

This last year will be used primarily for laboratory work, seminars and case studies.

In our graduate school of business administration all of our courses are taught by the case-study method. Here we have an "end-of-the-log" relationship between students and professor. The student studies a business situation before coming to class and discusses it with half a dozen other students. In class the professor puts individual students and groups of students into various roles in the situation, leads them through different thought patterns and develops various alternative decisions. By the end of the semester, the students have assimilated much of the professor's teaching and, more important, have developed their own thought patterns.

Maurice Nelles

Graduate School of Business Administration,
University of Virginia

Contract chasing and rheology

Two comments I have recently received seem too pertinent to be restricted and should be interesting to PHYSICS TODAY readers. They are from a well known physicist who was long employed by industry on the North American continent. He has lately retired to the Riviera. Only names are omitted; all else is in context:

"You told me about Dr X running for contracts for his university—I am sorry for him. It seems that the life of a professor is getting more miserable. Apparently it is not the question any longer of publish or perish but rather of having the work sponsored."

His remarks on rheology have application to science in general:

"From the literature I have come to the conclusion that rheologists can be divided into two classes: the practical rheologists who observe the things that can not be explained and theoretical rheologists who explain the things that can not be observed. This is the main reason why the society still exists and has regular meetings."

William R. Willets

Titanium Pigment Corporation □

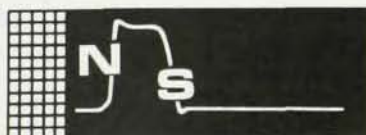
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