

Why Business Week?

UNB's first Business Administration Week ends tonight. The success as evidenced by the participation of the students and by the spirit and enjoyment displayed is gratifying.

The purpose of Business Administration Week is two-fold. First, it provides an opportunity for students of the various classes to work together more closely, thereby fastening a stronger faculty spirit. Secondly, through discussion groups and outside lecturers, it affords opportunities for the Business student to realize more fully his responsibilities both now and after leaving university. These two purposes help to make the student realize that his support is vital to success in cooperative affairs.

To date, great interest has been displayed in all activities sponsored by the Business Administration Club. It is sincerely hoped that this interest will continue in order that the Business Administration Department may remain a credit to this university. The student will more fully realize his responsibilities to society at large if he accepts his duties as an undergraduate. While at university to gain the written knowledge of others, the undergraduate can become too absorbed and forget about other facets of education.

While success in this type of undertaking is dependent on full co-operation of all concerned, the initial organization of necessity must be confined. In this regard I wish to thank Derek Oland and Ian McAvity, co-chairmen of Business Administration Week, and their committee comprised of: Roy Davis—Brunswick; John Kee—Sports Co-ordinator; Bill Jarvis and Dan Casey—Posters; Bev Magas and Sandy Williams—Refreshments. Appreciation is extended to the Business Administration Club executive who contributed much time and effort to this cause.

Ray Zerr, President
Business Administration Club

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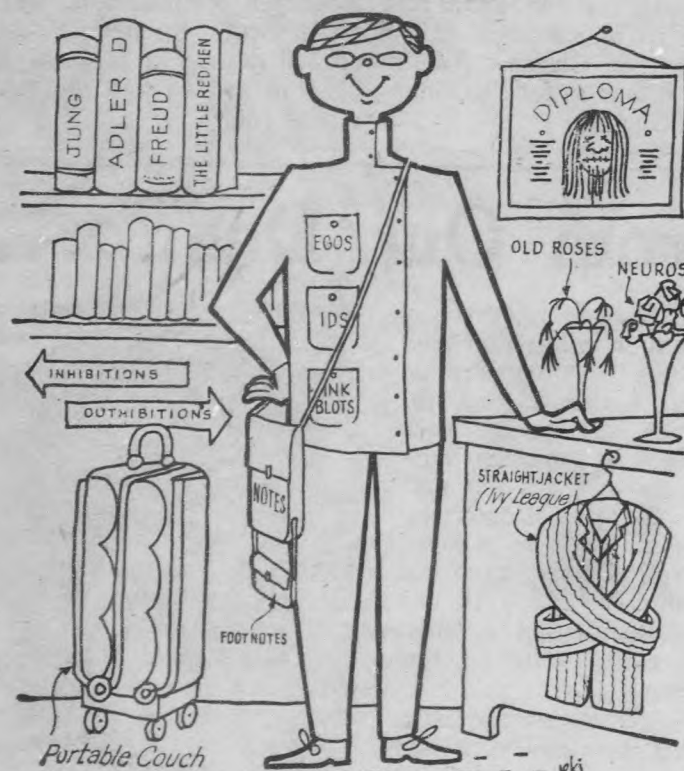
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Educating The Businessman In The Past, At Present, In The Future

by Prof. Edward D. Maher

There is widespread acceptance—particularly among the academic community—of the myth that professional education has no place in the University. In fact, Universities from their very beginning have been involved in professional education. As Professor Bossard said thirty years ago (in his survey *University Education for Business*, written in co-operation with Professor Dewhurst), "All education in a certain sense is vocational in direct relation to the conditions of life in which it originates. Preparation for public life in Ancient Greece, for the Church in the Middle Ages, for cultural pursuits by leisured nobility are cases in point."

Even most of the ostensibly liberal arts programme are in fact rather narrowly specialized programmes designed to train students for the teaching profession. As Prof. Bossard says, "The collegiate school of business must be considered as a phase

tion? What is the greatest comparative advantage of an academic institution over business itself in educating businessmen?"

The University cannot provide a substitute for business experience, but it can prepare the student to get the maximum educational value from his subsequent business experience. This means that it should emphasize the broad underlying fields of knowledge that are basic to the practice of business: (i) economics—both micro and macro, (ii) quantitative methods—accounting, statistics, and mathematics, (iii) the behavioural sciences—those aspects of psychology, sociology and anthropology that deal with the behaviour of individuals and groups, and (iv) law—including both the relationships among private business and those between the private sector of the economy and the government.

In addition, the University must teach something about the basic functional fields which are more or less common to all forms of business: (i)

devoted to the analysis of reasonably complex business problems and the development of possible solutions. It is primarily, although not exclusively, at this point that the student will be expected to integrate what he has learned in the basic disciplines and functional fields. At the same time the student must be kept aware of the substantial gap which still exists between the analysis of a written case—where time stands still—and actual business decision-making where conditions are constantly changing and where the manager must accept the responsibility for his decisions and live with their consequences.

Given the present length of the undergraduate programme, specialization must be very limited, if, indeed, it is permitted at all. Those who wish to specialize in marketing, industrial relations, etc., should plan to attend graduate school either immediately after graduation or, preferably, after a few years business

experience. In some areas, such as accounting, business experience and professional training can be combined by virtue of the courses offered by professional societies.

Those who plan to teach at the University level will continue for a Master's and probably for a Doctoral degree. Many, of course, will not wish to proceed beyond the bachelor level. After all, industry does not have enough top level jobs to absorb the entire output of business graduates (currently 60,000 a year in the USA and 800 in Canada).

The Carnegie and Ford reports call for a substantial increase in standards in the business schools, so that training for business will at least be on a level with that for law and medicine. Thus students must expect that the improvement in standards which has been taking place, evident throughout the University in recent years, will continue for the foreseeable future.

Professor Maher is Head of the Department of Business Administration at the University of New Brunswick. In this article he deals with the questions

★ Does Business Education belong in the University?

★ What should be the nature of Business Education?

★ What changes will be necessary in the 1960's?

of development of commercial education, that is, as the expression at the collegiate level of the adjustment of the educational system to the growing demands of the modern business world."

The end of the 18th century saw the beginning of the industrial revolution; the business corporation came into prominence early in the 19th century. It was not until 1881 when the first collegiate school of business appeared, the Wharton School of Finance and Commerce at the University of Pennsylvania. Two periods have been characterized by the entrance of colleges and universities to the field of business education in large numbers—1900 to 1929, and since 1945.

There are now about 500 institutions offering business programmes in the United States and 25 in Canada. Since the War over 15% of undergraduate degrees in the United States, and 12% of those in Canada have been in Business and Commerce. In the United States the figure has tripled since the 1920's.

1960 saw the publication of two studies of the Business Schools—one conducted for the Carnegie Foundation by Professor Pierson, the other for the Ford Foundation by Professors Gordon and Howell. I shall draw on these studies in order to look at two questions—What should be the nature of University education or business? and What changes will be required in the 1960's to provide suitable programmes?

Dean Walls of the Graduate School of Business at the University of Chicago has said that "... education for business cannot be thought of as a two-year master's programme, or as a four year bachelor's programme, or as a three year's doctor's programme, or even as a seven- or eight-year programme covering all three degrees. Education for business must be thought of as a lifelong programme."

Probably the majority of today's University graduates who enter business will still be there when we enter the 21st century. Obviously business education must emphasize fundamental education which will help the individual to continue his own education, rather than specific techniques which will soon be obsolete, possibly even before the student graduates.

To develop a suitable programme Dean Walls considers that we need the answers to two questions: What education in the early 20's will provide the best foundation for the succeeding 40 or 50 years of self-education?

management—the organization and direction of a business, (ii) marketing, (iii) finance and financial control, and (iv) personnel and industrial relations.

The Carnegie and Ford studies suggest that the growing importance of operations research and of electronic computers in business will require considerably more mathematics than is currently included in most business programmes.

In the final year the programme should include a course—often called administrative or business policy—

5,000 Laid Off in N. S.

AMHERST (BOO)—United License Plate Corp. has laid off 5,000 employees in the wake of a decision by the Province of New Brunswick to forego the issuance of new auto license plates in 1961.

It is generally believed that the government's decision to use windshield stickers stems from a desire to economize on non-essentials such as

highways and education to finance the Hospital Insurance Commission (HIC).

Officials of United License Plate Corp. pointed out to a *Financial Post* reporter that their firm was "a prime supporter of the economy of the Atlantic region, and now those upstarts are using stickers made by those foreigners in Upper Canada."

ANNOUNCEMENT BUSINESS WEEK CO-CHAIRMEN



DEREK OLAND



IAN McAVITY

Co-chairmen of Business Administration week are Derek Oland and Ian McAvity. Oland is a native of Rothesay, N.B., and a third-year Business Administration student. He is serving his second year as Class representative on the Students' Representative Council. McAvity, a Montreal resident, is a freshman Business Administration student. He is a member of the House Committee of Aitken House and Freshman Representative on the executive of the UNB Business Administration Club.

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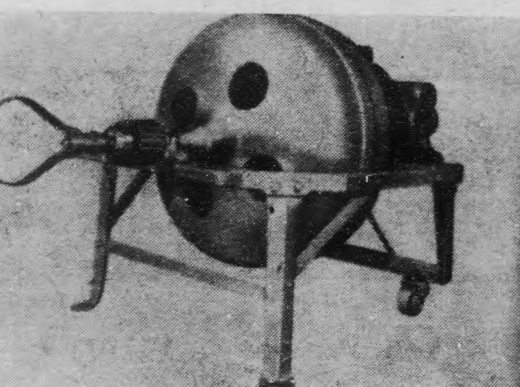
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(The Daily Gleaner).

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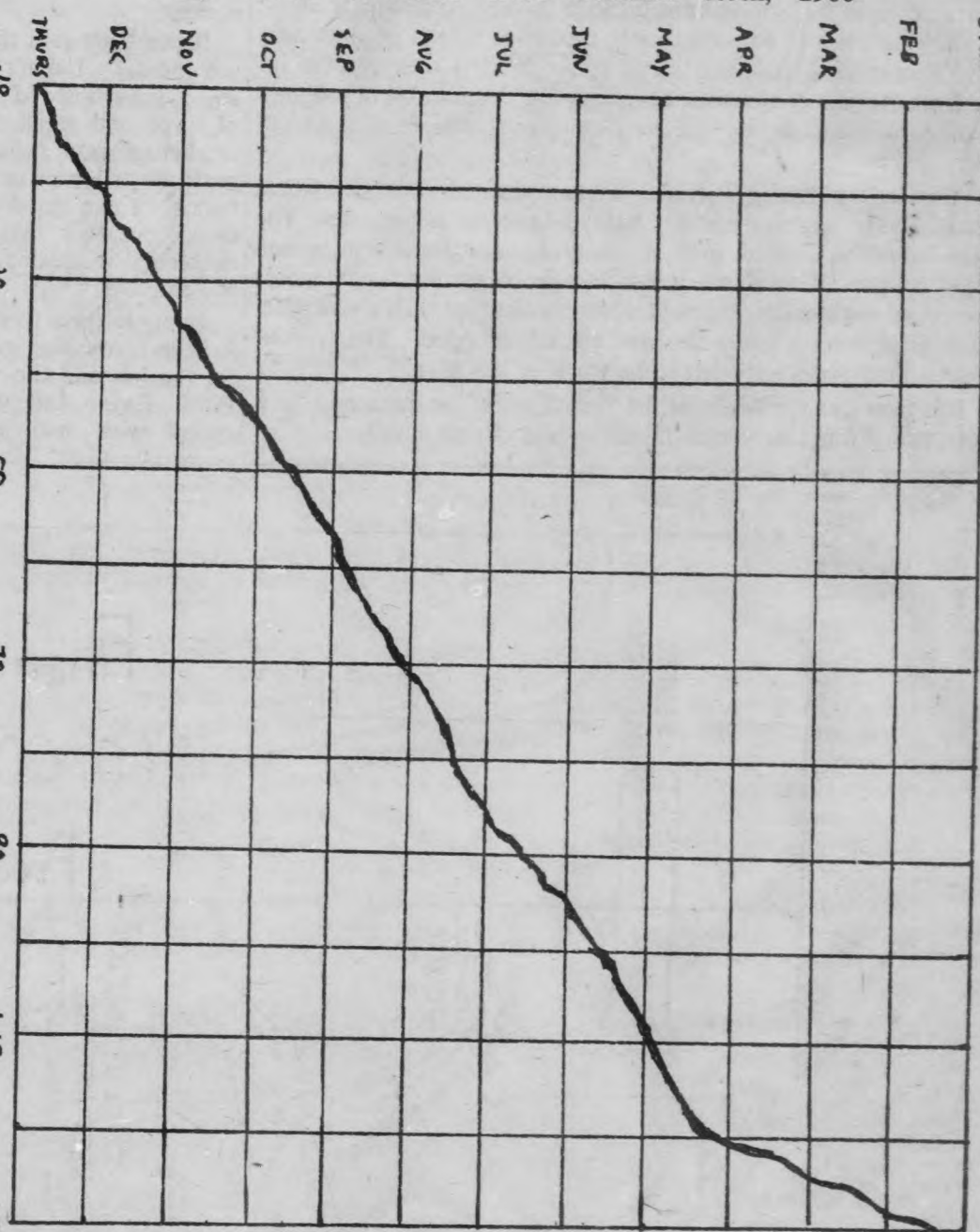


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Mr. L. M. D. Sirving, Chairman of the Board of Chignecto Canal Company, announces the election of Leo K. Robersshaw to the Board of Directors. Active in public affairs, Mr. Robersshaw was instrumental in the creation of the new portfolio of Minister of Forestry in the Federal Cabinet.