

## DIVERSITY

In the fall of 1960 there appeared a publication called *Views on Business Education*, which contained seven of the eight papers presented at the May, 1960, meeting of the American Association of Collegiate Schools of Business. Dean Maurice W. Lee, School of Business Administration, University of North Carolina, wrote an introduction titled "A Prologue to Some Diverse Views on Business Education." What are these diverse views and what implications, conscious or otherwise, do they embody concerning the field of business law?

Fred C. Foy, Chairman and President, Koppers Company, Inc., spoke from the viewpoint of a businessman: "But it is clear, I think, that American business needs at every level men with personal qualities like these: drive and hard work, practical problem-solving ability, ability to communicate effectively and ability to work effectively with others, imagination and ability to learn on the job, breadth and adaptability, and certainly not least a strong set of personal moral and ethical values." He felt that there was general agreement among businessmen "on the fundamental importance of such qualities for success in business, in contrast to detailed knowledge of specific courses or of technical fields."

Another businessman, Richard M. Paget, partner in the firm of Cresap, McCormick and Paget, had his eye on management: "The principal need of the business enterprise, at all levels of line and staff work, is for people capable of managing. Preparation of students for decision making and decision implementation, in my opinion, is the proper object for the collegiate school of business administration at the graduate or undergraduate level." How was this to be done? "Perhaps the place where the school of business can make its most effective and unique contribution to education for business is in the development of the capacity to reason logically, precisely and creatively about business problems."

Howard G. Bowen, President of Grinnell College, felt that three-fourths of a four-year program should be devoted to the arts and sciences. Thinking of business education from a practical viewpoint, he had this to say: "In a sense, many of the fields we used to think of as predominantly non-vocational, and which were offered mainly as part of general education, have become down-to-earth practical for anyone contemplating a business career. Science and mathematics are surely as relevant today as salesmanship or insurance; psychology and sociology are as fitting as investments or time and motion study; history and government are as appropriate as advertising or corporation finance; English, speech, and foreign languages may be as useful as statistics or business law; etc."

Another president, Fred C. Cole of Washington and Lee University, could see colleges of business as colleges of liberal studies: "In my view liberal studies are those which free the mind, which lead to understanding, which create humility and tolerance, which afford a basis for continuing study and learning. They are

thus distinguished from studies which are self-terminating, which do not propose to lead to other knowledge or motivate the student to seek other knowledge. A professional curriculum may be liberal in this sense, but it is not necessarily so; an arts and sciences curriculum should be liberal, but it is not always so." In his view, the training of successful businessmen is not enough; students should be taught "how to make business an increasingly effective institution within the democratic system."

Chancellor William B. Aycock of the University of North Carolina gave his view as to the role of education in our society: "The continued existence of our kind of civilization demands leadership of the highest order. Moreover, we cannot be content to confine our objectives to mere preservation of our way of life. Simultaneously, we must search for ways to advance nearer to the goals of peace, justice, mercy and understanding of all mankind." As for the role of professional schools, he said: "I have always believed, and after nearly a decade of teaching in law schools, I still think that most professional courses can be taught in the liberal arts tradition. There is no basis to assume that they cannot and substantial reason to insist that the 'liberalizing' process should continue in professional schools."

The other two papers were concerned with the importance of mathematics and behavioral science to the business school curriculum. Dealing as they did with specific segments rather than with an overall program, they afforded no means of discovering the overall views held by their respective authors.

Whatever diversity of opinion may be revealed among the published papers, note should be taken of the positions held by the various spokesmen. The two businessmen were looking for well-trained recruits. The two university presidents, with vast cross-campus resources, looked for liberal education in all sectors, with cooperation and competition leading toward the ideals of an educational community. The college president of a basically liberal arts institution saw a way of educating future businessmen in a liberal arts setting. The two professors, as expected, pleaded the importance and proper handling of their respective fields within the area of business education.

There are many factors that breed diversity, not the least of which is competition. Competition between fields of study leads to diversity within each field as to the means by which to meet the competition. The field of business law exemplifies diversity, and no outsider can rightly judge it as a unit.

It can be shown that what is called business law should rightly be classified among the arts and sciences. It can be shown that business law, even as a business subject, may be treated in the true liberal arts tradition. The vastness of its area, the richness of its literature, and the breadth of its involvements make business law a veritable essential to liberal education. To contemplate its core, let alone its outer reaches, is overwhelming. Law by its very nature is replete with diversity; no small wonder then that those engaged in its study and its teaching differ in their views.

The papers published in this issue were presented at the August, 1960, meeting of the ABLA. "Business Law and Business Education in Tomorrow's Dawn" was the theme of the meeting. The reader will find in these papers no unbroken thread of uniformity; on the contrary, he will find a conglomeration of diversity.

WILLIAM ZELERMYER