

Letters

Nurture of the Entrepreneurial Spirit

Johnson has indicated that the "sources of new-company formation have been university and government laboratories, and industrial corporations" ("Education for management and technology in the 1970's," 10 May, p. 620). But he is disturbed by the entrepreneurial brain drain from the corporation and rightfully warns that it tends to weaken the business corporation. One cause of the brain drain is the failure of the corporation to adequately motivate and challenge the scientific entrepreneur to develop within the corporate framework. Another is that attitudes and policies in the large corporation often work to defeat the entrepreneurial spirit and efforts of the scientist. Consequently, many leave to set up their own businesses.

I do not argue with these observations. However, the university is also at fault in failing to nurture the entrepreneurial spirit in those same technicians or scientists Johnson refers to. The American university undoubtedly does much to nurture the scientific mind, but no encouragement is given to develop managerial or executive skills. As a matter of fact, the attitudes of many academicians discourages those values which lead toward the development of entrepreneurial skills in the young scientist. Several years ago, Snow created a furor in England when he pointed to the existence of two cultures. On the American campus, Sir Charles would undoubtedly find not two, but three cultures: scientific, literary, and business administration. Unfortunately the three entities are uninformed as to each other's contents and values, all to the detriment of the student.

Both the corporation and the university are at fault in putting up barriers against the entrepreneurial spirit, but for different reasons. It is a wonder that anyone at all can be found these

days willing to engage in the risk-taking behavior so characteristic of the entrepreneur. Are we becoming more and more a nation of dependent conformists?

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French "Expert" on Vietnam

Greenberg ends his review of the State Department's refusal to grant Laurent Schwartz, celebrated French mathematician, a visa for the United States with the question asked by the State Department in response to an inquiry from *Science*: "What do you think?" (10 May, p. 630). Schwartz had been scheduled to speak on mathematics at the Berkeley Centennial. To answer that question, I think "Amen" to the State Department's request that Schwartz not enter into political activity or speak on Vietnam, to which he refused to agree.

U.S. mathematicians would undoubtedly derive considerable from the mathematics address. How about Vietnam? Has Schwartz been in Vietnam in the last year or two or three? Are there any authorities on Vietnam in France? We can hear or read from certain "experts" on this subject every day. I could talk any day with several local people who have been in Vietnam recently. The college registrar could round up a hundred, more or less, students recently home from Southeast Asia. They have some rather independent ideas about their homeland politics, ideas that may not be in full accord with those of their leaders or the leaders of Asian, European, or American countries, but at least they have lived in the land with the natives. . . .

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Drug Habits and Immaturity

I'd like to make a candid reply to the critics of Abelson's editorial "LSD and marihuana" (15 Mar., p. 1189). The four critical letters (7 June) cast some sharp and even scientific arrows, but they all missed the main target. The truth is that the habitual use of marihuana can and does seriously alter the behavior and personality of immature young people. If your youngster rather suddenly (i) becomes alienated against you, (ii) drops his old friends and acquires a new and different sort, (iii) has a sharp drop in school grades, and (iv) abandons his commitments and plans for the future; then you had better find out what is going on.

I don't pretend to know the solution, but the scientific and sociological hairsplitting in the four critical letters will not be helpful. It will do little to assuage the heartbreak and agony of parents, doctors, and guidance counselors who are trying to help young people. Neither will it help the youngsters. Certainly we don't know all the answers, but we do know that these drugs can destroy young people. We need more evidence of the effects of drugs, but not so much as we need some rational method of control of their use. In these days we have education for the "whole man" so why not include drugs?

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Plea for Fundamental Training

In his editorial on "Matching education to jobs in developing nations" (7 June, p. 1067), Singer makes an eloquent plea for developing nations "to plan quite carefully the training and utilization of their human talent." I agree with this, but disagree that planned specialization is the pragmatic solution. On the contrary, there should be minimum specialization in the training of engineers and scientists in such countries. Instead, the training should emphasize the fundamentals of engineering, science, and economics with specialization only in broad areas; for example, electrical, civil, and mechanical engineering, and organic, inorganic, and physical chemistry. The reason for this is that, in spite of what would appear to be good planning, the future needs and trends of developing countries cannot be foretold accurately