: NOTRE DAME

Insight

A SPECIAL REPORT ON BUSINESS EDUCATION
1968

THE EXECUTIVE CHAIR

Can Business Schools Fill It?

Filling the room at the top

The buck stops here. Decision making rests with the executive filling this chair. He must weigh the alternatives, consider the effects and act. He is responsible, because he is the man at the top — the manager.

There are barely enough men today to fill these jobs, to make the decisions that can mean life or death to a company or can significantly affect society. But the critical problem is the future. Where will business, with its ever-growing complexity and size, find their replacements?

This is the question *INSIGHT: Notre Dame* asks in this special issue on business education. Will tomorrow's leaders, executives and managers be products of the university and college schools of business administration? Or must they necessarily come from other orientations?

The question has aroused no little controversy. Critics of the traditional business school approach believe that college and university educations are wasted with programs producing the hotshot accountant or the specialist in financial investments. These same opponents stress instead the importance of developing the "man for all seasons," the non-specialist who is more adept at viewing a problem within the entire business organization, even the entire society.

Advocates on the other side of the issue firmly believe in the value of the fundamental education in business techniques, the tools of the game without which business cannot operate. More important, they maintain, without such a foundation the student can hardly develop any appreciation for the role of business.

The upshot of the whole argument has been a vastly improved and healthier attitude on the part of business schools. They are now examining their very existence not only with regard to business but with a genuine concern for society at large.

Notre Dame's College of Business Administration began in 1913 when six students enrolled in a series of commercial courses. It developed into a full-fledged business school in one of the leading universities in the country. Under the direction of Dean Thomas T. Murphy, the College enrollment has swelled to more than 1,050 undergraduates tutored by 41 qualified faculty members.

The major objective of the College is the development of responsible and ethical business executives whose primary objectives include the diagnosis of problems, the making of balanced decisions and the planning and direction of the efforts of other people.

With more than 50 years of undergraduate business education to its credit, Notre Dame has provided numerous business leaders throughout the country and it stands on a fine reputation. But the complex problems of top management in today's business world require the concentrated training of post-graduate work, in addition to a sound undergraduate business education. This need became obvious to University officials and, under the guidance of Dean Murphy and John Malone, associate dean of the College, plans were made in 1966 for Notre Dame's entrance into the graduate realm of business educa-

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tion. The actual MBA program opened in the fall of 1967 with an enrollment of 50 students.

Business schools tend to fall into one of two categories: those that emphasize actual case studies, permitting students to derive basic principles from rigorous analyses of these case situations; and those that rely heavily on a study of the basic disciplines, ignoring for the most part case study. "What we have attempted to implement at Notre Dame," explains Dean Malone, "is a combination of these two methods, the inductive and deductive approaches."

The heart of Notre Dame's new program is the Business Enterprise Workshop, a twice-a-week, open-end session in which students apply classroom knowledge to actual business problems. The student is exposed to very real, flesh-and-blood problems that confront business every day.

The workshop format includes the division of the students into six-man teams. The teams observe a problem, make a judgment and present a solution. One team is responsible for a presentation with the rest of the teams prepared to offer challenges. "We want to simulate actual business operations as much as possible," says Malone.

Students also have the opportunity to compare their solutions with those of the men who really face the problems—the pros who have to come up with answers every day. Some of the nation's top business managers speak regularly at the University as part of a distinguished lecture series—and later face the students in a no-holds-barred session. "There are pointed questions asked," Malone says. "It's the real third degree. Although I can't pay them for coming, I can insure them a stimulating day."

The workshop gives the student the opportunity to play the role of manager while he's still in school. It is the focal point of the entire program around which revolves course-work in the analytical tools, functions and environment of business.

EMPHASIS, in the Notre Dame graduate program, is placed on management and administration rather than the basics of business, which the student should have under his belt when he arrives. Toward this end the student is given a schedule of six to nine hours during his second year for "self-development." This work may be taken either in other graduate electives, such as literature or education, or it may be taken in the form of actual on-the-job consultation and work with a professional in business. One goal of the Notre Dame program is to develop a bridge between industry and the university and to make the expert available to the student.

Notre Dame's MBA program has moved into the confines of a functional new building this fall. The $1 million two-story facility was financed through the federal government and the generosity of Mr. and Mrs. John F. Healy (the former Romana Hayes) of Chicago and is the most up-to-date graduate business center in the country. Its 40,000 square feet of space contains special caserooms, classrooms, office space, an auditorium and provisions for the latest in audio-visual

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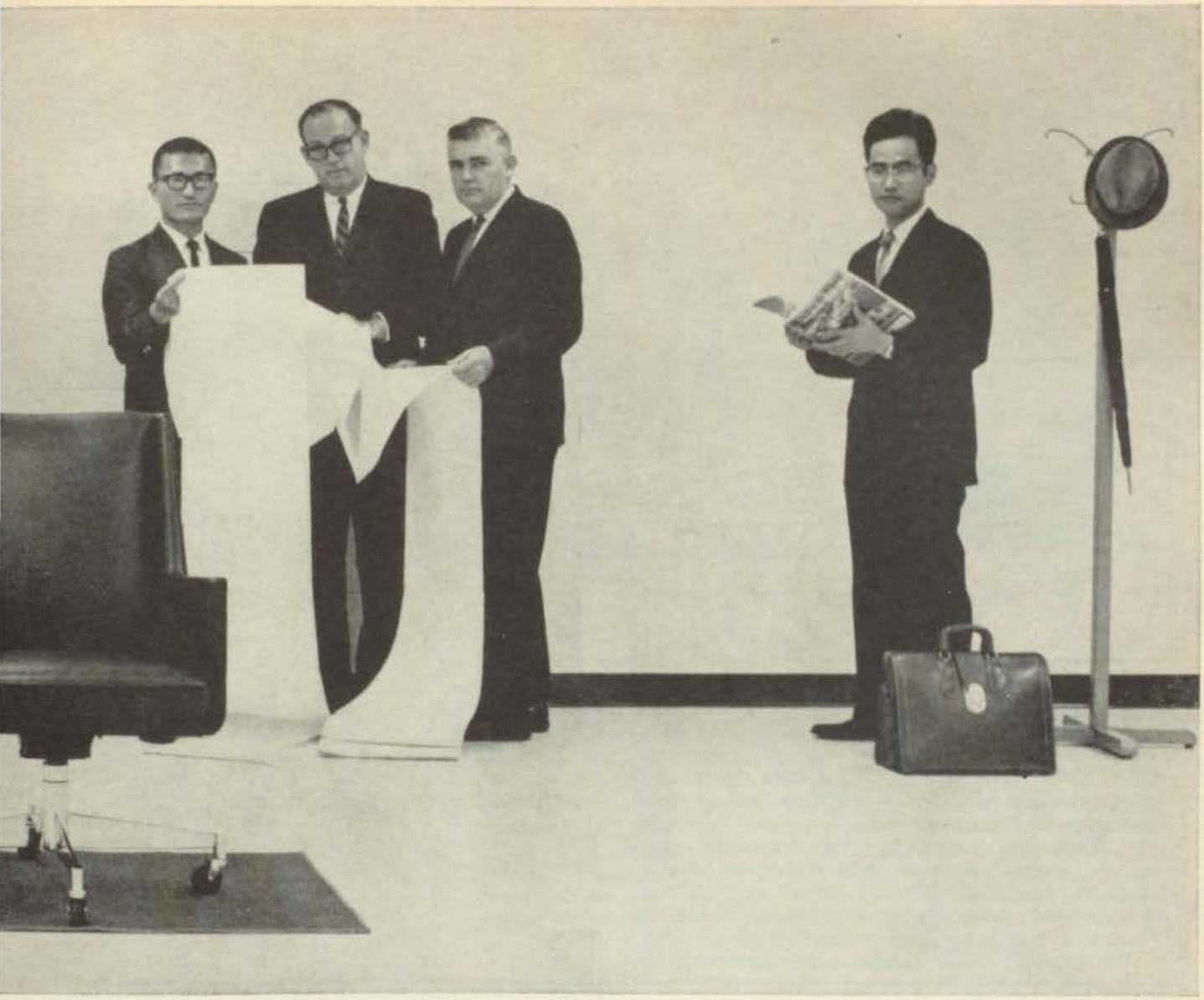
FACULTY SKETCHES
A Regular Feature

The Executive Chair and the men who must prepare other men to fill it. The executive of the future will rely heavily on the expertise and acumen he has assimilated from his teachers. Notre Dame boasts a quality faculty able to meet the challenge. Left to Right: Dr. Salvatore Bella, Dr. William Sexton, Dr. Adam Arnold, Prof. Wesley Bender, Dr. Frederick Dow, Dr. Byung Cho, Prof. Peter Brady, Dr. Bernard Kilbride, Dr. Yusaku Furuhashi.

equipment. Also included is space for computers and teaching machines.

The new center provides ample room for this year's 100 MBA candidates and has been designed to accommodate the more than 450 students anticipated to be enrolled when the program reaches its peak in the mid-1970's.

THE Notre Dame MBA program welcomes foreign students with the eventual aim of becoming an import-export center for international managerial talent, especially for underdeveloped nations. The main problem at present is securing funds for the foreign students.



Plans have already been made for expansion of the present program to include the management of non-profit industries. When the graduate business program reaches its peak, 50 students are expected to be enrolled in a master of public administration course, leading to an MPA degree. Also on the horizon are doctoral studies in business with an eye toward developing teachers for the rapidly expanding graduate business schools.

Top managers of public and private industries, on the international and national levels, are in great demand. People have begun to recognize the businessman not as a profiteer but as the essential catalyst in the transformation of raw materials into useful products. The businessman is now seen as an integral part of society.

The need is obvious; it has been recognized and schools like Notre Dame are trying to fill it. But bright students, good faculty and sufficient facilities are not enough. Notre Dame attempts to go farther. The student is afforded the opportunity to observe in detail the multi-dimensional environment in which the businessman functions, as well as the political and legal variables of business. He is given the chance to assimilate a foundation in the social milieu, in the problems of race, poverty, crime and education. Notre Dame's program attempts to produce the business manager who can both understand the problem and offer a sound solution.

In the words of Dean Malone, "It is no longer possible for the businessman to sit idly by and say, 'I feel very badly that this is the situation, but it isn't my problem. It *is* problem. He must direct the energies of business toward the solutions of all problems affecting society. If business doesn't contribute to their solutions, it's doubtful that they will be solved."

BUSINESS SCHOOL EDUCATION

IN OR OUT OF BUSINESS ?

By THOMAS T. MURPHY

Dean of Notre Dame's College of Business Administration

In the past two decades the complexion of American business education has changed radically. Simply stated, the leading business schools have moved from job training to management education.

The changes have been basic but they have been extensive as well. Programs originally functional in approach now stress concept and philosophy. Emphasis has shifted from undergraduate to graduate programs. An analytical format in business education has replaced the old folklore approach. Liberal arts and the behavioral sciences have become valuable tools in business education today. In short, business schools now train their students with an eye toward the leadership needs of the business community.

The question is often asked, "Is there a future for undergraduate business education?" Some professional educators see graduate business programs as having an exclusive position in business schools of the future. Some schools have already made the shift to graduate programs alone. Why then do the vast majority of business schools retain their undergraduate operation?

The answer to this question lies in the changing nature of business education and the accelerated rate of change in the years since World War II. In the past quarter century, business has undergone a complete revolution in management philosophy and technique. Even corporate identification has become next to impossible in light of the fact that the revolution has brought about a truly massive development in the form of the corporate merger. The multi-national corporation has emerged and the conglomerate has achieved a paramount position both in American and world industry. Concurrent with this expansion trend, a new position, vice-president for acquisitions, has become commonplace in many large firms. One corporate giant is reputedly negotiating with more than 200 other companies in the continuation of an already massive corporate absorption. What will result from such developments is still not clear.

Business schools, as well, have undergone a truly major revolution. This has been but one part of the overall critical evaluation of philosophy, teaching and research taking part in all educational institutions. Regarding business education, it is safe to say the folklore approach of earlier-day business schools is gone forever. So, too, is the single-textbook mastery of the past. The professor who is proficient at teaching merely one facet of business is as obsolete as yesterday's newspaper.

This educational change is one that might be classified as a growth of relevance. The gulf between education and business has obviously narrowed. Early business education provided very little relevance because it was characterized by the teaching of current practices and methods, probably not recognized at the time as a built-in obsolescence.

A program designed to focus on the leadership of business was first undertaken by the Harvard Business School, the original graduate business school, early in this century. Emphasis was placed on managerial leadership by stressing the fundamental approach to business situations. The belief was that experience with business decision-making would provide the student with an analytical approach to any situation he might encounter in the world of business.

In the past two decades it has become clear to business

educators that function familiarity alone is not enough. Thus the educational approach has broadened to include quantitative analysis and the behavioral sciences in a pattern of research and study designed for the age of the multi-national conglomerate.

About a decade ago two major studies were conducted under the auspices of the Carnegie and Ford foundations. The purpose of the examinations was to assess the various approaches to academic preparation for business careers in the United States. Although major steps toward innovation were well underway by many leading universities at the time of publication of the results of the two studies, it is fair to say they stimulated a general re-evaluation of business education, both at the graduate and undergraduate levels.

Consequently, academic standards in business schools across the land have experienced a sharp improvement. More exacting standards of performance have resulted. Attention has been focused on the impovement of student quality, the restructuring of curriculi, the improvement of faculties and the strengthening of research programs. A strong movement toward the development of organizational theory, operations research and the computer science application to business problems has also come about.

The behavioral sciences, particularly cultural anthropology, psychology and sociology are playing an increasingly important role in the new educational approach to business education. In the development of a general

"The great challenge that faces business education is to produce a relevance to society..."

philosophy of business education to parallel current developments, attention has been directed toward the entire spectrum of society. The thought is that business must prepare its people for management positions not exclusively in business, but in every area of society. A notable trend has been the movement of social scientists to the business schools in an effort to find a suitable laboratory for testing hypotheses in research.

Also of note has been the attention which business schools have focused on the liberal arts approach to curriculum structure and course planning. The day of the single textbook is gone; readings now include pioneer books and articles, journals and paperbacks and a host of sources and materials designed to challenge the student. Extensive study of and involvement in cases, models, simulations and games is also part of the overall plan. Enlightment has seemingly descended on a field that earlier boasted of a thinness of scholarly contribution.

Also of importance in undergraduate business education has been the movement away from specialization. The typical undergrad business program today includes more than half of its courses taught with a liberal arts approach. At least 25 percent of the curriculum is comprised of liberally taught professional courses, with the remainder of the program aimed at the tools and techniques of business.

An enormous number of innovations has made its presence felt in the realm of business education in recent years. Included are computer-controlled business games; classroom and laboratory use of romote computers by teletype machines; externship programs for summer commercial and industrial employment; domestic and foreign seminars to implement classroom teaching methods; and behavioral laboratories to test variables in business against pilot programs.

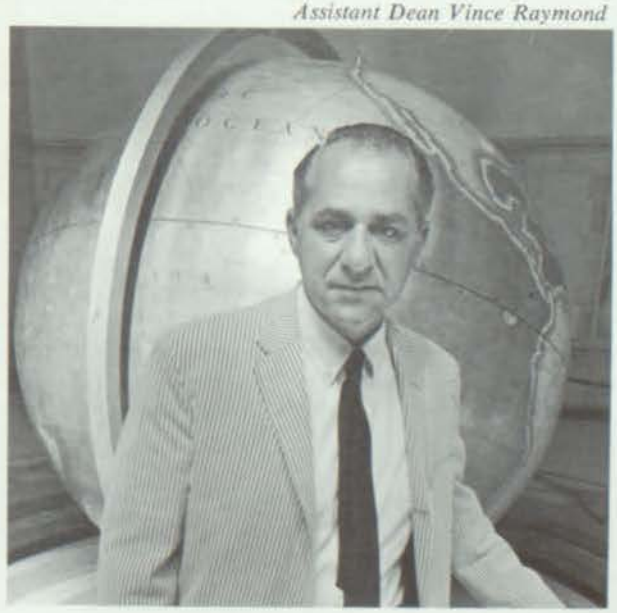
The rate of improvement in business education that has become obvious in recent years has caused a great deal of attention to be focused on the need for continuing education. The modern business school has become the focal point of this continual updating process, providing a testing ground in the practical areas of business education, as well as an arena for the examination of the broad spectrum of society in relation to business. No longer a peripheral operation, continuing education has become one of the foremost challenges to the business world—a challenge that will require the utmost from business schools.

The quality business school of today attracts top-notch students, challenges them to make a contribution to society, prepares them for the continual learning process of life, and thrusts them to the brink of potentially productive careers. The business school of tomorrow must do all this and more.

The great challenge that faces business education is clear: it is to produce a relevance to society, to the entire spectrum of education, and—most important—to the modern business world. The business school is on the threshold of greatness. It occupies a position that will provide a genuine involvement in the future. It is a force that can and will motivate the nation and the world to rise to new and productive heights for the benefit of all people.

Dean Murphy

Assistant Dean Vince Raymond



THE M.B.A.

Overrated or Undervalued?

By JOHN R. MALONE
Associate Dean for Graduate Study

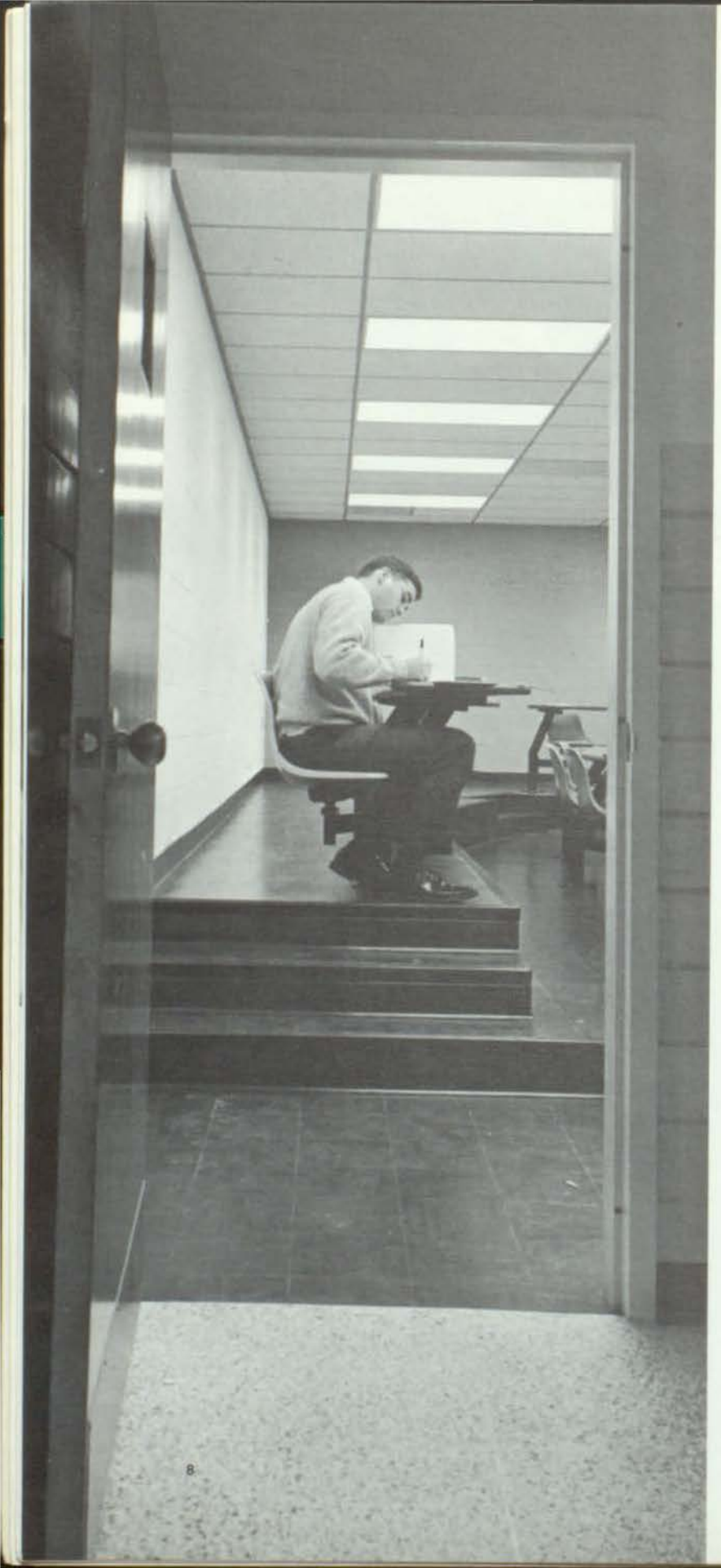
The hottest and perhaps most controversial commodity to appear in the marketplace in recent years is the MBA. Academic shorthand for the holder of a master of business administration degree, the MBA literally has become the leading man in today's educational drama.

Industrial recruiters are stumbling over each other in university placement offices trying to woo him into their organizations with a starting salary somewhere around $12,000. At the same time universities across the country are hard pressed to add facilities and faculty fast enough to accommodate the MBA explosion. The Educational Testing Service (the people who conduct the college board entrance examinations) is straining to provide sufficient admission test facilities to accommodate them. (More than 50,000 took the admissions test last year.) Simply stated, it's a seller's market. The demand for MBAs is far greater than the supply.

But this fast growing phenomenon is not without controversy. The MBA has his detractors as well as his admirers.

Observers on the one hand claim the MBA is overrated and overpaid. They look upon extra years beyond the bachelor's degree as nothing more than an educational stretch-out or a draft dodge. There are also those who believe the program is a device for improving the efficiency of industrial recruiting since the MBA is both smarter and older than the typical college senior.

One of the most severe criticisms of the MBA appeared in the May 1968 issue of *Fortune* magazine, "THE MBA: The Man, The Myth and The Method." Author Sheldon Zalaznick states that scarce resources —good men, big money and valuable facilities—are committed to graduate level business education. "But generally speaking," the writer argues, "the payout is



THE M.B.A.

undramatic in the area for which they are most highly valued: for turning out an elite, uniquely equipped practitioner of management destined to rise to the top."

Champions of the MBA, on the other side of the fence, are committed to the belief that the rise of the MBA is solidly based. This group maintains that such an education is but a natural response to the growing complexity of the manager's job. The advocates explain this managerial complexity reflects a host of factors that include: 1) the unending revolution in technology, 2) the greater use of capital for labor with the corresponding increase in cost resulting from mistakes and miscalculations, 3) the use of mathematical and statistical models in the solution of problems, 4) the tendency to lengthen the planning horizon of the firm with greater emphasis on long-run profit rather than short-run gain and 5) the growing necessity for assessing the firm's position and future growth in the larger framework of the socio-political-economic environment.

Whatever the merit of the arguments for or against the MBA, it seems clear that rapid change and expanding knowledge are forcing longer and more intensive preparation for all jobs whether in business or elsewhere. And the facts and figures of the MBA phenomenon tend to overwhelm the opposition.

Of all the master's programs in American education, the fastest growing is the one leading to the MBA. The number of graduates in 1968 is estimated at 16,000, up 50 percent in three years and more than five times the number of graduates in 1950. This contrasts sharply with a pre-World War II output of 1000 or less. It is estimated the number of such graduates currently active in business, teaching or government service has swelled to a figure well over 160,000, more than five times the number in 1950. Current enrollment in full and part-time programs approximates 75,000. Projections by the National Science Foundation and other groups suggest a continuation of this growth pattern with the turn-of-the-century output running 60,000-70,000 per year.

The number of institutions offering the master of business administration degree or its equivalent is 213, approximately double the number of schools involved in such programs in 1950. The leading producers—Harvard, George Washington, New York, Columbia, Wharton, Chicago, Michigan—account for approximately 28

"His detractors claim he's overrated and overpaid . . . his champions claim the M.B.A.'s rise is solidly based."

percent of the total number of degrees awarded. But their share of the total is decreasing with the entry and/or growth of many institutions across the nation. For example in 1950 those same schools accounted for more than 50 percent of the total.

This growth is by no means limited to the United States. Formal programs at the graduate level have been introduced at leading universities around the world, a great number of them under the administrative and academic guidance of U.S. schools.

With such unprecedented growth of the MBA program both here and abroad, what are its specific aims and purposes?

In a few words, these programs seek to develop in the student the necessary knowledge, skill, judgment and creative power to organize, direct and control a human organization. This implies a number of characteristics and abilities. Foremost is the ability to recognize problems and the competence to probe, define and solve such problems. This will require the graduate to make balanced and sound decisions amidst a kaleidoscope of conflicting factors and unknown probabilities. Moreover tomorrow's manager must view the business as a total interacting and interrelated system within a larger social, political and economic environment.

In fashioning the manager of tomorrow, professional programs for business are tending to place greater emphasis on skill than on present knowledge. The concentration is on learning how to learn rather than learning itself. And, equally important, the program approaches problems with an attitude of mind and level of approach rather than on currently successful techniques.

In a way the manager's role is very much akin to that of the musical conductor. The latter must know and understand all the instruments used by the orchestra. He must understand the contributions each of them makes to the totality of the performance as well as its limitations. Perhaps more important, he must know the musicians, their idiosyncracies, their strengths, their limitations, their motivations.

The conductor must understand not only the way in which each instrument is to be used, but the way in which he can motivate each of the musicians to maximum performance. It is the conductor who sets the style, the rhythm and the tone, simultaneously blending the various divisions of the orchestra to create something far greater than the individual performance of the virtuoso —the masterpiece of the performing arts.

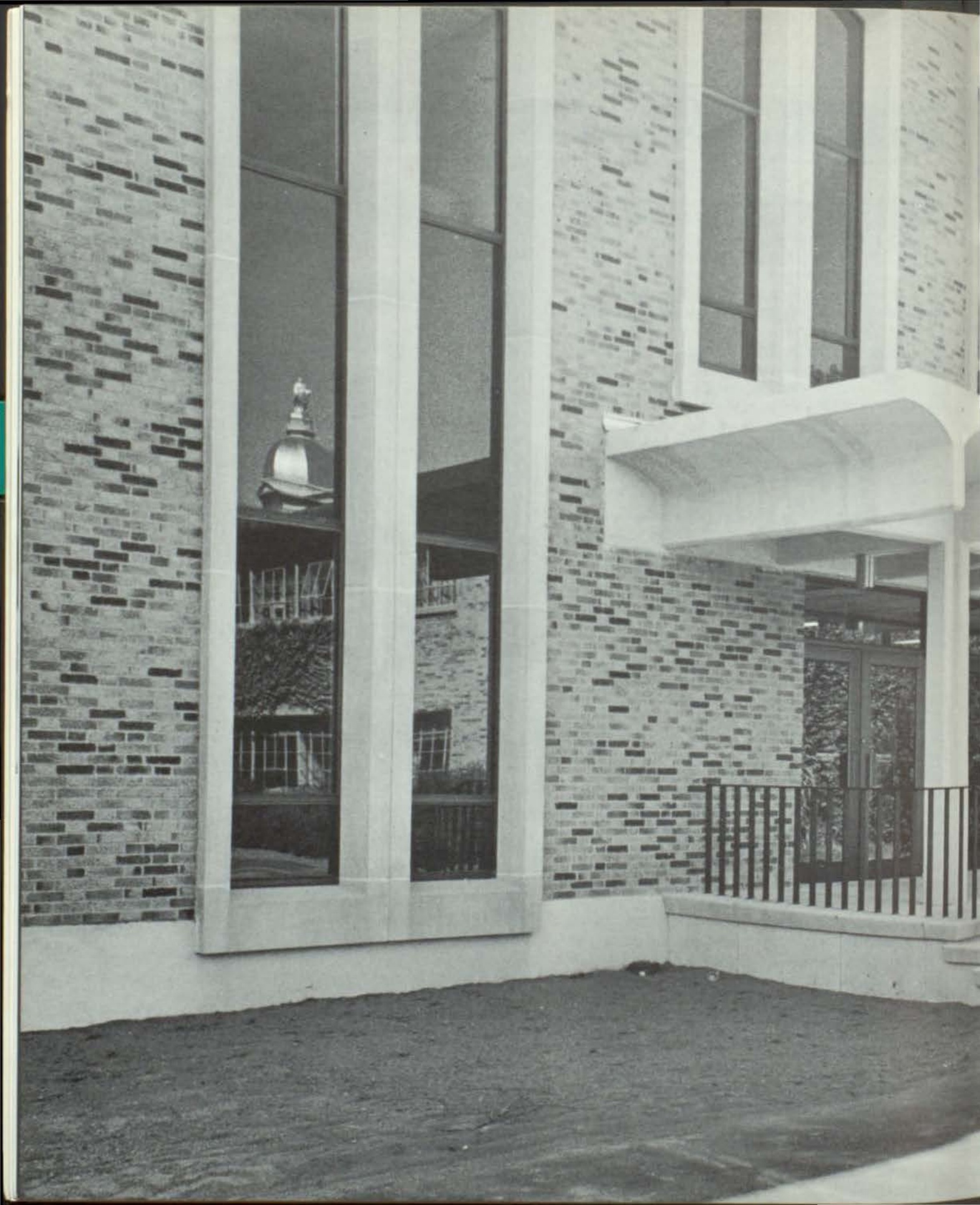
The education of a manager is aimed at the development of his ability to conduct the business, to blend the use of men and their instruments, materials and machinery in the generation of a profit-making, society-serving enterprise. The challenge is a big one.

Despite all the excitement attending the MBA, business education at the graduate level is hardly new. It had its beginning in 1908 with the opening of the Harvard Business School, an exclusively graduate facility dedicated to the education of business leaders. During the '20s and '30s there was substantial growth in business education at the graduate level as undergraduate schools across the country began to offer master's degrees. These programs, however, were in sharp contrast to Harvard's.

On the one hand Harvard was established as a professional school with few if any prerequisites demanded of its entering students other than a bachelor's degree. The master's programs in a great majority of other institutions, however, were academic in character providing for a high degree of specialization on the part of the student beyond his bachelor's degree in business. The latter's aim was to develop in the student extensive knowledge in a specific field of business rather than the generation of a manager. These were typically one-year programs in contrast to the two-year requirement of Harvard Business School.

Both kinds of programs — professional and academic —grew apace. World War II and its stimulation of economic advance had a profound effect upon the course of business education. Technological change was accompanied by the rapid increase in population and the commitment to full employment. The demand for new and more sophisticated management talent was created.

This insatiable demand for managers quickened the growth of professional programs at the expense of the specialized, traditional approaches to graduate education. What was but a gradual swing away from special education after World War II has led more recently to a stampede. The switch has been accompanied by the tendency to add a year to the program and to eliminate the concept of undergraduate prerequisites. Thus management development, with its focus on problem-solving and decision-making and its broad use of the analytical tools of both the behavioral and the mathematical sciences, has become the central theme of business educa-



The Hayes-Healy Center, gift of Mr. and Mrs. John F. (Ramona Hayes) Healy, opened its doors for the first time this fall to the graduate division of the College of Business Administration. Designed by the architectural firm of Graham, Anderson, Probst and White, the two-story facility is connected to and located immediately north of the Edward N. Hurley Building which serves the College's undergraduate division.

THE M.B.A. "Not only may he be the man of the hour but quite possibly the hope of the future."

tion at the master's level. Management in a sense is the new specialization.

This revolution of business education has produced important side effects. The most obvious is the rapid development of doctoral programs around the country in response to the great demand for faculty in the business field. This in turn has led to emphasis on research and the development of new theory whose benefits spill over into the teaching of business at the undergraduate and master's level as well as business practice. Paradoxically, the great development of management oriented master's programs has led to considerable expansion in the knowledge and understanding of the business phenomenon and considerable specialization on the part of its doctoral students.

Despite the convergence of business education toward professional orientation, there remains considerable variation in the means for imparting management expertise. Some schools, notably Harvard, emphasize the situational approach whereby students are placed in real situations based upon actual business cases and asked to define problems, assign priorities and devise appropriate solution strategies. On the other hand, a great number of schools are convinced that management preparation is maximized by exposing the student to certain fundamental disciplines which find wide application in business management. These would include economics, mathematics, statistics, the behavioral sciences, law and others. And still a third group of schools predicates its educational program upon the development of a student's research and theoretical capabilities with great emphasis on the building of models of business operation and the manipulation and control of the input variables. These schools would argue that the business phenomenon is a systematic complex of inputs and outputs which yield to scientific and rational analysis and ultimately control.

These developments leave a considerable number of unanswered questions and the whole field of business education today is concerned with their answers: Has the rush to professional education for business been a bit too hasty and rash? Is there not some room for the development of highly specialized personnel for certain aspects of business management? Is it not true that a great number of people do not possess the personalities or the emotional makeup which leadership demands? Might such people be better off in pursuing a highly specialized education leading to a staff job rather than a position of line responsibility? If specialized education at the graduate level is revised, should it be of two years' duration as in the case of the management-oriented programs? And what relationship should it bear to the student's undergraduate preparation?

In all these connections one has the responsibility for defining or perhaps re-defining the role of the undergraduate program in business. What is the best approach to graduate education? Should the emphasis be on situational analysis, a thorough study of underlying disciplines, or exposure to the model building aspects of business operation? Or is it possible to find a program combining the best of these three? What differences, if any, should exist between education of the business executive and the education of a business professor? Should both take the same type master's programs? These are the questions which haunt business educators and demand immediate answers.

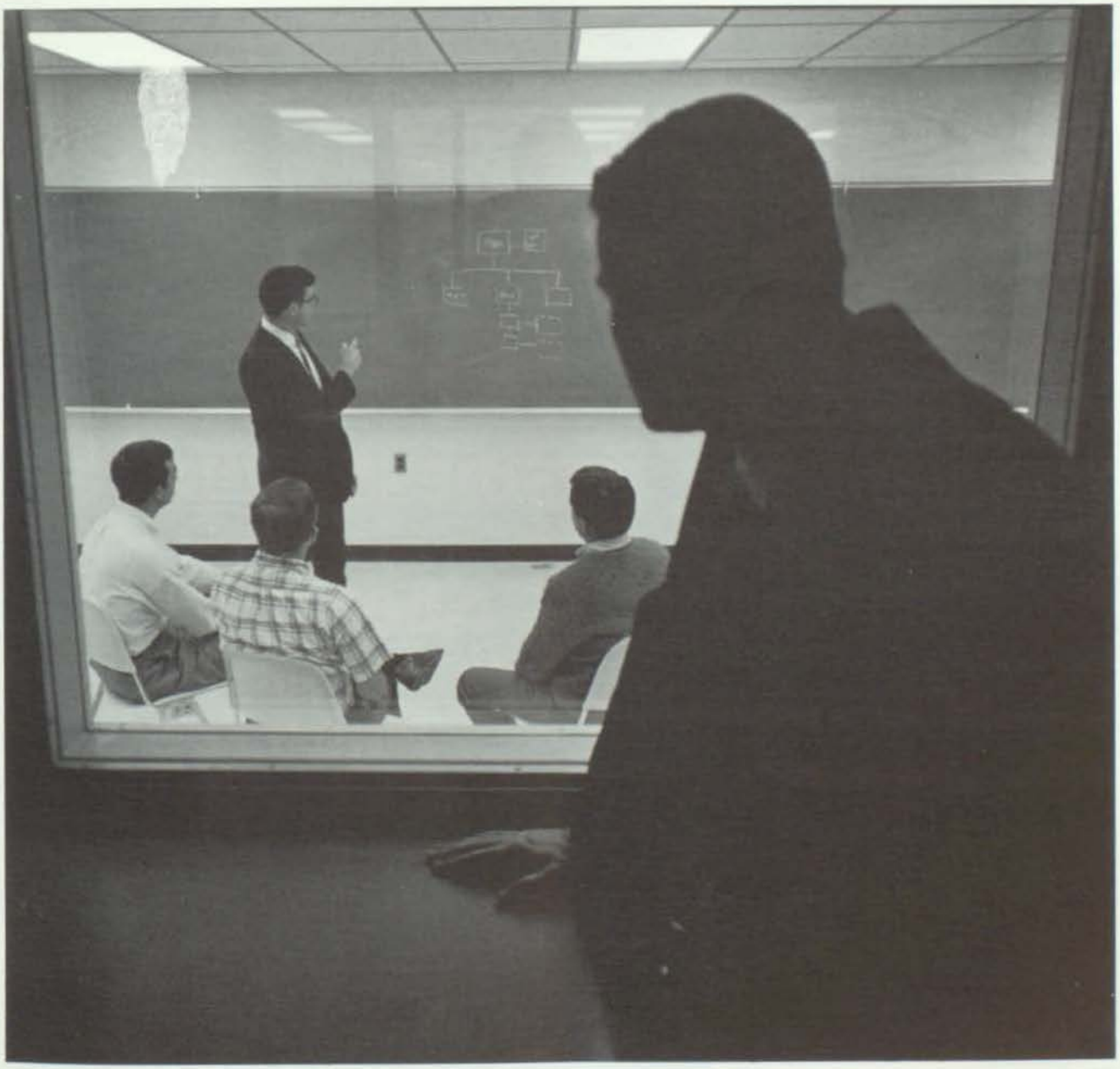
What these answers suggest and later produce may well place business education on a wholly new threshold. It is the conviction of many that the rigors and discipline of the managerial function should have and will have application to problems far beyond business itself. People are beginning to feel that the discipline of management has equal application to profit-making as well as non-profit making enterprise, to public as well as private enterprise not only here but abroad.

It is the further conviction that some of the great problems that beset our nation as well as the world in terms of urban decay, poverty, pollution, transportation, racial discrimination, housing and a host of others will yield to the analytical power and programming ability of the professional manager.

Thus, it seems imperative that business education, recognizing the unending need for professional management in every segment of society, should direct itself toward the preparation of a professional manager willing and able to meet the myriad of challenges that await him.

Be it in private enterprise or public service the MBA may well become not only the man of the hour but also the hope of the future.

Among its many features the new Hayes-Healy Center contains the offices of all the College's faculty as well as a specially equipped organizational behavior laboratory.



John Cunningham of the NY Stock Exchange

A strong undergraduate business education, liberally seasoned with philosophy courses, has given **R. John Cunningham '50** *the background necessary to make it big in the business world. Today, the accounting major is executive vice-president of the New York Stock Exchange. He says of his undergraduate courses, "They helped develop in me a broader perspective in solving business problems. They made me more of a generalist than a specialist." The MBA degree he obtained at New York University was another step in his meteoric ascent. "In most cases the MBA is worthwhile," he believes. "It takes the college graduate who is proficient in some technical skill and broadens that skill. It adds another year or two of age and maturity." The exchange official believes the campuses could be used for more than recruitment. "The possibilities for research and consultation have never been fully utilized." Cunningham expects to do his part in changing this picture. "There are numerous research grants provided by many of the nation's top industries which act not only as stimuli but provide substantial assistance to the institutions as well." He concludes: "I think much could be gained by the exchange community if a program allowing members the opportunity to return to the campus for refresher courses in modern methods were instituted. We hope to be able to implement something of this nature in the near future."*

MANAGEMENT'S VIEW

Are Business Schools Keeping Pace ?

Ten Notre Dame alumni of various educational and professional backgrounds comment on the success as well as the shortcomings of today's business schools.

Gerald E. Stanton of Arthur Andersen

William Cotter of US Steel

"Today's college graduate learns techniques but frequently he does not learn the intellectual process of problem solving." This leads **Gerald E. Stanton '47,** *partner in the certified public accounting firm of Arthur Andersen, to the conclusion that undergraduate business school should be "60 percent liberal arts. I believe in the liberal arts approach," he continues. "We find we can hire someone with a good basic educational background and then teach him what he needs to know in our firm. Students don't have to get all the techniques on campus. We can take a non-accountant who has the mental horsepower and, in a matter of weeks, teach him the fundamentals of accounting to a point where he is reasonably effective. We have devised a program which gives the equivalent of about 10 hours of accounting in five weeks." Stanton identifies the basic weakness in a purely technical education as the inability of the graduating specialist to solve a variety of problems. "In terms of accounting prowess," Stanton observes, "a man may be very well qualified in making certain financial statements turn out the way they're supposed to. But in terms of major decisions he has trouble making the grade." Does he see the campus as something more than a recruiting area? "Indeed I do. We have a faculty research program which runs from two weeks to an entire year. Business professors spend time learning by active assignment exactly what our objectives are. We also give them time for research in the field. The program is intended to bridge the gap between theory and practicality. We hope they'll be better able to teach real business when they return to the classroom."*

William E. Cotter Jr. '41 *of United States Steel proposes a strong liberal arts education as a prerequisite for business. The sales manager for raw materials and Notre Dame Business School graduate wishes he had included more of the arts and sciences in his undergraduate years. "From a business angle it is extremely helpful for a man to get a cultural education. It gives him a much broader perspective, and is more advantageous than sticking to a rigidly defined commerce or business administration course as an undergraduate," Cotter says. "More of the arts and sciences, followed by an MBA, gives the student a better foundation." Cotter looks upon today's MBA graduate as professionally competent. "These men see problems in a more complete sense; they don't encounter the pitfalls of departmentalization as often." The steel executive believes the business world is gaining new respect for the problem-solving abilities of young graduates. The day is gone when ability is measured only in years of experience, he says. Cotter believes that campuses also are valuable research centers, and are being used by business in an increasing variety of ways. "You can't avoid recognizing the talent that is available there. Added to this," he noted, "is the importance of having professors of business involved in industry as consultants. This blends theory with practice and the student benefits."*

"I don't think industry really cares very much what we teach in the business school," says **Edward Wrapp '38,** *associate dean of the University of Chicago Graduate Business School. "They're much more interested in using the undergraduate and graduate programs as a screening device in the selection of new young men." The candid appraisal comes from a man who has a "foot in both worlds." Besides operating Chicago's executive management program Wrapp travels more than 2500 miles a week working with business firms around the country. "Business men tell me over and over again," Wrapp adds jestingly, "we can't really do much damage to these guys while we have them." In case his counterparts aren't being facetious Wrapp lists specific benefits offered a student in management education: "First, he can learn to face problems within a context of the company's overall objectives. Second, he can master certain analytical tools such as statistics. Third, he can gather descriptive information about the institution's business. Fourth, he can develop both the confidence and*

the willingness to make decisions and to take action. And, fifth, he can grow a 'nose' for sensing opportunity." A former faculty member at Notre Dame and Harvard, Wrapp isn't hesitant to express certain reservations about education for business. "On too many campuses the undergraduate is so far submerged in techniques that he never develops the managerial perspective. And, unfortunately, at many universities the MBA program is nothing but a glorified bachelor's course." While admitting that the latter situation is improving, Wrapp believes, "the best time to study management is after you've had eight or 10 years of varied experience. Management is an art," he concludes, "and it's much easier for a man to perfect that art if he has been practicing it versus the man who really doesn't know what it's all about."

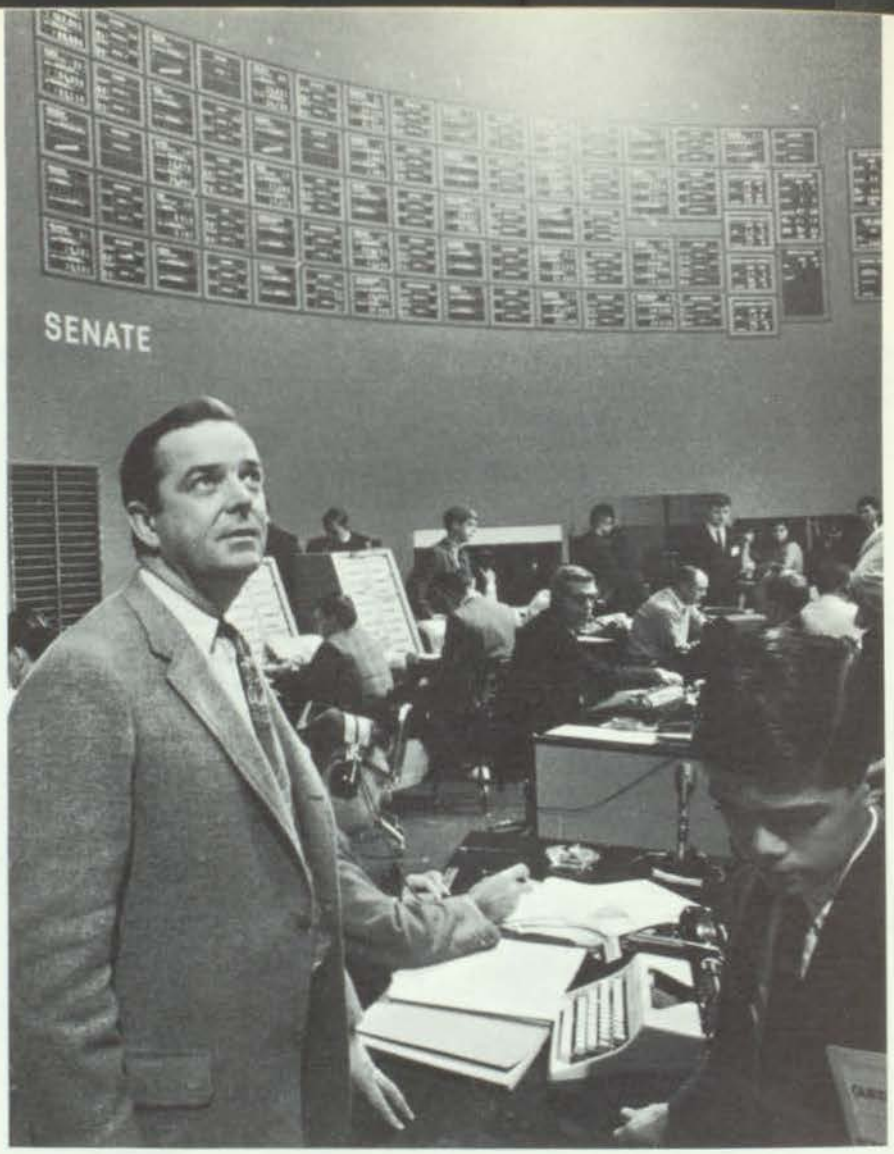
A great believer in business education is **Howard V. Phalin '28,** *chairman of the board and chief executive officer of Field Enterprises Educational Corporation. "If it weren't for business we probably wouldn't have very much else in the country," says Phalin. "I think the importance of business should be stressed more during the first two years in college, instead of devoting most of the time to liberal arts. Students would receive a better idea of the importance of business in this country. It would create more of an atmosphere of good will than now exists." Even though today's students are "turned off" about business in their early college years, Phalin doesn't believe the anti-business bias is as much of a problem as it is made out to be. The young people who oppose business so vigorously during college, he reasons, are generally the ones who return to business for jobs after graduation. "The undergraduate business education is of vital importance," Phalin says, "if the program gives equal attention to concepts and techniques." Phalin thinks the MBA program in many schools is continually improving and becoming more beneficial to numerous companies across the country. Field Enterprises uses Harvard University for advanced education and, Phalin notes, "we get our money back 10 times over."*

"Basically, the advertising industry is made up of input and output," says **Paul Foley '38,** *president and chairman of the board of McCann-Erickson, Inc. "The liberal arts people generate the creative output. But before they can go to work, we must first know the audience and how we can best communicate with it. And this is where the business school graduate can help." Foley, who majored in journalism while at Notre Dame, wants the MBA graduate who can seek out and understand the motivations and behavioral patterns of the consumer. Once the business specialist gathers this information, "he can evaluate it and help us plot our future from that basis." Foley believes our society is changing dramatically. The Puritan ethic of living—all waking hours spent in grubbing out a living"—is gone. Society now clings to a whole new set of values, the ad agency executive says, that include certain educational goals, leisure time and travel. "And this is the area where the specialist in effective communication will shine because he can relate these future trends to today's planning." Foley believes that young men schooled in management education are desperately needed today. "Take our colleges and universities, for example. They need the best management we can provide if they're to survive." He also sees a unique problem that underlies the entire society. "Americans today are strolling hip-high through a world of abundance. We are trying to solve our problem by destroying, hiding, exporting and converting the excess supply. What we need in actuality are the men who can manage abundance."*

Howard Phalin of Field Enterprises

MANAGEMENT'S VIEWS

Edward Wrapp of University of Chicago (above) and Paul Foley of McCann-Erickson



John Schneider of CBS

MANAGEMENT'S VIEWS

Parker Sullivan of General Telephone, Leo Linbeck of Linbeck Construction and Frank Sullivan of Amer. United Life

John E. Schneider '48, *president of CBS Broadcasting, acknowledges the almost limitless potential of today's young business school graduate. But he adds that this young executive's future is brighter if he has acquired the ability "to go all the way" with the corporation. And this, he believes, comes with a good liberal arts education. "In this sophisticated world we need top echelon personnel with management mentality and management intellect to direct the diversified interests of billion-dollar corporations such as CBS," states Schneider. "The man who can provide the solution to a problem, not only in accounting, but in news, entertainment and culture, has the edge over the specialist." He continues, "The typical business school graduate is not attracted to the broadcasting business. He cannot picture himself fitting into the mainstream of the industry until he reaches a top management position. And normally, he is not interested in waiting that long. He feels that his training in finance, accounting and business administration are only a secondary consideration at the entering level." As a result it is the non-specialist that Schneider recruits and later enrolls in the CBS training program. This liberal arts graduate is desirable because of the "creative nature of the business. But at the same time," he added, "we must be concerned with management problems as well."*

R. Parker Sullivan '37, *president of General Telephone of California, is searching for the man who can do more than total a column of figures. "It's not enough for today's junior executive to know the mechanics of data communication." He emphasizes, "It also is important for him to know the varied uses of different techniques, to be aware of new methods and to be capable of translating facts and figures into sound programs for the future." The MBA graduates—those that he has seen—hold this promise. Sullivan sees in this new breed trained minds with a comprehension of all basics, ability to adjust quickly and a degree of confidence necessary to move ahead in business. "Moreover," he adds, "we want the men with good, sound moral principles, who fundamentally make honest decisions, honest with their supervisors and with the customers." Sullivan says the campuses are providing not only the new manpower necessary for growing corporations, but the research areas that are so vital if industry is to move ahead. He believes many major firms now are beginning to recognize the fertile territories of the nation's colleges and universities.*

Houston's builder of high rise apartments and hospitals, dormitories and shopping centers, is another who values the advantages of a liberal arts background. **Leo Linbeck '56,** *president of the Texas construction firm bearing his name, thinks college-bound students would do well to acquire a broad educational perspective and to be more sensitive to the views of others. "An undergraduate curriculum narrowly focused on business is undesirable," Linbeck says. "I prefer to see a man get a liberal arts education, especially if he is going to graduate school. Things are changing so rapidly, both in management technology and in the world in general, that the need for a strong educational background is mandatory." Linbeck believes that young men who have received only technical information are frequently not as responsive to the demands of change. They lack the ability to recognize new trends and react to them. He adds that one of the major drawbacks in business specialization is obsolescence. Since it takes most young men some years to climb the promotion ladder, a great deal of their classroom knowledge usually is outdated when they reach management positions. Linbeck happily notes, "The MBA graduates of today shun the easy or apparent answer to questions. They have the willingness to be very thorough." Though he doesn't look to the MBA man as a panacea for every management problem a company encounters, he is definite in his conviction that the "science of management has come many miles in the past few years and the MBA grad is the one most likely to see that the trend continues."*

Frank E. Sullivan '49 *is immediate past president of the Million-Dollar Roundtable of insurance underwriters. And his theme is "continuing education." "If I don't study an hour each day I feel I am moving backward," he says. Sullivan, an advocate of speed-reading courses and of jogging, is a great believer in self-discipline. In his mind the individual must set a pace for himself and then work to accomplish it. He believes Notre Dame is in the forefront of those schools who recognize the approach to business education must change. "The student now gets a broader base in his undergraduate years and is better equipped to pursue continuing education in any chosen field," he says. Sullivan also has a distinct outlook regarding graduate school. In his mind it should come after a man works in his particular area of interest. "The man will be a far better student if his concentration has been channeled and he is sent to school by his employer," he adds. Annually, a multi-million dollar supersalesman for American United Life, Sullivan strongly encourages young graduates to get into the sales field. "If the new man has any leaning in this area the flames should be fanned because he's valuable property—he's the 20-game winner. With hard work he can move more rapidly to the top of the promotion ladder." He continues, "I don't think business schools, especially the prestigious ones, are aware of this. As a matter of fact there's only one school in the country that has a chair in salesmanship. I think schools are only kidding themselves when they don't put high emphasis on the fact that salesmanship is really the name of the game."*

Does Business Have a Soul?

What is business' contribution to society? Is it to maximize profits and minimize losses as measured in dollars and cents? Or is there a more encompassing profit and loss statement determined in part by a system of social accountability?

These were a few of the questions presented to a group of Notre Dame businessmen, academicians and students whose comments and discussion examined the so-called business of business. The business practitioners in the forum were John T. Ryan Jr. of Pittsburgh, chairman of the board of Mine Safety Appliances Co. and chairman of the College of Business Administration's Advisory Board, and Don Matthews '55, president of Bush Universal Inc. of New York. Representing the faculty were John W. Houck '54 and C. Joseph Sequin, professors of business organization and management. Students participating in the discussion were Ken Cullum, a second year graduate student in the Notre Dame MBA program, and William M. Kearns, a '68 Notre Dame graduate now attending the MBA program at Harvard.

MIKE KEARNS: When I look at business and at our modern society I see growth in certain parts of the country and just complete demise in other parts. I see some areas of technology pushing ahead while other parts are completely lacking. I can see business forming the society of tomorrow by its decisions today. For this reason it is perhaps more responsible for what happens tomorrow than any other sector of our society.

DON MATTHEWS: Business in fact has a moral obligation to society. It controls so much of the nation's economy which, in turn, has such a direct influence on the social progress of a country and its people. This is seen in the people's ability to feed and clothe themselves, provide education for their families and so on. A couple of generations ago business's prime concern was to survive, to grow, to stand up against the competitive forces that existed and to an extent still exist today. But today it's a different business world. Business must now consider what impact it has on society at large.

JOHN RYAN: I think business in the past decade has accepted social responsibility. But I question the extent of its involvement. How strongly should business plead its case as to what ought to be done in society? I don't feel that in determining the direction of this society business can usurp the powers that under our system of government are given to the elected representatives of the people. Business has every right as a group of citizens, organized or otherwise, to present its point of view. But I think business has to be careful to recognize the primacy of the elected representatives of the people.

DON MATTHEWS: I think businessmen today are forced into being concerned about social problems if for no other reason than from a pure regulatory point of view. Take the problem of pollution as an example. Businessmen worry about local ordinances against this. They've got to worry about how that relates to the community. So if you get back to the old concept of why a businessman gets involved it's mainly to have his company earn a profit and to pay his stockholders a return on their investment. Consider the auto safety thing with Ralph Nader. I'm confident General Motors always wanted to make a safe product and so did the other auto manufacturers. But now they're being forced to think in terms of the public interest. Whereas before they might have had a genuine concern, now, whether they like it or not, regardless of the motive, they're being forced to think more of the public interest.

KEN CULLUM: But how much is business acting, not reacting? What is its social contribution?

DON MATTHEWS: Many corporations have become deeply involved as a matter of conscience. Xerox Corporation in Rochester is a case in point. No one has prodded them. In fact, their stockholders, the noisier ones, complain about their involvement. But they have progressive management. Some of the nation's top management are getting involved in politics, federal politics. This is a stirring of their conscience. It's not reacting. On the other hand I'm sure there are other businesses that are merely reacting. It's difficult to generalize. I don't think there is a general philosophy among business across the nation toward this thought.

JERRY SEQUIN: I think we have to allocate responsibility. We can talk about the responsibility of business for pollution. That is a clear case. But let's take a more difficult case. Take the controversy over the pricing of steel and President Kennedy's action. He intervened in the negotiations because of rising inflation and the international gold problem. So what does the steel industry say? "Look, we need a price increase because if we're going to remain competitive we have to make more profit." On the other hand there are the needs of the country and international trade. We have the labor factor, and the political factor. How does business determine when the interests of the country should come first?

JOHN HOUCK: This intrigues me because it goes back to something I'm interested in and that is men's motives. Every man has to figure out the world within which he operates and decide how he's going to adjust to that world. What are his values? If his values are to maximize his profit in the short run he'll operate a certain way. If his values are for the longer run, for the longer pull, he's going to satisfy another group of stockholders who want growth, over the longer pull. If he's another ket-

JOHN RYAN

"A couple of generations ago business' prime concern was to survive, to grow, to stand up against the competitive forces that existed and to an extent still exist today. But now it's a different business world. Today, business must also consider the impact it has on society at large."

tle of fish, a human being cognizant of what is going on, with a sense of responsibility, not only for his organization but to his society—he starts dropping down the importance of dividends and saying, "I'm not only interested in dividends but also in the society within which I operate. If the society isn't good then my company may make a whiz-bang profit this year but the whole thing may go down the drain next year."

JOHN RYAN: I agree that business should have a social conscience, but I wonder if business ought to assume what I feel is the role of the political arm of society. It isn't for businessmen to decide that we should move in certain directions as a society. I think it's for the society to decide. Businessmen and government leaders should move in cooperation. But in a large part businessmen have to be influenced. Suppose you opened this up and gave the businessman his latitude. You can say who runs the White House and spends $186 billion a year and you also can throw him out in four years. But if, for example, I like the foreign missions and take a billion dollars a year out of the treasury of General Motors, and give it to the foreign missions, well . . .

JERRY SEQUIN: In talking about responsibility the question of government vs. business inevitably comes up. You've got to remember that the government is elected by the people. The President is, the senators are, and given the imperfections of democracy, they do reflect what the public wants. When the public finally does come around to wanting seatbelts this is reflected through the politicians. The businessman, on the other hand, is elected by a very small group of people. There was a recent article in *Look* magazine on the white, Anglo-Saxon Protestants (WASPS) in American business firms. Of the 50 largest industrial firms in the country I think there are 33 that do not have on their board of directors a Catholic, a Negro, or anyone other than a white, Anglo-Saxon Protestant. This is a very small group to which they are accountable. Such a social decision should come from a broader-based group. I think this should be a political decision. I am not saying that the businessman should not consider the ethical implications of what he is doing. But politicians, not businessmen, must advance society according to the wishes of the people. This is what the political process is all about.

JOHN HOUCK

KEN CULLUM

"I think businessmen today are forced into being concerned about social problems if for no other reason that from a pure regulatory point of view. I'm saying government regulations have much to say whether or not business is concerned. You might call it a defense motive."

MIKE KEARNS: Something we keep saying over and over disturbs me—"The government this," and "The government that." Who owns the United States? Does the Federal government own the United States, do they own Xerox? Do they own all the large corporations? How much control do you let them exert over you and what is your reaction toward this control?

JOHN RYAN: If you look at the contributions of the Federal government to research and development today, both in business and the university—it's rather staggering. For example, you find the decision to go into the space program was a government decision. A lot of businesses had the techniques, skills and knowledge and maybe the government might not have made this decision had it not been for the Sputnik. Another example is atomic energy. Where would atomic energy be today without government involvement?

DON MATTHEWS: Just what is the power of business? Business has tremendous power. Its basic power is to serve. You can say this is the old axiom of the chicken and the egg. Business predominently reacts. But at the same time business influences and causes some of the actions to which it reacts. You can also turn around and say government influences business with contracts and so on. But isn't it true that government is basically a customer? If government wants to go into a Cape Kennedy, business isn't going to rise up and say "Don't spend $50 billion to build a Cape Kennedy. Let's spend $50 billion to build new housing in slums." Business has a great deal of power but its power is greatly affected by the marketplace. Companies today are turning out products that five years ago didn't exist. Five years from now maybe 80 percent of today's products won't exist because this is what the public wants, but at the same time, business is influencing the public whether it be advertising or what have you. So business is playing a dual role. But when it is all said and done I'll ask you, where is the real source of power or where is the source of energy of business? Where does it come from? It comes from the customer. The buyer

gives industry its power. That's where its power comes from, financial and economic power.

KEN CULLUM: There's little doubt in my mind that because of their power the decisions businessmen make today are going to build the world of tomorrow. Do you worry about the ramifications of your decisions today to the culture, the civilization, the society?

DON MATTHEWS: I'd say that business must shoulder the responsibility for many of the decisions which brought on the social and economic ills of today. But I think sometimes they become a scape-goat because everybody attacks bigness. It's an easy thing to do and people have to attack success—it's a soft target. Everybody feels sorry for the guy that doesn't make it. You don't bother attacking him because he can't produce anything. But what I'm trying to establish in business is a custodian of that power in a pluralistic sense. It is not the free agent that you might believe it to be to exercise that power anyway it wants to. So that if business is influenced by you university fellows, who are idealistically motivated to do something, business can't just say it will be done. Let me ask you this. Why is the university involved today?

KEN CULLUM: Universities—their students and faculty—want a more active part in the making of our society.

DON MATTHEWS: Well I believe businessmen are getting into that same posture. In many respects we have the same problems the university had. You know the university has had problems in the past where it couldn't take a stand because its funds would be cut off. I'm sure that down South if the universities started to develop a civil rights plan they would lose their endowment. But universities now are trying to generate some of their own power. Also people are becoming more liberal in their attitudes. In business it is the same way. Businessmen couldn't afford to take stands before. From political points of view, they might have offended customers. The stockholders might say, "To hell with that civil rights program, get down here and make a better product."

JOHN HOUCK: I see two ethics involved here. One ethic is that you are a victim of the invisible hand, the marketplace. You have to do whatever you can to survive in the marketplace. But today I think that is old hat, that doesn't describe American business. You have built up a number of barriers to this type of thing. You figure out through research or through market power how you can survive year after year. I think that destroys the old "invisible hand idea," which had the implication that a lot of firms are going to die because they didn't come out at the right place at the right time.

DON MATTHEWS: Let's take an example—seatbelts. You talked about safety. Companies started out selling seatbelts because they made them for airplanes. They tried to sell them for automobiles but no one wanted to buy them. No one wanted them. Then along came safety regulations and the guy who just happened to survive was caught in the upswing when the regulation came through. They're doing great. Suppose General Motors decided to add all these safety extras to make it safe without any regulation because "we just feel morally obligated to protect the guy behind the wheel and his passengers." So they add another $200 cost to the car. First thing you know they've got an Edsel. People don't buy it. What are they going to do?

JOHN HOUCK: Let me finish the second ethic. The first ethic is where you're really victim of an impersonal market, and that is the classic Adam Smithian view as I understand it. The second ethic is that you have built considerable power through reserves, through research, through organization, through your capacity to educate a public. And this is advertising. So if you want to add $200 more of safety I suspect the boys at GM and on Madison Ave. will deal safety with sex appeal or some such thing.

DON MATTHEWS: And the first thing you know a government official stands up and says, "Don't blame the price increase on us. Roll back the price and don't pass it on to the consumer."

JOHN HOUCK: Here we get to the question I want discussed. How do you make your decisions? Is it just survival or do you have an interest in the public?

DON MATTHEWS: If I can serve the best interest of my company and still have the latitude of my own personal moral convictions, my own personal conviction prevails. But if I've got a corporate responsibility for six people or for eight thousand employees and I go frittering around with the company's funds to support civil rights, or rebuild slums and let the company's best interests suffer in the process then I've used poor moral as well as business judgment. So to answer your question, where I have the choice, where I have the opportunity to interject my own personal philosophy and principle I do and I do so strongly. As long as the best interest of the company is not risked.

JOHN HOUCK: How do you define best interest?

DON MATTHEWS: "Best interest" means its economical health, its employment capability, its profit capability.

MIKE KEARNS: Maybe it's just the mentality of the entire profit system. I'm not knocking it but I think we have to reach a point where we become bigger than just running our business and making money. I think we have to realize that if we want money in the future, if we want any type of society, if we want hope in our society, we are going to have to sacrifice somewhere along the line.

JOHN RYAN: Okay. But when you do that I say God forbid. If you're not operating a private business within a profit society, what do you substitute for your accountability? There has to be an accountability for this.

MIKE KEARNS: I'm not advocating the abolishment of the profit motive, rather the modification of it. We've talked about individual businesses. We cannot just talk about single units. We say business and we have to mean business as a whole, just as when we say government we mean the federal, state, and city.

DON MATTHEWS: But unfortunately business is not that unified.

KEN CULLUM: That's the point. It has to start pulling together or it won't get anywhere.

JOHN RYAN: Well I think this has already been demonstrated with regard to the hard-core unemployed. The National Alliance for Business has already met its July '69 quota for employing dropouts. This is a program which has brought business people together. I believe that if each one of us agrees to take so many—not just one company taking a large group but spreading the admitted risks of this type of program over as wide a group as possible—the program is completely feasible. Or you take Westinghouse building a plant in a large Negro district in Pittsburgh. Obviously, I think this plant will employ largely Negro employees. They say this is a straight economic proposition. They have a new product that they're going to make there. Hopefully, this will provide long term employment and I think it is a very reasonable decision for Westinghouse to have made. It will undoubtedly be a very profitable decision for them. But at the same time I'm sure they're not doing it for charity.

JERRY SEQUIN: It seems to me we're talking about problems here on at least several levels. But there is also the broader question of the role to be performed by business in the macro-sense . . . and it concerns the health of the nation at large. There was an article written not long ago in the *Harvard Business Review*, "Open Season on Bigness." The author makes a point which makes for interesting discussion. It was suggested earlier that the stockholder might be the villain because he is opposed to businessmen involving his company in these projects. The author's point is that the stockholder is not really the villain, that it is not the function of business to be involved because the businessman must also try to answer: "What is good for the stockholder? What's this going to do to my employees? How does this affect inflation? What effect is this going to have on the gold flow, on our relations with Rhodesia and South America?" And if he takes it all to heart he becomes a multiple schizophrenic. He is not equipped to handle this kind of problem. So the stockholder who emphasizes profitability may really be doing us a great favor.

DON MATTHEWS

"Business should have a social conscience. But it shouldn't assume the role of the political arm of society. It isn't for businessmen to decide that we should move in certain directions as a society. It's for the people to decide."

KEN CULLUM: On the other hand the stockholder could be the villain who merely has an acquisitive itch for more dividends.

JOHN RYAN: I think it is the minority stockholder that raises his voice. I don't think this is in the aggregate group, especially if you have a successful company. I really don't think this has a great impact.

JOHN HOUCK: You say it may not be the stockholder who restrains you. You say there is another restraint on the businessman and that is the market. I don't believe it. The businessman makes a lot of decisions without fearing that he's going out of business next year. It isn't a life and death struggle every day. Now you can say the great thing about government is that we can vote a man in and we can vote him out. And yet we can't. We know that the government has the capacity to manipulate public opinion. I am hoping somehow to get away from the bureaucracy of Washington, to get to this tremendous capacity which business has, to figure out what the problems are and to accomplish whatever it takes to solve these problems. Businessmen can't do it as it's presently set up. If they can't turn this thing into some kind of meaningful society that's going to be successful then we have to change the way some parts of business operate. We may have to pull the talents of these businessmen from the business organization and create new forms. Maybe we need a public-private corporation. We're not tied into Washington and the bureaucracy of politics. And we're not tied into this balance sheet and operating statement that worries your stockholders. We can say to somebody, "Here, we want you to have the capital that government can gather through taxes. We want you to spend it through the organizational potential which you men demonstrated when you took an IBM computer and made it into a billion dollar industry." Then too, we may need a third form here to deal with the problems of quality in our society, because you gentlemen feel you're inhibited by stockholders. You say you can do only a little because you're restrained. Yet we've got a whole series of problems out there that have to be solved. Now if there's some way that we can make use of government's one

key faculty, the ability to raise capital, and combine that with the organizational potential of American business to set up a new form and not have it inhibited by this profit motive or balance sheet, we can spend the money to build this quality society that we're interested in.

JOHN RYAN: Frankly, I think most businessmen would welcome a qualitative approach. I don't think there's an argument there.

JOHN HOUCK: In the past 100 years, amidst technology, capital and managerial know-how, you have built the affluent society that we know in 1968. Now we are moving to a quality society, one that doesn't forget about the bottom 20 percent of our society. The top 80 percent is what Marx was talking about. The classless society. The same attributes, affluent. We're going to create a new society with new values, new ways of judging how we do things. How is industry going to contribute?

JERRY SEQUIN: It seems to me that what business can contribute best is its talent for management. This would be its primary contribution.

DON MATTHEWS: I don't think there is a responsible businessman who would not be willing to say we'll buy this proposal and as a corporate management we'll sell it to our stockholders. But the government must help. They must supply capital. The government or the people would be stockholders. Business would contribute its management talent using the funds to develop a better society. Businessmen would be the custodian of the people's money, as they are now for their company stockholder's money. And he would use his talents, his efforts, but it would be separately accounted for, you can't mix it. He could apply his talents, he could use the know-how and the business ability which he has now. Businessmen are always willing to do this. They are public spirited and conscientious this way and if you want you can create something like this. I also feel that a great deal of this quality necessary for our society is being born now in the universities. The young people now are desirous of a quality that is not necessarily economically related to the material goods. This can be healthy. I think it is tainted with a little idealism and therefore an unrealistic outlook. But I don't think they're going to be discouraged. I think that outer wrapping of idealism will not even be tarnished. I think it will be changed and reapplied. I think it's healthy. I think that the young man coming in today can exert a tremendous amount of influence, whether it be in business or politics. I don't think we should just say business. I'd like to see the young men and women coming out of the universities look at their influence on the whole social structure, meaning politics, business and all of society. They can in effect spur it on. I think there is a practical application of ideals to make them work. You just can't go around with a sign saying I'm idealistic and gung ho for idealism. You've got to convert that, energize it into action, in a practical atmosphere. And you can't create converts overnight. I'm very pleased to see their willingness to get involved, to speak out, take a position and to declare themselves.

JOHN RYAN: I believe universities can contribute by providing the students with a broad understanding of the past and its influence on the present. There's a great deal gone by in the past that might be useful in the negative sense, being aware of the mistakes people have made. But I think it also has an obligation to equip them with the techniques and approaches that will be useful 10 or 20 years from now. I think if you educate people today in business or science for the present you're making a grave mistake. And I think the better schools of business education today are fully aware of this. I know from what I've seen that the graduates from better institutions today are coming out far better equipped than in the past.

DON MATTHEWS: I believe that today's university graduate, because of his awareness and concern for the plight of his fellow man, will urgently attempt to implement a qualitative society. And I'm sure we will be seeing that new society before the year 2000.

JERRY SEQUIN

MIKE KEARNS

"We can build the quality society we all want if in some way we can make use of government's ability to raise capital and combine it with the organizational potential of American business to set up a new form and not have it inhibited by a profit motive or balance sheet."

FACULTY SKETCHES

The most important thing about

CANON A.L. GABRIEL

is that he is a scholar. The second most important thing is he is a man who knows how to dine.

The first attribute is hard to miss. It is, for example, one of the first things which emerges from his *vita* on page 794 of *Who's Who in America*, where one finds this entry:

> GABRIEL, Astrik Ladislas, educator, scholar; b. Pecs, Hungary, Dec. 10, 1907; student Hautes Etudes, Paris, 1932-34, Ecole des Chartes, Paris, 1935-36; Ph.D., U. Budapest (Hungary), 1936, privat-dozent, 1941-47; Dr. honoris causa, Ambrosiana Library, Milan, 1967; Came to U.S., 1948, naturalized, 1953. Dir., French Coll., Hungary, 1938-47; prof. U. Budapest 1941-47; guest prof. Pontifical Inst. Mediaeval Studies, Toronto, Can., 1947-48; mem. Inst. Advanced Study, Princeton, 1950-51; prof. U. Notre Dame, 1948—; dir. Mediaeval Inst., 1953—; Charles Chauncey Stillman guest prof. Harvard, 1963-64 . . .

This tells something of the story of a young Hungarian, steeped in the cultural traditions of 13th Century Hungary and France and ordained a member of the Canons of Premontre in 1931, who went on to become one of the leading mediaeval scholars in the world.

Another quotation—one which serves to link the *Who's Who in America* description of "educator" with that opener about dining—is one taken from the introduction to a recently published book of essays dedicated to Canon Gabriel by several of his former students. It reads: "For us who went through the Institute together, working and living with Professor Gabriel was a unique experience in our classes and seminars as well as in academic *prandia*."

Prandia does not translate from the Latin simply as eating and drinking. It refers to what went on in the so-called "academic taverns" of the Middle Ages where a good deal of learning took place because the conversation was as good as the beer.

Prandia goes on today when the Canon goes to "Eddie's" with friends, fellow scholars or students. Every waitress in South Bend's home of *haute cuisine* knows Canon Gabriel and his rather continental manner of dealing with them—ostensibly imperious but genuinely appreciative of good food and proper service.

Canon Gabriel's effect on his students was summed up in the words of two graduates of the Mediaeval Institute in this way: "It was more than study and research and dissertations; it was an engaging relationship with an unusual man in whom the spirit of the mediaeval master is wedded to that of the modern scholar . . . while never blurring the distinction between master and disciple, he made us partners in a rigorous but exciting search for knowledge. There was something of the flavor of the past in that relationship and somehow the study of the Middle Ages was all the more interesting for it."

Long ago, the Canon took the advice of Voltaire and cultivated his own garden. Without apology, he concentrated his studies on the history of the mediaeval university and it bothers him not that some consider him a master of the arcane nor that he is probably read by only a handful of specialists over the world. He is not impressed with numbers, only with quality. One of his monographs, to which he applies the somewhat scornful appellation, "a popularization," is dotted with Latin and mediaeval French and has 255 footnotes.

As he once said, "It is fine for some university people to be writing best-sellers and to be intensely involved in public affairs. But we still need the old-fashioned scholars, working away in the libraries, adding new data to public knowledge."

This is not to say he lives in an ivory tower with the drawbridge up, awaiting callers who can match his credentials as a Fellow of the Mediaeval Academy of America. He is sensitive to contemporary applications of his work, espe-

cially because he is aware of the limitations of modern journalism.

He can note somewhat wryly that the sons of mediaeval tavern owners were often found in the university because students could import beer without tax; that close examination of the soiled official "registration books" of mediaeval universities reveal there were students who did not wash then, too; that librarians were sometimes denied wine if books were missing without good reason; and that the Sorbonne grew out of a small student riot in 1200.

The Sorbonne, occupied more than a month by rebellious students early this year, brings to mind one of Canon Gabriel's singular triumphs, the establishment of Notre Dame's Mediaeval Institute as one of the firmest footholds of mediaeval culture in the United States.

When the students were finally flushed from the Sorbonne, the central campus of the U. of Paris, officials breathed a sigh of relief when records were found unharmed. While extremely rare, they were not exactly irreplaceable—key institutional records of the U. of Paris up to 1700 are on microfilm in one other place on earth, Canon Gabriel's carefully indexed file cabinets.

In the meticulous splendor of the Mediaeval Institute's red-carpeted quarters on the seventh floor of the Memorial Library rest some 11,000 microfilms, 7000 black and white photographs, 3000 colored slides and 19,231 volumes.

Canon Gabriel, using his considerable powers of persuasion, has attracted $340,000 in grants during the last few years from the National Science Foundation ($240,000) and the Samuel H. Kress Foundation ($100,000) for the microfilming and photographing of significant scientific and artistic materials from the world-famous Ambrosiana

The Canon is a mediaevalist whose 14th Century academic principles strike a surprising similarity to the goals of today's university.

Library in Milan.

Before one dismisses the Canon with today's favorite adjective, "irrelevant," he should ponder the principles set forth by founders of 14th Century colleges as the keys to success: 1) a solid financial base; 2) freedom of inquiry; 3) tradition, based upon the statutes, as the basic governing power; 4) an intellectual environment supported by a well-equipped library; 5) good fellowship without hypocrisy; 6) respect for individuality; 7) admittance of fellows without discrimination and, if possible, on an international basis.

If that sounds familiar, ask the Canon to lunch at "Eddie's." He'll elaborate.

—Richard Conklin

A half-finished Pepsi decarbonates, ice cubes liquify in a tray on the table, a bag of store-bought cookies lies forgotten. Prof.

BERNARD P. NORLING

is talking about teaching.

"Teaching freshmen is interesting. They're not nearly as blasé as students become later. They're more receptive to ideas in a lot of ways, easier to excite about the subject. It's easier to develop enthusiasm in freshmen. Their minds aren't inferior to older students, nor their understanding any less."

The 1968 winner of the Thomas E. Madden Award for superior teaching of freshmen obviously enjoys his job. It doesn't seem to bother him that the freshmen are in his Survey of European Civilization course to fulfill an academic requirement.

It doesn't seem to bother the freshmen either. Dr. Norling is roundly acclaimed by his students as precise, well organized, dedicated to accuracy and a man who explores the old world looking for clues to the new.

Dr. Norling knows that facts never get learned unless the course is interesting. He sees the need to make history relevant to the student's life. He compares past to present, showing history being made now and how it reflects, without necessarily being identical to, what has gone before.

Norling feels many Americans need to have this pointed out. "Lacking the centuries of history which Europeans and Asians are heir to, Americans tend to feel that anything that happened very long ago doesn't have much relevance to the present," he says.

From his desire to better orient his freshmen to a sense of history sprang Dr. Norling's book, *Towards a Better Understanding of History*. He kiddingly refers to it as "a work of fabulous erudition, one of the intellectual monuments of this century," but it has turned out to be a really big number from the UND Press. After 10 years in print, it's still selling more than 3,000 copies a year.

Norling did his undergraduate work at Gonzaga U. in Spokane, Wash. and came to Notre Dame expecting to stay only long enough to get his master's. He has never left. That was one PhD plus 18 years of teaching ago and he is happy to remain.

One thing that keeps him here is "a tremendous improvement in the student body in the last 18 years. I don't think the best students now are any better than those who applied in 1950, but there are more good ones," he says. "You don't get any of the really hopeless ones anymore. The students are different—their average intellectual level is better."

Of the rise of undergraduate participation in Campus life, Dr. Norling says, "There didn't use to be as many half-baked revolutionaries, hippie-types

Precise and well organized, Dr. Norling is dedicated to accuracy "in" as well as "out" of the classroom.

and nonconformists as there are now." However he concedes that activism can improve a student if it does not become an obsessive concern.

With the expertise which comes with long knowledge of them, Dr. Norling observes that "18 to 20-year-olds, if they are intelligent and perceptive, see what is wrong in the world and want to change it. Only later do they find out how difficult it is. But that is part of growing up."

His teaching does not demand all his time and he uses up his stores of energy being what he calls a "frustrated athlete." Admitting to lots of experience in handball, golf and basketball, he claims to like fishing best. But popular acclaim says he is one of the best pool players on Campus.

The installation of two pool tables in the new University Club has given him ample opportunity to demonstrate the skill that he imputes to "a misspent youth." Not a few members of the faculty and staff admit to having been beaten regularly by him; and, where the only wager is the price of the game, Dr. Norling rarely pays.

But Bernard Norling has concerns deeper than getting the fish to bite and polishing his bank shots. Right now he worries that the overpopulation problem which "should have been dealt with two or even three generation ago" is so monumental that only its immediate solution can save the world.

The difficulties of this overcrowded age give him pause. "Great numbers of people get on each other's nerves. Numbers will ruin the quality of life; the animals will all be dead; and megacities will be linked together by 20-lane highways. I don't want to live in a world like that."

Though the situation looks dark to him it also looks exciting. "This is the age of most violent oscillation, most rapid change and greatest danger."

Round-faced and relaxed in his office chair, this professor of history hardly seems intensely concerned with life. Yet his variety of interests and his thoughtful response show him to be not only a student of the past and a man deeply involved with the present but also a gazer at the future.

—Sheila Dierks

Motorcyclist and Mustang fan, Josephine Ford is seldom pedestrian.

When she arrived in 1965, the only thing

JOSEPHINE M. FORD

knew about Notre Dame was that it had a football team.

Since then she has established herself as the first lay woman teacher at ND and as a scholar in the theology department.

Dr. Ford brought with her to the Midwest all the traditions close to the hearts of Englishmen. Born a low-church Anglican in Sherwood Forest, she received her basic education at a convent school where her parents felt she would learn good manners and needle work.

"But I learned a little more," she says. "I learned about the Catholic faith. It was the grace of God and intellectual conviction which brought me to Catholicism in 1950. I found the Catholic arguments so consistent."

Dr. Ford did not begin her education with the idea of becoming a theology instructor. In fact, she did not begin her college education until much later than usual. "My father was really a very kind man but he didn't realize that a woman needed a university education or would want one. I knew he wanted me to do something practical; he didn't like women who spent time reading books. And so, to please him, I became a nurse and mid-wife.

"But by the grace of God I contracted tuberculosis very badly and this meant I had to have two years off duty. During these two years I did considerable reading. The doctor decided it would be better for me to go to a university than to go back to nursing."

A simple Xerox machine could do wonders for research on the Dead Sea Scrolls.

After receiving a degree in Latin studies from the U. of Nottingham, Dr. Ford taught for several years at Durham U.

"I had always wanted to study theology," she explains, "but, as there were no Catholic teachers in theology in Great Britain, the bishop didn't want the Catholics to 'read' theology. I felt so strongly about this that I wrote the cardinal and eventually got permission." From there she went to King's College in London and on to the U. of East Africa.

"I've never before lived in a place where religion and academic theology studies have been practiced together. So, Notre Dame is a very interesting experience for me," she says. "When I first came, I realized I was asked to do two things. First of all, to teach the undergraduates, the purpose of their course being, among other things, to deepen their faith and knowledge of Christianity. Therefore the position also has a pastoral aspect.

"I do not make this very obvious in my classes; as one student said, 'I like Dr. Ford's classes—she doesn't teach religion.' What he meant, I think, is that I provide the academic material. I give a lecture rather than using a text book. Both the mid-semester and final examinations are take-home examinations and their term papers are essays of a quasi-creative nature. Of course, I answer questions in class; any questions are permitted, but I am rather bored with contraception and Vietnam."

Dr. Ford feels the real success of undergraduate classes depends on the professor's full sacramental life. "Sacred Scripture, indeed theology in general, is not solely a matter of teaching. It is the meeting with a person, that person we meet in the Sacraments and in the word of God."

This British gentlewoman has acquired two nicknames among the student body. One is "Mary Poppins," alluding to the English accent and "bun" hair style which are both sported by Dr. Ford. They also call her "Minnie Mouse" because of her small features and quiet personality. She doesn't mind either pseudonym and offers the information freely. "There could be worse names," she says.

"I like the boys very, very much. I find them very nicely mannered, little gentlemen and eager to work. And I'm very pleased with the standard of term papers I get. The only thing is that I would appreciate it if they dressed a little better. It is rather disconcerting when they come without shoes or a proper shirt. I find it extraordinary not having coeducation on the university level. I think working together with the female can have great advantages. Also some women friends on the Campus might have a refining effect on the way they dress. I find it very puzzling that they have such beautiful manners and yet dress in such a strange way."

The theology department is of great concern to Dr. Ford. Although she feels the department has great potential, she is very concerned about two things:

"We are tremendously overworked here and hence we haven't enough time to prepare work as well as we should like to or to see individual students. Our teaching schedule is usually twice as much as that which is recommended. I have been very fortunate. Notre Dame gave me two summer grants and on one occasion when the chairman was unable to give me graduate work he relieved me of one course so I could write.

"I think that Father John Dunne's great success as a teacher may be due to the fact that he declines any more than six hours teaching per semester, most of his summers are free and I believe he has had a sabbatical year. On the other hand most of our professors teach 12 hours a week, teach up to 400 students per year and, if they have children to support, they must earn enough during the summer and take extra work to give them a good education and pay for medical expenses.

"Also, our work could be much more facilitated if we were allowed a simple thing like a Xerox machine and more secretaries. There are five or six secretaries for 300 professors in the library whereas the psychology department has four for six members of the faculty plus their own Xerox machine."

Money is a big problem in the mind of Dr. Ford and she is a little exercised about its use at Notre Dame. "We speak a great deal about social justice," she says, "but I think we have to begin first of all on our own Campus. For example, I think we should look to the residential halls and the conditions of the rooms of our students and to the salaries and conditions of our librarians and all of the people who work for this institution."

A distinguished scholar who is now hard at work on the Dead Sea Scrolls, Dr. Ford is also something of a queen of the road. She has run the gamut of public transportation, trying a car, a bicycle, a horse and even a motor scooter.

"I always had a secret desire for a motor scooter, but I could never afford one so I used to have a bicycle," she explains. "I was known as the nurse with a breviary and a bicycle. But after my tuberculosis, to save my energy and so forth, I bought a motor scooter. English people always name all their houses and everything they have so my first motor scooter's name was Joseph.

"But Joseph didn't behave very well

and he broke down several times. So I disposed of Joseph and I bought Zanthus. Zanthus is the name of one of the horses in the 'Iliad' of Homer and Zanthus was marvelous. His longest journey was 167 miles in one day. But unfortunately Zanthus was a little bit heavy and so I had to part with him. I bought a very beautiful Italian model, white with black markings on it, a very beautiful profile. I can't remember what I named it, but it was very quick.

"This scooter could do 134 miles on three-fourths of a gallon of gas. But now, to the amusement of my students, I have actually graduated to a blue-gray Mustang with a stick. I call her 'Shirin,' which means songs. She is named after the Hebrew name for the Song of Songs because I was working on an article from the Song of Songs in the Bible when I bought her."

This summer Dr. Ford worked on a book on Christology, the person of Christ. This book will be a complement to Father Dunne's book called *Time Within Mind*, presenting three Christologies.

"Father Dunne approaches this from a philosophical point of view but I am going to approach my Christology entirely from a Biblical and Jewish point of view. And so I think it is very nice that two people in the department are going to produce books on Christology but entirely different."

Dr. Ford is also in the process of producing a book in association with Ralph Keefer, a theology professor from St. Mary's College, and in 1970 she has been asked to complete a commentary on the Apocolypse of St. John. Her literary talents do not stop there however. Since 1964 she has had more than 21 articles published in international journals and over 10 in popular journals.

Something of a connoisseur, Dr. Ford is always eager to entertain and reveal the refinements of an English hostess. She feels there is not enough socializing within the University family and hopes to do something about it.

"Just a spoonful of sugar for your tea?" the British lady asks, Mary Poppins-style. And then the conversation is off to a genteel, but exciting, start.

—Jeannine Doty

EMIL T. HOFMAN

He knows the forlmulas for cortisone and cordon bleu, for sorbic acid and sauerbraten.

He's as familiar with *quiche lorraine* as he is with qualitative analysis and he's not any prouder of the chem lab workbook he wrote than he is of his collection of cookbooks. Come to think of it, Emil T. Hofman is even put together something like James Beard himself.

Fellow faculty members are well acquainted with Hofman-*haute cuisine*, having sampled and survived his dinner parties, but these culinary talents go undiscovered by his Notre Dame students. Their Emil Hofman is famous for his talent as a teacher.

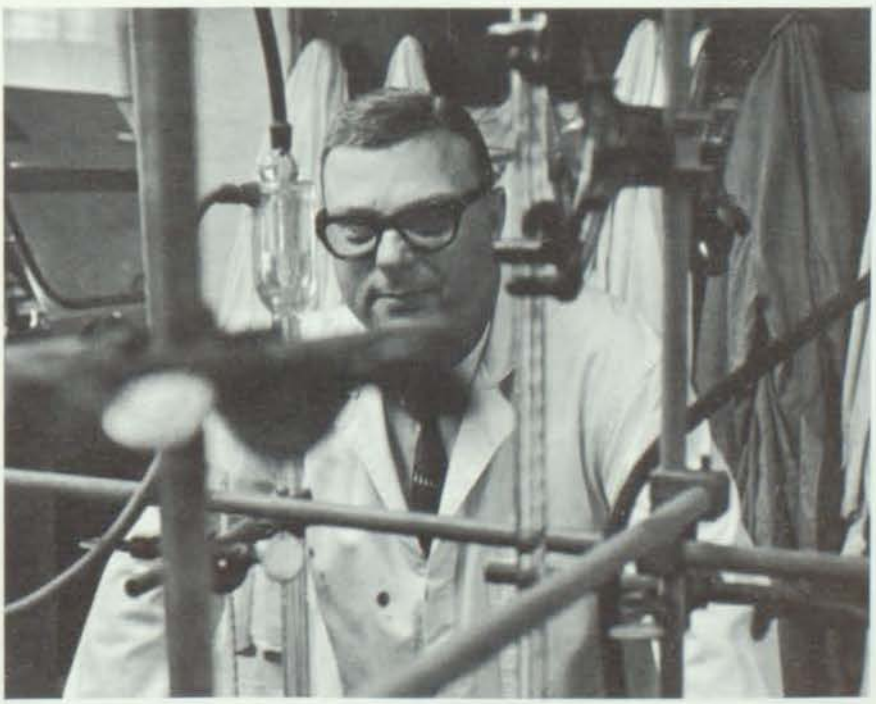
In 1963 the student yearbook, *The Dome*, related Dr. Hofman is "recognized as an expert not only in the field of chemistry, but also in the precision and imagination with which he teaches his classes."

The 1967 edition pointed out that "in recognition of his work in freshman teaching, Mr. Hofman won the Thomas Madden Award the year it was instituted and the students themselves find him an excellent teacher—but not many would eulogize him on Thursday nights . . . He is to (the students) an awesome teacher, impressive in his ability to lecture to a full engineering auditorium without the aid of a microphone and still control it, equally impressive in the knowledge of his subject and the clarity of his presentation."

Dr. Hofman explains the reference to Thursdays means that's the night before his weekly tests. "I could go downtown any Thursday night and never meet a freshman I know," he laughs. "They're all home studying."

Those Friday quizzes may find a permanent place in ND lore for another reason. His freshman chemistry classes voted to adopt the student honor code a semester before the rest of the University and now Dr. Hofman is one of the leading exponents of the honor system on Campus. He is often invited to dormitory bull sessions to discuss its merits, but he is also realistic about its shortcomings.

"Of course there are problems, but



Teacher, administrator and chef, Dr. Hofman is respectfully known by students past and present as just "Emil T."

problems that could be overcome," he says. "I feel it is important that the *concept* of an honor code must permeate all student life. If it applies to exams and then students go out and tear up hotel rooms, the honor concept misses the point."

A second student concern which involves Dr. Hofman as faculty moderator is the Student Science Council, another program he instigated which is at least a step or two ahead of the rest of the University. The Council includes the chairman of every student organization in the College of Science and through it students have a means of formally communicating with the College. "Because we are aware of their problems, we have less trouble than any other unit in the University," he says.

Besides his interest in student causes, Dr. Hofman is concerned with perfecting his teaching techniques. "You can't just charm the students; they know when you're faking," he says. He lists the three most important qualities of a good teacher as the ability to communicate with students, the ability to motivate them and knowledge of the material.

"If a man takes on the responsibility of teaching students, that must be his primary responsibility. He can't let other demands interfere with it," Hofman feels. "Teaching never gets easier as the years go by; I find I have to be on my toes all the time. It is a great challenge, not only knowing *how* to teach but *what* to teach—especially in this age of scientific information explosion."

Unlike the stereotype of university scientists, Hofman is not primarily a researcher and yet he's not worried about the "publish or perish" phenomenon. "I do research as necessary to keep me competent as a teacher," he says. "I have not suffered from the University because of this. I am now a full professor and I feel I have been adequately recognized and compensated but I must admit that not enough men have had the same good fortune. This University might be a bit ahead of others on that. We are now recognizing the primary importance of *men*."

The attitude of the University administration is one thing that keeps Hofman bound to Notre Dame where he got his master's in 1953 and his doctorate in 1963. The other reasons he gives are happy relationships with the students, the traditions of Notre Dame and the atmosphere. He finds a certain contentment in the religious surroundings and believes this is true of the students, too, "more than they realize."

Hofman is an administrator, too, as assistant dean of the College of Science. One of his duties in this post is promoting ND's relations with secondary schools and he now goes about the country visiting high schools, lecturing students and giving teacher training institutes.

"We do this as an obligation," he says. "We feel the University owes it to school systems, but also we feel we are obligated to contribute in general to the education of students. Of course, sometimes there is a direct payoff—some of the best students come to Notre Dame because of our contacts."

It was Dr. Hofman who pulled off a real coup in getting Notre Dame named the site for the International Science Fair in 1974. It will be the first time it has ever been on a college campus and the first time it has ever been in a city as small as South Bend.

When the top high school scientists from all over the world, the heads of huge scientific organizations like the AMA and the panel of Nobel laureate judges meet at ND, there'll be a lot of meals served somewhere. And probably none of the guests will know that among them there's a gourmet chef in scientist's clothing. But in that crowd, such a claim to fame might not amount to a hill of *haricots vertes* anyway.

—June Shassere

"Teaching never gets easier . . . the challenge is not only how to teach but what to teach—especially in this age of scientific information explosion."

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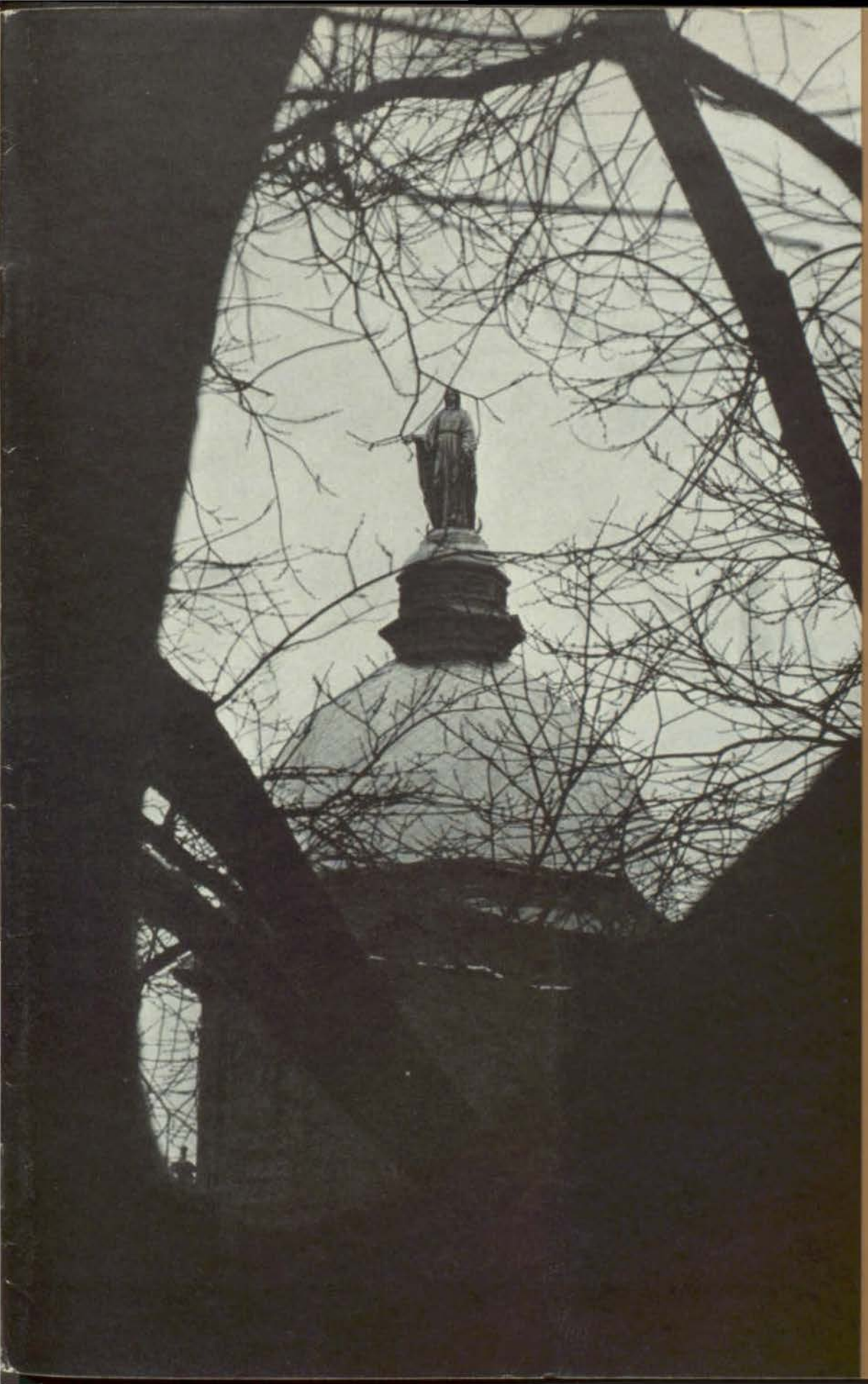
Rev. Theodore M. Hesburgh CSC
President



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: NOTRE DAME
Insight

IN THE NEXT ISSUE

Call them disadvantaged, underprivileged or prisoners of the ghetto, they are our brothers. These communities of despair and neighborhoods of rebellion are the newest classrooms for the University of Notre Dame family. How the University addresses itself to the crisis in the cities here and abroad will be the subject of the next issue of *INSIGHT: Notre Dame.* It will tell the story of Notre Dame's efforts—by faculty, students and alumni—to level the barriers and open the doors to understanding, brotherhood and justice.