

## EDITORIAL--

I felt the editorial in last week's Newsletter deserved comment from another point of view. In the first place I found it very hard to believe the survey that was quoted about faculty members spending 35.4 hrs/week in direct teaching. As far as I could find out, that survey pertained mostly to undergraduate instruction and is not true of medical education. Most of the faculty teach us several hours/day for their block or blocks and not 35.4 hrs/week for the entire school year. I am not denying that it takes a lot of time to prepare lectures for us but isn't that their role?

In regard to the discrepancy between the survey figures and actuality, I am sure if you took a survey of students, you would find that they are working themselves to death (or at least say they are).

In regards to your comment about "being hard pressed to find any student in this school who has been refused help from any faculty member simply because he was trying to do a little lab work," I must reply that I have been refused help and I don't think I am alone. I am sorry if research has been sacrificed because a faculty member had to take time to teach, but the basic reason for the existence of the medical school is to teach medicine to medical students--not to provide a place for faculty members to do research. I am aware of some of the pressures on faculty members to be active researchers and to publish. Because this is a new school, I feel that we, as students, should voice our opposition to judging and promoting faculty mainly on the basis of their publications, rather than on their teaching ability. Perhaps students should have some voice as to the advancement of faculty.

As far as your overt damnation of students, perhaps you could try to understand our situation. We are confronted

with massive amounts of basic science material that we must assimilate in an insufficient amount of time. I think this justifies a certain amount of guidance from faculty members to point us in the right direction although it is quite obvious that you regard any assistance that faculty members give us as "spoon feeding of babes." In addition to this, we are expected to have an adequate grasp of clinical medicine by our preceptors. With these demands I find it quite difficult to learn medicine and remain a human being, which you seem to be in favor of. I hope you would try to put yourself in the position of a student and imagine our problems before you have another "fit of bad temper," and condemn us to a life of mediocrity.

-- Roger Waage

## LABORATORY RESEARCH #2

We all know that our bodies are continuously growing new hair and fingernails, but did you also know that bone is also being "shed" and new bone formed so that we have several entirely different skeletons during our lifetime? The study of bone resorption, the "shedding" of old bone for new, is Arlen Severson's current research interest.

Where does the bone go when it is resorbed, and what is the controlling factor(s)? The assumption is that complex carbohydrates are involved in the resorption process. To prove this hypothesis mouse calbaria (top of skull) is incubated in organ cultures to which substances known to resorb bone are added (e.g. parathyroid hormone). Through staining techniques, the calbaria can be observed in different stages of disappearing and the complex carbohydrates produced during bone removal can also be identified. The most recent finding of this experiment is that the same substances that stimulate bone resorption (parathyroid hormone is an example) also stimulate complex carbohydrate synthesis.

Did you know that parachuters are people who generally jump to contusions?