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PRIVATE ROOM

# Jesuit Educational Quarterly

JUNE 1960

THE LOYOLA JEA MEETING

SCHOOL OF BUSINESS IN AN AMERICAN  
JESUIT UNIVERSITY

PERSONNEL, THE HEART OF MANAGEMENT

TOWARDS A RATIO STUDIORUM FOR JESUIT  
BUSINESS ADMINISTRATION EDUCATION

BIBLIOTHERAPY: A NEW COUNSELING TECHNIQUE?

NEWS FROM THE FIELD

Vol. XXIII, No. 1

(FOR PRIVATE CIRCULATION)

# Our Contributors

As a glance at our index will indicate the present issue of the Jesuit Educational Quarterly is looking forward to the first Institute of Jesuit schools and departments of Business Administration to be held at Regis, Denver, this summer.

BROTHER JAMES KENNY, S.J. with one article already printed in the JEQ and with another one in the files waiting for publication, is the type of contributor who makes a managing editor's heart glow. Brother Kenny is the Business Manager of Fordham University.

FATHER RICHARD L. PORTER, S.J. of Creighton is twice a contributor to this issue, first of all in his own article *Towards a Ratio Studiorum* and secondly in his critique of DR. FRANK CALKINS' paper appearing in this issue. FATHER PORTER besides being head of the School of Business at Creighton is also an assistant director of the forthcoming Institute.

DR. STEPHEN VASQUEZ is head of the School of Commerce and Finance at Saint Louis University. 332414

FATHER JOSEPH DOWNEY, S.J., who despite a busy schedule as dean of Arts at John Carroll University, has interrupted the numerous details of his office to give you the highlights of the JEA Annual Meeting held this year at Loyola University, Chicago, April 17 and 18.

DR. FRANK CALKINS, author of the paper delivered at the Annual Meeting of the JEA Commission on Schools and Departments of Business Administration, although he holds his Ph.D. at North Western University owes Jesuit allegiance in his graduation ties to Loyola University and Loyola Academy, Chicago. DR. CALKINS, well known in the field of Business Administration, is a member of the faculty of Marquette University.

MR. ROBERT E. GRIFFIN, who writes in this issue on Bibliotherapy, is a third year theologian at Alma College. The article is the outcome of two summer workshops and a seminar on Counseling. As a regent, MR. GRIFFIN taught at Brophy College Prep.

# Jesuit Educational Quarterly

June 1960

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## CONTENTS

### THE LOYOLA JEA MEETING

*Joseph F. Downey, S.J.* . . . . . 5

### THE SCHOOL OF BUSINESS IN AN AMERICAN JESUIT UNIVERSITY

*Francis J. Calkins, S.J.* . . . . . 14

### A DISCUSSION OF IMPLICATIONS FOR UNDERGRADUATE PROGRAMS

*Richard L. Porter, S.J.* . . . . . 33

### A COMMENT ON IMPLICATIONS FOR GRADUATE PROGRAMS

*Stephen W. Vasquez* . . . . . 36

### PERSONNEL, THE HEART OF MANAGEMENT

*Brother James Kenny, S.J.* . . . . . 40

### TOWARDS A "RATIO STUDIORUM" FOR JESUIT BUSINESS ADMINISTRATION EDUCATION

*Richard L. Porter, S.J.* . . . . . 44

### BIBLIOTHERAPY: A NEW COUNSELING TECHNIQUE?

*Robert E. Griffin, S.J.* . . . . . 52

### NEWS FROM THE FIELD

. . . . . 60

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JESUIT EDUCATIONAL QUARTERLY

# The Loyola JEA Meeting

APRIL 17-18, 1960

JOSEPH F. DOWNEY, S.J.

Under a dour sky carrying the threat of snow some 239 Jesuits and 17 lay representatives convened on the Lake Shore campus of Loyola University, Chicago, on Easter Sunday evening to begin the annual meeting of the J.E.A. The 256 deans, principals, rectors, presidents, and province prefects of study who attended represented all levels of academic administration in Jesuit seminaries, high schools, colleges and universities across the nation, in addition to the Executive Committee of the J.E.A. The theme for the 1960 meeting: "Developing Intellectual Curiosity and Initiative in Our Students."

Reflecting the hospitable welcome of host provincial Father William J. Schmidt, clearing spring weather came to Chicago overnight to give cover to the overflow contingent of representatives on their shuttle trips by bus from Edgewater Beach Hotel a mile distant. Needless to say, the warm and gracious hospitality of Loyola's president, Father James Maguire, and of the Jesuit community was in the established fine tradition of the Jesuit institutions who annually host the J.E.A. meeting.

The theme for the 1960 J.E.A. convention had been announced by Father Edward B. Rooney, J.E.A. president, in October, 1959, and was recommended for thorough discussion by faculties of all Jesuit educational institutions, by way of preparing for the Chicago meeting. In the announcement Father Rooney referred to "the self-criticism that Catholic higher education has engaged in during the past few years" and to such allegations as "the so-called intellectual passivity of Catholics, their lack of keen intellectual curiosity and initiative." Note was taken of similar concern voiced at the Principals' Institute in Denver, 1958, and suggested again by deans of our professional schools in characterizing the Catholic college graduates they receive, both from Jesuit colleges and from Catholic colleges generally.

The plan accordingly was to investigate the suspected causes, conditions, and the hindrances operating today in the "Catholic situation" as the latter affects the vitality of our schools. Detailing the general question, "How can intellectual curiosity and initiative be developed in our students?" the institutions and their representatives were asked to consider: (1) what can the teacher do? (2) what can the school do? (3)

what limiting factors occur in our students? (4) what other elements may have a negative effect upon intellectual curiosity and initiative?

In general, the 1960 meeting followed the happy format used for the first time at the 1959 Fairfield meeting.<sup>1</sup> In place of last year's introductory presentations by a seven-man panel, however, the Chicago meeting employed two keynote speakers, Father John J. Devine, S.J., speaking from the high school viewpoint and "friend of the court" Father John L. Thomas, S.J., of the I.S.O. staff. Both first night speakers proposed points of view which, judging from summaries handed in by recorders, found frequent reiteration in the group discussions on Easter Monday.

### *Preliminary*

Both speakers felt that there was truth in the general charges already alluded to and that valid reasons existed for self-criticism. For example, Father Devine mentioned the restive consciences which Jesuit high school people chronically feel in not producing a higher percentage of outstanding students—despite promising, distinctly above-average student bodies, able faculties, enlightened curricula. Father Thomas offered corroboration in the fact that "our schools are routinely omitted from lists of better colleges, while our professors and students tend to be under-represented in scholastic awards and fellowships." References were made to the negative roles of complacency, comfort-seeking, and anti-intellectualism in shaping adolescent attitudes and, again, to the undoubted attractions of conformity and material security for college students today.

Coming in also for their licks were the teacher and the "system." It was suggested that their orientation to authority and orthodoxy may dispose Catholic teachers to slip into authoritarian attitudes which prompt them to override student viewpoints and initiatives as a matter of course. From another angle, this same orientation appears to work against a proper concern for the labors of justifying what is taught—in favor perhaps of tried and true bromides which are complacently handed out by teachers and uncritically absorbed by our students. Again, a negative and defensive mentality, so it is said, is too frequently at work in our teaching, possibly as the result of a still-continuing sensitivity to our minority status as Catholics.

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<sup>1</sup> Identified as the Washington Conference Style, this plan calls for an initial orientation of the whole membership to the general problem, followed by the formation of small groups representing cross-sections of the membership for the purpose of discussion, with a chairman, analyst, and recorder for each group. In a general meeting, finally, the membership deliberates upon a composite report or summary of findings.

In consequence, it is suggested that instructors tend to insist on set, safe answers with a premium on memory work rather than on the questions which disturb and provoke intelligence and so lead to genuine, honest inquiry. They spoon-feed. At the college level, "many teach for years on the basis of notes, definitions, and concepts acquired at the beginning of their careers." Too many high school teachers are unnaturally wary of independent thinking by students, are impatient of those awkward initial errors of young minds which often enough signal the presence or the promise of real judgment and reasoning. Ultimately, it was suggested that a basic mistake of the teacher is the refusal to become involved in the social commitments and actual challenges of the times. Failing this involvement, the teacher will not easily communicate the excitement, the attitudes, and the intensely personal commitments of true inquiry.

On the other hand, the speakers, like the group discussants, were quick to point out countervailing values. As stressed by Father Devine, our high schools unquestionably turn out a high proportion of "fine young Catholic men" as rated by their dedication, moral character, practical intelligence, and commitment to virtue. In respect moreover to complaints about the attitudes of young people, most of the charges apply not just to our students but to youth generally. In the words of Father Thomas, "It is far from clear that mental sluggishness, 'unbookishness,' and lack of intellectual initiative are confined solely to our students. Most American educators have been raising a similar hue and cry in recent years." Nor, it was insisted, do we wish to swallow whole the standards and values associated with the prestige positions of the so-called "name" schools. The values of Catholic schools and the order of these values are not necessarily the same as those in secular schools; we are an "ideological minority" too.

Finally, if historical factors are reckoned with and if present rates of improvement are taken into account, Catholic breast-beating appears to have been overdone. Inevitably, acculturation processes are still at work among American Catholics and cannot be hurried. It is only now, for example, that the critical third generation of American Catholics is appearing in our schools and is in position to make maturer use of the opportunities for higher education now available to it.

### *The Teacher*

Under this and the following headings the attempt will be made to give a running account of points and related discussions which can be conveniently grouped together. Obviously, however, the account will

not do justice to the group discussions or convey the range of experience that was so calmly active upon the problems confronting the meeting.

By and large, the teacher and his role were front-center stage in the general and group discussion. Hardly a group missed the opportunity to affirm the primary and central function of the teacher in the Jesuit scheme of effective training and education. There was a fairly strong sentiment for a reexamination of the Jesuit training itself for its possible negative effects upon teaching methods and the teaching personality, and a clear interest was evident in worthwhile new approaches and trends in the scholasticates. Wider experiments with independent study programs, beginning with juniorate studies, appealed to some participants.

At the high school level, pleas were made for more room for teaching individuality and improvisation and in one instance for less emphasis upon "lockstep" measures as represented presumably by syllabus requirements, objective province-wide examinations, and the like. The impact of the instructor's personality in producing desirable student traits was several times recognized. Generally speaking, student virtues—those of intellectual curiosity and initiative, for example—were conceived primarily as a function of the same virtues in one's teachers. For this reason, "the passive, spectator, non-participant approach," to quote Father Thomas, "may provide entertainment but is scarcely calculated to stimulate enduring interest and creative effort."

Certain moves, both long-range and short-range in scope, were tentatively proposed for improving the professional attitudes of Jesuits. Thus, favorable attitudes in the high school teacher were related to an orientation beginning with novitiate training and brought along by persevering administrative interest in the personal growth of the individual. One suggestion called for a more active role on the principal's part in guiding and shaping the professional development of teachers. Other suggestions favored: (1) colloquia between faculty and groups of brighter students, on a regular schedule and in favorable physical surroundings; (2) in-service training on an expanded scale; (3) exchanges of high school teachers between institutions, for the summer or even for the year; (4) measures calculated to improve the sense of status among high school teachers.

Of special interest was the clearly affirmed desire of the membership to accord the fullest possible professional standing to the layman as the *de facto* and *de jure* partner of the Jesuit in the instructional process. This desire appeared particularly in a concern for precision of language in relevant sections of the final summary statement.



*The School*

As first proposed, the focus here was on the school's program of studies and organizational pattern. Naturally, the school's concept of excellence is implicit in any discussion and came to the surface typically in a continuing support for the advanced placement program in the high schools and for effective honors programs in the colleges. Generally speaking, there appeared to be agreement that our high schools and colleges should offer both honors-type programs and a standard program, with the former affecting the top ten to fifteen per cent of students. However, in one interchange a representative rather firmly asked whether among our colleges there is "a Jesuit Oberlin, Swarthmore, or Harvard in our future," in the clear conviction that to fall short here is evidence of mediocrity. On the other hand, there were those to point to the need for multi-track programs and for part-time education, especially in urban universities where a social commitment of this nature is inescapably in force. One proposal was tentatively made that the American Jesuits embark on a plan to develop four to six highly selective, high scholarship "name colleges" existing and staffed on a regional basis, that is, by the cooperative efforts of several provinces.

It was suggested that if the role of the teacher is so critically important, the corollary is that each Jesuit school must set up effective means for promoting faculty growth. At the college level this might conceivably mean half-time instructional schedules in the case of newly welcomed young Jesuit Ph.D.'s, as at one Jesuit university, with the rest of the time being released for private research and writing. Or Jesuit exchange professorships on a national scale might be projected. At the grass roots level there was clearly an invitation to school administrators to experiment still more actively with in-service training arrangements for teachers, both high school and college teachers.

Another hopeful area for administrative activity at the college level concerns the improving management of undergraduate and graduate scholarship programs but particularly of the latter. Concerned are the national programs like the Fulbright Scholarships and the National Science Foundation grants and also the individual programs sponsored by graduate schools. A helpful factor is the tendency now to concentrate administration of the scholarship programs so that a concerted, sustained, and orderly effort can be mounted from year to year, with conspicuously better identification of resources and services.

The important point of involvement in contemporary life, stressed by Father Thomas for both teachers and students, was taken up in possibly

a majority of the discussion groups and became a distinct interest of the meeting. Attention was drawn to its application in the area of cocurricular organizations, seminars, and institutes, and to their improving organization and staffing. Thus, institutes on the culture and contemporary problems of e.g., the Slavic, Germanic, East European, and Hispanic peoples have at times demonstrated remarkable power to interest and point the considerable energies of students. On the other hand, at least two demurrers were entered with respect to the social and contemporary orientation of curricula. It was questioned as to how much application, if any, "social involvement" has outside the field of sociology or, more broadly, outside the field of the social sciences; for example, how apply it to physics, mathematics, or even some areas of liberal arts? In another instance, there came a warning against too facile a dichotomy between the contemporary and tradition, with the suggestion that the former is always worthwhile, interesting, and vital whereas the latter is inevitably trite and shopworn. For that matter, it was averred that for all the patina of time Plato remains perennially new and youthful in appeal.

### *The Student*

One benefit of Father Thomas' brief socio-psychological analysis of student motivation was its stimulus-value for others. Perhaps representative of other observations are the following remarks of one recorder:

*The Student.* What you see depends upon where you sit. Translation: what a student brings to school, what goes on inside him, is perhaps more important to learning than the materials, methods, experiences and personalities which school provides. To put it another way, whatever a boy does is done in terms of his private view, not the teacher's—not the ordinary teacher's at least.

Before a boy enters school, many environmental factors have been at work on him: parents, of course, but also the neighborhood, the local playground, adult and contemporary associates, his previous school. His innate urge to learn has developed well or perhaps been thwarted. There may have been personalities in his life who afforded him inspiration. Perhaps in the social circumstances of his life there has never been a meeting with a person worth emulating, no models of excellence.

It may be then that a view of the student or boy in depth, such as suggested immediately above, may provoke an important involvement of another kind, to work backwards and illuminate the content materials significantly from the direction now of the student's needs.

*Summary*

Inevitably, the heavy representation of Jesuits at the Chicago meeting focused the discussions and the above presentation somewhat narrowly in favor of the cloistered viewpoint—with insufficient representation of the worthy views of the excellent laymen who were in attendance. Possibly another drawback is present in the rather material expression of the discussion points without respect to the actual proportion or emphasis each received. An important service, therefore, will be found in the following summary statement of the 1960 J.E.A. national meeting. It was carefully edited by the entire membership at the final general meeting, April 18, and was written in this form by Father Robert F. Harvanek. As such it offers the most reliable guide to the findings, sympathies, and values of those participating in the Easter meeting.

*Summary Statement of the 1960 J.E.A. National Meeting*

1. The statements and recommendations summarizing the day's discussion show a fair amount of unanimity, possibly as a result of the summarizing process which leaves little room for spelling out details, but clearly also as a result of the common judgment of the delegates at this meeting.
2. Since the teacher is the important element in the educative process, it is clear that he plays the essential role in the process of developing intellectual curiosity and initiative.
3. The teaching personality was frequently described as one who is personally interested and committed to his teaching field, and who loves to teach, that is, not only to communicate knowledge and truth to his students but also to form them into persons who love knowledge and truth and who become scientists, philosophers, poets, etc.
4. This communication requires "intellectual conversation" with the students, situations in which such conversations can take place naturally and habitually. Physical situations should be set up to provide for this.
5. There is not a sufficient tabulation or description of the lively, stimulating Jesuit and non-Jesuit teacher. Studies should outline his traits. In recruiting teachers these traits should then be looked for. The men found to have them should be cultivated and put into teaching careers.
6. The student with intellectual curiosity and initiative is one who habitually exercises abstract thinking, uses his leisure time in intellectual pursuits, is not only interested in the acquisition of ideas, but also challenges them,

looks into and questions the sources of knowledge and authority, explores new frontiers, tends to create work rather than repetition and mere memory.

7. The teacher who will develop such a student must be this sort of person himself. Therefore, in his training he must learn to combine respect for accumulated wisdom and knowledge with creative initiative in approaching problems and attempting new solutions. For this, leisure is a necessary condition. This is a comment that applies equally to the training of the teacher, the teacher in his actual professional life, and the student whom he teaches.
8. The training of Jesuit teachers should be continually improved. It is recommended that the future Jesuit teacher be assigned to a subject area early in his Jesuit life, and that he be given appropriate instruction and practice in teaching methods and procedures. Continued in-service training through summer study in courses, institutes, or workshops, and in the case of high school teachers, through summer teaching in college, should be encouraged and fostered. It is useful to select and assign men for doctorate work early. Perhaps more Jesuits can be assigned to doctorate study.
9. The teacher established in his profession must be committed not only to his subject, to the education of his students, but also to his own continuing professional education, both in his subject matter and in teaching excellence. Further studies, research, summer institutes and programs, participation in professional societies ought to be made available to him and ought to be desired by him.
10. A problem which faces the teacher in Catholic institutions is the harmonization of the educational tradition, accumulated knowledge and wisdom, and authority in truth on the one hand, with modern interests, discoveries of truth, techniques in communication, on the other. Institutions and teachers should strive to see that both of these important and essential educative processes go on in our schools and form our students.
11. Students should be encouraged and trained to use the library as an instrument of education, just as they should be trained to self-education. They should be trained to discuss their reading and cultural experiences, both to stimulate themselves to further interest and to communicate this to others. It would help to self-education if they were given a syllabus with each course which projects goals, methods, and materials to be used.
12. Exchange of professors and teachers on the high school as well as on the college and university level is one way to keep faculties lively and growing in professional interest and training. Inter-provincial cooperation should be arranged for through a coordinator or committee for coordination.

13. It is imperative not to be over-pessimistic about our present results. Our high schools and colleges and universities, by and large are doing well, and are constantly improving. Honors programs, advanced placement and enrichment programs, increasing numbers of qualified students, improved policies towards lay teachers are all contributing to better quality in the product of our schools. Our question should be not why are we failing or not doing the job, but rather, how can we do it better.
  14. It is recommended that the fruits of this discussion, both oral and written, be taken home to our various faculties and communicated to them. Just as there is always room for better communication between teachers and students, there is always room for better communication between administration and teachers.
- 

In an age of conformity, THE TEACHER is one of the true non-conformists, one of the real seekers-after-truth, one of the independent men.

THE TEACHER has not confused non-conformism with escapism; his protest against the ambiguities of his time is expressed through a service that finds reward in itself and that eventually gives new depth to life about him. His is not the path of violent rejection of all accepted norms and flight into a newly structured order; rather he accepts the challenge of living and working in a society that does not always seem to understand him or appreciate his role. He can even smile good-naturedly when a Sputnik so frightens his fellow citizens that they suddenly become school-minded and show signs of recognizing that what he has been doing may be quite important after all.

The great men and women of history always have been those who saw a higher and greater value in the service of their fellows . . . America is fortunate, in the midst of its exuberant concern with "things" its exaggerated respect for wealth accumulation, that there are 196,000 college teachers, well educated, intelligent and socially responsible, who have chosen to serve rather than to rule, to give rather than to take, to be seekers-after-truth however difficult or unpopular the quest.

Slowly America will come to realize all that is owed in a very personal and direct way to the schoolmarm and the Mr. Chips', the great teachers and the good ones, who have kept the lights burning in the classrooms and the ivory towers of America. There will be more than tolerance in the days ahead—there will come that universal respect and appreciation for THE TEACHER which has been the characteristic of more mature societies in other, older lands.

# The School of Business in an American Jesuit University

FRANCIS J. CALKINS\*

Late in 1959 two reports on collegiate education for professional careers in business were published under the auspices of large and well-known foundations.<sup>1</sup> Although developed over a period of two or more years by independent teams of educators, headed by perceptive economists, and, for economy reasons, based in part on statistical materials which were exchanged, these studies have received merited attention from faculties and administrations of not only schools of business but of all colleges and universities. This is proper because the studies have an impact on colleges of liberal arts and sciences, colleges of engineering, adult education divisions, and management development programs. They shall well remain a starting point of discussion, if not of argument, for a number of years. The rather devastating criticism of the standards actually practiced by the American Association of Schools of Business as written in the Gordon report brings to the light a need for reappraisal of the objectives and methods of collegiate education in business, the need for reformation of some of the current practices, the need for a tightening and justification of our existence.

Beginning with the Ford seminar at Williamstown last summer where advance copies of the reports were available, I have participated in numerous discussions of the Gordon and Pierson reports—with colleagues, faculty from Jesuit, Catholic, private and public schools of business, with people from other colleges in various universities, with some administrators, and with businessmen individually and in groups. In this interpretation of the consolidated reports, I shall attempt to be accurate and informative so as to be as helpful as possible to you in charting the future course of education for business in the Jesuit universities of the United States.

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\* A paper presented at the Schools of Business Section, Jesuit Educational Association, Chicago, April 18, 1960.

<sup>1</sup> Gordon, Robert A. and Howell, James E., *Higher Education for Business* (New York, Columbia University Press, 1959, xi, 491). Pierson, Frank C., and others, *The Education of American Businessmen* (New York, McGraw-Hill, 1959, xvii, 740).

In general, the Gordon report, sponsored by the Ford Foundation, appears more direct and forceful in its statements, while the Pierson report, sponsored by the Carnegie Foundation, is milder in tone, offers more alternatives, but to me has more devastating impact after more than a first reading. Neither report can be perused effectively, each must be read from cover to cover more than once to receive the full meaning of its logic and conclusions. Both irritate the reader and cause definite reaction, favorable or unfavorable; both call for action, and will receive it.

## I

The basic assumptions underlying both reports are:

1. Business administration is a professional field, distinct from a pure vocation or utilitarian activity.<sup>2</sup> As such, it has an underlying body of theory and a methodology, through which basic principles applicable to a broad field of problems common to business firms of all forms and sizes may be derived.
2. Since business is but one aspect of life, and since it requires communication with other persons, there are certain attitudes or knowledge necessary for success which are not peculiar to the field of business administration alone, but which all persons in society may attain.
3. Academic work does not complete the education of the individual, particularly in business, since the field is continually subject to change in both means and mediate ends.
4. The demands for professional work in business administration will rise in the future, viewed both as to needs of business and other firms and institutions and as to desires of students and the general public.
5. The optimum level of education for business should be sought in view of the particular needs of the region, community or clientele chosen to be served by any particular school or university.

I doubt that any serious objection to these assumptions may be raised. On the other hand, the second is of significance for it implies that not by bread alone does man live, but also claims that bread is of significance in all aspects of life. We may conclude that this assumption posits a broad background of education for living, including one in the materialistic fields of economics or the more plebian "money management", be

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<sup>2</sup> Cf. Gordon and Howell, pp. 69-73, for a discussion of the criteria for a profession and the sense in which business administration is a profession.

available to all students, regardless of the school in which they are enrolled. A possible corollary may follow, that schools of business should offer such courses for non-business students, perhaps even on a required basis.

Given the foregoing assumptions, Gordon and Pierson proceed to examine the present status of education for business administration in the following manner:

1. Whereas much emphasis is placed on training students for a first job, business firms generally do not require or value highly a specialized educational training, save perhaps in the fields of accounting and statistics.
2. Admission and attrition standards for students of business are too low.
3. Academic programs in business subjects and in many other areas do not demand enough of either students or faculty, since courses generally are too narrow and descriptive, lack sufficiently vigorous analysis and do not require decision-making.
4. Faculty research to keep up-to-date and advance in knowledge is too limited in quantity and is generally of poor quality, probably due to lack of incentive or resources to continue the life-long process of education in a changing world.

The burden of proof of the adequacy of present-day education for business is thus laid on all those concerned—business interests, students, faculty, and administrators of colleges and of universities. The objective of training for life in business implicit in the reports is not only directed at the years immediately after graduation, but at the culmination of education, maturity, and experience in administrative posts, either top or secondary, some decades after graduation.

These direful statements of inadequacy are familiar to most educators. But Gordon and Pierson go on to offer a series of prescriptions, the real base on which this discussion is laid.

1. Raise admission and performance standards, leaving sub- or non-professional and vocational work to other educational sectors.
2. Limit business education to the principal facets of administration by requiring a predominant core of work for all students, capped by an integrating course emphasizing decision making.
3. Restrict specialization and elective work severely and to courses of high analytical content.
4. Increase the work required in both tool and background courses in both the business and non-business subjects, emphasizing theory as applicable to business problems.



5. Raise faculty standards by demanding more academic work, self-development, and research work.

While the reports agree in these underlying generalizations as to assumptions, status and prescriptions, they do exhibit certain differences which control the detailed working out of the models. Gordon believes that education in business should be directed toward top administrative posts, particularly in large firms,<sup>3</sup> while Pierson seeks more moderate goals of a supervisory level in any kind of endeavor, including hospitals, government, and probably education. Gordon calls for non-degree post-collegiate work in management development programs, often of specialized nature, while Pierson seems less impressed by such programs. Gordon sees education for business given optimally at the graduate level, whereas Pierson sees some limited merit in undergraduate programs and admits some minimum of specialized knowledge sufficient to get a foothold job may be justified. Gordon admits experience is desirable before study in business at the graduate level but does not attack frontally the problem of providing such first-hand knowledge.<sup>4</sup> Both authors agree that business subjects should not be taught under the guise of economics; both deny that a business administration major has any justification in a college of liberal arts and sciences. In fact, Pierson's final chapter, dealing with this topic, is one of the most devastating for it depicts the true development of most schools of business and implicitly shows why schools of business are so often considered Saturday's children.

If we agree that the "special area of undergraduate and graduate business schools appears to lie in the application of general knowledge and scientific methods to significant issues of business policy" we must agree that "the work needs to be kept in a broad context and limited to problems of solid analytical content."<sup>5</sup> Analytical contents is used by Gordon and Pierson to connote theory amenable to the scientific method in the derivation of principles. To this definition many of us may say "Amen", fully realizing that our present state of knowledge of business subjects has little of principles outside of basic economic theory, which may or may not be relevant in more concrete or specific instances of decision making at any level in the firm or organization.

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<sup>3</sup> Gordon, *op. cit.*, pp. 39-40.

<sup>4</sup> *Ibid.*, p. 101.

<sup>5</sup> Pierson notes that Catholic schools generally have placed more emphasis on general education than have public universities, but would tend to view critically the composition of the non-business curriculum as too traditional and too unimaginative. Cf. *op. cit.*, pp. 172-173.

## II

The basic undergraduate program is built on a traditional 120 semester hours of work, allowing for additions to meet special requirements of a school as to military science, theology, and the like.<sup>6</sup> While Gordon advocates a baccalaureate before his optimal study of business subjects, he adopts this realistic alternative as a temporary or expedient measure. The development naturally requires separate treatment of the non-business core and of the business element.

What constitutes a general collegiate education for life? Gordon and Pierson classify their ideas under three headings: humanities, mathematics and science, and social and behavioral sciences. They agree in general that the requirements in each area should be about equal, and that general education should constitute at least half to three-quarters of the undergraduate curriculum. It is apparent that the authors conceive the non-business courses as general in scope, yet demanding and analytical in development so as to furnish not only intellectual stimulus but a desire to learn more in the years after graduation, given the broad framework furnished by these basic courses. The liberal education should thus be liberal, not specialized into unliberality; it would be universal, not parochial. Reorientation of existing courses or introduction of new courses to achieve the desired ends of a liberal education for life is recommended in most areas.<sup>7</sup> Remembering that the non-business core is conceived as equivalent to that necessary for any college-educated person, let us look at each of the areas in turn.

English, languages, philosophy and the fine arts are classified as *humanities*. I believe theology belongs in the same general category, but since we must consider any such sectarian subjects as added to the normal 120 hour minimum curriculum I shall exclude it from further consideration.

The university-trained person should speak and write English well; the businessman must be trained particularly in exposition and description so as to write letters and reports. No course in business communications is countenanced by either Gordon or Pierson at the undergraduate level, but Gordon would favor a research and report-writing course at the M.B.A. level.<sup>8</sup> The educated person should also be familiar with the great literary works in the English language. But the critics make much

<sup>6</sup> Gordon, p. 152 fn.; Pierson, p. 174 fn.

<sup>7</sup> Gordon, p. 149; Pierson, p. 195.

<sup>8</sup> Gordon, p. 269-270.

of the point that the study of literature should be directed toward general education, not toward an introduction to fragmented or highly specialized courses nor toward proselytizing of majors in English.<sup>9</sup> This is a comment common to the discussion of all non-business fields.

Pierson mildly advocates study of a foreign language, generally based on a secondary school base, to facilitate technical reading, writing and speech in the future.<sup>10</sup> Both Gordon and Pierson evidently would call for some overhauling of the current methods of teaching languages to reduce the time required and increase the results produced.

While Gordon sees a need for some sense of responsibility in businessmen he provides no education toward attaining this end.<sup>11</sup> Evidently he trusts the natural law instinct in man, his personal or family or church relationship, to give this quality. Pierson, on the other hand, sees merit in the study of philosophy in at least minimal amounts (3 hours), and also of the fine arts.<sup>12</sup> Perhaps this reflects his background and training as well as his professorship at Swarthmore. I gather that Pierson would advocate a study of ethics and of logic, including "old hat" major logic or epistemology, which could be integrated or cross-referenced into both non-business and business subjects. An example might be the introduction of notions of symbolic logic as an introduction to mathematical reasoning and the scientific method in addition to its possible role as a tool for illustrating the principles of minor and major logic. This type of integration or cross-referencing of course materials, is a second distinct comment common to the reports, as opposed to the condemned over-compartmentalization or departmentalization currently found. The objective of integrated education, aimed at decision-making, requires that all facts contribute toward its attainment.

The objective of *mathematics and science* falls into the same pattern. Mathematics should contribute skill in manipulation for an analytical purpose, using basic concepts in a "quick and dirty" manner rather than with rigorous proofs. The level to be attained is high, that of understanding linear programming and probability statistics. Gordon would permit less formal mathematics at the undergraduate level, but would then increase the specific requirements of applied mathematics at the graduate level.<sup>13</sup> I believe the question of following the traditional sequence

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<sup>9</sup> Pierson, p. 177.

<sup>10</sup> Pierson, pp. 183-186. Gordon advocates study of foreign culture, cf. p. 158.

<sup>11</sup> Gordon, pp. 81-84, 65.

<sup>12</sup> Pierson, p. 185.

<sup>13</sup> Gordon, pp. 159-162, 262; Pierson, p. 189.

of algebra, trigonometry, analytical geometry and calculus as an introduction to finite mathematics or breaking into variant sequence of algebra, difference equations, and matrix algebra should be raised, particularly if the logic and manipulation of mathematical language is desired without the rigorous proofs needed by the major in mathematics or the engineering student.<sup>14</sup> We should have allies in various other university departments in pressing home these needs from the mathematics departments.

Gordon and Pierson believe a background in natural science is necessary to understand its place in the modern world. They advocate at least one or two years of study in this area, with laboratory work, covering optimally two fields. Pierson would reduce the requirement to one year if a student had a year of each of two sciences or two years of one science in high school.<sup>15</sup> A secondary objective, that of understanding the scientific method, is to me less defensible. I think that mathematics and logic can do this job as efficiently, or even better than can the usual laboratory science. This is another important point on which the business schools must make a decision, not leave it to the science departments to decide.

In similar vein we approach the area of *social and behavioral sciences*. Here too the decision on objectives and course contents must be determined by the business school, not by the department involved. Both critics believe a course in general history, apparently of the world or of Western Nations, is necessary as general education.<sup>16</sup> Pierson would require work in political science, sociology, psychology and social anthropology; Gordon allows for elective choosing among them.<sup>17</sup> It appears that all courses in this area should be surveys, directed toward an understanding of terminology and analytical apparatus, concluding the applicable quantitative methods, rather than attempts to summarize all known knowledge or to explore deeply. Gordon classes principles of economics as a social science, but we shall, with Pierson, here treat it within the sphere of business.

The non-business curriculum advocated, as summarized in Table I, is directed toward a core of general education for all university-trained people, a minimum yet comprehensive coverage of areas of knowledge and their places in the world of people, things, and ideas. It should provide a framework within which the graduate could and should be inspired to continue either formal or self-education in later years.

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<sup>14</sup> Cf. Gordon, p. 162.

<sup>15</sup> Gordon, pp. 164-165; Pierson, p. 191.

<sup>16</sup> Pierson, pp. 192-193; Gordon, p. 170.

<sup>17</sup> Gordon, p. 170; Pierson, pp. 192-194.

TABLE I

Suggested Undergraduate Curricula (non-business subjects)

| <i>Prebusiness subjects</i>   | <i>Ford</i> | <i>Carnegie</i> |
|---|-------------|-----------------|
| <i>Humanities</i>   | S.H.        | S.H.            |
| English composition, literature, speech . . . . .                     | 12-15       | 9               |
| Language, Philosophy, etc. . . . .                                    |             | 6               |
| Other humanities and fine arts . . . . .                              | 12          | 3-6             |
|   | —           | —               |
|   | 24-27       | 18-21           |
| <br><i>Mathematics and Science</i>                                    |             |                 |
| Mathematics . . . . .   | 6-12        |                 |
| Algebra, trigonometry, geometry . . . . .                             |             | 6               |
| Calculus, finite mathematics . . . . .                                |             | 6               |
| Science (with laboratory) . . . . .                                   | 6-12        |                 |
| Advanced mathematics, science or<br>quantitative methods . . . . .    |             | 3-6             |
|   | —           | —               |
|   | 12-24       | 21-24           |
| <br><i>Behavioral and Social Sciences</i>                             |             |                 |
| History . . . . .   | —           | 6               |
| Political Science . . . . .   | —           | 6               |
| Behavioral Science (psychology,<br>sociology, anthropology) . . . . . | 6           | 6               |
| Economics and law . . . . .   | 6           | *               |
| Advanced elective . . . . .   | 12          | 3               |
|   | —           | —               |
|   | 24          | 21              |
| <br>Total . . . . .   | 60-75       | 60-66*          |

The omission of any course in economics or money management from this core is worth comment. If business appropriately be considered a profession, then subjects can be treated in the professional core. But their importance for non-professional people is not reduced. I believe that if a minimal survey in economics, both as to the system and as to its impact on the individual, is necessary. I thus agree with Gordon and would call for a real survey type course, similar to that advocated for the other social sciences, be required of all non-business students.

III

Now we can turn to the business, the professional, aspects of the undergraduate curriculum. The pattern of development of subjects pro-

\* Excludes economics

posed in the non-business core is carried over into the core of business subjects to which a maximum of 60 of the 120 hours of undergraduate work is devoted, and a probable minimum of 48 hours to comply with AASCB standards. The objective of the business core is to train minds to deal with decision-making professionally by emphasizing theory and analysis rather than description or vocational training. To attain this goal many of our courses must be reoriented and integrated.

Both Gordon and Pierson agree that vocational courses in business should be given under the school's jurisdiction, but on a non-credit basis in junior college, adult education or extension divisions. Advanced vocational or technical training could be inserted into management development programs which do not carry educational credit.<sup>18</sup> This structure would affect most schools of business by eliminating most or all courses in typing, secretarial science, bookkeeping, office procedures, and technical courses in finance, marketing, production, and personnel such as bank management, credit, and collections, investments, retailing, advertising, salesmanship, purchasing, plant layout, engineering drawing, training programs, insurance, real estate, transportation and public utilities. In this way courses emphasizing basic concepts, methods and principles would remain, augmented perhaps by cases and problems demanding decision-making. The student is then free to read descriptive and historical materials from texts and to adapt himself to changing practices or to develop new practices to meet changing conditions. For this reason *business law* as such is eliminated from the curriculum, being replaced by a study of the development and meaning of legal relations of business, people and government. The basic tenets, instruments and practices of business law can be gained by text reading, imply Gordon and Pierson, and a more fundamental course should be adopted.<sup>19</sup>

The omission of business education programs from the areas appropriate to business schools appears important and serious.<sup>20</sup> Although the business programs envisioned by Gordon and Pierson are built to require a high level of attainment not all students will attain it or even be admitted to the school. Teachers of business and economic subjects at the high school or other levels must know their fields well, in theory and practice. Even if the major in education is continued, I would permit students interested in teaching business or economic subjects to minor in business. In fact I would open this possibility to all students in

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<sup>18</sup> Gordon, pp. 292-302, 309-311; Pierson, p. 548, 574, 631-635, 644-647.

<sup>19</sup> Gordon, pp. 204-206; Pierson pp. 212-213.

<sup>20</sup> Gordon, p. 219.

any college in the university, controlling it within a maximum of 15 to 18 hours to require the basic courses in fields of specialization.

Gordon and Pierson agree that the basic courses in *accounting and statistics* should be management-orientated rather than emphasizing techniques or mechanics. The basic course in accounting would likely be built around analysis of financial data and statements, costs and budgets, rather than on journal and ledger entries.<sup>21</sup> The latter would fall into an advanced course and/or be covered only by text reading and short problems. Statistics would develop from the mathematics base and the philosophy courses, with problems immediately going into decision making and even linear programming.<sup>22</sup>

Economic theory underlies much of business operation and decision making. An intensive study of the economics of the firm and of the system is thus necessary. The macro-economics course or courses should cover the materials now in money and banking, national income, business cycles, fiscal policy, and forecasting, with particular attention to the impact of each on decision-making in the firm.<sup>23</sup>

In the *functional fields* of finance, marketing and production both the internal or management approach and the external or public aspects should be treated, as should the interrelations of these fields, analyzed in terms of economics and of the behavioral sciences.<sup>24</sup> Personnel administration or human relations would build on the whole liberal arts base, particularly on the aspects of communication and decision-making in the behavioral science areas.<sup>25</sup>

A new area of *organization theory* is making its appearance, one requiring the liberal arts base, the behavioral sciences, and quantitative methods.<sup>26</sup> We must look toward introducing such a course into curricula in the future; the application of this theory thus evolves into the capstone course in decision-making. At the undergraduate level the area of decision might well be at less than top-administration so as to be more valuable to the embryo worker in business. Naturally ethics of business and the humility of work in an organization should be covered as well as the importance and prestige attached to administration. Gordon and Pierson say nothing of this, but I believe they would subscribe to my opinion.

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<sup>21</sup> Gordon, pp. 194-196; Pierson, pp. 208-211.

<sup>22</sup> Gordon, pp. 196-199; Pierson, pp. 208-211.

<sup>23</sup> Gordon, pp. 200-203; Pierson, pp. 211-212.

<sup>24</sup> Gordon, pp. 186-194; Pierson, pp. 214-216, and ch. 14-18.

<sup>25</sup> Gordon, pp. 189-190; Pierson, ch. 17.

<sup>26</sup> Gordon, pp. 182-185; Pierson, ch. 13.

With the core of required subjects running to 36 or more hours little room is left for *specialization*. Gordon and Pierson state that a maximum of three or four courses is sufficient in any field of specialization.<sup>27</sup> Even in accounting some agreement is found in opposing the training of certified public accountants except as a by-product of a general business education.<sup>28</sup> In-service training following the basic educational core should, in their opinion, effectively complete the practical education of a competent person in business. They cite the growing attitude of recruiters for commerce and industry that in-service training in a large firm is better than vocational training in school.

We may wonder how the small business fits into this picture, Gordon does not seem to think the question important; Pierson that the basic training is sufficiently comprehensive to fit all sizes of firms.<sup>29</sup> Both think that a single advanced course of problems applying to small business might be a feasible elective. I am inclined to agree but would emphasize that size in business is an important factor in decision-making since the small business can afford fewer mistakes in judgment.

A major question still unresolved is the time required to complete a program of business education as broad and intensive and imaginatively conceived as has been outlined and is presented in Table II.

While it is possible, following the minimum essentials given by both Gordon and Pierson, to complete the program in four years, some schools may desire to give more than a minimum training in either the liberal education or in the business fields, or both, and thus are forced into a position of advocating a longer program, possibly extending to five or six years. As stated above, Gordon prefers the six year program, ending with a second degree in business after an initial degree in some other area. A combined program, patterned after that of law schools, would likely require five years of work. The usual concept of a bachelor's degree in arts and sciences and a master's in business leads to some question of the meaning of the master's degree. If it denotes advanced attainment, the second degree in the 3-2 program should likely be a second baccalaureate. But if the second year of business education is of a nature so as to require advanced knowledge and attainment, then the first year of business study might indicate the baccalaureate in arts and sciences (or in business, perhaps) as a type of consolation prize for those who could not achieve the competence to complete the master's degree requirements. This could relegate the initial year's work in business into

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<sup>27</sup> Gordon, p. 194; Pierson, p. 218.

<sup>28</sup> Gordon, p. 280-281; Pierson, pp. 224-225.

<sup>29</sup> Gordon, p. 16; Pierson, pp. 100-101.



a form of general studies program, with unfavorable student reaction. From this point of view it is interesting to note the experiment now under way at University of Pennsylvania on a 3-1-1 basis, leading toward a master's degree at the end of the fifth year, but with a bachelor's degree in business at the end of the fourth year given a significant place in the hierarchy of academic degrees. This point of the meaning of degrees is one to which administrators must give considerable thought.

TABLE II

Suggested Undergraduate Curricula (business subjects)

|  | <i>Ford</i><br>S.H. | <i>Carnegie</i><br>S.H. |
|--|---------------------|-------------------------|
| Economics principles . . . . .   | *                   | 6                       |
| Micro-economics of the firm . . . . .  | 3                   | 3                       |
| Macro-economics . . . . .  | 3                   | 6                       |
| Accounting and statistics . . . . .  | 9-12                | 6                       |
| Advanced Accounting and statistics . . . . .                                 |                     | 0-3                     |
| Political and legal factors . . . . .  | 3                   | 3                       |
| Organization theory-principles and human behavior . . . . .                  | 6                   | 3                       |
| Finance Management . . . . .   | } 9-15              | 3                       |
| Marketing Management . . . . .   |                     | 3                       |
| Production Management . . . . .  |                     | 3                       |
| Personnel management of human relations<br>or individual relations . . . . . |                     | 3                       |
| Business policy . . . . .  | 3                   | 6                       |
| Major subject . . . . .  |                     | 9                       |
| Electives (only in course in major) . . . . .                                |                     | 0-6                     |
|  | -----               | -----                   |
| Total . . . . .  | 36-45*              | 54-60                   |
| Prebusiness . . . . .  | 60-75               | 60-66                   |
|  | -----               | -----                   |
| Grand Total . . . . .  | 96-120              | 114-126                 |

Neither Gordon nor Pierson come to grips with the problems of financing the student through these extended programs. But school administrators will admit that this is a prime factor in keeping the traditional undergraduate program in business. This aspect alone makes the Pennsylvania experiment worthy of considerable discussion.

It appears feasible at this point to insert some comments on the place of business study in the College of Arts and Sciences, and the College of

\* Included in non-business courses.

Engineering. In both Colleges an opportunity should be presented to students to attain some competence in business both for life in general and for a life of work. Programs of Industrial Engineering are worked out in the Gordon and Pierson studies, the latter giving a rather detailed outline of a feasible program.<sup>30</sup> Less attention is paid to the business minor in Colleges of Liberal Arts, likely because both authors believe that schools of business in general evolve from corresponding majors in earlier decades.<sup>31</sup> I believe that imaginative work in presenting a business core for Arts and Science students is badly needed and can be rewarding.<sup>32</sup> It should not downgrade such study to a general studies program, but make it sufficiently challenging to the mind to prepare a person for a business life, but not necessarily on a decision-making plane. Every effort should be made to make available the same type of principles course in the specialized fields of business, covering scope, method and principles, as is being asked of the social sciences by the business curriculum. This is to me the greatest challenge which can be laid before the older and experienced faculty of the business administration schools.

#### IV

Gordon and Pierson realize the difficulties of establishing a graduate program in business for students of varied backgrounds: arts, science, education, agriculture, engineering, law, and business. Gordon prefers the basic foundation of general education, plus specialization in a non-business area, to reduce general education and an undergraduate training in business. Hence he provides two programs, as shown in Table III, one based on the non-business baccalaureate, the other allowing for waiver of certain courses covered by the undergraduate business curriculum.<sup>33</sup> In both cases an advanced knowledge of principles of business decision-making is sought, truly leading to a master's degree in business administration. Pierson prefers the two program approach, but provides special courses of an accelerated or deepened nature for the student with non-business background, but covers the same core of work.<sup>34</sup> This procedure seems somewhat more costly and less defensible than Gordon's although Pierson's undergraduate curriculum appears more desirable.

<sup>30</sup> Gordon, pp. 233-239, and Pierson, pp. 507-535 have excellent suggestions on an Industrial Engineering program. The latter is most imaginative and thought-provoking.

<sup>31</sup> Pierson, pp. 662-669 and 19-23.

<sup>32</sup> Gordon's comments, pp. 225-226, are good but cursory.

<sup>33</sup> Gordon, pp. 273-279.

<sup>34</sup> Pierson, pp. 237-248.

TABLE III  
Suggested M.B.A. Curricula

|   | Ford       |          | Carnegie     |      |
|---|------------|----------|--------------|------|
|   | Bus. Grad. | Non-bus. | Not Graduate |      |
|   | Waivable   | Waivable |              |      |
| Administration-organization-<br>human relations . . . . . | 3          | 3-6      | 6            |      |
| Economics . . . . .                                       | 3          | 3-6      | 6-9          | 6    |
| Quantitative methods . . . . .                            | 6          | 3-6      | 6-9          | 9-12 |
| Functional fields . . . . .                               | 6-9        | 6-9      | 9-12         | 12   |
| Reports and research . . . . .                            | 0          | 0-6      | 0-6          |      |
| Legal & Behavioral environment . . . . .                  | 0          | 6        | 6            | 9-12 |
| Business policies . . . . .                               | 0          | 3-6      | 3-6          | 3    |
|   |            | <hr/>    | <hr/>        |      |
| Core . . . . .  | 18-21      | 24-45    | 36-45        |      |
| Specialization . . . . .                                  | 0          | 0-15     | 15-0         | 9-12 |
|   |            |          | <hr/>        |      |
| Electives . . . . .                                       |            |          | 6-9          | 3-12 |
|   |            |          | <hr/>        |      |
| Total . . . . .   | 18-21      | 24-45    | 51-54        | 60   |
|   |            | 18-21    |              |      |
|   |            | <hr/>    |              |      |
|   |            | 42-66    |              |      |
| Required . . . . .  |            | 60       | 60           | 60   |

In general the *M.B.A. programs* carry the undergraduate core courses into practice through cases and problems, or handle more advanced developments, particularly in the areas of statistics and quantitative methods. Some greater specialization could be allowed, but the total hours for the student with no business school work should not exceed 60 hours, while the business school graduate likely could finish within one year with 30 hours. The business abilities test evidently would be used as an admissions guide, and relatively high scores required for acceptance.

A thesis or comprehensive written report of analytical character is recommended. Comprehensive written examinations for all students in the core field plus an oral examination in the field of specialization are considered advisable. These are the hallmarks of the advanced caliber of work required for the M.B.A. degree.

Gordon and Pierson do not assume that the M.B.A. degree is a prerequisite for *doctoral* work in business administration.<sup>35</sup> They have little

<sup>35</sup> Gordon, pp. 418-419; Pierson, p. 301.

preference for the D.B.A. over the Ph.D., except that the former is basically more general and more administrative organization oriental. Both degrees would require emphasis on decision-making, both apparently are deemed professional. The latter opinion is questionable. The doctorate is intended primarily to prepare teachers of business subjects, and only marginally to develop business scientists. Economics, quantitative methods and administrative organization or behavioral sciences should be studied intensively for a year beyond the M.B.A. level, as should two optional fields. A high level of competence in macro- and micro-economics, especially the latter, in administration and organization, in quantitative analysis through mathematics, accounting and statistics and in two optional fields would be required by the preliminary examinations. One or two modern languages might be substituted for part of the quantitative methods requirement, assured by creditable course work. The examinations evidently would be for all students and in both written and oral form.

The dissertation should reveal a working command of modern research techniques, an understanding and appreciation of the scientific method, and an ability to bring systematic knowledge to bear on the solution of practical problems. In length it need only be as long as an article in a learned journal; it should be more than a case study or a ponderous descriptive work. It should require a year's full-time work, or two years of part-time work, and no more. Thus teaching assignments for doctoral candidates could run to no more than half-time and extend for no more than two years. The final examination should cover the dissertation and reveal the candidate's command of his particular thesis field.<sup>36</sup>

Pierson suggests some courses which might appropriately be offered only to doctoral students: business history, advanced business policy or decision-making, changing environment in business, seminar in research methods, and a desirable methods of teaching.

## V

The medium through which a college or university is "to free the mind and help the individual lay a foundation for a life of self-education" is the faculty. Its importance is attested by the lengthy discussions in each report. Total faculty support for any revisions of present programs toward the recommendations or other new curricula is a requisite. Faculty

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<sup>36</sup> Gordon, pp. 412-416; Pierson, pp. 303-308.

development through sabbatical leaves with pay, special institutes and seminars, research aids and other devices, including closer ties to the basic disciplines and the broader aspects of business behavior and functions are worthy of consideration and action.

The question of faculty salaries is attacked vigorously. Greater concentration of courses through reduction of proliferation, accompanied by greater selection of students is held to be the key to raising salaries to levels competitive with industry.

Use of part-time faculty on a wide scale is deemed undesirable, just as is the overuse of consulting activity by full-time faculty, particularly when the consulting is close to permanent employment. Compensation from extra work on the outside or inside the school should be unnecessary in the ideal situation. However, it is also held that participation in work of an executive or management development activity should be possible as an alternative to and even auxiliary to faculty research.<sup>37</sup>

## VI

After this lengthy resume of the Gordon and Pierson reports I should like to offer a few comments on their relation to the Catholic school of business.

While many teachers and administrators tend to shrug off the Gordon and Pierson reports as too idealistic, as developed to glorify the Harvard-Chicago axis, as advocating only what is now being done in most schools and was not revealed in the surveys made by the research teams, as based on antiquated data, as not applying to local conditions, as impractically advocating the dropping of financially or otherwise successful programs, as attacking specialized programs which industry wants, as the most common criticisms state: "Other schools proliferate, but we don't", and "What else can you expect from economists?" All these comments appear to avoid facing the basic question raised by the reports—are we educating youth for life in business to the best of their abilities and of ours? Are we catering to numbers of students, decrying the decline in standards of achievement attainable and laying the blame on students' preparation? Such was the response given the famous Flexner report on medical education. Instead of continually inquiring how we can do a better job for our student customers we have tended to perpetuate the accumulated errors of the past because it would disturb the faculty, would attract numbers of students so budgets can be balanced, would

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<sup>37</sup> Gordon, pp. 394-396; Pierson, pp. 277-279.

appease parents who want a college degree for their children, even if the sons and daughters remain uneducated.

The *Ratio Studiorum* affords the Jesuit school of business a primary point of departure. Its emphasis on training the intellect so it may function in all types of life, societies, economies, is the same as that called for by Gordon and Pierson. The call for reappraising old courses and curricular to see if they are the best means of attaining the goal of education for life in business is a challenge to the Catholic schools of business to lead in the reformation of business education at a time when dental, law, and engineering schools are changing their programs. Should the independent private business schools lag in this educational revolution?

Yet many wonder just how this is to be accomplished. It requires the cooperation of departments outside the school of business, departments which are thought to resist change, to believe that they know best what an educated person should know. It is not an impossible task to reason with this type of opposition, yet it is a formidable one, not to be resolved easily. Perhaps time and persistence will help, along with the pressures which other professional schools and even administrations may be able to exert. As the Pierson report cites, the needs of other professions are similar to ours, save in some detail such as mathematics and science for the engineers. Compromises may be necessary, but imaginative proposals should not be discarded solely as impractical because they do not conform to tradition.

In the business area the accounting and business law teachers appear to be most intransigent. Accounting is a critical area, since its nature as a quantitative tool is most important as a foundation for courses in other areas, particularly in finance and production. It appears to me that a feasible program for faculty improvement could assist here as in other areas of business changes. It could include an exchange of teachers so as to bring in new ideas and methods, a summer seminar or similar discussion of recent developments and newer methods, or similar projects. The minimum essential is the willingness of faculty to accept such programs and to try to develop their courses anew. Much then depends on the attitudes of the administrators of schools of business, those who provide the climate for such changes. After all, as Gordon and Pierson aver, many present-day courses reflect either the training of the teacher, sometimes decades ago, or textbooks which traditionally are five years behind the times. I think the greatest impact of these reorientation programs may be on the younger men who form the faculties of tomorrow when the Catholic schools should be in the vanguard of progress toward substantial programs of education.

Graduate programs on the M.B.A. level suggested by Gordon and Pierson are natural outgrowths of the undergraduate programs, and could be entertained wherever adequate student enrollment in separate graduate classes can be realized. But the doctoral programs in Catholic universities would, it appears to me, be satisfactory only when concentrated in particular schools with adequate faculty who are capable of and active in basic research and who have teaching loads which are compensated for the advanced level of individualized attention necessary for doctoral candidates.

Administration of both schools of business and of universities may well be concerned over potential declines in enrollment and income should these 'revolutionary' new programs be adopted. More stringent admission standards will be necessary to prevent severe attrition and the attendant more adverse public relations. On the other hand, provision of a minor in business administration in a college of arts and sciences may afford a satisfactory compensatory income. Similarly, extension of adult education programs with vocational subjects can perhaps be offered on almost full-time basis and add to general university incomes. Sufficient emphasis on public relations about the business program should result in greater gift incomes. We should also expect the major foundations to assist in any grand scale modernization of business curricula.

On the other hand, resentment may be great at abolition or reduction of some programs or courses which are principally descriptive, according to Gordon and Pierson, such as retailing, credit, insurance, investments, transportation, real estate, and the like. Inclusion of the descriptive courses in the adult education or other non-credit programs will help to mollify the resenters, particularly if such non-credit courses can easily be appended to the degree programs and the limit of hours in student programs realistically be allowed to include some of these non-credit courses.

And now a word on behalf of the faculty. Any reformulation of courses will demand research, time, willingness and ability. Given the latter, they should be permitted lightened loads to accomplish the objective, and at the same time improve scholarship. All too often there has been exploitation of faculty in schools of business by over-loading, by insufficient salaries. Recourse to income from participation in management development programs as a regular part of a load should not be necessary. Yet faculty can and will be willing to do this work, to complete research, to advance in scholarship if the rewards are present. On the other hand, there may be some faculty who exploit their schools, secured in their

position by tenures. Gordon and Pierson admit that only time may remedy this situation. I agree wholeheartedly with Gordon and Pierson in their implicit views that pay scales in professional schools need not be tied down by all-university scales based on academic rank.<sup>38</sup> If the business school is permitted to use its own funds received and is not required to contribute inordinately to the coffers of the general university, it can do its job, can attract and hold competent personnel, can have a community of scholars, can maintain a reputation both within and without the university.

Tolstoy has said: "There is no one method all bad or all good . . . the best teacher is the one who is immediately prepared to explain whatever may be impeding the scholar . . . Explanations are provided to the teacher by his knowledge of the greatest possible number of methods, his capacity for evolving new methods, and above all his refusal to follow any one method out of a conviction that all methods are one-sided . . . That would mean not a method but an art and a talent." The Gordon and Pierson reports are a call to self-evaluation, to reformation, to a return to the first principles of education, the attainment of education of life first, and in a profession. The worth of the goals, particularly when they emphasize the moral responsibilities of businessmen toward the economic world, toward society in general, demands that the Catholic schools of business not only consider the proposals, but act on them so as to justify their accounting before the public in the decades to come.

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<sup>38</sup> Gordon, p. 342 fn.; Pierson, p. 282, 286.

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*We need well-rounded men as the leaders of the next generation, skilled in science, law, medicine; skilled in organization and the complex relations between men in a modern society, with an understanding of history and an appreciation of art at its best. True, we need specialists as well, and many of these, if they are to extend the boundaries of knowledge, must devote themselves so assiduously to their specialties that they will have little time for great breadth of understanding. But even these must live in an intellectual atmosphere which is both broad and deep, where true accomplishment of seasoned minds is everywhere respected, and where youth will be caused to seek to emulate the full man. In the creation of this atmosphere we can all have a part.*

—Dr. Vannevar Bush



# A Discussion of Implications for Undergraduate Programs

RICHARD L. PORTER, S.J.

By agreement with Dean Vasquez, I shall limit my brief remarks solely to the implications of the Ford and Carnegie Reports and of Doctor Calkins' paper for undergraduate studies.

## I

The first and most fundamental issue raised by these reports is whether there should be any undergraduate study of business as presently understood. By implication, the undergraduate school is told to give a strong, rather broad, training leading to solid competence in language, mathematics and speech. Training in the social and behavioral sciences (including economics) and in morals should be included. And there is the mandate to begin the process of teaching the student how to think. I think it is safe to conclude that any "business courses" are included by the Ford and Carnegie Reports in the undergraduate program merely as a second-best compromise. By implication the undergraduate school is told to leave specifically professional work to the graduate school of business administration.

If I am correct in so interpreting the tone of the reports, Undergraduate Bus Ad would soon become just another pre-professional program in our colleges, similar to pre-legal, or perhaps better, to pre-engineering and pre-dental programs where they exist under these names. Schools with present 3-1-1 or 3-2 plans leading to an MBA are comparable to 3-3 "combined law and arts" or "combined law and bus ad" which have and do still exist in many of our schools.

I would like to call attention to what I consider a danger in such thinking. For the past forty years, American collegiate education has been progressively prolonging the adolescence of the American student and reteaching in freshman and sophomore year what should have been learned in high school. This is a common observation of foreign exchange students coming to the United States.

I think this trend is in the process of being reversed and rightly so. In a number of universities, including Creighton, well trained high

school students are being allowed to begin junior-senior courses in their first semester of college. Why should a boy or girl who has mastered grammar and rhetoric, or trigonometry and calculus, in high school have to go through the same thing again even in a so-called honors section? I would hope that gradually the pressure for improved high schools would eliminate the junior college (or freshman-sophomore years) as it is understood and generally practiced in college education today. What the Gordon and Pierson Reports ask for as basic and general education would be to large extent (50%? 60%?) accomplished, not in the undergraduate college, but in a good prep school.

Please do not misunderstand me! This millenium is not on hand. Nevertheless, I believe it is the new trend which may take a decade or decades to work itself into our educational system. If so, we must not follow and plan according to the old trend which is, I believe, in the process of being reversed.

## II

The Ford and Carnegie Reports call for increased emphasis on the MAN part of the word "businessman". Jesuit educators never cease to talk of "liberal" education. Part II (pp. 6-11) of Doctor Calkins' paper is devoted specifically to this implication for undergraduate business education. Especially interesting, to my mind, is Chapter 6 of the Carnegie Report, especially the material on page 147.

Jesuit education was born in the Renaissance. Its proximate educational aim is frequently summed up in the word "eloquence". Eloquence in the modern terms of discourse is "communication". The Jesuit Arts College has become so fragmentized into a complexity of pre-professional programs that I think it is safe to say that "eloquence" has been submerged, not only in the laboratory, but also in the *wissenschaft* of the humanities. Indeed, "communication arts" had to be instituted as a separate department from English in a number of schools to restore training in the written word! I think there is a certain irony that, if the Gordon and Pierson proposals would have full effect, undergraduate business education could readily be the instrument for the revival of purer liberal education and "eloquence" on the Jesuit campuses.

I would like to call special attention to an interesting paragraph of Doctor Calkins in this connection (pp. 16-17). Perhaps it is the point of a needle! Doctor Calkins seems to suggest that business study itself has a place in the general liberal education of the Arts College itself. Should "bus ad" be available as a minor for Arts students? I consider this a very

sound question and a good suggestion. I fear, however, that the immediate reaction would be that of my own Arts dean when I made such a suggestion last fall.

If "business" would be allowed as a minor in the Arts College, an interesting situation could develop on the university campus. If the Bus Ad College would resist the Gordon-Pierson prescriptions and remain "narrowly vocational", the closest approach to the Gordon-Pierson ideal could be an undergraduate program with Economics as a major and Business Administration as a minor. Inter-college competition would develop, a "healthy" or "unhealthy" situation depending upon circumstances and the progress of events.

### III

There is no time to go into detail on courses and departments in the undergraduate program as developed by Gordon and Pierson and summarized by Doctor Calkins. In the immediate years ahead, moreover, any long-run change will be a succession of short-run compromises and experiments involving elements both old and new. Personally, I would favor a three-department structuring of collegiate business education in the immediate future, namely departments of Accounting, Business Administration, and Economics.

Accounting departments are well entrenched within our schools with a trade association degree of their own independent of academic authorities, namely the CPA. Prescinding from the controversy over the "trade school" stigma which many wish to press on to many collegiate accounting programs, this is certainly one of the "old" elements which will remain, perhaps forever, perhaps for just a number of years.

Economic departments live in two worlds. On the one hand, they must be looked upon as part of the Arts social science setup; on the other hand, Economics performs a role in the Bus Ad College comparable to that of the Physics department in the College of Engineering. A certain separate administrative entity must thus be preserved for proper functioning in the two different colleges of a university.

I would propose, however, that the future must be met by uniting what are now sometimes independent departments of Finance, Management, and Marketing. The "mission" to be assigned this amalgamation would be to experiment and develop the best possible undergraduate program in business education. The Gordon and Pierson Reports, and Doctor Calkins' excellent summary and discussion of them, should be a beginning program of experimentation and reconstruction.

# A Comment on Implications for Graduate Programs

STEPHEN W. VASQUEZ

I shall limit my remarks primarily to a discussion of the role of graduate programs in schools of business. By mutual agreement, Father Porter has taken on the responsibility of commenting on the Implications for Undergraduate Programs, found in the Gordon and Pierson Reports.

We are all, I am sure, deeply appreciative of the work Dr. Calkins has done in providing us with an examination and resume of the two rather formidable reports describing the progress of business education in this country. One difficulty that an analysis as clear and as complete as the one made by Dr. Calkins presents, is the almost overwhelming temptation to read his paper rather than the two original works. I would, therefore, re-emphasize a point that Dr. Calkins made on Page 2 of his excellent paper; "Neither report can be perused effectively. Each must be read from cover to cover more than once to receive the full meaning of its logic and conclusions." Those of us charged with the responsibility of administering programs in business, can benefit immensely from Dr. Calkins suggestion.

In order to put our problem in its proper setting, let me call to your mind some statistics noted in the two reports under discussion. In the Gordon Report, for instance, on Page 247, we find mention of the fact that in 1957-1958 "about one-fifth of the approximately 600 colleges and universities with degree programs in Business Administration, offered a Master's degree in business." There are, therefore, about 125 schools actively offering graduate programs. The Gordon Report goes on to point out, however, that while a significantly large portion of schools with business programs offered graduate work, 9 schools accounted for more than 50% of the total graduate degrees in business conferred in the academic year 1955-1956. The Gordon Report refines that statistic a bit further, and points out that better than one-fourth of the graduate degrees in business in that year were conferred by 2 institutions—Harvard University and New York University.

I believe we ought also, to take note of another somewhat interesting

statistic dealing with graduate programs. The Pierson Report, in commenting on the historical background of graduate education, points out the fact that by 1956, there were 12 separate graduate schools of business. These schools were located at the Universities of Chicago, Columbia, Cornell, Harvard, Stanford, Dartmouth, Carnegie Tech, California (Berkeley), California (Los Angeles), Massachusetts Institute of Technology, New York and Virginia. Since 1956, other schools have been added to this list, including Purdue University, Washington University of Saint Louis, and the latest, to my knowledge, Michigan State University, which announced the establishment of the Graduate School of Business Administration, April 1, 1960. I feel that this trend toward separate graduate schools of Business Administration will continue to accelerate in the future.

To my mind, one of the really significant contributions that the reports make, is the sharp focus into which they bring the problems of graduate education in business. The Gordon Report, for example, on Pages 248 and 249, enumerates four points which it considers the main issues in graduate business education. They are—paraphrased—(1) Uncertainty as to the amount of effort to be put into the expansion of graduate training at the expense of the undergraduate program; (2) Uncertainty as to the kinds of careers which should be emphasized in planning the Master's program—business vs academic; (3) Indecision as to whether the Master's degree in business should be considered a graduate degree or a professional degree; (4) Indecision with respect to the kind of undergraduate preparation required for post-baccalaureate training in business.

It does not appear to be possible to do anything that approaches satisfactory work at the graduate level in business until the doubts, apprehensions and misgivings, implied by the indecisiveness suggested in the foregoing enumerations are resolved. It would seem that those universities which have elected to establish separate graduate schools of Business Administration, have rather clearly indicated a preference for considering the Master's degree a professional degree, rather than a graduate degree. Also, schools that have made such a choice, it seems to me, have expressed a rather strong opinion as to the kind of program to be offered at the undergraduate level. It appears that those schools would prefer to postpone undertaking business programs until the student has acquired a Bachelor's degree. If I might take a moment to make a comment or two on the significance of this decision with respect to undergraduate programs—I realize, of course, that according to our pre-arranged division of labor, I was to stay out of the undergraduate

territory. However, I feel that, particularly with Jesuit schools of business, there is a point involved that should not be passed over lightly.

The schools of business, domiciled on campuses of Jesuit Universities, represent a form of business education that is rarely found on the campuses of non-Jesuit universities. Most non-Jesuit schools of business offer two-year programs which admit students at the junior year, or three-year programs which admit students at the sophomore year. Jesuit schools of business, however, offer four-year programs, and hence, are responsible for the total educational program of the student. The university which offers a typical two-year program in its school of business, has a program which, in all too many cases, emphasizes professional development, and has precious little to say on the subject of collegiate education. The two-year school feels that the student will be "liberally educated" during his freshman and sophomore years in a College of Arts and Sciences, and will then come to the School of Business for his professional training. In the Jesuit system of business education, we are by desire, by design, and by necessity, interested in the student's liberal education. It seems to me, that those of us who are charged with the administration of collegiate schools of business, should never forget that the primary objective of a program in the collegiate school of business must be to provide an opportunity for a student to get a liberal education. Our undergraduate programs, therefore, must necessarily be so arranged, and our curricula so constituted, as to form a proper backdrop against which a liberal educational program may be developed. If our business economy is as we think it is, a proper tool to be used to fashion a program of liberal education, then it seems to me, that we must be led to a conclusion with respect to graduate programs, different from the conclusions reached by those who create separate graduate schools of business. Our position, it appears, should be one that recognizes our business economy as a discipline worthy of study in much the same vein as other segments of our universities look upon programs offered by departments in our Colleges of Arts and Sciences. Our graduate programs, therefore, should be truly graduate rather than merely professional programs.

In addressing himself to the problems of graduate education in business, Professor Pierson sets down for us four guides to graduate business education. I will not attempt to enumerate them here, but merely refer those of you who may be interested, to Pages 234, 235 and 236 of his report. The point I wish to make is that after Pierson establishes these guides, he concludes with a rather devastating evaluation of current graduate programs. Professor Pierson has this rather caustic remark to make on Page 237 of his book; "When set against the foregoing frame-

work of principles, there are only a bare handful of graduate schools, perhaps no more than four or five, which can be said to have achieved a significant progression beyond work done at a high calibre undergraduate school. Even among this select group, the distinction appears to rest almost wholly on the quality of the faculty and student body, the method of instruction employed, and the general spirit in which the work is carried on, not on the content of the program as such."

Both reports offer a very realistic appraisal of part-time evening graduate work. Both reports are most critical of these kinds of programs, and suggest that such programs be recognized by conferring a Certificate of Completion upon the individual, rather than a graduate degree. I believe there is much food for thought and reflection in both of the reports, in what is said concerning graduate programs, for all of us in business education, and particularly those who design or administer graduate programs in Jesuit schools. It might, for example, be worthwhile to review graduate programs in business on our own campuses in the light of the programs suggested by the two reports.<sup>1</sup>

In conclusion, I would urge all of you to re-read and study the observations, the criticisms, and the suggestions in Chapter 10, beginning on page 229 of the report prepared by Professor Pierson, and of Chapter 11, beginning on Page 247 of the report prepared by Professors Gordon and Howell.

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<sup>1</sup> Gordon, Table 18, page 275; Table 19, page 277; Pierson, Table 10-3, page 267.

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*A recognition of the truth and desirability of things cultural and intellectual, a refusal to be put off by occasional misuse of them, a hunger for more and more of the truths of God's creation, these are all elements which go into the formation of a positive ideal of Christian learning, one which cannot help but complement the devotional. Once suspicion and doubts have been laid aside, tremendously exciting areas of knowledge begin to unfold to grammar school student and to research scientist alike. Christian searching into truths, beauties, complexities and wonders of a God-created, God-governed universe is really only the taking possession of a heritage. The universe is a book God has given to man, and surely He intends that it be read.*

—Richard W. Rousseau, S.J., of Boston College, in the *Catholic World*

# Personnel, the Heart of Management!

BROTHER JAMES KENNY, S.J.

Within the past century and especially during the last two decades the growth of the Church in the United States has been phenomenal. This is true on every level—the parish, parochial and secondary school, the lay apostolate, staffing foreign missions and particularly in higher education. This is a great tribute to both clergy and laity. But despite these tremendous gains, much remains to be accomplished.

Scarcely a day passes that one does not read or hear of a building program—church, hospital, academic facilities, etc. They are either entirely new units or additions to already existing ones. In any case, this entire array of new construction represents millions of dollars, endless hours of time and a vast treasury of ideas. How often have we seen a fund raising campaign initiated to erect a new building. After blood, sweat and tears the contractors depart, having completed the project within 18 months. Then follows the inevitable cornerstone ceremony or open house and then—alas almost no thought is given to keeping the monster intact. In a journal that is concerned almost exclusively with educational and academic programs of Catholic institutions it may at first appear strange to find an article that has nothing to do directly with either.

To come to the point, buildings do not maintain themselves. They require personnel, and in the case of hospitals, colleges and universities, they require trained professional personnel. Reference is not made here to the faculty or staff of such institutions; professional competence in these areas we take for granted. We are concerned with the personnel whose responsibilities and duties are to maintain the physical plant, service the residence and dining halls, etc.

Everyone appreciates that our Catholic institutions are non-profit and that therefore they cannot be expected to compete with commerce and industry. But it does seem difficult to reconcile the expenditure of several million dollars for the erection of a building with the almost complete lack of appropriation for its preservation. Should a million dollars be available for a project it would seem advisable to allocate \$800,000 for construction leaving the balance as an endowment for its maintenance. This is not submitted as a profound observation but judging from the



little attention given to maintenance one might be tempted to think it a new one. This unfortunate practice is occurring every day, creating stringent financial problems in our routine operations.

Here is not the place to defend the morality of a living wage. The Church through the papal encyclicals and the pronouncements of its bishops has adequately covered this. Rather the urgency of the financial consideration compels us to formulate personnel practices and policies. Insofar as possible within budgetary limitations, every institution should maintain a general consistency between its wage rates and those offered in outside employment, both in simple justice to the employees and also in realistic self-defense against a too rapid departure of experienced and valued workers to better paid positions.

No matter how small the institution or how few its employees, there should be definite policies and these should be in writing. Even more important, they should be carefully thought out and related before they are written. What should such a statement cover? Subjects such as the following compose a suitable list: Methods of determining wage rates, hours, holidays, vacations, disability benefits, leaves of absences, retirement, death benefits, overtime, seniority, etc.

Such a statement gives assurance to the employees that all will be treated fairly and without special favor or discrimination. Its publication might even forestall a labor contract, for in a sense it represents a unilateral contract signed by the institution and directed to its employees. It can be the cornerstone of any employee relations program. Certainly one of the most valuable results of the writing of any policy is the clarification of the thinking of the administration itself. While some phases of the employer-employee relationship may and do vary materially because of different local situations, there are certain general criteria which all Catholic institutions might do well to examine and consider. What is intended here is that the major emphasis fall on the importance of deciding upon and applying some consistent policy rather than on a suggestion that any one policy is most desirable in all institutions.

The story told of Charles E. Wilson points up this need very well. When he moved into the Pentagon as Secretary of Defense, he was unable to find anyone with a definite policy. One day a secretary came in to say that an insurance salesman was waiting to see him. "Send him in" said Wilson. "You don't really want to see an insurance salesman do you?" asked the secretary. "I certainly do" replied Wilson. "He's the only individual I've seen around here who has a definite policy."

On a college campus where there is no promulgated policy involving personnel practices, for example, one is apt to find non-academic em-

employees in different departments working independently of one another, and their supervisors reporting to different administrators. Employees of the dining halls are responsible to the dietitian, and if an employee is out sick for a few days it is the dietitian who decides whether or not compensation should be paid. An employee in the maintenance department with five years of service receives two weeks' paid vacation, while an employee in one of the residence halls with three years of service receives one week's vacation. Furthermore, it is not unusual to find employees in the physical plant being given religious holidays while personnel in other areas have to work without extra compensation on the same days. In short, it is due to the grace of God and the willingness of employees with a lot of wonderful Catholic faith that many of our institutions are able to operate thus. But in all honesty and fairness, should we do less for our employees than does business and industry?

Along with the obligation which is placed on management there should be an equal obligation placed on the members of the staff. The old-fashioned word called duty is too seldom used in our times. Good working conditions, proper placement, and fairness and consistency of treatment are essential obligations of the enlightened employer. An honest day's work performed with all possible zeal, faithfulness, loyalty and capability—this likewise is the responsibility of the employee. No personnel program can be fully successful which fails to give both obligations equal stress.

The year 1959 saw the employees of many hospitals in New York City go on strike for higher wages and better working conditions. Certainly this would never have happened if the conditions of these institutions had not been so deplorable. Is this a sign of things to come? The sentiment was so strong that two bills Nos. 1610 and 2078 were introduced during the last session of the New York State Legislature to amend the labor law extending coverage to include charitable and educational institutions. Fortunately, the bills never came out of committee. Nevertheless the time has long passed when it is useful to debate whether or not a labor organization is detrimental to our institutions. It is necessary on the other hand to accept realistically the fact that whether we approve it or not, this type of organization is now firmly cemented into our social, business and economic structure, and that very little now can be done by any single group to change this fact. Legal controls and national practice now force recognition of unions. Hence, it behooves responsible administrative officers to be informed of their rights as well as of their obligations in this difficult field.

The question to be asked is not so much, "How can we prevent union

organization in our institutions," or "How can we get rid of those already here," but rather, "How can we best get along with these unions." If we will be fair in our relationships with them, bargain but not trick, defend our own convictions and policies, but not evade an issue, we can continue to differ on many points and still retain mutual respect and essential cooperation. There has to be some compromising and there are inevitable differences of opinion, but the relationships will work to the benefit of the institution if each side approaches problems with honest belief in the good faith of the other, if each deals openly, speaks the truth, keeps its word, and avoids unfair advantage.

Whether on the campus or in a hospital or other type of institution, there are certain matters which call for thoughtful attention. The most urgent of these include:

- a) specific security programs
- b) sounder salary administration
- c) better promotional policies
- d) better training for present jobs as well as for future promotion
- e) a stronger sense of participation

Entire articles could be written on any one of the above mentioned specific considerations, but here we shall elaborate only slightly on the notion of participation. Next to knowing what is going on, the best boost for employee morale is a sense of participation—of belonging—of being a part of the whole big program of education and research which exists on our campuses. We can pay no one a higher compliment than to ask his advice about something, and interestingly enough when we do that to our employees we quite frequently receive some comments which may be very constructive and useful. It pays to give the non-academic workers a place on the varsity squad. Business has already gone far in using advanced techniques to encourage and make use of the desire to participate, and the college or university might well consider adapting to its own use similar practices.

No longer can we and business differ in the way we meet these problems. The approach may differ but the problem does not, nor can the solution. In all our institutions there is need for new thinking on matters such as these and for action as the thinking points the way.

# Towards a "Ratio Studiorum" for Jesuit Business Administration Education

RICHARD L. PORTER, S.J.

Jesuit educators are having pushed to the forefront of their attention something of which they have been aware in a general way for some time, namely that business administration is "big business" and "big education" on their campuses.<sup>1</sup> With the publication in October 1959 of the Carnegie and Ford reports on collegiate and university education for business,<sup>2</sup> the problems of "good education" in this field have to be discussed, and discussed seriously and intelligently, by college and university administrators.<sup>3</sup>

A parallel with Jesuit education in the sixteenth century is not out of place. The Jesuit ministry in lay education was begun at a time when the "new learning" of the Renaissance was the thing. The Jesuits of the sixteenth century are commonly credited, not with great innovations in teaching, but with outstanding ability to study, pick and choose, and set up one of the outstanding educational systems of all times—the *Ratio Studiorum* or "Plan of Studies".<sup>4</sup>

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<sup>1</sup> An examination of the statistics presented in the *Directory of the Jesuit Educational Association, 1959-1960*, p. 25, help to bear this out. Using the figures for the 1958-1959 school year, the following points stand out. "Commerce-Day" enrollment in the twenty Jesuit colleges and universities reporting in this category was 10,156. Total "Liberal Arts" in the same twenty institutions was 28,179. If "Commerce-Night" of 9,127 students is counted in on a one-third basis (the more significant figure would probably be greater), this would swell "Commerce" full-time enrollment (on a comparable basis to that of Arts) to about 13,200 students. Rounding Arts figures, this would give a Commerce to Arts ratio in these twenty schools of 1/2.1.

<sup>2</sup> Frank C. Pierson and Others, *The Education of American Businessmen*, New York: McGraw-Hill, 1959; and Robert A. Gordon and James E. Howell, *Higher Education for Business*, New York: Columbia University Press, 1959. The Pierson Report was financed by the Carnegie Corporation of New York, and the Gordon-Howell Report by the Ford Foundation.

<sup>3</sup> Obviously, Jesuit schools are obligated in justice, by accepting tuition, to educate well. Over and above this, Jesuit standards of excellence, our "profession," demand that we should strive to be the "best" our resources and conditions permit.

<sup>4</sup> Gilbert Highet, *The Art of Teaching* (New York: Knopf, 1950), pp. 220-224, gives a standard enthusiastic evaluation. "The best thing about its (the Jesuit Order) methods was

*Something New in Higher Education*

Business as a "profession", rather than just a "vocation", is something new in the twentieth century. Something educators, and members of the time-honored professions such as law and medicine, say that businessmen and bus ad school faculties are merely trying to up-grade themselves when they speak of the "professional businessman". Many businessmen lend credence to this charge with their remarks about the "crew-cut boys" from the bus ad schools, long on gray flannel and confidence, but short on know-how and performance. The plain fact is that modern business, with the growth of the large corporation, is increasingly characterized by a complexity and need of new methods which do call for a real "professional" training. Such professionalism is more characteristic of the big firm rather than of the small. Yet, on the other hand, the small business firm is becoming more aware of its competitive disadvantage and is making more use of part-time professional services through bringing in outside consultants.

One source of misunderstanding is the statement that collegiate business education aims to prepare for top-level management. This seems to imply the familiar cartoon character who tells the potential employer that he is willing to start at the top. Management is divided between "line" and "staff" functions. No classroom can ever produce a finished "line" executive. Such a person is a mixture of native ability, hard work, experience, and that indefinable (or at least unmeasurable) quality of leadership and being right which evades "science" and is an "art".

To put it another way, the management function embraces planning, organization, assembling of resources, direction, and control.<sup>5</sup> It can also be defined as the ability to "extend oneself through others". A manager of a small enterprise is able to do many things personally, that is deal directly and observe intuitively. He knows personally (and intuitively)

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the thoroughness with which they were planned. Planning is not a merit in itself. . . . But it helps to avoid some deadly faults which schools often contract. . . . The educators who drew up the Jesuit Plan of Studies arranged the entire schooling of their pupils as a continuous career. . . . Still, planning and purpose can be very inhuman. . . . The Jesuits avoided this fault by their insistence on the complementary principle: adaptation. . . . The Jesuits went to unparalleled lengths and showed unbelievable patience in adapting themselves to the people they were determined to teach. . . . Planning and adaptability were two of the pillars of Jesuit education. The third, equally important, was the high standard of the books which were studied, and, consequently, of the achievement demanded from their pupils. . . . The success of Jesuit education is proved by its graduates. . . . The Company of Jesus has many enemies, but none of them has ever said that it did not know how to teach."

<sup>5</sup> Thus, almost any standard work on management. For instance, see W. H. Newman, *Administrative Action* (New York: Prentice-Hall, 1951), p. 4.

tively by direct contact) his personnel, competitors, and customers. But when one has to deal with thousands of employees and scattered operations and markets, "intuitive" direct methods and observations break down.<sup>6</sup> The manager of a large complex enterprise must learn to read and write, not as one who pens social correspondence or enjoys *belles-lettres*, but as a means of communicating, and being communicated with, in business. He must learn new techniques of analysis and generalization such as the T-account and probability distributions, operating ratios and various kinds of averages and dispersions. In brief, a "staff" becomes his eyes, ears, and nose; "channels" become his legs and arms and voice.<sup>7</sup> A pad of yellow paper and a pencil are no longer sufficient for figuring alternatives. Business analysis and decision-making take on a new "sophistication" which the old time (and many a present-day small) businessman simply cannot conceive. One of the hardest jobs in dealing with even present-day students in a college of business administration, is to convince them early of the importance of "methods" for such a future "professional" career in business. Presumably, the professional graduate of a school of business administration will start in top management in a "staff" rather than a "line" position. The number of top executives who start with a business as manual laborers and clerks and work up through the "line" hierarchy without formal training will become fewer and fewer as time goes on.

### *Collegiate Business Education of the Jesuit Campus*

Father Joseph L. Davis, the Jesuit founder of the Commerce and Finance school at St. Louis University and now deceased for twenty years, was a happy phrase-maker. He liked to speak of his "temple of exchange" having been founded and nourished over the years through "many difficulties, internal, external, and *fraternal*". Whereas Jesuit schools and programs in business administration have always insisted more on philosophy and liberal arts courses than have their counterpart state and urban schools, nevertheless this advantage has been at least partially counter-balanced by a combination of snobbishness and cynical pragmatism which is likewise certainly more characteristic of Jesuit faculty and administration than their secular counterparts.

<sup>6</sup> Peter F. Drucker, *The Practice of Management* (New York: Harper, 1954), p. 9.

<sup>7</sup> The "staff function," for those not acquainted with the meaning of "line and staff" in management, is well and concisely explained in James D. Mooney, *The Principles of Organization*, revised edition (New York: Harper, 1947). A fuller treatment can be found in Newman, *op. cit.*, pp. 178-201.

Some Jesuit business administration deans prefer the phrase "the problem of internal public relations". Whatever be the label, the fact remains that few Jesuits are able to conceive of the fact or possibility of "higher education" on a true collegiate and university level in business administration. Perhaps it is partially due to the fact that a normal part of a Jesuit's training is a period of high school teaching. Clearly in high schools in general, and even more especially in Jesuit high schools in particular, there is no "higher education" in the high school "business" or "bookkeeping" course. Jesuit high school counselors, and most Jesuit college teachers, look upon the college business administration program as a dumping ground for students weak on either intellect or *sitzfleisch*. This writer has a very vivid memory of a Jesuit department head, during a university committee meeting, dismissing vigorously and with repeated seriousness, any consideration of raising bus ad faculty salaries. Although at this time at this university bus ad student tuition more than covered all educational costs, a raising of the business administration school budget for salaries and research was rejected on the grounds that the only possible purpose for the existence of a business administration school on a Jesuit campus was to make money, which was then to be transferred and spent in support of the "more important" (and money-losing) portions of the university.<sup>8</sup> In other words, business administration to this man was, not education, but a form of fund raising. In such a context, it is impossible to speak even of good education, much less "research" and "higher education".

The solution of this internal public relations problem is a necessary first step in the development and writing of an effective *Ratio Studiorum* for Jesuit business administration education. Otherwise, even if such a "Plan of Studies" should get on paper, it would have little chance of being properly implemented. The late Father Joseph Husslein is worthy of the highest praise for his pioneering work in the *Science and Culture Series*, rightly called a "university in print". However, we should avoid having on our campuses (rather than on bookshelves) "Husslein Universities", that is "universities in print" in the form of marvelously phrased catalogs rather than in act and fact.

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<sup>8</sup> "A large part of the blame for this unhappy state of affairs rests with the educators themselves. For years, the academicians, with their traditional contempt for anything so crass as cash, have steered the most promising students away from business courses. At the same time, college administrators, who are anything but scornful of the dollar, have been tempted to make the business schools cheap degree factories for students who couldn't stand the gaff of a straight liberal arts course." Editorial commenting on the Pierson and Gordon-Howell reports (*Business Week*, November 7, 1959, p. 182).

*Outlines of a New Ratio*

The recently published Ford and Carnegie studies furnished a ready-made survey of practices, analyses, and opinions. One is close to 750, and the other 500, pages in length. Both need thorough study in themselves and in relation to the peculiar character and problems of the Jesuit chain of twenty-eight colleges and universities in the United States engaged in educating lay students.

## WHOM SHOULD WE EDUCATE?

We can expect a period in the discussion during which the "purists" will hold the floor. They will immediately seize upon such phrases as "top executive talent". However, the business school on the Jesuit campus cannot be expected, in its present state of weakness, to do what other undergraduate schools, such as Arts and Engineering, are afraid to do.

An analogy from business itself may help to clear the issue. Business firms today are almost always multi-product firms with a list of "principal", "joint-", and "by-products". Likewise, they frequently are forced to distinguish between "premium" and "common" lines. Although the business school should shy away from the example of the very many arts schools with their multiplicity of "pre-" programs, nevertheless a certain degree of diversity must be accepted as a dictate of the present-day environment of the American college and university. What every collegiate school of business needs is an "honors program" of some sort, easily distinguishable both by the student body and the business community into which the student will graduate.<sup>9</sup> On the undergraduate level, such a program probably should be designed as normally to be followed by graduate work. Undoubtedly, a "managerial science" program, howsoever called, would be such an "honors" group.

The American undergraduate college is still a common locale for "growing up", for "education" as distinguished from "learning". As some anthropologists have pointed out, the puberty rites of primitive peoples are carried out in our society largely in the high school and partially on the college campus. This is a social fact which must be accepted by college educators, at least in the short-run, as a planning parameter.

Therefore, some kind of "by-product" program must be offered along with the "premium" and "principal product" professional program. Such

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<sup>9</sup> The marketing terms and analysis using them should help to understand and deal with the educational problem. The terms are "internal brand competition" and "brand-name carryover."



a program would probably receive the tag of "general business" in the bus ad school. The challenge is to do a good job in such "education" although any "higher learning" or "professional competence" would only rarely be achieved by what would be admittedly a compromise program. The controversy occasioned by the Ganss book on Jesuit education is probably, in part, owing to the inability of the two camps to admit of the dual character of our schools to impart both learning and education.<sup>10</sup> The two objectives are only seldom perfectly integrated in our graduates.<sup>11</sup>

#### HOW SHOULD WE EDUCATE?

Neither the "principal" or "by-product" as mentioned above can be preparation for a particular job. Strict job training can always be done more efficiently on-the-job than on-the-campus. Collegiate education for a profession necessarily aims at three main areas of training in competence: (1) the development of a kit of analytical tools, (2) the building up of a body of basic information, and (3) a training in a method of approach, analysis, and application.

The tool kit for a professional businessman embraces (1) certain techniques, and (2) principles. First, there are the traditional tools of "quantitative analysis", accounting and statistics, based respectively on the T-account and the frequency distribution. Accounting has made its expected strides in the field of application to the individual business firm, especially in cost accounting. New fields of application to the aggregate economy have been opened up with national income and product accounts, flow-of-funds accounts, and input-output matrix techniques. Mathematics itself, once limited primarily in business applications to statistics, is even more important as "linear programming", econometric models, "games", and the new "opsearch" expand in usefulness. Even statistics is given a new orientation towards "decision-making", a new dimension to an old subject.

The principles to be developed for the tool kit are drawn from the various social sciences, economics, sociology, political science, and psychology. Economics has expanded in its usefulness, but the real new-

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<sup>10</sup> George E. Ganss, S.J., *Saint Ignatius' Idea of a Jesuit University*. Milwaukee (Wisc.): Marquette University Press, 1954.

<sup>11</sup> An analysis of possible bus ad school operations by analogy with the business firm and using the notions of "principal," "joint," and "by-products," would more properly use the term "joint product" for the program in some kind of general education and the term "by-product" for special short-term institutes, certificate and two-year terminal programs, etc. However, there is no opportunity or need to go into such an elaborate discussion here.

comers in significant importance are the other three social sciences mentioned above.<sup>12</sup>

One of the traditional tools of analysis and communication is language. In spite of the development of statistics, accounting, and various mathematical techniques, language has by no means been replaced as a means of thinking, expressing thought, and influencing people. In fact, language itself has gone in for a new and broader approach in the form of "communication arts" and "mass media". Of vast importance is the "conference" method of developing ideas and communicating both up and down the management ladder. Rarely are businesses run by formal group decision, but "conference" and "discussion" are now prominent parts of the language arts of thinking and communicating.

The building up of a body of basic information is highly important but secondary to the development of the tool kit of analytic techniques and principles. Information has a habit of going out of date in a rapidly changing field such a modern business. Nevertheless, tools are useless without something to work with. Consequently, collegiate business education must dip into the description of the economy of today and even yesterday for case examples. Although a mastery of a certain body of facts must be insisted upon, more important in the long run is the development in the student of knowledge of the "sources of business information", of the habit of inquiry into important facts. The reference-study library in a business administration school would, therefore, be an important educational tool and its librarian one of the most important faculty members.

The Harvard School of Business Administration has pioneered the case method in business administration education. It has been very effective when used intelligently. However, anything which is new and successful tends to become a "fad" with imitators both intelligent and not. Nevertheless, it has proved to date to be the most effective way of integrating "tools" and "information" into training for professional competence. Other effective ways are some internship programs and bureau of business research projects embracing large groups of students.

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<sup>12</sup> A parallel development has taken place in engineering and bus ad schools. Comparatively recently, physics was the only basic natural science (of the group, physics, chemistry, and biology) which was particularly "applied" in the engineering school. However, at present, although physics has assumed a wider influence (for example, "electrical engineering"), chemistry and even biology have invaded the engineering program. Economics has traditionally, of the social sciences, played a parallel role in the bus ad school. However, although economics has increased in importance, it has been joined by strong rivals in bidding for an "applied" status in the bus ad schools as sociology and psychology increase in application.

Conclusion

American education, including Jesuit, is today more than ever before in recent years, examining its conscience and electing new ways of doing the job. All change, of course, is not progress; but the ability to re-examine old procedures and to be able to adapt to new problems is a sign of vitality.

International relations experts seem to be of the opinion that the struggle with Communism is about to enter into a period of "peaceful coexistence" militarily, but "economic competition" business-wise. If so, the new "managerial science" can become as important as rocketry in the period ahead.

Something new has been added to the professions. And if education for the professions is "higher education", it is the task of the college and university. A "plan of studies" is needed to chart the course for effective educational action. This is what the Jesuits have long been noted for. A paraphrase of St. Ignatius' statement on other religious orders and congregations excelling in other things would be in order here. We can only hope that now in the twentieth century we can be worthy of the encomium given by Highet to the Jesuits of the sixteenth century.

The Business Administration Institute, scheduled for August 1960, is a start in that direction.

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**LIBRARY RESOURCES FOR THE CLASSICS**

Which libraries in the United States would you judge to have the strongest resources for classical studies? William Vernon Jackson in *College and Research Libraries* of November surveys the major libraries and gives a good view not only of extent of holdings but also of their inclusion of special rarities. He proceeds roughly in this order of merit: Harvard, Yale, New York Public, Columbia, Pennsylvania, Library of Congress, North Carolina, Illinois, Northwestern, and California. The best collection on Aeschylus and Aristophanes is at Harvard; on Aristotle, at Pennsylvania; on Epictetus, at Illinois; on Juvenal, at Yale; on Seneca, at Boston Public; and on Vergil, at Princeton. Horace seems to be the most popular Latin author in American libraries; important collections on him exist at Boston Public, Brown, California, Free Library of Philadelphia, Northwestern, and Princeton.

# Bibliotherapy: A New Counseling Technique?

ROBERT E. GRIFFIN, S.J.

Psychological and vocational counseling is fast becoming an integral part of the apparatus of the modern high school. Teachers and administrators these days find numerous opportunities to counsel students and naturally are thinking of their own better preparation for this much needed activity. Bibliotherapy is one counseling technique which has been used successfully with high school students in the past and may be of further use to those who are interested. This article attempts to explain what bibliotherapy is, what makes it work, who can use it, and how it can be applied in the counseling situation.

Bibliotherapy was spoken of at least as far back as 1937. At that time William C. Menninger gave an account of his experiences with bibliotherapy in the *Bulletin of the Menninger Clinic*, where he speaks of it as a subsidiary method for treating adult mental patients.<sup>1</sup> Around 1939, Alice I. Bryan, a consulting psychologist at the School of Library Service at Columbia University, wrote two important articles on bibliotherapy and its use: *The Psychology of the Reader* and *Can There be a Science of Bibliotherapy?*<sup>2</sup> Several years later the Rev. Thomas Vernor Moore, O.S.B., was writing of this technique as he was practicing it at the Child Guidance Center at the Catholic University of America.<sup>3</sup> It appears that Father Moore was the one to give bibliotherapy its first big impetus as a practical counseling tool.

In dealing with the problem child it occurred to Father Moore that something was lacking in the current techniques of psychotherapy. It was his opinion that the methods in use dealt too exclusively with the emotional elements of mental life. The intellectual life of the person was perhaps being neglected to the detriment of a sounder therapy. One's intellectual life greatly affects conduct because it supplies the ideals and principles of conduct. This area of ideals and principles should receive more emphasis in effecting a cure. Apparently, bibliotherapy seemed to

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<sup>1</sup> *Bulletin of the Menninger Clinic*, I (1937), 263.

<sup>2</sup> *Library Journal*, 64 (1939), 11 ff. and 775 ff.

<sup>3</sup> *The Nature and Treatment of Mental Disorders*. N. Y.: Grune and Stratton, 1943.

be a technique allowing for a greater emphasis on the intellectual life of the person needing help, so Father Moore decided to try it. It was successful and interest in it began to spread. A good many articles on its theory and practice began to appear in various journals.<sup>4</sup>

What precisely is this bibliotherapy? It is the use of carefully selected books for psychotherapeutic purposes. This means that the therapist or counselor utilizes a book to bring his client to see and solve his own problem. The problem may be a general one of some sort of maladjustment in the personality or a more restricted one of the here-and-now variety. With this in mind let us investigate how it is that this technique works.

The underlying mechanism at play in bibliotherapy is this: the reader identifies himself with some particular character in the book being read. In doing this he is able to bring his own emotional difficulties to the surface where they can be more clearly seen and dealt with on an intellectual basis. This does not always happen automatically or consciously. Frequently the counselor may have to help the person crystallize his impressions.

As everyone well knows, the book that is well written can be extremely powerful. One cannot help but be drawn into the story, thinking the thoughts of the "hero" and experiencing his emotions. On the one hand, this empathetic union may provide the reader with a certain knowledge of his own situation, difficulties or limitations. On the other, it may be the occasion for his embracing the sound values and principles of a richer human life. If the hero has or achieves such values and principles, the reader in associating himself with him, shares them, makes them his own. Sometimes a bit of skilful questioning will be needed to draw out these values and principles and to stimulate interest in finding them. When found, they may be accepted by the reader but stored away only as *notional* knowledge, having no influence on conduct. The ideal is that the reader gain *real* knowledge from his empathetic experience and that to some extent his conduct be influenced thereby. The counselor may have to help the person relate what he discovers or experiences in his reading to his own personal difficulty.

Father Moore has found that a reader will sometimes exaggerate a rather trivial incident in the story, enlarge upon it in his imagination and project into it something which is not there. In the process the reader can come to a clearer realization of his own present situation, if this is pointed out to him.

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<sup>4</sup> Cf. bibliography at the end of the article.

Concerning the question of implanting values and principles of right conduct in the counselee, Father Moore expresses very well what is going on within the person in the following excerpt taken from the Introduction to Clara Kircher's *Character Formation Through Books*:

"It appears that one can introduce ideals and principles into the mind of the child much more easily by bibliotherapy than by verbal instruction and persuasion. The child discovers the ideals and principles for himself. The emotional interest of the story gives them a warmth, a coloring and a beauty that awaken admiration and a desire to imitate. The patient identifies himself with the hero and takes unto himself for a time at least the ideals and aspirations of the hero. Conversation with the therapist enables the child to make these ideals permanent acquisitions. In the course of the interviews ideals that are at first barren become guides to right conduct."

During the course of these interviews, though, the counselor should not forget that a person's reaction to a book depends in large part on his mental and emotional condition at the time. Prejudices and presuppositions may be present constantly influencing the type and degree of empathetic union that is established between reader and characters in the story.

Finally, in the cure of the patient there is at work the element of psychological relief which the reader experiences when he identifies himself with the character or characters suffering from trials similar to his own. The reader experiences the thoughts and feelings of the character and abreacts his own. He gives vent to his pent up emotions and attains a certain degree of psychological relief or catharsis.

Does this technique require that its user have some sort of special training or orientation? Not exactly. Bibliotherapy is a counseling technique which anyone who wishes can use. Certainly all who have tried some counseling realize that a knowledge of the basic psychology of human nature is necessary as well as a certain degree of familiarity with counseling technique.<sup>5</sup> But as far as bibliotherapy is concerned, no more than this is needed. Father Moore has stated:

"Unlike most types of therapy, bibliotherapy may be used by anyone with common sense and the warm personal interests in the welfare of children. It is more important that such a person be a man of sound moral principles than that he should be trained in medicine and psychiatry."<sup>6</sup>

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<sup>5</sup> A useful book in this regard is Arnold and Gasson's *The Human Person*. N. Y.: Ronald Press, 1954.

<sup>6</sup> "Bibliotherapy," *The Catholic Elementary School Library*, Proceedings of the Institute, 1944. Washington, D. C.: Catholic U. Press, 1945, p. 142.

Bibliotherapy is a technique which can be used by almost anyone seeking to treat the ordinary problems of psychological maladjustment. The seriously disturbed person should be referred to a good psychiatrist, of course. But not everyone needing the counselor's help is seriously disturbed. Most can profit to some extent from dealing with someone who is truly understanding and genuinely interested in their welfare, especially if he is somewhat skilful in applying an apt technique of therapy.

A background of sorts in Carl Roger's "client-centered" therapy would certainly be helpful for one wishing to use bibliotherapy, but not necessary.

Now, let us see how the counselor is to apply bibliotherapy to get results. Application of this technique is rather simple. The first step is to establish rapport between counselor and student.

"When one thinks of bibliotherapy for a child, it should not ordinarily be the very first thing attempted. Bibliotherapy is best introduced after good rapport has been established; i.e., after the child is quite willing to talk over problems and has developed a friendly attitude towards the therapist. When this relationship exists the child is quite willing to read any book the therapist may give him."<sup>7</sup>

The second step is to select the book which seems to meet the needs of the student and actually to put the book in his hands or see that it is easily attainable. An interview for a later date is then scheduled. This will usually take place about a week later.

The third step is to open discussion with the student about the book. At the time of the second interview the student may have read all or only a part of it. "How do you like the book?" and "What have you learned that is worth while?" are typical lead questions to set the dialogue in motion. This sort of procedure continues until the entire book has been read. As the student reveals his impressions and reactions the counselor attempts to help the student relate these to his everyday life.

Let us now observe three actual cases which are examples of how the technique is used and how it works. The first case is an instance where the "counselor" probably was not aware that he was using the technique of bibliotherapy. The case is related by Philip Scharper in his article, "What a Modern Catholic Believes," appearing in *Harper's Magazine* for March, 1959. At fifteen Philip Scharper was reading Rousseau and Renan during summer vacation. During the process he had virtually, if not actually, lost his Catholic faith. He says:

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<sup>7</sup> T. V. Moore, O.S.B., in the Introduction (p. 7) to Clara Kircher's *Character Formation Through Books*.

"When I returned to school in the fall, I could feel only a smug and pitying superiority toward my Jesuit teachers: they were blind to the gross and insupportable superstitions to which they had dedicated their lives. I was free of all of that.

"But soon I found that I was quite miserable in my freedom. And no matter how much I tried to combat it, my sense of misery grew worse. . . .

"Without sensing the irony I carried my doubts and my misery to one of my Jesuit teachers. When I told him of my reading, my loss of faith, my sense of pain, he did not, as I had expected, become furious or sorrowful. Instead, he gave me a book by a well known Jesuit who had not long ago left the Church; with no scorn or sarcasm of any sort he told me that in it I would find better arguments for leaving the Church than in Renan or Rousseau. 'When you have finished it,' he said, 'I suggest you read over the Gospels at least twice.' I read the ex-priest's exposé and closed the book feeling profoundly sorry for him. I read the Gospels over three times and 're-entered' the Catholic Church."<sup>8</sup>

Prescinding from the morality of the Jesuit's action in using the particular book involved, this an instance where a book put into the hands of a young boy accomplished what a lecture could well have failed to do.

The following two cases are recounted by Father Moore.<sup>9</sup> The first concerns a girl fifteen years old. Her mother had become very concerned about the immanent dangers involved in the girl's "running around" with a certain boy. To help lessen the hostility between mother and daughter the girl was persuaded to see Father Moore. In the first interview talk centered around various career possibilities for the girl. She mentioned that being a dental assistant had some appeal to her, and was given several references in this regard. Eventually she got around to talking about her boy friend and how much she liked him. Her affection for him was different and much stronger than any love she had known before. She admitted that this situation was a source of real trouble between her and her mother and asked Father Moore's advice. He suggested that she think the matter over, do a little reading, and the two of them could discuss the problem later. He asked her to read Maureen Daly's popular novel, *Seventeenth Summer*, and to use the scenes and characters to work out what she thought were good dating principles. The girl read the book and profited a great deal from it. She compiled a list of principles that were practical and actually very sound. It was not long before her excessive interest in her "one and only" began to wane. About six interviews were had in all. Later the girl's mother told Father

<sup>8</sup> Philip Scharper, "What a Modern Catholic Believes," *Harper's Magazine*, March, 1959, pp. 40, 41.

<sup>9</sup> "Bibliotherapy," *The Catholic Elementary School Library*, pp. 140-148.



Moore that her daughter had quit reading trashy literature and had begun to choose really worth while books. This was certainly an added benefit of the bibliotherapy.

The last case is one of a young boy. One of his main problems was his selfishness towards a younger brother. He refused to allow his brother to touch any of his toys. There was little love between the two. After seeing the situation Father Moore loaned the youngster Hubert Skidmore's *Hill Doctor*, a novel. When the boy returned the next week Father asked him what he found in *Hill Doctor* that was worthwhile. The boy mentioned a rather minor detail as far as the narrative and characters were concerned, the fact that the hill people shared whatever they had with anyone who needed it. This seemed like an opportune moment for Father Moore to apply this to the boy's everyday life. So he asked him if he did not think it a fine thing to imitate the hill people and share his things with his little brother. The youngster's prompt reply was a flat "no! If I ever let him use anything, I'll never get it back."

Concerning this development Father Moore made the following observation:

"The incident illustrates a very important psychological truth. Principles of conduct may exist in the mind and be approved of by the mind, but have no effect on conduct. But this does not mean that they will never influence conduct. It is of the utmost importance that good principles in some way get into the mind, for once they are there they can be activated and become of decisive value in bringing about a radical change in conduct. The will is free but what is chosen must be presented by the intellect and the means must be grasped in their relation to end."<sup>10</sup>

In the case at hand, the principle the boy discovered in *Hill Doctor*, "share what you have with those in need," did not remain inactive. During a later interview Father Moore and the boy were discussing an incident in the story which the boy had enriched somewhat on his own. He told Father how the hill doctor continually refused a little boy who wanted to care for the doctor's horse. The doctor felt the little boy was too small for the task. The little boy pleaded and pleaded with the doctor until he gave in just to make the little fellow happy. Then the youngster admitted to Father that he now allows his little brother to sit on his bike and work the pedals, just to make the little fellow happy. This was real progress and further work with the boy was continued with gratifying results.

Books naturally are the core of bibliotherapy. It behooves one using

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<sup>10</sup> Op. cit., p. 141.

this procedure to have a good shelf of books handy and to know these books intimately. The number of books need not be large, but the quality of fiction and biography should be high. The choice of which book to use in an individual case seems to be a personal matter. There has been some attempt to categorize and classify young people's books for bibliotherapeutic use, such as Clara Kircher's *Character Formation Through Books*, but it seems more practical to retain only those books which one knows well and feels confident in using. Two different counselors may choose two different books to meet more or less the same problem. Many suitable books are now available from several sources specializing in paperback editions, such as the campus Book Club and the Teen Age Book Club of Scholastic Magazines, Inc. in New York, and other dealers such as Pocketbooks, Inc., Image Books, etc.

In the introduction it was stated that this article would attempt to answer the questions of what bibliotherapy is, how it works, who can use it, how it is applied. Let us see in brief what the answers to these questions have been.

*What is bibliotherapy?* It is the use of carefully selected books for psychotherapeutic purposes.

*How does this work?* The inner dynamism of bibliotherapy is the union the reader achieves between himself and the characters or situations in the book and the *real* knowledge he thereby gains.

*Who can use this technique?* Practically anyone who is willing to try it.

*What is the procedure for applying it?* Establish rapport. Recommend appropriate book. Interview after all or part of the book has been read. Find out how the reader liked it, what he learned from it. Help the reader to relate what he has learned from it to his own experience.

Bibliotherapy, in as much as it has been discussed here, has been limited to use with younger people. However, the nature and simplicity of the technique lead one to believe that it could well be used on a much broader scale, in college, the parish, convent or seminary. Bibliotherapy is only one among several counseling tools. But as a counseling tool its effectiveness can be discussed, or discovered, only after it has been put into practice. Let us try it out, then!

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# News from the Field

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*The Jesuit Educational Association Annual Meeting.* The pages of the present issue of the JEQ carry the comments of Father Joseph Downey on the tone and content of the 1960 JEA Annual Meeting. It was thought that an attendance picture of the delegates present at the Annual Meeting might be of interest to the readers of the JEQ.

Province prefects in attendance, including Lower Canada and Chile, numbered eighteen. The colleges and universities of the United States sent twenty-three college presidents, fifteen vice-presidents, nineteen deans of liberal arts, thirty-eight deans of other schools, and twenty assistant deans for a total of one hundred and fifteen delegates. The high schools sent eight rectors, forty-five principals, and sixteen assistant principals for a total of sixty-nine. Scholasticates of Ours sent four rectors, nine deans of Juniorates, seven deans of Philosophates, four deans of Theologates, and four non-administrative for a total of twenty-eight. There were twelve delegates from Canadian schools representing both college, high schools, and scholasticates. The lay faculty in attendance from our various schools numbered seventeen. The grand total for all delegates was two hundred and fifty-six.

• **BUILDINGS:** *Georgetown Preparatory:* A new \$600,000 Field House begun last June is rapidly becoming a reality. The new Field House will include three basketball courts, two lounges, a large recreation room, and a multi-purpose room.

*Creighton:* A dormitory for two hundred coeds has been approved for government loan and plans are now being made for construction. The structure will be a five story building.

*Canisius College* announced that its new Administration Building will be ready in the early summer of 1960.

*Fordham* announces plans for a \$600,000 Science Research Center which will contain facilities for biology, chemistry, psychology, pharmacy, and health research facilities. Plans are also under way for the expansion of library facilities.

A new Science building, with a starting date of late this summer, has been announced by *Seattle University*. More than two thirds of the \$200,000 needed has already been collected in gifts and pledges.

*Jesuit High School*, Tampa will soon open a new activities center. The building will contain not only physical education facilities but also activity rooms.

*Brophy College Prep* is also building a \$265,000 addition to their school. The addition will contain new offices, additional classrooms, a new library, and also facilities for forty-six resident students.

*Saint Joseph's of Philadelphia* has dedicated its new faculty residence. The new residence makes it possible for the Jesuit faculty to reside under one roof for the first time in over thirty years. The new school room building at Saint Joseph's was scheduled for completion in May 1960.

*Loyola University, New Orleans* has received a one million dollar gift for the purchase of a five hundred acre tract of land as a future possible site for the University. The tract is approximately twelve miles from the New Orleans down town area. The gift was made by Mr. J. Edgar Monroe, a New Orleans businessman. Loyola intends to stay for the time at their present site and is even contemplating building more buildings at the present site but the land gift gives them the opportunity for a second campus if and when the need arises.

• **STUDIES:** *Gonzaga Prep of Spokane* has continued its fine record in the presentation of Greek Tragedy with its presentation by the senior class of the production of *Antigone*.

*Marquette University* is starting a new cooperative graduate program in Electrical and Mechanical Engineering for Milwaukee industrial firms. Selected engineers from the participating firms will be able to earn Masters degrees within two years by spending one semester each year as fulltime students and completing thesis requirements during work periods. This new program envisages tuition aid by the firms and would encourage industrial research.

*Saint Louis University High School* is testing a new program in its new Modern Language Department next September. Spanish, Russian, and German will be taught as college courses with the students using college textbooks. The course will not be under the auspices of any University but will be taught as a regular high school course.

*Georgetown* has acquired the Quigley Library of Newman first editions. This acquisition together with the collection of Newman letters already

owned by the University makes Georgetown one of the richest sources in the United States of Newman material.

Six Jesuit schools in the awarding of *Woodrow Wilson Fellowships* are given in order of fellowships won: Fordham, Georgetown, Holy Cross, Boston College, St. Peter's, and Xavier.

The Department of History of *Loyola University, Chicago*, gave a public symposium on the modern world with a very broad panel of speakers including outstanding Catholic scholars, laymen, and priests and representatives from public universities and including an address by the Apostolic Delegate in the presence of Cardinal Meyer. The symposium was considered a great success.

On May 15th both *Holy Cross* and *Regis High School (N.Y.)* presented a Homeric Academy. Both featured scholarly presentation on matters Homeric with questioning by visiting professors. The Holy Cross program was under the direction of Father Joseph Marique and the Regis program under the direction of Mr. R. Earl Carter. Regis really had double representation inasmuch as three Regis graduates participated in the Holy Cross symposium.

*Loyola University, Chicago*, begins two new Ph.D. programs next fall. The first includes a graduate curriculum in the origins of western civilization and culture and will be financed by a \$120,400 U. S. Government Grant. The other doctorate program also financed by a Government Grant of \$51,000 will include the literature and drama of all historical periods.

*Boston College* is starting a new course in training teachers of the blind. This is the first program of its kind in any college or university of the nation. It is the second area of education for the handicapped at Boston College which already has a program for the training of the teachers of the mentally retarded.

Dr. Grover Cronin, Head of the English Department at Fordham University, will teach the Senior Advance Placement course in English at REGIS HIGH (NY) next year.

• GRANTS AND GIFTS: *Fordham University* has broken ground for the initial building of their new seven and one half acre campus located in the heart of New York City. The James Foundation has made a grant of \$100,000 for use in the development of this new Intown Center.

*The University of San Francisco* has received a gift of \$150,000 from the Los Angeles Turf Club and a like gift from the Santa Anita Foundation. The gifts, given in memory of Charles H. Strub, founder of the Santa Anita Race Track and former member of the University, will be used for the erection of a Little Theatre.

*The University of Santa Clara* has received \$125,000 from the Western Gear Corporation, which is to be used for the Engineering Center.

*Saint Louis University* has been the recipient of numerous gifts to its University Development Program. Included in the many gifts are a gift of \$250,000 from a group of Saint Louis banks, a gift of \$150,000 by the Danforth Foundation and another gift of \$150,000 by the Brown Shoe Company.

*Loyola University, New Orleans* has received a gift of \$15,000 from New Orleans firms to provide for a fund to bring in outstanding authorities as guest professors and lecturers.

*Marquette University* has received a grant of \$64,815 from the Atomic Energy Commission for the expansion of the new nuclear energy lab in the College of Engineering.

*Georgetown University School of Dentistry* has received a \$100,000 grant for expansion of both research and teacher training programs.

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*Taken in its widest sense education is simply the process by which the new members of a community are initiated into its ways of life and thought from the simplest elements of behaviour or manners up to the highest tradition of Christian wisdom. Christian education is therefore an initiation into the Christian way of life and thought . . . This Christian educational tradition conditioned the whole development of Western culture from the fifth to the nineteenth century and created the standards of value and the vision of reality which inspired its most characteristic achievements. Today religious education is apt to be considered a kind of extra, insecurely tacked on to the general education structure, not unlike a Gothic church in a modern housing estate. But in the past it was the foundation on which the whole edifice of culture was based . . .*

—Christopher Dawson, *Understanding Europe*

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## CARDINAL NEWMAN'S RULES FOR WRITING

1. A man should be in earnest—by which I mean he should write, not for the sake of writing, but to bring out his thoughts.
  2. He should never aim to be eloquent.
  3. He should keep his idea in view, and should write sentences over and over again till he has expressed his meaning accurately, forcibly, and in a few words.
  4. He should aim at being understood by his hearers or readers.
  5. He should use words which are likely to be understood. Ornament and amplification will come spontaneously in due time, but he should never seek them.
  6. He must creep before he can fly—by which I mean that humility, which is a great Christian virtue, has a place in literary composition.
  7. He who is ambitious will never write well; but he who tries to say simply what he feels and thinks, what religion demands, what faith teaches, what the Gospel promises, will be eloquent without intending it, and will write better English than if he made a study of English literature.
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