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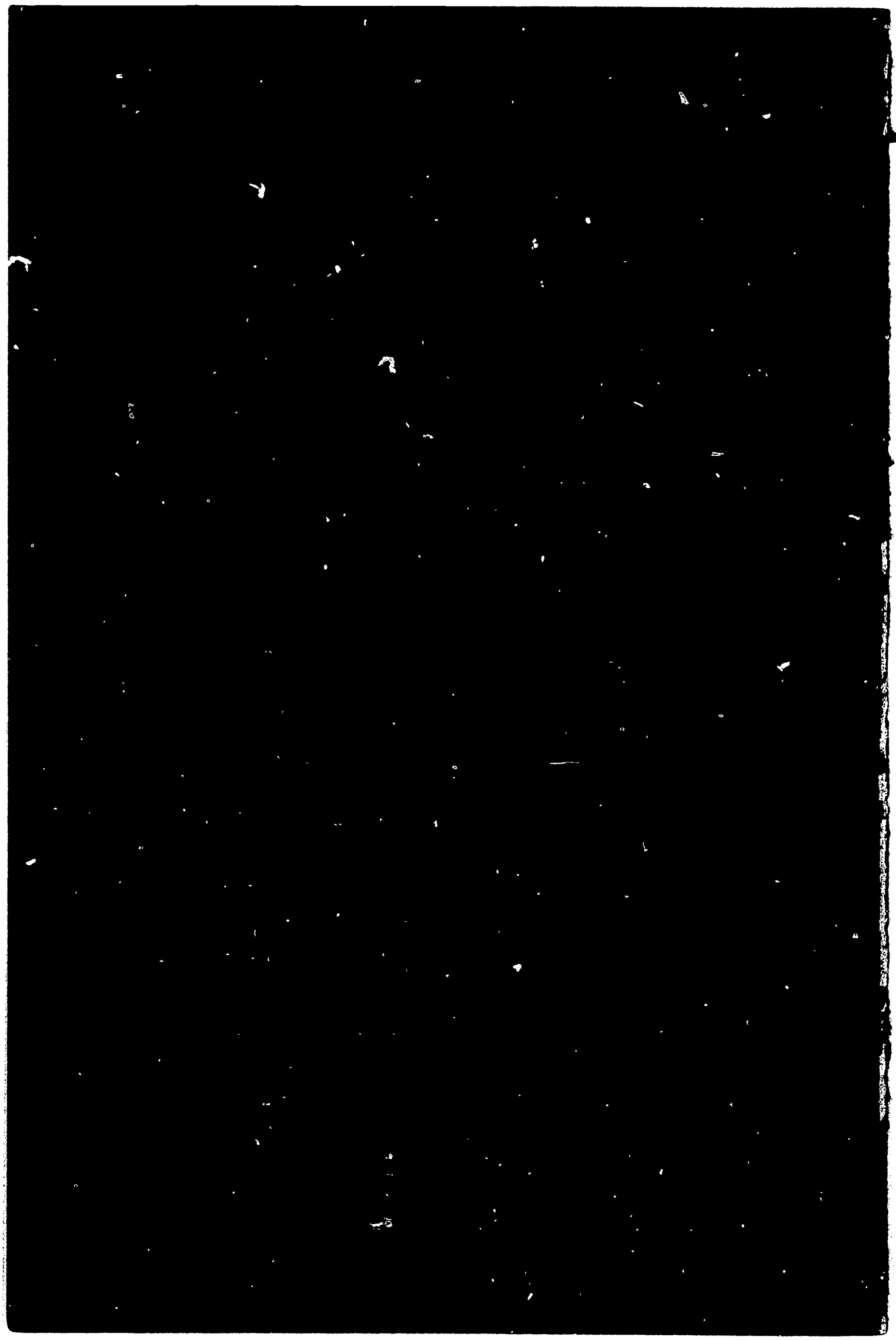
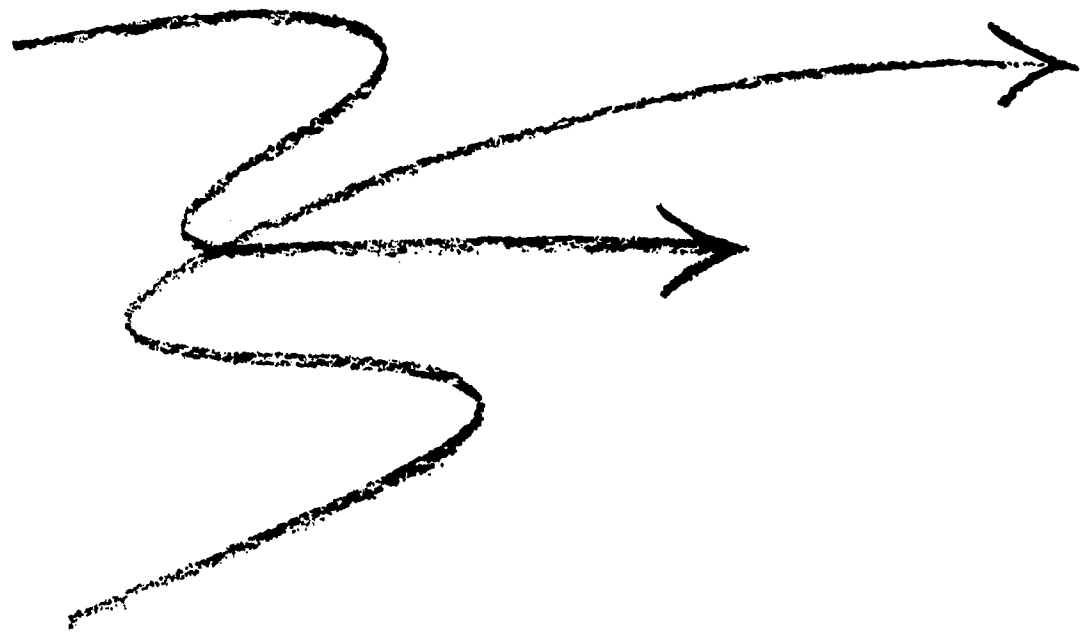
In a discussion of several liberal education programs for executives, those run for American Telephone and Telegraph at the University of Pennsylvania, Swarthmore College, Dartmouth College, Williams College, Northwestern University, and programs at Clark University, Southwestern University, Wabash College, Pomona College, Aspen Institute, the University of Denver, the University of Akron, and the Vassar Institute are outlined and compared. All the programs stem from industry's awareness that to develop his full potential, a person needs to have a broad education rather than merely a specialty; the assumption is made that for many people, a liberal education is most profitable after years of a specialized job, rather than before, and a special, often residential, program must be devised so that one can see liberal education in the context of one's daily life. The programs are noncredit, have few participants in order to encourage discussion, emphasize humanities and values, try to provide experiences greatly different from those of daily life, and have had difficulties in attempting followup and evaluation. Descriptions of the curriculum, methods, and qualifications for enrollment are given for each program. (jf)





New Directions in Liberal Education for Executives

By PETER E. SIEGLE

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March 1958

PREFACE

An important function of the Center for the Study of Liberal Education for Adults has been to serve as distributor for ideas that develop in the field of university-level education of adults—identifying individuals or institutions with unusual notions and passing them along to those who may be interested. A method for accomplishing the task has been a series of Center publications produced under the general title "New Directions for University Adult Education." Major attention has been devoted to curricular developments where decisions to publish are based on two closely related principles: interest or need in a particular area of adult education and the existence of significant experimental programs.

One area where there has been a great deal of interest is programing in liberal education for executives. Since the inauguration of the first program at the University of Pennsylvania, the number of projects have been multiplying rapidly. Although the programs have much in common, the approach of each is somewhat different; thus, the collection makes a valuable contribution to the problem of liberal education for executives.

In addition to the series on "New Directions," this essay is part of a trilogy concerning the development of liberal education for management on which the Center is co-operating with the Fund for Adult Education. The first volume, *Toward a Liberally Educated Executive*, already published by the Fund, is a collection of thoughtful essays that have been written on the subject during the past few years. The final volume, to be published soon, will attempt to examine fundamental principles behind liberal education as a part of management development. This essay is the second volume, and its purpose is an objective description of all programs now in existence.

Peter E. Siegle, the author of the report, has based his study on the literature concerning liberal education for executives, on interviews, and, in many cases, on actual observation of the programs in operation. His careful exploration is reflected in the exposition

which follows, and it should provide a useful handbook for both universities and management interested in this important area of liberal education for adults.

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INTRODUCTION

Much has been written and discussed about the ever increasing number of programs in the liberal arts for business and industrial executives. No matter what the program—be it the experimental series developed by the Bell system of A.T. & T., the Pomona College summer program, the Vassar Institute for Women in Business, the Clark University Institute of Liberal Studies for Executives, Southwestern University's Institute for Executive Leadership, the Wabash College Personal Development Program, or the policy-level discussions of the Humanities Center for the Liberal Arts in an Industrial Society—they are all rooted in common principles.

First, they represent industry's increasing awareness that merely technically trained personnel are not adequate to meet industry's changing needs. Industry demands not only specialists and "broad gauged" persons but also those who are both specialists *and* broad gauged.

Second, they demonstrate a growing concern on the part of both industry and academia for developing persons who, for the good of the society, must have their horizons broadened and their lives enriched for the new leisure and for changing, growing responsibilities as citizens.

Third, they indicate some validity to the idea that liberal education can, for many people, more profitably come *after* specialized training and years of experience on the specialized job rather than *before*.

Fourth, they give credence to the assumption that a special kind of program must be developed for the person who has had a broad living experience which must be taken into account as an important dimension in adult education.

Fifth, they make clear the growing tendency to look upon *liberal education* as the way to achieve a much-needed base for personal growth.

These programs indicate that business, industry, and academia have committed themselves to a third phase of in-service education for the new era. If the first phase was the provision of specific

technical training either in company-owned schools or outside, and if the second phase can be considered the broadened over-all business-management education in the manner of the Harvard Advanced Management program or the University of Chicago Executive Program, then the third phase is the development of the liberal arts programs we see mushrooming all over the country.

Broadly speaking, the above represent the common elements. Yet all the programs are not alike, either in content, method, or structure. Nor do they tend to be alike in the specific statement of goals whenever an attempt is made to articulate them. The programs do differ in many ways, even though they attempt to satisfy the same general needs based on a still inchoate search, perhaps for a new managerial ideal or perhaps for a clearer statement of the relationship between an educational process and an accepted, clearly articulated ideal. Certainly, they represent some faith in the validity of the liberal studies as a basis for helping achieve the ideal.

Whether or not the results of such education can be measured in any direct way—at least in the short term—is still a moot question. In other kinds of "training" programs one can be quite direct about the relationship between a particular kind of educational experience and improvement in certain skills. They can be measured both on and off the job. If it is skills one wishes to develop, one can recognize quickly whether they have been acquired and are usable. This is also true of knowledge. There are well-defined, testable bodies of knowledge which any educational program can provide for its students. But, when one gets into the area of attitudes, values, and the ability to think critically beyond the level of routine, the problem of evaluation becomes more severe. Moreover, difficult as it is, one can note changes in attitude and feeling in the individual much more easily than one can evaluate whether or not such changes are worthwhile to the company or even to the society.

So, without expecting any definitive answer at this stage of the game, we ask the question: "Is there any direct relationship between the kind of educational experience provided in these programs and the broad goals which caused them to be set up in the first place?"

Other more specific questions also come to mind:

1. Does it make any difference if the "students" all come from the same company?
2. Is it important whether the impetus for the program comes from the college or from the company?
3. What is the impact on the students if the program is conceived for a local group, such as in one city? One region? On a national scale?
4. How important is it to the education that the school and the source of "students" work together in the development of the program?
5. Is the residential factor important?
6. Is it better to have full-time release from the job rather than part time?
7. Is the concentrated dose, regardless of length of exposure, better than the "spaced" approach?
8. Does it make any difference at what level in the company this education takes place?
9. Is there an optimal age for this kind of education?
10. What is the relative importance of content, method, social climate, and length of program?

We recognize that the answers to these questions are not readily available and that they are perhaps more easily found in recognition of the personal growth of individuals in the program—perhaps in terms of changed reading habits, altered interests off the job, improved attitude of responsibility to society and community, greater respect for the intellectual approach, a more acceptant attitude toward the creative arts, and the like. That it is harder to see any direct relationship to the job has become a truism, and certainly much deeper research over a long span is necessary to get such information if it can be gotten at all.

This report, then, is not designed to answer the questions but rather to describe some of the programs already attempted, with an eye to getting at the salient factors in each, leaving it to the reader and further study to raise appropriate questions for later evaluation.

PART I

PROGRAMS OF A.T.&T.

PROGRAMS OF A.T.&T.: THEME AND VARIATIONS

Perhaps the best known of the several programs of liberal education for executives is the original Bell Telephone experiment under the auspices of Pennsylvania Bell and the University of Pennsylvania. This course ran for two full semesters (1953–54) and graduated its first class in June, 1954. Conceived as an experiment, it has been much studied and much reported. Moreover, it not only has been continued for three more years but has also spawned three other experimental projects—one each at Dartmouth (*eight weeks*), Williams (*eight weeks*), *and* Swarthmore (*conducted for the first time in the fall semester of 1956 for a full academic semester*)*—and a new program at* Northwestern *started in the fall of 1957.*

Important to the understanding of these programs is the fact that they represent one national industrial giant's investigations into the validity of liberal arts as a method for developing leaders the company feels it wants and must develop through a program of adult education. The programs were conceived in a spirit of experimentation and have continued as such; hence, there has been considerable testing and evaluation built into each activity.

Bell is seeking the answers to the following questions, and their experiments are conducted accordingly:[1]

1. Why do some persons stop growing intellectually and emotionally while others continue to grow?

2. Why do different individuals stop growing at different ages?

3. Why do different individuals choose different paths to growth?

4. Why is it that some people never challenge assumptions and that others do?

5. Why do some managers respond better to long-range thinking than others?

6. What is the effect on the individuals and subsequent results for the company of interchanges of educational experiences among different company groups?

7. What is the relative importance of content, social climate, and individual motivation in what the individual gets out of these educational experiences?

[1] These questions are taken from a talk delivered by Gordon T. Bowden, of A.T. & T., at the New England Regional Conference of the Association of University Evening Colleges, October 20, 1956.

8. What is the optimal time for these programs to achieve the desired impact?

9. How long does the effect last? Are periodic re-exposures necessary?

To answer these questions, the company has been engaged in a thorough testing and interview program, with appropriate controls.

The four programs represent not only differences in duration of the experience—the range is from eight weeks to two semesters—but also a difference in subject matter. In general, they combine lectures, discussions, readings, and exposure to special guests; but each program is different. For the most part the company has stated its goals and turned over to a school the problems of working out curriculum; the school's job was to try to meet the stated needs of the company, and each school interpreted it differently.

Let us look at each of these Bell programs briefly.

THE INSTITUTE OF HUMANISTIC STUDIES AT THE UNIVERSITY OF PENNSYLVANIA: THEME

This program was the first of them all, having had its initial run during the academic year 1953–54. It is also the most ambitious in terms of duration (a full academic year) and expense. It is important for another reason, because it provides the base upon which all the other programs of the system have been built. Its principles appear to be the principles at Swarthmore, Dartmouth, Williams, and Northwestern as well, and the thinking which went into it has served as a point of departure for the variations in content, method, and structure embodied in the other four.

John Markle II states most clearly that the program had a very tough-minded base. He says:[1]

The Institute was not set up to help along the cause of the humanities or liberal arts, however deserving, nor was it aimed at making dilletantes out of businessmen. The program was treated like any other business decision; that is, a particular approach was applied to a current problem in management development because it was felt that the money would be wisely spent and, in due time, would pay off.

Later he says:

We think the humanities will help us solve a problem, and so we are using them . . . but not because they are a fine thing in themselves.

The problem, Markle points out, is the tendency for overspecialization created both by the manner in which colleges and universities train our young men and in the way that industry forces men into a position where they must become specialists on the job in order to perform their tasks well and get ahead. This problem, he adds, is the result of a perseveration of an old ideal in American business life which has required change in recent years.

Modern industry is faced with a considerable need for solving human *problems, because the current era places great importance on humanity and social reform. Markle writes:*

[1] These remarks are taken primarily from an article, "How Can We Broaden the Telephone Man's Horizon?" which first appeared in the Autumn, 1955, issue of *Bell Telephone Magazine.* Mr. Markle is vice-president—personnel of the Bell Telephone Company of Pennsylvania.

Looking back, we see that our predecessors were concerned mainly with production, sales, finance, and technological advancement. Their problems were centered mostly within the business itself. Today, in addition to these matters, we feel the effect of the increasing influence of social, political, and economic changes which have taken place; and a business now has to consider itself in relation to the community, to the nation, and to the world—as well as its position within its industry. We read of some companies making decisions based upon a long-range view of their positions in society. This may involve financial contributions to charitable institutions, promotion of better schools in their communities, assuming leadership in helping to solve governmental or civic problems, and even acting as an important advisor to rulers of undeveloped countries in which they are operating. How well these tasks are performed will have an important effect upon the future of our civilization, which is to a large extent based upon business.

Looking ahead, it seems to us that our successors are in for even more difficult times and, consequently, must be better prepared than we have been.

This shift has caused a change in management's interest for the future The new manager must not only know the business; but he must also understand mankind. *Furthermore, this understanding must be developed within a framework which demands of the individual that he "sharpen his creative insight, widen his frame of reference to many fields of human behavior, and develop techniques with which to test the logic and consistency of his own thinking."*

With these needs in mind, the committee in charge of developing the Pennsylvania program came up with the following objectives:

1. To enable a potential future executive to understand and interpret the social, political, and economic changes—both national and world wide—which will influence the problems of corporate management to an increasingly greater degree in the future. This might be defined as developing a breadth of outlook, looking toward future "statesmanship" in the business.

2. To indicate the importance, impact, and use of history, science, philosophy, and the arts in the world today, particularly as they influence large groups of people, such as employees, customers, and stockholders.

3. To motivate the participants in the program to accept the con-

cept of intellectual activity as a never ending process to be continued throughout life.

4. To balance with a humanistic background the almost complete attention generally given by younger men in the business to acquiring technical knowledge and competence as a result of working in an atmosphere of intense competition with other individuals.

5. To offset a tendency to overconformity, which is bound to occur in a business which is highly specialized and which promotes almost entirely from within the organization.

The curriculum designed to achieve these objectives was clearly explicit in its conscious avoidance of applied business studies. The sequence of studies is as follows:

Practical Logic
Economic History and Thought
History and Aesthetics of Music
World Art—a short course in analytical reading (followed by Comparative Literature and Social Science, covering various aspects of human behavior)

After some of these earlier courses are over, they begin Philosophy of Ethics and History and Meaning of Science.

By spring recess these courses are fairly well finished, and the students are ready for an attempted integration of these various bodies of knowledge as they relate to the present world, including:

"Ulysses"[2]
Modern Architecture and City Planning
American Civilization
Political Science and International Relations

The faculty consists primarily of University of Pennsylvania teachers, with some outstanding members of the Philadelphia intellectual community, and a few members of faculties of neighboring colleges such as Swarthmore, Haverford, and Bryn Mawr. In addition, there are large numbers of special guests who come and stay at least a half-day (and often longer). In the first year, for example, the students were exposed in rather intimate groups to about a hundred and sixty of America's leading intellectuals.

The methods of instruction include lectures, discussions, student seminars, and field trips. In this program the students do a great deal of reading through-

[2] In the first year it was felt that one of the best ways to make the shift from habitual thought patterns was to plunge them directly into unfamiliar material, including *Ulysses*. This was abandoned in favor of a slightly gentler approach by the second year.

out. Instructors and visiting intellectuals were advised that the purpose of instruction in the program was "to help the mature individual to organize unfamiliar data and experiences in a meaningful and useful manner." Therefore, they were asked not to present a general survey of a body of knowledge but rather to select the kind of material which would readily stimulate the student to new ways of thinking and feeling.

In this program, as in all the A.T.&T. programs in the liberal arts, the students are of third and fourth levels.[3] *They come from several different companies in the Bell system and average in age in the late thirties. Practically all of them are college graduates.*

Results, other than those available through casual interviews and anecdotal data, are not available for this report. Indication is, however, that, from the standpoint of individual feelings about their own development, the men who participated have gained a great deal personally. Any more accurate evaluation will have to await the studies of Morris Viteles and others in the A.T.&T. system charged with such responsibilities.

[3] In the A.T. & T. system the first level is the lowest in the management hierarchy. The higher the number, the higher the position, with the fourth level coming just below the vice-presidential.

THE PROGRAM IN LIBERAL ARTS FOR EXECUTIVES AT SWARTHMORE: VARIATION I

The first variation on the Pennsylvania theme is the one-semester program at Swarthmore which brings about twenty students from all over the Bell system to the Swarthmore campus, without spouses, for one semester.

As at Pennsylvania, the faculty is basically from Swarthmore, with very few regulars coming from nearby schools and from the region's intellectual citizenry. The program is also enriched by special guests and field trips to such places as the Washington Museum and includes tickets to performances of the Philadelphia Symphony and of many plays which come to Philadelphia. Also, although the group lives separately and has its own building for classes and study, the students attend important events which are brought to the campus for the Swarthmore College community.

The method is basically lecture-discussion, and a great deal of reading is done on assignment as well as that which is encouraged for personal development. Periodic evaluation sessions are held in which the students meet in small groups to discuss their feelings about the program and its progress. Following the small groups, the director meets with the students for full and open discussion of their progress and suggestions. These suggestions are taken seriously by the staff.

One important idea is incorporated into the Swarthmore plan: a belief that such an intensive program should have a central theme *around which the entire curriculum revolves. This theme, its rationale, and the means for carrying it out have been outlined clearly in the prospectus prepared by the Swarthmore staff for the 1956–57 program.*

A. GENERAL CONCEPT

A one-semester program in liberal arts for mature students, if it is to have wholeness and point, must be organized around a single unifying theme. The theme selected for the experimental program offered at Swarthmore College in 1956–57 is "The Individual in His Society: Dilemma of Civilized Man." In the effort of modern man to discover his own nature and his appropriate relation to his natural and social environment, several related problems arise. These problems include:

a) The isolation of the individual: barriers to sympathy, empathy, and communication
b) Pressures toward conformity: the mass-produced man and the organization man
c) Freedom and authority: conflicting needs of the individual for autonomy and security; conflicting needs of individuals and groups
d) Responsibility: cultural determinism and free will
e) Belief and understanding: knowledge and faith in a scientific age

B. CURRICULUM: GENERAL

The purpose of the experimental project at Swarthmore College is not to provide ready-made answers to perplexing questions. It is not to indoctrinate participants with any system of approach to the problems posed. It is rather to give these and related questions meaning in terms of individual experience and to broaden the scope of that experience. The method proposed is to bring a group of mature men from business together with a group of college teachers skilled in humanistic studies and to introduce as catalysts significant examples of creative art (literature, art, music) and case studies in the social sciences. Since the purpose of the project is to challenge, to stimulate, and to aid and guide in a continuing process of self-appraisal and self-education, the familiar chronological and historical pattern will be reversed. Generally, instead of laying groundwork through a study of the past to support a relevant study of the present, the program begins with some immediate and contemporary (though doubtless perennial and universal) human problems. These problems are traced across artificial barriers separating related disciplines and into the past in search of clarification, illumination, and solution.

An effort is made to answer the legitimate question, "So what? What has all this to do with us here and now?" at the beginning as well as at the end of the course and to move from the immediate, familiar, and contemporary to more distant backgrounds and roots. Nothing can be included which is merely sanctioned by tradition or is "good for the educated man to know." By no means does this imply that the syllabus is restricted to materials which are uniformly palatable or professionally useful. The test will be: "Does

this material relate to the central theme 'The Individual in His Society,' and does it illuminate the questions raised in connection with that theme?"

Three basic approaches are proposed for a fourteen-week program, with an average of fifteen class-hours per week. An extensive program of reading and informal discussion supplements regularly scheduled classes and seminars. These approaches are:

1. *Philosophy:* The search for meaning, truth, and virtue
   a) *Practical Logic* as a tool for thinking critically, responsibly, and creatively.
   b) *Ethics*, to define the central problems of man's nature and to bring accumulated wisdom to bear upon them. "It is the function of the liberal arts, not to teach a man to THINK, but to teach him to think *in relevant terms about things that matter*."

2. *The Arts:* The communication of ideas, emotions, and attitudes through patterns of words, sound, form, and color
   a) *Literature.*—Literature is one kind of record of human experience; the aspirations, the beliefs, the anxieties, and perplexities of the society are reflected in its literature. The method proposed is to begin with selections from twentieth-century American literature and to look through it back to older treatments of universal human problems.
   b) *Art and Architecture.*—Art is practical and functional as well as aesthetically satisfying; it ministers to a variety of human needs. The characteristic tensions and intentions of the culture may be approached through the visual arts. The method is to seek an understanding and appreciation of art through a study, first, of its nature and, second, of its origins and determining forces as exemplified by outstanding masters.
   c) *Music.*—Music is one of the most direct and powerful ways by which man communicates with man. Our method of study aims to show how, in selected compositions, the composer treats certain "elements" of music (e.g., medium of performance, phraseology, texture, melody, rhythm, harmony, and form) to bring about certain expressive effects inherent in the music. The course concludes with the study of music by two contemporary composers, one European, the other American. Their music is considered both in the light of past tradition and in terms of the artistic and intellectual milieu of the twentieth century.

3. *The Social Sciences:* The establishment of relationship to institutions, society, and the past
   a) *Politics and International Relations.*—Modern man is subjected unceasingly to the cross-currents of political action and reaction. In a democracy he shares responsibility for the shaping and execution of policy. He can understand himself and fulfill himself only through membership in co-operating or conflicting groups. "Man is both himself and a Member."
   b) *Social and Economic History.*—Man lives in the flux of history; he needs to accept both the pastness of the present and the contemporaneousness of the past. A study of related historical topics within the theme of society and the individual.
   c) *Cultural Anthropology.*—Man is a social animal; this is an approach to humanistic problems through science, undertaking to understand more about modern man in his world by examining the structure of contemporary society against a background of a primitive society.
   d) *Social Psychology.*—A study of individual and group behavior, using the methods and insights of contemporary psychology. Closely integrated with Cultural Anthropology.

THE DARTMOUTH AND WILLIAMS COLLEGE SUMMER PROGRAMS FOR EXECUTIVES

VARIATIONS II AND III

Unlike the Pennsylvania or Swarthmore programs, the Dartmouth and Williams programs take in larger groups, numbering forty to fifty men. They come to the colleges for eight weeks in the summer without their families, as is true of Swarthmore, but not Pennsylvania.

THE DARMOUTH PROGRAM

The Dartmouth 1957 curriculum involves three main courses: (1) Religion, Science, and Man; (2) The Individual and Society in Literature; and (3) The Individual and the State.

The 1956 program and its purposes were described in an article by Dean Jensen of Dartmouth in the Harvard Business Review *of July–August, 1956:*

Three courses will be provided, each of which will explore some crucial issue in modern life and attempt to give that issue the perspective of the past: (1) traditional and modern values, (2) the individual and the state, and (3) science and man.

These topics will be examined through lecture, small group discussions, and readings. Supplementary to these, and an integral part of the program, will be other lectures and activities that will contribute to a "general education" program. These three courses are really three ways of looking at the present in relationship to the past:

The course on *traditional* and *modern values* will inevitably bring out with some detail that the values of any period are an outgrowth of the social, economic, and intellectual climate of that period, and that they in turn influence that climate. The course will begin with a glance at the values of other cultures from the Greeks through the nineteenth century. The last half of the course will explore the consequences of the uniqueness of our own time.

The question of man's relationship to the state has never been solved and takes different forms in every generation. The course

on *the individual and the state* will go into the background of these issues and the underlying philosophic concepts that are involved.

The course on *science and man* will be concerned with two main topics. The first is philosophical. As modern man confronts the world that science has revealed, from the exploding universe and receding galaxies to the world of the atom and electron where mass and energy are identical, how has he had to readjust his thinking on religious and philosophic issues? How does he fit himself into the cosmos? The second topic is social. What has been the effect of science and technology on society, and in what direction is change now taking place?

Each course will read selected works from past and modern writers, from Sophocles to periodicals and newspapers of the immediate present. In fact, a part of the "general education" program will be a survey of current publications with a view to achieving some sophistication in their use. Moreover, by seeing the modern forms these perennial issues take, the student can get a richer insight into their history.

Each seminar is conducted by two professors who may very well have opposing points of view. They include lectures, small-group discussions, and assigned readings, with the emphasis on implications for the present and future.

The daily schedule runs from 8:30 A.M. to 12:30 P.M., with the afternoon being left for reading and recreation. Discussions follow the lectures after an interlude of one evening for thought and reading. Evenings and sometimes afternoons are taken up with occasional special events which supplement the basic program with experiences in the area of music, the cultural arts, and international relations.

The Dartmouth faculty considers the residential aspects of the program of great importance, so that faculty and students are together at meals and other events on many occasions other than in the formal atmosphere of the informal "classroom."

One additional feature of the Dartmouth program was the "Newspaper Project." The students were asked to subscribe to their local newspapers and to read the Chicago Tribune, *the* New York Times, *the* London Times, *the* Washington Post, Time *magazine, and others, in the hope that they would get greater critical insight into reading of periodicals in the context of the school. The director of the program gave one lecture analyzing* Time.

An interesting aftermath of the program has been Dean Jensen's attempt to

keep in touch with his "Alumni" through an occasional newsletter, which has news items and intellectual references.

The students come from all over the Bell system. They are also third and fourth level and are in their late thirties on the average. They have assigned reading to do before they arrive, and they do considerable reading while on campus, with a range which includes Plato, Locke, Riesman, Koestler, Emerson, and Lippmann. Of the forty-four men in the program, about three-fourths were college graduates. The only evaluation thus far from the Dartmouth faculty has been based upon the students' responses to a questionnaire in which they indicated the things they liked and disliked about the experience.

THE WILLIAMS PROGRAM

At Williams the general assumptions appear to be the same as at Dartmouth and the others, but the specific emphasis is on American civilization.

The plan for the 1956 program was reviewed by Professor Vincent M. Barnet, Jr., in the Harvard Business Review, *of July–August, 1956:*

This program is based on the assumption that a responsible business leadership requires perspective as to the present economic, political, and social aspects of our culture, and a capacity to grow in response to the continuing changes in that culture. The perspective can be supplied by an awareness of the process by which America has reached its present stage of development, and by an appreciation of the intimate relationship between economic, political, and diplomatic activities on the one hand and the literary and artistic manifestations of American life on the other.

This requires recourse to the history of these processes and relationships in order to discover and understand those aspects of the development which have given America its distinctive character. The capacity to grow in response to future changes will be directly affected by breadth and continuity of interest in the battle of ideas today which will condition the reality of tomorrow.

Accordingly, there will be six major threads of reading and discussion: (1) the westward movement and the influence of the frontier; (2) the development of constitutional and political theory; (3) the shift from isolationism to international cooperation in diplomatic policy; (4) crucial turning points in the economic development of the country; (5) the evolution of an American tradition in art and literature; and (6) the social-cultural-political

milieu of the 1920's and 1930's, with a special reference to the role of the businessman.

Less than half of the time spent in class will be devoted to lectures. Some of the strands of development will be followed wholly through discussion groups, and the discussion technique will be used to a considerable extent in all. The emphasis in the entire program will be less on sheer weight of information and more on critical analysis, conflict of ideas, and the elements of judgment that go into a problem-solving process in a social context.

A good deal of time will be spent in reading selected materials—probably more than twice the time spent in formal class activities—with a view to developing selective reading skills and a continuing interest in speculative literature. There will be brief written papers designed to give the participants practice and assistance in the assembling and expression of ideas from the readings, from the instructors, and from the discussions among the participants themselves.

In addition to the regular sessions, there will be visits from outside lecturers distinguished in particular fields related to the topics under consideration. At the close of the summer's work, there will be a series of special panels at which visiting experts will be asked to join with the regular participants in attempting to relate the materials covered to a common theme: the causes and consequences of American productivity.

In 1957 the Williams curriculum was reduced to five courses plus four supplementary lectures on "The Frontier and Westward Movement in American History." The emphasis is still on American civilization:

1. American Architecture, Art, and Literature
2. American Constitutional Law and Political Theory
3. American Leadership
4. Significant Economic Problems in American History
5. American Diplomatic History

Like the Dartmouth faculty, the Williams staff also conducted its own questionnaire, with substantially the same general indications of personal satisfaction. Deeper results will have to await further research.

Other research on these two programs is under way. Prior to their coming, all students in 1956 were given a six-hour questionnaire consisting of tests in critical thinking and reading and writing ability, as well as social science

knowledge, attitudes, and values, and various kinds of paper-and-pencil personality tests. They were questioned on their recreational and reading habits. Half the men were interviewed about their attitudes toward work and their lot in life, etc. These interviews were scheduled to be followed up with interviews after they returned to their jobs. Suitable control groups have been given the same questionnaires and interviews, so that results of the compared groups might yield some interesting findings about the effectiveness of this kind of program.

THE NORTHWESTERN UNIVERSITY PROGRAM FOR EXECUTIVES: VARIATION IV

The program at Northwestern has much in common with the others in the A.T.&T. system. Like Dartmouth and Williams, it runs eight weeks and includes third- and fourth-level executives. It is national in scope. The students come without families and live in a nearby hotel. As of September, 1957, the plan calls for three separate groups to be enrolled for eight weeks—one group in each academic quarter of the regular school year.

One special feature at Northwestern is the equal emphasis given to a course conducted by the School of Business called "Business Decisions and Social Goals." The central concept in the program as proposed is the organization of courses and events in such a way as to reveal the constant interplay of order and change in various realms of men's lives.

The general rationale and plan for the program is taken from the original proposal of Northwestern to A.T.&T. and is presented below:

Basic ideas and patterns of events are repeated in the arts, in thought, and in affairs; yet, because of variations in many factors, these ideas and patterns appear in different shapes and with varying surfaces. A major aim of the courses in the proposed program will be to reveal this repetition and variation in the several fields studied, so that the participants will come to see how often the ideas, problems, and events of one time or one place are both the same as, and different from, those of another time or place. It is believed that the perception of this similarity and difference is essential if men are to meet their problems imaginatively and use their knowledge effectively.

CURRICULUM AND METHOD

The first year's program includes four courses: "Business Decisions and Social Goals," "Art in the Modern World," "Man in Society," and "Literature as Social and Individual Expression." Northwestern recognizes that some changes may be advisable or necessary in later sessions. The work in "Business Decisions and Social Goals" will always be a part of the program; but courses in philosophy, history, music, or government, for example, might be substituted

for one or more of the other courses in the original group. Experience and the availability of the best faculty members for such a program will control any decision to change the courses.

The method of approach is comparative as well as historical. All events must be seen in their historical settings, but in a period of only eight weeks a strict historical approach would confine the program to too narrow a scope or would lead to thin surveys of more extensive materials. Furthermore, the comparative approach will allow a greater freedom in the choice of the best materials for this purpose, and it is essential in the analysis of the contemporary material in the various fields.

The courses have been developed to be taught by regular members of the faculties of the College of Liberal Arts and the School of Commerce. One or two faculty members are in charge of and do the major share of the teaching in each course. Guest lecturers are invited whenever it is advantageous and possible to do so.

The scope and content of each course have been carefully described in the papers prepared by the faculty member in charge of each. They are reproduced below from the unpublished papers of the planning committee:

A. "BUSINESS DECISIONS AND SOCIAL GOALS"

This course will examine the criteria which guide or have guided economic decision-making not only in the American present but also in our Western past and in other contemporary economies. Business decision-making is placed before the broad backdrop of political economy.

This course starts with contemporary problems in America's "mixed" economy, bringing out such features as the occasional public ownership, the more frequent government regulation, and the philosophy embodied in the Employment Act of 1946 of a partnership between government, business, labor, and agriculture in achieving important economic ends. The key role of private decision-making is stressed.

The course also ends with contemporary America by raising the question of corporate responsibility associated with this key role. Along the route, origins of present ideas in past economic systems and their philosophical spokesmen will have been examined, together with today's socialist alternative. The ends and problems of underdeveloped economies are discussed, partly to understand better the values we seek ourselves and partly to see

of what assistance we might be to them. The circle from present to past is completed by tracing concepts of management responsibilities from feudal times to the present.

B. "ART IN THE MODERN WORLD"

Frequent upheavals in modern art during the past hundred years have closely paralleled revolutionary changes in scientific concepts, in economic theory, and in the structure of Western society itself. To the layman the rapid emergence of new styles in painting and sculpture has often seemed capricious and meaningless. Yet running as a basic thread throughout the whole fabric of modern art is a persistent search for underlying principles of order and for a new, meaningful imagery to symbolize modern man's changing concepts of himself and the world around him. One of the purposes of this course will be to examine the significance of these concepts in relation to important developments in architecture, industrial design, painting, and sculpture.

The major emphasis, however, will fall on the works of art themselves. Color slides, reproductions, photographs, and reference books will provide part of the study material, but, whenever possible, original works will be used. During the study of urban architecture, for instance, a field trip will be arranged to various points in Chicago, where some of the city's recent steel-and-glass skyscrapers can be compared with the early pioneering work of Le Baron Jenney, Louis Sullivan, and other members of the famous "Chicago School" of the late nineteenth century. Other architectural field trips will include the work of Frank Lloyd Wright as well as houses and civic buildings designed by younger American architects. A visit to the showrooms of the Merchandise Mart will provide an opportunity for comparative studies of recent furniture design. Other field trips will be made to the exhibits of Polynesian, African, and American Indian art at the Chicago Museum of Natural History and to the extensive collections of nineteenth- and twentieth-century paintings at the Art Institute. So that each member of the class may become intimately and informally acquainted with works of art, a number of original drawings, paintings, and prints will be hung in the various study and recreation rooms for the full period of eleven weeks.

C. "MAN IN SOCIETY"

This course will examine the basic social and cultural values underlying human behavior in various societies and the consequences of these values for social organization.

We shall begin by analyzing the components of social life: the human group, the sets of cultural behaviors learned in it, and the raw materials of heredity and environment from which the individual personality is molded. The functions necessary for the survival of any human society will be listed; we shall show how social norms govern each of these functions, and the range of variation in human cultures will be described.

The course will then turn to the division of labor and the resultant social stratification which is a universal feature of human societies. The prestige and power of a position will be linked to the importance of its contribution to the society's values. In the light of this, we shall look at special cases of social stratification, each as racial and cultural minorities. Essential differences will be shown between the stratification systems of large, urban, industrialized societies and small, isolated, non-literate ones.

Finally, we shall compare the major cultural values and social institutions in the contemporary United States with alternatives found elsewhere, both historically and cross-culturally. Thus, we shall use our own society to analyze the consequences of the interplay of man's psychological endowment with the social and cultural structure within which he lives.

D. "LITERATURE AS SOCIAL AND INDIVIDUAL EXPRESSION"

The literature course of the Northwestern program will cover a limited number of outstanding works, mostly American and English, grouped in four literary forms: the long essay, the novel, the play, the poem. The forms are arranged in order from the one which is most readily comprehensible to the average reader to the one which is least comprehensible, while within each group the arrangement is partly by degree of difficulty and partly by chronology. Although the social and intellectual backgrounds of the works and the personalities of the authors will be considered, the major emphasis will be on the works themselves. This approach will

make unnecessary any previous specialized knowledge on the part of the participants and will enable all to examine the writings closely through the discussion method.

The course has two major objectives. First, by analysis of the "content" of the works, the central theme of order and change will be illustrated and reinforced. For example, each of the novelists is concerned with the problem of the relation of the individual to society, but each approaches it from a different direction and comes to different conclusions. Second, though the course will point out interconnections between literature and other disciplines in the program—Art, Business, and the Behaviorial Sciences—it will enable the participants to see that literature deals with the central theme on its own individual terms and is, like the other disciplines, a unique and valuable means of organizing experience.

E. EXTRACURRICULAR ACTIVITIES

Although Northwestern is located in greater Chicago, the additional cultural advantages of the area are not especially built into the regular curriculum. Instead, the administration of the program proposes to keep participants advised of the availability of various cultural opportunities and expects participants to take advantage of them according to each individual's own desires. This is somewhat of a variation from the Pennsylvania and Swarthmore programs, where the proximity of theater, concerts, and other experiences in the creative arts has been proved advantageous as part of the curriculum itself. At Northwestern the administration hopes and expects that the participants will take advantage of these opportunities not only in the community at large but also in the University community's offerings in theater, music, lectures, and exhibits.

PART II

INDEPENDENT APPROACHES

THE INSTITUTE OF LIBERAL STUDIES FOR EXECUTIVES AT CLARK UNIVERSITY

NEW ENGLAND EXPERIMENT

While the Bell experiment is organized by and through a single company and recruits its students from various segments of the system and all parts of the country, the program at Clark has been conceived and developed by the university and is designed primarily to serve the local community or, at most, its regional territory. The plans call for a "commuter's" program, with arrangements available at the local hotel for some "boarding" students. It is, therefore, not residential, *and the students operate on a five-day week.*

The Institute of Liberal Studies is a three-month, full-time *educational program devoted exclusively to liberal and humanistic studies. As in the Bell programs, participants are given time off from their companies, and the program is paid for by the companies. The students represent "middle management." The cost is $1,200 for tuition, plus full salary to participants.*

The Institute was held for the first time in the spring of 1957, with a small class of nine students who were given full-time off from their jobs and who lived at home. It was conducted under the auspices of the Evening College of Clark University and partly underwritten by one local company, the Norton Company, of Worcester, Massachusetts. Its rationale and general description are quoted below from the prospectus:

A. A PROGRAM FOR THE NEEDS OF MANAGEMENT

With the encouragement and assistance of a leading Worcester industrialist, Clark University, through its Evening College, has developed a special educational program for executives to be offered for the first time in 1957. To be called the Institute of Liberal Studies for Executives, it will consist of an intensive three months' full-time educational program devoted exclusively to liberal and humanistic studies.

The program will be organized around three broad themes which bring together materials of a fundamental character and which cut across the lines of conventional subject matter: "Man and Nature," "The Individual and Society," and "The United States and the

World." Each of these themes will be approached from several points of view and will reflect some basic thinking in science and the humanities. In addition, it is planned to have a series of less formal programs centered around the fine arts and music.

What do we hope to accomplish through such a program? In brief, the basic objective of this program is to expose a group of young business executives to a core of liberal studies with the hope that such studies will help prepare these men for more intelligent, mature, and effective business leadership.

The program is based on the concept that the function of liberal studies is to liberate individuals from confining habits of thought, attitudes, and experience. It is also based on the faith that such liberally educated individuals will be able to approach problems in a more imaginative manner, will make more intelligent decisions about these problems, and, in general, will be better prepared to initiate and administer successful business policies with vision and responsibility.

More specifically, the program has the following goals:

1. To sharpen the executive's critical facilities and ways of thinking
2. To familiarize him with some of the basic ideas in science, the social sciences, and the humanities and their interrelationships
3. To help the executive understand himself, his community, his nation, and the world in which he lives
4. To enrich his life by providing him with new experiences of aesthetic character and by giving him new ways of evaluating that experience
5. To encourage him to continue the process of liberal self-education through his lifetime

B. THE CURRICULUM

1. *Man and Nature*
   a) Science and the Modern World
   What is science? How does a scientist arrive at conclusions that are valid? What is the difference between science and technology? How did modern science develop? What are some of the social implications of modern science?
   b) The Evolution of Man and Culture
   How did man evolve from simpler forms of life? What makes the human animal human? What is race? What are the races of man-

kind? What is culture? How have tools and language contributed to cultural development? What has been the place of religion in culture? What are the roots of our own culture?

c) Man's Place in Nature
What is the relationship of man to his natural environment? How can man make best use of the world's natural resources?

d) Nature and Human Values
What can we learn from observing nature? How does the artist view nature? Is there a conflict between naturalism and supernaturalism? Between science and religion?

2. *The Individual and Society*

a) Culture and Personality
What forces shape the development of human personality? To what extent are these forces biological or cultural in character? What were Freud's contributions to an understanding of personality? What revisions have been made in his theory?

b) The Community
What is a community? What forces tend to unify and divide a community? Who wields power in a community, and how is it exercised? What are the chief characteristics of the Worcester community?

c) Freedom and Organization
How and why did individual freedom grow in the Western world? What ideas have been associated with this development? What influences have tended to modify individualism in the modern world? What is totalitarianism? What are its roots? Why and how does it challenge democracy?

To what extent and in what ways should society control economic activity?

What forces in our society encourage conformity?

3. *The United States and the World*

a) The United States in World Affairs
What is the nature and character of politics among nations? What was the basis for the traditional United States policy of isolationism in the nineteenth century? How and why did the United States emerge as a world power? How should the United States meet the challenge of Russian communism?

b) Aspects of American Civilization
To what extent is American civilization derived from Europe? To what extent is it a unique product of the American environment?

Is there an American national character? If so, what are its characteristics, and from what forces and events are they derived?

What has been the place of business in American civilization? How have American writers reacted to the American businessman? What is the responsibility of business to the rest of the community?

What role have the arts played in American life? What is their future in America?

What has been the impact of American civilization on the rest of the world? What does the rest of the world think of America?

C. GENERAL INFORMATION

The staff of the Institute is drawn from the faculty of Clark and other leading colleges and universities (including Boston University, Yale, Harvard, and Tufts) and is supplemented by numerous outstanding guest lecturers whose ideas are of paramount importance in many fields of human thought and endeavor. Each major course unit is in charge of an instructor who directs the day-to-day discussions, while the over-all educational activity is under the supervision of the director.

Teaching methods vary from course to course. In general, an attempt is made to rely increasingly upon seminars and discussions. The emphasis in reading is upon a selected list of important books which deal with some of the central issues of the program.

Special facilities, including a classroom, lounge, library, and seminar room, are provided by the University for the use of the Institute. Participants are invited to use the resources of the Clark University Library and are welcome to attend University functions of interest to them. Area libraries, museums, and cultural activities are employed to the fullest extent.

Enrolment in the program is limited to twenty executives chosen by participating companies from the ranks of middle management. Although there are no formal requirements for admission, the Institute reserves the right to reject applicants who in its judgment would not be likely to profit from the work offered.

All participants are required to devote full time to the project. Participating companies are expected to pay full salary during the entire period.

THE INSTITUTE FOR EXECUTIVE LEADERSHIP OF SOUTHWESTERN AT MEMPHIS: A SCHOOL AND A SOUTHERN COMMUNITY

The Memphis plan is a development of the Memphis Adult Education Center attached to Southwestern University. It differs from the previous programs reported above in many ways. First, it is non-residential. Second, it is conceived only for the local community. Third, it is designed for two years of continuing study. Fourth, it assumes that executives representing middle management are the core of community leadership. Fifth, it insists that the small liberal arts college has an obligation to work with its community in providing the resources for the commonweal of which it is the special custodian. The basic theme of the Memphis program is: "Qualifying for Executive Leadership through the Union of the Arts."

Its rationale and curriculum are presented here from the current brochure prepared by the staff of the Adult Education Center and Southwestern University.

A. THE RATIONALE

The Liberation of the Physical Man

The contribution of business and industry to the liberation of man from the enslavement of grinding toil is well known in our Western world. In areas of the world where primitive methods of production are still in use, people spend most of their waking hours in providing themselves with the barest necessities of life.

The freeing of Western man from economic slavery is the result of the application of the division of labor to man's work. In modern times it has been carefully refined into the assembly line based on "interchangeable parts." It is standardization which makes high productivity and low production costs possible, resulting in a steady expansion of the economy.

But the standardization of the things men use tends also to standardize the men who use them. It is precisely this pressure to conform to molds, to habitual ways of thinking and doing things, which produces static men and static corporations.

The Failure To Liberate Man's Mind and Spirit

This trend toward uniformity is rapidly moving to automation even in the fields of planning and management. The training which has been recommended for management for a generation stressed technological competence and methods of handling men. This sort of preparation is now being called into question, as those who have been trained in it are the public affairs of their community. To be human beings was their chief preoccupation.

To be a modern citizen or a business executive in our society does not make a man immune to imprisonment in utilitarian processes. It is easy to become identified with one's vocational function. When one does, he has no higher value than his services will bring on the market. One needs, first of all, to be a man. He can then be something more than a manager; he can be a man who manages. Executives, like others, have often tried to manage others without first learning to manage themselves or even discovering themselves, except in a superficial sense of finding some of their outstanding abilities. It is in penetrating to what is human that the liberal arts excel, and it is precisely for this reason that a knowledge of them is relevant for our times.

B. THE MEMPHIS PLAN OF EDUCATION FOR EXECUTIVES

In order to offer executives in Memphis the liberating effects of these higher arts, the Adult Education Center of Southwestern proposes a set of educational experiences in a sequence. Each unit is designed to demonstrate and fix deeply a basic principle. Throughout, the pattern of "withdrawal and return" will be observed, for this is basic to the whole experience. To carry this out, the executives participating in the program will continue their work and also devote four hours each week to study and attend weekly half-day group sessions. These sessions will consist of experiences of varying degrees of remoteness from the average experiences of the business executive. Gradually he will begin to see the connections between his educational and his business experiences. This carry-over is what is so often lost by those who withdraw from practical affairs for long periods of study. However, the participant in this Institute should not expect to find immediate

relationships between his studies and his work. New and deeper patterns must be formed, and there are some remote questions which must be asked and answered before he can find satisfactory answers to his immediate problems. His present certitudes may be shaken, but, as he gains the benefits contemplated, he will develop a new confidence in decision-making.

The Institute each year will be inaugurated with a residential seminar. At this initial meeting of the participants there will be a discussion of the concept of the learning experience embodied in the Institute. Seminars held at the close of each unit will aid in relating the various experiences. The Institute will be concluded by a seminar in which evaluations of the whole are made.

The Institute is under the direction of Professors Laurence F. Kinney and Granville D. Davis, members of the staff of the Adult Education Center and of the faculty of Southwestern. Each unit in the two years of study will be developed through a core discussion program supplemented by lectures by authorities in the fields considered and by leading businessmen. The number of students has been kept small, twenty being considered the optimum. Fees are $500 for the full program, payable in advance by the company.

C. THE CURRICULUM

The First Year

MAN AND HIS LIFE IN INTERHUMAN RELATIONS

The two-year program is divided into two basic divisions. During the first year the participants broaden their horizons by a succession of liberal arts studies. In the second year these humanistic studies are linked with the technologies of our industrial society. The purpose here is to provide maximal opportunity to establish relations between universal principles and the practical behavior in which business executives engage. To the degree in which this can be achieved the participant gains an understanding of the significance of the activities in which he engages and develops intelligent bases for policy decisions in his business and in his community life.

UNIT I. THE LIBERATING ART

Discussion is the fundamental art of liberation. The development and use of this skill will be a central feature of the Institute.

Discussion participation and leadership tend to make a person an independent thinker, capable of dealing with novelty as it arises. The executive will consequently play a major role in self-education which he can continue throughout life.

Discussion brings into play the arts of grammar, rhetoric, and logic, which for centuries have been considered a basic trivium of liberal arts. This form of discussion is something more than a casual exchange of uninformed opinion. Consideration of a document or topic will involve an analysis of its logical structure. Such structure underlies literary works, paintings, musical compositions, scientific theories, and architectural works. To develop both the art of appreciation and the science of intellectual analysis and synthesis is fundamental preparation for all other studies.

Group discussion of this sort is an experience in co-operative learning and leads to self-liberation by the clarification of thought. Such skill is invaluable to the business executive. To learn from those who differ with him and to draw out other people's ideas make available to the executive the corporate thinking of his associates. In this program each person will have an opportunity first to become a successful participant and then to go on to develop the art of the discussion leader.

UNIT II. MAN AND THE ARTS

Seldom is man better understood than when he is seen in the processes of his creative acts. Humanistic studies reveal what is common to all men. To consider his achievements is to see man in his dignity. To follow these achievements takes us across the ages, across civilizations, times, and places. Here are the signs of his reasoning, of his feeling, and of his actions. Here are the signs of his adjustment to change and of his capacity to create new forms.

A study of the humanities arouses man's eagerness to learn, for here one is faced with the possibility of reaching a more adequate view of himself and consequently of actualizing it. This human vision helps men resist the tendency to debase themselves or other human beings by a misuse of power.

UNIT III. HUMAN RELATIONS

Today man and his institutions are being subjected to more stresses and strains than ever before in recorded history. Conse-

quently, the relationship of the individual man to his fellow man, to his society, and to his environment must constantly be restudied. Help in understanding these human relationships is made available by the social psychologist, the sociologist, the philosopher, the novelist, the painter, and the poet. Also, the behavior of peoples in various cultural patterns is studied with a view to understanding right ways of living together in society.

The Second Year

MAN AND HIS LIFE AS AFFECTED BY SCIENCE AND TECHNOLOGY

UNIT IV. DESIGN FOR TODAY

Having recognized that man has a capacity to exhibit his thoughts and feelings in new forms, it becomes possible to consider our present society in transition. The uniformities of the nineteenth century have given way to the mood and expressions of our present culture. The mobility and multiplicity of twentieth century life have forged new forms of expression in the fields of art, architecture, and literature. Man's science and technology have also created new materials and have shaped new patterns and modes of living.

UNIT V. ECONOMIC AFFAIRS

Man's science applied to the materials of the earth has brought such economic changes that today the common man is served by nature's bounties beyond the dreams of medieval kings. A study of economic affairs is an effort to learn how to think in the economic area. It is designed to help men face rapid change in the field of economy, and even to bring about needed changes, yet learning from the old the principles which will serve them under new conditions.

When the modern executive turns to this familiar subject, will it be possible to view it in the larger perspective of his new sense of structure?

UNIT VI. AMERICAN CIVILIZATION

As man has used science and technology to form patterns, they, in turn, have shaped the life of men. Thomas Jefferson believed

that the breakup of agrarian society would destroy the nation's democracy. Henry Adams had many misgivings about the changes which the machine would introduce into society. Now Americans live in highly industrialized urban communities. Peter F. Drucker states in the June, 1955, issue of *Harper's:* "Forty percent of the American population and 56 percent of all manufacturing are concentrated in forty metropolitan areas. The remaining 120 sizable cities contain only 16 percent of the population and 19 percent of the manufacturing facilities." Will the genius of American culture continue through major changes? Will the constructive forces overcome the disruptive? Are the solutions technological? Humanistic? Moral?

What is it that will prepare the executive to make the long-range policy decisions which changing conditions will require? This Institute is projected on the belief that the same liberal arts studies which fit him for his career as a human being constitute the basic fitness for his role as an executive. He can thus become qualified to combine the production of the goods which men need with the advancement of human goods.

THE PERSONAL DEVELOPMENT PROGRAM AT WABASH COLLEGE: INDIVIDUALISM THROUGH THE LIBERAL ARTS

This is a highly experimental program which entered its third year in the summer of 1957. It was conceived by its director, President Emeritus Frank Sparks, presently chairman of the Board of Trustees of Wabash College, as the culmination of a "fifteen-year quest for a workable relationship through which industry's generous gifts to private educational institutions can be repaid with real benefit and profit to both the company and the college." Although in the earliest days of the program President Sparks thought of it as repayment for generosity, after three years he now believes that the idea has so much merit that it represents a need *on the part of American business rather than a beneficent attempt to repay.*

The essential features of the program which make it unique in the field are the following:

1. *It is a five-year plan based upon the principle of "spaced learning," which is superior to "massed learning" and which develops a habit of continuing education.*
2. *It is a joint investment between the company and the "Fellow." Of the $3,000 total charge, the company pays at the time of enrolment $2,500, and the "Fellow" pays $500, payable in any kind of instalment he wishes. In this way the student also has an investment in himself, and the idea is consistent with the personal development principle.*
3. *The emphasis is on individual personal development, each man developing his own personal plan for the interim periods between annual summer sessions.*
4. *Consistent with the principle of personal development is the built-in continuing evaluation of each student's progress, beginning with the initial testing and interviewing prior to the start of the core and following up with regularly scheduled interviews and further evaluation throughout the five years at home and at school.*
5. *The continuing-education principle is further strengthened not only by the visitations from the evaluating organization (Rohrer, Hibler and Replogle, management consultants) but also by visits from the director and co-ordi-*

nator and through the annual day-and-a-half midwinter special seminar held at the Columbia Club in Indianapolis.

6. *The program subscribes to the principle that the college ought to provide what it does best: teach the liberal arts.*

The Wabash plan is designed to serve its region and recruits students primarily from the Indiana-Ohio-Illinois area. "Fellows" are from middle management and are generally in their middle thirties. The rationale and development of the Wabash program are presented below as excerpted from the "PD" announcement:

In July, 1955, on the campus of Wabash College, sixteen men began a five-year program of personal development. The program is certain to have a far-reaching effect on their lives. Also, it may be the answer to some of the problems faced by leaders of industry and business in their search for an effective means of industrial manpower development.

Many young men are highly qualified in technical matters, yet are beyond their depth if handed the job of writing a paper, making a brief speech, or preparing a financial statement.

Others have difficulty in their interpersonal relationships. Many fall short in imagination, initiative, poise, and the capacity to lead and inspire others. The list is long. To sum it up, many men with considerable all-round potentials have never had the opportunity of refining and developing their natural abilities in all the directions required of a successful executive. Wabash College seeks to provide that opportunity in its Personal Development Program for young men in business and industry without taking the trainee off the job for more than three weeks in a year.

Established with the support of a generous grant from the W. K. Kellogg Foundation, this new idea in education deals with highly individualized programs of personal growth and career planning. It is built on a basic curriculum of liberal arts subjects:[1] philosophy, history, natural science, literature, economics, psychology, political science, and religion, with particular emphasis on oral and written communication.

The program consists of a combination of seminars and classroom sessions and personally selected readings on the job and at home. Each PD-Fellow helps to build his own program.

[1] [The curriculum is conceived as a core out of which the individual gains insight into his own personal development needs.—EDITOR.]

When the PD-Fellow is enrolled, he starts a series of interviews with a staff member of Rohrer, Hibler and Replogle of Chicago.[2] The function of this firm of professional management consultants is to help the man look at himself objectively. The interviews lead from the general to the specific, starting with an appraisal of natural abilities. The end is a carefully planned five-year program calculated to make the most of the individual's natural gifts.

The developed program should seek to fulfil personal aspirations. For this reason the completed outline is left largely to the PD-Fellow's own discretion. In drafting it, a decision is made as to the number of hours per week the Fellow will devote to study. On this basis, a conference with members of the Wabash College faculty determines the selection of books to be read during the first year. The start of this endeavor and the rate of speed are of the individual's own determination.

The on-campus section is divided into five annual sessions. Three weeks are spent on campus the first year, two weeks annually in the second, third, and fourth years, and one week in the fifth, for a total of ten weeks.

It is important to understand that the purpose of a written program is to give objectivity and orderliness to one's approach to his own improvement. It is, however, but an instrument, not a strait jacket. This is the personal and private property of the man for whom it is prepared and is subject to change without notice at his discretion.

Programing can be a great boon to one's personal growth, but, to be effective, it must be flexible, and it must be completely personal.

A PD-Fellowship offers the opportunity to develop the latent talents of each individual participant, enhance his value as an employee, enrich his family life, and expand his usefulness as a citizen by:

a) Stimulating his imagination and initiative
b) Cultivating his ability to work with people
c) Improving his skill in report-writing and correspondence
d) Developing his facility to speak clearly and effectively

[2] Rohrer, Hibler and Replogle interviews on the basis of five essential areas: (1) intellectual functioning (both level and how used); (2) general emotional ability and maturity; (3) general social effectiveness; (4) insights into self and the behavior of others; and (5) supervisory planning and organizational abilities and potentials.

e) Perfecting his problem-solving techniques
f) Emphasizing moral and spiritual values
g) Broadening the viewpoint of specialists in their knowledge of business
h) Encouraging each individual to better understand himself
i) Stressing the importance of co-operation with his fellow workers
j) Clarifying his corporate responsibilities
k) Increasing his versatility and mobility
l) Exerting a significant "holding power" to the company

A. THE CURRICULUM OF CAMPUS SESSIONS[3]

FIRST YEAR

1. *Science*
   A general survey of all forms of science. The development from the first phases to modern applications.
2. *The Humanities*
   Communication, written and spoken. Speech—prepared and extemporary, written letters and report-writing. Reading and discussion of the classics, as well as contemporary novels and short stories. Extemporaneous discussion by all PD-Fellows concerning their own particular field or industry.
3. *Social Studies*
   Political implications—the United States in the twentieth century and world-wide effects on other forms of government. Principles of economics as they apply to the present and future. Applied psychology as to personal motivations.

SECOND YEAR

4. *Sciences*
   a) Physics
   Pure and applied science. Matter and energy. Structure of atoms and molecules. Photosynthesis.
   b) Chemistry
   Survey of physical and chemical energy sources. Behavior of many particular aggregates. Cycle of essential elements. Human population problem as it applies to growth and to foods.
5. *Social Studies*
   a) Economics
   Economic progress and human welfare.

[3] Each year's campus session centers around one theme which is the basis for lectures. These are supplemented by Socratically conducted seminars, not necessarily related to the themes. The class is divided into small groups led by two faculty members.

b) Political Science
Scientific progress and political problems. Craft unions. Purchasing power. Governmental action.

c) Psychology
Study involving management and policy changes. Union relations in a labor force problem. The adjustment of an individual to society.

6. *Humanities*
Speech—preparation, outlining of a prepared talk, and literature and a continuation of first-year discussion on literature and contemporary writing.

In the third, fourth, and fifth years of the curriculum, the same careful, individually developed procedures will be followed. For each PD-Fellow it will mean carrying his program to a successful conclusion.

Personal counseling annually will revise objectives as the students attain earlier goals.

The knowledge and use of the sciences will be further developed.

In addition to the summer campus sessions, there are occasional meetings of the class during the year. These sessions are determined by preference of the class members. Usually they meet in Indianapolis at the Columbia Club for dinner on Friday evening and remain through luncheon on Saturday. Two such meetings per year presently seem to be most helpful. Expenses of these meetings are borne by the college, except for transportation.

B. HOME-STUDY SCHEDULES

The home-study portion of the PD Program is adapted in time and content to the needs and interest of each PD-Fellow. The subject area is of his selection, and the rate of progress is of his determination. Some members maintain a home-study schedule of two hours a day; others allocate as little as one-half hour per day. Most, however, work on a quota of ten hours per week.

Whatever time is allotted should be faithfully protected and seriously devoted to self-improvement. This is the central core of the PD Program. Careful planning and sustained effort will stimulate the growth of every sincere person.

The total facilities of Wabash College are available to each PD-

Fellow throughout the year. He is welcome to visit the campus and to consult with staff members at any time. Written reports, book reviews, or manuscripts on original subjects may be submitted to staff members for evaluation. Occasional visits are made by staff members to see PD-Fellows on the job and in their homes.

C. ELIGIBILITY FOR ENROLMENT

Each PD-Fellow should meet these qualifications:

He must be nominated by his employer.

His formal education should be completed, but there is no prerequisite of any certain amount.

His active military service should be finished.

He must respond enthusiastically to the concept of planned personal development.

He should be willing to pay for part of the cost of the program.

He must be willing to devote sufficient time over a five-year period to attain the goal he sets.

There is no age limit. The average age of the first class at the time it started was thirty-one. The average age of the second class was thirty-five. The age range of the two classes was twenty-one to forty-six.

To insure variety of occupational experience among participants and to make the program available to as many different companies as possible, no more than two men from any one division of one company may enrol in any entering class.

THE POMONA COLLEGE BUSINESS EXECUTIVE PROGRAM: "TONIC FOR EXECUTIVES"

The Pomona College program is a two-week summer residential "conference" initiated on an experimental basis under a grant from the Fund for Adult Education in the summer of 1956. Its purpose, as stated by the director, Floyd A. Bond, is

To enrich the lives and increase the personal effectiveness of business executives who have already reached important positions of responsibility but whose years of heaviest responsibility still lie ahead.

Time *magazine of July 30, 1956, had this to say about its genesis:*

The students were middle-aged and obviously prosperous. Some were balding, and all had the air of men of responsibility. But in all its 68 years, California's Pomona College (enrollment: 1,025) had rarely had a more eager class. They were 25 rising executives, with jobs ranging from blast furnace superintendent to insurance company vice president. They had been sent to Pomona at company expense, to gulp down as big a dose of the liberal arts as possible in two weeks.

When Chairman Floyd Bond of Pomona's economics department began planning a summer session for executives, his first idea was to set up a stock course in business management. *But the more he planned, the more he began to wonder whether that was what the nation's over-specialized executives really needed. "It seemed to me as it did to Emerson," Bond recalls, "that what we want is not lawyers, but men practicing law; not doctors, but men practicing medicine. For a good society, we must have not specialists and broad-gauge people, but specialists who are broad-gauge people."* He switched from business to culture, asked a number of California firms if they would be willing to send along a promising official at full salary plus $100 a week for expenses. The reception was generally enthusiastic. Said one company director: "We thought it was worthwhile to

provide managers, who normally have a rather confined technical background, with a broader intellectual base."

According to the Pomona brochure, top management concurs with the academic proponents of the plan in the belief that such programs serve the purpose of enabling the young executive to leave his everyday decision-making problems for a brief time and to acquire a broader understanding of basic values in the complex twentieth-century world. *Executives should be given the opportunity to* pause, reflect, and enjoy some of the finer things of life, its culture, and its aesthetic phases which the usual business responsibilities preclude. *Quoting from the report of the Trustees of the Carnegie Foundation for the Advancement of Teaching, the brochure emphasizes that a liberal education is of some practical and professional value but that its vocational value*

is not its *raison d'être*, and any promotional program which stresses this as the primary value of a liberal education is guilty of misrepresentation. The first orientation of a liberal education is toward man as man, not toward man as money maker.

The brochure also quotes from the Fund for Adult Education lectures of Clarence Randall, this time emphasizing the importance of academic and business people getting to know each other better and thus opening up another important product of this type of program:

Wise is the businessman who seeks the company of scholars. Wise also is the scholar who seeks the company of businessmen, and farsighted the institution of higher learning which invites them to visit its academic halls. These two groups, the professors and the men from industry, have more in common than they know, and each has a great contribution to make to the other. Together they bear important responsibility for the preservation of the American way of life.

A. THE CURRICULUM

Entire emphasis is on the liberal arts, which means the humanities, the sciences, and the social sciences. Mornings are devoted to informal integrated lectures on economics, philosophy, and literature. Typical topics included are:

1. *Economics*
   The Promises Men Live By
   The Magnificent Obsession: Economics of the Public Debt
   Money, Income, and Prices

The Keynesian Revolution
Fiscal Policy: The Art of Spending and Taxing
Public Finance, or Who Pays the Taxes?
How Effective Is Monetary Policy?
The Evolution of the Marxian Dogma: Economic Theory
Economic Organization of the U.S.S.R.
Full Employment without Inflation

2. *Philosophy*
Pursuit of Certainty Instead of Happiness
Homo symbolicus, or Is Man a Rational Animal?
Language, Truth, and Meaning
Science and Common Sense
Both/and Language; Either/or Language
Models, Metaphors, and Temperamental Bias
Values and Evaluations
Decision-making, or Who Gets Stuck with the Bill?
Galileo and the Satellites of Jupiter
Sultan and the Banana

3. *Literature*
Some Like It Cold; or, Love in Outer Space
The Shapes and Colors of Language
The Shape an Idea Takes: Fiction
The Shape an Idea Takes: Poetry
The Gentle Reader and What Big Eyes He Has
The Writer as Actor: Diction and Tone
The Writer as Actor: Style
Metaphor: The First Steps
Metaphor: The Wide, Wide World
Summation: The Great Untruths

Afternoons are devoted to (1) a reading session on poetry and prose; (2) individual conferences on reading speed and comprehension; (3) round-table discussions with members of the full-time staff; and (4) reading and reflection.

Evenings are devoted to illustrated lectures by guest performers on art, music, and science (such as recent views as to the origin of life, stellar evolution, and resources and the future of industrial civilization) and to lectures on world problems (covering Europe, the East, and Latin America).

The schedule runs from 7:30 A.M. to 10:30 P.M. each day, with the full-time staff present at all times, including breakfast, luncheon, and dinner, as well as morning, afternoon, and evening sessions.

B. PARTICIPANTS

Students are recruited from a list of selected corporations which are asked to send representatives. Each firm decides on its own participants. The requirements are listed as follows:

There are no specific age or educational requirements.

The intellectual curiosity, enthusiasm, and mental alertness required of top executives are the qualities participants should possess to profit most from this opportunity.

Participants should be freed of all executive responsibilities for the two weeks' period in order to devote all their energies to the program.

In the 1957 group all students were married. All had children (average number, 2.7). All were men in responsible policy-making positions. Average age was in the early forties, and the average salary was $15,000. The education varied widely from four individuals who had not attended college to a Ph.D., an M.D., and a Doctor of Laws.

C. FACILITIES

Participants are housed in one of Pomona's dormitories. They have the use of private conference rooms, large and small lounges, the air-conditioned library, and excellent recreational facilities. Staff and participants eat all meals together in a private dining room. A list of books especially selected for conference use is maintained in a convenient location in the dormitory. Special equipment and facilities for instruction and practice in rapid reading and speech are also available.

THE ASPEN EXECUTIVE'S PROGRAM

THE TOP MAN AS A WHOLE

The Aspen Executive's Program is "designed to expand the executive's understanding of his role in society and the responsibilities that go with leadership." According to its own rationale as put forth in the Aspen Institute's announcement,

the modern executive is highly trained for his business responsibilities. He understands research, production methods, and controls. He is deeply concerned with his personnel, interested in public relations, carefully follows his sales, and understands finance. He is well prepared, has good judgment, and is incisive in his business decisions.

But, asks the Aspen Institute,

has he had the opportunity, or taken the time, to analyze his role in society, the role of "business" or his position as a business leader?

Does he understand the sources of strength or the potential weaknesses in our society?

Does he know what he believes and why?

Does he have sufficient confidence in the rightness of his beliefs to express his views courageously?

Is he articulate in expression and effective in providing leadership to preserve our greatest strengths?

Is he aware of his obligation to champion the principles upon which personal freedom and the free economy are founded?

The answer to such questions lies in providing a unique environment for the whole *man in which cultural immersion and recreation are mixed in a kind of regenerative process. The announcement says:*

The Aspen Executive's Program is not "just another college or intra-company summer program." It is not intended to teach marketing, finance, or business management. Rather, it is intended to develop the executive's understanding of his role in our society

and the goals toward which he can direct his life and the influence of the very important organization that he leads. It is designed to teach him more about himself and his responsibilities to others, and it does this by providing him with the opportunity for analysis, the stimulation of ideas, and the challenge of discussion.

The Aspen seminar is not a high-pressure sales job for any pat formula or political creed, nor does it purport to offer a capsule education or cultural class in political history or theory in two easy weeks. What the seminar does offer is a chance for a group of men experienced in the responsibility of decision to take a breathing spell in the midst of the typical press of day-to-day demands, to reflect soberly on some basic problems of the nature of society and the individual's place in it.

Offering five two-week sessions each summer, the Aspen Executive's Program makes possible an approach to the realization of these goals. Its effectiveness lies in the fact that participants are stimulated to develop their own convictions. *This is approached through exposure to:*

1. Selected readings from the works of the world's great philosophers, scholars, economists, historians, and political leaders.
2. Daily meetings with a varied and stimulating group for informal discussion of ideas found in the readings, with special emphasis on the application of these ideas to current problems.
3. Lectures and panel discussions by authorities on international affairs two evenings a week, each followed the next morning by informal discussions with the leaders.

Not the least of Aspen's advantages is the frequent opportunity —at mealtime and during hours of recreation—to pursue with leaders of divergent backgrounds the discussions that originate in the seminars or following the lectures and panels. Indeed, some of a participant's most rewarding intellectual exercise may occur while he is in a bathing suit, riding a horse, or fishing in the companionship of men distinguished by achievement in fields other than business.

The program is by no means limited to recreation and discussions. Indeed, there is considerable reading assigned and accomplished in the two-week period. On this subject the Aspen Institute has the following to say:

The assigned reading, in part, is intended to give the participant a brief "refresher course" in early American history and to this

end includes many well-known, but ill-remembered, American debates, discussions, and documents which played an important role in the development of our form of government and our economy. In larger part, the readings are selected to present ideas which have influenced, or are currently influencing, the course of our society, including those written in opposition to many ideas which now prevail. Thus, the great conflicts by which America has been, and is being, shaped are presented. Through the impact of these readings and the stimulation of discussion relative thereto, the participant's own thinking in these areas is broadened and his own conclusions developed.

The daily reading assignments are substantial but can be read in an average of approximately one hour and a half. The specific assignments, and all books, are sent to the participant immediately upon registration. For maximum benefit, as well as to increase the participant's enjoyment of the opportunities while in Aspen, it is strongly recommended that he read as much as possible of the assigned material before leaving for Aspen. A compact multilithed folio of the readings is presented as well as the permanently bound set of *The People Shall Judge*. Wives are encouraged to read in advance as well and, of course, to take part as auditors.

THE UNIQUENESS OF ASPEN

Several features of the Aspen program mark it as different from most of the others contained in this report.

First is the quality and level of participation. At Aspen the students are clearly "top" executives of business, labor, and the professions. For the most part they are presidents and vice-presidents, with a much smaller number of men immediately preparing for top leadership. Likewise teachers, leaders, and special guests in extraordinarily large numbers are numbered among the most eminent in the world.

Second is the richness of the total program at the Aspen Center, which saturates the environment with intellectual, cultural, and artistic greatness. The Aspen music festival and the Aspen music school run concurrently with the Executive's Program, providing an intimate association between the participants and the world's most eminent musicians and musicologists. The program of the Aspen Institute includes lectures, recitals, dance programs, films, and artistic exhibits. And perhaps of greatest importance is the opportunity to enjoy watching the world's greatest artists in the act of creation and listening to music as played by musicians for each other.

Third is the integration of the Health Center into the life of the Executive's Program. Thus, according to Aspen's leaders, is the whole man integrated.

COSTS

The total cost for the two weeks, including tuition, books, room, meals, lectures, concert, and Health Center program, is $600. Wives of executives are charged an additional $250 for room, meals, lectures, and concerts. They are also permitted to sit in the executive discussions as auditors.

THE UNIVERSITY OF DENVER PROGRAM IN LIBERAL EDUCATION FOR BUSINESS LEADERSHIP

AN EMPHASIS ON VALUES

The program at the University of Denver is a one-year educational experience in humanistic studies for middle and top management of business and industry in the Denver area. Like the Southwestern program at Memphis, regular class sessions are held for three hours each week on Wednesday afternoons. In addition, there are four brief residential sessions for orientation and evaluation: two days in October, one day each in January and March, and two days in June.

Although the program is designed for one year, it is expected that the first-year group will desire to continue its studies for a second year with an "advanced" curriculum to be worked out especially for them. In the first year the program deals entirely with the humanities, with an emphasis on the cultivation of the mind and the perception of values. The curriculum is developed on the principle that the study of the humanities is quite specifically the study of value. According to the announcement of the curriculum planners:

Almost every value judgment is a humanistic decision. The questions of how to spend leisure to the most fruitful advantage, how to deal with people, how to select people for friendship or employment, how to improve the self, how to please the self with enduring choices; these are decisions of value which involve our knowledge of people.

Logical thought and creative imagination, they say, are essential needs of leaders in a free society. As a man advances in the management progression, the problems he faces become less specialized and more general or basic. The daily responsibilities of the top level of management call for broad general knowledge and insights into human nature which are rooted in basic principles rather than in specific situations. Thus, says the Denver announcement,

intellectual cultivation, essential to viewing the broad sweep of life about us, is achieved largely through a liberal arts education, not merely to fill the mind with facts, but to stimulate intellectual curiosity, taste, moral strength, imagination, and skill in using the

mind. Literature, the fine arts, and other humanistic studies become the means to enrichment of the intellect and to sound value judgments. These, in turn, provide the means for making effective and sound decisions. *Value judgment is the vital element in successful executive leadership.*

A. THE PROGRAM

The unifying thesis of the program is an examination of values in modern society, amplified by historical value judgments, with imaginative perspective as the point of departure. Since literature, music, and art present the most refined 'examples of imaginative speculation, they will predominate as the materials for the program. The objective is not primarily one of filling whatever gaps in knowledge the participants may have but rather in helping each define human values for himself. The best way to accomplish this is through the medium of ideas.

The program is divided into several phases of humanistic study, each designed to demonstrate and amplify a basic principle of value. Participants attend a preliminary week-end orientation session, followed by weekly half-day group sessions, throughout the period from October to June, to examine and discuss a specific phase of the program. At appropriate intervals during the program unifying seminars and evaluation sessions are used to augment the weekly discussion periods. The discussions are supplemented by individual study of pertinent materials between the sessions. The experience of attending the sessions varies in its remoteness from the average experience of the executive. However, the continuance of normal work responsibilities between sessions enables the participant to recognize relationships between the study material and his business environment. As deeper patterns of understanding are formed, and as new and old concepts are challenged by discussion, the participant will develop a new confidence in the making of decisions through his deeper understanding of relationships.

The method of instruction is primarily discussion and includes lectures by the teachers and visiting or local speakers. Field trips to theaters, musical events, and art exhibits are used as a basis for discussion. Students do considerable reading and are assigned to attend concerts or lectures in the community at large as well as at the University. They are also expected to engage in indi-

vidual small, periodic research projects when it is desirable that students bring to the discussions varied reading experiences.

The curriculum is so constructed as to achieve the maximum continuity while at the same time allowing for emergent, evolving needs of the students and the possibilities of taking advantage of special events occurring in the Denver community.

The curriculum is divided into three general areas in the following sequence.

B. THE CURRICULUM

1. *Value Judgment*
   - *a*) The Intellectual
     - The Nature of Logic
     - The Machinery of Logic
     - Subjective versus Objective Reasoning
     - Propaganda Analysis and the Nature of Prejudice
     - The Synthesis of Logic and Imagination; Brain-storming
   - *b*) The Imaginative
     - What Are the Humanities?
     - The Aesthetic Experience of Everyday Life
     - The Uses of the Imagination
     - How To Find Out What You Like in Art
     - The Meaning of Music
     - The Philosophers and Aesthetics
     - How To Judge Literature for Yourself
     - The Nature of Humor
2. *Perception in Tradition*
   - *a*) Historical Backgrounds
     - The Sources of Our Architecture
     - The Fashions of Painting
     - The Sources of the English Language
     - Drama and the Philosophy of the Hero
     - The Fashions in Poetry
     - The Development of Sound for Pleasure
   - *b*) The American Heritage
     - The Main Currents of American Thought
     - The Arts in America in Conflict with Religion and Utility
     - Painting with a New Landscape
     - The Novel as It Delineates American Ideology
     - The Democratic Spirit in Poetry

3. *Modern Man and the Humanities*
   The Modern Conception of Symbolic Meaning
   The Conflict between Art and the Totalitarian Ideology
   New Directions in Music
   The Problem of Communication in the Modern Arts
   New Horizons for Painting
   Function or Art in Modern Architecture?
   The Possibility for Tragedy in the Modern World
   Science and Poetry in Conflict and Collaboration
   The Novelist Looks at Business
   The Novelist Looks at Our Modern Sensibility
   Genius in the Popular Arts

The first-year program began with twelve students whose companies paid $300 for the whole year. They represented national companies with main or branch offices in the Denver area as well as local companies. Participants were division managers and higher in the business hierarchy, including the president of an airline, the vice-president of a bank, two men from the local utilities, and two from the regional Bell Telephone Company.

Three factors distinguish this program. First, it emphasizes the humanities to the exclusion of the social sciences, such as sociology or psychology. Second, it has made a special effort to integrate the "classwork" with special events in the community, building the two very carefully into the program. Third, by scheduling some of the special events as part of the assignments, it enables the student to engage himself in the regular rhythms of adult life and to have his wife and even his family participating partially with him.

THE UNIVERSITY OF AKRON LIBERAL EDUCATION PROGRAM FOR EXECUTIVES: AN EXPERIMENT WITH LARGER GROUPS

The Akron program is one of the many projects of the Institute for Civic Education of the Evening Division of the University of Akron. In contrast with the Denver program, which emphasizes the humanities, Akron's project deals almost exclusively with a sociological and psychological examination of the present social scene. Subsequent programs are expected to be primarily historical in nature.

The curriculum, begun in the fall of 1957, was designed to carry through fifteen weeks, with regular meetings for three hours on Friday afternoons and five special lectures on Saturday afternoons. Students are required to enrol for the entire series but may bring guests to the Saturday lectures. The five special lectures, delivered at appropriate times during the semester, are expected to add another dimension to the group discussions, highlighting the regular sessions and providing important interpretations of the larger issues raised during the semester.

The general method followed during the Friday meetings is a combination of lecture and group discussion, with as much emphasis on the latter as the background of the group and the nature of the subject matter permit. Although there are no examinations, each participant receives twenty basic books and is expected to do some reading as preparation for each meeting. The University library resources are also available.

The Akron planners have designed the initial program to meet the following objectives:

1. To introduce the future executive to some of the basic concepts in science, the social sciences, and the humanities and to indicate the relationship of such concepts to "statesmanship" in business.
2. To stimulate a continuing interest in the "liberating arts," those subjects which help to free the individual from narrow intellectual disciplines, from restrictive attitudes and appreciations—those subjects which tend to broaden the individual's outlook and interests, which tend to make him independent and creative in his thought-processes.
3. To develop an increased awareness of the close relationship between business decisions and the economic, political, and social environment in which the business operates.

4. To encourage new and more fruitful ways of looking at the complex problems of organized human relationships in industry and the community.
5. To promote a more adequate understanding of one's self and one's relationships within the community, nation, and the world.

The following excerpt from the Akron announcement spells out the general rationale and organization of the curriculum for the first course:

In a general sense, the first four sessions of the program may be viewed as an introduction to the intellectual tools useful in examining man and his society. The concepts of cultural analysis and the value of the scientific method constitute a background for understanding the particular content of the later sessions. More specifically, the first four sessions provide the basis for understanding the concepts and elements of culture and its value in terms of understanding the individual and his multiple relationships within society. This level of understanding is extended to group, national, and international relationships and problems. The central importance of symbols of communication for cultural development is also covered during the early part of the program.

The generalized value of the scientific attitude in the study of man and his culture is illustrated by case studies involving astronomy and witchcraft. The specific applications of the scientific method in the development of our modern technological civilization are spelled out from the viewpoints of the historian and the scientist.

The following four sessions concern the way in which man is governed in any society. The subject matter is related not only to political forms of government but also to various social and economic institutions which act as effective instruments of control in modern society. These sessions point out the over-all function of institutional control and the specific problems in each field.

After this examination of man acting within and through certain large forms of social structure—from the viewpoint of the mechanisms of society, so to speak—the program moves to a consideration of value systems and appreciations, viewed within the related contexts of religion, philosophy, and aesthetics. The desired result of such a study is to clarify the relevance of these fundamentals to

the development of the mature personality, functional within our complex society.

An outline of the topics for each session is presented below in chronological order. For the most part, the sessions are conducted by regular faculty members of the University of Akron:

Orientation
The Importance of the Liberal Arts for Businessmen
Culture and Civilization
American Society: Strains in Transition
Symbolism-Language
The Scientific Attitude
Science, Technology, and Industrialism
Concepts of Order
Freedom and Determinism in Modern Society
Social Controls—the Family; Social Class
Social Controls—Economic Institutions
Social Controls—Political Institutions
Religion (two sessions)
Religion and Science in Today's Crisis
Philosophy (two sessions)
Aesthetic Expression (two sessions)
Field Visit: The Art Museum at Oberlin
Art and Scientific Method
Cultural Change, Society, and the Individual

One of the special features of the program's organization is the policy of throwing the course open not only to companies but to individuals. Although a number of companies are participating by sending representatives (B. F. Goodrich, Firestone, General Tire and Rubber, Mohawk Rubber, Ohio Edison, Quaker Oats, Seiberling Rubber, Columbia-Southern Chemical Corp.), individuals may apply on their own. In a sense, then, the Akron program is somewhat of a community project for anyone interested in examining the values of his complex industrial society.

THE VASSAR INSTITUTE FOR WOMEN IN BUSINESS: A WOMAN'S PLACE

The Vassar project was a joint venture with Vassar College, the National Secretaries Association (International), and the Center for the Study of Liberal Education for Adults. The material presented below is excerpted from an article in the March, 1957, issue of Vassar Alumni Magazine *by Peter Siegle, who directed the Institute. It describes the rationale, content, and development of the program.*

The Vassar Institute is the proliferation of an idea that began at the Center for the Study of Liberal Education for Adults a little less than two years ago: namely, that in the wake of so much news in periodicals as diverse as *Harper's* and the now-defunct *American Magazine*, in newspapers and learned journals, about programs of liberal education for executives, and in view of the fact that women are playing increasingly important and relatively unexplored roles in the business society, why is there no program of this sort either exclusively for women or at least including women in the business and professional world? Surely women are as much in need or worthy of similar opportunity for *adult* experience with education in the liberal arts as men are.

The answer was, of course, that it had not yet been developed by anybody who was in a position to do anything about it. So our Center began to think about it seriously. It was assumed not only that liberal education is good for *adults* but also that for many highly trained adults it can most profitably come *after* specialized training and experience rather than before; and, when it does, the education is different. In the course of developing these ideas, the Center learned that there are a large number of organized professional and specialist groups in various states of readiness to experiment with a program of liberal education which might overlay or supplement specialization. One such organization was the National Secretaries Association (International), an extremely well-organized, active, energetic group of sixteen thousand women committed to their profession.

Several factors made it desirable for the Center to co-operate with the NSA in sponsoring the Institute. First, the NSA had developed the Certified Professional Secretary program into a meaningful professional certificate and, in doing so, had become accustomed to working with colleges and universities in the preparation of training courses for adults. Second, it had an established committee on education. Third, the CPS holders, from whom the students were to be recruited, had all the professional training and the professional recognition needed to carry on their work with a high degree of confidence and dignity. Fourth, since their economic potential lies within their current careers rather than in finding other careers, education can mean improvement within the individual rather than simple occupational mobility. Finally, early negotiations with NSA educational consultants, its national president, representatives of its general membership, and members of the board of the Institute for Certifying Secretaries, indicated a strong desire to co-operate in a pioneer program of liberal education for women in the business and professional world.

In late January, 1956, agreements were reached between the NSA and the Center. All that remained to be decided was where to hold the Institute, what the subject matter should be, what specific outcomes were desirable, and who should be the students. To solve these problems, a committee consisting of NSA members and members of the CSLEA staff was formed, chaired by Ruth Clemence, secretary to the vice-president of a Chicago coal company.

President Blanding of Vassar helped solve the problem of place very early when she enthusiastically offered the facilities of Vassar College and Alumnae House. And through interviews and discussions with members of NSA and CPS, the committee was able to establish in fair detail the goals and content of the Institute. The curriculum had as its focus "explorations in meaning": discussion of significant life-themes as they apply to the individual in her relationship to government, law, the social system, and other individuals. These explorations were developed around three core-subject categories: "Public Issues," "Man and His Behavior," and "The Creative Arts." The purpose was not to provide the

ordinary introductory course in political science, psychology, or the humanities. The curriculum focused on

> the kinds of intellectual, emotional, and aesthetic experiences which appeared most likely to help economically successful adult students in two weeks to develop new ways of understanding experience; to continue learning on their own; to look upon intellectual, social, political, and aesthetic experience in a new and more meaningful light, and to find a basis for continuing intellectually creative growth.

To achieve such goals, it was necessary to seek out an exceptional faculty which was not only grounded in its own scholarship but exceedingly sensitive to the teaching of adults. Fortunately, such a group of teachers was found, and their daily work in the classroom was supplemented with such experiences as a day at Tanglewood and face-to-face discussions with such distinguished persons as Aaron Copland, Eleanor Roosevelt, Lewis Mumford, Stephen K. Bailey, George Balanchine, and Pete Seegar.

Having worked out the curriculum in broad outline, and having developed a working faculty, the Institute was ready to receive students. With some trepidation announcements were sent out to a little more than five hundred CPS holders who were also members of NSA, hoping that they would yield at least twenty-five applicants. Ninety applications were received, and several additional letters indicated a desire to be put on the list for the following year if the Institute were to continue. This result was surprising, particularly since rather stringent requirements for admission were laid down. Although there were no academic requisities, to be eligible a student had to be a Certified Professional Secretary (at the time there were only 772 in the country) and must be sponsored by her company. Sponsorship involved payment of the student's transportation, room, board, and salary while at Vassar. Time off for attending the Institute was not to be in lieu of vacation, and applications were to be jointly signed by the secretary and her employer. Within a week after the announcements went out most of the ninety applications arrived, indicating a more than casual interest on the part of the secretaries and their employers. Approximately one-third of the applications were for scholarships, five of which were offered for civil service workers other-

wise eligible but whose organizations are not set up to fulfil some eligibility requirements.

The Institute started with twenty-seven students. Since this was a pilot experimental project, it was desirable to have as great a cross-section of the eligible group as possible. Therefore, students were chosen for a variety of reasons: where they came from, size of company they worked for, age, marital status, education, and the like.

Applying no more scientific methods than these, the Institute selected representatives from twenty-one states, including every section of the country: New England, the Deep South, Florida, Texas, the Southwest, California, the Pacific Northwest, the Midwest. Students came from the Department of Agriculture, the Air Force, a veterans' hospital in Alabama, a university department of education, the chamber of commerce of a large city, and the office of the chief magistrate of New York City. There were secretaries to lawyers, accountants, bankers, and insurance executives. The president of Republic Aviation Corporation sent his secretary, as did the executive vice-president of the Reynolds Metal Company and the publisher of the *Louisville Courier Journal*. Represented also were such companies as Weyerhaeuser Timber, Automatic Canteen, and Green Giant. And alongside were representatives of much smaller companies and even "one-girl" offices. They came from the largest metropolis and the tiniest town.

The students were for the most part in the late thirties to middle forties; some were younger (one in her late twenties), and some were in their early fifties. Eighteen were single, one was divorced, and two were widowed. Three had children. Practically all of them had indicated by their past performances that they were interested in improving themselves through education, although this usually had meant education in the practical matters directly related to their life as practitioners in the business world. Almost all of them had had education beyond high school or college in business administration, accounting, or secretarial skills. Very few of them had done any formal work in the liberal arts.

This was the group which met for the orientation session on Sunday, August 5. From the very first session students and faculty were subjected to what might seem a backbreaking schedule, for,

although the atmosphere at Alumnae House emphasized informality in attitude and dress, the days were structured. Typically, "Man and His Behavior" met from 8:45 to 10:15 each morning; "Public Issues," from 10:45 to 12:15; and "The Creative Arts," from 4:00 to 5:30 each afternoon. Usually special guests were scheduled for 8:00 P.M. These schedules were kept except for the week ends, when students were free to roam the countryside, to do some sightseeing, or to go shopping.

The middle of each day was kept free for study, daily chores, and relaxation. During these hours one was apt to find a small group with Ruth Kriesberg of the faculty listening to esoteric jazz, Bach, or the poetry of Dylan Thomas in the Alumnae House library. On the terrace a group would be following the progress of Irving Kriesberg as he worked on the painting he had begun in class early in the first week. Walking along the path to Main Gate, you might overhear Morton Gordon discussing the Soviet system with a secretary from Ottumwa. Or you might stroll by the golf course and watch Dan Malamud, the psychologist, learning the frustrations of the duffer from a general's secretary from Texas. Over in the cutting garden you might find the Institute director being initiated into the microscopic mysteries of the painted daisy by an admiralty lawyer's secretary who is also a bird-watcher and amateur botanist. But one thing you would not be likely to hear was anything that smacked of "shop talk," for it was one of the remarkable things about the two weeks that very little time was spent talking about the technical aspects of the secretary's job, even in the informal hours in the "dormitory" bull sessions.

You might also have found, as you walked into one of the classes or into a session with one of the special guests, that you had difficulty distinguishing students from staff. For the staff, voluntarily, and out of personal interest, attended all sessions; and, when it became apparent very early that he who is in his own field a competent scholar-teacher is but one of the masses in the field of another, barriers between students and staff were easily broken down.

Education continued literally around the clock. In the morning Dan Malamud's "Man and His Behavior" class explored deeply into themselves and their relationships with others, learning

through specific personal insights a great deal about human behavior in general. Later Mort Gordon got them to think critically about government, politics, and international affairs. In the afternoon Ruth and Irving Kriesberg led them through a variety of experiences of various levels of complexity in literature, art, and music. At other times special guests gave them an opportunity to have discussions with practitioners of the liberal arts, thus supplementing, complementing, and enhancing the stimulation of the daily classes.

What this kind of experience adds up to is hard to define in any specific terms, and it is, of course, still too early to determine how lasting its effects are.[1] But if good learning can be defined as change within the individual toward a desired goal, then we can safely say that a great deal of good learning took place during those two weeks at Alumnae House. Each, according to her need, interests, and ability found something of value at Vassar—which is as it should be. Because the Institute focused on finding meaning rather than on factual knowledge *per se*, and because it established a warm atmosphere of continuous inquiry and discovery, the results were highly individual. Yet it is possible to generalize from succeeding events and information about the kinds of results which did occur.

A number of students indicated during the Institute and subsequently that they had begun to see and feel more clearly the way to important personal decisions. Many developed a higher sense of personal worth as a result of living together in intimate association with so many others whose problems, frustrations, successes, and failures provided a common ground of understanding of self. Some felt that they had achieved greater confidence in themselves in interpersonal relations. Others acquired confidence in their ability to encounter new experiences particularly of an academic or intellectual nature. The fear of failure and frustration, so common to adults vis-à-vis continued learning, was greatly reduced

[1] Since the first Vassar Institute, the National Secretaries Association has conducted a second Institute in co-operation with Michigan State University. At least one non-residential program is being conducted at the University of Louisville for NSA members, and plans are under way for several others. Also the alumnae of the Vassar Institute are holding a second course, paid for by the participants, at the University of Minnesota in July, 1958.

for many of the students, with the result that some who had heretofore shied away from formal study in liberal arts have enrolled in evening classes at their local universities and colleges. Others found that certain intellectual and aesthetic experiences which they previously believed were out of their range were exciting, stimulating, and desirable. One student organized a poetry and art discussion group in her home city. Another introduced a program of "liberal" education in her local NSA chapter.

In general, interest in education as something other than a source of training for technical competence has been awakened. There is also greater awareness of the potential pleasures and values of the liberal arts, the humanities, and organized, systematic study. As one student has said, "It was as though I had been walking down a narrow street all my life and suddenly came to a beautiful garden which was mine to explore, and for as long as I wished. And in that garden could be found something for everyone."

PART III

SUMMARY AND CONCLUSIONS

GENERAL SUMMARY AND CONCLUSIONS

In general, we can say that there are several common factors running through all the programs and that, where there are differences, they are usually differences in degree and emphasis rather than in kind. Moreover, it is fairly clear that the differences may be determined by the special exigencies of each given situation in the individual schools involved and in the special nature of the self-conception of the school in relation to the community it serves. The A.T.&T. programs have to be analyzed separately, because they represent an experiment on a grand scale by one industrial giant. The Wabash program is unique in the fact that students are committed to five years of study and continuing personal evaluation. The Aspen program derives its uniqueness from the fact that it is committed to top management and that it is the only program not conducted by an academic institution.

Among the common factors are these:

1. All programs are non-credit.
2. They all tend to keep the number of participants small in order to facilitate discussion.
3. Heavy emphasis is placed on the humanities and on the subject of values.
4. Great pains are taken to provide experiences which are considerably different from those encountered in daily life.
5. All programs recognize the difficulties encountered when follow-up and evaluation are attempted.

Analysis of variations yields an interesting breakdown of formats and organizational problems confronting schools and business organizations as they attempt to embark on programs of liberal education for executives. There are the problems of duration of the experience, of recruitment, of costs, of effective minimal and maximal exposures, of geographic distribution of students invited, of the level of participants in their companies, and of the amount of time off available for such educational experiences. Some light may be

thrown on the possibilities if we examine in closer detail the existing organizational principles already established in the programs described in this volume. For each program has developed with an image of the possibilities available for the resources of the school involved and for the clientele it expects to serve. Hence we find a range from a full academic year in residence to a two-week summer program in residence; from a full academic semester "commuting" to a one-afternoon-per-week program; from a five-year commitment to a commitment for two weeks.

Of the thirteen programs described in this volume, nine are designed for a full residential experience, living away from home while engaged in the study. Two others require some residential experience in addition to regular class attendance each week during the semester. Only two programs require no residence. And, of these, the Clark program necessitates a full-time day-school commitment for a full semester. Tables 1–3 provide a ready reference for such data.

PROBLEMS OF RECRUITMENT

Length of the program and whether or not residence is included are frequently related to the possibilities the school can see for recruiting its students. In addition, such factors as costs, availability of sufficient number of persons at a particular level in management, availability of faculty, and potential resources of the school plant are important. Several schools can be committed to residential programs of any significant length only at a time when the school plant is not being put to other use. In some instances special facilities had to be made available to house students during the regular school year, or residential sites off the campus had to be found. At any rate, making any kind of elaborate plans for facilities has to be dependent upon a knowledge that a sufficient number of students can be recruited to make the investment pay. When guaranties of this sort are made, the school has an easier road to travel in developing the program. And the program, in turn, can be made more specific if the student body is clearly recruited in advance. Hence, a knowledge of the recruiting problems is helpful. The information below does not attempt to solve the problems, but it does attempt to indicate the difficulties.

TABLE 1

FULL RESIDENTIAL PROGRAMS

Program	Duration	Time of Year
A.T.&T. programs:		
Pennsylvania.....	10 months	Full academic year
Swarthmore.....	5 months	One semester during academic year
Dartmouth.....	8 weeks	Summer
Williams.....	8 weeks	Summer
Northwestern.....	8 weeks	During academic year
Independent programs:		
Pomona.....	2 weeks	Summer
Aspen.....	2 weeks	Summer
Vassar.....	2 weeks	Summer
Wabash.....	3 or 2 weeks for 5 years*	Summer

*The Wabash plan also calls for a regenerative week end during the winter at an off-campus hotel.

TABLE 2

REGULAR "COMMUTING" COURSES WITH RESIDENTIAL EXPERIENCES INCLUDED

Program	Non-residential Experiences	Residential Experiences
Southwestern....	One morning per week for 2 academic years	Two week ends per academic year for orientation and evaluation
Denver.....	One afternoon per week for 1 academic year	One week end for orientation; two 1-day sessions during the year for midway evaluations; one week end for final evaluation

TABLE 3

COMPLETELY NON-RESIDENTIAL PROGRAMS

Program	Duration	Meetings
Akron.....	15 weeks	One 3-hour session per week for a full academic semester
Clark.....	One full academic semester	Full-time, 5-day week throughout the semester

With the exception of the five A.T.&T. programs and the Vassar Institute, all the programs described in this volume have been established in advance by the school, and a selling job had to be done to find the students. As was mentioned earlier, the Bell Telephone programs were developed by the individual schools at the request of the company. Recruiting and processing of students was left up to the company itself. Clark developed its program with the aid of a guaranteed underwriting by the Norton Company of Worcester Massachusetts. Wabash, Pomona, Denver, and Southwestern came up with a plan and then proceeded to sell it to various companies in their areas. The Vassar Institute was organized in co-operation with the National Secretaries Association. In all these cases it was expected that the companies would pay the fees of the student. The Akron and Aspen programs, while endeavoring to get companies to send students, also accepted people who pay their own way. By and large, however, the company must become interested, if only to allow whatever time off is necessary to attend the course.

GEOGRAPHIC DISTRIBUTION OF PARTICIPANTS

Of the thirteen programs described, seven are of national scope: Pennsylvania, Swarthmore, Dartmouth, Williams, Northwestern, Vassar, and Aspen. Two programs—Wabash and Pomona—are regional. Four programs—Clark, Denver, Akron, and Southwestern—are local.

TIME OFF THE JOB

Each of the programs requires some time off the job. Full time away from the job is required by the programs at Pennsylvania (two semesters), Swarthmore (one semester), Dartmouth (eight weeks), Williams (eight weeks), Northwestern (eight weeks), Clark (one semester), Wabash (twelve weeks over five summers), Pomona (two weeks), Vassar (two weeks), and Aspen (two weeks). Part time is required at Denver, Akron, and Southwestern (one half-day each week).

PAYMENT

The Akron and Aspen programs generally allow for individuals to pay their own way if they so desire. Wabash requires that *both*

the company and the individual pay for the program. All others are paid for by the company.

FOLLOW-UP AND EVALUATION

Perhaps the most crucial and most difficult problem in any educational program is the evaluation of the experience. In programs for executives, built as they are in a context of tough-minded men, evaluation continues to be difficult. There is no indication, moreover, that any of the programs has succeeded in doing an effective job in this area, at least from the standpoint of the value to industry. We are still heavily dependent upon anecdotal evidence, considerable testimony, and questionnaires presented in the full flush of the experience. The one strongly scientific attempt to evaluate the effectiveness of this kind of program has been conducted by the A.T.&T. Company and is still going on. Until its data are released, we cannot appropriately judge the effectiveness for the company.

For the most part, whatever evaluation has been conducted in the other programs deals with the satisfactions of the participants in what has been going on in the program and to some extent with changes occurring in reading habits, in the development of new leisure interests, and the like. The one possible exception to these kinds of data is the program at Wabash, where the personal development point of view is central to the entire project. This makes it possible through pre- and post-testing and interviewing to keep in touch with each student with reference to his own personal development plan.

Another kind of follow-up is on a more personal level, as in the Dartmouth program, where the director continues to keep in touch with participants through the medium of a newsletter and suggests readings to them while exchanging news. The alumnae of the Vassar program have established their own newsletter in which students and faculty participate. This is handled, of course, on a purely voluntary basis by one of the participants.

At the present time it is difficult to see any concrete results in the development of evaluative procedures. Industry and education should continue to have faith that liberal education provides a much-needed emphasis on the human and the humane if modern

man is successfully to cope with the problems of a world increasingly unpredictable. Nevertheless, a study of existing programs in liberal education for executives reaffirms the great need for a clearer understanding of purpose and for the development of appropriate instruments to ascertain the extent to which such purposes are being achieved.