Hospital Deficit May Jump Over Subsidy Dispute

By STEVE BROOK

The University's two hospitals will suffer major cuts in federal subsidies this fiscal year, according to preliminary reports from the hospitals. The reductions, which could amount to as much as $40 million in total, will come from the federal government in the form of smaller reimbursements for services provided to Medicare and Medicaid patients, and as well as eliminating bad debt allowances. The cuts at HUP this year will amount to as much as $2 million, or over 10 percent of the hospital's revenue. This would be in addition to the $16 million covered by the current budget, bringing the total deficit to approximately $40 million. The reductions will be made retroactive to July 1, 1973, and will continue through the end of the fiscal year. The cuts will affect both the University Hospital and University Physicians.

Subsidy Dispute

per cent markup on the price levels at Pennsylvania iHUP) and Graduate Hospital have joined the 54-hospital Valley Hospital Council (DVHC), the

Valley Hospital Council (DVHC), the

requests for Blue Cross to increase reimbursement rates for medical services in Pennsylvania. The hospitals are led by Dr. Ralph L. Merker, HUP Public Relations Director, who said that the negotiations are ongoing and that a decision will be made soon.

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Telecommunication System

To Alter Phone Extensions

By MARGARET KRAUSMAN

Assistant Director of University Systems

The University's telephone system is undergoing major changes to improve service and reduce costs. The new system will involve a complete renumbering of all phone numbers, with new extensions being assigned to each department. The old system, which used a single prefix and a four-digit extension, will be replaced with a new system that allows for a three-digit prefix and a five-digit extension. This will provide greater flexibility and reduce the number of possible extensions. The new system will be implemented in phases, with the first phase scheduled for completion by the end of the year.

University Students Generally Skeptical Of Existence and Sightings of UFO's

By ANNETTE LEVINSON

Reacting to the recent interest in UFO sightings vigorous debate over the validity of the claims. Many students express skepticism and doubt the possibility that UFOs could exist, even if they are mythological.

"Most UFO sightings can be accounted for by natural phenomena, such as large balloons, airplanes, or meteorites," said Professor of Astronomy Milton Merker. "Even if some sightings are unexplained, the evidence is not strong enough to support the existence of intelligent beings." Dr. Robert S. Wilf Doppelt was not rehired as a professor of psychology at the University. The nominator came to know the nominee.

"There are certain limitations placed on what we can observe," said Professor of Psychology Eileen Warburton at 106 College Hall. "There is no hard evidence to support the existence of intelligent beings." She added, "There are many possible explanations for the phenomena, such as natural phenomena, or even natural disasters such as volcanic eruptions."
Walter Cohen was a good D.A. He'll be a good judge.

Walter Cohen joined District Attorney Antis' staff in 1970. Soon became Chief of Policy and Planning and was given the responsibility of developing and implementing programs under the newly created Office of Community Initiatives (OCI).

Under his supervision, the Philadelphia District Attorney's Office increased 3.1 million in federal funds. More than any other D.A., Antis gives his policy a combination of compassion and persistence. Walter Cohen's reputation among Pennsylvanians for his compassion in civic matters and his dedication to community service is being acknowledged

On January 1st, 1974, Walter Cohen was appointed to the post of Assistant District Attorney in the Office of the Attorney General. As the number three prosecutor in the State of Pennsylvania, Cohen is responsible for the prosecution of all major criminal cases in the state. Cohen is known for his dedication to justice and his commitment to fair and impartial trials. He is respected for his integrity and his ability to hold his own in high-level negotiations. Cohen's leadership and expertise in the field of criminal justice have earned him a reputation as one of the most respected and successful attorneys in the state.

Walter Cohen and the Specter-Gola ticket.
Both Specer, Fitzpatrick Predicting Victory

The District Attorney's race has come down to the wire with both candidates vying to capture the votes they need to win on Tuesday. From Springfield Republican: Steve Spiker says he is confident that he will win the race. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorsed by the GJP, says his message to voters is that he is the only candidate who can be trusted to keep Philadelphia safe. Senator Spiker, who has been endorse
Tuesday's Election

Tuesday's election of District Attorney and Con-

trader is a sad indication of Philadelphia's political condi-
tions. For too long, politicians have had such fantastic chances that they will not be able to pick the better public candidate if the person who had been his candidate who was not on as his

Also, in Tuesday's ballot, the election of Common Pleas Judge is underway. This election can make a crucial difference in the effectiveness of Philadelphia's judicial system for the next ten years. If these judges alone makes participation in Tuesday's election imperative.

Despite our strong reservations about the quality of the candidates for District Attorney and Common Pleader, interest must be shown to fill the posts. Not voting may well allow the worst of the candidates to be elected. We urge all registered voters to partic-

ipate in Tuesday's election.

For the position of District Attorney, we believe Democrat F. Emmett Fitzpatrick is the better candidate. Mr. Fitzpatrick's qualifications are not overwhelming, and his campaign has been under-

pinning. In any event, his office in the course of his campaign to drastically reduce the current backlog of cases accumulated during Mr. Specter's term, he will certainly be an important factor in the future of the Philadelphia criminal court.

Mr. Specter has received rave notices from the public and the press for his Grand Jury investigations into the Municipal Court traffic and mess social corruption. However, little except news conferences have come from these inves-


tigations, while Specter has continued his drive for public attention.

In the past, Mr. Specter, has run for Mayor and managed Senator Nixon's reelection campaign in Pennsylvania. He has also expressed interest in running for Governor next year. By the time you read these words, he may already have announced another campaign in just six months, he

We Remain Silent at Our Own Peril

The following editorial has been re-

classified and reprinted at the request of the Editors of the Daily Pennsylvania. Conclusions reached in this editorial do not necessarily reflect the views of the paper or its Editors, either at present or in the past. However, the majority of the paper's Editors have been in favor of it at some time.

We urge you to read these words, and to consider the implications of their message. The editors of the paper have attempted to provide you with an objective, impartial view of the issues involved. We

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should be mindful of the implications of our actions, and the consequences of our inaction.

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According to his candidate, Mr. Gola has

also urged a yes vote on these projects.

We also urge approval of the $18 million Veterans' Hospital. A yes vote on this referendum will allow the state to continue to finance bonuses for those who

The four city bond questions ask support for $15 million of municipal improvements, including money for the gas works, water and sewer system, art, parks, and transportation facilities. We also urge a yes vote on these projects.

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With the city in the red and a new mayor taking office, the need for new and improved roads is critical. We urge a yes vote on these projects.

We also urge a yes vote on these projects.

At a Loss

By Mark Manini

A large amount of arresting new evidence in the murder case of Professor Brian Melville, who was shot to death in front of his home last week, has come to light. The police have

freshly aired fresh allegations and further information that will help them determine the guilt or innocence of the suspect.

For the position of City Controller, Democrat William Kelliher is challenging incumbent Republican Thomas Gola. Over the past few years, Mr. Gola has

manner in which they are held under the Constitu-

tional protection. It is a matter of how they are treated, and, if the

Our problem is not one of deciding whether a system of public employment is good or bad, but of finding a way to make it work better.

In the wake of the latest incident, the question of whether the public sector should be broken up or made more efficient has been raised once again. As usual, the arguments are

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The College of Thematic Studies: 1974

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: 74 will consist of seven Topics: SYSTEMS STUDY, HEALTH AND SOCIETY, ENERGY MANAGEMENT, Wharton-Sloan CTS, WOMEN'S STUDIES, THE EXPERIENCE OF THEATER, and UNIVERSITY STUDIES.

Participating in CTS means participating in one of these seven 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; or 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 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.

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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: 74, contact Jan Hill (449 Williams Hall).

The deadline for applications is Friday, November 9. You may check your status in CTS during the week of November 12.

The DEADLINE FOR APPLICATIONS IS FRIDAY, NOVEMBER 9. You may check your status in CTS during the week of November 12.

NOTE: All CTS courses are currently pending approval of the undergraduate faculties.

----------------------------------------------------------------------

Topic 1: SYSTEMS STUDY

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 scale 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 (SS001). 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 of Systems Study program]

**Systems of a Region**

**Social & Economic Systems**

**Biological & Physical Systems**

**Systems of a Region**

SS001 FUNDAMENTALS. Dr. C. Nelson Dorn, Systems Science, MTTH 1 - 3 (first half of the term). This intensive course will discuss the basic ideas essential for the study of systems. Definitions, types of systems, environment or boundary conditions, parameters, and the problem of multi-choices, trade-offs, modeling in its many aspects, optimization, suboptimization, decision-making control theory including feedback—these and similar topics will be included. Some attention, necessarily very elementary, will be given to mathematical methods applicable to systems study. 1 c.u.

SS002 SOCIAL AND ECONOMIC SYSTEMS. Dr. Ezra S. Krendel, Statistics/Operation Research, MTW 10 - 11. Applications of systems study will be brought to bear on such topics as the world as a system of resources, use, population, and growth; transportation systems, elements of a regional planning system; the National Park System. Two major systems, not necessarily limited to those just mentioned, will be studied. 1 c.u.

SS003 SYSTEMS OF A REGION. Dr. Kenneth A. Feagley, Systems Science, MTTH 11 - 12. Applications of systems study will be brought to bear on such topics as the world as a system of resources, use, population, and growth; transportation systems, elements of a regional planning system; the National Park System. Two major systems, not necessarily limited to those just mentioned, will be studied. 1 c.u.

SS004 BIOLOGICAL AND PHYSICAL SYSTEMS. Dr. Abraham Horodan, Biology/Engineering, MTTH 1 - 3 (second half of the term). Applications of systems study will be brought to bear on such topics as biological and physical systems; an environmental system; a public utility system; the circulatory system of the body. Two major systems, not necessarily limited to those just mentioned, will be studied. 1 c.u.

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

Assistant Return this form to room 449 Williams Hall

NAME

SCHOOL

LOCAL ADDRESS

LOCAL TELEPHONE NUMBER

YEAR: Freshman Sophomore

In addition to SS001, list the 2 or 3 Systems Study courses you wish to take:

1. SS001
2. 
3. 
4. 

SYSTEMS STUDY is your (circle one) first, second, third choice of Topic.
The College of Thematic Studies: 1974

**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 Arts and Sciences, the Watson School, and the Law School. These 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 Peter Conn, 594-7321 or Jan Hill at 594-4940.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Credits</th>
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<tr>
<td>HS001</td>
<td>SOCIOLOGY OF MEDICINE</td>
<td>Dr. Rama Fox, Sociology</td>
<td>M 2 - 5</td>
<td>1 c.u.</td>
<td>A social and cultural perspective on health, illness, and the delivery of medical care is presented. First-hand and secondary materials will be drawn from European and African contexts, as well as from various settings in American Society.</td>
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<tr>
<td>HS002</td>
<td>HEALTH PLANNING</td>
<td>Mr. Victor Crown, Community Medicine</td>
<td>M W 10 - 11:30</td>
<td>1 c.u.</td>
<td>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 medical care in the United States.</td>
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<td>HS003</td>
<td>HEALTH AND HUMAN EVOLUTION IN THE 20TH CENTURY</td>
<td>Dr. Solomon Katz, Anthropology</td>
<td>W 1 - 4</td>
<td>1 c.u.</td>
<td>This course considers the evolutionary implication of modern and traditional health practices on man in the 20th century. A perspective of health practices will be developed from which various problems, such as infectious and chronic diseases, genetic counseling, and various public health programs, can be interpreted and evaluated using models that stress biomedical, socio-cultural, demographic, and environmental factors.</td>
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<tr>
<td>HS004</td>
<td>INVENTING THE NEW MAN</td>
<td>Dr. James Garon, Philosophy</td>
<td>M W 1 - 2:30</td>
<td>1 c.u.</td>
<td>The advances in medical technology anticipated for the year 2000 pose knotty ethical problems. Most of us will live to see a world in which man has god-like powers over his own body. This course attempts to outline the responsibilities entailed by these new powers, and to provide a rational plan for their use. Topics include genetic control of body characteristics, control of mental states, artificial pregnancy, abortion, cloning, increasing the lifespan, and euthanasia.</td>
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<td>HS005</td>
<td>EMOTIONAL STATES AND DISEASE</td>
<td>Dr. Aaron Satcher, Psychiatry/Dental School</td>
<td>W 2 - 5</td>
<td>1 c.u.</td>
<td>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.</td>
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<td>HS006</td>
<td>HEALTH CARE DELIVERY</td>
<td>Dr. Samuel P. Martin, Community Medicine</td>
<td>M W 3 - 4:30</td>
<td>1 c.u.</td>
<td>The course deals with the problems and issues of delivery of health care. This includes control, financing, quality and distribution.</td>
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<td>HS007</td>
<td>HISTORY OF AMERICAN MEDICINE</td>
<td>Dr. Charles Rosenberg, History</td>
<td>M W 10</td>
<td>1 c.u.</td>
<td>A survey of the development of the American medical profession and American medical thought, with special emphasis on European parallels and influences.</td>
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<tr>
<td>HS008</td>
<td>LAW AND THE LIFE SCIENCES</td>
<td>Mr. Marshall Berger, Law</td>
<td>T 7 - 9:30 P.M.</td>
<td>1 c.u.</td>
<td>This course will deal with selected 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.</td>
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<td>HS009</td>
<td>PREVENTIVE MEDICINE LAB FOR SOCIAL AND PSYCHOLOGICAL ORIGINS OF DISEASE</td>
<td>Mr. Joseph Eyer, Biology</td>
<td>T 2 - 5</td>
<td>1 c.u.</td>
<td>Training in preventive medicine and the early detection of disease will be the basis for carrying out disease screening and health education in the community.</td>
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Monday, November 5, 1974

The College of Thematic Studies: 1974

| 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 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 to 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 curtailings, rationings and taxing the energy users as 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" (1 c.u.), 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 seminar 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.

| Foundations of Energy Management | Seminar on Society & Its Physical Environment | "Study-Field Trip"
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<td>12 hrs/wk 4 weeks</td>
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<td>Seminar on The Economics of Energy</td>
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NAME: _________________________ SCHOOL: _________________________ YEAR: _________________________

LOCAL ADDRESS: _________________________ LOCAL TELEPHONE NUMBER: _________________________

Energy Management is your (circle one) first, second, third choice of Topic.  

---

**Topics Offered:**

- **EM001** FOUNDATIONS OF ENERGY MANAGEMENT. Mitchell, Moses, Wolf, and Zandi.
- **EM002** SOCIETY AND ITS PHYSICAL ENVIRONMENT. Mitchell and Zandi.
- **EM003** ECONOMICS OF ENERGY. Moses and Zandi.
- **EM004** ENERGY UTILIZATION TECHNOLOGY. Wolf and Zandi.

Each course will explore the interrelationships of the physical sciences, social sciences, engineering and environmental studies in the utilization and management of energy. 1 c.u.

**Faculty:**

- Dr. R. C. Mitchell
- Dr. M. A. Moses
- Dr. M. Wolf
- Dr. I. Zandi
- Coordinator

- Sociology, Swarthmore College Management, 596-7763
- Electrical Engineering, 596-5771

**Contact:**

- Swarthmore College
- Civil and Urban Engineering

**Additional Courses:**

- **EM005** ENERGY CONVERSION. Moses and Zandi.
- **EM006** TECHNOLOGY OF ENERGY. Wolf and Zandi.

This seminar will be offered: Energy Conversion and Utilization. Technological and scientific aspects of energy development will also be explored. 1 c.u.
The College of Thematic Studies: 1974

As a part of the University of Pennsylvania's College of Thematic Studies (CTS), the Wharton School in conjunction with the Sloan Foundation is pleased to present its IVth Wharton - Sloan CTS Seminar. The Wharton - Sloan CTS Program is an experimental program designed to provide freshman and sophomore students throughout the University an opportunity to study contemporary social, economic and political issues and problems which lend themselves to problem solving at a management level. The Wharton - Sloan CTS Program rests within a small seminar. With approximately 20 students in each seminar, faculty-student relationships are intense yet informal. Each seminar is taught by a faculty member who has had years of experience applying his or her expertise outside of the classroom. The 1974 faculty is drawn from the Wharton School and other areas of the University of Pennsylvania, as well as from management and professional positions outside the University. Each seminar includes field research projects so that students can explore, assess, and examine problems that exist in contemporary society and seeks solutions to these complex issues.

The Wharton - Sloan CTS series consists of two thematic programs which offer a total of 16 seminars. The first consists of eight seminars centered around the theme of "Managerial Issues and Problems." This series deals with major managerial issues and problems shared by numerous management and business organizations. The second program, "Management in the Non-Corporate World," consists of six seminars which focus on the problems of nonprofit institutions such as the church, education, labor unions, urban affairs, and the theater.

**Seminar 1: Women in Management**
Dr. Ann Sond, Sociology, T 9 - T 12. 1 c.u.
This seminar examines the role of women in management and focuses on the sociological and psychological factors which help to determine the success and failure of women in management organizations. To typify these success and failure models and patterns, a number of guest lecturers discuss particular case studies, highlighting the experiences and problems faced by women who have embarked upon management careers.

**Seminar 2: Corporate Social Responsiveness**
Mr. Stephen Sowman, President and Chief Executive Officer of Human Resources Network, M 6 - T 9. 1 c.u.
What can be done when companies pollute the air or water, or when they sell cars, television sets and stoves that are unsafe to use? This seminar looks at a number of possible answers to these and other socially relevant questions. The seminar will focus on the ways in which corporate managers perceive their responsibility to millions of employees, stockholders, customers, and citizens, and what they are doing and not doing to fulfill those responsibilities. Corporate officials and social advocates alike provide students with an opportunity to develop their own opinions about how society and its concern with the quality of life might influence corporate actions in the future.

**Seminar 3: Worker Alienation in America**
Dr. David Sirota, Management; and Mr. Alan D. Wolfin, manpower Development Consultant at I.B.M., M 6 - T 9. 1 c.u.
This course addresses the issue of worker alienation and the various ways it is being dealt with by management. We will examine the theory and in practice the ways in which the objectives of the production worker are in conflict with those of management. This seminar will also highlight the experiences and problems faced by women who have embarked upon management careers.

**Seminar 4: Entrepreneurship in America**
Dr. George Parks, Management; and Dr. William Zucker, Director of Entrepreneurial Center of the Wharton School, M 3 - T 5; 1 hr. to be arranged. 1 c.u.
This seminar examines the role of the entrepreneur from a historical, psychological, and sociological point of view, as well as from the perspective of the current business scene. We will critically evaluate the special risks, rewards, challenges, opportunities, and obstacles facing the present-day entrepreneur. Particular focus will be on the processes by which an idea, concept, or invention is transformed into a viable business enterprise.

**Seminar 5: The Influence of Journalism and the Media Revolution**
Dr. William Goekburg, Management, T 1 - T 3. 1 c.u.
This seminar examines the role of journalism and the media revolution in dominating, manipulating, and controlling the direction of technological change in media. The seminar will address the impact of technological innovations such as cable television on the present status of journalism. The seminar will also explore the present status of journalism in the United States, new directions in the art of journalism, and the major problems associated with the present and future of the media.

**Seminar 6: Management in the Non-Corporate World**
Mr. Robert L. Shayon, Annenberg, T 6 - T 9. 1 c.u.
This seminar will study entertainment as an industry and the numerous problems unique to the field which require managerial solutions. We will attempt to capture the insights regarding the social attitudes to business which have evolved over the past 150 years from the point of view of novelists and literary craftsmen who perhaps have been more successful in using their artistry to give a more complete and accurate picture of business.

**Seminar 7: Management and the Public Interest**
Mr. Robert L. Shapin, Annenberg, T 6 - T 9. 1 c.u.
This seminar will study the role of management in the public interest and the numerous problems unique to the field which require managerial solutions. We will attempt to capture the insights regarding the social attitudes to business which have evolved over the past 150 years from the point of view of novelists and literary craftsmen who perhaps have been more successful in using their artistry to give a more complete and accurate picture of business.

**Seminar 8: The Politics of Funding Cultural and Educational Institutions**
Mr. Robert D. Barnes, consultant to non-profit institutions of Barnes and Roche, F 10 - T 12; 1 hr. TBA. 1 c.u.
This seminar will study the question of whether fund-raising administration and methodology can be improved by the application of modern management techniques. We will examine such areas as the financing of productions, employer-employee relations, and promotion.

**Seminar 9: The Politics of Funding Cultural and Educational Institutions**
Mr. Robert D. Barnes, consultant to non-profit institutions of Barnes and Roche, F 10 - T 12; 1 hr. TBA. 1 c.u.
This seminar will study the question of whether fund-raising administration and methodology can be improved by the application of modern management techniques. The seminar will examine the finances of cultural and educational institutions, as well as the political and social attitudes to business which have evolved over the past 150 years from the point of view of novelists and literary craftsmen who perhaps have been more successful in using their artistry to give a more complete and accurate picture of business.

**Seminar 10: The Politics of Funding Cultural and Educational Institutions**
Mr. Robert D. Barnes, consultant to non-profit institutions of Barnes and Roche, F 10 - T 12; 1 hr. TBA. 1 c.u.
This seminar will study the question of whether fund-raising administration and methodology can be improved by the application of modern management techniques. The seminar will examine the finances of cultural and educational institutions, as well as the political and social attitudes to business which have evolved over the past 150 years from the point of view of novelists and literary craftsmen who perhaps have been more successful in using their artistry to give a more complete and accurate picture of business.

**Seminar 11: The Politics of Funding Cultural and Educational Institutions**
Mr. Robert D. Barnes, consultant to non-profit institutions of Barnes and Roche, F 10 - T 12; 1 hr. TBA. 1 c.u.
This seminar will study the question of whether fund-raising administration and methodology can be improved by the application of modern management techniques. The seminar will examine the finances of cultural and educational institutions, as well as the political and social attitudes to business which have evolved over the past 150 years from the point of view of novelists and literary craftsmen who perhaps have been more successful in using their artistry to give a more complete and accurate picture of business.

**Seminar 12: The Politics of Funding Cultural and Educational Institutions**
Mr. Robert D. Barnes, consultant to non-profit institutions of Barnes and Roche, F 10 - T 12; 1 hr. TBA. 1 c.u.
This seminar will study the question of whether fund-raising administration and methodology can be improved by the application of modern management techniques. The seminar will examine the finances of cultural and educational institutions, as well as the political and social attitudes to business which have evolved over the past 150 years from the point of view of novelists and literary craftsmen who perhaps have been more successful in using their artistry to give a more complete and accurate picture of business.

**Seminar 13: The Politics of Funding Cultural and Educational Institutions**
Mr. Robert D. Barnes, consultant to non-profit institutions of Barnes and Roche, F 10 - T 12; 1 hr. TBA. 1 c.u.
This seminar will study the question of whether fund-raising administration and methodology can be improved by the application of modern management techniques. The seminar will examine the finances of cultural and educational institutions, as well as the political and social attitudes to business which have evolved over the past 150 years from the point of view of novelists and literary craftsmen who perhaps have been more successful in using their artistry to give a more complete and accurate picture of business.

**Seminar 14: The Politics of Funding Cultural and Educational Institutions**
Mr. Robert D. Barnes, consultant to non-profit institutions of Barnes and Roche, F 10 - T 12; 1 hr. TBA. 1 c.u.
This seminar will study the question of whether fund-raising administration and methodology can be improved by the application of modern management techniques. The seminar will examine the finances of cultural and educational institutions, as well as the political and social attitudes to business which have evolved over the past 150 years from the point of view of novelists and literary craftsmen who perhaps have been more successful in using their artistry to give a more complete and accurate picture of business.

Return this form to W-105 Dietrich Hall by Mon., Nov. 5 through Thurs., Nov. 8; 8 A.M. to 8 P.M., 8 A.M. to 4 P.M.

Wharton - Sloan CTS
W-105 Dietrich Hall, 197.;
**NAME_**
**SCHOOL**
**LOCAL ADDRESS_**
**LOCAL TELEPHONE NUMBER_**
**ADDRESS AND/OR TELEPHONE WHERE YOU MAY BE REACHED DURING THE SEMESTER BREAK_**
Women are interesting people about whom for centuries we have cultivated a habit of ignorance. New will be films, workshops, guest lectures, and an occasional dinner celebration. Also, coffee is in continuous supply at the Women’s Center Lounge.

Beyond class meetings, students and faculty in the Women’s Theme will get a chance to talk with each other at various kinds of extracurricular events. There will be films, workshops, guest lectures, and an occasional dinner celebration. Also, coffee is in continuous supply at the Women’s Center Lounge.

The basic curriculum for the Women’s Theme this spring will consist of thirteen courses representing ten different disciplines. Some students may choose to register for one or two courses in related areas (for example, sociology and anthropology); others may wish to learn several distinctly separate perspectives on some of our most basic assumptions about reality. Each of us needs support—both emotional and intellectual—from a community of working scholars if we are to sustain ourselves in the exciting and hazardous business of thinking about women.

Breaking the habit of ignorance about women is painful and terrifying. It takes exceptional discipline to persist in exploring questions that challenge some of our most basic assumptions about reality. Developing critical thinking skills is perhaps the most important contribution we can make to a community of working scholars. Above all, we should welcome the effort.

Each of us needs support—both emotional and intellectual—from a community of working scholars if we are to sustain ourselves in the exciting and hazardous business of thinking about women.

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 the language form of communication in our society is gender-bound.

THE HISTORICAL CONTEXT OF WOMEN’S SEX, AGE, CLASS AND RACE. Dr. Ann Beuf and Ms. Diane Sholander, Sociology. M 11 - 2. 1 c.u.

This course is designed to explore intensively, both singly and in their interaction, the factors—social, cultural and psychological—which determine women’s position in society. An exploration of the “traditional” social theorists, such as Marx, Weber and Marcuse, as their theories relate to the existing and hazardous business of thinking about women.

The course will cover the depiction of women as roles, images, stereotypes, and individuals as well as the techniques by which they are presented. Various readings from Freud, Sharpe, Hornby, and Zilberg will be studied.


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. The topics will include the impact of the social environment on the socialization process on women in the home, women’s role in economic development, and women in socialist economies. Interrelations between these factors will be analyzed.


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 and the question of whether or not knowledge gained from psychology can aid in the process of altering sex stereotypes, aspirations, attitudes, and the roles of women in our society.

THE BIOLOGY OF WOMEN. Dr. Eileen Gerah and Dr. Ildore Gerah, Anatomy of Animal Biology, T Th 3:30 - 5. 1 c.u.

This course will focus on biology of women from the point of view of genetics, anatomy, physiology, and behavior.

Return this form to the Women’s Center Lounge 112 Logan Hall

THE HISTORY OF WOMEN IN PRE-INDUSTRIAL AMERICA. Dr. Margaret Masson, University of Maryland Baltimore County, Dept. of History, M 2 - 5. 1 c.u.

The course focuses on the historical reconstruction of women’s lives in seventeenth- and eighteenth-century America, but will also examine the ideal of the lady before 1850.

ANTHROPOLOGICAL PERSPECTIVES ON WOMEN. Ms. Elisabeth Fathorn, Anthropology, T Th 10:30 - 12. 1 c.u.

This course will provide an anthropological framework for the study of women, emphasizing the analysis of behavior within a cultural context. We will examine ethnographic data from various parts of the world, focusing on cultural differences, and identifying similarities, with respect to female roles. Attention will also be devoted to theories of male-female relations and cross-cultural comparisons of female position and status.
The College of Thematic Studies: 1974

Topic VI: The Experience of Theater

This program combines the resources of the College and the Annenberg Center to investigate the theory and practice of theater. Special emphasis will be placed on the distinctive qualities of the medium as opposed to the other performing arts, and rigorous academic attention will be focused on the written scripts and texts for their possibilities of interpretation on stage. Students will examine theater from three central perspectives, exploring its history and theory, learning the basic principles of stage directing, and familiarizing themselves with selected stage crafts. The interdependence of these three courses of study is designed for cross-reference, amplification, and integration: each class provides information illuminating the theoretical and practical issues of the related courses. Prospective students need not have had earlier training in the material, as the concept of this program is introductory.

Dr. Enoch Brater, Coordinator
594-8126

ET001 HISTORY OF THEATER. Dr. Enoch Brater, English, M 2 - 5. 1 c.u.
This course will consider the theory and practice of drama from ancient times to the present, focusing on the writings of Aristotle, Wagner, Meyerhold, Placido, Brecht, Artaud, and others. Representative texts of plays from different historical periods will be studied from a theatrical point of view.

ET002 STAGE DIRECTING. Mrs. Ilona Gerbner, Annenberg, M 1 - 4. 1 c.u.
An introduction to the manner in which dramatic texts are translated into realization on stage from the director's point of view. Class sessions will be divided equally between an academic consideration of theory and the application of this theory in practice situations.

ET003 THE CRAFTS OF THEATER: THEORY AND PRACTICE. Staff, Th 2 - 5. 1 c.u.
This course incorporates workshops designed to acquaint students with the basic technical skills and administrative aspects essential to the operation of a contemporary theater.

NOTE: Students enrolled in CTS: THE EXPERIENCE OF THEATER must register for all three courses in this topic.

Return this form to room 449 Williams Hall

NAME_________________________SCHOOL_________________________YEAR: Freshman, Sophomore
LOCAL ADDRESS_________________________LOCAL TELEPHONE NUMBER_________________________

THE EXPERIENCE OF THEATER is your (circle one) first, second, third choice of Topic.
The College of Thematic Studies: 1974

University Studies is an educational experience designed to foster the kind of critical perspectives from which we can approach the University, its opportunities and its limitations. The idea of University Studies, intended to be innovative in both form and content, was conceived by students in response to these needs.

Students will be involved as active participants in small seminars of 15 people. In addition, there will be a Supplementary Program in which all University Studies students will explore the idea of a university, and examine the University of Pennsylvania as it relates to that idea. The Supplementary Program will take the form of a discussion series in which all students are expected to participate. The series will allow the participants to coordinate their investigations of University Studies with a series of speakers who have a demonstrated expertise and experience. While the discussion series will not be accredited, it is expected that interested students will arrange independent study courses or learning cells in which they will intensively investigate some aspect of University Studies considered in the series. THE COORDINATORS WILL ASSIST ALL STUDENTS IN FINDING SPONSORS FOR INDEPENDENT STUDIES.

University Studies is aimed at an integration of our academic and social experience and the creation of a real community of students. University Studies provides opportunities for us to come together and share experiences both in the program and the University in general. University Studies challenges you to take a critical look at the university, especially Penn.

For further information on CTS: UNIVERSITY STUDIES, you may contact the following persons:

**THE UNIVERSITY AS AN AGENCY OF SOCIAL CONTROL.** Dr. Steven Spitzer, Sociology, Th 1 - 4.

**LIBERAL ARTS AND THE UNIVERSITY.** Dr. Humphrey Tonkin, English, Th 10 - 12.

**ALIENATION: SELF AND INTERPERSONAL RELATIONS IN INDUSTRIAL SOCIETY.** Dr. John Moffett, Sociology, W 6:30.


**THE TEACHING OF ENGLISH IN THE SCHOOLS AND UNIVERSITIES.** Mr. Martin Bickman, English, M W 1 - 2:30.

**SPECIALIZATIONS:**

- Critical examination of the assumptions and methods of English teaching throughout the American educational system. Readings and discussions will focus on historical perspectives, the nature of language learning, and recent teaching experiments. Students will be asked to take an active role in the structuring and execution of the course. Among other activities, they will examine typical curriculum materials, analyze peer teaching sessions, and construct alternative programs.

**SPECIALIZATIONS:**

1. Ken Seymann 222-1557
2. Sue Kaufman 397-6761
3. Tucker Switzer 232-1557
4. Anne Vladeck 362-6761
5. Jan Hill 394-5460
6. Peter Com 594-7721

**IMPORTANT:** In scheduling your spring courses, please keep in mind that University Studies Supplementary Program activities will be scheduled most frequently from 4 - 6 on Tuesday.

**THE UNIVERSITY STUDIES STUDENT:**

- List in order of preference the seminars you wish to take in University Studies.

**NOTE:** Although CTS is primarily designed for freshmen and sophomores, University Studies will accept juniors and seniors as space permits.

**LOCAL ADDRESS_

**SCHOOL_

**LOCAL TELEPHONE NUMBER_

**YEAR:** Freshman Sophomore Junior Senior

**NOTE:** University Studies will accept juniors and seniors as space permits.

**REMINDERS:**

- University Studies Supplementary Program activities will be scheduled most frequently from 4 - 6 on Tuesday.

**SCHOOL_**

**LOCAL ADDRESS_

**LOCAL TELEPHONE NUMBER_

**RETURN THIS FORM TO ROOM 449 WILLIAMS HALL_

**FORUM: ARCHITECTURE AND THE ENVIRONMENT.** Mr. Mark Thompson, Fine Arts, Th 7 - 9

This course will provide an introduction to the broad range of attitudes, approaches, and experiences which, today, are brought to bear in man's effort to design institutions which inevitably affect society and its environment. An overview of past, present and future theory and practice will be presented by individuals associated with the Graduate School of Fine Arts. Seminar moderators will emphasize the perspectives, insights and intuitions of the participating individuals in relation to individual research projects investigating the environmental impact of institutions such as the University of Pennsylvania.
ANTHROPOLOGY MAJORS
AND OTHER INTERESTED STUDENTS
Important Meeting on Registration
Informal Advising for Spring Semester
Tues., Nov. 6 – 11 AM
3rd Floor Lounge
Educ. Wing, Museum

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The Daily Pennsylvania university newspaper
in the form of answers to letters in the editor. Material
double-handled large or small in character: it is, double-spaced
and not signed, although answers
will in general answer questions.
In any question, please
provide some information on your
request, which may be
concerning any other
worlds.

Whatever Happened
To PEACE CORPS AND VISTA
One went to 56 countries
The Other Stayed Home
YOU CAN GO OR STAY!
Reps On Campus
Nov. 5 - 6

Dietrich Hall
CA Lobby

The Graduate Student Association Council
COFFEE SEMINAR SERIES

Topic: 'Job placement and the new Ph.D.; Business and academic opportunities.'
Speaker: Mr. Martin Stamm, University Placement Service
Date: Tuesday, Nov. 6, 10:30 A.M. -12 Noon.
Place: Smith-Penniman room, 2nd floor Houston Hall.

For more information, call GSAC, ext. 7929.
FREE

Registration
Wharton-Sloan
CTS PROGRAM

Dietrich Hall W-105
Monday, Nov. 5-Thursday, Nov. 8
8 am-8 pm
Friday, Nov. 9
8 am-3 pm

News in Brief
Resignation Talk Spreads

United States and Holland, as OPEC appeared silent.

The decision meant all Arab oil exporting countries and other OPEC members to suspend
resale of their oil for the next five years. The Jordanian government rejected the
idea of cutting production by 35 per cent, all sources said.

Federal Study Urges
Computer Bank Purses
Washington (UPI) - A Federal
commission recommended Sunday that
the nation's computer banks be "pursued" periodically for
information on crimes against
computers.- The commission, in a final
report issued by the Watergate
Committee, said federal
agencies should see to it that
computer systems are
protected against theft and misuse.

Special Auction Sale
Tuesday, Nov. 6, 8-10 A.M.
3-7 P.M., at the Holiday Inn, City
Line Ave., Rte 1 & 1-76, Phila.

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Tuesday, Nov. 6, 8-10 A.M.
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"Every composer of our time should be so blessed as to be played by a David Burge."
—Paul Hume, Washington Post, August 15, 1974

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8:30 P.M.
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Franklin Field Ticket Ofc.  
9 a.m. to 4:30 p.m.
Penn Gridders Go Down Hard in No-Holds-Barred Offensive Battle

(Continued from page 14)

Cockpit and riverback Jim Tanneyhad had a full-length workout earlier in the week. That provided an outlet for the manager's frustration. "I probably would have just made a great catch. We didn't, so the coach just took it out on me."

Kevin Kelly / Daily
No one saw anything.

But Cpl. Jim Tanney, the Penn Tighten Coach, seemed to have something to say about what happened.

"It just made a little bit of a difference, "he said. "It's hard to say."

The two teams split a total of 12 tackles, with five going to each. The Quakers made five of theirs in the second quarter.

The Harvard defense was less than pleased with the final score. "We didn't play well enough, "said coach Gamble. "I thought he was stretching the margin at the end of the third period."

Fullback Miller scored three plays later, but his touchdown was negated by a penalty. The Harvard offense then put together a drive that was stopped by the Quaker defense.

The Quakers took over on their own 21, but were forced to punt on their next two possessions. Harvard scored on its second drive, and the Quakers were forced to punt.

The Harvard defense then took over, and Cpl. Jim Tanney decided to call a timeout with no time left on the clock. The game was over.

The final score was 21-10, with Harvard winning by a point. The Quakers lost for the third time in a row.

For more information:

**CTS Meeting**

Tues., Nov. 6, 8 PM

Upper West Lounge, Hill House

* pending approval of undergraduate faculties
Harvard was no more powerful. What they lacked in team unity they more than made up for in the individual talent that flooded to Cambridge. They were consistently ranked in the upper echelons of the nation polls, and they began to win the key games. This year, though, there were disturbing rumors that the might Crimson was not up to par. They had lost great backfield stars and even some great upperclassmen to pro football. The Crimson's reputation from past years still hung in the air, but only Glenn Partch's power in two goals in the opening three minutes gave Penn an unassailable edge in a 3-0 victory that was all the more remarkable because of the Quakers' complete domination of the ball.

It was a good night for Penn's 72 fans congregated around the Astro Turf to see if their highly touted Red and blue98ers were really good enough to stick it to the Carcels. They didn't want to wait long to see the power. The Quakers controlled the ball from the opening play. A Steve Brouman throw in the net to Larry Brouman on the left side of the Harvard goal. Brouman released a high kick that hit the crossbar, and when the ball came down, Partchfield himself alone in front of the net. The quakerman had no easy job to give Penn a 1-0 lead.

It was a good night, and just a little over two minutes later attacking, stricker John Burke got the ball on the front of the Harvard goal, and after dribbling for what seemed like an interminable time of ten, passed between two fullbacks to himself with less than three minutes elapsed. "I got caught in the middle," admitted redshirt back. "I gave out on him right, cut left and pushed the ball away. I was all alone with the ball and got caught in the middle, and was in full command by the three mile mark (14:37)."

The contest was like a one round knockout. If you came late you missed all the fun.

WHERE'S THE NEAREST BAR? - "I wasn't sure if it was the end of the Harvard goal or not. Three times on the side of the goal, but I was not sure." Burke along with his running back, Adolph Bellizear, gained experience with each game. Penn scored on a 15-yard pass to Karl Keene for one of the Quakers' six touchdowns before half time. Burke got the ball on the Harvard 49 and gained 15 yards and a first down. But even though John Burke was the key to Penn's victory, the key to the race was the defensive tackle Rob Shaw for one of the Quakers' six touchdowns before half time. Burke got the ball on the Harvard 49 and gained 15 yards and a first down at the 49 yardline. Burke was almost hisduty to run hard: "I think we all finished like we had to finish. We

Penn Downs Navy in Heeps, 28-49

By Danny Sheehy

When Penn's number one man, Steve Merrick, crossed the finish line last Friday at the Heptagonal (big league) meet and was in full command by the three mile mark, everyone began to speculate that Navy was bound to fall behind in the race, and once again McLaughlin, who had nothing on the outside of the leader, eventually finished behind. Penn was only six points the easy way. And in the last six points, there was no longer any question that Navy was the team to beat.

Most of the runners seem to agree that the key to Penn's victory was the stellar performance of captain Fikes, who "overcame a great psychological threw that much, and I didn't expect him to do that well." Obviously, the Harvard squad knew what it was able to do.

But even though Shaw and company exploited the defense in perfection, they were never able to put the game out of Penn's reach. With a little over three minutes left in the game, Harvard found themselves down 3-0. Getting the ball on their own 7, three plays by Stoeekel were good for a net loss of three yards. But even though Stoeekel was not able to break a clear path through the line, the Red and Blue defenders are too numerous and in passing 39 for 179 yards. As a team, Harvard picked up 67 total yards.

Penn coach Jim Tuppeny praised the victory as a "team effort in which everything went right. Penn's defense was the key to the victory."

The defense of Penn's 165-pound All American running back Karl Keene, who gained 102 yards, was in full command by the three mile mark. The defense of Penn's 165-pound All American running back Karl Keene, who gained 102 yards, was in full command by the three mile mark. The defense of Penn's 165-pound All American running back Karl Keene, who gained 102 yards, was in full command by the three mile mark.