

A magazine for Blackest-People people

January-February 1995

MEASURE

A good
beginning



The bell rings at precisely 8:20 a.m. Monday through Friday, and 30 spirited souls race to the door to line up for school.

This is Mrs. Warner's morning kindergarten class at Gomes Elementary School in Fremont, California. For the next 3 1/2 hours, Mrs. Warner will shape the minds of 30 impressionable 5-year-olds. If you've ever tried to contain the energy and attention span of a 5-year-old, you know that's no small task.

"It's a little like trying to keep 30 corks under water at the same time," she says.

The most important person in the class, of course, is my daughter, Casey—the most delightful 5-year-old on the face of the Earth. (Hey, if you can't say that about your own child, whom can you say it about?)

Casey loves everything about school—learning to read and write, art projects, singing and interacting with her classmates. She's even developed a special attachment to Nicholas, a bright and devilish blond.

"Nicholas likes to hold my hand during recess," Casey announced to her parents recently.

"Do you like it when Nicholas holds your hand?" my wife asked.

"Yes," Casey answered, "except, after a while his hand gets sweaty and then I want to go climb on the monkey bars."

Clearly, education takes many forms.

My favorite—and most exhausting—hour of the week is Wednesday, 10:45 to 11:45 a.m., when I work as a parent volunteer in Mrs. Warner's class. HP allows employees in the

United States to spend four hours a month volunteering at local schools. In addition to involving parents in their children's school, it's a way to help keep 30 bobbing corks submerged.

As 10:45 approaches, Casey and seven of her classmates, including Nicholas, sprint to the blue table for an art, cooking or science project. If I had to choose three areas in which I don't excel, art, cooking and science would rank right near the top.

On the other hand, we're not exactly crafting fine sculptures, making soufflés or splicing genes.

One recent Wednesday, we tasted animal crackers (sweet), saltine crackers (salty), lemon wedges (sour) and lemon peel (bitter) to experience the senses of sight, taste, smell and touch.

"That peel is yucky!" Arjun yelled to the whole classroom.

"I want more animal crackers!" Susanna bellowed.

"I licked all the salt off my cracker," Davy beamed.

"Nicholas, let go of Casey's hand," I said emphatically.

As the hour ends, Mrs. Warner strolls by to assess the damage.

"How did it go today, Mr. Coleman?" she asked, glancing at a mound of cracker crumbs and lemon peels.

"Fine," I said. "I think the kids all learned a lot about the senses today."

"And the parents?" she asked.

"Yes," I answered. "It was an education for all of us."

—Jay Coleman



On the cover: Brian Wideman, an employee at HP's Little Falls (Delaware) Analytical Division, helps a child get ready to learn by volunteering in a Read Aloud program. See how HP is working to improve education throughout this edition of *MEASURE*. Cover photo by Ken Kauffman.

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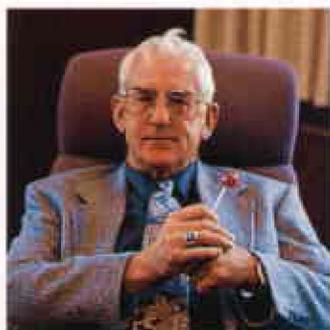
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A good beginning

In pursuit of excellence, HP is committed to help reform the U.S. education system and make it the best in the world.

Inquiring young minds

By Grace Razo

Exploring. Discovering. Inventing. That's what young minds are doing in U.S. classrooms today with the help of HP's K-6 Hands-On Science Program.

Hands-on science—or inquiry-based science—encourages students to learn by doing, rather than the traditional learn-by-textbook method.

According to recent studies, U.S. students continue to come out of school with skills below those of children in other industrialized countries, especially in math and science. That's why HP is investing in the future, in the education of young minds.

Bess Stephens, HP's K-12 education manager, says, "Hewlett-Packard is dedicated to addressing the nation's education crisis. To accomplish this, we've harnessed

the power of two traditional HP strengths: employee participation and financial support. We've also elected to participate in programs that align closely with the company's K-12 goals and business objectives."

HP's K-12 Education Program has three goals: 1) improving science and math proficiency significantly;

2) increasing the number of females and minorities studying and teaching science and mathematics; and 3) ensuring that all children are ready to learn when they start school.

Pursuing its first goal, HP has designed a K-6 Hands-On Science Program complete with grant money and HP volunteers.

Since 1992, HP's Hands-On Science Program has helped school districts and HP

sites work together to reform elementary science curricula. Twenty-nine school districts have been affected by twenty \$90,000 grants—over three years—to implement districtwide science education reform.

As part of the initial grant process, HP's Science Partners Program recruits HP scientists to help school districts with hands-on science logistics. Teachers and HP volunteer scientists help plan a program that provides materials and training on in-depth, inquiry-based science curricula that encompass the physical, earth and life sciences. Science partners also participate in district leadership teams that attend a National Resources Center Institute conference in Washington, D.C.

Cathy Lipe, K-12 education program manager, says, "The team's primary mission is to completely change the way science is taught in schools."

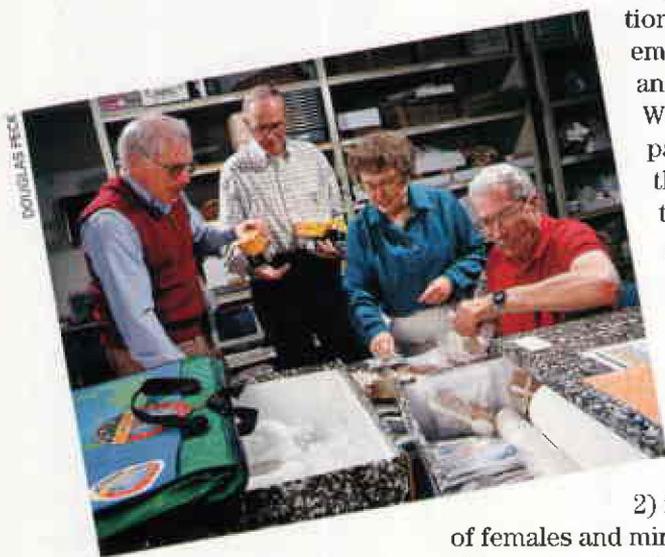
As members of this team, HP science partners play a critical role outside of the classroom in transforming current science curricula into successful science education reform.

While the benefit of grant money paves the way, it is the long-term relationships developed between school districts and science partners that help keep hands-on science programs in place. As a result, an enormous transformation is taking place in schools with HP's help.

Cathy describes it as "a true partnership, not just a grant. The educators implementing hands-on science are creating a revolution in science education."

Additional supporters of this "revolution" include other HP scientists whose efforts inside—rather than outside—the classroom have encouraged schools to move toward hands-on science programs. Sometimes long before a school district—Benton County in Corvallis, Oregon, for example—has received an HP grant.

"Visiting scientists," such as Bill Knight, senior member of the technical staff in the Inkjet Supplies Business Unit in Corvallis,



HP retirees (from left to right) Terry Gildea, John Jenke, Pat Castro and Paul Lufkin load science kits in Palo Alto, California, with xylophones, tuning forks and other essential items for a "physics of sound" experiment.

share the world of science with young students at the classroom level.

Visiting scientists also serve as role models for students.

Second grader Megan Calley at Jefferson Elementary School in Corvallis, writes: "Dear Mr. Science, Thank you for coming and teaching us about wheels, pulleys, catapults, water power, water wheels, electricity, motors, solar power, batteries and wire. I really liked it when you burned the wire."

Bill—also known as Mr. Science—became a visiting scientist at Jefferson Elementary School when his son, Michael, entered the 1st grade six years ago. He "burned the wire" during a battery safety demo when he intentionally short-circuited an alkaline lantern battery. Bill says the plan was to convince the class that they didn't really want to use lantern batteries if doing electric circuit experiments at home.

"The result was better than I could have imagined," Bill says. "Not only did the wire get red hot, it melted and burned the now-famous hole in the rug."

Although schools clearly benefit from visiting scientists, Bill believes he has profited as well.

"School districts approach us (HP) saying, 'We can really learn a lot from you,'" Bill says. "Then they humbly ask, 'Will you help us out?' as if HP exists in this higher space looking down at the grateful masses. But I think it works both ways. Volunteering helps me be a better scientist."

As a result of HP's Hands-On Science Program, the Coalition for Excellence in Science Education (CESE) in Palo Alto, California, was formed to provide support for science kit refurbishing.

CESE—made up of 20 to 25 volunteer HP retirees—refurbishes used kits by refilling them with essential items to do in-class experiments. Without this operation, school



PATRICIA BARRY LEVY

districts would have to set up their own refurbishment system.

CESE supports five Bay Area school districts—a total of 26 schools and 11,000 students—with kit refurbishment. And sometimes it gets to create new kits.

Pat Castro, HP retiree and CESE board member, remembers the time a teacher asked her to load new kits with 25 gumdrops per student for an experiment. Take five classes of 30 students x 25 gumdrops—well, there's a fairly simple equation. That's correct. Pat went on a hunt for 3,750 gumdrops!

"I wiped out six Safeway (supermarkets) looking for gumdrops," Pat chuckles. "Then I found out that it was 25 per class, not 25 per student. There are still gumdrops on our shelves."

You can further explore the science "revolution" and Palo Alto School District's on-line guide for hands-on science at HP's K-12 Education Program Web site at

<http://hpweb.corp.hp.com/publish/K12index>. ■

A Colorado Springs, Colorado, teacher and student discover electro-magnetic motors and learn that science is a lot more fun the hands-on way.

A good beginning

Equity and excellence in math and science

By Tena Lessor

Jobs in math and science are growing at a rate nearly double that of all other jobs in the United States. Research shows that women and minorities are not entering these fields, resulting in their minuscule presence in the fastest-growing sector of the economy.

HP's second K-12 goal strives to curb this deficiency by helping to significantly increase the number of women and minorities in science- and math-related professions through an array of programs.

One of these programs changed the life of one young man who is now one of HP's very own.

A success story

As a teenager, Javier Navarro wanted to be a technician.

It seemed a mere fantasy, rather than a possibility. He thought of going to college, but that, too, seemed out of reach.

As a freshman at Sequoia High School in Redwood City, California, he was a borderline student, more interested in having fun than studying hard. "Why should I study?" he thought. "My reality is clear: a routine, physically demanding, low-paying job."

In his second year of high school, Javier got involved in a program that changed his attitude about school and ultimately changed his life: the Peninsula Electronics Academies program.

The Academies program is a partnership of numerous Bay Area high schools and corporations, including HP. It focuses on minority students who are at risk of dropping out of high school and encourages them to stay in school, excel in math and science, and pursue a college education.

A whole new world opened up to Javier. Through his HP mentor, he saw professionals in the work environment and the opportunities a good education would afford him. Javier began also to see work as more than physical labor. "Wow. This is incredible," he thought. "People get paid to think."

He worked at HP for two summers. After graduation, HP offered Javier a full-time job as a technician trainee. Nine years later, he's a telecommunications technician in Vancouver, Washington—a dream come true. "Without the Academies program and the opportunity to work for HP, I don't think I would have made it through high school or been able to get into a company such as HP."

Javier will never forget the impact of three words his mentor and teacher would tell him over and over again. "You are somebody," they'd tell me. Being told that was a wake-up call. You start to think you're one more kid that's going to fail. Being told that you're somebody is really big."

At age 28, that encouragement still drives Javier. "I still set goals and think about my future. I tell myself I can be more than I am right now. The encouragement my teacher and mentor gave me back then will drive me until the day I retire."



On October 23, more than 60 7th-grade students from West Middle School in Nampa, Idaho, visited the HP Boise site for Career Day through the site's Hispanic Student Outreach Program.



Making strides

Drawing on its wealth of professionals who have strong math and science skills, HP is making strides toward the second K-12 goal.

The Hispanic Student Outreach Program (HSOP), the brainchild of Elena Buxton, marketing specialist in HP's Personal LaserJet Division in Boise, Idaho, has made significant progress in addressing Idaho's 40 to 60 percent Hispanic dropout rate.

Students make the pivotal decision in junior high school whether to remain in school or drop out. With the hope of reaching these students, HP Boise adopted West Junior High School in nearby Nampa.

HSOP reaches students in three ways:

- Career days—Two are held each year. Students tour the site and get hands-on demonstrations and one-on-one chat sessions with HP professionals.
- Math tutoring—Local college students tutor 7th- and 8th-grade students.

- Speakers in the classroom—HP professionals go to classrooms to speak on areas such as career opportunities in math and science, and the importance of computer literacy.

Boise employees are at the root of the program's success. "We've had a great response from employees," says Elena, the program's chair. "They have come out of the woodwork willing to give of their time and knowledge."

Approximately 130 HP employees—Hispanic and non-Hispanic—from different professions and across HP divisions in Boise have volunteered.

In July, Idaho Governor Phil Batt presented HSOP with an award in recognition of its contribution to reducing Idaho's Hispanic dropout rate.

For additional information about HSOP or other HP-supported programs targeted at women and minority students, check out the K-12 education Web site. ■

Twenty-five 7th-grade girls embarked on a day of tide pooling at Pillar Point in California on November 22 as part of Project Access, an HP-sponsored program. The program focuses on piquing young girls' interest in math and science.

A good beginning

Ready to learn

By Betty Gerard

The third goal of Hewlett-Packard's K-12 program is "ensuring all children start school ready to learn." It echoes one of the national education goals established in the United States.

"We recognize that all children need to start school physically, mentally and emotionally ready to learn," says Bess Stephens, HP's K-12 education manager.

She admits candidly that HP's efforts toward this goal have been scattered to date—but steps are being taken for a new initiative to give it the focus already enjoyed by K-12's other two goals.

Despite the simplicity and obvious good sense of the "ready-to-learn" goal, it gener-

ates some "push-back" from educators, says Doug Sessions, K-12 manager for the Vancouver, Washington, site. "They don't want us to limit our literacy efforts to the very young when so many older kids already in the system have real reading problems," he explains. "They feel strongly that if kids can't

read well, they won't be

able to learn the math and science that HP emphasizes."

The Vancouver site pays special attention to Head Start—a government-funded learning-readiness program for 4-year-olds, some of whom have handicaps, from low-income families. For the past four years, HP has provided funding to Marylhurst College in neighboring Portland, Oregon,

to train teachers still uncertified among those who run the 70 Head Start programs in local Clark County.

In 1996-97, the site is funding an innovative program proposed jointly by Portland's Metro Washington Park Zoo and the Clark County Head Start. All Head Start instructors will be trained in inquiry-based instruction. Then youngsters will be bused to the zoo for hands-on science. The windup will be a Head Start night for kids and their parents at the zoo.

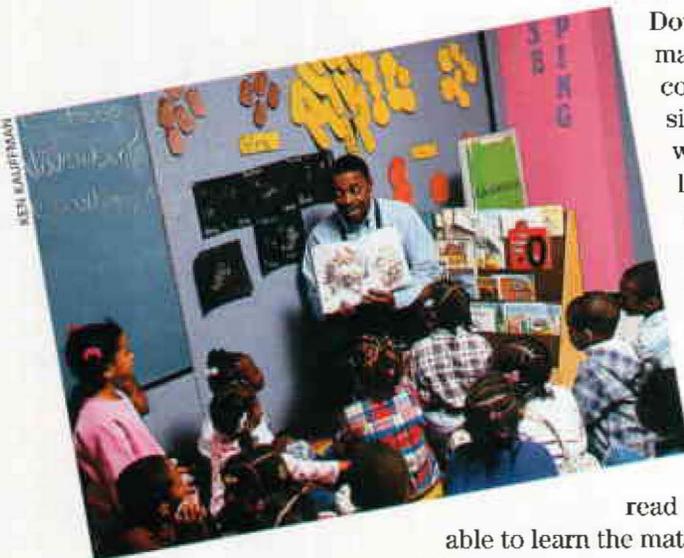
Since 1992, HP has made grants totaling \$46,500 to a series of innovative pre-primary programs in the Loveland, Colorado, area that were available to youngsters from a variety of family situations. PALS (Parents Alliance for Learning Success) Program Manager Annie Saul saw the need to give child-care providers and parents guidance in helping young children to learn. PALS eventually provided an enriched all-day kindergarten.

A math program, for instance, taught kindergarteners how to count money by earning pennies through classroom tasks. They could make purchases from a snack bar that included vegetables they grew themselves at school.

This year the program has been crowded out of public school space, and the emphasis is on evaluating how well PALS graduates now in 3rd grade were helped by the early enrichment.

Reading to children is a time-honored way to ready them to learn. At the Little Falls Analytical Division, employee volunteers spend an hour a week reading to children at a day-care center in nearby Wilmington, Delaware. Dana Pizzala, an admin assistant, coordinates HP's participation in Read Aloud, a statewide program that seeks to ensure that all preschool-aged children in the state are read to individually on a regular basis. One volunteer is Nancy Kerins, division general manager.

The Rockville, Maryland, sales office sponsors a literacy program for four



Brian Wideman is one of the volunteers from the Little Falls Analytical Division who read to youngsters each week as part of Delaware's Read Aloud program. He's surrounded here by some of his young friends at a day-care center in Wilmington.

schools—two elementary, a middle school and a high school—in nearby Gaithersburg. A math brunch is held for children in grades 2 and 3 who are having trouble learning math concepts because they don't speak English—more than 60 different languages are represented—and a reading program was added this year.

Nancy Iaconis, support agreement admin manager, chairs the steering committee for HP Rockville's various efforts, which are coordinated under the K-12 umbrella.

At Castro Elementary School in Mountain View, California, James Morales of the Professional Services Organization is a volunteer in a bilingual kindergarten: the "dual immersion" class taught by his wife, Iris. The 5-year-olds in the class come from both Spanish- and English-speaking families. They are being taught 90 percent of the time in Spanish, 10 percent in English—the balance will shift more to English as they move into the upper grades. By the end of the six-year program, all will speak and write both languages fluently.

The entire River Glen Elementary School in San Jose, California, has a K-6 language immersion program that has been the model for Castro. A number of HP employees from the Components Group's site serve as volunteers.

Four years ago, when the school had no sports program, HP people began coaching team sports, including basketball and volleyball, at noon once a week during the spring. As each student rotates through four sports, they learn teamwork and build the healthy bodies that are important for learning. "The volunteers get as much of a workout as the kids," laughs Denise McPhail of group procurement.

This year the initiative for the "ready-to-learn" goal will focus on early literacy in grades K through 6—a good beginning for all concerned. ■



DOUGLASE PECK

Helping find an answer

Over the years, HP has made a number of grants to worthy programs that seek to build a strong foundation for children to learn.

For instance, HP has made grants to the Children's Defense Fund, which seeks to make sure that every child in America—particularly the poor, minority and disabled—gets a healthy, safe and fair start in life. HP has provided computer equipment for the fund's use in research, programs, public education and community outreach.

Another recipient is Futures for Children, based in Albuquerque, New Mexico, which works with 24 Native American tribes in the United States in education-related projects. One of its tenets: "Education is not the only answer, but without education, there is no answer."

Five-year-olds are taught by Iris Flores Morales in both Spanish and English in the "dual immersion" kindergarten at Castro Elementary School, Mountain View, California. Her husband, James Morales, helps out one hour a week.

A good beginning

Making a difference around the world

By Jean Burke Hoppe

ALPHAVILLE, Brazil—Eighteen-year-old Maximilo Ribeiro crosses an invisible line every day as he travels from his home in Barueri to HP Brazil's office in Alphaville.

Poverty is evident throughout sprawling Barueri, where families struggle to live from day to day, some in houses that look as if a strong wind would blow them over. Only eight kilometers away, Alphaville is a nicely planned area of high fashion, pricey condos and international commerce.

Chances are excellent that Max, a third-year student at Instituto Tecnológico de Barueri (ITB), will make a good living in an

area like Alphaville when he graduates this year. He is one of 40 ITB SEED students at HP Brazil, where he's been enthusiastically learning his way around the UNIX system environment and data center operations. He devours manuals, whether in Portuguese

or English. He is frantically busy working at HP and studying hard at ITB, yet he finds time to help his mother and stepfather with his six siblings and advise younger friends on how to get a job with HP.

Max probably wouldn't have gotten to HP if not for ITB, a vocational high school in his neighborhood created by the Barueri Municipal Authority three years ago to pro-

vide opportunities for low-income students. The technical school has 4,000 students and offers courses in data processing, electronics, admin assistance and building construction.

HP Brazil has adopted ITB for a three-year period. It's a good example of how HP's traditional philanthropic focus on universities and colleges is starting to change. More and more, IIP entities around the world are helping younger students develop a love for math and science.

David Badur, HP Brazil I.T. manager, says, "We wanted to make a difference, a real difference, to a specific school—and not do just a little for several."

HP Brazil donated a data-processing lab equipped for 20 workstations, as well as equipment for the electronics lab, to ITB. HP mentors have trained the school administrators and teachers on everything from management skills to using basic PC tools and the Internet. Employee mentors have worked with teachers to develop the curriculum to suit job-market needs and establish student satisfaction surveys.

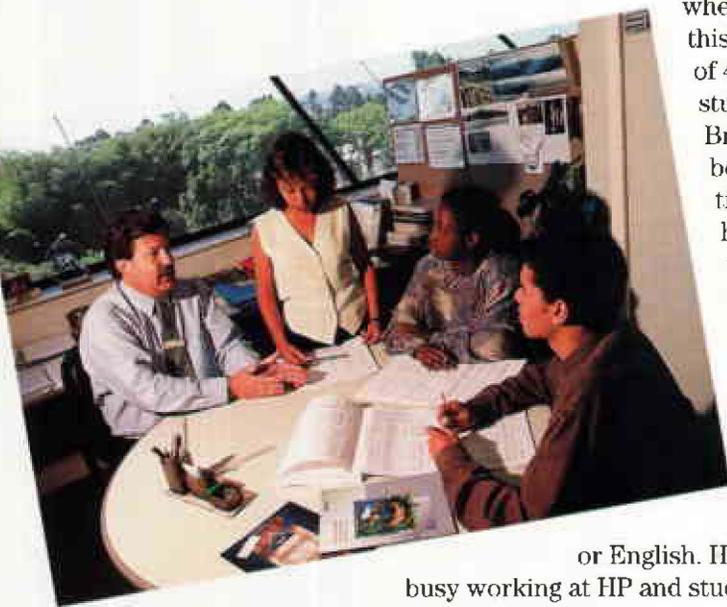
HP Brazil's 40 ITB students receive training designed for regular employees, learning UNIX, Windows and how to use the Internet. Many of them value the HP work environment so much they volunteer to work eight-hour days at HP Brazil during school vacations.

The ITB-HP relationship has been hugely successful, David says. More than 6,000 students recently applied for 250 vacancies at the school, indicating that students from outside Barueri are applying. Every graduate from the last class got a job.

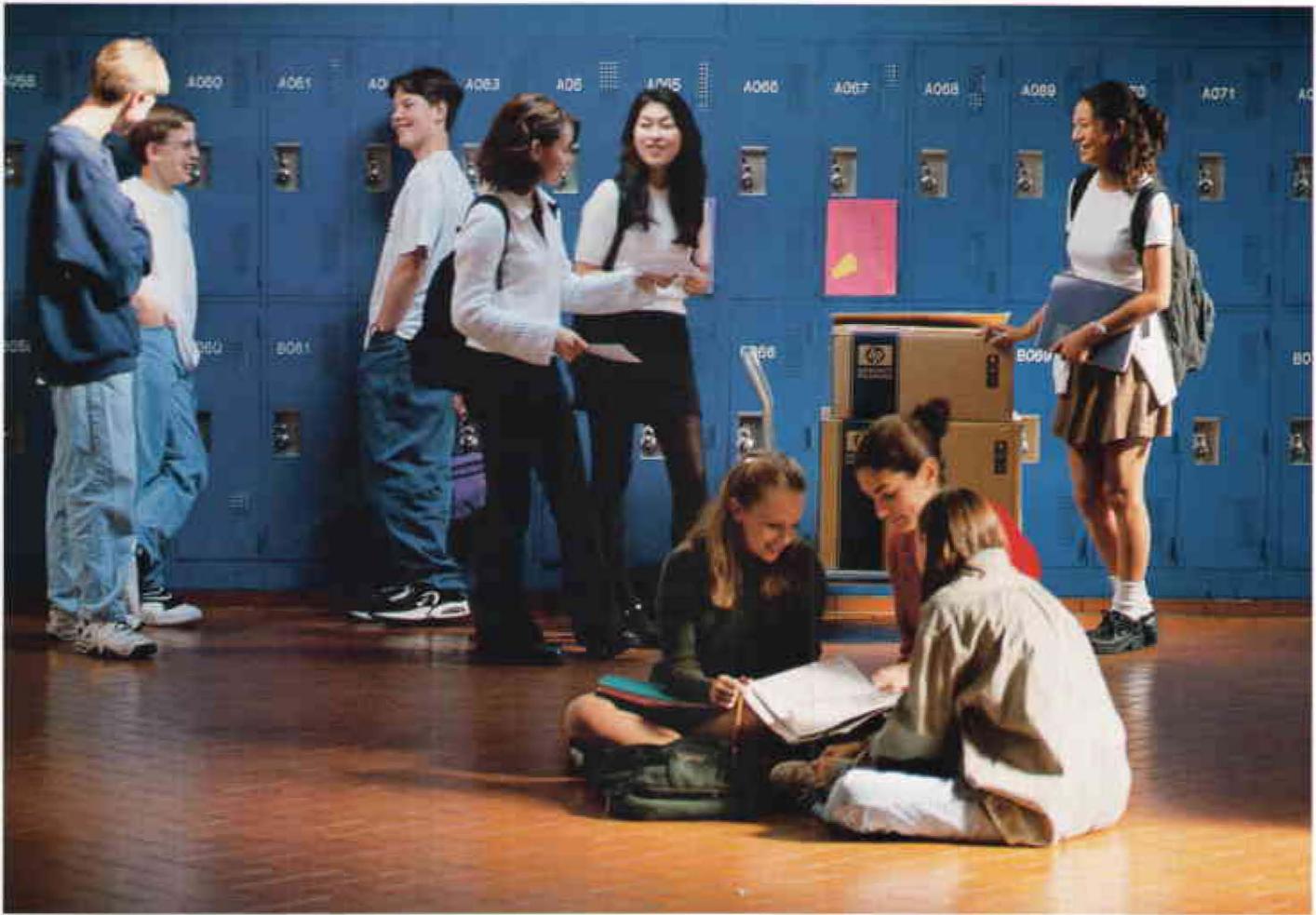
HP Canada also wants to make "a real difference," says Carrie Rand, citizenship program manager. A special focus of HP Canada's current efforts is keeping Canadian girls from kindergarten to grade 6 interested in math and science.

HP Canada launched "Calculator Connections," a technology-in-math teaching resource, in 35 schools across the country

PAULO FITZMAN



HP Brazil's David Badur (left) and Evanice Cazavia (standing) meet regularly with students from the Instituto Tecnológico de Barueri, a technical school that HP has adopted, to track student activities.



in September 1996. The curriculum examines the calculator, its history and proper uses. Students do hands-on group work to learn how math is used in different careers, including how it's been used by famous Canadian women. Teachers receive six calculators, training and comprehensive class materials.

HP also has been part of the Learning Partnership of Toronto's "Hands On IT" project, donating \$200,000 worth of printers and HP Vectra PCs to 16 schools in the greater Toronto area to help integrate information technology into elementary school classrooms.

And 84 young girls, ages 9 to 13, from low-income families received scholarships last summer from HP to attend YES (Youth Engineering and Science) Camps at colleges and universities in each province. The girls worked on projects such as trying to track down a spy using DNA testing, says Carrie. "They're having so much fun, they don't even know they're learning."

HP Italy provides a good example of K-12 involvement in Europe. In Bergamo,

HP sponsored a contest for the 60 province high schools to encourage youngsters to work on the Internet and discover its enormous potential. Students submitted proposals and executed on-line projects. The results can be found at <http://www.spm.it/bergamo>, including:

- classical music on-line from the High School of Music (Conservatorio Donizetti);
- an information mall to help you organize and plot an optimal walk in the mountains around Bergamo;
- Arts on the Web from the Art High School (Accademia di Bergamo).

These are but a few examples of how HP entities are providing thoughtful technical and human resources that are helping students and teachers around the world.

You know that something's going very right when you hear Barueri's Max Ribeiro say, "For me, HP represented a light in the darkness." **M**

(Jean Burke Hoppe is a Lincoln, Nebraska-based free-lance writer.—Editor)

K-12 activity for HP Japan primarily takes the form of equipment donations to the American School in Japan, an international school to which HPJ has given HP printers, PCs and servers.

Looking for the next Lew

When HP recruiters go prospecting for student "gold" in chilly upstate New York, they find a wealth of talent—and maybe even a CEO.

By Jay Coleman

ITHACA, New York—A bone-chilling November wind whips across Cayuga Lake and through the campus of Cornell University as students scurry to their next class.

Go to Harvard and you've got Boston right across the Charles River for entertainment. Go to Stanford and there's San Francisco just up the road. Go to Cornell and there's... well, there's Ithaca, nestled in the Finger Lakes of upstate New York.

Cornell is a serious school with serious students. And an army of two dozen HP recruiters is here to see that HP lands its share of the best.

For the next four days, HP employees—*real* employees, not professional recruiters—will spend 16-hour days like contemporary prospectors panning for student gold.

"This is selling—both ways," says Jim Cooper, HP Global Account manager from Richardson, Texas, who heads HP's recruiting team for Cornell's Johnson Graduate School of Management (JGSM), and who is a Cornell graduate.

"The students are trying to sell us on their abilities, and we're trying to sell HP as the best place to work," Jim says. "And like any important sale, it often comes down to the relationship you've established."

That relationship goes well beyond conducting standard on-campus interviews. In their twice-yearly trips to Cornell's business, engineering and industrial and labor relations schools, HP recruiters hold information meetings about HP, host breakfasts and dinners with several student groups, lecture in a handful of classes, consult with faculty members and hobnob with Cornell officials.

"Some 140 companies come here to recruit, and HP clearly is among the best," says Stephen Johansson, JGSM

director of career services. "HP has been a dear friend for a long time because they've developed a relationship with us that goes well beyond recruiting."

Cornell, of course, is only one of many prestigious schools at which HP recruits, but Cornell grads seem to do well in the HP environment. Consider a short list of Cornell alums: Lew Platt, chairman, president and CEO; Joel Birnbaum, HP senior vice president for R&D and director of HP Labs; and Bob Walker, V.P. and Chief Information Officer.

1996 was a banner year for Cornell recruiting. HP landed 28 graduates and 24 summer SEED students. In the next five years, HP hopes to double those figures.

"The Cornell team is one of the top five teams in HP," says Jim Shunk, who's in charge of HP's college-recruiting program. "They've done a wonderful job of expanding our relationship with Cornell over the last several years."

Suzie Wong, a JGSM alum, epitomizes the high-energy Cornell recruiting team. Like all team members, Suzie, a channel program manager for HP OpenView at the Personal Information Products Group marketing center in Cupertino, California, spends countless hours each year—outside of her HP job—interviewing, counseling and mentoring JGSM students. In 1996, JGSM named her one of the top four "volunteers of the

right

With the university's landmark clock tower in the background, HP's Suzie Wong (left) and Jim Cooper walk across the Cornell campus with Angela Cheung, an MBA student who worked as an HP summer intern in 1996.



The next Lew

hour" among all the companies who recruit at the school.

Positioning HP as the best-in-class employer for newly minted MBAs is a natural draw, Suzie says.

"We have a great recruiting message that almost seems to present itself because it includes our HP Way culture and the ability to move to different jobs and advance your career within HP. Those factors mean a lot to today's students."

Peggy Robbins is one of those typical students. She has a bachelor's degree in world history from Old Dominion University, worked in the United States for the Export-Import Bank of Japan, and lived and worked in Japan for two years prior to enrolling at Cornell.

Last summer, Peggy was a SEED student in the Computer Systems Organization's planning and reporting department in Cupertino. She came to HP to see if corporate finance in a high-tech company is right for her.

"HP was frightening at first," she says. "It felt like I was on an aircraft carrier and there was no captain. Then I realized that there's a lot more flexibility in a company like HP. You're given a lot of freedom to prove yourself and excel as fast as your abilities will carry you."

In February, the HP team will be back on campus to continue recruiting students for full-time and SEED openings.

"I've been doing this for 16 years, and it's always an exhausting and simultaneously exhilarating week," says Kevin Weitsman, quality manager for HP's Components Group in San Jose, California, and the overall HP campus manager for Cornell.

"Our team members put in an incredibly long week, then go back to their HP jobs to dozens of voice-mail

below

A few of the members of HP's engineering recruiting team pore over student resumes while preparing for the next day's interviews.

right

Kevin Weitsman, HP's campus manager for Cornell, leads a team meeting in the AD White House, the historic home of Cornell's first president, Andrew Dickson White.



and hundreds of e-mail messages, and a mountain of work. And all of this as volunteers.

"However, there's a good feeling of giving something back to the university and helping find the best and the brightest people for Hewlett-Packard. As a team member, it's nice to be able to say 'I made a difference to that student and to HP.'" **M**

above left

Toni Doolen, engineering manager from HP's InkJet Supplies Business Unit, lectures on thermal inkjet technology at a Cornell material science class.

above right

A Cornell student enjoys a light-hearted HP information session in November. Students prefer hearing directly from HP managers, rather than professional recruiters.



above
Craig Vent, controller for HP's Technical Computing Business Unit and a Cornell graduate, interviews a potential HP employee.



above
Sandrine Chaumette, business-development manager for HP OpenView for Windows, discusses career opportunities within HP during a breakfast meeting with students from the Minority Graduate Business Association.



above
Maintaining relationships with top Cornell officials is key, says HP's Kevin Weitsman (center), who talks with Paul Brenner (left) and Gene Ziegler from the Johnson Graduate School of Management.

Slamming Spam

Whoa! Slamming Spam in the Ask Dr. Cyberspace article in the November-December 1996 *MEASURE* seems like a cheap shot for an HP publication.

I'm sure our HP customers at Hormel would not appreciate comments like "of uncertain origin and questionable quality." Neither might their lawyers.

Besides, you wouldn't want to make my mother feel bad about feeding Spam to me as a child.

HUGH AMICK
Singapore

An icon for the HP Way

Thanks for the timely article on Lee Ting. I've worked with him on a few occasions, and he has impressed me tremendously with his leadership and humility.

Lee has consistently made great personal efforts to help us call on key decision-makers in Singapore. His leadership has been instrumental in helping my team clinch the biggest workstation deal in Asia Pacific in 1996—500 units of HP 9000 computers from the Stock Exchange of Singapore.

If there is an icon for the HP Way, Lee Ting may well be it. His classic affability and integrity have inspired me and my people tremendously.

EDDIE CHEONG
Singapore



Half Dome—the correct way.

Home of the whoppers

I hate to pick nits, but the November-December *MEASURE* contains a couple of whoppers.

First, the photograph on the back cover certainly is unique, but mostly because the negative was reversed. Half Dome should be on the right in this view.

Second, in the shaded box on page 12, the copy states, "Ushuaia, capital of Tierra del Fuego province, is the farthest point south in the world." Strangely, my globe has an entire continent, Antarctica, well south of Ushuaia. Ushuaia isn't even the southernmost habitation in the world; there are several permanent scientific bases in Antarctica, including one at the South Pole itself.

DAVID FISHER
Palo Alto, California

It's obvious you didn't know, David, that, in addition to mountains, MEASURE can move entire continents! Actually, you're right on both nits: the photo accidentally was flopped, and Ushuaia is the southernmost city in the world.—Editor

Recreation revisited

I recently found a copy of the December 1977 issue of *MEASURE* that had a six-page layout of the HP recreation areas (all photos black and white, of course).

Perhaps a revisit to these sites and ones that were born since then would be appropriate in 1997—20 years later.

BOB MAYER
Ottawa, Ontario
Canada

Thanks for the story idea, Bob. We may be able to include that in 1997.

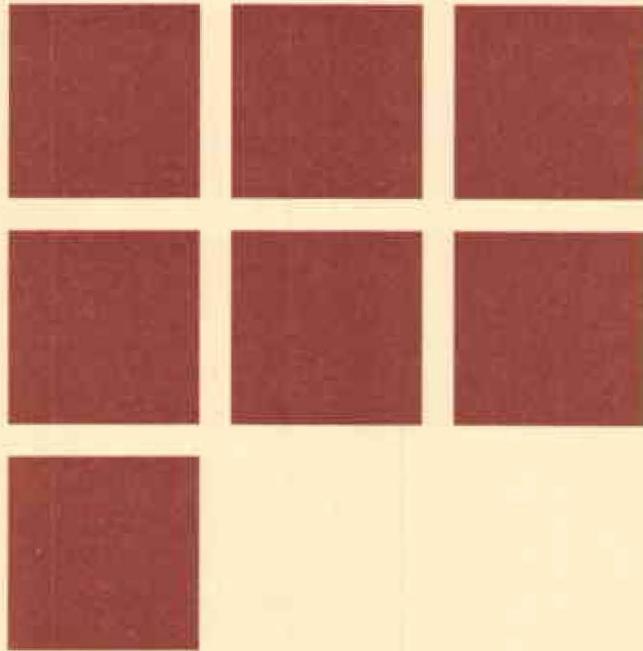
In the meantime, you can check out the HP Employee and Community Programs home page at <http://hpweb.corp.hp.com/publish/ecp/#rec>.—Editor

Please send mail

Do you have comments about something in *MEASURE*? Send us your thoughts. If we publish your letter, you'll receive a *MEASURE* T-shirt (one size fits most).

Send your comments to Editor Jay Coleman. The fax number and address are on page 3. Please limit your letter to about 150 words, sign your name and give your location. We reserve the right to edit letters.

Hewlett-Packard's Corporate Objectives



Still fit at 40

Elegantly simple, HP's Corporate Objectives undergo a periodic adjustment to stay current.

By Roy Verley

The HP Corporate Objectives have guided the company in the conduct of its business since 1957, when first written by co-founders Bill Hewlett and Dave Packard. Remarkably, the objectives have changed very little over the last 40 years. They've weathered dramatic growth and extraordinary change in the world's most dynamic industry, with only modest updating every five to 10 years. Elegant in their simplicity, they've served both as a unifying force and as a compass that has helped guide HP to prominence as one of the most admired and successful corporations in the world.

In 1996, the HP Management Staff initiated a fresh review of the objectives, the first since 1989. What follows on the next six pages is the newest edition, with additions highlighted in color for easy reference. While the language of the objectives themselves and the organizational framework on which they're built is largely unchanged, the supporting language has been strengthened in several important areas. Specifically, there's:

- more emphasis on creating an inclusive work environment that values and benefits from diversity at all levels;
- more emphasis on injury prevention, product safety, product stewardship and environmental protection;
- more references to suppliers, channel partners and other business associates, who are a vital part of the HP value chain;
- updated references to our growing breadth of product and service offerings, business interests, customer sets and MC² capabilities;

- updated language on employee development, work/life challenges, continuous learning and career self-reliance;

- stronger language on managers' leadership responsibilities;

- a direct reference to return on assets as a key measure of HP's financial success;

- a new paragraph on global presence and competition;

- new language on balancing the needs of our individual businesses with the interests of HP as a whole; and

- stronger language on our citizenship contributions.

"If our 'Best Place to Work' objective is to have real meaning, it's essential that we capture our intentions in the one document all managers and employees look to for guidance," says Lew Platt, HP chairman, president and chief executive officer. "We want everyone to understand the importance we place on inclusiveness, safety, leadership and employee development. We also want everyone to recognize that our changing business model requires greater flexibility and creativity in the way we manage and measure our business performance. These aren't new ideas, but they needed to be articulated more clearly and directly. I think this latest revision of the objectives does that."

(Roy Verley is HP's director of Corporate Communications and Corporate Philanthropy.—Editor)

The organizational framework for our objectives

The achievements of an organization are the result of the combined efforts of each individual in the organization working toward common objectives. These objectives should be realistic, should be clearly understood by everyone in the organization and should reflect the organization's basic character and personality.

At Hewlett-Packard, we have five underlying organizational values that guide us as we work toward our common objectives.

- **We have trust and respect for individuals.** We approach each situation with the understanding that people want to do a good job and will do so, given the proper tools and support. We attract a diverse group of highly capable, innovative people and recognize their efforts and contributions to the company. We work with our people to create a safe, pleasant and stimulating environment in which they can thrive. HP people contribute enthusiastically and share in the success that they make possible.

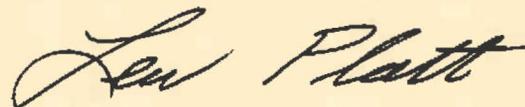
- **We focus on a high level of achievement and contribution.** Our customers expect HP products and services to be of the highest quality and to provide lasting value. To achieve this, all HP people, but especially managers, must be leaders who generate enthusiasm and commitment to meet or exceed customer expectations. Techniques and management practices which are effective today may be outdated in the future. For us to remain at the forefront in all our activities, people should always be looking for new and better ways to do their work.

- **We conduct our business with uncompromising integrity.** We expect HP people to be open and honest in their dealings to earn the trust and loyalty of others. People at every level are expected to adhere to the highest standards of business ethics and must understand that anything less is totally unacceptable. As a practical matter, ethical conduct cannot be assured by written HP policies and codes; it must be an integral part of the organization, a deeply ingrained tradition that is passed from one generation of employees to another.

- **We achieve our common objectives through teamwork.** We recognize that it is only through effective cooperation within and among organizations that we can achieve our goals. Our commitment is to work as a worldwide team to fulfill the expectations of our customers, shareholders and others who depend upon us. This team must include the many suppliers, distributors, channel partners and others whose contributions also are essential to our success. The benefits and obligations of doing business are shared among all HP people.

- **We encourage flexibility and innovation.** We create an inclusive work environment that supports the diversity of our people and stimulates their creativity. We strive for overall objectives that are clearly stated and agreed upon, and that allow people flexibility in working toward goals in ways they help determine are best for the organization. HP people should personally accept responsibility for their growth and be encouraged to upgrade their skills and capabilities through continuous learning and development. This is especially important in a technical business where the rate of progress is rapid and where people are expected not only to adapt to change, but to help create it.

The Hewlett-Packard objectives that follow were initially published in 1957. Since then they have been modified from time to time, reflecting the changing nature of our business and social environment. This version represents the latest updating of our organizational framework and objectives. I hope you will find this informative and will look to these objectives and underlying values to guide your activities as part of the HP team.



Lew Platt
Chairman, President and Chief Executive Officer
November 1996

1 Profit

To achieve sufficient profit to finance our company growth and to provide the resources we need to achieve our other corporate objectives.

The profit we generate from our operations is the ultimate source of the funds we need to prosper and grow. We measure our profitability not just as a return on sales but, increasingly important, as a return on the value of assets needed to produce our profits. These profitability measures, which will vary among our individual businesses, are absolutely essential indicators of our corporate performance over the long term. Only if we continue to meet our profit objectives can we achieve our other corporate objectives.

Our long-standing policy has been to reinvest most of our profits and to depend on this reinvestment, plus funds from employee stock purchases and other cash-flow items, to finance our growth. Effective asset management is essential to our ability to self-fund our growth. We will use debt from time to time as part of a prudent currency and tax-management program or to provide a source of financing for customers who prefer to lease (rather than buy) our products, but not as a basic instrument for financing growth.

Our rate of growth varies from year to year, reflecting changing economic conditions and varying demand for our products. To deal with these fluctuations, it is important we be consistently profitable. When our business grows slowly, our profits allow us to accumulate cash reserves for future investment. Conversely, during periods of rapid growth, we tend to draw down these reserves to supplement profit reinvestment.

Meeting our profit objective requires that each and every HP product and service is considered a good value by our customers, yet is priced to include an adequate profit. Maintaining this competitiveness in the marketplace also requires that we focus on businesses where we can make a contribution and that we perform our research and development, manufacturing, marketing, support and administrative functions as economically as possible.

Profit is not something that can be put off until tomorrow; it must be achieved today. It means that myriad jobs be done correctly and efficiently. The day-to-day performance of each individual adds to—or subtracts from—our profit. Profit is the responsibility of all.

2 Customers

To provide products and services of the highest quality and the greatest possible value to our customers, thereby gaining and holding their respect and loyalty.

HP's view of its relationships with customers has been shaped by two basic beliefs. First, we believe the reason HP exists is to satisfy real customer needs. Second, we believe those needs can be fully satisfied only with the active participation and dedication of everyone in the company. We must listen attentively to our customers to understand and respond to their current needs and to anticipate their future needs.

The essence of customer satisfaction is a commitment to quality, a commitment that extends into every phase of our operations. Products must be designed to provide superior performance and long, safe, trouble-free service. We must work closely with suppliers to ensure that we receive high-quality materials, components and sub-assemblies at reasonable prices and with assurance of supply. Once in production, our products must be manufactured at a competitive cost and with superior workmanship. It's important that we choose our suppliers and production partners carefully to ensure they share our commitment to quality, safety and environmental protection.

Careful attention to quality not only enables us to meet or exceed customer expectations, but it also has a direct and substantial effect on our operating costs and profitability. Doing a job properly the first time, and doing it consistently, allows us to employ fewer assets, reduces our costs, and contributes significantly to higher productivity and profits. This applies to every aspect of our business, from research and development to order fulfillment and support. Each of us must strive for quality and efficiency in everything we do.

Providing innovative, reliable products and services is a key element in satisfying customer needs, but there are other important elements as well. HP offers many different products and services to a broad set of customers. It is imperative that the products and services recommended to a specific customer are those that will best fulfill the customer's overall, long-term needs. This requires that our field-sales and support people and our extensive network of dealers, resellers and other channel partners work closely with customers to determine the most appropriate, effective solutions to their needs. It requires, as well, that our products be readily available through our customers' preferred source, be easy to order and configure, and be supported with prompt, efficient services that will optimize their usefulness. When problems arise, we must respond in a way that demonstrates ownership and a desire to resolve matters quickly and effectively, thereby enhancing customer loyalty and trust.

Our fundamental goal is to build positive, long-term relationships with our customers, relationships characterized by mutual respect, by courtesy and integrity, by a helpful, effective response to customer needs and concerns, and by a strong commitment to providing products and services of the highest quality, value and usefulness.

3 Fields of interest

To participate in those fields of interest that build upon our technologies, competencies and customer interests, that offer opportunities for continuing growth, and that enable us to make a needed and profitable contribution.

Our company's growth has been generated by a strong commitment to research and development in electronics and computer technology. That growth has been accomplished by providing a rapid flow of new products and services to markets we already serve, and by expanding into new areas that build upon our existing technologies, competencies and customer interests. In addition, we've actively pursued emerging opportunities in related fields that our company is well-positioned to serve.

Our first products were electronic measuring instruments used primarily by engineers and scientists. In time, we extended our range of measurement expertise to serve the areas of medicine and chemical analysis. Recognizing our customers' needs to gather and use large quantities of measurement data, we developed a small family of computers which later evolved into a broad line of computer and computer-based products, including associated software, peripherals, support and services.

Today, HP is one of the world's foremost suppliers of measurement, computation and communication products and services. Our product offerings range from consumer products for home offices, small businesses and on-the-go professionals to precision instruments and extremely powerful computer systems for the most advanced applications. Service and support offerings also cover a broad spectrum, from world-class hardware maintenance and support to professional services, such as consulting and outsourcing.

We continue to invest heavily in research and development to strengthen our capabilities in measurement, computation and communication. Further, we've learned that combining and effectively applying our expertise in these three areas creates major new opportunities, both in our traditional markets as well as in important new fields, such as electronic commerce.

HP's basic purpose is to accelerate the advancement of knowledge and fundamentally improve the effectiveness of individuals and organizations. We provide products and services that help customers acquire, display, analyze, communicate, store and manage information. Customers' information needs may require a solution where HP must work in partnership with other companies to meet those needs. For that reason, our design goal is to provide highly functional, interactive hardware and software that can be integrated easily by HP, customers and other organizations.

Within its broad fields of interest, HP has ample opportunities to pursue a variety of businesses. In evaluating those opportunities, we favor those that link to or complement our existing technology and customer base or that build on an established competency (such as a strong presence in a key distribution channel). In addition, we evaluate those businesses on the basis of their profit potential, long-term stability, our ability to make a distinguishing contribution and achieve market leadership, and their likelihood of generating the cash flow needed to continue HP's tradition of self-financing.

4 Growth

To let our growth be limited only by our profits and our ability to develop and produce innovative products that satisfy real customer needs.

HP does not believe that large size is important for its own sake; however, for at least two basic reasons, continuous growth in sales and profits is essential for us to create shareholder value and achieve our other objectives.

We serve a dynamic and rapidly growing segment of our technological society. To remain static would be to lose ground. We cannot maintain a position of strength and leadership in our fields without sustained and profitable growth.

Growth is also important in order to attract and retain high-caliber people. These individuals will align their future only with a company that offers them considerable opportunity for personal progress. Opportunities are greater and more challenging in a growing company.

Increasing global competition and worldwide demand for technology products require that we establish ourselves successfully in every corner of the world. To compete effectively we must be close to our customers. We must also capitalize on our size and global presence to realize important economies of scale and to make best use of the broad array of skills and resources available to us.

5 Our people

To help HP people share in the company's success which they make possible; to provide them employment security based on performance; to create with them an injury-free, pleasant and inclusive work environment that values their diversity and recognizes individual contributions; and to help them gain a sense of satisfaction and accomplishment from their work.

We are proud of the people we have in our organization, their performance, and their attitude toward one another, their jobs and the company. The company has been built around the individual, the personal dignity of each and the recognition of personal contributions.

Relationships within the company depend upon a spirit of cooperation among individuals and groups, a commitment to teamwork, and an attitude of trust and understanding on the part of managers toward their people. These relationships will be good only if employees have faith in the motives and integrity of their peers, managers and the company itself.

On occasion, situations will arise where people have personal problems which temporarily affect their performance, and it is important that people in such circumstances be treated with understanding while the problems are being resolved.

HP selects and manages its businesses with a goal of providing long-term employment for its people and opportunities for personal growth and development. In return, HP people are expected to meet certain standards of performance on the job, to adjust to changes in assignments, schedules and the work environment when necessary, and to be willing to learn new skills and to apply them where most critically needed. This flexibility is particularly important in our industry where rapid technological change and intensifying worldwide competition compel us all to continually seek better ways to do our jobs.

Another objective of HP's personnel policies is to enable HP people to share in the company's success. This is reflected in a **total compensation package, including pay and benefits**, that places us among the leaders in our industry.

HP also places a high value on **creating an inclusive environment that benefits from diversity at all levels, values individual differences and enables all HP people to develop and contribute to their full potential. HP actively supports or creates outreach programs that enrich the pool of diverse candidates available for hiring and promotion.** By tapping the talents and ideas in such a diverse work force, the company can expand its base of knowledge, skills and understanding, become more responsive to customers' needs **and strengthen our global competitiveness.**

Advancement from within is based solely upon individual initiative, ability and demonstrated accomplishment. Since we promote from within whenever possible, managers at all levels must concern themselves with the proper development of their people. **HP managers should anticipate customer and business trends, consider the impact on knowledge and skills needed in the future, and communicate these requirements to their employees in a timely way.** They also should give them ample opportunity—through **challenging work assignments and continuing programs of training and education**—to broaden their capabilities and prepare themselves for more responsible jobs.

The physical well-being of our people has been another important concern of HP's since the company's founding. **We believe all occupational injuries and illnesses are preventable and our ultimate goal is to eliminate them.**

We want people to enjoy their work at HP and to be proud of their accomplishments. This means we must make sure that each person receives the recognition he or she needs and deserves. **In the final analysis, people at all levels determine the character and strength of our company.**

6 Management

To foster initiative and creativity by allowing the individual great freedom of action in attaining well-defined objectives.

In discussing HP operating policies, we often refer to the concept of "management by objective." By this we mean that, insofar as possible, each individual at each level in the organization should make his or her own plans to achieve company objectives and goals. After receiving managerial approval, each individual should be given a wide degree of freedom to work within the limitations imposed by these plans, and by our general corporate policies. Finally, each person's performance should be judged on the basis of how well these individually established goals have been achieved.

The successful practice of "management by objective" is a two-way street. Management must be sure that each individual understands the immediate objectives, as well as corporate goals and policies, **and has the necessary training and tools to be successful.** Thus a primary HP management responsibility is communication, **coaching, constructive feedback** and mutual understanding.

For their part, employees must take sufficient interest in their work to want to plan it, to propose new solutions to old problems, to take reasonable risks and exercise sound judgment in the performance of their jobs. "Management by objective," as opposed to management by directive, offers opportunity for individual freedom and contribution; it also imposes an obligation for everyone to exercise initiative and enthusiasm.

In this atmosphere it is important to recognize that cooperation between individuals and coordinated efforts among operating units **often** are essential to our growth

and success. Individual businesses must continuously seek the appropriate balance between focusing on their own needs and objectives and contributing to or drawing from the strength, size and reputation of the company as a whole. Our businesses are independent in many respects, but they're also part of a *single* company whose strength is derived from mutually helpful relationships among units that are closely linked through common technologies, customers, values, goals and objectives.

The dynamic nature of our business places an important responsibility on managers to create an environment that embraces change and helps employees manage the increasing demands of work with their other life activities. This requires a high degree of flexibility and a willingness to consider nontraditional approaches to getting the job done. At the same time, it is important for everyone to recognize there are some policies which must be established and maintained on a companywide basis. We welcome recommendations on these companywide policies from all levels, but we expect adherence to them at all times.

Citizenship

To honor our obligations to society by being an economic, intellectual and social asset to each nation and each community in which we operate.

All of us should strive to improve the world in which we live. As a corporation operating in many different communities throughout the world, we must make sure that each of these communities is better for our presence. This means identifying our interests with those of the community; it means applying the highest standards of honesty

and integrity to all our relationships with individuals and groups; it means creating desirable jobs and generating exports and tax revenues; it means building attractive plants and offices of which the community can be proud; it means designing and providing products and services that are safe to use and can be manufactured, operated and disposed of in an environmentally responsible manner; it means contributing talent, time and financial support to worthwhile community projects.

Each community has its particular set of social problems. As citizens of the community, HP people can and should do whatever they reasonably can to improve it—either working as individuals or through such groups as charitable, educational, civic or religious institutions. In a broader sense, HP's "community" also includes a number of business and professional organizations whose interests are closely identified with those of the company and its individual employees. These, too, are deserving of our support and participation. In all cases, managers should encourage HP people to fulfill their personal goals and aspirations in the community as well as attain their individual objectives within HP.

At a national and international level, it is essential that the company be a good corporate citizen of each country in which it operates. This means looking for creative ways to apply technology to societal problems and contributing HP products and support to philanthropic programs that address immediate or long-term societal needs. Moreover, our employees, as individuals, should be encouraged to help find solutions to national or international problems by contributing their knowledge and talents. The betterment of our society is not a job to be left to a few; it is a responsibility to be shared by all.



HP's Corporate Objectives booklet is available free in packages of 25 from the Literature Distribution Center, part number 5965-6814E.



Red Le Master, a high school basketball teammate of the late HP co-founder Dave Packard, fondly remembers the "gangly 6-foot-5 kid" and the heartbreaking championship game.

MEASURE visits the hard-scrabble Colorado city that produced the late HP co-founder Dave Packard.

A look back at Dave's town

By Gregg Piburn

PUEBLO, Colorado—The pep rally bonfire on "Big Hill" died, and a string of Pueblo Centennial High School students began the traditional snake dance.

The year was 1929, the beginning of America's Great Depression.

Ruggedly handsome David Packard towered above the others as he joined the chain of jubilant teens. They wove their way downtown, each holding onto the shoulders of the person in front. The dance wound through the aisles of four movie theaters and ended at the last theater with everyone taking a free seat, to the chagrin of management.

The times were simpler and the laughing came easy in this hard-scrabble town dubbed the Pittsburgh of the West because of its steel mills.

Dave was born on September 7, 1912, in Pueblo, which sits on the prairie like a pancake on a griddle. Ten minutes to the west loom the Rocky Mountains. Pueblo served as Dave's home until he left for Stanford University in 1930.

"We had every ethnic group in the world living in Pueblo," recalls Bob Collyer, a local historian who wrote a book in 1973 about the history of Pueblo Centennial High School (PCHS).

You had to be tough in those days. "I fought every night for two weeks when I was a new student in elementary school. I had to establish my territory. After that, nobody worried about it."

Different ethnic groups maintained traditions in their neighborhoods. But the groups mixed well in schools, factories and churches. Pueblo practiced diversity long before it became a Hoshin item.

The times, like steel workers, were tough. Neta Sackman (PCHS class of 1933) says: "We had a bad flood in 1921, and the winters were horrible. Fellas wouldn't ask us out because they didn't have any money. But people worked together."

Even though Dave (PCHS, 1930) lived in a big house at 2909 High

Dave's town

Street, he did not have money to spare. His father was an attorney, and his mother was a high school teacher. Neta says, "Dave worked in the summertime, selling ice at the ice plant to fund his college education."

The steel mills provided most of the city's employment, but its hard-working and creative citizens found other ways to earn income.

Goat Hill stands between First and Fourth streets. The homes back then were tidy, and cattle grazed nearby. The Mafia roamed the neighborhood as well. Bootlegging (selling homemade alcohol illegally) provided income for some Goat Hill residents. "One of our insurance customers had a leg shot off during the bootlegger era," Neta says.

Bootlegging played a role in Pueblo's early days. The steel mills provided sustenance. And sports provided heart and soul for athletes and citizens.

"When I first met Dave, he was on the scrub (second) basketball team at the Methodist church gym," says Dave's longtime buddy Red Le Master (PCHS, 1931). "Our coach saw this gangly 6-foot-5 kid and brought him to the first team. He became a good player with lots of desire."

Red, a hustling basketball guard who later became an All-American wide receiver on the Colorado College football team, recalls the state basketball championship game of 1930. PCHS was the tallest team ever to play in the state title game up to that point. But a scrappy team from the tiny town of Joes, Colorado, beat the Bulldogs 32 to 27.

"Joes had a center named Hall who was as big as Dave," Red says. "Late in the game, Packard made about five drives to the basket, and Hall jumped



REG FRANKLYN

Pueblo, Colorado, the Pittsburgh of the West because of its steel mills, served as Dave's home until he left for Stanford University in 1930.

Remembering his roots

Chris Vigil's grandmother is right. Dave Packard never forgot where he came from. The Pueblo that helped shape him has been shaped in turn by the HP founder's philanthropy.

The Pueblo Advisory Board for the David and Lucile Packard Foundation was formed in 1984. The board's annual budget has risen to \$250,000.

"The majority of our gifts go to child-related organizations such as schools," says the Pueblo board's lone paid staff member, Pam King. "The board also has a philosophy

of giving seed money to help groups get started."

Dave Packard had a low-key PR approach to his giving. Likewise, the board of seven Pueblo citizens does not strive for publicity.

But the community is grateful for the many donations. Pueblo Centennial High School Principal Frank Latino, a Goat Hill native, says: "Mr. Packard never forgot his hometown. He'll always be No. 1."

—Gregg Piburn

him every time. The refs never called a foul." That loss to Joes 66 years ago still hurts.

Maggie Cash (PCHS, 1932) was a close friend of Dave's sister, Ann, and lived a block from the Packards. "Dave's dad made him practice football on their big lawn. Dave was a gentle giant who wouldn't hurt a flea. 'You gotta hit them hard,' Dave's dad would say. Dave would say, 'But I don't want to hurt them.'"

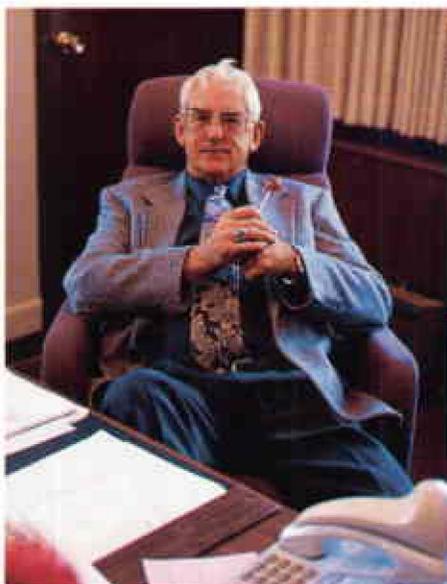
Pesky competitors could rile the Gentle Giant, however. "Colorado Springs had these two basketball players guarding Dave all night," says Red. "Dave finally got so mad he picked one of them up and threw him in the stands."

After basketball practice, Red would hop into Dave's car—a Hupmobile—and they would grab an ice cream. "Dave did well with the girls in high school, but I didn't," Red recalls. "I was bashful and, what the hell, I had no money."

Most Pueblans back then shared Red's money problems. On the day of Dave's birth, the *Pueblo Chieftain* published a business notice that read: "New invention, has been invented and tried, works successfully. Inventor wants man with money to join him. Fortune in it."

Who knows if the inventor found his pot of gold? But a baby boy born that day relied on the people and lessons of Pueblo as a springboard to his own fortune. **M**

(Gregg Piburn, former HP communications manager at HP's Loveland, Colorado, site, is a free-lance writer and president of Leader's Edge Consulting, Inc.—Editor)



Pueblo is the smallest 120,000-population city you'll ever live in, says City Manager Lewis Quigley.

Pueblo stays true to itself

Step through the doorway of La Troneka's Restaurant and a visitor enters what looks like the 1950s.

Like a long strand of the restaurant's spaghetti, the attributes of this small city stretch from one decade to the next. La Troneka's symbolizes the past that continues to live on in Pueblo's present.

The sign behind the bar reads, "Gino's Bar." "You must be Gino," a visitor says to the 40-something bartender. He replies: "No, Gino was my dad. He died a few weeks ago, so I moved back from Los Angeles to help the family."

Eleanor, a 70-something waitress, recommends the mostaccioli with meatballs. "My mother married one of the Troneka brothers," she says. "I've worked here 26 years, but I left for a while." Some of the restaurant cooks have worked here 40 years.

Bartender Mark Mattarocci is one of many Pueblo adults who stay in the city or heed its call to return.

At City Hall, white-haired City Manager Lewis Quigley sucks on a Tootsie Roll Pop and props his feet on a nearby chair. "This is the smallest 120,000-population city you'll ever live in," he says. "Everybody knows everybody. It is a fiercely independent town that maintains its customs." Lewis has worked in Pueblo city government 21 years. "I'm still an outsider," he says, only half-jokingly.

Five students at Pueblo Centennial High School representing many nationalities sit with a visitor at a cafeteria table.

"Have any of you heard of Dave Packard?" the visitor asks.

Four shake their heads no. Freshman Chris Vigil, a handsome Hispanic boy, says: "Mr. Packard became very successful and never forgot where he came from. My grandmother and Uncle Raymond told me about him."

"How well do the nationalities mix at this school?"

"Most of us grew up together and learned how to get along well," Chris says.

What makes Pueblo tick? PCHS Assistant Principal Pete Falletta, a Pueblo native, says, "Close-knit family ties and traditions and diverse groups of people meshing together."

Hum, that sounds like the Pueblo of Dave Packard's childhood.

—Gregg Piburn



JOSEPH BRIGNOLO

"If you are black in South Africa and you want to be successful...you almost have to become a white-black man," says Khaya Dlukulu.

A difference of black and white

HP and HP technology help bridge the racial gap in South Africa.

By Mary Weed-Pickens

JOHANNESBURG, South Africa—For anyone reeling in the wake of change these days, consider the life of Khaya Dlukulu, who grew up in a world of apartheid—strict racial segregation.

"Apartheid meant we basically grew *apart* from the time we were born to the time we die," says Khaya, organization and development manager for Hiperformance Systems (Hipsys), one of HP's South African distributors.

Today, his children live in the same city, but in a different world.

"My 11-year-old daughter and 14-year-old son grow up with white children and attend what we call a nonracial school with black and white friends," Khaya says. "They basically are growing up in a world that is totally unknown to me.

"When they fight, it is because there is a genuine problem—not

because one is black and the other one is white. So, in a social sense, I can see these dynamics developing, and I do expect the next generation or maybe the generation after will have a more or less normalized society."

One way in which HP is helping make that society a reality is by promoting education through the Distance Education Network Project, which uses technology to expand the teaching resources available in South Africa.

HP and Hipsys have donated several HP 9000 computer systems to universities and technical institutes across South Africa. The system links township schools to state-of-the-art teaching practices via the World Wide Web to improve students' technology skills and to help create a technology-literate culture. A dedicated link connects this network to universities in Europe.

Access to the Web will help bring a world of ideas and information to all

people in South Africa. It's a world that Khaya couldn't even imagine when he was his children's age. But he became part of the social evolution. Khaya trained as an engineer with IBM for 11 years, earned an MBA and today is the only black person on the Hipsys management board.

Still, it's been a long personal and professional journey for him.

"As a black person in this country, you have to constantly work against a set of assumptions that assumes that black people don't have what it takes for the job," Khaya says. "The typical progression of a black person in corporate South Africa is that you join an organization determined to do well and move up the ladder as quickly as possible, and you learn very quickly all the right things to do to get ahead.

"Occasionally, somebody would recognize that you did a good job; they would give you a promotion and move you up a notch. The higher up you move on the organizational ladder, however, the more complex it becomes, because from approximately upper-middle management levels upward, your education and experience no longer count for much; now your social skills and how you fit in to the 'club' become more important than your technical and operational contribution.

"That is where the problem starts."

Black people in that type of environment have to bridge very wide cultural chasms and social barriers that are a result of the South African system of social and economic separation just to interact at basic professional levels with their colleagues, Khaya says.



JOSEPH BRIGNOLO

The world is changing for Teddy, Khaya's 14-year-old son, who attends St. David's Marist College, a "nonracial" school in Johannesburg with both black and white students.

"If you are black in South Africa and you want to be successful in the white corporate world, you almost have to become a white-black man.

"If you make that choice, however, you lose a sense of your own identity and alienate yourself from the people around you—especially other black people. Even more importantly, you lose credibility within the organization and among the black people who are supposed to look up to you as a role model.

"At the end of the day, this strategy of success eventually works *against* your ability to be effective."

White colleagues in the boardroom can help by accepting all people for what they represent, Khaya says.

"The irony is that they are more comfortable with you when you are like them without realizing that by

being like them, they are actually losing the value of diversity that you could be adding."

Perhaps that will change, Khaya says, as more white and black children in South Africa grow, play and learn together. And perhaps the role that HP plays in linking South Africa with the rest of the world will have made a true difference. **M**

(Mary Weed-Pickens works in HP's European public affairs/communications department in Geneva, Switzerland.—Editor)

Adventure on the high seas

Whether it's tackling HP's unexplored waters or huge oceans on a boat, Jean Tully enjoys a good challenge.



Jean Tully can't imagine not racing boats, big or small. She's been an avid sailor for more than 25 years, racing around the world.

By Tena Lessor

It's pitch black across the ocean. Fierce winds blow, clocking close to 20 knots, waves crash against the boat and rain falls in buckets. Seasickness is commonplace, so a plastic bag is a close companion, and the first sight of solid ground is hundreds of miles away. Despite all this, you'll find Jean Tully right in the middle—loving it!

Jean, an applied organizational learning program manager in the Product Processes Organization in Palo Alto, California, has a passion for racing sailboats.

For more than 25 years, she's raced both monohulls and Hobie 16 catamarans. The last five years, she's chal-

lenged nature's waterways around the world. Jean has raced along the southern shores of the Persian Gulf in Dubai, in the tropical waters surrounding Guadeloupe Island in the Caribbean, and the Pacific waves off the San Francisco coastline, sporting all the necessary traits of a good sailor: she's adaptable, instinctive and adventurous.

For Jean, there are many parallels between sailing and her work. Business colleague and friend Barbara Waugh of HP Labs summarizes the similarity: "The ideal HP employee these days needs to be a good leader on a team, capable of navigating HP sometimes without the use of the

moon and stars and specific landmarks, using waves of instinct and knowledge as guidance. Jean does all this—on the water when sailing, and at HP. Jean is that ideal.”

Jean thrives on adapting to change. “Constant change is a requirement for my existence,” she says. “The uncertainty of my HP work, as well as my sailing, keep me from getting bored.”

Her adventurous spirit emerged the first time she sailed on a 16-foot two-person Hobie catamaran in 1974.

“I was racing a monohull at a big 25-mile-long, 5-mile-wide sandy-beached lake in Nebraska,” Jean says. “It got very windy and wavy. Most of the boats were coming off the water, except for the Hobies and Sunfishes. They headed out when other boats headed in.”

“It looked like so much fun,” she says. So, she grabbed a sailor friend, persuaded a Hobie Cat owner to let them borrow his boat and—even though neither one of them really knew how to sail the boat—headed out onto the water. “We never should have taken the Hobie out; the conditions were way beyond our limited skill.”

Very quickly, the boat capsized. “Somehow we figured out how to get the boat right-side up again, but during the capsize, a wire got embedded into the back of my leg,” Jean says. “It bruised my calf muscles so badly that I couldn’t walk. For the next four hours, I cried and cried from the pain—but I was hooked,” she whispers. “Absolutely hooked. It was so much fun before we flipped.”

Last summer, Jean and five other sailors—including four HP employees—raced in the West Marine Pacific Cup, from San Francisco, California, to Oahu, Hawaii.



Jean and her teammate weathered grueling conditions at the North American Continental Championship held in Santa Cruz, California, last fall.

After facing the good, the bad and the ugly around the clock for 12 days across 2,070 miles on a 38-foot, 22,000-pound cruiser named *Andante*, they won first place in their boat class and fourth place overall.

During the race, the sense of responsibility was immense. “To think that if I messed up—really messed up—and the boat rolled, it could sink. It was scary and thrilling. As a team, we shared all the duties; we all wanted to win.”

But it’s more than the thrill that draws Jean to the water. It’s the range of emotions the experience evokes—sheer terror to absolute ecstasy—and the unpredictability of the wind and water conditions. “You have to adapt and work with it. If you fight it, you’ll lose.”

Jean’s work at HP can be a lot like those unpredictable sailing conditions.

For the last three years, she has helped enable the organizational-learning program at HP. Through learning organization concepts, employees learn how to better understand thought processes—their own and those of co-workers. The idea is that HP employees’ ability to communicate with each other will impact attitude, job performance and, ultimately, business results.

“HP and industry in general don’t know how to measure the business value of thinking processes, or what’s referred to as ‘the soft stuff,’” Jean explains. “This is what makes what I do difficult. My biggest challenge is to develop a language that explains the contribution of ‘soft stuff,’ measure it in hard, quantifiable terms and relate it to our ability to achieve business results.”

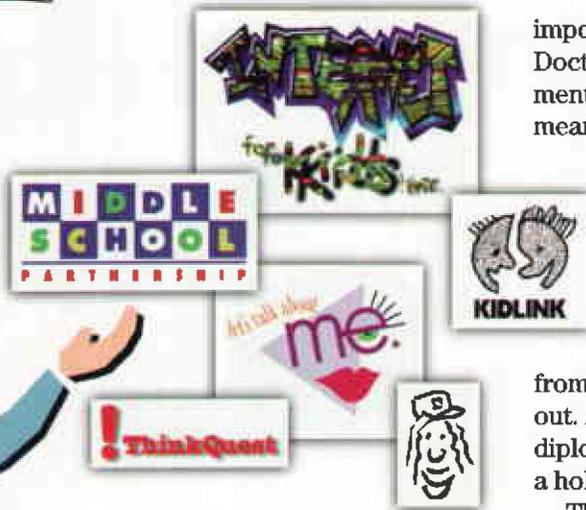
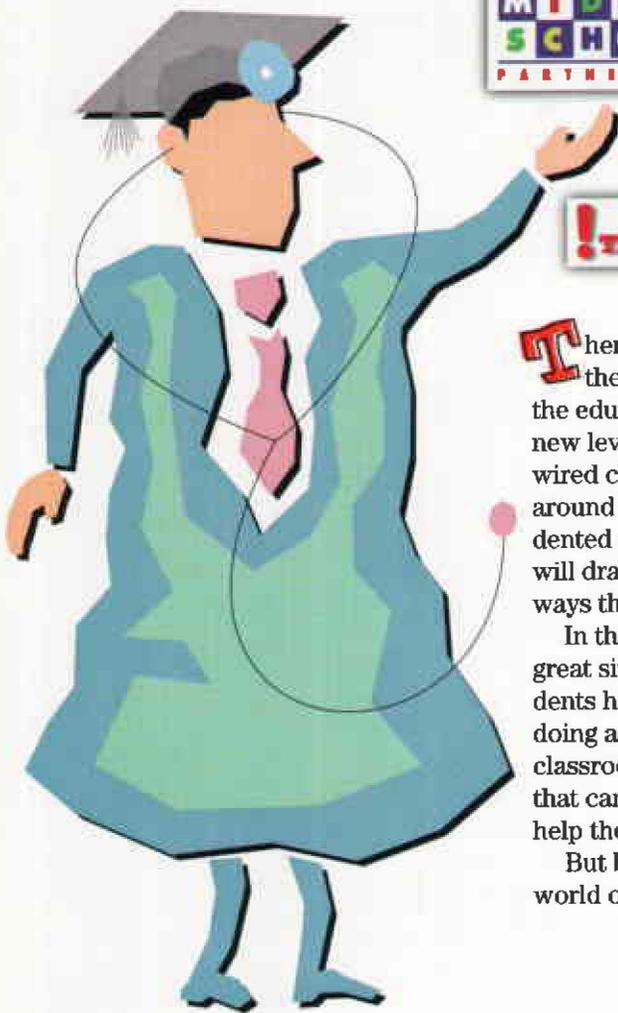
Jean believes all work is accomplished through relationships. The extent to which relationships are fully respected and all individuals involved bring full creative potential to the table will determine how HP takes technology to places not yet imagined.

Extremely dedicated to her work, Jean will do anything she can to expand the organizational-learning concepts throughout HP. “Jean believes in her work,” says Judy Lewis, her manager. “It’s not a hat she puts on when she walks in the door and takes off when she leaves.”

Whether it’s sailing through unexplored waters at HP or tackling huge oceans on a small boat, give Jean a challenge and she’s happy. **M**

ASK

Dr. Cyberspace



There's no doubt in my mind that the Web and the 'Net are moving the education of our kids to a whole new level. Personal computers and wired classrooms are giving students around the world access to unprecedented amounts of information that will drastically and forever change the ways they learn.

In this column, we'll explore some great sites that show you what students have been doing and may be doing as the Internet invades the classroom. You'll learn about sites that can help parents and teachers help their young students.

But before we visit this brave new world of "virtual" classrooms, one

important note of caution from the Doctor: Technology is a great supplement to the classroom, but it is by no means a substitute for the classroom.

Call me old-fashioned, but I want my kids to experience the human side of learning from a trained, caring professional, not an on-line agent. I want them to receive feedback on their oral reports

from a teacher, not a computer print-out. And I want them to receive their diplomas from a real person, not a hologram.

That being said, kids are doing some really cool stuff out there today. I love the Virtual (art) Museum put together by students at the Rice School on Seuss Drive in Houston, Texas. Refreshing work from an innovative bilingual school with lots of student projects on their site at <http://www.rice.edu/armadillo/Rice>. Take a look inside the technology students' time capsule, read about Kids Overcoming Prejudice and learn more about Galileo.

If you want your kids to learn more about what other kids around the world are thinking and doing, you won't want to miss <http://www.kidlink.org>. KidLink lets students from around the world take part in ongoing conversations. What's on

their minds; what are their goals? There are dialogues in many different languages because there are registered students from 87 countries.

Your kids can earn big prizes (college scholarships and money) at ThinkQuest, a site looking for new educational tools for the Web. Each year, ThinkQuest rewards the brightest 12- to 18-year-old students who create new ways to learn. Last year's winners created "Economics and Investment," a stock-market simulation. Check it out at <http://advanced.org/thinkquest/contents.html>.

Don't let the numbers scare you away. While surveys suggest that most 'Net surfers are male, there's plenty of room in cyberspace for females. No better time to get them hooked than today, and there's no better place to do it than <http://www.girlgamesinc.com>. This commercial software company out of Austin, Texas, runs a site designed to "prepare girls for a technologically advanced future." There's a great on-line newsletter, a chat group where girls respond to current events, plus puzzles and games.

And from the "you're never too young to learn" category, stop by <http://www.internet-for-kids.com>. This is the Internet for the youngest set. Really cute, simple graphics on this site, including a point-and-click way to practice the alphabet with those who think of a mouse as a noun following Mickey. There's even a spot on the site that explains how you can

teach your *baby* to use the Internet. My favorite, though, is a photo of a litter of Dalmatian puppies where kids are asked to name the pups.

How long has it been since you took algebra or had to calculate permutations and combinations for Ms. Stafford, the math teacher? If you (or your kid) want some help with math homework, there's always Ask Dr. Math. This question-and-answer forum provides down-to-earth responses to questions such as "Can you tell me the first 2,000 decimal places in the value of pi?" The doctor is always in at <http://forum.swarthmore.edu/dr.math/dr-math.html>.

The marketing team at the San Jose Sharks (professional ice hockey team) has a great new service for 4th-, 5th- and 6th-grade teachers. You can download lesson plans and worksheets from S.J. Sharkie's Think Tank that teach basic geography, math, science and health. For example, S.J., the team's mascot, provides the dimensions of a hockey rink and asks kids to figure out how many square feet are in a faceoff circle. (Now you know why you need Dr. Math's address.) See the lessons (and some hockey information, too) at <http://www.sj-sharks.com>.

HP has lent a hand to help the Palo Alto Unified School District's science Web site. HP's Kent Carey and Jim Vanides helped develop an on-line guide to help teachers from kindergarten through 6th grade generate "exciting and effective science learning experiences" at <http://www.gunn.palo-alto.ca.us/k6science>. You'll find teachers' tips, questions and

answers, community resources and pointers to other Internet resources.

Champion International Company is helping middle schools in their plant communities change the ways students learn through staff development and innovative program design. This Web site links the teachers and administrators in five states to share vital resources and experiences. Visit them at <http://www.middle-school.com>.

And if you want to simply learn which sites might be good for you and your kids to visit, see Berit's Best Sites for Children at <http://www.cochran.com/theosite/ksites.html>. This is an extensive list of links to sites oriented toward elementary-school children. There's a five-point rating scale for each site in this annotated set of hot lists.

Don't forget to visit my clinic on HP's internal Web at <http://hpweb.corp.hp.com/Publish/cc/doctorc/main.htm> and be sure to send me an e-mail message to doctorc@corp.hp.com when you see a site that you think other HP employees should know about. **M**

HP employees in Vancouver, Washington, are teaching the rest of the company a lesson or two about commitment to education.



Vancouver General Manager Bob Weis (left) checks the progress of his daughter, Lindsey, and other students at a family math and science night at the HP site.

Who will stand up for change?

By Bob Weis

VANCOUVER, Washington—When I moved my family back to Vancouver, Washington, in 1988, friends told my wife and me that for a quality education, we should enroll our young children in a private school.

We had mixed emotions about that advice. Of course, we wanted the best for our kids. On the other hand, we know many bright, talented people who graduated from local schools. We attended public school in Washington state and both my parents worked in the educational system.

We didn't want to educate our kids outside our community and away from their neighborhood friends. So, we decided to get involved personally to make a difference. I know many of HP's K-12 volunteers who feel the same way.

Who would stand up for change, if not us?

Vancouver is in the midst of economic transition. It's changing from a predominantly "blue-collar" town to a "white-collar"—or at least a "polo-shirt-collar"—city. Our site's HP employee population has grown to 3,000 since HP moved to Vancouver in 1979.

As HP Vancouver grows and other high-tech companies move into our area, we are challenged to attract enough entry-level candidates with the right skills. Our schools have been geared toward providing young people with occupational training. Meanwhile, we are looking for people who have skills for an information age.

Working toward that end, our site's K-12 steering committee has invested a great deal of time in our local

schools. Members serve on school advisory boards, provide training in strategic planning and Total Quality Control, support "hands-on" math and science activities, and provide many other valuable services.

As successful as they have been, there is more to do than our volunteer

HP is considered among the leading U.S. companies in giving financial support to education.

team could accomplish. That's why in 1995 my management team decided to hire a full-time K-12 program manager. This manager has an educational background, as well as experience in our local school systems.

Our site's new program focus is enabling us to form strategic partnerships and involve more HP employees. For example, we are partnering with local elementary, middle and high schools to create model learning environments at each of these educational levels. If successful, other schools could adopt the curriculum ideas and teaching techniques.

In another promising effort, we are partnering with our local community colleges and school districts, Washington State University and other businesses to develop a "certificate of employability." To earn this credential, high school seniors would demon-

strate their proficiency in basic business skills. HP and other local employers may make this certificate part of their hiring criteria for some entry-level positions.

HP is considered among the leading U.S. companies in giving financial support to education. We grant millions of dollars to schools each year. Thousands of those dollars serve Vancouver and our surrounding counties' school systems.

Perhaps more significant than the money is the enthusiastic participation of HP people. They offer their talents, enthusiasm and "hands-on" support to neighborhood schools.

To multiply our dollars and strategic efforts, it's critically important that more HP employees become actively involved in our schools. As parents and citizens, it may help us achieve a better work/life balance and give us new insights into our kids and the young people in our communities.

Working together, we can contribute to systemic changes that will

have a lasting impact in our community. Then HP can channel its resources into specific critical areas, amplifying the impact of our efforts.

Our site rolled out a new campaign in 1996 to encourage employee involvement. HP's policy allows employees to spend four hours per month of company time to support our school systems. By making it easier for our employees to volunteer at local schools, we can reinforce the need for stronger basic education, and higher math and science skills.

This four-hour investment is another measure of HP's devotion to improving education. There's a cost to providing this level of support. But there may be a greater cost to our kids and our community if we don't act now. It's an investment I expect will pay dividends in the future. **M**

To multiply our dollars and strategic efforts, it's critically important that more HP employees become actively involved in our schools.

(Bob Weis is general manager of the Vancouver Division, which produces inkjet printers for the home market. As a youngster, Bob expected to follow in his father's footsteps and become a teacher and a coach. The Vancouver K-12 Web site is <http://hpweb.vcd.hp.com:80/k12>—Editor)

HP's chairman, president and CEO discusses the crisis in education today and what HP is doing to stimulate major changes.



SMITTY HARWOOD

Lew chats with Dr. Louis Sullivan (center), president of the Morehouse School of Medicine, and Dr. Harding Young, a Morehouse alumnus, during a recent luncheon in San Francisco. Lew serves as the vice chairman of the school's national campaign executive committee.

When my family and I moved to California in 1980, we enrolled our children in public schools—some of the best in the United States.

But by the time our four daughters finished high school, I was on the verge of pulling them out. In 12 years, the public-education system had deteriorated tremendously. That's when I first recognized what some HP people discovered years earlier: Our schools are in a crisis situation.

While hundreds of HP employees have worked for years to try to improve the K-12 system, it's only been in the past five to six years that, as a company, HP has made K-12 improvement a real priority. Three years ago, I made it a personal priority.

Now it's time we *all* get involved.

As you can see throughout this edition of *MEASURE*, HP people around

the world are working hard to improve the quality of education our children are receiving. As a company, we give about \$55 million each year to education—about \$7 million of that to kindergarten through 12th-grade (K-12) levels. I expect both of those figures to increase in the years ahead. And personally, the majority of my volunteer time outside of HP today is devoted to educational issues.

Improving education isn't charity work; it's a business imperative. Truly, the education of our children is about the most important thing we can do to ensure HP's success and that of our society as a whole. Let me explain.

- Whether you're in Europe, Asia Pacific or the Americas, your country's standard of living depends on having a well-educated population. Countries that fall substantially behind in education face the threat

of a lower gross national product and trade imbalances. Companies—and people—can't succeed in that environment.

• As the world becomes more technically advanced, it will need a technically literate work force to operate the business tools. At the same time, more complex technology demands that we attract and retain highly educated employees.

So it's not just a social problem. Today's educational crisis threatens HP's very success.

What are we doing as a company to bring about this educational revolution?

First, we've aligned our philanthropy program to focus on achieving our K-12 goals. We've devoted a good deal of money and emphasis to Hands-On Science programs in the elementary grades, and we're creating long-term relationships with school districts in the communities in which HP operates.

Second, HP is using its political clout to ensure that educational issues receive the attention they deserve at the legislative level.

Third, we're taking personal action by contributing hundreds of HP employees' time and talents.

The K-12 system, particularly in the United States, has not changed as much as the environment around it. The whole notion of re-engineering and change management is relatively new to K-12. That's where we can make a significant impact.

One of the best examples I can give is the work of HP's Hudi Cantrell Podolsky. For the past 18 months, HP has paid Hudi's salary while she worked full-time for a group of schools in San Jose, California, on a project called Challenge 2000.

Hudi's team of teachers, school administrators, parents and business volunteers focused on areas such as K-12 reading and writing standards, technology and professional development. The goal was to develop products and processes that would help change the way teachers work.

What Hudi's team accomplished in 18 months would fill an entire issue of *MEASURE*. Let me relate one story.

Teachers who participated in the Challenge 2000 team could earn a

This isn't just a U.S. crisis. Just about every country needs to find ways to upgrade its educational system.

\$1,000 stipend. But who would receive the stipends, since teachers' time and contributions weren't tracked? Hudi suggested that the teachers assess their own contributions and eligibility for a stipend.

"But what will keep them honest?" the shocked teachers asked. Hudi explained the HP values of trust and respect for individuals. She used real examples of how HP employees account for flexible working hours and petty-cash reimbursements. In the end, the teachers' self-assessments were more critical than their peers would have scored them.

Hudi became the teacher, and the teachers learned a valuable lesson. She brought part of the HP Way to education.

HP has pledged \$1 million in cash, equipment and human resources to Challenge 2000 and has joined a number of Silicon Valley companies to

raise more than \$20 million to support systemic change in public education over a three-year period.

From a personal standpoint, I've worked on the Challenge 2000 board the past three years, and my attitude about educators has changed a great deal. Teachers and administrators are energetic, creative and quite willing to embrace change. They just need help. In many ways, they're modeling how business has brought about change. They're learning what you can accomplish when you create an environment where risk-taking is rewarded.

This isn't just a U.S. crisis. Just about every country needs to find ways to upgrade its educational system. We have great universities around the world, but great universities without great K-12 schools won't succeed in the long run.

I encourage all HP people—whether or not you're parents—to get involved in this exciting project. Get to know your local schools, teachers and administrators. Speak to a class. Be a mentor—in person or by e-mail—to a student. Use HP's U.S. cash- and product gift-matching programs. Help your schools get on-line. Join the K-12 network. Check the Web sites in the special education section of this edition of *MEASURE* to see where to start.

Please get involved. Be a part of the solution, not a critic on the sidelines.



News from around the HP world

By Tena Lessor



In traditional Scottish Highland Games sporting attire, Karl Dodge heaves a 28-pound weight a hefty distance.

Throwing his weight around

LOVELAND, Colorado—"Wow! That looks incredible. I want to try that," Karl Dodge, environmental health and safety consultant, said after seeing his first caber toss at a Scottish Highland Games in Loveland, Colorado, several years ago. The most traditional Scottish athletic event involves tossing a 120-pound, 19-foot pole end-over-end.

Karl has been hooked since that day, but the 28-pound weight-for-distance event now has caught his fancy. In this event, the thrower spins two times before releasing the 28-pound weight, which

is attached to a chain. The longest throw wins.

In August, a dream came true for Karl when he broke the 28-pound weight-for-distance world record, throwing 91 feet 7.5 inches. "I knew I was very capable of doing it, but I didn't expect to break it on that day."

Two months later, Karl broke his second world record in the sheaf toss—an event in which a 16-pound burlap sack is thrown over a high bar with a pitchfork. He broke the previous record by more than 3 feet, with a throw of 40 feet.

He describes his first year as a professional thrower as "tremendous."

BOTTOM LINE

Hewlett-Packard reported a 15 percent increase in orders, 12 percent growth in revenue and 4 percent decline in net earnings for the 1996 fiscal year's fourth quarter.

Net revenue for Q4 was \$10.1 billion, compared with \$9 billion for the year-ago quarter.

Net earnings for the quarter were \$648 million, or 62 cents per share, on some 1.05 billion shares of common stock and common stock equivalents outstanding.

This compared with net earnings of \$678 million or 64 cents per share on the same number of shares and equivalents in the year-ago quarter. (All figures reflect the company's 2-for-1 stock split in July 1996.)

Q4 orders were \$10 billion, compared with \$9 billion for the year-ago quarter.

For FY96 overall, net earnings totaled \$2.6 billion, up 6 percent from \$2.4 billion in FY95. (Full-year earnings increased 14 percent before the effect of HP's exit from disk-mechanism manufacturing.) FY96 orders were \$38.9 billion, up 19 percent from last year's \$32.6 billion.

TMO CHANGES

In the Test and Measurement Organization, the Microwave Technology Division has been split into a new division by the same name under G.M. **Ian Ross**, and a new Lightwave Measurement Division under G.M. **Kunio Hasebe**.

Operations elevated to division status: the California Semiconductor Test Division under G.M. **Mike Bandy**; the NetMetrix Division under G.M. **Jeff Thiemann**.

MPG CHANGES

In the Medical Products Group, the Diagnostic Cardiology Division in McMinnville, Oregon, and the Healthcare Information Management Division in Andover, Massachusetts, have been disbanded.

A new Cardiology Products Division is headed by G.M. **Steve Rusckowski**. **Hans-Guenter Hohmann** to G.M. of the Patient Monitoring Division; **Jim Cyrier** to G.M., worldwide sales and marketing.

MPG has exited from the catheterization monitoring- and recording-instrument businesses.



Forty million viewers will see an HP equipment-filled hospital in this season's *ER* television show.

The newest stars on *ER*

The cast of the popular American television show *ER* has new secret weapons this season as they battle life and death in the emergency room—more HP medical equipment.

HP is lending *ER*, last season's No. 1-ranked television show, three OmniCare 88 and six OmniCare 24 monitors to complete the already HP-filled operating and emergency rooms to create a full hospital environment. You—40 million

viewers worldwide—will see the HP medical equipment used in surgical and neonatal intensive-care units, and a post-anesthesia-care unit.

Later in the season, look out for new equipment additions on the emergency room admitting desk, including an HP LaserJet printer.

Check your local listings to catch your favorite *ER* star and HP medical equipment in action.

CSO CHANGES

In the Computer Systems Organization (CSO):

The recently formed Internet Technology Group under G.M. **Ira Goldstein** will have a new Internet Security Division, with two divisions transferring in from elsewhere in CSO: the Software Engineering Systems Division and the Enterprise Networks Security Division.

As part of an extensive reorganization, the former Solutions Delivery Group has been renamed the Solutions Sales & Delivery Group (SSDG) and the former Commercial Systems Business Unit has been renamed the Enterprise Systems Business Unit (ESBU). The latter includes the former General Systems Division, now renamed the Enterprise Systems Division, and a newly formed Enterprise Storage Solutions Division under G.M. **Art Lane**, which pulls together several of CSO's mass-storage activities. The B.U. also includes the Open View/Telecom portion of the Network and System Management Division, now part of Worldwide Customer Support Operations.

Other principal organizations in CSO are the

Systems Technology Group and the Technical Computing Business Unit.

Activities of the former Enterprise Middleware Business Unit have been reassigned.

A new Enterprise Solutions Organization (ESO) under G.M. **Radha Basu** reports to both ESBU and SSDG. A new Electronic Commerce Operation under **Gary O'Neill** reports to ESO and ESBU.

NEW HATS

Ned Barnholt, senior vice president and general manager of the Test and Measurement Organization (TMO), was elected an executive vice president, while **John Scruggs**, G.M. of the Automated Test Group, was elected a vice president.

Rich Archuleta to G.M., Mobile Computing Division...**Jose Luis Ortega** to G.M., North American Distribution Organization...**Jackye Churchill** to G.M., Consumer Sales and Marketing for North America.

Karlheinz Bruederle to G.M., Waldbronn Division.

Khoo Teng-Liat to managing director, Hewlett-Packard Berca Servisinto in Indonesia.

Chasing thunderstorms

TULSA, Oklahoma—
Intrigue and fear motivated Edwin Hurd of the Tulsa sales office to seek out this electrifying photograph.

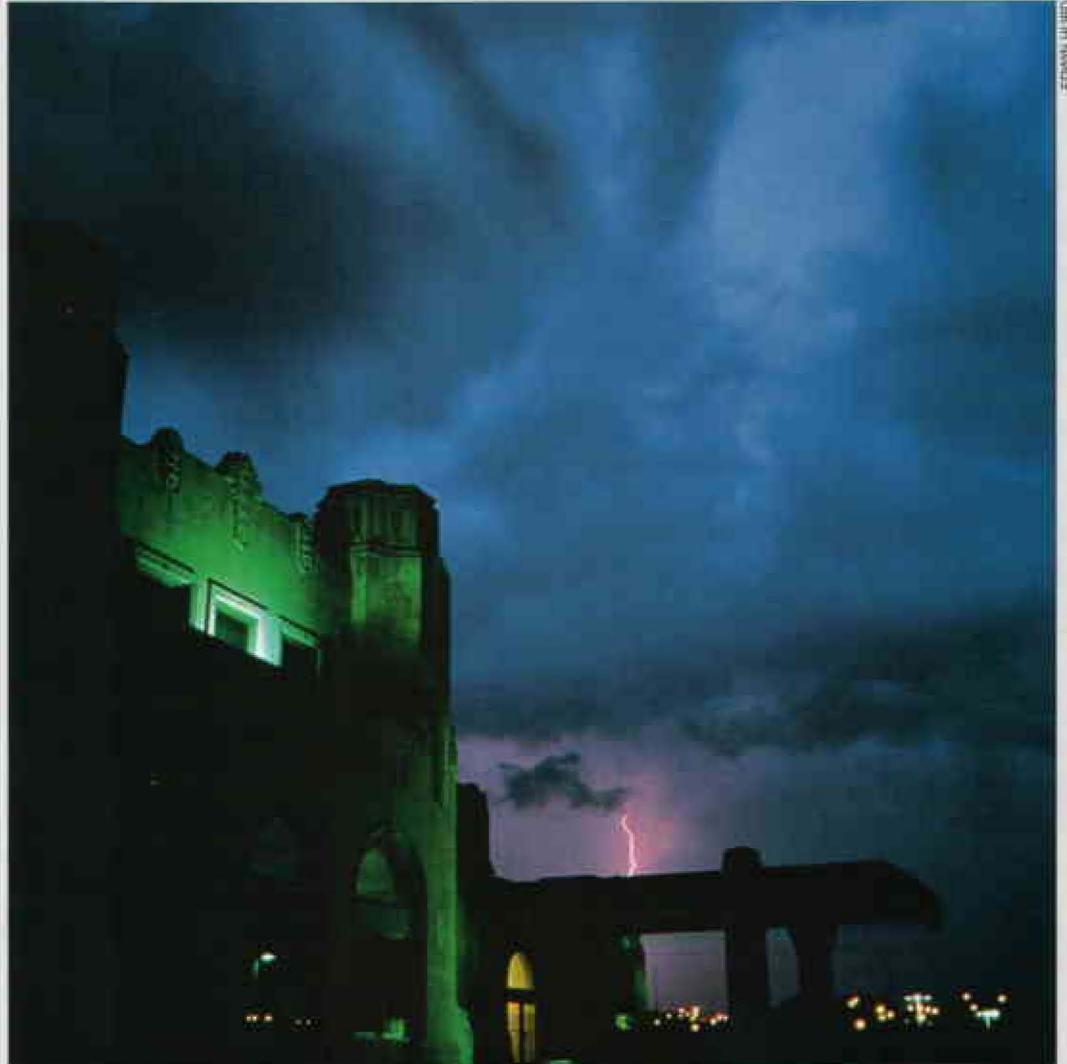
After nearly being struck by lightning 30 years ago, Edwin finds himself at age 41 chasing thunderstorms in Northeast Oklahoma to face a fear of lightning, but also to satisfy an attraction to the elusive, dangerous imagery of a storm.

Knowing that a storm was on the way, Edwin rushed to downtown Tulsa and set up his camera at the old Tulsa Union Depot.

As the storm approached, he began snapping away, using a Canon Eos Rebel camera and Canon 28–105mm zoom lens, accessorized with a Hoya circular polarizer.

Ultimately, he captured this photo of a lightning rod bolting across the violet sky above the old depot.

To attract and appeal to an audience, Edwin explains, you need to have some element in your photographs that screams out, 'Hey, look at me!' For Edwin, lightning is that element.



EDWIN HURD

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