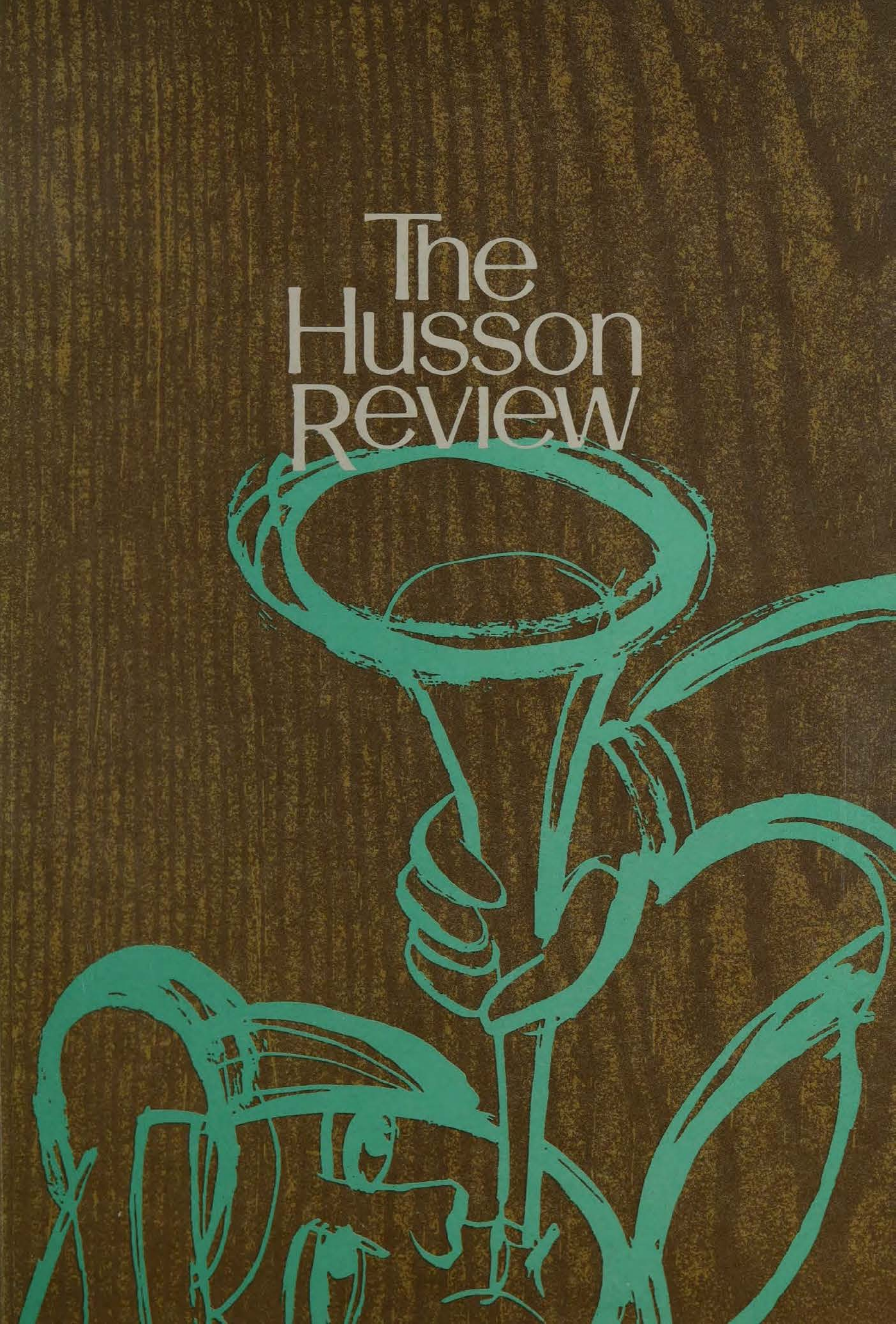
The Husson Review



The Husson Review

A Journal of Business and the Liberal Arts

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A BRIDGE OF BUSINESS AND THE ARTS*

NEIL H. ANDERSON

A bridge between business and the arts needs building. But in the days that have passed since I first accepted that concept, I have revised my interpretation of it. Rather than a bridge between business and the arts, I believe that business and the arts together must form a bridge toward the total community and each individual in it.

Many studies, reports, seminars and articles have been devoted to the subject of the role of the corporation in the community. The constant references to the private sector in connection with every kind of governmental and social program is proof enough that the corporate entity is a vital part of the current scene in other than an economic context. It was just about half a century ago that the corporation was definitively identified as a member and participant in the community. The occasion was the defense of a lawsuit brought against a company by a stockholder who protested the contribution the company had made to a community cause. The attorney for the defense argued that a corporation had a vital stake in the state of the community and therefore had *a responsibility* to contributing to its development and betterment. The case went through the local and state courts and finally to the United States Supreme Court, which rendered a decision in favor of the defendants. The premise of corporate responsibility need not be discussed further here. We know that it exists legally as well as morally. We know, too, that if we want to maintain our system of free enterprise and make it really meaningful, we must indeed live up to the responsibilities that are inherent within this concept.

The role of the arts in our society has also been explored in great depth by every conceivable medium. Sociologists, psychologists, educators, behavioral scientists, research analysts and a myriad of others—even artists themselves—have had much to say on the subject. Generally, business has been less articulate than any other group in relation to the arts, but this does not mean that there has been no communication between them. All of us realize the dependence of business on the arts in such obvious areas as design, architecture, and advertising. But the subtler, and perhaps more significant influence of the arts lies in their influence on the environment. The greatest asset a company has is the creative talents of its employees. The more complex our hardware becomes, the greater the need for the soft ware both to utilize and develop it. This soft ware—and I use this word in the context of manpower—is the critical element in the progress of a corporation. The constant search for talent from other companies and from the campuses attests to this.

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* Address before the Maine State Commission on the Arts and Humanities, May 7, 1968.

The turbulent times in which we live challenge every one of us. It is easy to become mesmerized by the onrush of new inventions and developments and to forget the human consequences of these developments. But the essential dimension of man remains man—with his talents, his vices, his frailties, and his infinite capacities. How, but through the arts, can these capacities be challenged?

Our educational system has been woefully neglectful of the arts in the public school curriculum. Yet, oddly enough, it is the educators themselves, desperately searching for ways to communicate with youngsters, who are turning to the arts to reach the children. The now famous Tanglewood Declaration which developed from a symposium held at that New England music center last summer began this way:

"We believe that education must have as major goals the art of living, the building of personal identity and nurturing creativity. Since the study of music can contribute much to these ends, we call now for music to be placed in the core of the school curriculum."

Nor is this idea confined to New England. A recent educational convention in Seattle reported that almost all of the five thousand delegates present agreed that music is the most humanizing subject in today's school curriculum. The Music in Maine programs in the schools surely bears this out.

Perhaps it is time for all of us to become concerned with the humanizing of our total society. The handwringing will not achieve any kind of contact with the polarized elemens of our country; nor will violence or capitulation to intimidation.

Our best course, it seems to me, is communication. And our best vehicle for communication lies in the arts. There is a basic and fundamental discipline demanded by the arts that cannot be denied. A violin, whether in the hands of the three year olds taught by Suzuki or the Stradivarius practiced daily by Arnold Gingrich, makes the identical demands. There must be work, singleness of purpose and persistence to achieve results. And this work, singleness of purpose and persistence becomes the priceless ingredient of the creative corporate executive as well as of every member of the company staff.

The experience that we have had in our Business and the Arts Advisory Council more than confirms the premise upon which we were founded some three years ago. What was then an interesting experiment has become a resource to business, educators, arts organizations and governmental agencies throughout the country. We have never quite accepted the term "cultural explosion." The fact that the arts are now big business is certainly impressive, but hardly worthy of so dramatic a term as explosion. The sell out performances of operas and symphonies, the astonishing increase in museum attendance, the soaring sales of

musical instruments, records and art supplies are, of course, heartening. Rather we feel that the explosion has not yet begun; but for own survival and well being, we hope it is not too far on the horizon. In our vast and growing contact with almost every state having cultural councils, we find that these acivities have become an integral part in reaching the deprived citizens. The inspiration and broadened horizons provided by participation in the arts cannot be measured, but results prove that they are there indeed. We cannot survive as a divided society; we must bring all of our citizens into the mainstream of what our country and democracy can be at its best.

The question of why business must support the arts is frequently asked. Why, if the arts have so valid a place in our world and fill so important a function, are they not able to maintain themselves and why must they be dependent upon outside sources for financial sustenance? The answer is simple. The arts must never be self-sustaining, lest they pander to the established, prevailing tastes. The arts must have the freedom to move untethered and unhampered, to explore the new and challenge the old. By their own strength, the arts must question, must strive to improve and thus probe the status quo. And it is altogether logical that business, which thrives on the new, the untried and the imaginative, should zealously guard the nesting ground of creativity.

You who are conservative businessmen may well challenge my statement that business thrives on the new. But let me give you an interesting statistic. Seventy percent of the products on the shelves of our supermarkets today were not known ten years ago. Can any business afford to stand still? And where does it draw upon for new ideas and concepts?

As never before, our times demand the best of all of us. Socrates stated that only a good man could be a good citizen and a state could be good only when its citizens were good. He said the condition of the state was bound up with the condition of the soul of the men who lived in it. Socrates' eyes were fixed on the individual, and on the most individual part of him, the inner realm where he alone could be absolute master.

Our multi-media environment calls for multi-media people. We must find the means to work together, to build those bridges of communication between us. In our common goal of survival we must turn to the arts, which at one time make men equal and inspired. The creation of a thing of beauty whether it be the performance of a symphony, the creation of a piece of sculpture or the enactment of a drama—these are the things apart from the divisive forces of hate and prejudice. These are the areas in which all people can come together on a common meeting ground, without thought of malice or envy. We must be drawn together in a common vocabulary of art, for therein lie our dreams.

Perhaps I have convinced you that it is good business and good citizenship to support the arts. I hope that I have. Sol Linowitz, when praised for the extraordinarily fine participation of the Zerox Company in community affairs put it succinctly. He said: "A company that does well should do good."

I know that support of cultural programs can bring a positive and constructive force toward the development and improvement of a state. Equally important, it can prove that our voluntary society and our democracy is still a viable and vital form of government. For its justification lies in what Beethoven inscribed on a manuscript: "From the heart. May it go to the heart."

Executive Vice-President
New York Board of Trade

An Analysis of Data Processing and Computer Science Curricula from Selected Institutions of Higher Education With Implications for the Private College of Business*

LAWRENCE A. ALLEN

This is the second of a two part research study which has been primarily concerned with the state of the art in the field of data processing and computer science education and some of the specific educational dimensions of the computer science and data processing curriculum within educational institutions today. The first report dealt with "An Analysis of the State of the Art of Computer Education with an Emphasis on the Needs of the Field and Institutions Supplying That Need," and this report will focus on an analysis of the curricula of various educational institutions throughout the country with recommendations for the private college of business.

The last study dramatically illustrated the fact that the severe and present personnel shortage will continue to exist in the EDP field for the foreseeable future. Whether we like it or not, for good or ill, computers manage a great many of our daily affairs. They prepare our bank statements, check our credit rating, determine whether our insurance program is adequate, and insure the delivery of our magazines and book club selections. They bill us for purchases and keep track of even our smallest payment, and they reprimand us for financial delinquency in an attempt to persuade us in a "human way" into returning prepunched cards in pre-stamped and addressed envelopes! Indeed, they even improve our social life by means of hundreds of different types of matching services such as the "Lonely Hearts Club," and making certain that if we are in Boston we can get the proper plane reservations from Cleveland to California! Whether we like it or not, computers are here to stay. Computers are, indeed, like money —neither good nor evil in themselves—it is only the use to which they are put, and without proper programming, or "software" as it is known in the industry, the machines have no brains, nothing to direct their actions. For unlike humans, computers are only born to do what they are told—and this is a fact many computer customers have learned to their grief. Thus, with the tremendous sale of computers by the hardware manufacturers, there is even a greater need developing for programmers to match this particular and specific growth. As *Computers and Automation* pointed out in an article entitled "Computers: No Longer a Bargain for Uneducated Users": "At this point in the development of computers and computer technology, it is most important that manufacturers actively and efficiently encourage their customers to develop some resident systems skills. . .

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* Part I appeared in the Spring-Summer, 1968, issue of *The Husson Review.*

the user should be encouraged to aim for a level of capability which allows him to evaluate the software supplied for his machine, and with only nominal help from the manufacturer, maintain that system and modify any of its features. . ."

The systems analyst and programmer shortage is undoubtedly going to remain with us and continue as a critical problem throughout much of this period that we have referred to as the era of conversion to third generation computers. However, it is quite possible that in the longer range time factor, say by 1975, staff requirements will probably shift away from application programmers and toward systems analysts. This is not, however, the case at the present time. For example, a computer costing approximately $60,000.00 a month will require twenty or thirty programmers to feed it information, write its program and generally keep it in working order. In fact, it is known that certain aerospace companies retain 300 programmers for a single computer!

Consequently, the need and demand for skilled people will continue to grow for at least the next decade and probably well beyond that time. Without question, users of computers will of necessity, as they do now, have to find various means and methods of supplying the needed programmers for their equipment. At the present time, there is such a shortage of such programmers that what is going on in the field is called "pirating" by many of the computer users. As was suggested in the last report, the demand will become so great and the market so "tight" that unless educational agencies produce more trained and skilled personnel, recruiters will be able to find only habitual job changers. It has been discovered that it has been much more expensive to train such people than to pay more money and get the best person in the first place. This is another illustration of the great demand and the obvious implication for educational institutions such as the private college of business.

With the need for well-trained computer programmers and other data processing personnel being so great and growing to ever larger proportions, the private college of business, in order to stay in the twentieth century, must concern itself with this type of education. If this is the case, then the next question is raised, and very logically so, "What sort of curriculum should a college of business attempt to develop in order to train or educate such people?"

THE PROBLEM

The major problem with which this paper is concerned is that of analyzing the data processing and computer science curricula of present higher educational institutions, with a focus on just what is being taught and how this curricula could be organized and synthesized so that it might be put ino a meaningful fashion for the college of business. More specifically, an attempt is made to arrive at general curricula as well as specific courses within these curricula. Also included is a discussion of some of the content within each of these courses

which are presently taught in the field. Because this is such a large topic and one which has required a great deal of research and analysis, it is quite possible that the study could confine itself entirely to this topic. However, because a study of a curriculum does raise other questions concerning the development of a program within a school, comment is also made on the following topics:

1. Faculty
2. Students
3. Textbooks
4. Testing
5. Accreditation

Essentially, then, this is a paper devoted to the analysis of the curricula of various educational institutions with a view toward providing guidance to the private college of business in the development of its own curriculum.

METHODOLOGY

1. *Institutional Catalog Search:* The catalogs of over one-hundred educational institutions offering data processing or computer science education were analyzed. (A graduate student assisted in this analysis.) The first step was to take a smaller sampling, namely fifteen of the catalogs, to establish meaningful categories. Three major categories were developed which were used to tabulate the data from the entire population of catalogs. Catalogs were sampled from three categories of institutions, (1) two year programs, (2) four year undergraduate programs, and (3) graduate programs. The objective here was to assess a trend and to denote where schools might begin and to what they might aspire in curriculum development. The catalog review provided the major source of information for analysis of the curriculum.

2. *Literature Search and Analysis:* Unfortunately, not a great deal of information was available from the literature search in regard to curriculum development, which is a result of the newness of the field. However, there were some articles written in the areas of students, testing, faculty, and accreditation, which proved helpful in this analysis. As stated in the previous study, most of the articles, indeed, the greater majority of them, are written from the focal point of the great demand and need in the field for educated people.

3. *Interviews and Personal Contacts:* Although these were not set up on a structured basis because of the obvious lack of travel funds, interviews were arranged and conducted at various institutions which the researcher had the occasion to visit while on other business. For example, one electronic computer programming institute was interviewed quite thoroughly for the better part of three hours and provided a good deal of information included in this report. In addition, undergraduate and graduate programs were also viewed when the oppor-

tunity presented itself. These numbered in the vicinity of ten institutions which the researcher had the occasion to visit. Also, consultants in the field provided a good deal of information when the researcher had the chance to be at the same meeting as these consultants. For example, at a recent data processing workshop at the University of Tennessee, the researcher had the opportunity to interview Mr. Joseph Becker, Executive Director of EDUCOM. In addition, of course, the researcher's own institution and faculty were consulted.

CURRICULUM

Before reviewing the curricula, it is important to point out that these curricula as outlined, should not be followed rigidly by any college of business or indeed, by any other school. Immediately, it should be emphasized that the curricula will vary in each school because of obvious different community needs, resources available, whether the school is located in the city or in a more rural community, and, in fact, on the very nature of the college of business itself. For example, the private college of business is not just "one" category of school or institution, but rather a mixture of different types. To be more specific, there is the two year school and the growing development of the four year school with some non-profit and others profit. The only purpose has been to emphasize, at the outset, that the following curricula should not be incorporated without first establishing the objectives of the program. It might also be pointed out that in the analysis of the curricula from the various institutions, it was very difficult, if not impossible, to determine the objectives which the school had for its particular program. Thus, it is emphasized, even if by way of a negative example, that any program or curriculum should be developed only after the needs of the community have been assessed and the objectives set for that program.

The analysis of the catalog materials produced three categories of curricula:

1. Fundamentals of Data Processing and Computer Programming
2. Management of Information Systems
3. Computer Sciences and Mathematics

These are actually listed in order of difficulty or greatest sophistication. The first curriculum is usually found in most institutions whether they offer Associate, Undergraduate or Graduate Degrees. However, it is interesting to note that many of these basic courses are dropping out of the Graduate Curriculum for which credit will not be given. It is now being assumed that more of these courses will be taken at the undergraduate level, and even in high school. Some of the literature pointed out specifically how such courses were being incorporated into junior high schools and being taught very successfully. Thus, introduction to data processing and computer programming is taught primarily in the two year and undergraduate programs. Some of the subject matter in category

two is also found in the two year schools and is becoming more and more prevalent in these schools. Category three is largely still the domain of the graduate school.

For a clearer understanding of the three categories of data processing and computer science curricula, they are presented in the following ways: First, beneath each category are the typical courses offered in that particular category; second, beneath each category are the typical contents of the courses offered in that particular category.

Typical Courses

CATEGORY I. Fundamentals of Data Processing and Computer Programming

Accounting Machines
Automated Office Systems
Automatic Data Processing
Business Data Processing
Basic Machines Operation
Data Processing
Computer Programming
Computer Fundamentals
Introduction to Computer Programming
Practices in Computer Programming
Data Processing Applications
Electronic Data Processing
Intro. to Data Processing
Punched Card Machine Accounting
Punched Card Processing Machines
Computer Languages
Business Computer Programming
Planning Computer Applications
Computer Science
Elements of Computing

CATEGORY II. Management and Information Systems

Data Processing Systems
Office Systems and Procedures
Accounting Systems
Administrative Systems Analysis
Systems and Procedures
Business Systems Development
Systems Theory and Design
Management Analysis
Management Information Systems
Management Control Systems
Seminar in Administrative Science
Information Systems in Procedures
Management Information and Control
Operations Management
Systems Analysis
Operations Analysis
Management Engineering
Information Systems and Management Decisions
Information Systems in Operations
Computer Systems Design

CATEGORY III. Computer Science and Mathematics

Mathematics for Data Processing
Computer Mathematics
Fortran for Engineers
Business Statistics
Quantitative Analysis
Statistical Decision Theory
Probalistic Systems Analysis
Mathematical Programming
Systems Engineering and Operations Research
Numerical Analysis
Introduction to Operations Research
Computer Science Fundamentals
Mathematical Analysis for Business Decisions
Linear Algebra for Business
Linear Programming
Formal Models in Business
Simulated Methods
Advanced Programming

TYPICAL CONTENT

CATEGORY I. Fundamentals of Data Processing and Computer Programming

Accounting Systems
Applied Machine Logic
Board Wiring
Business Machines In Industry
Card Design, Flow Charting
Card Punching
COBOL, Fortran
Coding Fundamentals
Compiler Languages
Computer Applications
Computer Concepts
Computer Languages
Computer Logic
Computer Theory
Introduction to Data Processing
Machine Accounting
Machine Specifications
Number Systems
Programming Techniques
Symbolic Representations

CATEGORY II. Management and Information Systems

Analysis of Management Information Systems
Appraising Management Systems
Data Communications
Decision Making and Systems
Feasibility Studies
Integrated Decision Making
Management Studies
Personnel Problems in Systems
Planning Systems
Office Layout
Queueing Theory
Systems Analysis
Systems Concepts
Systems and Procedures
Theory and Practice of Systems

CATEGORY III. Computer Science and Mathematics

Computer Models
Dynamic Programming
Integer
Linear Programming
Mathematics of Computers
Matrix Algebra
Matrices and Vectors
Numerical Analysis
Operations Research
PERT—Critical Path
Probability and Statistics
Quadratic Programming
Quantitative Management
Set Theory
Simulation
Statistical Inference
Statistical Problem Solving

Although this is the present state of affairs with regard to the curricula throughout the country that is offered by various educational institutions, it should be pointed out that some people would disagree with this format of education. Perhaps, not so much disagree as they would strongly emphasize the fact that the educational institutions are offering courses primarily in the area of data processing and computer programming which will not, in their opinion, provide the kinds of people which will be needed by 1970 or 1975. In short, the curriculum is behind the times. For example, in a quotation from the *EDP Analyzer* just a year ago, the point is made even more emphatically and with some recommendations for future programming with a strong emphasis on systems analysis and design:

> One gathers that the schools not yet offering systems degrees are aiming, by 1970, to introduce courses that should be widely available

now—and many of them are, but not as a part of a curriculum for systems people. Where the courses do exist, they are often scattered throughout the college or university and are not fitted together into a cohesive program.

But the problem does not end there. By 1970, there will be new demands on the educational agencies for education in management systems. Following are some of the areas that we think will be involved, as the field moves, toward higher level systems and the use of the recent technological developments.

1. Education in system analysis
   (a) Business functions and mechanisms; role of the various functions of a business; operation of the market place.
   (b) Thinking in terms of company goals, product lines, markets, budgets, as opposed to thinking in terms of narrow applications.
   (c) Thinking in terms of the goals of data processing projects as related to overall company goals.
   (d) Analytical practice in the factors that bear on a management system—available resources, constraints, current performance, desired performance, possible trade-offs.
   (e) Mechanics of data gathering and data organization in studying system requirements.
2. Education in system design
   (a) Searching for alternative solutions to a problem.
   (b) Evaluation of alternative solutions through the use of models, including simulation models.
   (c) Trading-off between time cost, and quality to achieve the desired system performance.
   (d) Principles of data management and file organization.
   (e) Knowledge of the impact of changes on an organization; the types of "people problems" that arise.
   (f) Use of the new technological tools — data transmission, generalized file processing software, decision tables, fast response systems, mass storage, etc.

This seems to us to illustrate the crux of the data processing personnel problem—raising the level of the education to meet the needs of the 1970's. If more is not done to develop the educational system along these lines, it is likely that recruiting and raiding will become more and more severe in the early 1970's, as users try to acquire the relatively few people who are knowledgeable in these areas.

TEXTBOOKS

There is a tremendous surge of institutional movement in getting into data processing and computer science curricula. Consequently, in the development of such curricula one of the first questions that is always asked is what textbook or other materials are available for the teaching of such and such a course. This is always something that academic institutions and educators must face at least in

the beginning steps of the development of such a curriculum. The University of Kentucky went through a process such as this just last year in the development of its Bachelor's Degree in Computer Science Technology as well as the development of some of its service courses throughout the University and the conjecturing of a future Master's Degree program within the next few years. Interviews with the individuals who were setting up such a program and people currently teaching such courses provided a good deal of data in regard to textbooks. Of course, the present staff members in the new School of Library Science here at the University of Kentucky teaching in the area of Informational Sciences and Systems Analysis provided useful textbook information. In addition, the textbook publishers are always willing to provide information, and instructors in this area are more than anxious to let you know what they feel is the best book in the field.

On the basis of the information received from the variety of categories as suggested in the preceding paragraph, each category will be listed again with a list of eight textbooks and materials which have been found to be recommended more highly than others. Again, this is not to say that these are the best textbooks in the field, but on the basis of comparative content analysis, they are the best in the eyes of those who have been using them.

CATEGORY I. Fundamentals of Data Processing and Computer Programming
IBM Manuals

Electronic Data Processing
E. W. Martin, Jr.—Richard D. Irwin, Inc.

Introduction to Automatic Computers
Ned Chapin—Van Nostrand, Inc.

Automatic Data Processing Systems
Gregory & Van Horn—Wadsworth Publishing Company

Business Data Processing
E. M. Awad—Prentice-Hall, Inc.

Electronic Business Data Processing
Schmidt & Meyers—Holt, Rinehart & Winston, Inc.

Basic Programming Concepts and the IBM 1620 Computer
Leesen & Dimitry—Holt, Rinehart and Winston, Inc.

Basic Computer Programming
Andersen, Derima—Appleton-Century-Crofts

CATEGORY II. Management and Informational Sciences

Business Systems, Vol. I and II
Published by Systems and Procedures Association

Accounting Systems and Management Control
Moore & Stettlar—Richard D. Irwin, Inc.

Production Management Systems and Synthesis
M. K. Starr—Prentice-Hall, Inc.

Management by Systems
Neuschel, Richard F.—McGraw-Hill Book Co., Inc.

Management Information Systems
Dearden & McFarlan—Prentice-Hall, Inc.

Theory and Management of Systems
Johnson, Kast & Rosenzweig—McGraw-Hill, Inc.

Systems Analysis
Optner—Prentice-Hall, Inc.

Quantitative Approaches to Management
Richard I. Levin & C. A. Kirkpatrick—McGraw-Hill Co., Inc.

Systems and Simulation
Chorafas—Academic Press, Inc.

CATEGORY III. Computer Science and Mathematics

Numerical Analysis
D. McCracken—John Wiley & Sons, Inc.

Decision Mathematics
Grawaig—McGraw-Hill Book Co., Inc.

Computer Programming for Statistical Problems
F. Stuart—Hofstra University

Introduction to Operations Research
Churchman, Arnoff, Ackoff—John Wiley & Sons, Inc.

Systems Analysis
McMilland & Gonzalez—Richard D. Irwin, Inc.

Linear Programming
Gass—McGraw-Hill Book Company

Operations Research
Sasieni, Yaspan, Friedman—John Wiley and Sons, Inc.

Econometrics
J. Johnston—McGraw-Hill Book Company, Inc.

FACULTY

One of the most crucial elements in the development of any curriculum and its careful and proper implementation is that of a well qualified faculty. Unfortunately, the dearth of effective and efficient faculty members has caused many institutions to delay the development of any curriculum. One of the major sources of faculty has been the part-time instructor from industry or from some other full-time job. On the basis of the literature, as well as discussions with people in the field, this is not a very satisfactory solution. (Yet, it will be the major source for some time to come.) Apparently, the difficulty results from a

variety of reasons, lack of commitment to the job, not becoming a "real part" of the institution, talking in practical terms and not being able to communicate to the student just "why" they are doing something, plus many others. However, there does seem to be an exception to this, and that is—the part-time evening programs and in-service educational programs which are taught by such instructors. Most of these are on the adult level, and there appears to be better communications between the adult instructor and the adult student who is already working on the job. Again, this is a conjectured statement based upon observations and comments of others in the field who have been interviewed and willing to share such information.

At the same time, for institutions to employ faculty members on a full-time basis becomes almost an impossibility because of the high salaries which these people command out in the field. Without doubt, the cut-throat competition for good faculty has pushed this new field of data processing and computer programming to the point where its professionals are among the highest paid in the country. People with just a little bit of training and no experience can start at $7,000.00 a year and after two years jump to $10,000.00 and better. And, it is not unusual at all to find a twenty-five year old person who has been in the business for four to five years grossing $14,000.00 to $18,000.00 a year. With these kinds of salaries it is almost impossible for educational institutions to compete in order to achieve a full-time faculty member. Consequently, bringing somebody in on a part-time basis to teach a course or two seems to be one of the most predominant patterns in the field. This is especially true in the small schools which really cannot afford high paid faculty members.

Because the most immediate need is for application programmers, many companies have started their own schools or are sending trainees to those run by IBM or RCA. In other words, the software industry has entered the educational field with vengeance and is one of the fastest growing industries of our time. Of course, they have a nice combination of teaching and consulting so that they are able to pay an individual a fairly good sum of money.

From the survey of the catalogs and brochures from the various institutions, it became apparent that many institutions are initiating a four-year program in computer science. Also, there are innumerable short-term programs which attempt to update faculty members. Recognizing that expansion of educational computing in most disciplines depends upon a faculty knowledgeable in computing, undegraduate and graduate programs alike are developing their own faculty training programs. A result of this type of programming, including degree programs for undergraduate and graduate students within the next five to ten years, will be that many more graduates will be ready for faculty status within the various educational institutions. However, the dilemma of higher salaries in the field itself will continue to deplete the greater portion of these and perhaps the least desirable candidates will seek the teaching position.

AN ANALYSIS OF DATA PROCESSING

STUDENTS

About the most important point that could be made concerning students is that there will continue to be a sufficient number of students for any and all institutions wishing to engage in this type of educational programming. And, in light of the tremendous need and demand which is present in the field, as outlined in the previous study, as well as the present one, this surge of students will not diminish in the foreseeable future. The President's Science Advisory Committee says that we can have educational computing for every college student in the United States by 1971 to 1972, but this would take Federal spending on a massive scale. According to one figure, the cost of providing such educational computing on a per student per year basis is not as high as one might expect and ranges in the vicinity of about $60.00. If these funds are not provided, the warning was that millions of students educated in the 1970's would be poorly prepared for living and working in the decades ahead.

It is therefore obvious that computer education is a "must" for all of the students in any type of college curriculum. This is being recognized on all of the campuses throughout the nation, and efforts are being made to provide this type of education to these students. Add to this the fact that high school students are now being educated in data and computer processing, and it becomes apparent that any educational institution taking students from high school will have to offer some kind of education in this area in order to meet the new needs and demands of the students.

Furthermore, it is equally apparent that educational institutions, namely, private colleges of business and those offering two-year programs, will have to develop their curriculum with a view towards updating it as the students whom they are now attracting become more sophisticated in computer sciences. In short, these institutions should think of curriculum development in a graduated fashion based upon the three categories outlined previously.

TESTING

A great deal of testing goes on in the field of computer science and data processing education. In fact, one usually takes a test to "get in" and then after graduating takes a test to become "certified" in data processing. A test given to a student entering a basic program in data processing in computer programming is one which attempts to analyze the logical and analytical thinking of the individul. (Interestingly enough, for some reason, women appear to make much better programmers than men.) Again, this has not been researched; but it is the observation of people in the field, as well as of people within educational institutions. No one is quite certain just what these tests do and whether or not there is any correlation between passing the test and being able to pass the courses.

Perhaps the best known certificate in data processing is that offered by the DPMA (The Data Processing Management Association). In the February, 1967, issue of the *Data Processing Magazine* the following quotation is offered: "As is generally known, the CDP examination program was established and is sponsored by DPMA. Each yearly examination is analyzed and revised by the CDP Advisory Council. . . a six member body of acknowledged authorities in data processing. Members who serve for three year terms are drawn from those who passed the examination and scored in the top ten per cent. . . Purpose of the examination is to recognize professional competence in the field of data processing. Those who pass and are certified may use the designation 'CDP' after their names."

And, again, from the *Journal of Management,* October, 1966, it was indicated that the typical successful candidate had a profile of something as follows:

> He is between 31 and 35 years of age; he belongs to ORSA (Operations Research Society of America); his last year in college was between 1960 and 1966, he majored in the sciences and has a Master's Degree; he has three years' experience in the data processing field, and his experience was in a consulting function on the staff level in a consulting-service industry.

The study goes on to give greater detail concerning the statistics of the typical person who has passed a CDP Examination and offers the following thought that it might be better to certify by means of unique combinations of specific tests such as "business" programmers, "scientific" programmers, "systems" analysts, etc., rather than the all encompassing program of "data processors."

Also, if employers attach too much significance to the CDP Examination, they would possibly run the risk of excluding some very capable people. Imagine what the situation would be like if only CDP's were hired. Soon it could prove that since CDP holders are working in the field, only people with CDP characteristics are suitable for the work! It may be that something like this may have happened already in some of the other professions and vocations.

ACCREDITATION

Whenever a field or occupation begins to think of moving toward "professionalization," the question of accreditation becomes a major issue. In fact, it is one of the most important features of developing a professional field, and this can be characterized by a number of professional organizations. In fact, one does not have to go any further than to look at the field of the private college of business itself with the development of the Accrediting Commission for Business Schools.

It was as early as 1962 that the data processing magazine and others in the field began to call attention to the problems of the false EDP schools. Protest has been raised over and over again and continued to be raised in urging that

something be done in order to regulate the schools. The major issue in question is that institutions should be developed in the public interest and should develop their educational programs accordingly.

In light of the great need for people in the field, it is inevitable that institutions will creep into the field in order to make what is known as the "fast buck." A case in point is the student who was described in one of the latest magazines as having paid $750.00 to become a programmer. Apparently, he was actually trained only to run a sorter and to do nominal wiring on an IBM 407. And, this is only one case among thousands of people who have been victimized by some disreputable school. Such conditions give vent to cries for an Accrediting Agency to take care of this situation.

For some years the DPMA has been editorializing on the problem, again and again pointing out that independent Accrediting Agencies had notified the U. S. Office of Education of their readiness to accredit private Data Processing Schools. The U. S. Office of Education is very much interested, of course, because of the Federal Aid that will be provided to students attending qualified schools. The DPMA made it very clear that the business of the DPMA is Data Processing and not that of accrediting; yet, at the same time, DPMA does recognize its responsibility to cooperate with the U. S. Office of Education. (An interesting side note here is that the DPMA's problem has become much more acute in the past couple of years because it has itself gone into the private school business, teaming up with Britannica Schools. Thus, whether it likes it or not, DPMA has accredited a private school.) In any event, in March, 1967, the DPMA again spoke out on the accrediting problem, this time dwelling on the multiple interests that were involved, such as the students, the schools, U. S. Office of Education, DPMA, and other educational institutions. It has now become obvious that the DPMA is strongly in favor of supporting the Accrediting Commission for Business Schools in Detroit, as the accreditng agency for the Data Processing Schools. The accrediting Commission for Business Schools does have an "Accreditation Manual for Data Processing and Institutions." A copy of this can be gained by writing to the Commission.

As long as other educational institutions are unable to fulfill the demand for trained personnel in this tremendously growing field of data processing and computer education, and as long as industry persists in unrealistic job-entry qualifications—the need for private schools will continue to exist. Equally apparent is the fact that the schools will need some sort of policing so that the buyer can be protected. And, the best way of protecting the buyer, who must at all times remember the ancient admonition "caveat emptor"—is to establish an accrediting agency which will provide the basic foundational standards for such educational programming.

CONCLUSIONS AND RECOMMENDATIONS

1. On the basis of the curricula, which has been divided into three categories, a firm recommendation is that most of the schools would do very well to *remain with the first category, Data Processing and Computer Programming,* and strengthen that part of their program before moving on to the other two categories.

2. As the schools develop and become more proficient in personnel, that is, faculty resources as well as more sophisticated students graduating from high schools, then the recommendation is that these schools develop a curriculum which *graduates slowly from Category I. to Category III.* A further recommendation is that as the curriculum is being developed, it should be done on a five-year basis. More specifically, if a school decides to strengthen its two-year data processing and computer programming curriculum, then it would be wise to develop, at the same time, what the curriculum might look like five years hence in regard to the other two categories. Again, it may be that the school will want to emphasize Category I even in five years; long-range planning is the purpose.

3. An additional recommendation is that the curriculum be directed primarily to three audiences: full-time students, part-time students (which includes the adults coming to schools for evening courses), and in-service education.

4. In the development of the curriculum and program a strong recommendation is that outside assistance in the form of *Educational Consultants* be retained. These persons could be utilized in a variety of ways, but essentially what one does is to buy the expertise of someone who knows how to set up educational programs in this area of data processing and computer science. In addition, of course, a person such as this is a source for prospective faculty members, as well as an introduction and entrant into the computer science industry itself.

5. Prior to the development of a curriculum, or indeed, the first step that should be taken by the school in the establishment of such a curriculum or program in data processing or computer programming is that of *assessing the needs of the community* in which the school resides in regard to data processing or computer programming education, as well as the competition, that is, other schools which are offering this type of education. This does take time, but it is time well spent in the investment of such a program in data processing and computer education.

6. One of the features that seems to be absent from the curricula or analysis which was done for this report and which was mentioned already, is that of objectives. Just what are these programs attempting to accomplish? I, therefore, strongly recommend that any school designing any program whatsoever as described in the three categories of the curricula, should *develop educational ob-*

jectives on the basis of the assessment of needs as stated above. And, these objctives should be written specifically with regard to the audience to be reached, content to be transmitted, and the skill or behavioral change to be brought about. For example, "to develop data processing skills for full-time resident students in the two-year program at Zanesville College."

7. A rich source of educational background in any community consists of those people who are involved in the business and industrial sector; consequently a recommendation is that any school beginning a program, *establish an Advisory Committee selected from the business community.* This advisory committee serves a number of purposes: it assists in the assessment of the needs of the community with regard to data processing and computer education; it provides a pool of talent for entrance into the industrial community as well as serving as sort of an informal placement agency; and perhaps this is the most important, it serves as a means of "continuing evaluation" of the program. There has been recognition that many programs have been started and have been quickly outdated, that the schools drop behind in what is known as "cultural lag," and this has a tendency to date the program and possibly destroy the attitude of the school in developing a further program. In short, the Advisory Committee provides an excellent tie-in with the community, which has mutual benefits for both the school and the industrial community itself.

8. In regard to students, there seems to be no lack of students interested in and wishing to develop their skills in data processing and computer science. Based on demand for such people, this interest will continue for some time to come, for the great need is in the area of programming people, or software, as has been mentioned in the report. However, one of the specific recommendations here would be that the school should consider *becoming more involved with the local high schools and junior high schools in the area.* The private college of business already has contacts by means of field representatives visiting the schools and talking with placement and guidance counselors. One suggestion is that the private college of business work with the local high schools in offering its services in the development of such curricula in data processing and computer science for the high schools and that it might even consider offering a course for the local high schools. In addition to providing good public relations, this provides a direct source of students for the private college of business itself.

9. Another recommendation is that consideration be given to the *development of part-time evening programs.* A number of people in the community are interested in updating their skills as well as being "retreaded" into new skills because of having lost their jobs because of the technological revolution. Also, as mentioned in the report, programming seems to be particularly adaptable to women, and it is more possible for women to take these courses in the late afternoon or in the evening after their husbands are home. In fact, many of these programs have been set up in the extension divisions of Universities in order to care for this large and growing audience.

10. In addition, another recommendation is that an *in-service education program* be considered by these schools which have resources to develop and support such programs. Specifically, an in-service program is one which is developed for the industrial community and which can take place within the school or in the industrial organization out in the community. Greater success can be achieved if the courses can be taken to the industries and taught right there. A corollary to this recommendation is that consideration be given to *joint appointment* for a person to spend half his time in the placement bureau and the other half in the development of conferences, institutes and short courses for in-service training for industry. This could be a very lucrative part of the program and would net a great deal to the private college of business, not only in income but also in good public relations. The Advisory Committee mentioned previously would have a great deal of influence and provide assistance to the college of business in the development of such a program.

11. A further recommendation is that consideration be given to the development of what is becoming more and more the fashion in our country, *the creation of updating education for alumni.* For many institutions, these are known as alumni institutes and they can be called by a variety of names, but the essential purpose here is to bring the alumni back for education in new trends and developments in the field. These have been very successful where they have been conducted and are being incorporated by a number of professions throughout the country.

12. One of the major problems in this whole area of data processing and computer science education is the achievement of properly qualified faculty to teach the courses. And, it seems that this difficulty is going to plague the field for quite some time in spite of the fact that there are four year degree programs and Master's Degree programs developing in the area of systems and informational sciences. Consequently, a recommendation is that consideration be given to the possibility of schools working together in the *sharing af faculty members.* There is the realization that this has its difficulties; but it is being done by other institutions, and particularly so in urban areas where it is possible for someone to spend his morning with one institution and his afternoon with another, and possibly teach an evening course in another. In this way, it is also possible to be able to combine funds and be able to pay sufficiently to get a qualified person on a full-time basis. Another suggestion along this line is to *develop your own faculty from wihin.* In other words, select some person or persons who you feel would be able to perform in this area and send him off to some of the institutions or software company programs such as IBM or RCA. Again, because of the lack of qualified faculty in this area, it is almost a certainty that many of the private colleges of business will have no choice other than to depend upon part-time faculty people. Also, many of these part-time people in the "practicing art of data processing and computer science" do not have degrees from recognized academic institutions. Again, it is believed that these people can be utilized in

the teaching process and that some of them will be persuaded to go back to school to achieve their degrees. Also, it would be possible to set up in-service training institutes in "how to teach" for these people.

13. Although this is not unusual or unique to the field of data processing and computer science, and some of the schools are already doing so, it is mentioned here only from the point of view that institutions should think about cooperating on the basis of *sharing equipment* as well as sharing faculty. Without question—this equipment can be extremely expensive, and often the only way it can be utilized is to use it on a sharing basis. This is certainly one way of reducing the cost.

14. A specific recommendation with regard to possible sources of students who are already on the job and working is that of establishing a *conference on tuition assistance.* Essentially, this is a conference for the industrial community, primarily personnel and training people who are interested and who already have a program in tuition assistance and want to know more about the ways and manner in which these can be established. Tuition assistance is the act of organization providing some kind of funds and assistance to individuals who wish to continue their education. This is becoming a greater trend in our country and more and more organizations are doing it. And, many of the people who are involved in it really do not know how to set up, organize, and implement such a program. Therefore, this is another excellent way for the school to become attached and involved with the community.

15. Another recommendation is the establishment of an *annual conference for guidance and placement counselors.* It is realized that many institutions are already doing this, but again here is a source of providing information and recruitment possibilities for the school.

16. Although the testing program within the data processing and computer science curricula and more specifically the entrance test to gain some kind of assessment of the student has not been correlated through any fine research project with results of a student going through a program, it is neverheless a recommendation that *some form of testing be utilized* by the private college of business for students coming into such a program. Apparently these tests do give some indication of the ability of a person to deal with abstractions and logical thinking, and, in addition, they do provide another means of conveying to the student that the school is extremely interested in this program and wishes to conduct it with high standards.

It might be helpful if records of entrance test scores were kept by each school and correlated with the success or failure of the student through the curriculum. Pooling this information could be very helpful in test validation and evaluation.

17. A final recommendation is that the private college of business wishing to enter into this field, or already in the field, consult with the Accrediting Commission for Business Schools and get its manual, "Accreditation Manual for Data Processing Programs and Institutions." Each school should explore the data processing management association and its certification examination.

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THE FLYING BURGOMASTER * OR THE ANIMATED PROSTHESIS

(An Appreciation by John Constantine)

There is a certain type of whimsical literature that deals with the supernatural in that area where the implausible impinges on the plausible. From the time of Ulysses through that of Rip Van Winkle, Ichabod Crane and Frankenstein, and now to Buck Rogers and Superman, this has been a favorite method of narration with authors who wish to have the added advantage of phantasy in attracting prospective readers.

The book before us now falls into this category. According to a manuscript notation on the front fly leaf, it was copied by one William Lee in 1863, for his "beloved wife from the original (manuscript) of the late Countess of Morley." Apparently this poetic narrative was actually written and illustrated by the Countess F. Morley herself in 1832, as is attested to on the title page, and this volume itself may well be the sole reliquary today. It is quite worthy of being brought to light by publication not only for its intrinsic value as an unusual literary subject but also for the following points of interest:

1/ It is an original manuscript copy of a unique manuscript probably written by the Countess F. Morley of England for her sole amusement.

2/ It is a very unusual "Dance of Death" item. This theme has, in all its aspects, been pursued since the wall paintings of Basle, Switzerland, in the medievel ages and reached the pinnacle of pictorial realism in Holbein's exquisite works of art. In this book, however, the old rascal macaber for the first time seems to have met his match in the automated, peripatetic artificial leg that refuses to relinquish the ghost as it frenetically leads a perplexed Thanatos far away from his accustomed ghoulish rest.

3/ It is a photographic "incunabulum" by means of the fact that W. Lee has chosen to reproduce the original quaint drawings of Countess Morley by the then fairly new process of photography. Since the photographs reproduced poorly, in many cases Lee took the liberty of accentuating the photographic details by secondarily-applied pen strokes. Then he added manuscript titles in some cases, and as a final filip he mounted each photograph within original borders grangerized from old engravings!

But now the reader may enjoy the whole opus by himself as made possible by the modern miracle of Xeroxcopying.

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*Editor's Note: The text has been reproduced with the original spelling and punctuation. The illustrations are a portion of those appearing in the original volume.

THE FLYING BURGOMASTER

BY THE

COUNTESS OF MORLEY

Copied for my beloved Wife, from the original of the late Countess of Morley

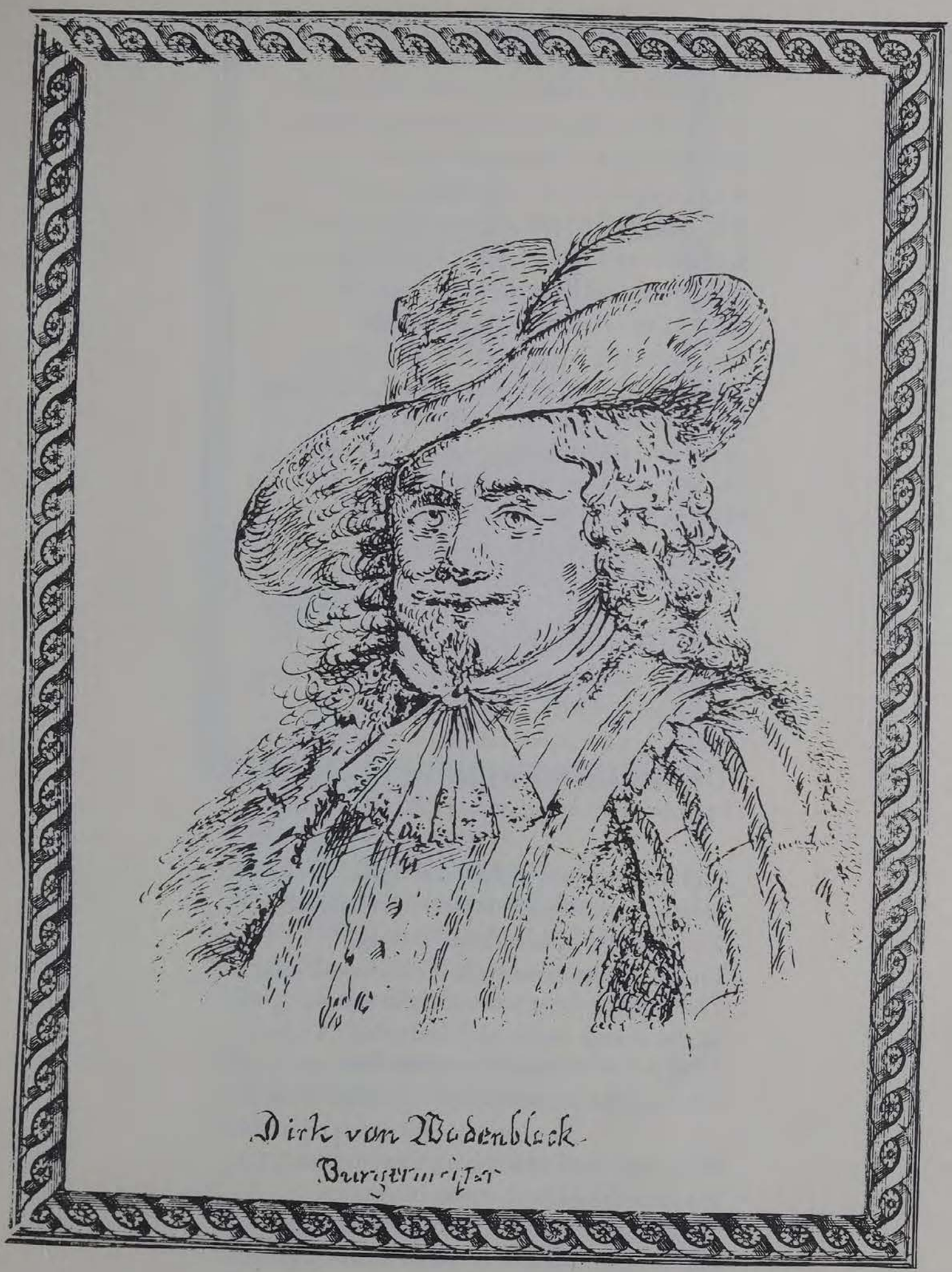
William Lee - Nov. 12th 1863

The Flying Burgermaster

A Legend

of the Black Forest





Dirk von Wodenblock
Burgermeister

In Swabia's forest, wild & black
A weary traveller lost his track:
Dark was the night—the thunders crash
Swift follow'd on the lightenings flash;
And aweful as the tempest spoke,
Responsive groan'd the blasted oak.
The way-worn man, with aweful gaze,
Eyed the red lightening's fearful blaze;
And as the rattling thunder past,—
Lost in the howlings of the blast,
He mutter'd Pater-nosters seven,
To avert the threatening wrath of heaven.
Once in the pauses of the storm,
It seem'd some strange unearthly form,
Glar'd in a flash of lurid light,
And as it cross'd his wither'd sight,
The Spectre that he gaz'd upon,
Seem'd like a flying Skeleton!

Swift as a dart the phantom past;
Strange sounds were borne upon the blast—
A dizzying whirl—a dreadful clicking,
Like the portentous death-watch ticking:
Then louder than the river rock,
Peal'd the dread name of 'Wodenblock'.
. . . . . .
And had he with upblasted sight
Beheld that strange mysterious night!
The terror of the old and young,
Theme of the crowe's low chaunted song
The boldest hearts sustain'd a shock,
At the dread name of 'Wodenbrock'. [sic]
That awful one, who restless flew
From clime to clime, the wretched Jew.

Who, wandering for his crime atones,
Wears still his flesh upon his bones,
With decent covering from the weather.
But Wodenblock was doom'd forever



A naked skeleton to stray,
Dragg'd by his fatal leg away.
No sin was his or cause of shame,
'Twas Turningvort had all the blame.
Then thrice accurst be Turningvort
The great artificer of Dort.

The unities of time and place,
We must infringe, and backward trace
Our steps some fifty years or so,
And thus unfold our tale of woe.
. . . . . .
There liv'd in Rotterdam's fair city
A Burgomaster rich—'Twas pity
With wit, wealth, power, consideration,

But still was fated amputation
Of the right leg to undergo—
The doctors had decreed it so.
Mynheer at first look'd somewhat tragic,
The limb was lost as if by magic



Next to replace, he turn'd his mind,
The useful member thus resign'd.
His Doctors told him, that at Dort
The great mechanic Turningvort,
Had by deep study and reflection,
Made a cork leg of such perfection,
So firm, yet steady, that it stood,
walk'd, danc'd, & ran, like flesh & blood.
The news was music to Mynheer—
That very night a chaise & pair

Was sent to Dort; the boon to beg,
From artist of his famous leg.

No sooner ask'd—the prayer was granted,
To try his leg the artist panted;
And, tho' engag'd to dine at Delft,
He would adjust it first himself:
'Tis done, and fitted to a T,
And Turningvort receives his fee.



A sum supplying ample power,
To pay his daughter's marriage dower—
The lovely Blanche!—his pride & boast
From to Dort to Delft the reigning toast.

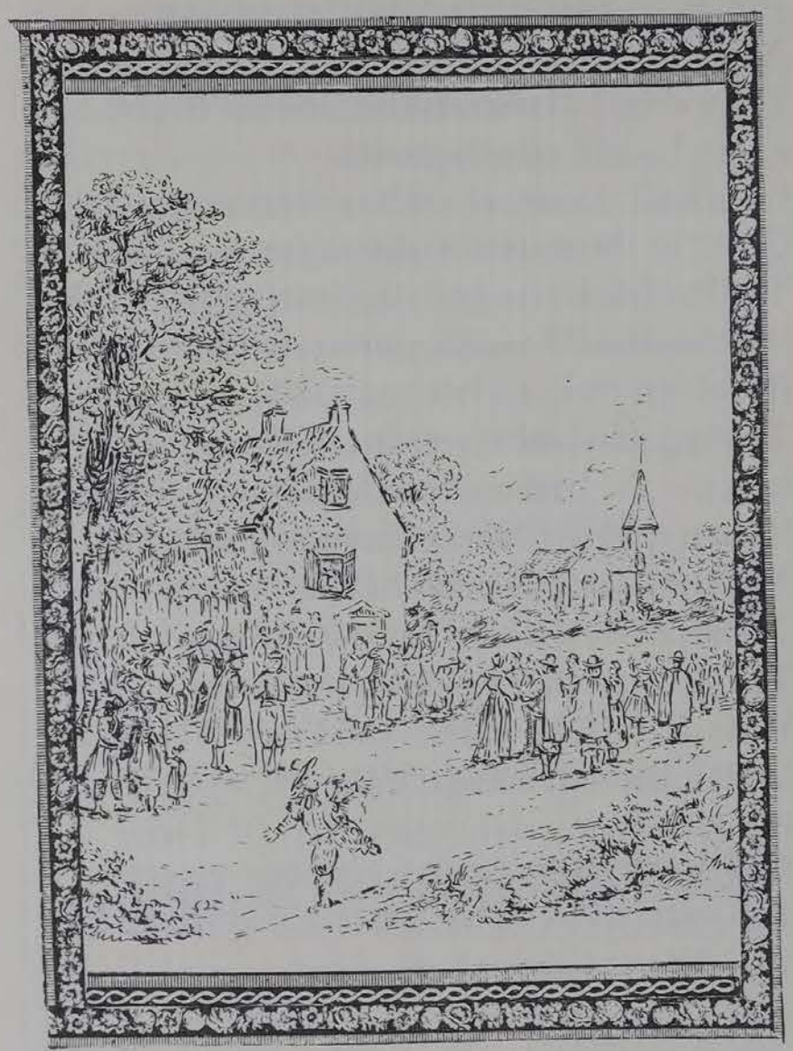
Once more a biped—Wodenblock
Stands firm and steady as a rock—
Complacently the limb he eyed,
And thought the old one by its side
Look'd thin and shabby—truth to tell,
It boasted not the graceful swell
Or taper ancle of the other,
But seem'd a starving younger brother.

The morning comes—& out he sallies,
Avoiding crooked lanes & allies;
With smiling looks & air confiding,
Down broad strait-streets triumphant gliding
The leg display'd no turn for kicking;
A little whirl—a gentle ticking;
Was all the fault he could descry,
And that he thought would soon pass by.



Just as he gain'd the Stadt house door,
A friend he had not seen before,
Turn'd quickly down the Doolen street,
Eager his old ally to greet,
He wheel'd around without reflection,
Quite in the opposite direction
To that which he had just pursued;
When—as with magic power endowed
A sudden jerk, a whirling thrill—
The leg no more obeys his will;
In haste, he had omitted learning
Which spring to touch in case of turning
And prest on one of wondrous force,
To impel him on his forward course.
The act was scarce perform'd when lo!
Swift as the arrow from the bow,
He felt himself compell'd to fly,
His friends & neighbours marvell'd why
He travell'd with such headlong speed;
Some thought him mad & some agreed
That Mad Wodenblock was dying
And he for Dr. Von Tromp flying

Onward he sped—ah, who can tell
The terrors of that potent spell!
The whizzing, whirling, horrid ticking,
The wild leg to his body sticking;
Dragging him on thro' tangled woods,
O'er dykes, morasses, rivers, floods;
Exhausted, trembling, gasping, fainting,
With quick drawn breath convulsive panting;
Trees, houses, churches, past him flying,
His pitious voice for succor crying,
"A thousand dollars be his prize
Who stops my course!"—So fast he flies,
The half form'd words, which crave assistance,
Die on the air in lengthening distance.
Still faster flies the leg, and faster
Follows the breathless Burgomaster
'Tis Sunday—the Cathedral chime



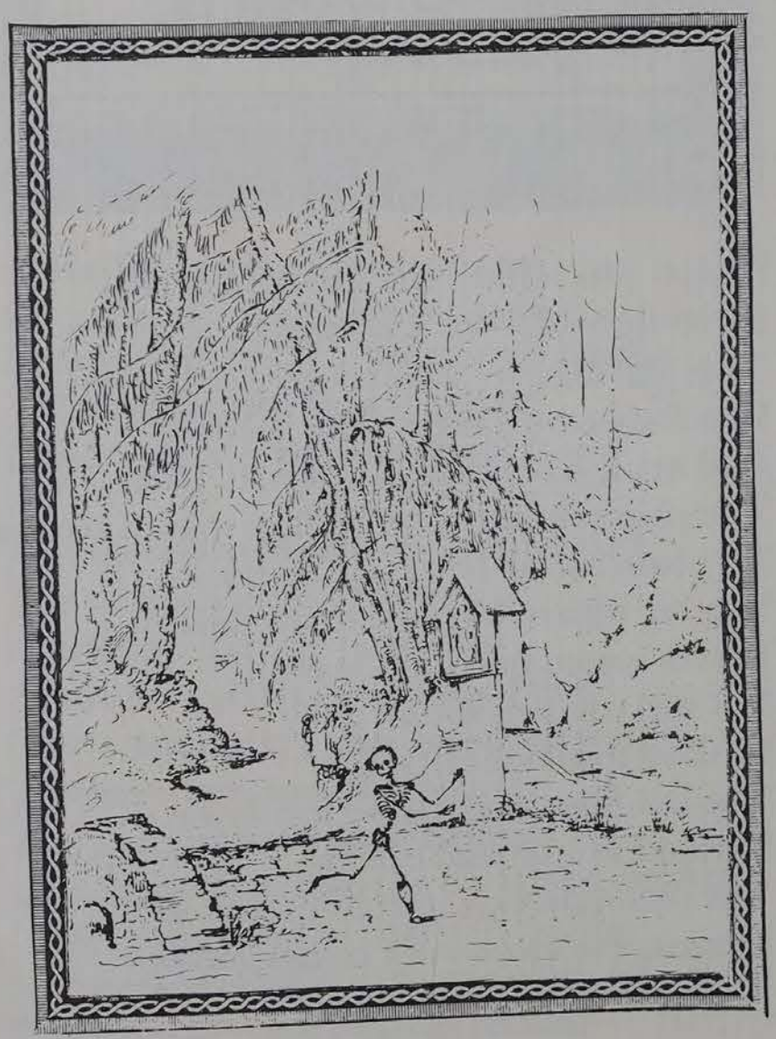
of Harlem, tells the sacred time
Of morning prayer: her citizens
Breathe the fresh air the church begins;
And congregated thus together
Discourse on politics & weather.

And there was Mynheer Turningvort,
The great artificer of Dort—
Sudden he starts in terror lost
Before him glides the grisley ghost
Of Wodenblock, i' the clothes he wore
At Rotterdam, ten days before.
The awful spectre dash'd along
Like lightening, thro the affrighted throng;
Causing the stoutest hearts to thrill—
His cheek was livid,—ghastly—still
The starting eye & gasping breath,



Almost proclaimed the stroke of death
As yet delay'd.—On Turingvort
That glaring eye, with vengeance fraught,
Was fixt—whose every fibre shook,
And quail'd beneath that fearful look.
The phantom shriek'd, "Thou wretch accurst,
Thy baneful act had done its worst—;
Thy leg which drags me to my doom
Leaves me no quiet in the tomb,
But still compels me on to fly
Its slave to all eternity"!
The last faint words were lost in air,
So rapid in its dread career—
The phantom flew in consternation
Leaving the awe-struck congregation
With silent wonder & amaze

On Turningvort the eager gaze
Of all was fix'd, convinc'd that He
alone cd solve the mystery
But mute he stood—for dar'd he tell
His secret fears—that but too well
His curious springs, wheels, cork & leather
By rarest art combined together,
Had done their work: As tho' by him
Perchance this superhuman limb
Might condescend to be directed,
It still might spurn to be subjected
To one, upon whose depths of science
It felt but moderate reliance.
'Twixt doubt & fear his bosom tost,
He felt that Wodenblock was lost;
Lost by his means—a murderer he,
Tho' unrevealed his infamy.



The thoughts shot maddening thro' his brain;
Sudden he darted from the train
Which prest around him, wondering why
He wore *that look* of agony.
That night his livid corse was found
In the great canal of Harlem—drown'd

And gossips tell, tho' since that day
Weeks, months, and years have roll'd away,
Poor Wodenblock finds no repose,
From mornings dawn to evening's close:
Summer & winter, sunshine & storm,
Still restless flies his ghastly form:
The desperate leg still whirls along,
Itself unchanged, plump, active, strong,
Rapid, relentless, dragging on
THE BURGOMASTERS SKELETON! ! !

Harrisville, Michigan

LAW AND MODERATION: AN ESSAY IN POLITICS

RICHARD B. CLOSE

Man may well wonder at the changes that have taken place since he first began his ascent, especially those which have taken place in the last few decades. At this very moment, the United States is undergoing a period of crisis which could drastically alter its society and government for the worse.

In crises, men seek action in violence, and when the rule of law is openly challenged by extremists, then it is necessary to reconsider the principles on which a democratic government exists. Progress within a constitutional government is closely related to moderation and the rule of law.

Some men believe that progress has always been the result of conflict and violence, revolution and war. The nature of the study of history denies a solution to this problem. Men cannot reverse time, re-establish exact conditions, or test alternate courses of action. Thus, the concepts of cause and effect in history are always open to different interpretations and the limits of probability. If one concedes, however, that "progress" has at different times resulted from revolution and violence, then several pertinent questions may be asked. Is man willing and able to accept the price of such progress today? Can any government accept such internal corrosion in the thermonuclear age? The answer in both cases is negative.

One views progress from a vantage point that tends to warp certain considerations. For example, the long term results of certain major events of the past appear to be crystal clear. But the great suffering and destruction that took place are less obvious or impressive. Compare the suffering and anguish of the Thirty Years' War with that of the Second World War. In a highly integrated society with deeply interrelated socio-economic complexes many would forego the price in human misery and physical destruction that would probably have to be paid for progress under such conditions.

In an age of thermonuclear warfare, the balance of survival can change very rapidly. The internal unrest that shakes the foundations of American government and society might have serious repercussions. Widespread disturbances could result in domestic violence. The potential danger requires strong government action against such disturbances. What would the outcome of the Cuban Missile Crisis have been if the United States had been occupied at the time with intense civil disorder?

There are important implications for leaders of those groups in society who seek certain changes in our society and in certain levels of government through massive civil disobedience campaigns, demonstrations in defiance of court injunctions, and in small but very militant vocal exercises. If further violence

should occur, both governmental and political leaders may well decide that the rational solution is not to be found in compromise or acquiescence but in rapid suppression. This may appear the most rational choice in the sense of maximizing immediate goals with the minimum immediate outlay of resources. Why?

There has been an increase in violence as a social phenomenon in recent years, especially since 1966. Many writers and social scientists have pointed out that violence has been typical of American society since the beginning. Nevertheless, the most significant gains in terms of social and economic progress of minority groups have been paralleled by the growth of a stronger rule of law. This rule of law appears in the past few years to have suffered a relapse that indicates ominous times ahead unless the trend is altered. Conditions today are the result of the erosion of respect for law.

The rule of law is, in a very real sense, the ultimate protection of the minority, for if the rule of law fails then the minorities have only their physical force or a few guns to fall back on—but with only dismal prospects because they are in fact a minority. Some will find protection and survival in a gun, but most will suffer terror and destruction beyond imagination. In addition, the civil disobedience that some seek refuge in as "non-violence" is itself a form of violence that deeply erodes respect for the law. Such acts strike at the roots of that law which should be a seawall against violent passions in crises. Any social *milieu* which permits a person to be attacked in the middle of a city street, cry for assistance, and receive no aid from people who huddle safely in their apartments is to be deplored. Those who are so alienated from society and law that they abandon their responsibility to other people or shrug it off with an "it isn't my concern—that's what we pay the cops for" should be castigated. The neighbor who would not call the police when he sees a burglar break into another's house—thankful, perhaps, that it isn't his own—is to be condemned. However, these attitudes are also a reflection of the disdain for law that has its roots in the failure to accept responsibility for the application of law.

Some say that their cause justifies disobedience. This segment of society challenges those laws which it holds to be in violation of those principles which it euphemistically describes as "dictates of conscience." Such "dictates of conscience" often are based more upon motives of opportunism and convenience than justice and dignity. There is a difference, however, in breaking some law, say a poll tax or election law, in order to challenge the constitutionality of that law in court. In the American system, where the courts do not have an advisory function, this may be the only way to challenge what is believed to be invalid law, a rule that is itself in violation of the Constitution, the supreme law of the land. But this has little to do with civil disobedience, for the "protestors" do not, as a practice, challenge the validity of laws such as traffic laws, court injunctions, or property laws, or rules for public safety. They are trying to force some branch of government to accede to their demands by trying to broaden the scope of conflict, by bringing in other citizens who have remained outside the dispute.

These attitudes weaken the rule of law for, as the precedents mount, a justification for resistance to law becomes manifest in every unfulfilled demand, every unsettled issue. But the precedent that is set—in the public mind rather than in law—is a two-edged sword. Should society countenance and applaud a civil rights group using civil disobedience as a tactic on the one hand, while it excoriates and denounces a "racist" who uses civil disobedience to block integration on the other? Too many assume that their cause is just, that all will recognize it to be so when the "trumpet is sounded," and that these tactics will not be used against them. But "what is sauce for the goose is sauce for the gander." These devices can be used by any extremist group that seeks or desires to block change.

Both "civil rightists" and "racists" ignore the fact that in American government and society other and legitimate channels for pressure and change do exist and that these are the very opportunities that are destroyed by the undermining of the rule of law that is taking place. Why should society accept, in principle or in fact, such an assault on law, order, and public authority on the basis of conscience? No government can institutionalize the right to revolt, the right to resist lawful acts of government. Civil disobedience in a democratic society is "revolt." Some are certain that their leaders have discovered "Truth." Society must reject the implementation of "Truth," however, unless it proves acceptable to the public through the normal democratic processes. It must be rejected if it destroys the basis for concensus and if it forces the government to choose between "consciences," on the one hand, and discussion, compromise, and majority rule on the other. Frequently, men acting on the dictates of their respective consciences come to different conclusions. To avoid this impasse in a democratic system, each man should be allowed freedom of conscience within the confines of the law. When an individual's conscience forces him to act outside those confines, sanctions and punishments must be imposed or the system which protects freedom of conscience will be destroyed. Not all laws are "just" or "good" or even "wise." But it is insufficient cause for defiance of the law in general to show that a minority has not been in fact granted its rights in fact by law. This is a deplorable situation, but it cannot be bettered by extremism; the extremists will weaken the structure of legal protection that does exist and will lose much of what has been already gained.

There is an element in democracy that has too often been ignored—moderation. There is a direct relation between a society that is struggling to become more liberal and the extent to which it is "moderate." Unforunately, moderation has not been a characteristic of American society since its inception. Nevertheless, moderation in social and political life is a *sine qua non* of the liberal society which, according to John Stuart Mill, is necessary for truly effective liberal government.

Most political philosophies can be carried to logical extremes; most of them, democracy included, have in fact been carried to extremes. It may be logical to

do so, but the extreme is usually contrary to our political experiences and inimical to the "good life" for the individual and the society. Ideas provoke many hasty and sometimes erratic conclusions; but, like mathematics, logic is a closed system drawing conclusions and inferences from relationships of "given" hypotheses. When such a system confronts the world of human nature with its infinite variations and concepts of free will, the results are not always logical to the degree assumed by some theorists. Moderation takes on strength through experience; it incorporates a deep suspicion of the destructive nature of extremism, a suspicion based upon long experience. The experience of the moderate society indicates that there have been many notable errors in the past which were disguised as "Truth," and that conscience which leads one to act outside the framework or against the rule of law has often proven to be a weak guide and, on occasion, a false prophet.

The tenets of those who oppose moderation and who regard civil disobedience as the hope of the future must be rejected on moral and practical grounds. The chain of provocation of violent reaction begins with those who take that first step which is a deliberate and intentional violation of the law. This "chain" also becomes one of responsibility for such willful acts of civil disobedience, which must, of necessity, extend to those who provoke the violations in the first instance. Naturally, the greatest blame belongs to those who hurl the first stone, throw the first bomb, fire the first shot. But those who provoke beyond reasonable limits must also bear their share as well. If police feel that the conditions, such as demonstration, will lead to a situation that will most probably get beyond their control, resulting in threat to life and order, then an attempt to seek an injunction to prevent the demonstration is more than reasonable. Indeed, it is their responsibility in the interests of public safety to do so. If, then, a group acts in defiance of such legal restraint, they must accept the fact that their defiance is in itself a form of violence and that they bear a heavy share of responsibility for the violent results of their action, even if they do not cast a stone or fire a shot.

Further, tactics such as civil disobedience have limited practical results. The effectiveness of such a device is often in inverse ratio to its frequency. Also, the results may be very different from what the dissidents sought—they may, in fact, produce results which such groups least desire. There is ample evidence that these groups do not understand the nature of political psychology and do not appreciate the significance of past events.

The strategists of civil disobedience hope to intimidate Congress by their actions and also hope to increase that pressure by drawing into the arena those citizens that have hitherto remained passive. They assume that the reaction of the public will be directed toward the government and that it will take the form of an insistence that the government end the situation by giving these groups what they desire. However, the first reaction seems to be that of fear, especially when the threat of violence is imminent; that fear often takes the form of de-

mands that the government act *against* the "protestors." These conclusions are amply sustained by recent events.

Civil rights legislation proposed by President Kennedy was stalemated in Congress. After his assassination, popular sympathy among Congressmen's constituencies *and* Lyndon Johnson's parliamentary skill and appeal to "finish the work of John F. Kennedy" produced passage of the legislation. Johnson's massive victory in 1964 resulted in a liberal Congress that was willing to consider and pass socio-economic legislation favored by civil rights groups, economic liberals, and the President as well. But, as violence increased, as extremist groups became apparently stronger, and as the "long, hot summer" of 1966 developed, so did popular reaction. The result of protests was violence, and this resulted in the election of a much more conservative Congress, a Congress not in sympathy with the type of legislation these groups desired and one not inclined to pass large appropriations for programs already authorized by law. President Johnson's most recent state-of-the-union address manifested his commitment to these programs and also his awareness of the resentful mood of Congress, a mood well noted by the news media and citizens who watched the address on their television sets. The result of such campaigns has been to stiffen the conservative bent of the Congress, which is probably an accurate barometer of the sentiment of the voters as well.

Many of the participants of the current civil rights movement are utopians. They trust to the ability to re-order human nature and society through some idealized organizational blueprint. Liberal government, however, requires a liberal society, and such a society cannot be conjured into existence. Education and moderation are required to firmly anchor the rule of law in any society. Only after this rule of law is achieved can law and governmental institutions effectively guide as well as follow public attitudes. That vital stage, where law is basically respected, where men are willing to subordinate themselves to its inconveniences as well as its protection, can only be reached by a responsible and moderate polity. Man has often witnessed the disastrous role of the abandonment of moderation in the destruction of numerous societies and governments throughout the course of his long struggle with his environment.

Generally, extremists could be ignored in a nation of two-hundred million people; they exist on the fringes of society and can be dealt with as the need arises. But in time of crisis, such groups assume a more important role as the catalysts for action for the many who are not ideologically aligned with the core groups. They must be rejected by the more responsible leaders of political action groups. Situations that offer them an opportunity for action, situations such as massive demonsrations and civil disobedience, must be eschewed. If this is not done then a deep reaction against them and all identified with them in the public mind will take place. The danger is that this reaction may turn the nation into

new channels, causing a fundamental discontinuity in the American political tradition.

Democratic moderate society has not developed evenly; it will not do so in the future. If it is to develop at all, however, there must be a polity and a leadership dedicated to the rule of law, dedicated to the practice of moderate politics.

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The Inessential Houses of THE GREAT GATSBY

RICHARD COHEN

The "inessential houses" which F. Scott Fitzgerald created in *The Great Gatsby* not only provide setting for the novel but also lend themselves to significant symbolic interpretation. Whether the structure be labeled "flat," "cardboard bungalow," "factual imitation," or "white palace," each is representative of the personality, beliefs, character, and social status of the particular individual or individuals who occupy the dwellings. Moreover, each building is a manifestation of the events which the structure encompasses. One should consider, however, not only the houses on East and West Egg and the 158th Street Apartment, which, as Frederick Hoffman has said, provide clues to morality and emotion,[1] but also the parlor room of the Plaza Hotel, the yacht, Daisy's Louisville home, Wilson's garage and apartment, and even the pyramid of "pulpless halves" of oranges and lemons. Each of these is related to Fitzgerald's phrase, "the inessential houses;" for in terms of the novelist's statement, all add up to nothing. There are only two exceptions: the house Gatsby purchases for his father and the Carraway home, both of which are expressions of simplicity because they are in the West.[2] As for the other buildings, the quality of impermanence which they evoke is partially a manifestation of the rootless inhabitants whose resulting restlessness is an effect of the war.[3]

The transience is expressed in Nick's observation concerning Daisy:

> This was a permanent move, said Daisy over the telephone, but I didn't believe it—I had no sight into Daisy's heart, but I felt that Tom would drift on forever seeking, a little wistfully, for the dramatic turbulence of some irrecoverable football game.[4] (p. 6)

Certainly the subsequent events expose the irony of her statement. And the irony is reinforced in the wistful search for turbulence, for fatefully, of course, this is exactly what Tom and the other characters find, not in the past but in the future violence which will help contribute to their drifting.

Hence, one may, as does William Troy, interpret *The Great Gatsby* as a history of failure in "the prolongation of the adolescent incapacity to distinguish between dream and reality."[5] Failure is also the individual's inability to transform that dream to the actual, for Gatsby's desire is to recapture the romanticized pre-

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[1]*The Great Gatsby: A Study*, ed. Frederick J. Hoffman (New York, 1962), p. 9. Articles referred to from this volume will hereafter be cited as in *A Study*, following the author's name and title of the article.

[2]Thomas Hanzo, "The Theme and the Narrator of *The Great Gatsby*," in *A Study*, p. 288.

[3]A. E. Dyson, "The Great Gatsby: Thirty-Six Years After," in *F. Scott Fitzgerald: A Collection of Critical Essays*, ed. Arthur Mizener (Englewood Cliffs, N. J., 1963), p. 115. Citations of articles from this volume will hereafter be followed by *A Collection*.

[4]F. Scott Fitzgerald, *The Great Gatsby* (New York: Charles Scribner's Sons, 1953), p. 6. Subsequent references are to this volume.

[5]William Troy, "Scott Fitzgerald—The Authority of Failure," in *A Collection*, pp. 21-22.

war past. Neither his mansion, his wealth, nor his careful plotting accomplish this fulfillment; instead, the unreality of the wish destroys him.

Gatsby's mansion is the fundamental demonstration of his wealth. The residence provides a striking contrast to Nick's house next door, but both homes, as described by the narrator, are insubstantial. Of interest here also is the parallel beween Nick and an observation by Fitzgerald depicting the latter's early life. His family moved from one house to another "circling the social strongholds but never able to afford more than 'a house below the average/of a street above the average' as Fitzgerald once put it."[6] Although the narrator of *The Great Gatsby* does not move about, there is an evocation of Carraway who, for practical reasons, should have looked for "rooms in the city" but who, instead, finds, through a friend who deserts him, "a weather-beaten cardboard bungalow at eighty a month" (p. 11). The words themselves summon an image of impermanence so that near the beginning of the novel, Fitzgerald already intimates the future collapse of Nick's East and West Egg world. At the same time, however, there is a suggestion of incorruptibility, despite Nick's dishonesty with Jordan, in the modesty of the bungalow. For it is only Nick who returns to the virtuous West, this being an indication of his redemption from a degenerate eastern society.

Nick's description of his house provides an ironic contrast to the glitter of the East and West Egg mansions and the moral degeneration which they harbor. He writes:

> My own house was an eyesore, but it was a small eyesore, and it had been overlooked, so I had a view of the water, a partial view of my neighbor's lawn, and the consoling proximity of millionaires—all for eighty dollars a month. (p. 5)

The offensiveness of "eyesore" is diminished by the realization of the superficiality of the millionaires implied in the sarcastic phrase "consoling proximity." Nick's eyesore at least provides some ethical basis for an otherwise morally deteriorating society. In other words, Nick's house is an anomaly which fortunately has been over-looked because there must be some standard by which the grey appearance of Wilson's garage and the glitter of the mansions may be judged. There is only one break down in the moral foundation when Nick brings together, in his house, the forces of destruction (and Daisy is a destroyer, as is Gatsby who subverts himself through self-deception). As Daisy walks toward Carraway's door, Nick labels his home "Castle Rackrent." Aside from the allusion to Maria Edgeworth's *Castle Rackrent,* there is an implied ironic reference to the value of his "castle," this being consistent with the use of words such as "villa" and "palace" that describe the residences of both Gatsby and Daisy. The further irony of the excessive rent is that it is paid and extracted at the expense of the principles who, by implication of Nick's label, are about to be placed on

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[6]Charles E. Shain, *F. Scott Fitzgerald* (Minneapolis, 1961), pp. 10-11.

the rack. It is at this point that the moral basis, which the "cardboard bungalow" provides, falters. On the other hand, the weakening is consistent both with Carraway's willingness to deceive Daisy and Tom (by bringing Gatsby and Daisy together), and with the dishonesty of Carraway's relationship to Jordan.[7]

Regardless, however, of what judgment one may impose in respect to Tom and the treatment of his wife, Nick does provide the impetus for a renewed relationship between Gatsby and Daisy. Furthermore, because of his action, Nick must bear some responsibility for the outcome of the "summer history." Perhaps what eventually vindicates Nick is his judgment. Leaving Gatsby who guards the Buchanan mansion after the accident, and having shouted to Jay, "You're worth the whole damn bunch. . ." (p. 154), Nick reflects:

> I've always been glad I said that. It was the only compliment I ever gave him, because I disapproved of him from beginning to end. (p. 154)

Nick's admiration never really distorts his assessment. Because he retains judgment, and even a sense of social responsibility, he can reject the relationship with Jordan and, near the end of the novel, shake hands with the "child" that is Tom.

Nick writes:

> I shook hands with him; it seemed silly not to, for I felt suddenly as though I were talking to a child. (p. 181)

One wonders if perhaps he isn't viewing a world of children wanting desperately to be adult. This is an implication of the narrator's description of one of the "huge places" between which his bungalow is squeezed:

> The one on my right was a colossal affair by any standard—it was a factual imitation of some Hotel de Ville in Normandy, with a tower on one side, spanking new under a thin beard of raw ivy, and a marble swimming pool, and more than forty acres of lawn and garden. It was Gatsby's mansion. (p. 5)

Both home and inhabitant are imitation, the owner residing in a fairy land castle built along a sea shore to which he forlornly hopes to lure an idealized princess. But neither the castle nor the princess are real. Reality is the hotel room (a scene to be discussed in more detail) in which Tom scathingly strips Gatsby of the material pretense in which the latter has immersed himself. Until the confrontation,[8] however, Daisy's reaction to Gatsby's West Egg mansion is ambivalent. In one sense she is attracted to the dwelling (because it bears a surface

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[7]See Thomas Hanzo, "The Theme," p. 291, in which he states, in effect, that Nick's dishonesty results from an apparent lack of standards by which to judge the relationship between Nick and Jordan other than her hedonism.

[8]While Gatsby, Nick, Jordan, Tom, and Daisy are together at the Buchanan home, the characters show a pretense of the social amenities.

resemblance to her social status) in the same manner as the other persons who come to his parties "blindly and instinctively"[9] in search of escape. Instinct and escape are inherent in the following description:

> There was music from my neighbor's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. (p. 39)

Instinctively, like the moths, Daisy and the others are attracted to the glitter which is an apparent escape from the valueless world in which they move.

In another sense, when Daisy is realistic enough to look below the surface, she is appalled by the repulsiveness of the villa:

> But the rest offended her—. . . She was appalled by West Egg, this unprecedented "place" that Broadway had begotten upon a Long Island fishing village—appalled by its raw vigor that chafed under the old euphemisms and by the too obtrusive fate that herded its inhabitants along a short-cut from nothing to nothing. She saw something awful in the very simplicity she failed to understand. (p. 108)

Simplicity is a virtue which Gatsby evinces in the decor of his bedroom where the only object of wealth is a "toilet set of pure dull gold" (p. 99). But for Daisy, whose status rests upon inherited wealth, and who, ironically, also goes "from nothing to nothing" in the meaninglessness of her life, sophistication and tradition are the standards of prestige. That she is capable of such distinction at this moment lends impetus to her rejection of Gatsby at the Plaza Hotel.

Such perceptions as Daisy's recall the "pyramid of pulpless halves" (p. 39) of oranges and lemons left at Gatsby's back door every Monday. Not only do the pyramids become a monument to the hollowness of the gala week-ends, but the halves also come to represent the nothingness which is Gatsby's castle. There are only two authentic objects in the building, the books and the bar rail:

> In the main hall a bar with a real brass rail was set up, and stocked with gins and liquors and with cordials so long forgotten that most of the female guests were too young to know one from another. (p. 40)

The rail, as well as the cordials long forgotten, offer a contrast out of a pleasant and substantial past to the bursting bubbles of champagne hilarity, and one cannot help but be reminded of the additional contrast to the apparent innocence and sophistication of Daisy's Louisville parties. At Gatsby's

> the halls and salons and verandas are gaudy with primary colors, and hair shorn in strange new ways, and shawls beyond the dreams of Castile. . .

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[9]Marius Bewley, "Scott Fitzgerald's Criticism of America," SR, LXII (Spring, 1954), 231. The article also appears in Arthur Mizener's *A Collection.*

> The lights grow brighter as the earth lurches away from the sun, and now the orchestra is playing yellow cocktail music, and the opera of voices pitches a key higher. (p. 40)

While the intensity of the party increases, Nick and Jordan search for Gatsby:

> On a chance we tried an important-looking door, and walked into a high Gothic library, panelled with carved English oak, and probably transported complete from some ruin overseas. (p. 45)

The Gothic effect contributes to the castle portrayal while "ruin" seems to foreshadow both the building's and Gatsby's destruction. But this is the room of the second reality. The stout, middle-aged Mr. Owl-eyes, whom William Goldhurst interprets as an extension of the Eckleburg symbol, that of a divinity who knows the real from the apparent,[10] wheels excitedly when the couple enters and, referring to the books, exclaims:

> Absolutely real—have pages and everything. I thought they'd be nice durable cardboard. . . . It fooled me. This fella's a regular Belasco. It's a triumph. What thoroughness! What realism! Knew when to stop, too—didn't cut the pages. But what do you want? What do you expect? (pp. 45-46)

Gatsby's books disclose the extent of his desire for the right appearance. He is an actor whose achievement equals that of Belasco. But the uncut pages reduce to absurdity the pretense of the Jay Gatsby world.

Paradoxically, and despite the vacuous mansion, Gatsby clearly appears detached from the scenes he has created. As the guests leave and the "caterwauling horns" reach a crescendo, Carraway glances back and reports:

> A sudden emptiness seemed to flow now from the windows and the great doors, endowing with complete isolation the figure of the host, who stood on the porch, his hand up in a formal gesture of farewell. (p. 56)

Not only does the isolation give a sense of detachment, but it must also be remembered that during the parties Gatsby is difficult to find. Even the simplicity of Gatsby's bedroom, previously cited, maintains this impression. Gatsby is aware of the facade he has created and wishes to maintain some semblance of personal integrity. Yet, the truth of "Gatsby's enormous house" cannot be concealed. That it must be exposed is implicit in "the black wreath still on the door" (p. 89) when the brewer's children sell the building to Jay, the wreath being a symbol of the "huge incoherent failure of a house" on whose "white steps," close to the novel's end, is scrawled an "obscene word" which Carraway erases by drawing

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[10]William Goldhurst, *F. Scott Fitzgerald and His Contemporaries* (Cleveland and New York, 1963), p. 38.

his "shoe raspingly along the stone" (p. 181). The white steps, stained by the obscenity of the drama in which the characters have been involved, perhaps, because of the smudge of the erasure, faintly echo, "You're worth the whole damn bunch."

Across the bay from West Egg, lie the "white palaces of fashionable East Egg" (p. 51). White is an ironic reference,[11] for the Buchanans, like Gatsby, are other than they appear. Their deception is hidden in the elegance of

> a cheerful red-and-white Georgian Colonial mansion, overlooking the bay. The lawn started at the beach and ran toward the front door for quarter of a mile, jumping over sundials and brick walks and burning gardens—finally when it reached the house drifting up the side in bright vines as though from the momentum of its run. The front was broken by a line of French windows, glowing now with reflected gold and wide open to the warm windy afternoon, and Tom Buchanan in riding clothes was standing with his legs apart on the front porch. (pp. 6-7)

Not only is there an elegance, but there is also a deceptive gaiety in the description; and Tom, standing as he does, gives the impression of a ship's captain, incongruously genteel in his riding clothes, who commands everything about him. In truth, he rules only at the moment of his and Daisy's complete degradation when they decide to run away. Tom's true nature is embodied in Nick's summary of the description of Buchanan: "a cruel body" (p. 7). This last phrase is the clue to the pretense of the Buchanan mansion. Nick further develops the Buchanan sham when he writes:

> We walked through a high hallway into a bright rosy-colored space. . . The windows were ajar and gleaming white against the fresh grass outside. . . (p. 8)

The luxurious, pleasant description is in contrast to the hidden cruelty; and it is in this setting that the narrator finds the two women, "both in white. . . their dresses. . . rippling. . . and fluttering. . ." (p. 8). The description is one of quiet movement, grace, and purity. Ironically, Jordan is "incurably dishonest;" and Daisy is, as Leslie Fielder has described her, the "rich and elegant and clean and sweet-smelling woman who represents. . . corruption and death. . ."[12] This mansion, its foundation in inherited wealth, and its occupants are a lie:

> Then there was a boom as Tom Buchanan shut the rear windows and the caught wind died about the room, and the curtains and the rugs and the two young women ballooned slowly to the floor. (p. 8)

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[11]The irony of Fitzgerald's use of white cannot be over-stressed. He continually uses the color in reference to Daisy, as well as to objects and buildings in the novel. Specific instances are noted in the paper when considered appropriate. Traditionally, black would have been more appropriate. The one reference to black is cited in my text because of its symbolic significance in relation to Gatsby's mansion.

[12]Leslie A. Fiedler, *Love and Death in the American Novel* (Cleveland and New York, 1962), p. 303.

Nick's description is evidence of the fraud. The closed windows and the silent ballooning are as indicative of emptiness as is the isolation of Gatsby as his guests leave.

Further degeneration is implicit in the narrator's discovery of Tom's "stale" mind when, in this room, Tom insists that the Nordics are the "dominant race." During this visit, Jordan discloses to Nick, while Tom is talking on the phone, the existence of "some woman in New York" (p. 15). Later, in this same room of the Georgian mansion, Nick remarks on Daisy's "indiscreet voice" which Jay Gatsby describes, in answer, as "full of money." Thus Nick says:

> That was it. I'd never understood it before. It was full of money—that was the inexhaustible charm that rose and fell on it, the cymbals song of it. . . High in a white palace the king's daughter, the golden girl. . . . (p. 120)

The "golden girl" in the "white palace" is the phantom to whom Jay Gatsby has dedicated his love and life. Daisy, an image of the lost past, retains a sense of mystery. Her house in Louisville fortifies the idealization. The residence, which is the most beautiful that Gatsby has ever seen, is enveloped in a breathless aura:

> But what gave it an air of breathless intensity was that Daisy lived there—it was as casual a thing to her as his tent out at camp was to him. There was a ripe mystery about it, a hint of bedrooms upstairs more beautiful and cool than other bedrooms, of gay and radiant activities taking place through its corridors, and of romances that were not musty and laid away already in lavender, but fresh and breathing and redolent of this year's shining motor-cars and of dances whose flowers were scarcely withered. It excited him . . . (p. 148)

Having fallen in love with the romance which appears to be Daisy, Gatsby retains his dream, paradoxically, despite her yielding to him. Daisy, the girl in white, merely "vanished into her rich house, into her rich, full life, leaving Gatsby—nothing. He felt married to her, that was all" (p. 149). What Gatsby remembers is a "Daisy, gleaming like silver, safe and proud above the hot struggles of the poor" (p. 150). Jay fails to recognize that her silver is tarnished, that her world is artificial. Because of this failure, she disappears a second and final time with Tom:

> They were careless people, Tom and Daisy—they smashed up things and creatures and then retreated back into their money or their vast carelessness, or whatever it was that kept them together, and let other people clean up the mess they had made. . . (p. 181)

When Nick walks away from Gatsby, who keeps vigil outside the Buchanan summer mansion, Carraway stresses Gatsby's plight:

> I walked away and left him standing there in the moonlight—watching over nothing. (p. 146)

Only once does Jay Gatsby stand on the outside and gain entrance, and that is when Cody takes him aboard the yacht. Here, too, however, he is cheated out of an "ancestral home" so that the yacht which is, in effect, his home, and which represents "all the beauty and glamour in the world" (p. 100-101), becomes another disappointment.

There is, though, one location in the novel from which the occupants can never be freed, and which not only lacks glamor but which also sets the somber mood for the entire history:

> About half way between West Egg and New York. . . is a valley of ashes —a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens; where ashes take the forms of houses and chimneys and rising smoke and, finally, with a transcendent effort, of men who move dimly and already crumbling through the powdery air. (p. 23)

In this wasteland, one finds George Wilson's garage and apartment. The garage is also where Tom Buchanan discovers Myrtle Wilson whom he introduces to Nick, thereby giving evidence of the fact that the gray desert affects each of the novel's main characters.[13]

Both characters and buildings of ashland provide a startling contrast to the homes and people of West and East Egg. When Nick follows Tom to the garage, they climb over a "whitewashed railroad fence" (p. 24). (The cheapness of whitewash points to the difference between it and the more expensive white paint of the mansions.) As they approach the garage, Nick notices the sign above the entrance:

> *Repairs.* George B. Wilson. *Cars bought and sold.* (p. 24).

Destruction would be more appropriate.

The sinister and ironic aspect of the building is implicit in Nick's description:

> The interior was unprosperous and bare; the only car visible was the dust-covered wreck of a Ford which crouched in a dim corner. It had occurred to me that this shadow of a garage must be a blind, and that sumptuous and romantic apartments were concealed overhead. . . (p. 25)

This unprosperous interior coincides with the "spiritless" and "anaemic" proprietor. The wreck of a Ford not only characterizes the entire building and its inhabitants but foreshadows the death of both Myrtle and George. And the romantic apartment, concealed above, is a prison for George and the fleshly Myrtle from which, while they live, they can never escape, Myrtle's apartment in New York being but a temporary refuge for her.

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[13]Hoffman, p. 17.

The New York "flat" is in keeping with the garage. Although it is a top floor apartment (and so is the garage dwelling), it is at 158th Street in "the West Hundreds." Moreover, like the East and West Egg homes, the building is white. In this impure white setting, occurs what Edith Wharton described as the "seedy orgy . . . with the dazed puppy looking on."[14] Fitzgerald also provides the appropriate props, for:

> Several old copies of *Town Tattle* lay on the table together with a copy of *Simon Called Peter,* and some of the small scandal magazines of Broadway. (p. 29)
>
> *Simon Called Peter* is what Nick reads while he waits for Tom and Myrtle to emerge from the bedroom.

Opposed to this apartment scene is that of "the parlor of a suite in the Plaza Hotel" (p. 126).[15] Here the argument between Tom and Gatsby reaches its climax when the self righteous Buchanan strips Gatsby, in front of Daisy, of the facade Jay has so carefully constructed. Tom's character is also clearly delineated as is Daisy's afterwards:

> 'Self-Control!' repeated Tom incredulously. 'I suppose the latest thing is to sit back and let Mr. Nobody from Nowhere make love to your wife. Well, if that's the idea you can count me out . . . . Nowadays people begin by sneering at family life and family institutions, and next they'll throw everything overboard and have intermarriage between black and white.' (p. 130)

Tom Buchanan has a distorted sense of values, and what is proper for him can never be ascribed to another unless it is to Daisy who also feels the same way. Only weakly does she protest her love for Gatsby. As Charles Shain writes, "Daisy believes in the symbols themselves (mansion, pool, silk shirts) and not in the purer reality which (for Jay Gatsby) they only faintly embody. She loses her nerve and sacrifices her lover . . ."[16]

Thus, much of the final action is brought back to the desolate valley of ashes and the garage toward which Daisy speeds and from which Myrtle rushes to be freed by death. And in the garage, where her body was laid, her blood mingles with the grease to stain the work bench which Michaelis tries to avoid. Only Nick Carraway and Gatsby's father are left to return to the West, the father to the house which his son had purchased two years before, Nick to the substan-

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[14]F. Scott Fitzgerald, *The Crack-up: with Other Uncollected Pieces, Notebooks, and Unpublished Letters,* ed. Edmund Wilson (New York, 1962), p. 309. The reference is to a letter, dated June 8, 1925, sent to Fitzgerald by Edith Wharton.

[15]When Fitzgerald places one scene in the 158th street apartment and the other in a room at the Plaza Hotel, he portrays a contrast in setting appropriate to the social satus of the actors at that particular moment. At the same time, he uses fairly similar settings that depict arguments in which all of the characters reveal their true selves.

[16]Shain, p. 34.

tial "Carraway house in a city where dwellings are still called through decades by a family's name" (p. 177).

And leaving for the unsophisticated West, Nick remarks:

> Gatsby's house was still empty when I left—. . .
>
> Most of the big shore places were closed now and there were hardly any lights except the shadowy, moving glow of a ferryboat across the Sound. And as soon as the moon rose higher the inessential houses began to melt away . . . (p. 181-82)

Husson College

INTRICACIES



Photograph by David S. Robinson, Husson College

INTRICACIES

KATAHDIN WATER

MARION PORTER POWERS*

Beneath a dome of silence this pool wears
The spangled sky upon its crest –
Aldeberan, a quarter moon, the Bears –
For antlered beings to taste
When they leap from the dark of night
And stare in thirsty wonderment.

Aloof and shadowless,
Poised for instant flight,
No matter who would sink
A star or tread the narrow brink,
These kin of unicorns are sesames
To peace within the human heart;
Their own reflection double art.

INTERLUDE

MARION PORTER POWERS

In fossil stone
A spider's boots
Were shell,
The web a shawl of dewdrop lace
Anchored to mullein leaves
And thimble weed.
This I found
Where, eons ago,
A tropic sea reflected our same round
Of stars. . . . . .
The time between aggrieved
By human misery and lust for power,
By unreplenished corn,
Three trees on a tortured hill.

Former Member, Poetry Fellowship of Maine

* The editors of *The Husson Review* feel a sense of loss in the death of Mrs. Powers.

INTRICACIES

MODEL

Ina Ladd Brown

Life is a velvet cloak
lined with haircloth.
The way you wear it
shows your valiance,
your endurance,
and the strength
of your immortal soul

HARLEQUIN

Ina Ladd Brown

He turned aside
for a moment
to seek surcease
in sorrow.
The mask had slipped
and he was weary
of the pretending.
But when he would weep
he could not . . .
Even slipped,
the mask had become
too fixed for tears.

Member, Poetry Fellowship of Maine

THE NAKED SEA

Austin West

How fair the sea when loved by him
Who needs nor seeks a diadem,

Who asks no gift beyond insight
To see day-stars in water bright;

Or curving thighs that shoreward lean
To fan desire with clouds of green

As he stands and stares at the naked sea,
And falls in love quite shamelessly.

CONSIDER . . . A GRAIN OF SAND

AUSTIN WEST

Consider, while most things change
In a surf of much endeavor;
A grain of sand, though small,
Remains the same forever.

Member, Poetry Fellowship of Maine

TIME BOMB

PRISCILLA FARRINGTON SHUMACHER

Today
I found two faint daguerrotypes,
red shadow-prints on glass
placed over plush
and linked together in a tarnished case:
the faded, well-worn coin
of my forebears.

It was a stereotyped, self-conscious pose,
arranged by the photographer
behind tripod and hood.
There sat my great-grandparents staring straight ahead,
the sweet, long-gone-by dead
of whom I knew so little,
except as land-marks in the deep birth-ground of lineage.

But, facing that blank, telescopic look,
somehow — obscurely — I began to feel
the rusty seconds start to stir again,
ticking off time,
even that far away — that long ago!

INTRICACIES

TEXTURE OF SUMMER

PRISCILLA FARRINGTON SHUMACHER

Through half-closed eyelids I can contemplate
the diamond-stippled surface of the pond
rising and falling in the sun's wide wake –
quicksilver, shifting constantly like sand,
shimmering in crumpled foil beneath the wind.

I see, upon that mirror, fishermen –
quaint wooden figurines in distant boats –
like toys left floating by an absent child!

I watch the jet stream's loose white strand of wool
that, hook-less, trails across the sky's blue silk.

I feel pin-piercing straw beneath my feet,
like swale shore-sandals with rough edges, and,
if I dare venture through the looking-glass
(that water-spread of green transparency),
I know – when I emerge – wind-towels await!

Member, Poetry Fellowship of Maine

STOOP LABOR

LOUISE DARCY

For eighty-five cents an hour
They do their stoop labor,
Bending over the hot earth,
Sweating through the long day.
(But conditions are better,
It used to be seventy cents an hour.)
The broken-down jalopies grind and rasp
As the workers jolt along
From one crop to another,
Up to the hovels they inhabit.
Where are the dreams,
The hopes that a man builds on,
Are there dreams any longer?
Tied to the earth, they labor,
Stooping patiently,
Race of Adam,
Dust to dust.

Member, Poetry Fellowship of Maine

THE HUSSON REVIEW

AFTER A FALLOW TIME

HUGH LORD

Sun, below zero,
blazes in ice-glazed birches,
casting shades of robert frost
across the barren furrow
of the poet's brow.

And a sleeping seedling
bursts its frost-crazed husk
to eyes alight with ice.

ECLIPSE

(Interstate 95, Bangor, July 20, 1963)

HUGH LORD

I am amused by the stories that blare
From the dash on the run to the city:
"A jet plane flashes through darkening air
To record the eclipse." Curiosity
Of man in his frenzy to know it all
Has caught the sun and the moon in a shaft
Of shadow, swinging so many miles tall.
I know all about it. The scientist's craft
Has jaded me to wonder. Suddenly
The moon-struck night falls on the way I am. . . .
A grinning specter nods its head at me
As flames consume a sacrificial lamb.

Bangor Daily News

TEACHING GOOD HUMAN RELATIONS

James L. Wright

Top managers, when asked to enumerate supervisor weaknesses, will invariably cite the lack of economic knowledge and poor human relations practice at the top of their lists. In this paper I will promote the thesis that these two factors inherently complement one another and then suggest an academic procedure to deal with the problem. Economic theory (which deals with man's attainment and use of resources) in its practical application calls upon the behavioral sciences for its implementation. This is especially apparent when one considers people in equal importance with material resources. Sylvia Porter quotes Dr. Will Menninger of Topeka's Menninger Foundation, stating, "The human being is the central, most important resource in industry."[1]

Several years ago the writer made a survey of the then leading textbooks of Human Relations in Industry in order to determine the appropriate content for a college level course in Human Relations. In addition to the bibliographies studied; an opinionnaire was distributed to several businessmen, students of a social psychology class, business administration undergraduates at all levels and several colleagues. The sample was not large enough to yield statistical validity; nevertheless, the primary and secondary data were helpful in deriving the essential topics of a course in Human Relations.

They are:

Personality and Behavior Systems
Group Dynamics
Morale
Motivation
Status Relationships
Authority, Influence, Power
Division of Labor
Organization—Formal
Organization—Informal
Communications
Dealing with Change

It was obvious that these authors drew upon anthropology, sociology, psychology, history, economics and ethics for the source of their presentations. In other words, Human Relations is the study of man in his relation with man, his interactions in groups, a consideration of his needs, motivations and life styles, and the how and why of increasing his productivity in a climate of honesty and trust.

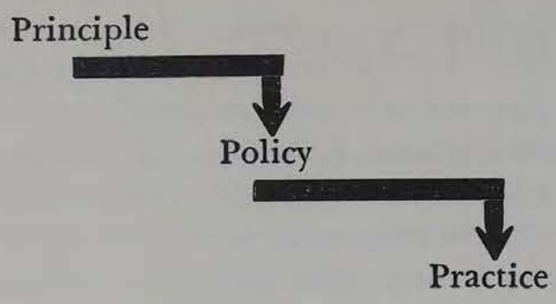
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[1] Porter, Sylvia, "Psychological Problems Growing in American Industrial Society," *Bangor Daily News* Syndicated Column, September, 1964.

It is also important to emphasize basic economics in all of the discussions in order to reinforce the concepts that the student has been learning in his business administration curriculum. To wit, that business is an art as well as a science; that managers accomplish planning, organizing, directing, and controlling through people. Economic education should, therefore, be woven as a thread throughout the course. While we probably will not have the occasion to discuss the marginal utility theory *per se,* there certainly will be cases wherein the related notion of diminishing returns can be applied. It is the responsibility of the instructor to recognize the opportunity to stress economic principles. Over the years I have found occasions in case after case to discuss the practical implications of such basic economic data as supply and demand, economies of scale, factorial distribution, real income, comparative advantage, business cycle, acceleration principles, over production and under-consumption, cost curves, credit policies, a host of labor economic theories, and many others. Practical reasons for the existence and importance of capitalism as a modified free enterprise system should also be re-emphasized as well as the responsibilities of a business enterprise to its stockholders, employees, customers and the community. The well-known principles of management will be reinforced: Planning (Policy formulation and implementation, strategy, the decision-making process); Organizing (Authority, line-staff relations, delegation, chain of command, eo-equality, exception, departmentation, centralization vs. decentralization); Directing (Individual differences, selection procedures, unity of command, span of control, value systems, empathy, self-awareness, objectivity, training functions); and Controlling (setting standards, disciplinary process, accident process, feedback, statistical method, methods engineering).

Space does not allow the inclusion here of each principle, but the task of the instructor is to emphasize the principles of economics and management along with the so-called "personnel point of view," namely, that increased profits depend upon increased productivity which in large part depends upon an enlightened and happy workforce.

Another precept worth getting across is the 3 P notion. This idea (diagrammed in Figure 1) gives rationality to the situation that the new employee often finds on the job. He may find practices that do not equate with the textbook principles he has learned. "I don't see how the place runs; they break every rule in the book," is an often quoted line of returning alumni. The student should learn in school, then, that the principles are idealistic theories (hopefully based on sound empirical and experimental data) that *should* form the basis of a company's policy within the framework of that company's objectives; that since policies are subject to interpretation, practice is likely to be somewhat different if not the antithesis of the principles one finds in the literature.



"Figure 1"

When the student has the knowledge of these principles thoroughly reinforced by practical applications, it gives him self-confidence. He begins to develop an inner security. By working with others in a direct dialogue he develops critical thinking techniques. Impulsive behavior will begin to diminish in a situation where group dynamics are at play. This, I contend, is a basis for sound business practice. The result of a well-conducted experience will be greater than the sum total of the individual lessons presented. If the course is conducted properly, it will be an experience in social living wherein the student increases his "locus of evaluation" by himself and through others. By social interaction he will learn to be imaginative, objective, appreciative of the needs and feelings of others. The method will not be exclusively lecture, reading and testing. The aims will have to be accomplished in a different way, although the latter will help the student to form intellectual opinions. Then, through verbalizing these opinions and subsequently having them reinforced through his interaction he will change; he will learn to relate more effectively. And, hopefully, there will be a carry-over to the job when he becomes employed.

In order to create the type of social climate suggested, a team teaching situation is proposed. This will be a three semester hour course meeting one hour on one day and two hours on another. The one hour period will be devoted to organization, direction, and lectures by the team leader. The two hour sessions will be conducted as seminars; these groups will number 12 to 15 students and will be led by professional instructors from the department of business administration (herein after called "seminar leaders").

The team leader will be in charge of the course. He will meet the entire class each week to outline or evaluate the work of the seminar groups. He should use resource people in as many of the areas as possible either as guest speakers, films, or tele-lectures (amplified telephone conversations). The seminar leaders, as members of the team, will give some of these lectures. Lectures should be well seasoned with visual aids including chalkboard, slides, charts and overlays.

The team leader will meet once a month with the cooperating seminar leaders for feedback, suggestions, clarifications and so on. The team leader will not

be serving as a supervisor of the seminar leaders. He is simply the "captain" of a team effort.

The final grade determination for each student should be made by the team leader. The grade will be based on the quality of a required student log, grades on quizzes, tests, and final examination, as well as a reported grade from each seminar leader as to the student's participation in and contributions to the discussions.

The seminar leaders should understand that human relations can be learned, but cannot be taught in the traditional sense of that term. Each is expected to know the course materials, help proctor and correct exams, and assign grades to students for their seminar participation and contributions. (Lack of participation, C; Average participation, B; Extraordinary contributions, A). The seminar leaders will also be responsible for taking student attendance at all meetings of the class (including lectures and tests) within the atttendance regulations of the college. This and other procedures will be talked out by the team at regularly scheduled monthly meetings.

As we learn from Pigors and Pigors, "A human being can realize his full potential and a human relationship can be fully productive only by becoming genuinely social."[2] A rather permissive atmosphere is suggested for the two hour sessions. This permissiveness may tax the patience, endurance and capability of the tradition bound teacher. With empathy he must stand on one side, in sort of detached fashion, yet ready to "save the sinking ship" if things do not develop well. His attitude must always be one of acceptance and trust—that the student *is* indeed experiencing, thinking about his experiences and feeling about what happens in other people. "We learn by doing. We learn still more if we clarify, verify, amplify and organize our observations and reflect upon what we have gathered up."[3] Pigors and Pigors call this "learning as changing."[4] The instructor becomes a much needed catalyst in this process.

Specific methods of teaching in this manner include role-playing, participant discussions, brain storming, buzz sessions, Phillips 6-6 groups, play acting (cases with dialogue), tape recordings, conferences, field trips, committee reports, films, filmstrips, overlays, speakers, oral reports, telephone conversations with experts, debates and the incident process.

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[2] Pigors, Paul and Pigor, Faith, *Case Method in Human Relations,* p. ix.
[3] *Ibid.,* p. 289.
[4] *Idem.*

In summary I am suggesting an academic procedure that will accomplish three aims:

1. To examine the empirical and experimental knowledge of Human Relations in Industry in as great depth as time and abilities allow.

2. To explore feelings and attitudes in social interaction, in a rather permissive atmosphere, with the desire to increase awareness of self and thereby become more understanding of others.

3. The seminars should encourage the student to begin to utilize the principles he has been learning in his business curriculum; to apply these principles in a near practical situation by discussing case problems and business situations.

Husson College