Ulysses S. Grant called the  
war "the most unjust ever  
waged by a stronger against a  
weaker nation." Robert E. Lee  
expressed similar thoughts.  
But then, all of these men were  
only part of an effete corps of  
impudent snobs. Or at best,  
they were nattering nabobs of  
negativism.

Of course, if you think these  
men had harsh words for the  
war, you ought to hear what  
the Mexicans were, and still  
are, saying about it. After all,  
the United States weren't in-  
vaded: it was the good ol' U.S.  
Marines who fought" . . . to the  
halls of Montezuma. . .

Regardless of the words and  
rhetoric about the war, the  
physical fact was that Mexico  
was in a shambles, politically  
economically and psychologi-  
cally. Some *gachupines* (white  
men from Spain living in Mexi-  
co, usually the large landown-  
ers) wanted to install a mon-  
arch of their choice on a  
throne. Native Mexicans op-  
posed them: these wanted a  
president. With the center of  
government destroyed, civil  
war seemed inevitable.

Then, into this mess steps  
Benito Juarez.

Benito Who? you ask.

My, my. Your cultural de-  
privation is showing.

Benito Juarez was a full-  
blooded Zapotec Indian. His  
family had lived in the Oazaca  
valley for over 2,000 years. He  
was not a johnny-come-lately  
immigrant president fresh off  
the boat, as American presi-  
dents tend to be. Nor did he  
buy his way in. His family lived  
the life of dirt-poor Indians all  
over the western hemisphere.

Abraham Lincoln has been  
compared to Benito Juarez.  
Like Juarez, he was of humble  
birth. He too was a homely  
man, of few words. Like Juarez  
he is revered for his honesty  
and concern for the common  
people of the land. Both held  
the presidential office as a sac-  
red trust. In short, both men  
were contemporary paragons.  
Unlike Juarez, Lincoln did not  
ever feel the lash of racism di-  
rected against him. Yet Juarez  
rose above racism to show  
concern and respect for all,  
regardless of color.

Juarez was illiterate until he  
was twelve. After schooling, he  
became a lawyer. He won the  
respect of the Indians for his  
defense of them against the  
*gachupin* white land owners  
greedy for more land. In his  
defense of the oppressed Indi-  
ans he was about as popular as  
attorney as Kunstler or  
Charles Garry today.

Because ne was a humble  
Indian who did not know his  
place, Juarez was despised by  
the white Spaniards who still  
wished to maintain control  
over the larger Indian and mes-  
tizo population. These whites,  
along with some very light,  
very rich mestizos, were quite  
conservative. They wished a  
return to colonial status, either  
under Spain or the United  
States. Like most conservates,  
they preferred the bullet in  
preference to the ballot when  
the ballot did not go their way.  
Thus, when the election of  
1857 showed that the majority  
of the population elected a  
humble, nasty Indian with  
ideas of justice for all to a high  
office, the conservative ele-  
ments gathered up their arms  
(Indians were forbidden to  
posses arms) and forced the  
government out. The govern-  
ment fled to the south. There  
another Indian leader, Juar  
Alvarez, had formed a bastion  
of freedoms espoused in the  
constitution; freedoms which  
the conservatives honored in  
the breach.

In the civil war that ensued  
the conservatives enjoyed the  
initial advantage of money and  
arms from the courts of Eu-  
rope, but Juarez enjoyed the  
support of the vast majority of  
the Indian and mestizo popula-  
tion. The will of the common  
people, the will of the quiet  
obdurate Indian blood,  
triumphed over the conserva-  
tive elements, and in 1960 they  
were defeated.

Yet, Mexico's troubles were  
just beginning. What has Napo-  
leon III to do with the Semana  
de la Raza? Where is this em-  
peror I talked about last week?  
Stay tuned for the concluding  
events leading up to the Se-  
mana de la Raza, and why it is  
going to be celebrated right  
here at the U.C. Medical Cen-  
ter in San Francisco.



## an editorial

by Gene Poon

In its column entitled "Good Start for ASDA," the American Dental Association's *ADA News*, has in one telling stroke, effectively undone much of the good will that originally existed when the American Student Dental Association was formed, as the "Student Wing" of the ADA.

First, the students were given credit for their concern regarding the medically poor of the community; but then *ADA News* stated that "they (the students) can best serve them through this organization;" that is, as a part of the ADA as a whole.

Further, the joining of the ADA—and the implication that by doing so, students will work within already existent professional channels—are credited with evidencing a maturing, a "molting of the selfishness" of youth. Said *ADA News*, "Often these young people—sometimes belligerent, oversimplifying problems and solutions, and overconfident of their ability to run things—become quite content to sit and listen when allowed to sit in on councils and be faced with complexities they never had imagined."

Lastly, ADA gives credit to the students because the ASDA will provide the leadership to perpetuate the strength of the professional organizations.

It was with dismay that I read this editorial in *ADA News*; for it ignored and/or overlooked several among the reasons for the student group. For one thing, the ASDA is the brainchild of the ADA itself, conceived only when dental students had already formed an INDEPENDENT organization, the Student American Dental Association (which, despite its name, was, and is, without doubt, a bastard organization in the view of the ADA). A primary principle that SADA was dedicated to was that ADA and organized dentistry (for all their maturity) have failed to consider and meet the vast unfilled metical/dental need.

One doubts whether students can best serve the community through the ADA where the profession has already been found lacking. Second, the intent of the students has *not* been to "become quite content"—but rather to exercise what power they have, and to see to it that student ideas are considered as the fresh input to the stagnating bureaucracy.

Finally, it is not the desire of the ASDA to "perpetuate the power" of the ADA; for if the ADA an organized dentistry are to have any power in the future, such power must be directed toward goals other than the protection of their members' finances.

In the words of Richard Featherstone of UC Dental School, secretary of ASDA, "We intend to remain entirely independent." Yet one of the first acts of the ASDA was to accept a \$10,000 loan from the American Dental Association. In this editor's opinion it is an important question whether the American Student Dental Association, conceived, convened, organized and financed by the dental profession, can remain as independent as its officers desire.

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## ... from the dental school

Articles and announcements for this section of the *Synapse* may be submitted to Gene Poon, Dent. III, no later than one week before the date of issue.

## federal influence on the practice of dentistry\*

by Viron Diefenbach, DDS:  
Asst. Exec. Director  
Dental Health  
American Dental  
Association

The federal health program today is a myriad of well-intentioned ideas strung together through independent legislation with the result that we have overlapping and duplication of health care for some, inadequate services for others and nothing for certain groups who desperately need assistance. This hodgepodge of federal programs has now spread among 24 federal departments and agencies in the 1970 cost the taxpayers \$20.4 billion.

For all practical purposes there is no health program coordination or planning or evaluation among the many agencies, nor even within certain departments. The Senate Subcommittee on Executive Reorganization concluded its two-year study on the federal role in health with a report that stated that the federal health programs are "a cumbersome, disjointed bureaucracy that even key federal officials have difficulty managing." The report states, "there are so many programs administered in such bureaucratic confusion that no one, not even the Department of Health, Education, and Welfare, not the Bureau of the

Budget, not any of the private organizations, was able to tell the Subcommittee how many programs there are."

Yet the federal government has influenced dental practice through research and the application of research findings such as topical fluorides, community water fluoridation, development of the "four-handed dentistry" concept, experimentation in expanding functions of auxiliaries, and in the development of improved dental materials and equipment now used daily in dentists' offices throughout the nation.

The federal government has influenced dental practice through its financing of dental education. Examples are the training of dental students in the use of auxiliaries, the construction of dental schools, institutional support grants for the operation of dental schools, grants to support research in teaching methods, grants to train researchers and to support basic research studies, and most recently grants to support teaching of group practice and use of expanded function auxiliaries.

The federal government has influenced dental practice through dental care programs incorporated in Medicaid and Medicare, headstart and neighborhood health centers, and enactment of the ADA's children's dental health program

even though it was never funded.

With national health insurance proposals now being debated in the Congress, the dental profession must be ready to take a leadership role in the formulation of a national health policy for the nation. The American Dental Association has established a Task Force on National Health Programs to recommend principles, policies and priorities to the dental profession with respect to those programs. The report of the Task Force will be released in August, 1971.

In summary, there are no national health goals for the nation and, of course, no national dental health goal either. There is no nationwide federal health planning, budgeting or evaluation. A new national health plan can not be implemented simply by tinkering with existing health legislation. There are no easy solutions to the health dilemma of the United States. The dental profession must be ready with policies, plans and alternatives before the big action starts. We must be realistic in planning and practical in delivery.

\* This is a summary of Dr. Diefenbach's remarks at the convocation "Dentistry's Future: Promise & Problems," and is published here for those who could not attend the program.

## "communication

by Gene Kupferman

I've been at the Med. Center for nearly two years now and I see in it a great lack of communication between people here. Uptight doctors playing pompous games with each other, and more so with the administrative help; medical students are hollier than the dents, etc., etc., etc. We are not really communicating with each other. Are we here only to prepare for our "future" or can we constructively use the fact that we are all here TOGETHER right now to work towards a more positive, a more "revolutionary society"? Employees are being paid unfair wages because the personnel office keeps it all a secret; people are being overworked and underpaid in many parts of the university. We couldn't even get the cafeteria to explain why they needed that huge price increase. What happened to all those committees that we set up after the invasion of Cambodia??? Did we, all thousands of us really get scared off by the big bad wolf??? Where are we???

As I see it, the problem of communication in the universi-

ty is very similar to that of the country as a whole. Let's look at the set up of the American public communication system. T.V. and A.M. radio, except for a few stations are in the broadcasting BUSINESS, out to make a profit. We get the pabulum because they feel that that's what we want. I have never owned a T.V. because I really find myself getting insulted by it. What can we do? Will writing letters help? I'm not sure, because they're into a business trip. But perhaps if we got it together to send in thousands of letters, coupons, and marched on their offices, maybe—but is it important enough for us to take the time to do it? Have these tactics helped us out of Asia?

On the other hand, F.M. radio has been a slightly different story. Bay Area F.M. is probably the best free entertainment in the country (besides the country). We have good jazz, classical music, ethnic music, political and rock stations. How come??? Primarily because of two things; the freaks got there first; and secondly, F.M. has not been a particularly effective sales market. F.M. is essentially a

freak-show; F.M. allows us to keep in contact with our brothers and sisters in the area. Music is the voice of revolution and tricky Dick got scared. We of the underground (counterculture, etc., etc.) began to have our own communication system. So now they are taking steps to break it up. The Fed. Comm. Comm. (over the lone dissenting voice of Mr. Nicolas Johnson) has just ruled that any station playing any song which talks (sings) about the glories of DOPE will lose their license. (Lucy In The Sky With Diamonds can now be censored). Is this directed against dope, or is it just another general repressive tactic, passed under the guise of an anti-drug law?? The point is that this new development is to break down communications among us super-dangerous revolutionaries. The airwaves are for the people—all of the people, not just businessmen.

The point of the whole rap is that this SYNAPSE newspaper is perhaps the finest tool that is available to us at the Med. Center to promote what we believe in. Yet, it's not a good newspaper. Why?? because we are all so damn lazy.



# FAN LETTERS

## REPLY TO ASUC'S REPLY TO THE GRADUATE STUDENTS

by Bob Solem, president, G.S.A.

Were I more of a stylist, I might start this article with "When in the course of human events . . ." or "Let my people go." I think a simpler phrase will do: why all the fuss? The intention of the graduate academic students in the health and nursing sciences is quite simple and straightforward.

The Graduate Students Association (GSA) and the Graduate Nurse Organization (GNO), who in the past have shared common interests and common problems have approved in principle a merger of the two organizations. In uniting under one title, the Associated Graduate Students (AGS), and one constitution we are in one sense formalizing an already existing relationship. (For example, the current treasurer of the GSA is a graduate nursing student.)

Why should we want to do this? Such a merger will allow us to develop a stronger organization to express the needs and concerns of graduate academic students. It will allow us to make better use of our resources, both fiscal and human. Since the GSA withdrew from the ASUC several years ago and does not currently pay dues to it, this merger logically entails that either the new AGS be a part of the ASUC (much like the individual Associated Student bodies of the several schools) or that the GNO also withdraw from the ASUC.

Funds for student government of this campus currently come from two major sources, dues assessment and registration fee committee allotment. If the AGS students join the ASUC, then we would have to go through that body in order to obtain operating revenues from the above two sources. The second alternative is to obtain our funds from these two sources directly. We prefer the latter course. It is more economical to us; and it gives us more freedom, security, and

time in the planning and execution of our programs. Summer planning is crucial to the success of GSA activities for the subsequent school years.

Essential to planning is an accurate idea of available revenue. However, the ASUC budget is not hassled out until October. In addition to the "cognitive uncertainty" that this wait would introduce into our lives, the process of hassling is time consuming and somewhat demeaning. That time can better be spent in constructive activity. A more serious criticism is that much of the ASUC budget is pretty well allotted and parcelled out by the ASUC officers (such as salaries for officers, ASUC office operating budget, etc.) before the lower interest groups begin their hassling. Finally, the ASUC itself admits that it funds projects not school governments. Thus, each of our "individual projects" would have to compete for the left-over funds, and our own structural expenses would have to be financed by additional assessments of already financially burdened graduate students. This state of affairs depicts the historical relationship of the GNO to the ASUC.

It is complicated by the fact that the vast majority of graduate nurses are one year students, and thus don't become aware of the game until it is over. As a result, and in spite of talented and dedicated officers, they struggle from year to year with a badly underfinanced program unable to render adequate service to nursing students.

The new AGS constitution guarantees that they will not be subject to that kind of indignity within our organization. For these reasons, the AGS proposes to go directly to the registration fee committee for its per capita share of student government revenues, and to retain control over its own fee assessments.

Thus, a major reason for the fuss is this: an independent AGS would mean for the ASUC a loss of the GNO revenues, and competition for registration fee money. The

simple fact is, they want to use our money for their purposes, with perhaps a small return for our projects only if we play their game.

I have alluded to ASUC Vice-president Gary Hubiak's recent article in the Synapse (April 9). In essence, his argument is that our unwillingness to "render unto Caesar" indicates that we have "little concern for health care and even less for broader student problems." He follows with a long list of these broader concerns including community relations, housing problems, student representation of Academic Senate and other campus committees, curriculum reformation, etc.

This is true of the Committee on Arts and Lectures, the Millberry Union Board of Governors, the Housing Committee, the Publications Board, and various ad hoc committees.

It is outrageous that we should pay the ASUC for the "privilege" of doing the ASUC's work. Certainly, the work of Bill Gerber's commission in the area of clinic improvement, and in working toward the establishment of a program of family medicine at UCSF is admirable. But to accuse the graduate nurses of having little concern for health care because they may not want to indirectly finance this commission is insulting.

The work of this commission relates directly to the present and future efforts of young medical doctors who want to reform their profession. Basic science graduate students and graduate nurses deserve the same prerogative to support similar programs of our own related to, say, pollution research or psychiatric nursing, with our own finances.

Even if students were getting their moneysworth out of the commissions, the commission budgets represent less than one-third of the total ASUC budget. The remainder goes into salaries and office expenses and into funding of special projects like support of students to attend conventions. Excesses in the first have been discussed elsewhere (e.g., Anthony Bottone, Synapse, April 9). As for the latter, Brian Gould to the contrary (see Synapse, April 2), such matters as stipends for confer-

ences could better and more equitably be done at the individual school level. So what does it add up to: for \$40,000, very little.

I suspect that one reason the ASUC finds us so threatening is that such things might get out, and furthermore we might be successful in working out for ourselves a better alternative. ASUC officers have accused "me" of setting a dangerous precedent by "taking away" the graduate nurses and setting up a separate "government." If "I" an "successful," what is to prevent the Associated Pharmacy Students or the Associated Dental Students from following the same course. What indeed!

Certainly, much of the GSA's concerns have been directed specifically to the problems of graduate academic students, our job forums being one example. However, some of our specific projects, such as our efforts to broaden the services of the placement center on this campus, will be of benefit to all students. In addition, as I have pointed out above, we have "paid our dues" to the larger campus community. In many areas, we have done this more conscientiously and more effectively than the ASUC this year. We have done this with a budget one-twenty-fifth of that of the ASUC.

In the beginning, I had hoped that the Associated Graduate Students could work toward a rapprochement with the ASUC after taking what we considered reasonable and necessary steps to insure a degree of control over our resources. Then, having secured independence and a measure of dignity, we could be able to lend a stronger voice and play a more significant role (in cooperation with the ASUC, when appropriate), than if we were simply another exploited source of revenue. I fully share Anthony Bottone's concern that "it is much more advantageous for students to stick together and to press for better education — they are disenfranchised enough in society" (Synapse, April 9). I would add, that because of its structure and characteristic tactics, the vast majority of the students on this campus are for all

practical purposes DISENFRANCHISED from their own student government! For the ASUC to put the blame for this state of affairs on the student body, and to ridicule, distort, and condemn the efforts of a group of students who want to work out a more viable alternative is blatant hypocrisy and sheer mendacity.

Anthony Bottone's proposal of a confederation that would include house staff and post-docs is one seriously worth considering. This confederation, it seems to me, should have the following attributes:

- 1) guaranteed revenue sharing among its divisions (e.g., schools),
- 2) power of each division to set its own fee schedule based on its own needs (for programs, commissions, etc.) and its fair share for operation of a minimal central committee,
- 3) instead of one president of the "Associated Students," the institution of a revolving chairmanship (perhaps by the quarter) among the members of the central committee, the chairman to represent us on the Student Body Presidents Council, and chair meeting of the committee and general student assemblies.

Brian, in his letter of April 9 to the Synapse ("Thanks for the GSA revelation"), says that "we must all thank the four 'graduate students' for at last revealing the true villains responsible for continually thwarting the honest and reasonable goals of students at UCSF — the ASUC!" This was not, most certainly, our original intent; but it appears that this is what our dealings with the ASUC have revealed to us. I leave it to the student body to decide whose perspective is in Brian's choice phrase ". . . uh . . . peculiar." Brian goes on to state that "now with the truth out, we can easily abolish the ASUC . . . use the six bucks we'll save for a flick, and presumably all live happily ever after." I respectfully wish to second his proposal.

The events of the past few months would suggest that the time has come for a new beginning. If we can't come up with something more responsive and more responsible, the students will indeed be ahead with the six bucks for their movie.

## and revolution"

Let's use it for us, for communicating with each other. We can use it to bring community focus on that which is not right here at school and to organize ourselves to work together to bring about change, to try out our ideas, to focus. On a national protest level we got it on for the first time during the Cambodia crisis; what will we, as a group do when he should invade the north?

Are we scared? Are we worried about our jobs, or position, or future, when kids are losing their sight, their arms, their lives??? As a group we

have lots more strength than going it alone. Let's become more active, Let's make him aware that he has strong opposition.

This newspaper has said that it is open to everyone. I write what I feel; stopping this war is important — it's being fought in my name with my money, while our children go hungry. Equally as important to me are the things here at the school that I see are wrong. Maybe publicity from the corner of the paper can help change them, maybe not, but at least I've tried. What have YOU TO SAY???

### Formal Proposal to Publication Board

Let it hereby be part of the Editorial Policy of the Synapse that the four-letter word "KILL" when ever used in this publication be expressed as "K\_L."

The purpose of this policy is two fold:

(1 To ridicule by example the arbitrary use of censorship power by certain governing members of this University and of society in general.

(2 To stress the point that if any word, especially in a medical community, should be considered obscene, it should be a word denoting the act of war and not denoting the act of love.

From Al Staubus

### Synapse

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Announcements should be submitted to the Millberry Union Central Desk by Monday the week of publication or call 666-2211. Letters and articles are cordially invited. Both letters to the editor and articles should be typed and double-spaced. Letters shall be published at the discretion of the Editor and must be signed; however, the name may be withheld if so desired by the writer. Slandorous letters will not be published but will be read eagerly by the editorial staff.

The Synapse seeks to act as a forum for responsible dialogue between the authors and the readers of the campus community representing a spectrum of belief and action. Articles published in the Synapse represent the viewpoint of the authors and not necessarily those of the editorial staff.



# MOVIE REVIEW

**"Derby"**  
by Aileen Andrus  
Secretary, Continuing Education

"Derby," a consistently fascinating film now in its premiere run at the Vogue, is both exhilarating and soporific. And the occasions of these alternatives give a disturbing insight into the resurgent popularity of its brutal subject. Roller derby has been called by most reviewers a sport for Middle America, yet there were not many "Joe" types in the crowded Sacramento Street art house when I saw it.

The zestful hate directed at the screen is not unlike the alarmingly explosive violence one feels around him in the stands of Kezar Pavillion. And the restive annoyance of the viewers between action shots in the film is very like the short-fused agitation of the fans when there are no good fights on the floor. The beer and espresso sets are more alike than either would care to admit.

Briefly, the film follows the career of aspirant skater Mike Snell, a 23 year old Dayton, Ohio factory worker, from the time he approaches Charlie O'Connell, the Captain of the Bay Bombers, in the dressing room between halves to the time of his departure for the Bombers' training school in Alameda. Depressing domestic scenes are juxtaposed with thrilling shots of the skaters tripping, mauling, and pounding their opponents in gleeful proclamation of their easy superiority. For Snell, between the prospect of a lifetime of producing 120 tires in a 7½ hour day at his present job and the promise of a starting salary of \$12.00 for a six-month season in the rink, the decision is

clear. The Derby is not only a way out, it's a way up; and if the audience laughs at O'Connell bragging beside his new swimming pool in the East Bay hills, they should remind themselves that he is still looking at this self-conscious splendor through the eyes of a kid from the slums of New York. In a milieu in which moral and aesthetic reservations are luxuries and not criteria, skating has the social approval of tennis.

Robert Kaylor's direction is good, and as tight as is possible given the cinema verite technique. He was lucky to find such consistently interesting principals. Female Bomber Lydia Clay, delighting in the small town audiences' reaction to her wild Caucasian afro, and Butch Snell, Mike's boorish, free-loading brother, explaining why he won't go to Vietnam (it's laziness, not principle), are characters so good one marvels that they are actual.

Mike's wife, Christina, is particularly appealing. At 22, with six years of marriage behind her to a flagrantly unfaithful husband and to small children at her heels, she walks already with the resigned slouch of a woman twice her age. Amazingly, she allows the camera to follow her when goes to confront a woman she suspects Mike's current girlfriend. This creature, the archetypal tart in pink stretch pants and with shaved eyebrows, cannot shake her tenacious purpose. Christina is not playing the vengeful wife; her strength is one of fearsome genuineness.

And in that surely lies the power of the film. No one is acting here. When skater Eddie Krebs says, "I wouldn't shoot anybody unnecessarily," the listeners wince, hoping that he never gets the chance to test this man's idea of necessity. It reminds us that, when pressed, no one, and least of all these athletes, is really a good sport. Indeed, the ironies are many and they are not all on the screen.



## "what should the appearance of a doctor or dentist be?"

Q & A



Ray Smith, Pharmacy Student III

"Whatever he wants and whatever the people he serves want. He probably won't have any patients if his ideas are different from what his patients want him to be. But he'll work where he wants to work so it should be about the same."

Eveline Blumenstock, Employee, Central Desk, Millberry Union.

"I would like to see them wear Jesus sandals, Lederhosen (short leather pants), and American flag shirt and a bushy beard."



Edmond Lim

"I don't think there should be a specific mode of appearance as long as he's neat and clean and can perform his duties effectively."

Richard Marks, Medical Student III

"Hmmmmmm... I feel it should be however the person wishes to dress; it should be his business. The person has to be prepared to take the consequences, however, of reactions from his fellow doctors or patients."



Mrs. H. E. Ray, Housewife, visitor at U.C.

"I think doctors and dentists should be neat and clean in their appearance."

Jacob Goldenberg, Dental Student III

"Long hair, definitely. This is really for serious, isn't it? I think long or short hair is fine. I don't think we should have to wear a lab coat or anything."



Katherine Amirrezvani, Clinic Patient, Starving teacher

"I'd like him to be tall, blond and handsome if possible. I'd like him to respond to me as a human being. I wish he'd have some dental problems so he'd respond to mine. I had a dentist once who had perfect teeth and I resented him. I'd like him to be reasonably priced. Also I'd like them to have long or short hair, whatever they want to be so they're not automotons. They should express themselves as human beings."

Sandy McLlyar, Dental clinic patient

"Friendly. If you're asking me if they should dress a certain way, I'd say no. As long as they appear clean, I guess."



photos/suellen bilow

## classified Ads

### employment

ADVERTISING/BUSINESS MANAGER needed for growing campus weekly - the Synapse. Experience preferred but not necessary. Will train. Must be willing to devote 20 hours weekly to position on a regular basis. Pays \$130 month for expense account and 10% commission on all display ads sold. Send resume to Synapse, c/o Millberry Union Central Desk, University of California, San Francisco, California 94122.

EDITOR - position open immediately for UCSF student on Synapse weekly newspaper. Application can be made by submitting your name now to Synapse, 1324 Third Avenue, University of California, San Francisco, Ca. 94122.

### wanted

Want to buy gas stove that works. Phone AI 731-9542.

WANTED: Furnace Repair Man. Phone 826-7039.

### for sale

TYPEWRITER - Smith Corona Portable - elite - brandnew (must sell) - punch. price \$130 - make reasonable offer. Tel. 992-5383.

LIKE NEW - Koss "Diagnostic Cytology" Second Edition. Book store price - \$27.50 plus tax. Sale price - \$19.50 or offer. Phone AI 731-9542.

### personal

INTERESTED in purchasing the best beated water-bed kit? Get together for a group purchase. 1027 Rhode Island. San Francisco 94107.

RAGGEDY ROBIN - clown. 751-0217.

THANKS to St. Jude for favors granted. L.J.

Synapse, serving the entire UCSF campus community and affiliated hospitals, is published weekly by the Associated Students. Classified advertisements will be accepted free-of-charge for the month of April. Ads should be typed and either mailed or hand delivered to Synapse, c/o Millberry Union Central Desk, University of California, San Francisco 94122. Sorry, no ads over the phone. Deadline for the classified section is Monday for Friday publication. Unless otherwise specified, ads will run in one issue only.

NEED CASH? Sell items through the Synapse classified advertising section.

SUEDE PURSE - chartreuse with shoulder strap, lost in vicinity of Millberry Union handball court. Keep money, return cards. No questions. 666-2211.

### lost and found

CAT lost at downtown airport terminal. Male siamese wearing yellow knit jacket. Answers to Kat-so.

FOUND: an answer to your money problem. Sell your old textbooks, car, clothes, furniture, household items for CASH. Use the Synapse classified free for this month.