**Psychology Today** Article Criticizes Meyerson’s Work as Buffalo Prexy

BY JOHN DAVENPORT

In an article entitled “Psychology Today” charges President Martin Meyerson attempts to tar both (by using very much an article Saturday, Meyerson and Bins was "qualified" to discuss a number of problems (including, I assume, and be talked about."

The article was penned by Howard Finkel, a professor at the University of California, Berkeley. Finkel is quoted as saying: "I think Martin Meyerson is the brightest, most imaginative university president I have ever met." He added: "I only met with Martin Meyerson a few times, but he was always engaging and stimulating." Finkel went on to describe Meyerson as "a leader of exceptional vision and dedication." Finkel also praised Meyerson’s work at Buffalo, saying: "He has been a driving force in the development of the university, and has made significant contributions to the field of psychology.

In response, Meyerson pointed out that "The charges are baseless. I have always approached my work with integrity and professionalism."

Meyerson also noted that "I have full faith in the ability of our students to make important contributions to the field of psychology."

Despite the criticism, Meyerson stated that "I remain committed to the well-being and success of our students and faculty." Meyerson added that "I will continue to work towards a more inclusive and diverse campus community.

"Psychology Today" has been a leading source of information on psychology for over 50 years. The magazine is known for its in-depth articles and features, as well as its commitment to promoting mental health and well-being.

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**Female Studies Debuts As Thematic Program**

**By MARLYN MURPHY**

Women’s Studies, one of the university’s most innovative and energetic thematic programs, is expected to help attract academically strong women to the university, spokeswomen for Pennsylvania’s Buffalo Humanities (PHB) and Thursday. “Our 12 offerings are academically rigorous courses in women’s studies,” Spokeswoman for Pennsylvania’s Buffalo Humanities (PHB) and Thursday. “We offer courses in English, history, sociology, and political science. This is the diversity of our offerings that makes us unique, and we are proud to offer these courses to our students.”

Spokeswoman for Pennsylvania’s Buffalo Humanities (PHB) and Thursday added: “Women’s Studies is a program of the College of Liberal Arts, and it is dedicated to exploring and understanding the experiences of women in society. Our courses focus on issues such as gender, race, class, and sexuality, and we offer a variety of perspectives on these topics.

Women’s Studies also offers opportunities for students to engage in research and community service. We have partnerships with local organizations, and we support student-led initiatives to address social justice issues. Women’s Studies is committed to promoting equity and diversity, and we work to ensure that all students have access to our programs.

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**Business Thematic Notables**

**BY MARGARET SAMPLINER**

The Business and Commerce Department is pleased to announce the appointment of several notable business leaders to its new thematic program. These experts from outside the University will include seminars examining contemporary social, economic and political issues, as well as a host of new case and case managerial applications.

In the field of management, we are excited to welcome well-known academics, politicians, and business leaders to our new thematic program. These notables will be sharing their insights with our students in a variety of seminars and forums.

Robert Smith, who has been a leader in the field of entrepreneurship, will be giving a seminar on innovation and growth. Smith has founded several successful companies and is a recognized authority on entrepreneurship.

Susan Lee, who is a well-known political analyst, will be presenting a seminar on the political dynamics of the current election cycle. Lee is a respected commentator on political issues and will be sharing her insights with our students.

In addition to these notable speakers, our thematic program will also feature a series of workshops and seminars designed to help students develop their skills and knowledge in the field of business.

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**Univ. Announces New Thematic Programs**

**BY MICHAEL SLIVER**

The University announced Friday details of its new thematic study programs and the plan to phase them in during the academic year.

The six programs, which are open to all students, will focus on various aspects of academic reform. The programs are designed to help students develop critical thinking skills and to encourage them to pursue their own passions.

The thematic study concepts, first introduced at the University last year, have been well received and have been a success in the classroom. They are designed to provide undergraduates with an opportunity to explore issues in depth and to engage in critical thinking.

The thematic study programs will include members of the academic faculty, as well as experts from outside the University. They will provide students with a unique opportunity to learn from the best minds in the world.

*Continued on Page 3*

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*Continued on Page 3*
If You Have a Problem

Ombudsman Puts Scissors to Red Tape

By JOANNE WITTENBAHR

In 1970 a job at the Free Press led to the Ombudsman's desire to start a school for troubled, uncomplicated, young, healthy minds. He called it the Ombudsman and the school became the Ombudsman.

By 1970 it had more departments than it could handle and was forced to close. It was a bureaucratic hodgepodge of a university, with a number of red tape. Noted by its famous tradition, the Ombudsman created one after another. It was the Ombudsman's idea to start a school for the Ombudsman. It received the Ombudsman by the Ombudsman. It received the Ombudsman by the Ombudsman.

The Ombudsman, the Ombudsman, the Ombudsman...

According to the Ombudsman, the Ombudsman's "most effective handling" anything bureaucratic where there's been a bureaucratic hodgepodge with an academic problem, for example, but not with the evaluation of academic problems.

"We did deal with housing and registration complaints with a great deal of success," said the Ombudsman. "But we couldn't handle personal problems, like two people \

in addition to dealing with specific grievances to the Ombudsman "tried to prevent future bureaucratic problems." Their first annual report, issued this season, contained a number of recommendations of what have been discussed in University Committee meetings. "We have every reason to believe that in July, it is anticipated that the office has developed recommendations to continue, with on-campus funding for the Ombudsman," said the Ombudsman. "Like his assistants, he enjoys the work, but he wants to make sure that the Ombudsman is not overworked or underworked."

If other channels have not been tried, they suggest possibilities and invite the complainant to return if they are not satisfied. They recommended a "telephone survey" of the Ombudsman. "It is a bureaucratic hodgepodge of a university, with a number of red tape. Noted by its famous tradition, the Ombudsman created one after another. It was the Ombudsman's idea to start a school for the Ombudsman. It received the Ombudsman by the Ombudsman. It received the Ombudsman by the Ombudsman."

For the Ombudsman, the Ombudsman, the Ombudsman...

Do YOU KNOW THAT

NOVEMBER IS JEWISH BOOK MONTH

Hillel - 202 S. 36th Street

BOOK SALE

Hours: Sunday 5:00 - 8:00 p.m. Monday - Friday 11:00 a.m. - 4:00 p.m.

FANTASTIC SAVINGS ON JEWISH BOOKS

PRICES BEGIN AT $.50

Discounts up to 70%

Art Books at Savings of $10.00 to $15.00


Blood & Plasma Donors Needed

School Organizations, Fraternities, Sororities & Clubs

Raise Funds For Your Treasurer

CASH PAID FOR ALL DONATION

INTERSTATE BLOOD BANC

2503 N. Broad St.

(215) 228-2343

(215) 228-2245

If You Are Between The Age 18 & 65

And In Good Health You May Qualify

If you have been in contact with the Ombudsman, please call 676-7774 or stop by her office in the Ombudsman.

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Monday, November 6, 1972

Nixon Urges Nation To Unite Wednesday

By United Press International

President Nixon urged the nation Sunday to "unite behind the nation" Tuesday, "I intend to support our party workers are also being "I'm a little surprised," Young said, "It shows he's responsive and individual civic party workers are also being "I'm a little surprised," Young said, "It shows he's responsive and individual civic preserved and restored and crime "there is a great need for an administration that was inevitable. "Environmental factors, especially overworking, in an inadequate physical plant, led to the administration's failure. Nixon administration bowed to the "One thing 's about change "that we had Saigon's approval but "thief" — and the right ingredients, the "it's a history lesson" and called a policy of "speeches," he said. "I'm a little surprised," Young said, "It shows he's responsive and individual civic 27th Ward Voters

Angela Davis at Temple

(Continued from page 1)

by United Press International

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Shriver Tours Jersey, Criticizes Nixon, Thieu

Thematic

S S A L T C R I M E S

Nixon's secretaries of a phenomenon.

SALVATIONist

by United Press International

POLLING Places For 27th Ward Voters

Market Offers Terminal Food

by LEST MILLER

Polling Places For 27th Ward Voters

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(Continued from page 1)
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THE COLLEGE OF THEMATIC STUDIES FOR SPRING 1973

THE COLLEGE OF THEMATIC STUDIES (CTS) seeks to provide an unusual educational alternative to freshmen and sophomores in all the University's undergraduate divisions. CTS hopes to stimulate a learning environment which enhances the integration of learning and the exchange of ideas between students and faculty and among students themselves.

To achieve this objective, CTS offers a series of small seminars organized around a number of themes or topics. CTS: 73 will consist of six topics: Systems Study, Health and Society, Energy Management, Women's Studies, The Culture of Business and Industry, and Creativity.

Participating in CTS means participating in one of these six topics, and taking from two to four of the seminars associated with that topic; the exact number depends on the topic you choose. In addition to the seminars, students will be expected to supplement their study in one or more ways: through enrollment in a "core" course; through independent study; or a field trip.

Specific requirements will vary from topic to topic. But in general, a student who takes part in CTS can expect to pursue three or four credits of work in the program. This permits students to take one or two courses from among the regular University offerings during the Spring '73 semester. Thus, just about all freshmen and sophomores, regardless of their school or program, can take part in CTS if they want to. YOU CAN PARTICIPATE IN ONLY ONE TOPIC, BUT YOU MAY APPLY TO AS MANY AS YOU WISH.

Distributional credit for any of these courses may be awarded at the discretion of the individual undergraduate faculties.

Students in the courses in The College of Thematic Studies will be graded according to the normal University grading system. Therefore, you will have the same pass/fail option that you have in your undergraduate school.

The topic requirements and course listings for each theme are included below. If you have specific questions on a particular topic, contact the coordinator whose name and telephone number are given in each listing. For general information on CTS: 73, call Jan Hill or Peter Conn at 594-7321, or stop by to see either of them at 115 College Hall.

THE DEADLINE FOR APPLICATIONS IS FRIDAY, NOVEMBER 10. You will be notified about your status in CTS before pre-registration.

*********************************************

What is Systems Study?

In a word it is the study of some of the largest problems confronting society today, problems of pollution and the environment, of technology and its impact on mankind, of world economic patterns, of global population projections, and so on. And one of the most exciting things about Systems Study is that it attempts—without losing sight of the importance of details—to examine these large issues in their largest dimensions. Systems, then, attempts to confront the whole of a problem and not just the parts.

Students and professors will select a series of actual problems involving systems thinking in such areas as law, regional development, health, politics, and economics with a view toward studying them, and, hopefully, solving them.

Students enrolled in this program will be expected to take an introductory course in systems science and technology. This will be followed by a selection, definition, and in-depth study of several real systems of interest to the group. Students and faculty will then organize themselves into small work teams to study specific systems problems of their choice. The following diagram shows the arrangement of the proposed program.

![Diagram showing Systems Study program]

For specific information on Systems Study, contact Dr. John Brainerd at 594-8102.

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**SYSTEMS STUDY**

**Objectives**

- Develop an understanding of the basic concepts and principles of systems theory and methods applicable to systems study.
- Examine real-world systems in depth, focusing on the interrelationships between different components.
- Foster critical thinking and problem-solving skills through the application of systems thinking.

**Syllabus Overview**

The study of systems involves understanding the interactions and dependencies within complex systems. Systems are defined as entities that have inputs, processes, and outputs. Systems thinking is crucial for addressing social, environmental, and economic issues.

**Course Structure**

- **Introduction to Systems**
  - Overview of systems theory
  - Basic concepts and principles
  - Historical development of systems thinking

- **Systems Analysis**
  - System modeling techniques
  - Simulation and forecasting methods
  - Case studies of real-world systems

- **Systems Design**
  - Systems architecture and design
  - Systems integration and testing
  - Implementation strategies

- **Systems Evaluation**
  - Performance metrics and evaluation methods
  - Feedback and control mechanisms
  - Systems optimization and improvement

**Application Areas**

- **Environmental Systems**
  - Water resources management
  - Air quality control
  - Waste management

- **Economic Systems**
  - Financial systems
  - Economic forecasting
  - Resource allocation

- **Social Systems**
  - Education systems
  - Healthcare systems
  - Policy systems

**Learning Outcomes**

- Understand the fundamental concepts and principles of systems theory.
- Apply systems thinking to analyze and design real-world systems.
- Evaluate the performance of systems and propose improvements.

**Assessment Methods**

- Participation in class discussions and assignments
- Written reports and presentations on system analysis and design projects
- Final examination covering the course content

**Course Requirements**

- Attendance at all lectures and discussions
- Participation in group discussions and project work
- Completion of assignments as outlined in the syllabus

**Evaluation Criteria**

The final grade will be determined based on the following criteria:

- **Attendance and Participation** 30%
- **Assignments and Projects** 40%
- **Final Examination** 30%

**Course Credits**

The course offers **4 credits**.

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**Registration Information**

To register for Systems Study, please complete the form below and submit it to the Office of Student Affairs by the registration deadline.

---

**Application Form**

**Name**

**School**

**Year**

**Local Address**

**Local Telephone Number**

**Systems Study is your first, second, third, fourth, fifth, or sixth choice of Topic (circle one).**
THE COLLEGE OF THEMATIC STUDIES FOR SPRING 1973

Topic II: HEALTH AND SOCIETY

There is today a growing interest in the political, social, and psychological dimensions of our present system of health care. The CTS program in Health and Society attempts to explore a few of the questions and challenges being raised by physicians, social scientists, lawyers and other professionals, and general citizens who are engaged in the health care area.

The search for alternatives in health care delivery; the emotional and psychological aspects of health and illness; the social and ethical implications of health care and medical practice; the historical and philosophical assumptions underlying medicine and its relationship to society . . . these and similar issues will be pursued.

Faculty teaching in the Health and Society program will be drawn from the Medical and Dental Schools, the College of Engineering, the Wharton School, and the Law School. When two or more seminars are addressing similar problems, the students and faculty will meet in a larger group for more comprehensive discussion.

In addition, distinguished guest lecturers from on and off-campus will periodically be invited to contribute their views and expertise.

Students who wish to participate in CTS: Health and Society will be expected to register for two (2) seminars and agree to do an independent study for a total of 3 course units.

For more information, contact Steve Batterman at 594-7947 or Jan Hill at 594-7321.

RS001 EXPERIMENTAL SYSTEMS OF HEALTH CARE DELIVERY, John Eldred (Operations research) Fri. 10-12
Contemporary approaches to the delivery of health care will be examined in the context of a social system perspective, local field work and group action. Research will be the primary mode of learning.

RS002 INTERNATIONAL COMPARISONS OF HEALTH CARE SYSTEMS, William L. Kissick (Community Medicine) Thurs. 2-4
This course will include a study and critical analysis of the Health Care Systems in Canada, Germany, Peoples' Republic of China, Sweden, Soviet Union, United Kingdom, United States, and Yugoslavia. Analysis will focus on generic similarities between and among the systems and attempt to identify the significant reason for differences.

RS003 LAW AND MEDICINE, Marshall J. Brager (Law) Mon. 4-6
This course will deal with several legal issues raised by medical practice. Among the issues treated will be abortion, voluntary and involuntary euthanasia, experimentation with human beings, organ transplantation and genetic intervention. Some attention may be paid to questions of hospital and physician liability for medical treatment. Students will be introduced to problems concerning the nature and limits of law and will explore legal problems in the medical field.

RS004 ETHICAL AND EXISTENTIAL ISSUES IN CONTEMPORARY MEDICINE, Brenda Fox (Sociology) Wed. 10-12
This seminar will deal with a number of questions and problems that are of increasing interest and concern both to the medical profession and the lay public in this stage of modern medicine's development. Problems of causality, uncertainty, meaning, life and death, giving and receiving, social solidarity and of intervention in the human condition will be treated.

RS005 HEALTH CARE DELIVERY, Samuel P. Martin (Community Medicine) Wed. 3-5
The course deals with the problems of delivery of health care. This includes control, financing, quality, and distribution.

RS006 DEATH AND DYING, William Webb (Psychiatry) Thurs 3-5
We will examine the influential forces that govern the behavior and attitudes of physicians, nurses, ministers, and relatives toward the dying patient. Emphasis will be put upon the social, chemical, and psychological attitudes, the impact of technology, ethical problems in the definition of death, and the dying and bereavement process.

RS007 RESPONSIBLE HUMAN GENETICS, Bertram H. Lubin (Pediatrica) Mon. 3:30 - 5:30
This course will deal with two frequent genetic disorders. Sickle cell anemia and Trisomy 21. A comprehensive discussion of the medical, ethical, and sociologic problems associated with these conditions will be provided. There will be contact with children and families as well as visits to community facilities. A major point of the medical communities responsibility is dealing with genetic disorder.

RS008 PHILOSOPHIC AND SCIENTIFIC BASES OF MEDICAL PRACTICE IN HISTORICAL PERSPECTIVE, Howard Wasserman (Biochemistry) Tues. 4-6
A consideration of the religious, philosophic and scientific tenets underlying the practice of medicine from Egyptian times until the present with a detailed consideration of the implications of the present scientific basis of medicine to the practice of medicine in Western society.

RS009 SOCIAL AND PSYCHOLOGICAL ORIGINS OF DISEASE, Ingrid Waldron (Biology) Mon. 1 - 2:30; Wed. 1 - 2:30
The psychological, social, economic and historic factors that lead to illness or health, and the physiological mechanisms by which these factors have their effect.

RS010 HEALTH PLANNING, Victor Crow (City Planning) Thurs. 10-12
The course will examine the general field of health planning, including demographic, social, epidemiologic and political considerations. Arguments for and against coordinated governmental health planning, its goals and organization, will be discussed after an overview of present day health care system in the United States.

RS011 MODERN TECHNOLOGY IN MEDICAL AND HEALTH CARE DELIVERY, David Graves (Chemical engineering), Steve Batterman (Mechanical Engineering), and others. Wed. 1 - 5
The course will examine some aspects of the role of technology in medicine and health care through a series of seminars which will include topics in Biomechanics, Biomedical Engineering, design of artificial Organs, Engineering Approaches to Diagnosis and Treatment of Disease, and Quantitative Analysis of Physiological Function.

RS012 EMOTIONAL STATES AND DISEASE, Aaron L. Lasher (Psychology/mental Science) Mon. 2 - 4
The course will explore the way in which healers in different historical periods and in different cultures have related disease and therapy to control or release of emotional behavior. The current state of scientific investigation into the pathological and/or therapeutic effects of emotional states will be reviewed.

Return to 116 College Hall

NAME

HEALTH AND SOCIETY: Application

SCHOOL

LOCAL ADDRESS

LOCAL TELEPHONE NUMBER

TEAS: Freshman Sophomore

List (by number and title) the two seminars you would prefer to take in this Topic:

1.

2.

List two alternative seminars in this Topic:

3.

4.

HEALTH AND SOCIETY is your first, second, third, fourth, fifth, sixth choice of Topic (circle one).
THE COLLEGE OF THEMATIC STUDIES FOR SPRING 1973

Topic III: ENERGY MANAGEMENT

With the continuing increase in the demands for energy and the difficulties in meeting these demands, the conversion and utilization of energy has become a critical socio-technical problem. In attempting to satisfy the needed energy requirements, the nation will be faced with difficult choices. These choices involve economics, environmental quality, technological know-how, national security, and resource allocation. In a word, these choices will involve the quality of our national life. In addition to fossil and nuclear fuels, future systems may use solar and geothermal energy sources. These energy sources will be converted into useful forms of power through conventional and new turbo-generators and by direct conversion processes.

Up until recently, our energy usage has been based primarily upon technical and economic performance, with only peripheral attention being paid to the indirect societal burdens. It is now becoming clear that future energy systems will have to be judged with far more respect to environmental impact, safety, and aesthetic values; far more emphasis will be placed upon a broader definition of the common good.

In order to plan, control and operate the energy industry of the future, a new institutional structure with a new set of operating characteristics may be required, which may in turn necessitate the creation of a different set of public regulatory institutions. These new institutional arrangements may involve curtailing, rationing and taxing the energy users as a part of an integrated plan.

Educated persons are needed to develop new alternatives. People are needed whose skills are broad enough to participate in articulating the socially significant energy questions which need answers, and sufficiently knowledgeable to contribute to the solution of these problems.

The purpose of CTS: ENERGY MANAGEMENT is to provide an opportunity for students to view the total energy problem in a broad perspective. The learning experience in this program may produce either a concerned citizen who is aware of serious energy problems and will pay heed to those problems in his own career; a person who will continue further education in the area of energy management.

The Proposed Plan

The students who enroll in this topic should commit themselves totally to the energy program for the semester’s duration. During the first four weeks of the term students will take "Foundations of Energy Management" (equivalent to one semester's course unit), an introductory course to acquaint the student as rapidly as possible with the totality of the field, and to provide him with the ability to comprehend the language of the field. The course will be team taught by the four faculty responsible for the program.

Following this intensive introduction, all the students will take three concurrent seminars for seven weeks dealing with major areas of energy management. The following seminars will be offered: Society and Its Physical Environment, The Economics of Energy, and Energy Utilization Technology.

The culminating activity of our semester’s study will be a three week field-study program organized around a specific energy problem. The entire group will travel to Washington, D.C. to meet with congressional representatives and officials from several governmental agencies so as to discuss energy problems with those who legislate, design, and operate the energy facilities. Faculty and students will then proceed to the Tennessee Valley Authority and, hopefully, examine other hydro-electric generators.

The following diagram shows the arrangement of the proposed program.

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<thead>
<tr>
<th>Topic III: ENERGY MANAGEMENT</th>
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<tr>
<td>SEMI-I</td>
<td>SEMI-II</td>
<td>SEMI-III</td>
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<tr>
<td>Seminar on Society &amp; Its Physical Environment, 4 hrs/wk, 7 weeks</td>
<td>Seminar on Energy Utilization Technology, 4 hrs/wk, 7 weeks</td>
<td>Seminar on The Economics of Energy, 4 hrs/wk, 7 weeks</td>
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<tr>
<td>12 hrs/wk, 6 weeks</td>
<td>3 weeks</td>
<td>3 weeks</td>
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D0031 FOUNDATIONS OF ENERGY MANAGEMENT, Mitchell, Moses, Wolf, and Zandi

This course would explore the interrelationships of the physical sciences, social sciences, engineering and environmental studies in the utilization and management of energy.

D0032 SOCIETY AND ITS PHYSICAL ENVIRONMENT, Mitchell and Zandi

This seminar will explore the interaction between various social organizational forms, the bio-physical environment, and energy utilization. It will teach elements of social scientific problem conceptualization and show its relations to policy information and implementation.

D0033 ECONOMICS OF ENERGY, Moses and Zandi

This seminar is designed to give students an overview of the economic concepts and practices involved in Energy Management.

D0034 ENERGY UTILIZATION TECHNOLOGY, Wolf and Zandi

This seminar will explore the principles of energy conversion and utilization. Technological and scientific aspects of energy development will be explored.

Dr. R. C. Mitchell
Dr. M. A. Moses
Dr. H. Wolf
Dr. I. Zandi
Sociology
Industry
Electrical Engineering
Civil and Urban Engineering

TIME AND PLACE FOR EACH COURSE WILL BE ANNOUNCED

ENGLISH MANAGEMENT: Application

NAME
SCHOOL
YEAR: Freshman Sophomore
LOCAL ADDRESS
LOCAL TELEPHONE NUMBER

ENERGY MANAGEMENT is your first, second, third, fourth, fifth, sixth choice of Topic (circle one).
THE COLLEGE OF THEMATIC STUDIES FOR SPRING 1973

Topic IV: WOMEN'S STUDIES

The recent explosion of consciousness regarding women has led to the realization that the factual material and theoretical constructs underlying academic disciplines are biased and limited by their neglect of the serious study of women. Analysis based upon partial information is inadequate and must now be corrected. Penn Women's Studies Planners (WSP) proposes that this past neglect be corrected through research and teaching. We see the Women's Studies theme as a pilot project, the success and viability of which may determine the kind of permanent, interdisciplinary women's studies program to be established at Penn.

We wish to increase our awareness of the role and status of women through an identification of the factors that assign us to "our place" and keep us there. These factors will be explored within the framework of existing academic disciplines, i.e., biology, sociology, psychology, economics, etc. In the Women's Studies there we want also to emphasize the personal/subjective/experiential aspect of Women's Studies. A significant goal of this theme is the realization of social change within the classroom and through the classroom experience. The individual change accompanying this experience can result in increased self-confidence and self-esteem. The collective nature of this experience can foster ideas of how social change is brought about through collective endeavor.

The College of Thematic Studies (CTS), one of the newest educational programs to be offered at Penn, was created especially for freshmen and sophomores in order to provide an educational environment in which the integration of learning is the role and not the exception. CTS offers small seminars of no more than 15 students where participants are brought together through a common commitment to an intellectual venture and where faculty/student contact is sustained and flexibility is the keyword. The seminars are supplemented in various ways by independent study, field trips, guest speakers, and a CTS library.

Registration will take place during the week of November 6. Students will sign up for two seminars and an Independent study. For general information about CTS call Jan Hill at 594-7321 and for specific information about the Women's Studies theme call Cynthia Secor at 594-8603.

Registration for the Women's Studies theme will be open to freshmen and sophomores and women's studies majors. If class size permits, upperclassmen will be welcome to register.

WS001 WOMEN: SOCIOLOGICAL PERSPECTIVES, Ann Seltz (Sociology) Thurs. 9 - 11
This course will focus on several sociological theories of the nature of social change and the application of these theories to the changing status of women in American society. This analysis will take into consideration the social structural, cultural, and psychological factors which have shaped the position of women in this society and the development of the women's movement.

WS002 PSYCHOLOGY OF WOMEN, Jean Brooks-Gunn (Education) Wed. 3 - 5
This seminar will focus on various psychological theories and processes which deal with women. Sex-role development and child-rearing practices will be stressed with consideration of outcomes and alternatives. Attention will be given to the self-esteem and motivation of women. The question of whether or not knowledge gained from psychology can aid in the process of altering sex stereotypes, aspirations, attitudes, and roles of women in our society.

WS003 WOMEN IN ASIAN SOCIETIES, Priscilla Chung (History) Mon. 9 - 11
This course is an anthropological and historical study of social organizations in Asia comparing societal structures in China, Japan, India, Tibet, Southeast Asia, and nomadic societies in the Near East. An examination will be made of the different roles a particular social organization imposes on its members with emphasis on women. This will then be contrasted to the present role of women in American society.

WS004 FEMINIST THOUGHT, Cynthia Secor (English) Wed. 1 - 3
We will discuss the lives and writings of feminists giving primary attention to the way in which their particular insights were generated and justified by the circumstances of their lives.

WS005 WOMEN IN CHINESE LITERATURE, Lai-yu Yuh (Oriental Studies) Mon. 9 - 11
The purpose of this seminar is to 1) discover women's role in society as reflected in fiction; 2) find out types of women described as well as that out of these works; 3) see in what ways women in these works differ from women in the real world through distortion on the part of male writers.

WS006 PSYCHOLOGICAL HISTORY OF WOMEN AND THE FAMILY, Carol Smith-Hoogen (History/Psychology) Tues. 9 - 11
This course will examine the history of women in the 18th and 19th centuries in the United States. Principal emphasis will be placed upon psychological and sociological approaches. After examining various behavioral science models, the students will explore their usefulness in interpreting the autobiographies, diaries and letters of women and what we know of the family and domestic communication networks.

WS007 WOMEN AND THE LAW, Sharon K. Wells, Esq. (Law) Mon. 10 - 12
The history and current status of the law relating to women's rights, and the dynamics of change through court action and the political process.

WS008 WOMEN AND PITH, Sandra Grilletas (Anthropology) Thurs. 3 - 5
Emphasis will be placed on the importance played by the media in the socialization process and on how the creative work of women and men reflect this influence. A full schedule of films by women will be screened and discussed with particular attention to the treatment of certain basic themes and the way in which women perceive these themes differently from men.

WS009 WOMEN AND LANGUAGE, Lynette Hirsheim (Linguistics) Thurs. 1 - 3
The inter-relation of language as a social institution and women's place in society will be dealt with; how language use reflects the status of women; and how linguistic behavior (on the part of both men and women) perpetuates women's inferior status in society.

WS10 WOMEN AND THE SOCIAL ROLE, Edith and Isadore Getz (Animal Biology), Ingrid Ulton (Biology) Tues. 2 - 4
This course will focus on the biology of women from the point of view of genetics, anatomy, physiology, and behavior.

WS11 TWO ROLES: WIFE AND SOCIAL REFORMER, Martha Rovell (Human Resource Centers) Wed. 1 - 3
The course will include an historical examination of the role of women as agents of social change and a focus on opportunities for self-realization in current movements for social reform, co-existent with performing the housewife role. Rewards, difficulties, and advantages of the change agent role will be noted, as well as the principles and methods of planned social change.

WS12 WOMEN IN ECONOMIC AND DEMOGRAPHIC PERSPECTIVE, Elise J. Rotella (Economic History) Wed. 10 - 12
This seminar will focus on the changes over time in important economic and demographic factors and the ways in which these changes have affected women's lives. Among the topics examined will be: birth rates, death rates, marriage patterns, contraception, employment, women's production in the home, women's role in economic development, and women in socialist economics. Interrelations between these factors will be analyzed.

Women's Studies is your first, second, third, fourth, fifth, sixth choice of Topic (circle one).
THE COLLEGE OF THEMATIC STUDIES FOR SPRING 1973

Topic V: THE CULTURE OF BUSINESS AND INDUSTRY

The purpose of the Wharton program in "The Culture of Business and Industry" is to provide students throughout the University with an opportunity to examine contemporary social, economic, and political issues that have managerial applications.

It is often thought that management sciences and decision-making skills are applicable only to business. The program in "The Culture of Business and Industry" provides students with an introductory insight into some of the cultural dimensions of the businessman and business institutions, as well as a rationale for applying management to a myriad of non-profit institutions.

To provide the greatest possible diversity in these problem areas, the 15 seminars in the program are being taught primarily by guest faculty from outside the University. These guest resource persons have expertise or are experienced in the cultural or problem areas of their respective seminars. A number of Wharton and University faculty will be serving as additional faculty resources in this program. Also, Wharton and University students will be serving as research assistants for the guest faculty.

For more information, contact Dr. Thomas Schutte, 561-E259 W-207 Dietrich Hall

BC001 THE ROLE OF BUSINESS AND GOVERNMENT
Mr. Anthony C. Chase, Deputy Director Small Business Administration, Washington, D.C.

BC002 BUSINESS AND THE PUBLIC SECTOR
Mr. Joseph S. Clark, former United States Senator, Philadelphia, Pennsylvania

BC003 MANAGEMENT OF OCEANS—PROBLEMS IN WORLD REFORM AND UNITY
Dr. John C. Logue, Associate Professor of Political Science; Director, World Order Institute, Villanova University, Villanova, Pennsylvania

BC004 THE AMERICAN BUSINESS INSTITUTION: A BREEDING GROUND FOR POLITICIANS
Mr. Thatcher Longstreth, President Greater Philadelphia Chamber of Commerce, Philadelphia, Pennsylvania

BC005 THE BUSINESSMAN AND THE MANAGEMENT OF THE ENVIRONMENT
Mr. William James, Executive Director, Schuykill Valley Nature Center, Philadelphia, Pennsylvania

BC006 THE BUSINESSMAN AND THE MANAGEMENT OF THE ENVIRONMENT
Mr. Richard Dilworth, former Mayor of Philadelphia, and President of the Philadelphia School Board, Philadelphia, Pennsylvania

BC007 THE BUSINESS OF NATIONAL HEALTH CARE DELIVERY SYSTEMS
Dr. William S. Lienick, George S. Pepper Professor of Public Health and Preventive Medicine, University of Pennsylvania, Philadelphia, Pennsylvania

BC008 A GLOBAL PERSPECTIVE FOR BUSINESS AND NON-BUSINESS LEADERSHIP AND MANAGEMENT THROUGHOUT THE WORLD
Dr. Howard V. Perlmutter, Professor, Multinational Unit, The Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania

BC009 CHILDREN AND TELEVISION ADVERTISING
Mr. Robert B. Choate, Founder and Director, Council on Children, Media, and Merchandising, Washington, D.C.

BC010 MONEY, MANAGEMENT, AND Morality
The Reverend Dr. M. Richard Shaull, Henry Winters Lux Professor of Economics, Princeton Theological Seminary and Princeton University, Princeton, New Jersey

BC011 CONSUMERSM AND THE CONSUMER REVOLUTION IN AMERICA
Dr. S. Lee Richardson, Director of Consumer Education, White House Office for Consumer Affairs, Washington, D.C.

BC012 THE BUSINESS OF ORGANIZED ATHLETICS
Dr. Robert H. McCollum, Director Recreation Department, University of Pennsylvania, Philadelphia, Pennsylvania

BC013 THE MANAGEMENT OF THE CULTURAL AND PERFORMING ARTS IN AMERICA
Dr. Edward W. Arlan, Professor of Political Science, Drexel University, Philadelphia, Pennsylvania

BC014 STUDY IN CULTURAL CONFLICT: THE AMERICAN BUSINESSMAN, A PUBLIC BENEFACTOR OR PUBLIC ENEMY
Dr. William S. Gomberg, Professor, The Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania

BC015 THE MANAGEMENT OF PRISON REFORM IN AMERICA
Mr. John Myers, Assistant to Philadelphia Judge Speath; Consultant to Philadelphia County Prisons; Consultant to McKay (Attica) Committee, Philadelphia, Pennsylvania

THE BUSINESS CULTURE: Application

NAME ___________________________ SCHOOL ___________________________ YEAR: Freshman______ Sophomore______

LOCAL ADDRESS ______________________ LOCAL TELEPHONE NUMBER ______________________

List in order of preference (by number and title) the seminars you would prefer to take:

1. ___________ 4. ___________
2. ___________ 5. ___________
3. ___________ 6. ___________

How many seminars do you plan to take in this Topic? ______

Note: Preference for admission to this Topic will be given to students who plan to take two or more seminars.

The Business Culture is your first, second, third, fourth, fifth, sixth choice of Topic (circle one).
THE COLLEGE OF THEMATIC STUDIES FOR SPRING 1973

Students who wish to participate in CTS: CREATIVITY will enroll in a linked pair of seminars (each seminar's enrollment will be 16 students) and a lecture course, which all students in the program take together. The linked seminars deal respectively with theoretical and practical aspects of expression of the creative impulse in the areas of Literature (Connor, Conn), Fine Arts (Tyng, Engman), Film (Samuels, Burckhardt), and Music (Wernick).

The literature pair combines the reading and criticism of literature with a writers workshop. The Fine Arts are approached through two seminars, the first on Form and Consciousness and the second on Perception of Color through discussion and studio work. Film as Social History is joined to a Film Making and Criticism seminar. The Re-Creative Process in Music will be studied by dealing with both performance and composition aspects of the art. The lecture course tries to place the development of modern creative thought in an historical context and then deals with the broad questions of aesthetics. For those who wish to enroll, there is also an additional intensive (and optional) seminar taught by Mark Sagoff concerning recent developments in the cognitive and informational studies of art.

CR001 THE FILM AS SOCIAL AND INTELLECTUAL HISTORY, Stuart Samuels (History), Mon, Wed 1; seminar Tues 4 - 5:30
A study of film in relation to social and intellectual developments in Europe, Russia, and America from 1914 to the present.

CR002 FILM MAKING AND CRITICISM, Rudi Burckhardt (Fine Arts) Thurs. 9 - 12; 2 - 4
Students will make and edit their own films. Attention will be given to various traditional and current stylistic techniques employed by film makers. Students and faculty will use contemporary films for comparative analysis of their work.

CR003 COLOR PERCEPTION, Robert Engman (Fine Arts) Mon, Fri. 3 - 6
Light, color, primary structure, visual relationships.

CR004 FORM AND CONSCIOUSNESS, Anne Tyng (Architecture) Tues. 1 - 3
A study of generative forming principles linking symmetry and asymmetry in the five Platonic Solids and the Divine Proportion.

CR005 WORKSHOP IN READING AND WRITING, Joel Conarroe and Peter Conn (English) Mon., Wed. 3 - 5

CR006 MODERN CREATIVITY IN AN HISTORICAL CONTEXT AND CLASSICAL AESTHETICS, Stuart Samuels (History), Mark Sagoff (Philosophy) Th 2 - 5
This seminar will try to analyze the concept of progress in the arts. Change, new ideas, new experiments are always called for. Why? What is an artistic experiment? How does painting help mankind to describe correctly and to control the environment? What do the arts enable us to do? We shall study the relationships of recent developments in theories of knowledge and perception to aesthetics in order to deal with these questions.

CR007 THE RE-CREATIVE PROCESS IN MUSIC, Richard Wernick (Music) Time to be announced
An artistic experiment? How does painting help mankind to describe correctly and to control the environment? What do the arts enable us to do? We shall study the relationships of recent developments in theories of knowledge and perception to aesthetics in order to deal with these questions.

CR008 A study of film in relation to social and intellectual developments in Europe, Russia, and America from 1914 to the present.

CR009 CONTEMPORARY AESTHETIC THEORY, Mark Sagoff (Philosophy) Th 2 - 5
This seminar will try to analyze the concept of progress in the arts. Change, new ideas, new experiments are always called for. Why? What is an artistic experiment? How does painting help mankind to describe correctly and to control the environment? What do the arts enable us to do? We shall study the relationships of recent developments in theories of knowledge and perception to aesthetics in order to deal with these questions.

CR010 MODERN CREATIVITY IN AN HISTORICAL CONTEXT AND CLASSICAL AESTHETICS, Stuart Samuels (History), Mark Sagoff (Philosophy) Th 2 - 4; Th 10 - 12
Initially this course will examine major trends in the arts after 1880 from the point of view of the intellectual historian. The course will present an artistic experiment? How does painting help mankind to describe correctly and to control the environment? What do the arts enable us to do? We shall study the relationships of recent developments in theories of knowledge and perception to aesthetics in order to deal with these questions.

For more information, contact Dr. Mark Sagoff, 594 - 5590 or Jan Hill, 594 - 7521, 116 College Hall

Return to 116 College Hall

NAME__________________________SCHOOL__________________________YEAR: Freshman Sophomore__________________________

LOCAL ADDRESS____________________LOCAL TELEPHONE NUMBER__________________________

In addition to CR010, the required core course in MODERN CREATIVITY IN AN HISTORICAL CONTEXT AND CLASSICAL AESTHETICS, indicate (by number and title) the linked pair of seminars you would prefer to take:

_______________________________________

Indicate an alternate pair of seminars:

_______________________________________

Do you want to take CR009, the optional seminar in CONTEMPORARY AESTHETIC THEORY, as a fourth course in this topic? YES____ NO____

CREATIVITY is your first, second, third, fourth, fifth, sixth choice of Topic (circle one).
Football

(Continued from page 1)

Thematic

(Continued from page 1)

managerial positions to the example of an artist running a company, or a doctor managing a hospital or an educator heading a school board.

Jeff Jacobs, a senior in the College who is helping coordinate the program, pointed to the Business of National Health Care as one of the courses targeted at this audience. "In a word," he said, "It's an audible." Jacobs explained that integrates management and professional techniques, "Students will be introduced to the procedure involved in setting up an administrative organization in a hospital including the marketing and planning programs." Jacobs added, "It is a Drexel professor and former faculty member." The Philadelphia Orchestra until he got "irritated with the audience," will be a seminar on Management of the Cultural and Performing Arts in America. It is the author of a book entitled From Bach to Broadway to Bureaucrat. A seminar on the renaissance of management is the "father of the modern business school" in the arts. He created the Renaissance of the Renaissance of the Renaissance of... "We were just waiting for a linebacker to come and pick the pass off."

Inside and pick the pass off."

If you can ever stop him.

heads In."

responsible.

ordinary people and we beat their

If you can ever stop him.

heads In."

responsible.

outside.

TheRUSSIAN DEPARTMENT will offer the following additional courses during the Spring 1973 term:

RUSSIAN 31, RUSSIAN LITERATURE TO 1880
Wed. 10-12

RUSSIAN 32, RUSSIAN LITERATURE AFTER 1880
Wed. 1-3, 3-5

We support GEORGE MCGOVERN

We, the undersigned

member of the University of Pennsylvania community, join here in affirming our support of the Presidential candidacy of Senator George McGovern. The moral bankruptcy of the present Administration's policies; its savage erosion of the war
Review

Penn Players Handle LaMancha Well

By Dave Frailey

The important thing about any Man of La Mancha production is the originality and imagination added to the familiar story of Don Quixote by the Penn Players production review now at Annenberg. The story is a first rate musical and handled at all times in a highly different manner.

The theater itself is different; audiences are seated on a revolving platform, totally different from a typical theater. The audience takes a ride around the theater as the show progresses. The way it was put together, the music was well performed, and the show itself was versatile and appropriate to the time performance. The show was simply the best I have seen in a long time.

The show was put together very well, the music was well performed, and the narrative was completely captivating. The director of the show was very much in control of the show. The show itself was very well done and much credit for the cast's tremendous performance is given to him.

Montgomery, the artistic director, should also be credited for the quality and style of the show. The show was very well put together and the music was performed very well.

Dave Vanhouten, the leading role of the show, was simply marvelous on opening night. He should have been congratulated for his performance. The show itself was a beautiful star in a film.
**Frosh Can Do Nothing Right in 42-0 Drubbing**

Right in a fourth down situation. Three threats to the quarterback, dumping times Navy took possession on the formation: Navy turned the ball over against the Plebes (4-2) that caused ceton and made the sort of mistakes they played last week against Prin-yearlings (2-2) seemed to forget how is such a wide margin unusual in Navy at Franklin Field verged on a torpedoing of the Penn frosh by institutions when their new students that the yearling squads of the service mid-race accident to Penn ace Denis Fikes and ousting the Quakers from the individual title, he couldn't prevent Harvard and Navy boming capitalizing on a co-leaders (65) In the tightest meet in the history of the Heptagons! Championships held Friday at New York's Van Cortlandt Park, and although Childs overtook him to win the point on the five mile course. It came on Spizucco's first play off the half. To compound the bushness, Felix May have proven damaging in more...
END OF AN EIGHT YEAR DRAUGHT — Penn's 19-7 victory over Harvard in the Carrier Classic at Boston Garden, 1963, signalled outstanding play by all ports of the Quaker team. At half-time, backfield action had been dull but the Quakers scored in the second quarter and didn't let up until halftime. The final score was 210-0. In the second half the Quakers dominated Harvard, 14-3, for their first victory in ten and a tie. But Harvard was strong and the Quakers were held to a 7-7 tie. They made a strong effort in the second half but were unable to get past the Harvard defense.

CAMBRIDGE, Mass. — Little did some Boston sportswriters know in the Nova season when the high school sensation of Braintree H.S., who they had been chanting, "Adolph Shows Crimson his Number," was turned his back on the school and cast his lot in with the crimson of the Harvard team. It was the pivot-point moment of the 30-30 tie that ensued. But Adolph's dramatic feat wasn't enough to satisfy the inestimable throng of acquaintances and supporters who had been waiting for this game ever since, "declared the hero of them all in this, his finest hour. The Drummer, Man, art, had shown these same moves throughout the game and there was no mistake as to who was the ball thrown in 22 seconds for a 5-3 average in 30-30, 2-7-6 time, 1-1, 30-30, for the first time since 1961.

Only one word to say," remarked handback and co-captain of the Quaker team, John Gribbin. "We didn't know why." The Quakers had been working hard to get to this point and Adolph's dramatic feat wasn't enough to satisfy the inestimable throng of acquaintances and supporters who had been waiting for this game ever since. "I don't know why," he said.

"I was a see," explained hardback coach, Mark Adams. "We just gave up to him and left him instead of playing to him."

"Adolph's numbers were not good," the hero of them all in this, his finest hour. The Drummer, Man, art, had shown these same moves throughout the game and there was no mistake as to who was the ball thrown in 22 seconds for a 5-3 average in 30-30, 2-7-6 time, 1-1, 30-30, for the first time since 1961.

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