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THE WHITE HOUSE

WASHINGTON

October 1, 1974

ADMINISTRATIVELY CONFIDENTIAL

MEMORANDUM FOR: DONALD RUMSFELD
FROM: STAN SCOTT *JS*
SUBJECT: Minority Budget Cut

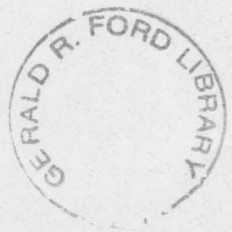
My office has been informed that the Commerce Department's Office of Minority Business Enterprise has been asked to cut \$10 million from its already inadequate Congressionally approved budget of \$52 million. This Congressional appropriation is over \$3 million less than the Administration budget request.

A reduction of any sort in the minority business program and certainly one of this size would be a political catastrophe of the first magnitude for this Administration. Minority business development has been the core of the Republican economic program toward the minority community since 1969.

A cutback in the OMBE budget and in other minority business programs would almost certainly provoke an enormous furor in the minority communities, whose support for the President's anti-inflation effort is essential. At a time when the leaders of the black community have been pressing for significantly expanded commitments to hard pressed minority businesses, such a move would be regarded as a slap in the face.

The present economic recession has affected and will continue to affect blacks, Chicanos, Puerto Ricans and American Indians to a greater extent than it affects the population as a whole due to their greater lack of economic resources, including the ability to

ADMINISTRATIVELY CONFIDENTIAL



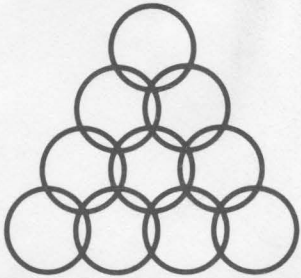
obtain needed capital, and the fact that they hold a greater proportion of jobs likely to be eliminated in economy measures by hard-hit businesses. Thus the unemployment rate in July 1974 for minorities was 9.5% while that for whites was only 4.1% and the ratio of income of minority families to white families dropped from 64% to 60% from 1970 to 1973 after steadily rising from 55% to 64% in the period 1960-1970.

The problem is aggravated by the fact that a greater proportion of the businesses that are likely to fail are minority-owned businesses nurtured to a state of limited prosperity during the late 1960's and early 1970's. These minority businesses have provided employment for a significant number of persons in urban neighborhoods and their failure would both aggravate the already high unemployment rate in these areas and reduce the areas's attractiveness for business and residential purposes. The failure of many such businesses would lead to further deterioration of such areas and increasing social instability as well.

The minority business program has already lost about 25 percent in purchasing power over the last three years due to inflation.

There is a very strong case to be made for expanding the very promising minority enterprise program in the face of the current economic situation. Any reductions in the program would play into the hands of critics of the Ford Administration and would be a serious blow to the economic well-being of minority communities.





COGME

**COUNCIL FOR OPPORTUNITY IN
GRADUATE MANAGEMENT EDUCATION**

Graduate School of Business Administration
University of California, Berkeley

Graduate School of Industrial Administration
Carnegie-Mellon University

Graduate School of Business
University of Chicago

Graduate School of Business
Columbia University

Graduate School of Business and
Public Administration
Cornell University

The Amos Tuck School of
Business Administration
Dartmouth College

Graduate School of Business Administration
Harvard University

Alfred P. Sloan School of Management
Massachusetts Institute of Technology

Wharton School of Finance and Commerce
University of Pennsylvania

Graduate School of Business
Stanford University

*Rescheduled
8/10/74 - 2:30pm - 3:00pm*

October 4, 1974

The Honorable Stanley Scott
Special Assistant to the President
The White House
Washington, D. C.



Dear Mr. Scott:

This letter is to confirm the appointment made for our meeting on Friday, October 25th at 4:00 in the afternoon. I am looking forward to meeting you to discuss the COGME program of recruitment and financial assistance for minority group members seeking advanced training for careers in management.

We at COGME believe we have an exciting, innovative approach to increasing the participation of minority men and women in America's economic mainstream. I am anxious to familiarize you with the work we are doing and to discuss our need for governmental support. In my fund-raising efforts at the federal government, many representatives of the various agencies have often mentioned your name as a source of potential assistance.

Briefly, COGME is an independent, non-profit organization formed in 1970 upon receipt of a \$3,000,000 grant from the Alfred P. Sloan Foundation. It functions to join ten schools in a collective effort to seek out talented and motivated members of minority groups and to provide them with the financial assistance they require to obtain a graduate degree in management. The high academic standing of the COGME schools is your assurance that the Council is committed to selecting able applicants and offering them the best available education, thereby providing to society minority graduates qualified to hold responsible positions in management. The enclosed brochure provides a more complete overview of our program.

In the past, the major share of the cost of educating minority members for management careers has been borne by the universities and foundations with some help from the business community. Today, as these early efforts are resulting in substantial increases in the number of minority members successfully participating in the mainstream of the American economic system, it is imperative that

Mr. Stanley Scott
October 4, 1974
Page 2

those sectors which have a stake in the quality of future managers contribute a larger portion to their preparation.

The number of minority group members currently enrolled in graduate management programs represents an enormous gain over a few years ago. Viewed in terms of the continued under-representation of minorities in all sectors of our economic system, however, there is still a great deal to be achieved.

To provide you with additional information on our program, I have also included the 1974/1975 Fact Sheet and a copy of an article which appeared in the January 6 issue of the N. Y. Times describing the present situation of minorities in MBA programs.

I look forward to talking with you and exploring the possibilities of obtaining government support for the COGME program.

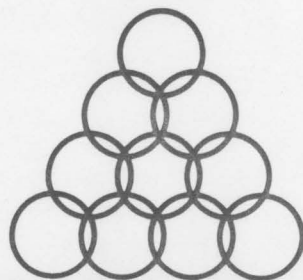
Sincerely,

Bert King

Bert King
President and
Executive Director

BK:DEY
enc





COGME

COUNCIL FOR OPPORTUNITY IN
GRADUATE MANAGEMENT EDUCATION

FACT SHEET: 1974/1975



BACKGROUND

The Council for Opportunity in Graduate Management Education (COGME) joins ten schools in a collective effort to increase the flow of Blacks and members of other minority groups into positions of significant responsibility in management. As a means of achieving this goal, the Council seeks a large increase in the number of minority group members graduating from the Masters degree programs of Council member schools.

Toward this end, the Council has the following program objectives:

- (1) To broaden the base of financial assistance for minority students enrolled in management programs at COGME member schools.
- (2) To increase the awareness among minority group members of the existence of Masters programs and of their relevance to careers in management, and of ways in which an undergraduate experience can be used in preparing for entry into a Masters program.
- (3) To attract from a variety of sources minority group candidates who can contribute to, and benefit from, an educational experience in management and to assist qualified students in locating and selecting the programs most appropriate to their goals and backgrounds.
- (4) To serve as a vehicle for information exchange in assisting schools in their efforts to adapt their programs in light of the new levels of diversity of background among students. The objective is to enrich the management training experience available to minorities as well as non-minorities.

The Council was formed in January of 1970 upon receiving a grant from the Alfred P. Sloan Foundation in the amount of \$3,000,000. The \$3,000,000 was granted on a pro-rated basis: COGME was to receive \$1,000,000 for the first year, decreasing at \$200,000 each year thereafter. COGME and the member schools committed themselves to seek matching grants from private enterprise, the government, and other sources.



HOW COGME WORKS

Recruiting

Recruiting for minority students is a two-part effort: that of the member schools and that of COGME itself.

As representatives from the member schools recruit on college campuses, they distribute COGME materials along with their own. In addition, minority students requesting applications from a member school are automatically sent material informing them about COGME.

The COGME staff, in turn, engages in "target" recruiting at undergraduate schools unlikely to be covered by the member graduate schools. COGME also maintains an extensive information program, sending brochures and posters to key faculty and student groups on campuses where there is no active recruiting; to urban leagues; and to returning veterans and military discharge centers.

Selection

A student is not considered by COGME until he/she has been admitted to at least one member school. When he/she has been admitted, the staff of COGME makes a preliminary evaluation of his/her application, highlighting the most significant points. The applications are then periodically submitted to the Selection Committee, which is comprised of the Directors of Admissions of two member schools, a student trustee, and COGME's Executive Director. Applicants are selected on the basis of merit. The amount of the award granted is determined by the financial need of the student.

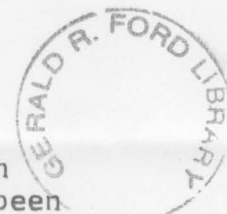
For more specific data, please refer to Tables I and II on pages five and six.

Administrative Structure and Staff

The COGME staff consists of four members: the President and Executive Director, an Administrative Assistant, and two Staff Assistants. The staff works closely with the Board of Trustees, which is comprised of the Deans of the ten member schools and four outside members. The current members of the Board of Trustees are as follows:

Dean Richard H. Holton
University of California at Berkeley

Dean Arnold Webber
Carnegie-Mellon University



Dean Richard Rosett
University of Chicago

Dean Louis D. Volpp
Columbia University

Dean H. Justin Davidson
Cornell University

Dean John W. Hennessey
Amos Tuck School
Dartmouth College

Dean Lawrence E. Fouraker
Harvard University

Dean William F. Pounds
Alfred P. Sloan School of Management
Massachusetts Institute of Technology

Dean Donald C. Carroll
Wharton School of Finance and Commerce
University of Pennsylvania

Dean Arjay Miller
Stanford University

Benjamin Fernandez
Fernandez and Associates

Edward D. Irons
Atlanta University

Samuel Proctor
Rutgers University

Sterling H. Schoen
Director, Consortium for Graduate Study
in Management



In addition, each year there are three student trustees.
Representation rotates among the schools from year to year.

COGME is a non-profit, tax-exempt organization. Low overhead preserves funds for the minority students attending the ten member schools. The budget for 1973/1974 and projected expenses for 1974/1975 are outlined in the two following tables.

TABLE A

Operating Budget: July 1, 1973-June 30, 1974

<u>Student Assistance</u>		
First Year Fellowships	\$323,400	
Second Year Fellowships	<u>233,800</u>	
Total Student Assistance		\$557,200 (Actual)
<u>Administrative Expenses</u>		
COGME Staff (Director, President, Admin. Asst., 2 Staff Assts, Sec'y)	\$ 80,100	
Travel--Council Meetings	12,000	
Travel--Recruiting	9,000	
Fund Raising	8,000	
General Operating Expenses	<u>30,600</u>	
Total Administrative Expenses		\$139,600 (Actual)
TOTAL EXPENDITURES		\$696,900 (Actual)

TABLE B

Projected Budget: July 1, 1974-June 30, 1975

<u>Student Assistance</u>		
First Year Fellowships	\$309,350	
Second Year Fellowships	<u>205,750</u>	
Total Student Assistance		\$515,000 (Actual)
<u>Administrative Expenses</u>		
COGME Staff (Director, Admin. Asst., 2 Staff Assistants)	\$ 64,000	
Travel--Council Meetings	7,000	
Travel--Recruiting	6,000	
Fund Raising	8,000	
General Operating Expenses	<u>17,000</u>	
Total Administrative Expenses		\$102,000 (Estimated)
TOTAL EXPENDITURES		\$617,000 (Estimated)



RESULTS TO DATE

Recruiting and Selection; Minority Enrollment

As evidenced in Table I, minority enrollment at the COGME member schools increased sharply from 1969 to 1971. Since 1971, there has been a leveling off of minority enrollment, despite a continued increase in the number of applications received by COGME each year (Table II). This inability to absorb the increased number of qualified minority candidates is due to a shortage of both schools' and COGME's funds. This shortage, in turn, can be attributed to at least two factors:

- (1) The reduction in COGME's funding from the Sloan Foundation has limited COGME's ability to supplement the schools' efforts to finance minorities. (As mentioned under Section I, funds were granted from Sloan on a diminishing pro-rated basis. While COGME has been developing increased corporate support, these contributions have not been able to offset the scheduled decline in Sloan support.)
- (2) Yearly increases in tuition and fees (and in the cost of living) mean fewer fellowships for the same amount of funds.

In short, there are increasing numbers of minority students turning to COGME for aid. We have succeeded in stimulating interests and ambitions that might otherwise have been discouraged. We only hope that these new-found interests will not have to remain unfulfilled for lack of financial support. Qualified minority students who are prohibited from attending business school for financial reasons represent a loss not only to minority communities but to the society as a whole.

TABLE I

Total Minority Enrollment In COGME Schools

<u>Academic Year</u>	<u>Total Number of Students</u>
1969-70	257
1970-71	435
1971-72	606
1972-73	580
1973-74	575
1974-75	520



TABLE II

Applications for COGME Awards

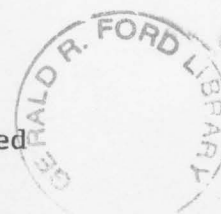
<u>Academic Year</u>	<u>Number of Applications</u>
1970-71	404
1971-72	600
1972-73	608
1973-74	650

Fund Raising

The \$3,000,000 grant from the Alfred P. Sloan Foundation has been supplemented by gifts from the following donors:

PRIVATE:

American Airlines
 American Express Foundation
 American Telephone and Telegraph
 Atlantic Richfield Foundation
 Arthur Andersen and Company
 Avery Products Foundation
 The Bank of California
 Bankers Trust Company
 Bristol-Myers Fund
 Broadway-Hale Stores
 Burroughs Corporation
 The Cabot Foundation
 Castle and Cooke
 Celanese Foundation, Incorporated
 Chase Manhattan Bank
 Chubb and Sons, Incorporated
 Coca-Cola U.S.A.
 Cyprus Mines Corporation
 E.I. DuPont de Nemours and Company
 Eastern Associated Foundation
 Exxon Education Foundation
 Federated Department Stores, Incorporated
 First National Bank of Boston
 Ford Motor Company Fund
 Foremost-McKesson
 General Electric Foundation
 General Mills Foundation
 General Motors Corporation
 Grace Foundation
 Gulf Oil Foundation
 Haskins and Sells
 Honeywell Fund
 International Business Machines
 International Telephone and Telegraph
 Irving One Wall Street Foundation
 The Jewel Foundation



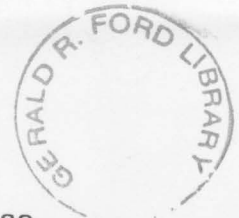
JM Foundation
Lear Siegler Foundation
Lybrand Foundations Special
Manufacturers Hanover Trust
Merck Company Foundation
Merrill Lynch, Pierce, Fenner and Smith
Mobil Foundation
Monsanto Fund
Morgan Guaranty Trust Company
Owens-Illinois Fund
J.C. Penney Company
Pepsico, Incorporated
Pillsbury Company Foundation
Philip Morris
Polaroid Foundation
Prudential Insurance Company of America
Raytheon Company
Richardson-Merrell, Incorporated
Rockwell International Corporation
Rohm and Haas Company
Scott Paper Company Foundation
Sherwin-Williams Foundation
Simmons Company
The Singer Company Foundation
Sperry and Hutchinson Foundation
Sun Oil Company
Squibb Corporation
Syntex Corporation
United States Steel Foundation
Wells Fargo Bank
World Airways

GOVERNMENT:

Office of Minority Business Enterprise
Office of Economic Opportunity

PROJECTED NEEDS

COGME, in its efforts to continue providing assistance to the same number of students it presently serves, will require \$800,000 during the coming year to offset the combined effects of inflation and the scheduled withdrawal of Sloan funds. Over the next three years, \$4.2 million will be needed to maintain COGME's current level of effective student support. Only with the wide support of foundations, government, and the private business community can COGME succeed.



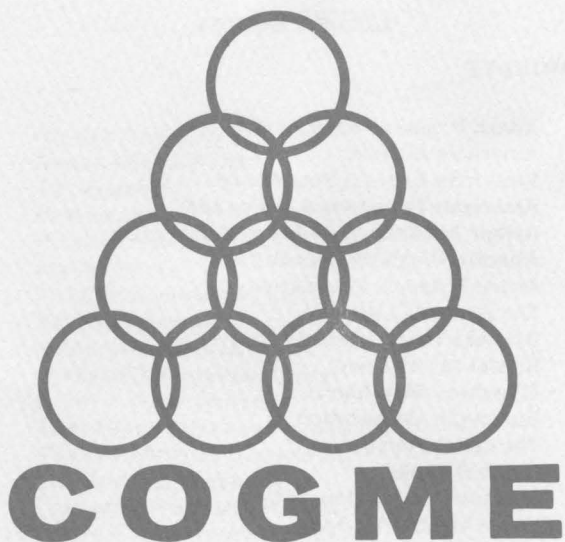
Blacks' M.B.A. Struggle

The campaign by graduate business schools to recruit and train minorities for business leadership threatens

study for masters in business administration is the Council for Opportunity in Graduate Management Education

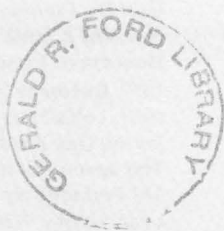
they may apply for COGME funds to help pay the costs of matriculation.

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A FELLOWSHIP PROGRAM
FOR MINORITIES
IN GRADUATE
MANAGEMENT EDUCATION

Afro-Americans
American Indians
Asian-Americans
Hispanic-Americans



COUNCIL FOR OPPORTUNITY IN
GRADUATE MANAGEMENT EDUCATION
COGME Central Plaza
675 Massachusetts Avenue
Cambridge, Massachusetts 02139

COGME Donors

PRIVATE

Alfred P. Sloan Foundation
American Airlines
American Express Foundation
American Telephone & Telegraph
Arthur Andersen & Company Foundation
Atlantic Richfield Foundation
Avery Products Foundation
The Bank of California
Bankers Trust Company
Bristol-Myers Fund
Broadway-Hale Stores
Burroughs Corporation
The Cabot Foundation
Castle & Cooke
Celanese Foundation, Inc.
Chase Manhattan Bank
Chubb & Son, Inc.
Coca Cola USA
Cyprus Mines Corporation
Digital Equipment Corporation
E. I. Du Pont de Nemours & Co.
Eastern Associated Foundation
Exxon Education Foundation
Federated Department Stores, Inc.
First National Bank of Boston
Ford Motor Company Fund
Foremost-McKesson
General Electric Foundation
General Mills Foundation
General Motors Corporation
Grace Foundation, Inc.
Gulf Oil Foundation
Haskins & Sells
Honeywell Fund
Int'l Business Machines (IBM)
Int'l Telephone & Telegraph (ITT)
Irving One Wall St. Foundation
The Jewel Foundation
JM Foundation
Lear Siegler Foundation
Lybrand Foundations Special
Manufacturers Hanover Trust Co.
Merck Company Foundation
Merrill Lynch, Pierce, Fenner & Smith
Foundation
Mobil Foundation, Inc.
Monsanto Fund

Morgan Guaranty Trust Co.
Owens-Illinois Fund
J.C. Penney
Pepsico, Inc.
Pillsbury Company Foundation
Philip Morris
Polaroid Foundation, Inc.
Raytheon Company
Richardson-Merrell, Inc.
Rockwell International Corp.
Rohm & Haas Company
Scott Paper Company Foundation
Sherwin-Williams Foundation
The Simmons Company
The Singer Company Foundation
Sperry & Hutchinson Foundation
Sun Oil Company
Squibb Corporation
Syntex Corporation
United States Steel Foundation
Wells Fargo Bank
World Airways

GOVERNMENT

Office of Minority Business Enterprise
(OMBE)
Office of Economic Opportunity (OEO)

The COGME Program

Established in January, 1970 with a grant from the Alfred P. Sloan Foundation, the Council for Opportunity in Graduate Management Education (COGME) joins ten schools in a collective effort to increase the flow of minority group members into positions of managerial responsibility. Toward this end, COGME seeks, through a program of recruitment and financial assistance, to increase the number of minority students graduating from master's degree programs in management at the ten member schools.

COGME has been an important factor in the recent dramatic increases of minority enrollment at the member schools. In addition, COGME's auxiliary recruiting functions have contributed to increases in the number of minority students attending graduate management programs throughout the country.

The corporations, foundations and government agencies contributing to COGME (listed on the inside cover) have recognized and responded to society's demand for increased participation of minorities in management. With their assistance, COGME is effectively increasing the number of talented minority men and women adequately trained for positions of managerial responsibility in industry and public service.

The Need for Minorities in Management

Today, the need for qualified minority members with management capabilities is felt by every segment of American society.

- Established businesses and public organizations need more minority management personnel.
- Minority communities need skilled business leadership.

- America needs increased minority involvement in its economic processes.

However, the number of trained individuals from minority groups is small; the need for minority management expertise far exceeds the availability. Now, more than ever, it is clear that programs in graduate management education are relevant to members of minority groups who seek careers in management.

In response to this unfulfilled need, the COGME Fellowship Program was developed.

Objectives of Graduate Programs in Management

COGME is a consortium of ten leading business schools formed to encourage minority men and women to consider careers in management and to help them financially while completing the two years of study normally required for a master's degree in management.

Many COGME students accept employment in sponsoring organizations; others have assumed positions of responsibility in industry, government and public service; some pursue entrepreneurial ambitions; and still others have become high level administrators in educational institutions. Among recent graduates, for example, one finds a product engineer for the auto industry, a marketing analyst for a major bank, the deputy director of a hospital, a financial analyst for a minority-owned business, the director of admissions and financial aid at a major law school, and a consultant at the National Institute of Education.

Each COGME fellow attends the regular graduate management program at one of the member schools. These programs are designed to provide a thorough knowledge of managerial skills. They include development

of the analytical and decision-making abilities necessary for creative solutions to complex problems. They stress the interrelationships between business and other areas of society. The curricula of many of the schools include courses that deal specifically with problems confronting minority members entering management positions.

For a detailed description of the programs offered at a particular school, an applicant is advised to refer to the school's catalogue. Catalogues can be found on file at most placement offices or can be obtained directly from the Directors of Admissions of the schools.

Who Should Apply?

Applicants for COGME fellowships are sought among Afro-Americans, American Indians, Asian-Americans, and Hispanic-Americans, who are United States citizens and reside in one of the fifty states or the District of Columbia.

While member schools vary in their requirements for admission, IT IS IMPORTANT TO NOTE THAT NEITHER THE SCHOOLS NOR COGME REQUIRE PREVIOUS WORK OR STUDY IN BUSINESS OR ECONOMICS.

How To Apply?

Application to COGME and application to the member schools are entirely separate procedures. Both application forms should be obtained from the Director of Admissions at the member school. The COGME application form should be returned to:

COGME
Central Plaza
675 Massachusetts Avenue
Cambridge, Massachusetts 02139

The member school application form should be returned to the school. Application for admission may be made to any or all of the member schools. The applicant should note, however, that regardless of the number of schools to which he/she applies, only one COGME application need be submitted.

In addition to fulfilling the admissions application requirements of the individual schools, the applicant should be sure that COGME receives *all* the following items: 1) the COGME application form; 2) transcripts from all undergraduate and graduate schools attended; 3) Admission Test for Graduate Study in Business (ATGSB) scores; and 4) the Graduate and Professional Schools Financial Aid Service (GAPSFAS) financial information form, to be filled out in full by *both* the applicant and his/her parents. Interviews and letters of recommendation are not necessary. Detailed information about the ATGSB test and procedures for filing the GAPSFAS forms are available from college counseling offices or from the Educational Testing Service, Princeton, New Jersey 08540. The COGME code number required on the ATGSB test is R2136; on the GAPSFAS financial form, COGME is coded as 2136-02.

It is important to note that admission/fellowship deadlines at the schools generally run from mid-December to the first of April. Therefore it is advisable to apply as early as possible. The COGME application process must be completed no later than May 15. *It is particularly important to leave enough time for the ATGSB test results to arrive at COGME.* A student should apply to take the test well in advance of the test date and should designate COGME as a recipient of his/her scores, which generally take from two to three weeks from the date of the test to arrive.

Evaluation of Applicants

Admission to the master's degree program of at least one member school is a prerequisite for consideration of a candidate's fellowship application. Upon receiving notification from a school that a candidate has been admitted, the COGME Fellowship Selection Committee (comprised of the Directors of Admissions from two member schools, a student trustee, and COGME's Executive Director) evaluates each candidate according to his/her

- Prior experiences and achievements, both academic and non-academic, measured against the relevant cultural background;
- Appropriateness of educational goals to career objectives;
- Potential for contributing to and benefiting from the academic experience in a Council member school;
- Potential for a management role in business, government or community organizations.

Financial need is *not* a criterion in the selection of fellowship recipients, but it is the sole criterion in determining the amount of the award.

The COGME Award

The present COGME award represents 70% of a recipient's total financial need for the first year of full-time enrollment. "Total need" is defined as tuition and fees plus living expenses (not to exceed a standard budget established by the Board of Trustees) minus the student's financial resources. The subject of second-year support is currently under review by COGME and the member schools. In keeping with COGME's policy of maximizing the number of students provided with an opportunity to earn a master's degree in management, second-year

fellows will be expected to absorb a larger portion of their educational expenses by obtaining loans. However, COGME and the member schools are committed to providing the means for each qualified student to complete his studies through some combination of fellowship and loan.

Award funds are automatically sent by COGME to the member schools, who administer payment through their own financial aid offices. Detailed information about the payment of COGME funds or the availability of loans to supplement the COGME award should be obtained from the financial aid offices. All COGME recipients are expected to cover expenses in excess of the award through such loans, and no school may supplement the COGME Fellowship with its own fellowship funds (although fellowships from a source other than the member schools are acceptable as a means of covering expenses).

MEMBER SCHOOLS

**Graduate School of Business Administration
University of California, Berkeley
Berkeley, California 94720
415-642-1411**

**Graduate School of Industrial Administration
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213
412-683-2390**

**Graduate School of Business
University of Chicago
Chicago, Illinois 60637
312-753-3611**

**Graduate School of Business
Columbia University
New York, New York 10027
212-280-5568**

**Graduate School of Business and Public Administration
Cornell University
Ithaca, New York 14850
607-256-2327**

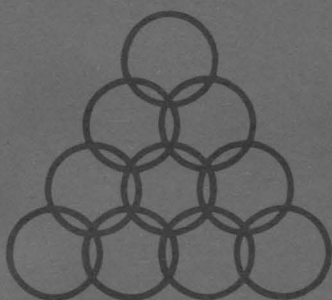
**The Amos Tuck School of Business Administration
Dartmouth College
Hanover, New Hampshire 03755
603-646-3162**

**Graduate School of Business Administration
Harvard University
Boston, Massachusetts 02163
617-495-6127**

**Alfred P. Sloan School of Management
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139
617-253-7161**

**The Wharton School
University of Pennsylvania
Philadelphia, Pennsylvania 19104
215-594-6182**

**Graduate School of Business
Stanford University
Stanford, California 94305
415-497-2769**



COGME

**A FELLOWSHIP PROGRAM
FOR MINORITIES IN
GRADUATE MANAGEMENT
EDUCATION**

MEMBER SCHOOLS

University of California, Berkeley

Carnegie-Mellon University

University of Chicago

Columbia University

Cornell University

Dartmouth College

Harvard University

Massachusetts Institute of Technology

University of Pennsylvania

Stanford University

**COUNCIL FOR OPPORTUNITY IN
GRADUATE MANAGEMENT
EDUCATION**

675 Massachusetts Avenue,
Cambridge, Massachusetts 02139

INTRODUCTION

The purpose of graduate education in business is to provide managers skilled in the modern techniques of administration needed to efficiently run complex corporations. Formal training in these skills becomes increasingly important because the managerial decisions which initiate action by corporations have ramifications far beyond the narrowly economic or business sector of the society. In an ever more complex industrial society, many college graduates will also seek administrative positions in non-business areas for which the skills learned in graduate management programs are invaluable.

COGME is a consortium of ten leading business schools formed to encourage minority men and women to consider careers in management and to help them financially while participating in a regular graduate management program. Following successful completion of the two years of study normally required for the master's degree, COGME fellows have accepted positions of responsibility in industry, government and public service; some have pursued entrepreneurial ambitions; and still others have become high level administrators in educational institutions. Typical starting salaries for these graduates have ranged from \$16,000 to \$17,500.

This booklet provides brief descriptions of the ten member schools. For a detailed description of the programs offered at a particular school, an applicant is advised to refer to the school's catalogue. Catalogues can be found at most placement offices or can be obtained by writing directly to the schools.

WHO SHOULD APPLY

Applicants for COGME fellowships are sought among Afro-Americans, American Indians, Asian-Americans, and Hispanic-Americans, who are United States citizens and reside in one of the fifty states or the District of Columbia.

While member schools vary in their requirements for admission, IT IS IMPORTANT TO NOTE THAT NEITHER THE SCHOOLS NOR COGME REQUIRE PREVIOUS WORK OR STUDY IN BUSINESS OR ECONOMICS.

HOW TO APPLY

Application to COGME and application to the member schools are entirely separate procedures. Both application forms should be obtained from the



Director of Admissions at the member school. The COGME application form should be returned to:

COGME
Central Plaza
675 Massachusetts Avenue
Cambridge, Massachusetts 02139

The member school application form should be returned to the school. Application for admission may be made to any or all of the member schools. The applicant should note, however, that regardless of the number of schools to which he applies, only one COGME application need be submitted.

In addition to fulfilling the admissions application requirements of the individual schools, the applicant should be sure that COGME receives *all* the following items: 1) the COGME application form; 2) transcripts from all undergraduate and graduate schools attended; 3) Admission Test for Graduate Study in Business (ATGSB) scores; and 4) the Graduate and Professional Schools Financial Aid Service (GAPSFAS) financial information form, to be filled out in full by *both* the applicant and his/her parents. Interviews and letters of recommendation are not necessary. Detailed information about the ATGSB test and procedures for filing the GAPSFAS forms are available from college counseling offices or from the Educational Testing Service, Princeton, New Jersey 08540. The COGME code number required on the ATGSB test is R2136; on the GAPSFAS financial form, COGME is coded as 2136-02.

It is important to note that admission/fellowship deadlines at the schools generally run from mid-December to the first of April. Therefore it is advisable to apply as early as possible. The COGME application process must be completed no later than May 15. *It is particularly important to leave enough time for the ATGSB test results to arrive at COGME.* A student should apply to take the test well in advance of the test date and should designate COGME as a recipient of his scores, which generally take from two to three weeks from the date of the test to arrive.

THE COGME AWARD

Admission to the master's degree program of at least one member school is a prerequisite for consideration of a candidate's fellowship application. Financial need is *not* a criterion in the selection of fellowship recipients, but it is the sole criterion in determining the amount of the award.

UNIVERSITY OF CALIFORNIA, BERKELEY GRADUATE SCHOOL OF BUSINESS ADMINISTRATION Berkeley, California

OVERVIEW

The Graduate School of Business Administration currently offers three degrees: the Master of Business Administration, Master of Science (in operations research), and Doctor of Philosophy. Approximately 500 M.B.A. and 100 Ph.D. students are enrolled in the School. These students have diversified backgrounds, including undergraduate degrees in liberal arts and engineering as well as in business administration. Virtually all of the states of the U.S. and many foreign countries are represented among the students at any one time. Active organizations of business administration students (the M.B.A. Associates and Associated Doctoral Students in Business Administration and many special interest groups) add a richness to student life in the form of contact with the business community and additional contact with the faculty.

The School shares with the rest of the campus a dedication to thorough scholarship in the analysis of problems, and selects its faculty not only for ability to teach but also for ability to contribute to the extension of the knowledge of the field. As a result, its faculty includes many persons known throughout the world for their work in furthering the understanding of business problems.

The School has research facilities in the Institute of Business and Economic Research, the Center for Research in Management Science, the Institute of Industrial Relations and the Center of Real Estate and Urban Economics. In addition, joint projects are undertaken under the auspices of other campus organizations, such as the Survey Research Center and the Space Sciences Laboratory. Computer facilities on the campus are extensive, including those specially provided for Business Administration, and special facilities for small group research in the Center of Management Science. The campus libraries constitute one of the largest collections in the world.

Berkeley lies on the east shore of San Francisco Bay. The metropolitan area surrounding the bay is world famous for an equable climate, a cosmopolitan population, exceptional natural scenery, and thriving cultural activity. San Francisco is the financial capital of the West, and the area offers many opportunities for observation and study of business enterprise.

THE MASTER'S PROGRAM

The M.B.A. degree, directed toward professional management, requires two years for those having no undergraduate preparation in business administration, and one year for those entering with full preparation. Emphasis may be placed upon accounting, finance, insurance and risk, international business, managerial economics, marketing, operations research, operations management, organizational behavior and industrial relations, real estate and urban land economics, transportation or other special fields.

The M.S. degree is designed for persons desiring a high level of technical competence in a particular field. It is available at present only in operations research.

Economic analysis, quantitative methods and behavioral studies are stressed in all work at the School.

ADMISSION

The University is on a quarter basis and graduate business students may enter in either fall or spring quarters. Application deadlines are March 1 for the fall, December 1 for the spring, and May 30 for the summer sessions. Superior scholarship and a superior score on Educational Testing Service's Admission Test for Graduate Study in Business are required.

EXPENSES

Fees are \$232.75 per quarter for all students. In addition, tuition of \$500 per quarter is charged for students who are nonresidents of California. Some waivers of the nonresident tuition fee are available to exceptional students. Foreign students pay a special health fee of \$9. Summer session fees are \$174 for each six-week session, or \$308 for both sessions.

University residence halls provide room and board for approximately \$382 per quarter; coed cooperatives, which involve student work responsibilities, cost approximately \$236-253 per quarter. Many private apartments are available at varying costs.

FINANCIAL AID

Teaching assistantships, associateships, research assistantships, and fellowships are available with varying stipends up to \$3600 for the academic year. Grants-in-aid and scholarships provided by individuals and companies are available to students of exceptional promise. Loans are available from the Univer-

sity financial aids office. Part-time employment is readily available in the San Francisco Bay area, and many full-time jobs for students' spouses are available in the area and at the University.

CORRESPONDENCE

For further information write:

Graduate School of Business Administration
University of California
Berkeley, California 94720

GRADUATE SCHOOL OF INDUSTRIAL ADMINISTRATION CARNEGIE-MELLON UNIVERSITY

Pittsburgh, Pennsylvania 15213

The Master's Program of Carnegie-Mellon's Graduate School of Industrial Administration prepares young men and women for general management in both profit and non-profit organizations. The curriculum stresses modern analytical tools in management, together with a practical knowledge of the business world. Graduates have demonstrated their ability to solve business, political, and social problems in many organizations.

In its twenty-five year history, GSIA has made its mark in developing and teaching the application of analytic and mathematical techniques in management science. The School emphasizes the integration of these with work in the behavioral sciences, economics, and other disciplines that are of critical importance in solving management problems. The rich variety of backgrounds of the fifty faculty members increases the value of their close interaction with the approximately two hundred men and women enrolled in the Masters and Doctoral programs.

GSIA has its own building on Carnegie-Mellon's Schenley Park campus, just five miles from downtown Pittsburgh. Situated in the cultural center of a headquarters city for many industrial and engineering firms, GSIA is involved with numerous activities and minority groups which provide COGME students with opportunities for both social and professional interaction. The School of Urban and Public Affairs works closely with GSIA in developing new urban planning methods. Economics is located within GSIA, providing an attractive and unusual opportunity for joint activities. Social events throughout the year knit the

small student and faculty populations together, encouraging the formation of lasting friendships. Campus groups such as the Carnegie-Mellon Action Program and Spirit offer social events outside GSIA.

MASTER'S PROGRAM

The two-year Master's program concentrates on building a strong professional competence in modern management techniques and on developing a broad understanding of business and society as a whole. The analytic and case-study methods clarify the basic tools of management in marketing, finance, production, and personnel during the first year. The "Management Game" gives the student intensive practice in active management. In the Game numerous decisions in all areas of business activity are made under conditions approximating those in the real world. Each Management Game team employs the computer in two ways: as an aid in making group decisions and as an indicator of the results of those decisions on their company industry. The Game teams work with a Board of Directors which includes practicing managers. They are responsible to the Directors and must explain and justify their decisions in regular meetings with the Board. "Real world" exercises are common and include such activities as negotiating labor contracts with practicing labor lawyers and officers of large Pittsburgh corporations. Students at GSIA often continue the participation in Pittsburgh corporations by undertaking projects with them as part of their curriculum. GSIA's ties with small businesses in the Pittsburgh area are strong and provide our students with excellent practical experience in working with smaller firms as well as with many of the larger corporations. GSIA students often undertake work in groups, as part of the Management Game teams or as members of groups in classroom projects. This group interaction helps to train the group's members in organizational behavior as well as allowing each member to draw on the strengths of the other group members. This GSIA emphasis on group interaction in the curriculum is in keeping with its prevalence in modern organizations.

GSIA offers a wide range of electives to strengthen the student's competence in areas of special interest. Electives are available in the Schools of Urban and Public Affairs, Humanities and Social Sciences, and Fine Arts. These include: Historical and Cross-Cultural Perspectives of Urban Problems, Social Choice, Urban Service Systems, Discrimination, Segregation

and Business Practices, Urban Economics, and Theater Management. Students here also have complete access to course offerings in any of the other graduate departments on C-MU's campus, including our world-famous Departments of Computer Science, Psychology and Engineering.

GSIA contributes to the development of young men and women interested in careers in profit and non-profit organizations, through promoting experience with effective communication and general business activities.

JOINT PROGRAM IN URBAN AFFAIRS AND INDUSTRIAL ADMINISTRATION

GSIA and the School of Urban and Public Affairs (SUPA) now offer an innovative joint degree program in urban affairs and industrial administration. This interdisciplinary program prepares students for careers in both the public and private sectors. The curriculum is based on the recognition that professional managers need the flexibility to move from one sector to another at various times. The School of Urban and Public Affairs prepares students for public sector management using quantitative analytic techniques for solving urban and national problems. Graduates of the SUPA program work at high levels in federal, state and local governments. The shared managerial philosophy of SUPA and GSIA makes the joint program an effective vehicle for students who want a wide range of career options. For information, write: Patricia Klahr or Shirley Angrist, GSIA-SUPA, Joint Program, Carnegie-Mellon University, Pittsburgh, Pa. 15213.

TUTORIAL AND PREPARATORY PROGRAMS

Entering students have the advantage of preparatory readings prior to entering GSIA. Applicants for admission are encouraged to consult with Patricia Klahr about other work which they might undertake (in class or independently) in preparation for entering GSIA. Organized tutorial sessions (by other students and faculty) covering class material are available to individuals or groups in the Program. The curriculum emphasizes independent work and often allows the student a wide range of self-paced and self-designed choices among the curriculum offerings.

CAREERS AND PLACEMENT

Graduates of GSIA have achieved key positions in the management of a variety of manufacturing,

financial, commercial, consulting, and educational institutions. Positions now held by minority group graduates span the management areas—from financial analysis at Ford to college administration at Tennessee State University.

ADMISSION

Applicants from every academic background are welcome. No previous business training or experience is required. The majority of students are in their early twenties, and come from undergraduate programs in economics, mathematics, applied sciences, or engineering. A good mathematics background is important, particularly one year of college level preparation in calculus. The application deadline is March 15, but late applications are considered whenever possible. Classes begin in early September. Personal interviews are not required, but visitors to GSIA and the Carnegie-Mellon campus are always welcome.

EXPENSES AND FINANCIAL AID

The standard nine-month budget for a single student residing in the Mudge Graduate House is:

Tuition	\$3,000
Room	750
Board	800
Books & Supplies	325
Clothing, Medical	
Insurance, and other	
personal expenses	900
Total	\$5,775

Expenses for married students are approximately \$1,500 higher, plus an additional \$750 per child.

The amount of the COGME Fellowships is determined by the COGME Selection Committee. However, COGME Fellows may wish to consider that, according to the US Department of Commerce, the cost of living for the Pittsburgh area is low compared with other metropolitan districts. Applicants with financial problems should seek assistance from Patricia Klahr, Director of Admissions. Under the COGME agreement, the School may supplement a student's resources through long-term loans and part-time employment. Such work ranges over the entire spectrum of GSIA research and consulting, from hospital management economics, small business opportunities for

for Blacks, multi-national organization and planning, to computer simulation of industrial problems.

FOR ADDITIONAL INFORMATION

Write or telephone:

Patricia Klahr, Director of Admissions
Graduate School of Industrial Administration
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213
Phone: 412-683-2390 or 412-621-2600 ext. 862

UNIVERSITY OF CHICAGO THE GRADUATE SCHOOL OF BUSINESS

Chicago, Illinois

OVERVIEW

The University of Chicago's Graduate School of Business was established in 1898; it was the first to award the Ph.D. in business. Instruction leads to the Master of Business Administration and Doctor of Philosophy degrees. Full-time enrollment is 650, including approximately 50 Ph.D. students. Identical course offerings are available for the approximately 1,000 part-time evening MBA students. The faculty numbers more than 80.

PROGRAMS OF STUDY

The University of Chicago believes that it is wasteful and inefficient for a university to try to replicate on-the-job training or provide a pale substitute for business experience. Therefore, the School stresses both the teaching of the basic disciplines which underlie business operations and management and the conducting of basic research which will contribute to the understanding and solution of existing business problems and new ones as yet unknown.

The curriculum is designed to sharpen the student's critical and analytical skills, and prepare him for life-long learning and decision-making. Students will become proficient in the analytical skills of economics, mathematics, statistics, behavioral science, and accounting as well as the functional fields of finance, marketing, industrial relations, and production. However, no student is ever required to repeat work he has already mastered merely to meet a distribution requirement. Rather, each student's program is individually designed to reflect his prior training and interests. Students are encouraged to substitute

more advanced courses for introductory offerings wherever it is appropriate, and are given the option of choosing either a field of concentration or a specialization.

Nearly half of the program's 20 courses are given over to electives. This unusual degree of latitude permits each student to investigate areas of his choice in depth. A pass/fail option encourages the inquisitive student to explore new areas outside his primary sphere of competence. Students are encouraged to avail themselves of appropriate offerings in other departments and schools.

An International Business Program is operated in collaboration with four foreign institutions - The London School of Economics and Political Science, The London Graduate School of Business Studies, the French-speaking Université Catholique de Louvain, and the Dutch-speaking Katholieke Universiteit te Leuven in Belgium. Selected students complete the basic requirements at Chicago and enter a year of study abroad; students who complete the program receive an MBA from Chicago and an advanced degree from the foreign school. With an accelerated curriculum at Chicago the total program can be completed in two calendar years.

In cooperation with the Law School and the Graduate Library School, the Graduate School of Business participates in two joint-degree programs, leading in the one case to the MBA and the J.D., and in the other to the MBA and the MA in library science. A joint program with the School of Social Service Administration is under consideration.

The programs leading to the degree of Doctor of Philosophy are flexible, and are based upon the students's special interests and prior education. Qualified candidates are encouraged to enter the doctoral program immediately after completing four years of undergraduate study.

MINORITY AFFAIRS

Approximately 10 percent of the student body are minority students. These students find themselves best able to express their sense of community involvement through Project One, a student consulting group assisting primarily small and minority business ventures. Other student groups of particular interest to minority students are the Black MBA group and the National Black MBA Association. Finally, the University-wide Organization of Black Students sponsors

cultural events and provides special services on a broader scale.

TUTORIAL/PREPARATORY PROGRAMS

The School supports tutoring in all phases of the academic curriculum for minority students who desire it. There is no charge to the minority student.

In the summer prior to matriculation every student is asked to review his preparation in calculus and computer programming. However, no preparatory program is offered.

CAREERS AND PLACEMENT

The Graduate School of Business maintains its own Placement Office, which works closely with faculty and the Alumni Association to expose students to a broad range of career opportunities in all parts of the country. Resumes of graduating students are published in book form and distributed widely. The number of companies making formal interviewing visits to the school exceeds the number of students graduating. The Placement Office maintains extensive reference facilities and active contact with hundreds of business and industrial firms.

ADMISSION

Students are admitted to the School on the basis of aptitude and intellectual capacity as indicated by undergraduate record, letters of reference, and performance on the Admission Test for Graduate Study in Business. Prior business experience is considered but not required. An interview is not required as part of the application procedure, although prospective students are always welcome to make arrangements on a formal or informal basis to speak to faculty and students and observe classes.

A four-year bachelor's degree, or its equivalent, is normally a minimum requirement. Outstanding applicants with only three years of undergraduate work may be considered. No special undergraduate program is prescribed, but strong preparation in economics, mathematics, and behavioral sciences is highly desirable.

Full-time students may enter in either June or October. Part-time students may enter in any of the four quarters. Applications should be filed at least six months before the beginning of the quarter for which admission is sought.

EXPENSES

In 1974-75 tuition is \$1,150 per quarter for the normal program of three courses (\$3,450 for an academic year). A realistic minimum budget, including tuition, for a single person for one academic year (three quarters) is approximately \$6,300. A couple without children should plan a budget of approximately \$7,600.

Budget	
Tuition	\$3,450
Room	800
Board	950
Books	150
Personal and Miscellaneous	950
Total	\$6,300

FINANCIAL AID

The Graduate School of Business maintains a program of financial assistance which includes both gift aid and loans. Gift aid, consisting of fellowships and scholarships, is awarded to students on the basis of academic merit and promise. Applications for fellowships and scholarships must be made by February 15; awards are announced April 1. To be considered for gift financial assistance from the University, all applicants must submit the need analysis form of the Graduate and Professional Schools Financial Aid Service (GAPSFAS), Box 2614, Educational Testing Service, Princeton, New Jersey, 08540.

Loans are made on the basis of need. In addition to loans from the University, the school encourages students to investigate loans from State Guaranteed Loan Programs and other sources.

The School maintains a special fellowship program for minority students. In addition, it is a member of the Council for Opportunity in Graduate Management Education. Brochures describing both these programs are available upon request (see below).

CORRESPONDENCE

For further information, write or call:

Dean of Students
Graduate School of Business
The University of Chicago
Chicago, Illinois 60637
Telephone: (312) 753-3611

COLUMBIA UNIVERSITY GRADUATE SCHOOL OF BUSINESS

New York, New York

OVERVIEW

The Columbia Business School is located on the Morningside Campus of Columbia University. The proximity of the campus to the midtown and downtown areas of Manhattan gives the Columbia student an exceptional opportunity for course research projects and for involvement in the affairs of the business community. The School offers programs leading to the degrees of Master of Business Administration and Doctor of Philosophy. Joint degree programs are available in health administration, journalism, urban planning, higher education and educational administration, law and international affairs. The School enrolls approximately 1,000 MBA candidates and approximately 85 doctoral students.

THE MASTER'S PROGRAM

The Master of Business Administration degree usually requires four terms (20 courses) of full time study. The curriculum has been designed to achieve the twofold objective of giving the graduate a liberal business education and, at the same time, preparing him for his chosen career. About one half of this program is devoted to the acquisition of basic knowledge which the Faculty of Business considers indispensable to anyone who wishes to pursue a fully successful business career. These basic studies, or core courses, fulfill eight of the required MBA course. In addition, those students who have not had adequate preparation in mathematics must take a course in calculus to prepare for study in the quantitative fields. The student's area of concentration usually consists of four or five courses and the remainder of the program consists of electives which may be taken in a variety of fields.

The School emphasizes its relationship with other faculties of Columbia University. Thus, a student may cross-register for elective courses in areas such as economics, international affairs, industrial engineering, urban planning and higher education administration. The field of concentration can be one of nine in the Business School which include accounting, business economics and public policy, corporate relations and public affairs, finance, international business, management science, marketing, money and financial markets, and organizational behavior and management. However, if the student prefers, a special con-

centration can be developed in a field of interest which may consist of courses taken partially outside the Business School.

The School has never committed itself to one teaching medium. Both the case and lecture methods are utilized in the program and advanced seminars are offered in most fields.

The Business School operates on a trimester academic calendar. Candidates may apply for admission at any of three times during the year in May, September or January. A student may attend any two or all three terms during the trimester year. While continuous attendance during the trimester year ensures completion of degree requirements within a sixteen month period, a student may elect to take a term off at any point during the program.

The School enrolls approximately 13 percent of its American population from minority groups.

TUTORIAL/PREPARATORY PROGRAMS

A pre-term program of approximately ten days' duration is scheduled prior to the start of each of the trimester terms and is attended by all entering students. The purposes of this program are to provide the student with a basic knowledge of computers which he may then integrate into his course work and also to provide a cohesive learning experience at the outset of the student's academic career. Tutorial assistance is available to minority students in the basic areas of instruction. No additional tuition charge is made for the pre-term program, although there is a nominal charge made for text books which are used in that course.

CAREERS AND PLACEMENT

Since a candidate can complete the MBA program in May, August or December, two separate recruitment programs are conducted by the Placement Office. Approximately 150 organizations visit the campus during the fall. In the spring about 250 prospective employers, representing all facets of business and non-profit organizations, schedule campus interviews with graduating students. In addition, the location of the School in New York City facilitates the arrangement of placement interviews off campus. The placement director and his staff are ready to counsel and advise students with respect to career choice and similar matters. Students graduating from the program have entered virtually every kind of business and industry.

ADMISSION

Admission applications are accepted for enrollment in May, September and January and should be submitted before March 1st for entrance in May, before June 1st for entrance in September and before November 1st for entrance in January. Applications are accepted after this date subject to the availability of places in the entering class.

A Bachelor's Degree in Arts, Letters, Science, Humanities, Engineering or Business, or preparation which the Committee on Admission considers equivalent, is the minimum requirement for entrance to the MBA program. There are no prerequisite undergraduate courses; however, the faculty believes that solid preparation in English, mathematics, history, economics and the social sciences is especially desirable. To be considered for entrance, a prospective student must complete the application for admission and file it with the following supporting documents:

1. Transcripts of academic record from all undergraduate, graduate and professional schools attended.
2. A score from the Admission Test for Graduate Study in Business.
3. At least one letter of reference from either a faculty member or an employer.

Admission eligibility is determined by the Committee's evaluation of the candidate's prior academic training, professional experience and potential for success in management. A personal interview is not required but may be requested when the Committee feels that it would be helpful in the complete evaluation of the individual's application. A candidate may request an interview appointment.

EXPENSES

Since the Graduate School of Business operates on a trimester academic calendar, the following figures are given on a per term basis. It should be noted that four terms are necessary for completion of degree requirements.

Tuition and other fees	\$1,745
Room & Board	1,400
Books and supplies	150
Personal expenses	350
Total	\$3,645

FINANCIAL AID

Several loan plans are available through state and federal government programs as well as through private sources. Additional information on all of the loan programs in the School may be obtained by writing to the Director of Financial Aid.

CORRESPONDENCE

Applicants interested in admission to the Columbia Business School should write for a bulletin, application forms, financial aid information and fellowship and scholarship applications to one of the following people:

Mr. John Barch
Assistant Director of Admissions
105 Uris Hall

Mr. Hughie E. Mills
Director of Financial Aid
105 Uris Hall

CORNELL UNIVERSITY GRADUATE SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

Ithaca, New York

OVERVIEW

The Cornell University Graduate School of Business and Public Administration is located in Ithaca, New York, in the heart of the Finger Lakes country of upstate New York. The School has three degree programs at both the master's and doctoral level and the combined entering master's class numbers 225 each year. The program breakdowns are as follows: Business Administration - 140, Public Administration - 40, and Hospital and Health Services Administration - 45. The full-time faculty numbers 40 in residence in Ithaca, New York, making the faculty/student ratio approximately one to eleven. Joint administration-law programs are available for all three programs in cooperation with the Cornell Law School.

The School admitted its first students in 1946, and the Sloan Institute of Hospital Administration was established as an integral part of the School in 1955. The School is housed in Malott Hall, which was designed to meet the specialized requirements of graduate management education and was completed in 1964. The University provides housing for both single and married students, and off-campus housing is plentiful.

THE MASTER'S PROGRAMS

The School's programs for the Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), and Master of Professional Studies (Hospital and Health Services Administration), (M.P.S.-H.H.S.A.) degrees require two academic years of study and the completion of sixty credit hours of course work.

Contributing to a high degree of flexibility in the Master's degree programs of the School are: 1) the possibility of exemption from core courses in areas in which the student possesses an adequate background; 2) the availability of a wide range of elective courses in the School's curriculum, and 3) the opportunity for the student enrolled in the School to take a significant portion of his or her studies in other colleges and schools of Cornell University.

Teaching methods vary with the subject matter and with the preferences of the instructors. The case method, the lecture-discussion approach, the seminar method, team projects and simulation are all employed.

The School's uniquely integrated approach to graduate management education prepares the future executive for managerial decision-making in any professional context—in private business, public service agencies, or medical care organizations.

MINORITY AFFAIRS

Forty-two minority group students are presently enrolled in the three Master's degree programs in the School. The School plans to increase further the minority group population in the School until it approximates national norms on a percentage basis.

Students participate in the policy affairs of the School through membership in the Minority Programs Committee as well as the Student-Faculty Relations Committee. The Coalition of Black Administration Students, an organization of Black and other ethnic American minority students in the School, provides a range of social and professional extracurricular activities during the year. These groups have been instrumental in advising the faculty and administration of the School on a wide variety of minority concerns, including the development of specific course offerings of special interest to minority group students.

TUTORIAL/PREPARATORY PROGRAMS

For entering students with little or no prior work in mathematics, the School holds a special two-week

preparatory course in algebra and calculus during August before the beginning of the school year. This course is offered free of charge for minority group students and enrollment in the course is voluntary.

The School also provides small-group tutorial services on a request basis for all students in all of the core courses during the first year curriculum. These services are also offered free of charge for minority group students enrolled in the School.

CAREERS AND PLACEMENT

The School's Director and Assistant Director of Placement counsel students in career planning and assist them in gaining both summer and permanent employment.

One hundred and forty-five different industries, corporations, and agencies recruited students of the School through on-campus visits during the 1973-1974 academic year. This number does not include agencies of the Federal Government, three state governments and one foreign government. Graduates of the School assume a wide variety of responsible positions in the business, public, and health care sectors.

ADMISSION

Admissions decisions are based on merit and career potential as evidenced by college and university transcripts, letters of evaluation, college and community activities, work experience, and results of the ATGSB test. No minimum test scores or grade point averages are required; evidence of accomplishment, maturity, and motivation can be of more importance. The School's three Master's degree programs are specifically designed for candidates who have majored in nonbusiness fields at the undergraduate level. More than half of all the students enrolled in the School have a background of undergraduate studies in arts or sciences, while approximately one quarter were engineering students as undergraduates. Although no specific undergraduate courses are required for admission, it is recommended that students planning to enter the School include in their undergraduate programs courses in economics, American government, the humanities, the behavioral and social sciences, and mathematics.

A completed application for admission to the M.B.A., M.P.A., or M.P.S. (H.H.S.A.) program consists of the following:

1. The application itself, completed on forms avail-

able from the School and received by the Office of Admissions and Student Affairs by February 15.

2. A nonrefundable application fee of \$25 payable to Cornell University. This fee may be waived upon special request in the case of proven financial hardship.
3. A report of test results on the Admission Test for Graduate Study in Business (ATGSB).
4. Transcripts of all previous college or university academic work beyond the secondary level.
5. Two letters of evaluation on forms supplied with the application by the School.

Interviews are not required of prospective Master's degree candidates as part of the admissions procedure, but members of the staff of the Director of Admissions and Student Affairs are available during the academic year to meet with applicants. Although such visits are welcomed, applicants should not feel compelled to visit the School unless time and distance permit.

New students are normally permitted to enter the School only at the beginning of the fall semester in September. Because of the integrated and sequential nature of the School's core program, admission at midyear in January is not encouraged and is permitted only in very unusual circumstances.

EXPENSES

A basic budget for a single first-year student residing in University provided housing facilities is as follows:

Tuition	\$3,750
Room	800
Board	900
Books and supplies	250
Personal and misc.	700
Total	\$6,400

A standard budget for a married couple without children would total approximately \$7000. The approximate expense for each child is \$600 for the academic year.

FINANCIAL AID

In addition to COGME awards, minority group students are eligible for the School's regular scholarships

and fellowships, and a portion of the School's financial aid funds is reserved for minority group candidates. The School also has several company-sponsored fellowships which are specifically designated for minority group students. For all applicants, both financial need and career potential are considered in evaluating applications for financial aid. Thus, factors such as maturity, motivation, and personal achievement, which are important in an admission decision, become important again in financial aid decisions.

In most cases, financial aid packages for minority group students combine scholarships from either School funds, government or company-sponsored grants, and loans. In most instances, typical packages (scholarships and loans) cover tuition and some portion of living expenses, again, determined by need.

Applications for financial aid are separate from admission applications. The Graduate School of Business is a participant in the Graduate and Professional School Financial Aid Service (GAPSFAS), and application for financial assistance should be made through this service. The GAPSFAS form should be sent directly to the Service at the Educational Testing Service, Princeton, New Jersey 08540, no later than February 1 in order to assure its receipt by the Office of Admissions and Student Affairs no later than March 1. Applications received by March 1 will receive priority.

It should be noted that the financial aid decisions in the School are made independently of the admissions decisions. Therefore, a student should not hesitate to file a GAPSFAS application for financial assistance with the Service because of apprehension that doing so might affect his or her admissions decision.

CORRESPONDENCE

Application forms for admission and financial aid, the School's announcement catalog, and special brochures describing the programs in public administration, and hospital and health services administration may be obtained from:

Mr. George A. Ridenour
Director of Admissions and Student Affairs
Graduate School of Business and
Public Administration
Malott Hall
Cornell University
Ithaca, New York 14850
Telephone: (607) 256-2327

DARTMOUTH COLLEGE AMOS TUCK SCHOOL OF BUSINESS ADMINISTRATION

Hanover, New Hampshire

OVERVIEW

The Amos Tuck School at Dartmouth College is located in Hanover, New Hampshire, a picturesque New England town and a major educational, cultural, and medical center. The student body numbers 250 men and women, divided between two years of the MBA program. A student-faculty ratio of approximately 10:1 contributes to the sense of community that typifies the School. Tuck School has its own dormitories and dining hall for single students, while attractive, single and double story, duplex housing facilities located in an appealing area close to Hanover are available for married students. The new Murdough Center provides expanded classroom, library, computer and auditorium facilities of advanced design.

THE MASTER'S PROGRAM

The Master of Business Administration program, a two-year course of study, exposes students to key issues in the various functional fields of business, and also offers a core of courses with a general management perspective to demonstrate the interrelationships of specialized fields and the contributions of mathematics and the behavioral sciences to the analysis of decision problems. The School's primary objective is to develop the capacity of its students to make sound judgements in their eventual role as managers. Courses particularly stress the learning of concepts and habits of analytical thought which are appropriate in a rapidly changing business environment.

The first-year program consists of a specific set of courses required of all students. These courses build a common base of understanding and analytical competence necessary for distinguished performance in any managerial role. The courses in the first year are: Accounting and Finance, Applied Statistics, Business Environments, Decision Analysis, Effective Writing and Speaking, Managerial Economics, Marketing, Models for Optimal Decisions, Operations Management, Organizational Behavior and Political Economy and the Business System. In addition, the computer language, BASIC, is taught during the Fall term.

In his second year, the Tuck student develops his own program from a variety of elective courses, seminars, and opportunities for independent study. Business Policy, which focuses on the problems of policy formulation, execution, and control, is the only required course in the second year, and was designed to help the student look at business from the point of view of top management.

METHODS OF INSTRUCTION

A variety of teaching methods are used at Tuck, depending upon the nature of the course. The case study method is an integral part of the program because it is so well suited to the teaching of analytical decision making. Dartmouth's time-sharing computer system is a valuable teaching device in many courses. All Tuck classes emphasize extensive student participation, and the relatively small size of the student body and the close proximity of living quarters to faculty offices permit a close working relationship between students and faculty.

Majors are not required, but the student may concentrate his work in any of a number of functional areas, including finance, marketing, organizational behavior, quantitative methods, and accounting (which sequence satisfies the CPA educational requirements for each state). Also, the affiliation between the Tuck School and the Thayer School of Engineering, enables interested students to elect engineering courses as a complement to their management studies. Students with a particular interest in contemporary business/social problems may choose among such courses as Entrepreneurship and World Food Problems, and may also participate in the Tuck Assistance Program, through which they may volunteer their skills to the community and concurrently acquire valuable practical experience.

MINORITY AFFAIRS

Since 1966 Tuck has graduated fifteen minority students, twelve of whom were Black. Enrollment during 1973 included eight minority students.

In 1970 Dartmouth College embarked on a significant new program for Native Americans. By 1972 there were 49 Native Americans enrolled throughout the College, with undergraduate admissions seeking a minimum of 20 new students each year. Dartmouth's Equal Opportunity Program has actively sought en-

rollment of Black men and women as well. Today 10 percent of the undergraduate student body is drawn from Blacks and other minority groups.

TUTORIAL PREPARATORY PROGRAMS

The School offers all students a pre-enrollment program covering economics and mathematics one week prior to the start of classes. This voluntary program uses classroom instruction and tutorial periods to assist students who need additional preparation in these areas.

CAREERS AND PLACEMENT

Most Tuck students participate in the School's placement program, which provides many opportunities for challenging and rewarding employment. In 1974 approximately 150 companies from all sections of the country came to Tuck to interview the 125 graduating students and many of these firms also recruited first-year students for summer jobs. Tuck graduates enter a wide variety of occupations in such functional areas as marketing, finance, investments, accounting and production, and also assume administrative positions in government and non-business organizations. In addition, a separate placement program is provided for alumni who wish to change jobs.

ADMISSION

Tuck welcomes applications from baccalaureate degree holders from any accredited college or university in this country or abroad. The quality of an applicant's past academic experience, his maturity and sense of commitment to professional education, and his personal qualities of leadership and intellectual energy form an important part of the evidence considered for admission. No particular fields of concentration are required preparation for the Tuck M.B.A. program, but a student is urged (not required) to take undergraduate courses in economics, finite mathematics, calculus and English.

A formal application must be submitted along with three letters of recommendation. Transcripts covering all previous undergraduate and graduate work should be sent directly to the Admissions Office by the appropriate institution. Students currently attending an undergraduate school should request transcripts only after fall term grades have been entered. The

Admission Test for Graduate Study in Business is required of all applicants. While a personal interview with an officer or alumnus of the School is desirable, it is not mandatory.

A class of 130 students enters Tuck School each September. Applications for September should be submitted by April 1 in order to be insured of consideration.

Tuck students in the 1973-1974 academic year hold bachelor's degrees from over 80 colleges and universities and come from 35 states and several foreign nations. Approximately 40% of the students are married.

Tuck does not accept transfer students, and it does not grant advanced standing to students who have majored in business administration as undergraduates.

EXPENSES

The following budget is applicable to a single first-year student at Tuck School in 1974-1975:

Tuition and Other Fees	\$3,730
Room	700
Board	1,120
Books and Supplies	300
Personal Expenses	1,150
Total	\$7,000

FINANCIAL AID

Students who do not receive a COGME fellowship will be considered for all forms of Tuck financial aid, namely scholarships, loans, and employment. In addition to having low interest loans, the School may call upon the resources of the Government Guaranteed loan program and the Tuck Educational Loan Plan. Thus, no student is denied the opportunity to attend Tuck for financial reasons.

CORRESPONDENCE

Further information about the Amos Tuck School and application material may be obtained by writing:

David J. Evans
Director of Admissions
Amos Tuck School
Dartmouth College
Hanover, New Hampshire 03755

HARVARD UNIVERSITY GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

Boston, Massachusetts

OVERVIEW

The Harvard University Graduate School of Business Administration was founded in 1908. It is located on a self-contained campus on the Boston side of the Charles River, directly across from Harvard College. The School offers two degree programs: the two-year M.B.A. Program and the Doctoral Program (for information concerning the latter, write the Director, Doctoral Program, Harvard Business School, Boston, Massachusetts 02163). Approximately 125 men and women from minority backgrounds are expected to be enrolled in the regular M.B.A. Program in the 1974-1975 academic year.

Each entering class in the M.B.A. Program is composed of approximately 750 students. Four-year programs exist for the joint M.B.A.-J.D. degree and for the joint M.B.A.-D.B.A. degree. Other joint programs are permitted if sponsored by both faculties.

Housing facilities for single students are available on the campus. Limited housing for married students is provided by the University. The Business School Housing Service helps entering students find off-campus housing in the Boston-Cambridge area.

THE M.B.A. PROGRAM

The M.B.A. degree is awarded upon completion of a program of study covering two academic years, both of which commence in September. The first year curriculum provides each student an opportunity to develop a thorough foundation in the basic elements of administration. The following courses comprise the first year curriculum: Control; Managerial Economics; Human Behavior in Organizations; Organizational Problems; Environmental Analysis for Management; Marketing; Finance; and Production and Operations Management. In addition, the Management Simulation Exercise gives the student an opportunity to integrate the concepts and skills learned in the first year through participation in the management of a simulated organization.

Urban and race-related case studies are used whenever appropriate for basic learning objectives. An example is the first year course, Environmental

Analysis for Management, in which all the cases deal with the relationship between an enterprise and its social, cultural, legal, political, and technological environment.

The second-year program provides an opportunity for students to pursue special interests in depth. The second-year course required of all students, Business Policy, develops in students the critical capacity for strategy formulation and implementation, with consideration given to issues of social responsibility. All other courses in the second year are elective. Students may choose from a broad range of courses and seminars, a number of which are particularly related to management issues in minority-oriented and minority-owned business and in the urban environment. Students are encouraged to develop individual programs of study which best suit their backgrounds, job objectives, and career goals. Second-year courses especially relevant to social issues in management are the following: Organizational Development in the Inner City; Seminar on Poverty, Minorities, and Marketing; Management of Urban Operations; Comparative Business and Culture; Urban Land Development; and Business, Society, and the Individual. In developing their individual programs, many students elect to take advantage of courses offered by the Massachusetts Institute of Technology and the Fletcher School of Law and Diplomacy at Tufts University, as well as courses offered by other Harvard Faculties in Law, Public Health, Education, Government and Design.

METHODS OF INSTRUCTION

The methods of instruction used at the School prepare a student for the realities of the world in which he will live and work. A variety of approaches to learning are included, such as simulation exercises, role playing, business games, films, collateral reading, report writing, lectures, and especially the case method. Since the case method is the method basic to instruction in the M.B.A. Program, a few words about it are appropriate here.

In management, where every decision must be appropriate to the specific situation and where no two situations are identical, it is the ability to analyze, to judge trends, to weigh diverse influences, that leads to sound judgment; and that ability is best developed through practice. Therefore, students at the School discuss descriptions of real situations in which managers must take action and are responsible for the results. Each student is repeatedly placed in a position

in which, as an administrator, he must not only evaluate evidence but also act with responsibility. He is compelled to meet new situations in which he must grapple with fresh combinations of facts and half-facts, opinions, and ideas; there are no answers for him in any book.

CAREERS AND PLACEMENT

The Placement Office serves M.B.A. students from mid-January through early May. During the 1973 recruiting period 861 representatives from companies, government agencies, educational institutions, and other organizations visited the School to interview graduating and first-year students. These representatives provided 6,993 individual interviews for second-year students seeking career opportunities and 1,100 interviews for the first-year students to discuss summer employment. Minority students have found that their placement opportunities parallel those of the class as a whole.

ADMISSION

An applicant for the M.B.A. Program ordinarily must hold a Bachelor's degree or its equivalent from a recognized institution in the U.S. or abroad. There are no specific courses, majors or areas of concentration required for admission. The Admissions Board is more interested in the quality of the work done than in the specific courses taken. While there are no specific course prerequisites, prior work in mathematics, economics, and the behavioral sciences has particular relevance for the M.B.A. Program.

No applicant will be evaluated until all application materials have been received by the Admissions Office. The application materials include the following: 1) a formal written application; 2) application fee of \$25; 3) two recommendations; 4) transcript(s) of college and any graduate work; 5) Admission Test for Graduate Study in Business (ATGSB). There are four application deadlines for entering the School in September, 1975: December 6, 1974; January 10, 1975; February 14, 1975; April 15, 1976. The applicant is notified of the Admission Board's decision six weeks after the relevant deadline date.

Interviews are not required, nor are they part of the admissions procedure. Individuals planning to submit an application are welcome to visit the School and to discuss any unanswered questions with Admissions

Office personnel. Appointments can be scheduled through Ms. Barbara Quill (617) 495-6127.

EXPENSES

The basic budget for the 1974-1975 academic year for a single first-year student residing in a School dormitory was as follows:

School Expenses		
Tuition	\$3,600	
Health Service Fee	155	
Books, case materials, and supplies (approximate)	315	
		4,070
Living Expenses (approximate)		
Room	600	
Meals	1,050	
		1,650
Other Expenses (approximate)		
Clothes and clothing maintenance	350	
Personal and social expenses and miscellaneous meals	680	
Contingency	200	
		1,230
Total Budget for 8½-mo. academic yr.		
		\$6,950

FINANCIAL ASSISTANCE

By means of the COGME Fellowship Program and other programs of student support combining fellowships and loans, the School endeavors to assure that no admitted student is denied the opportunity to attend the M.B.A. Program due to a lack of funds. In addition to the general fellowship program, fellowship funds have been reserved specifically for minority group students. It should be noted that financial aid considerations are independent of admissions decisions.

CORRESPONDENCE

The following materials will be sent on request:

Application to the M.B.A. Program
M.B.A. Brochure
Information on the Joint M.B.A.-J.D.
Program with Harvard Law School

For further information concerning the M.B.A. Program write to:

Mr. Dean W. Currie
Asst. Director of Admissions, M.B.A. Program
Morgan 107
Harvard Business School
Soldiers Field Road
Boston, MA 02163

MASSACHUSETTS INSTITUTE OF TECHNOLOGY ALFRED P. SLOAN SCHOOL OF MANAGEMENT Cambridge, Massachusetts

OVERVIEW

Education for management at the Massachusetts Institute of Technology was begun in 1914 with the introduction of a curriculum in Business and Engineering Administration. Degree candidates presently enrolled in the Alfred P. Sloan School of Management include approximately 130 undergraduates and 370 graduate students. Of the latter, some 70 are at the doctoral level and 50 are young executives designated as "Sloan Fellows." An additional 100 experienced managers are enrolled annually in special programs for senior executives, urban managers, and medical administrators.

The Sloan School is an integral part of M.I.T. Management subjects are freely elected by students from other divisions of the Institute, and offerings by all departments of the Schools of Architecture and Planning, Engineering, Humanities and Social Science, and Science are equally accessible to students in the Sloan School. The breadth of educational opportunity thus afforded—and further expanded by cross-registration privileges shared by M.I.T. with Harvard University and Wellesley College—makes possible an unusually wide variety of study and research programs.

The School's full-time academic staff numbers 75, most of whom are regularly engaged in consulting and/or research as well as teaching. Graduate study in management at M.I.T. (reflecting faculty interests in practical applications of economic and organization theory, quantitative method, and systems analysis to the complex problems of private and public sector administration) is characterized by relatively heavy emphasis on the basic disciplines pertinent to managerial decision making. The objective is to develop in the student a broadly applicable capacity for problem structuring and analysis relatively immune to technological obsolescence.

THE MASTER'S PROGRAM

Courses of study leading to the degree of Master of Science in Management are designed to prepare men and women for executive careers. Two programs—one extending over two academic years, the other over twelve consecutive months—are offered. Both curricula are about equally divided between core and elective subjects with elective concentrations available in finance, industrial relations, information systems, international management, marketing, operations management, operations research, organization studies, planning and control, public systems, and systems dynamics. A thesis requirement provides opportunity for intensive study of a problem chosen by the student as particularly relevant to his or her career interests.

Flexibility in adapting to individual circumstances is emphasized. Except in the first (summer) term of the accelerated program, core requirements may occasionally be waived on the basis of prior study. And, on the candidate's initiative, other elective concentrations may be arranged. Joint theses, which permit attacking problems of larger scale, are encouraged.

ADMISSION

Admissions targets for the doctoral and two-year master's programs starting in September of each year are, respectively, 20 and 100. An additional 30 master's degree candidates are accepted for June entry to the accelerated program. In all cases, prior academic preparation should have included mathematics through first-year calculus and elementary macro- and micro-economics. In many cases, however, deficiencies in respect to either economics or mathematics can be eliminated by independent study. Potential applicants who have doubts on this score are therefore urged to seek advice from the School. At least one year of full-time work experience is a prerequisite for entry into the twelve-month master's program.

Applications for all graduate programs should be submitted no later than: January 1 for the Accelerated Program; January 15 for the Ph.D. Program; January 31 for the regular program. The Admission Test for Graduate Study in Business is required in all cases and should, therefore, be taken no later than the January testing date and preferably earlier. Applicants are notified of admissions decisions as early as possible and no later than April 1.

EXPENSES

Tuition for the 1974-1975 academic year is \$3,350. The costs of room, board books, and personal items brings the probable total expense to over \$6,000 for an unmarried student. Tuition for the 1974 summer term of the Accelerated Graduate Program is \$2900.

FINANCIAL ASSISTANCE

A new student who is not able to cover the costs of his first year from personal resources may apply to the M.I.T. Student Financial Aid Center for a loan.

The Sloan School has limited funds designated for the support of qualified minority-group and disadvantaged applicants. The School is also a member of the Council for Opportunity in Graduate Management Education (COGME), a consortium of graduate schools of management supported by the Alfred P. Sloan Foundation for the purpose of increasing the flow of minority students into management careers.

The School has limited funds available for fellowships for students in the doctoral program. Such students should apply also for outside fellowships.

PLACEMENT

The resources of the M.I.T. Placement Office are available to graduates of the School of Management. In addition, a number of companies send representatives directly to the School for interviews with interested students.

CORRESPONDENCE

For further information, write to:

Master's Program Committee
(or Doctoral Committee)
Alfred P. Sloan School of Management
Massachusetts Institute of Technology
50 Memorial Drive
Cambridge, Massachusetts 02139
Telephone: (617) 253-3730

STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS

Stanford, California

OVERVIEW

The Stanford Graduate School of Business is academically and physically an integral part of Stanford

University, located 35 miles south of San Francisco. The area adjacent to the campus includes the beautiful residential cities of Palo Alto and Menlo Park. To the East is the Sierra Nevada mountain country, and fifteen miles west is the Pacific Ocean. Stanford University is independent, coeducational, nondenominational and residential, with a total student population of 12,500, of which 6200 are in Graduate Study Programs.

The Graduate School of Business (GSB) offers the Ph.D. and M.B.A., and a joint program with the School of Law whereby students may earn the J.D. and M.B.A. degrees in four academic years; additionally, the School offers special concentrations in Public Management, Educational Administration and Health Services Administration. All programs are full-time only.

PROGRAMS OF STUDY

The goal of the Stanford M.B.A. Program is to prepare students for high level, general management careers in business and other organizations. To be an able manager, the individual must develop the ability to analyze problems, to make decisions with respect to those problems and to implement decisions. The curriculum is devoted to helping the student develop these skills. Because quantitative techniques and computer technology are so important to the manager in today's world, considerable emphasis is placed upon the use of these tools in decision-making.

A total of 108 quarter units of coursework are required during the two-year program. Required courses make up 48 of the 108 total course units. Three first year required courses are offered in more than one quarter to give students added flexibility. Of the elective courses, up to 16 units may be taken in other schools and departments of Stanford University, provided they are upper-division or graduate level courses.

The core curriculum is designed to develop understanding and competence in four broad areas. The first of these, the internal or organizational environment of the firm, is concerned with the understanding of human behavior and an appreciation of the ways in which persons act in, and react to, different organizational structures and situations. The second area, complementary to the first, is that of the external environment of the firm, the economy and the society. In the third area, students are introduced to manage-

ment problems in the functional areas of accounting, finance, marketing and operations management. The fourth area is devoted to developing skills in the application of quantitative techniques, including computer methods, to business problems.

In the transmission of knowledge, the faculty makes extensive use of lectures, seminars, field trips, group projects and independent research. The case method is an efficient means of developing the powers of analysis and judgement essential to a manager. Each case represents an authentic management problem. Students working cooperatively and competitively appraise possible solutions to the problem posed through the same procedures that would be used in a managerial situation. The classroom becomes a forum in which analytical skills and judgement are tested, oral expression and cooperation exercised and knowledge added. In addition to the case method, management games are employed as a means of applying knowledge to specific problems.

MBA OPTIONS AND JOINT PROGRAMS

Public Management Option

The Public Management Option is designed for students interested in public management at the city, regional, state, or federal level and in private consulting firms and nonprofit agencies dealing with public problems.

To qualify for this program, candidates must make application to both the regular MBA Program and the Public Management Option. Special consideration is given to the applicant's interest and prior experience in the public sector.

For further information dealing directly with this option to the MBA Program write to:

Director of Administration, Public Management,
Graduate School of Business
Stanford University
Stanford, California 94305

Health Services Administration Program

Second-year MBA students are eligible to apply to the Health Services Administration Program for an MS degree from the Department of Community and Preventive Medicine in the School of Medicine. This interdepartmental program is designed to provide training in the administrative and analytical skills of health services management, planning, and policy-making. This degree may be pursued by Graduate

School of Business students concurrently with the second year of the MBA Program and is awarded upon completion of one additional quarter of classroom work and a three-month practicum.

For additional information specifically concerning this portion of the MBA curriculum, address inquiries to:

Program Administrator, Health Services
Administration Program
Department of Community and Preventive
Medicine
School of Medicine, Stanford University
Stanford, California 94305

JD-MBA Program

The School of Law and the Graduate School of Business currently sponsor a program wherein students may earn the JD and MBA degrees in four academic years.

To qualify for the JD-MBA Program, a candidate must apply and be accepted in each School concurrently, following the normal admissions procedures specified in the separate publications of the Graduate School of Business and the School of Law. Rejection by either School is tantamount to rejection from the JD-MBA Program; however, a candidate accepted by one School, although rejected by the other, may enroll at the School to which admission was granted.

MBA-Ph.D. in Education Program

The School of Education and the Graduate School of Business cooperate in a program designed for training educational administrators. This program has placed students at all levels of education and in federal, state, and local agencies as well as in private consulting firms. Most graduates specialize initially in educational planning, policy analysis, or budgeting.

All MBA-Ph.D. in Education students register initially in the Business School but have an additional adviser in the School of Education. During the second year, students apply for formal transfer to the School of Education, effective in their third year. The program normally requires an additional year of course work beyond the MBA, plus required Ph.D. examinations and the dissertation.

Applicants interested in the Doctorate in Education should make direct inquiry about that portion of their study to:

Office of Admissions,
School of Education,
Stanford University
Stanford, California 94305

Doctoral Program

The Doctoral Program at the Stanford Graduate School of Business is designed principally to train men and women for academic careers in graduate and undergraduate management education. However, students interested in research and government positions are also appropriate candidates for the Doctoral Program.

Students with either a bachelor's or a master's degree are eligible for admission to the Doctoral Program.

Occasionally, students entering the Stanford MBA Program continue on for their Ph.D., but, most often, Ph.D. candidates are admitted directly to the Doctoral Program. A three-year financial aid package, consisting of research assistantships and fellowships, is available to doctoral students evidencing need as well as academic merit and potential.

A detailed description of the Program requirements, admission procedures, and financial aid information may be obtained by writing to:

Office of the Doctoral Program
Graduate School of Business
Stanford University
Stanford, California 94305

GSB EXTRACURRICULAR ORGANIZATIONS **Student Organization**

The elected officers of the Master of Business Administration Student Association (MBASA) represent the student body in dealings with the GSB administration and faculty, the rest of the University, and outside organizations; they also coordinate and assist the various MBASA sponsored activities. There are more than 16 sponsored activities and at least three of these are directly concerned with areas of interest specific to minorities. They are as follows:

1. Black Business Students Association (BBSA)—promotes Black concerns within the school and throughout the community.
2. Business Development Association (BDA)—consults with minority business enterprises.

3. Chicano Business Students Association (CBSA)
—promotes Chicano concerns within the school throughout the community.
4. Asian American Business Student Association (AABSA)

All students are encouraged to participate in the activities of the MBASA, and they are likewise encouraged to start new activities or organizations in other areas of interest to them.

PREPARATORY PROGRAMS

The GSB has only the one, two-week, non-compulsory pre-enrollment Program in quantitative methods for all students, minority and non-minority, entering the first year. The course starts two weeks before registration, and includes minimal fees for tuition and books, (approx. \$50).

ADMISSIONS

Three hundred full-time students are admitted to the M.B.A. Program annually and may enroll in September only. Admission is highly competitive, and selection is based on an evaluation of the total application, including work experience, academic background and score on the ATGSB. Evidence of leadership and management potential is especially important. Special emphasis is placed on encouraging the enrollment of minority students. For further information write directly to Admissions Office, Graduate School of Business.

If application is being made for the HS/MBA Program, MBA/PhD in Education Program, or the JD/MBA Program, the student should contact the School of Medicine, Education or the School of Law for their closing dates.

EXPENSES

A basic budget for 1975-1975 for a single first-year student residing in dormitory or two person apartment is as follows:

Cost of instruction	\$3,600
Room	900
Board	1,000
Books, supplies and syllabi costs	440
Personal expenses	960
Total	\$6,900

Students are not required to live on the campus or in University accommodations. One, two, three and four-bedroom apartments are available on campus. Additionally, the Business School Housing Officer helps entering students locate suitable off-campus housing facilities.

FINANCIAL ASSISTANCE

There are two major sources of financial aid for M.B.A. candidates—fellowships and loans. Stanford Fellowships vary in amount up to \$5,000 per year.

Admitted minority students are eligible to apply for fellowships from COGME. Those winning fellowships may also be considered for loans in order to meet any additional educational costs. No admitted minority student will be prevented from attending Stanford because of financial considerations.

The principal source of financial aid to students is the loan program. Citizens of the United States and Canada may borrow a maximum of \$8,000 during the two-year period, which is payable over a number of years after graduation.

PLACEMENT

Some typical positions taken by graduates include those of financial analyst, marketing representative, project director and audit supervisor for a public accounting firm.

Representatives of hundreds of companies, institutions and government agencies visit the Stanford campus each year to interview students. As the School maintains its own placement facilities, individual counseling of students is an important function of the placement service. Job opportunities are available in all sections of the country and abroad. Also, major emphasis is placed on helping students find meaningful summer work between their first and second years in the M.B.A. program.

CORRESPONDENCE

For further information write directly to:

For the M.B.A.:

Office of Admissions

For the Ph.D.:

Office of the Doctoral Program
Graduate School of Business
Stanford University
Stanford, CA. 94305

**THE WHARTON SCHOOL
UNIVERSITY OF PENNSYLVANIA**

Philadelphia, Pennsylvania

OVERVIEW

Wharton Graduate, part of the oldest collegiate school of business in the world, offers a professional education in advanced management leading to MBA, MPA (Master of Public Administration), M.S. in Accounting, JD/MBA and DDS/MBA degrees. The program matriculates approximately 450 students in September and 100 students in January. Academic facilities are housed in Dietrich Hall and the newly-completed Vance Hall.

THE MBA PROGRAM

Requirement Electives

The MBA and MPA degrees are four semester offerings, usually taken in two years, requiring 18 course units plus demonstrated proficiency in Calculus and Fortran IV Programming. For students not possessing experience in Calculus or Programming, non-credit courses are given. A summer session is offered which allows the 18 course units necessary for graduation to be completed in four consecutive semesters.

The MBA program consists of six management core courses to be completed during the first year, three diversification courses to provide breadth, a major field consisting of at least four courses and a research seminar and four electives which may be taken in any department at Wharton or in any of the other graduate schools at the U. of Pa. Wharton offers 18 fields of study in the departments of Accounting, Finance, Health Care Administration, Insurance, Management, Management Science, Marketing, Multinational Enterprise and Transportation.

Unique Features

Students who have a carefully thought out and fully planned program encompassing advanced course work in several integrated areas of interest may elect to take an option, consisting of four courses, in Information Systems, Statistics, or Urban Administration and Social Structure.

Methods of Instruction

Wharton's educational philosophy emphasizes eclectic methods of instruction. The professor has the

freedom to develop his own teaching style and delivery technique. He may choose among lectures, cases, class projects, business games, seminars or any combination suitable to course objectives.

MINORITY AFFAIRS

Wharton has made a concerted, ongoing effort to recruit qualified minority students into the program. Approximately nine percent of total enrollment is minority, primarily consisting of Black students, although Chicanos, American Indians, and Asian-Americans have also been recruited.

Of special interest is our Business Practice Service, a group of students who offer free consulting service to minority enterprise in Greater Philadelphia. This program, originally instigated by minority students, has attracted national attention and become the model for similar projects. The BPS is currently aiding approximately sixty firms and has made recommendations to many others.

TUTORIAL/PREPARATORY PROGRAMS

Although Wharton is often identified as a quantitative school, approximately one-third of our matriculants have no calculus or programming background. Accordingly, free, non-credit courses in mathematics and programming are offered during the summer and throughout the school year. Attendance is not compulsory for either course; however, many students attend to be either exposed to the disciplines or to freshen their knowledge.

CAREERS AND PLACEMENT

The success of Wharton Graduate's Placement Office places it among the leading programs in the country. The average December 1973 graduate received nearly five job offers. Further, recent Wharton Graduates have been doubling their starting salaries in four to seven years. Last year, 750 organizations sent over 1300 representatives on campus to interview Wharton Graduate students. Those representatives conducted over 12,000 on-campus interviews. In addition, Wharton Graduate places over 130 first-year students in summer internships with governmental agencies in Washington, Health Care organizations throughout the country and multi-national organizations throughout the world.

ADMISSION

Admission is open to all qualified men and women who hold an undergraduate degree from an accredited college or university. The program is offered on a full-time, daytime basis only. Students may enter the program in September or January, with the exception of the MBA/JD, MS in Accounting, and MPA programs which matriculate students in September only. The management programs are particularly suitable for individuals with a background in liberal arts, sciences, and engineering.

A completed application is composed of the following materials: 1) Completed application form with Application Fee of \$20; 2) An official transcript from each college attended; 3) Three confidential recommendation forms; and 4) ATGSB score.

While Wharton Graduate uses a rolling admissions policy, it is recommended to all students desiring a decision by April 1 that their applications be on file by February 1. Applications received after April 1 may fail to receive a positive decision for September because of lack of space. If the candidate's credentials are acceptable, we will encourage him to consider joining us in January.

EXPENSES

The following budget is an estimate of the expenses incurred by the careful student during the 1974-1975 academic year.

	Single	Married
Tuition and Fees	\$3,450	\$3,450
Room	900	1,550
Board	800	1,100
Books	250	250
Miscellaneous & Personal	700	1,100
Total	\$6,100	\$7,450

FINANCIAL AID

Wharton is a participant in the Graduate and Professional School Financial Aid Service (GAPSFAS). All applicants for financial assistance are required to file an application with the Service. Applications are generally available through undergraduate admissions, financial aid, or students affairs offices or by writing GAPSFAS, Box 2614, Princeton, New Jersey 08540.

Applications should be received by GAPSFAS no later than February 1 in order to be considered by March 1. Applicants who submit forms after that date may find that all financial aid has been exhausted.

In addition to COGME Fellowships, Wharton Graduate awards other "name" scholarships, as well as general University scholarships and loans.

Finally, part-time employment is available both on campus and in the city of Philadelphia. A comprehensive listing of job availabilities is available through the Office of Student Employment.

CORRESPONDENCE

For further information, please contact:

James B. Johnston
Director of Admissions
Wharton Graduate Division
W-103 Dietrich Hall
University of Pennsylvania
Philadelphia, Pennsylvania 19104

COGME DONORS

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GOVERNMENT

Office of Minority Business Enterprise (OMBE)
Office of Economic Opportunity (OEO)



COUNCIL FOR OPPORTUNITY IN
GRADUATE MANAGEMENT EDUCATION

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Graduate School of Business
Columbia University

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Public Administration
Cornell University

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Dartmouth College

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Graduate School of Business
Stanford University

CENTRAL PLAZA / 675 MASSACHUSETTS AVENUE / CAMBRIDGE, MASS. 02139



September 11, 1974

Mr. Edward Moore
National Programs
U.S. Department of Commerce
Office of Minority Business Enterprise
Washington, D.C. 20230

Dear Mr. Moore:

It was kind of you and Mr. Armendaris to make time last June to discuss the COGME program with Bert King and me. We are aware that the year end is a particularly hectic time, and we sincerely appreciate your helpfulness.

In accordance with your suggestion that our proposal follow the start of your fiscal year, I am now writing to request OMBE support in the amount of \$250,000.

The tasks we at COGME have addressed are those of increasing the flow of adequately trained, competent minority men and women into all areas of business.

Through the creation of the Office of Minority Business Enterprise and the advent of CDC's, MESBIC's and other similar organizations, capital is being channelled into minority businesses. The National Task Force on Education, however, has warned that despite growing federal commitment to expanding minority business ownership, minority owned enterprises are "continuing to fail at an alarmingly high rate." This rate surpasses even the SBA figure of 80% failure within the first five years of operations among new businesses in the United States. The Task Force study attributed these failures largely to poor management and business skills of owners and managers. While the number of entrepreneurial opportunities for minority members is growing, persons with the managerial expertise needed to successfully meet the challenge of these opportunities are not available. Clearly, the major need now is for skilled, talented minority mana-

gers. It is this need that COGME seeks to fill.

COGME is an independent, non-profit organization established with a \$3 million, five-year grant from the Alfred P. Sloan Foundation to locate talented, motivated minority men and women and to assist them in obtaining the training they require for successful careers in business. Qualified applicants are recruited not only through undergraduate programs, but also among minority members currently involved in the business world. An important aspect of our recruiting program is directed towards a variety of community organizations.

COGME offers support to applicants who have been accepted into the graduate management program of a member school, but who would be unable to attend without COGME's assistance. The typical COGME fellowship covers approximately fifty-five percent of the student's total expenses for a two-year MBA program. Students are expected to employ all of their own resources in financing their education and to borrow from their schools the funds necessary to supplement the fellowship. The Board of Trustees of COGME firmly believes that any students who receive financial assistance should be willing to seek such loans, thus taking upon themselves part of the burden and risk of their own development. I hasten to point out that the average COGME fellow emerges with debts averaging \$7,700, exclusive of their own (often sizeable) undergraduate debts. The willingness of COGME fellows to incur such large liabilities is attributable to their confidence in their career expectations, which is in turn attributable to the COGME recruiting campaign and to the encouraging career success of COGME graduates. The high standing of the schools involved is your assurance that this program is committed to selecting able applicants, offering the best education available, and providing minority graduates qualified to meet the varied challenges of the business world.

Many recent graduates from COGME member schools have, in fact, elected to apply their skills in their minority communities and have pursued entrepreneurial interests. To cite a few examples, among recent

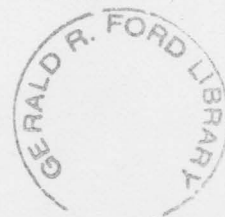


minority graduates are the president of a Black-owned bank, the director of a community development corporation, and the founder and developer of an air passenger and freight company. Incidentally, the recent revitalization of the Carver Loan and Investment Company, Inc., and the renewed confidence of the Philadelphia business community in it are attributed largely to the talent and skills of a graduate from one of the member schools.

COGME's efforts over the past five years have resulted in a dramatic increase in enrollment of qualified minority students at member schools. COGME has contributed to the support of 681 students to date, and of the 530 minority students currently enrolled in the member schools, 250 are COGME fellows. Since COGME's inception, more minority students have graduated from the COGME member schools than from all the other graduate management programs in the country combined.

The largest share of assisting minorities in graduate management programs has been absorbed by the universities with additional funds coming from foundations and, to a limited extent, from business. The universities are continuing their efforts to assist minorities in preparing for careers in management; however, inflationary pressures have strained their budgets to the extent that the schools are faced with the likelihood of being unable to support as many students as they have in the past. Minorities are just beginning to perceive business as a viable career alternative; it is crucial that we reinforce our commitment to making managerial training available to them.

The \$3 million start-up grant awarded by the Alfred P. Sloan Foundation was designed to provide \$1 million during its first year and then to decrease by \$200,000 each succeeding year until it phased out at the end of five years. This year terminates the original grant. In recognition of the need for trained minority members and of COGME's progress in alleviating it, the Foundation has recently awarded COGME an additional \$300,000 to continue its work.



Mr. Edward Moore
September 11, 1974
Page 4

While the progress made in raising funds from the private sector has been substantial, support has not been strong enough to offset the scheduled withdrawal of Sloan funds. Furthermore, given the current economic environment in which many segments of our economy are forced to practice financial restraint, prospects for additional support from the private sector are not encouraging. In the current period of economic uncertainty, COGME, like so many other sectors of our society, must turn to the government for help in carrying out its mission. With government assistance, we can successfully encourage minority participation in the mainstream of American economic society.

The successes of our graduates have demonstrated that the potential for effective minority enterprise requires only appropriate training to be realized. We at COGME urge OMBE's support in our efforts to provide them with the opportunity for education that they require. For, as more and more minorities enter the business world, their influence and visibility will encourage the aspirations of other minority group members - and the need for programs like COGME will diminish. For the time being, however, the need is great. Business as a profession still has a credibility problem among minorities, and the rewards associated with advance training in management continue to be dimly perceived. Until the impact of minority participation in all aspects of our economy clearly demonstrates the opportunities available to minority members, we must assure that bright, capable people are not discouraged by the seemingly overwhelming cost of preparing for careers in management.

If you have any further questions regarding the COGME program, either Bert King, Executive Director, or myself will be happy to discuss them with you. Please call him at (617) 491-8370 or me at (607) 256-5036.

Sincerely,

H. Justin Davidson
Chairman of the Board of Trustees

HJD:jab
Enclosures

cc: Howard Robison
Frederick Dent





U.S. SMALL BUSINESS ADMINISTRATION
WASHINGTON, D.C. 20416

OFFICE OF THE ADMINISTRATOR

FEB 26 1974

Honorable John E. Tabor
Under Secretary of Commerce
Washington, D. C. 20230

FEB 27 1974

Dear Mr. Tabor:

As a participant on the Interagency Council for Minority Business Enterprise, I am writing to you of a matter which, I am certain, could be of mutual concern.

About two weeks ago, I had the distinct pleasure of meeting with a Mr. Bertram H. King, in my office. Mr. King is Executive Director of the Council for Opportunity in Graduate Management Education, popularly known as COGME. COGME, headquartered in Cambridge, Massachusetts, was organized in January 1970, with a three million dollar grant from the Sloan Foundation. The organization has ten member schools, including MIT, Harvard, Cornell and Wharton, to mention only a few. Their goal is to increase the participation of minorities in management (MBA programs) via a program of recruitment and financial assistance, offering fellowships to eligible candidates. In effect, creating a pool of multiple experts. Naturally, these funds are just about depleted.

The Small Business Administration has no statutory authority to respond to COGME's type of effort. However, COGME has been successful in securing some federal funding from the Office of Economic Opportunity (for Native American applicants) and the Office of Minority Business Enterprise, Department of Commerce, within the past year. Unfortunately, the private sector, according to Bert, has not really seen fit to carry its fair share of such a worthy project.



The part that causes me some concern is this: in response to CCGME's request to the Office of Education for assistance, it was surprising to learn that Assistant Secretary for Education Sidney P. Marland, Jr., was unable to identify capability to support CCGME. For example, we here in SBA were under the impression that legislation such as the Higher Education Act of 1965 (P.L. 89-329), the Education Professions Development Act (P.L. 90-35), or some similar authority, would give the Office of Education a vehicle to directly provide assistance. But perhaps we are mistaken.

If your office could clarify this area for us, I may be able to offer better guidance as to the proper avenues to follow in this and other projects of a similar nature. I've enclosed a brochure for your convenience.

Many thanks for your continuing interest.

Sincerely,

/s/ Joseph J. Luna

C. Mack Higgins
for Assistant Administrator
for Minority Enterprise

Enclosure

cc: Mr. B. H. King, Executive Director,
CCGME ✓
Honorable S. P. Marland, Jr.,
Assistant Secretary for Education/HEW





THE

Reporter

Stanford Graduate School of Business

FRIDAY, MAY 10, 1974

STANFORD, CALIFORNIA

VOLUME 8, NUMBER 3



Ernest C. Arbuckle (left) presented Stephen D. Bechtel, Jr., Chairman, The Bechtel Group, with the Ernest C. Arbuckle Distinguished Alumni Award at the annual Alumni Award dinner, April 18, 1974, at the Faculty Club.

Arbuckle Voting

There are few occasions at the Stanford Business School when a student is singled out and rewarded for his/her contributions and achievements. One such occasion does exist and has occurred on a yearly basis since 1969. The Arbuckle Award, presented annually at graduation ceremonies, is presented to the second year student "who stands out from his peers for

Minority Admissions Review

by Faustino Garza

One of the principal goals of the Chicano Business Students Association (CBSA) is to promote the recruitment of

by Wayne M. Wormley

Since its inception in 1925, the GSB has graduated approximately 40 black students from the MBA program, the first

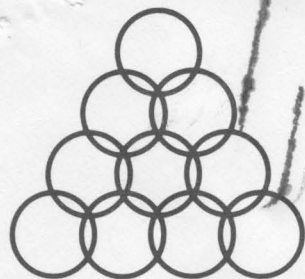
Pledge Final

by Rick Stephens

Pledge Campaign '74 is now in its final week. Thirty four members of the second

T.H.E. Party





COGME

**COUNCIL FOR OPPORTUNITY IN
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October 7, 1974

The Honorable Stanley Scott
Special Assistant to the President
The White House
Washington, D.C.

Dear Mr. Scott:

This is a letter to acknowledge and confirm
the appointment you set up with Mr. Bert
King, President and Executive Director of
COGME, for Wednesday, October 23, 1974, at
3:00 PM.

Thank you for taking time out of your busy
schedule to telephone and arrange a mutually
convenient time.

Sincerely,

Judith A. Burrell
Staff Assistant

jab

