

The Institute of Meat Packing directs its effort first toward giving greater opportunity for development to promising men now employed in the packing industry and second toward attracting promising men to the industry through a plan of professional education for men who are entering college.

It is a matter of great concern to an industry whether its employes who have in them the capacity for development are encouraged and are given an opportunity to continue their education and to build an educational foundation that will be related in some definite and coherent way to their work in the industry. It is no less important to have people bring a good educational back-ground with them when they come into the industry and to have them regard their work in the industry in a measure as the fruition of educational labors previously undertaken. This is especially true of persons who come into positions either in the management or the technical end of a business that offer a more or less direct line of advance toward administrative responsibility.

In a large industry like packing that has a highly organized technical, financial and industrial structure, there is a vast body of principles and practice which cannot be effectively incorporated in the training of those who are to conduct the industry in the future and become a vital part of their thinking unless it finds a place in some definitely focused educational plan.

In a rough way, these are the thoughts that give point to what the packing industry is trying to do. There is a third element in the Institute Plan which comes fairly under the caption "Education," and that is Research. The packing industry has for many years utilized research. The history of the industry is in large part a chronicle of scientific progress. The technical laboratory has long been an important element in packing equipment. Any educational plan that did not contemplate continuing research would not have in it the foundations of growth.

The plan, then, comprises three chief elements:

1. Instruction of a university grade for men in the industry who have the mental equipment and the ambition to take it, alongside their regular work, and who also are willing to pay regular university fees.

These courses are given orally in Chicago and by correspondence outside of Chicago. Four evening courses are now in progress and correspondence courses are to start early in 1924.

2. Full time day courses for men who contemplate entering the industry in the future.

These will probably be started in the fall of 1924 and are expected to correspond roughly to other four-year professional courses in the University. It is hoped that there may be two curricula offered, one of which will stress business



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management, the other applied science, especially chemistry and bacteriology.

3. Organized research. The research work is being organized more or less distinctly from courses of instruction. In large measure, research activity contemplates the direct utilization of results in the industry, but at least an important by-product will be the enrichment of instruction. It is probable also that some research will be carried on with a primary purpose of developing the subject matter with which the several courses are concerned.

One of the questions that has to be faced in laying out any kind of a specialized course in business for men about to enter college is what will happen to them after they have graduated from such a course. A few years ago considerable stir was made among university schools of business by a proposal to develop a nation-wide plan of training for foreign trade. Someone was rude enough to ask about the number and attractiveness of the careers open to graduates in foreign trade, after which the need for multiplying such courses appeared considerably less urgent.

I remember hearing, at a meeting of the University Schools of Business a year or two ago, a discussion about courses in industrial relations, in which the schoolmen were reminded that at that moment some 2000 so-called specialists in industrial relations were seeking jobs. Judging from the number of people who have come into my office within the last six months -- people who used to have jobs in industrial relations and have none today -- there seems to be still no reason to stimulate university courses in industrial relations.

The packers who are lending their support to the Institute of Meat Packing have shown great solicitude lest we attract too large a number of students into our day courses for full-time men, and with that thought in mind they are not encouraging the development of such courses in more than one university.

Assuming that an industry desires to attract a reasonable number of specially trained university men and desires, as the packing industry does, to hold its plans within limits that will as far as possible avoid raising false hopes, the next question is what kind of a course to offer. That is a question which the faculties of university business schools are asking all the while. Personally I am not prepared to give any categorical answer to the question. I am not prepared to say to just what extent men who are looking forward to a career in a particular line of business should be encouraged to specialize in that line in college. There is a considerable tendency in the leading university schools of business to lay increasing emphasis on many-sided fundamental education and to postpone specialization until the student has covered the essentials of a general college course.

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being organized at Michigan is based on three years of college work and most of the other schools of recognized standing include in the four under-graduate years three years of work in which the cultural viewpoint of the Arts college is emphasized.

This does not mean, however, that there is not value during the early college years in having a course directed toward a particular career. Most teachers who have taught both college and professional school students find in the professional school a more uniform seriousness of purpose than is found among college students of like ability in the same classes. Keeping constantly before a man the fact that he is definitely preparing himself for his life work is likely to add to his earnestness.

The day course of the Institute of Meat Packing will be similar to the four-year day courses that are now being offered, except that it will have a packing slant. It is not expected that there will be any specialized subjects in the first two years. The chief direct contact with the packing industry in those years will probably come from organized excursions and observation of particular packing processes. There will doubtless be some specialization in the third year and a good deal of specialization in the fourth year.

The evening courses now being offered are Accountancy, Economics of the Packing Industry, Superintendency, and a course entitled Science in the Packing Industry. The course in Accountancy will continue throughout the year. The course in Economics will continue for two quarters and be followed by a course in the Marketing and Sale of Meat Products. The course in Superintendency extends over two quarters and will be followed in the spring quarter by a course on Financing the Packing Industry. The course in Science will be followed in the winter quarter by a course in Beef Operations and in the spring quarter by a course in Pork Operations.

None of these courses is intended to be technical. Their object is to give an over-all view of different phases of the industry rather than the kind of detailed information needed by specialists in particular departments. Practically the same subject matter as is being offered in the evening courses will later be arranged for correspondence study.

The question that naturally arises in connection with an educational effort of this sort is whether it is the kind of undertaking in whose administration a university and an industry can participate effectively. There are obviously numerous ways in which both parties may profit by the intimate contact into which the joint endeavor brings them. It is too early to say what sort of strains, if any, will develop as time goes on. It is not likely that the rank and file of men in the packing industry -- and the same would be true of any other industry -- have thought out just where an educational program of this sort may lead them. What they do see is the need of wider information about the problems of the industry and better training for



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the men who are going to help solve these problems in the future.

Any educational program has to start from a proper basis of fact and proceed to the consideration of basic principles. The thing which business needs in the long run is to know the truth. If business men are following practices based on wrong economic or social principles, those practices are likely to cause trouble.

There are a good many skeptics in the community who think that business men do not want to have basic problems fully discussed; if that condition were ever true I do not think it is true today. Even though it were true that some business men would hesitate if they knew in advance just where an educational enterprise of this sort might lead them, that would be no reason for skepticism about launching it. The only implication which it is necessary to accept in establishing such a work as that laid out for the Institute of Meat Packing, is belief in a scientific as distinguished from a traditional or rule-of-thumb attitude toward questions. Given such an attitude, difficulties concerning the approach to particular problems may safely be left to be dealt with when the problems arise.

Several persons who are interested in industrial education have questioned the wisdom of starting a program of this sort at the top, that is to say they do not see why we should necessarily confine our efforts to men who are mature enough to take work of university grade. This question can perhaps be most easily answered by emphasizing the fact that the Institute of Meat Packing is starting out deliberately to train men for leadership in the industry. The men who are responsible for the Institute, as far as I know, are entirely sympathetic to educational endeavors addressed to the rank and file of workers and to persons in subordinate executive positions. They recognize, for instance, the great service that has been rendered by foreman training in many industries. While the problem of securing qualified foremen is difficult, a still more knotty problem is that of giving to men who have capacity for the kind of leadership required in higher executive positions, the fundamental training that will lead them towards such positions and help them when they arrive to discharge their duties effectively.

In speaking to colleagues in the personnel field, it occurs to me to raise the question whether we industrial relations men have not centered our thought too largely on the kind of training needed for the supervisory force. It is of course clear that you cannot hope for success with an industrial relations program without having your foremen trained to fit into the program, but it is still more true that year in and year out the performance of the foreman himself depends as much upon the thinking that is done in the general office as it does upon the more concrete efforts directed towards increasing his individual efficiency. Industrial relations is only one of the divisions of a business in which the thinking of the general office influences results farther down the line.



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Education in this country has in recent years become extremely democratic. The result is that most of our schools and even our colleges are compelled to deal with large numbers. It is only through more or less wholesale processes that it is possible to cope with such numbers. In these circumstances we often fail to direct our attention as largely as would be profitable towards stimulating the capacity for leadership that lies dormant in the outstanding individual. While the Institute of Meat Packing is potentially opening its doors to considerable numbers in the industry and who may be attracted to the industry, its chief concern is to attract persons of exceptional promise.

We shall doubtless continue to give the many every opportunity for higher professional education, but the crying need is for some sort of an educational approach that will stimulate the mental processes of prospective business leaders. From this standpoint it is significant that a large industry like the packing industry should be approaching a great university for help in this most important of all educational problems, the training of leaders.

THE CHAIRMAN: Prof. Hotchkiss has taken the names in vain of Prof. Filbey and our esteemed friend, Mr. Ellerd, and by way of introducing both gentlemen I am going to play a cross buck on both of them. I am going to put the professor on the defensive, and Mr. Ellerd, by asking them opposite questions. I would like to ask Prof. Filbey if he will speak frankly on the subject, to tell us what his personal impression is of the group of men and the possibilities back of any instruction that may be given to the representatives of the packing industry that are coming to the University of Chicago for an education.

DEAN FILBEY:

I shall be very glad to answer that question to the best of my ability. I have had an opportunity to confer with every man and woman -- two women -- registered for work in the institute. I have also had an opportunity to examine the credentials, academic and otherwise, presented by those people. They are mature people. Most of them are over twenty-one years of age, they are of college grade, of college calibre, they have qualified for regular admission to the university and are pursuing work for credits. We have a number of graduate students. We have a young man who was graduated last year from Columbia University with a degree in chemistry, and is now in the industry. We have a relatively large number of men from engineering schools, from agricultural colleges. We have a number of men from schools of commerce, men who have had one, two, three and some four years in commerce. A number of men have done two or three years work in business college, in accounting and business management, or some such specialized subject. We enroll in University College, as you may know, two groups of students, one who meets all of our usual university requirements for admission, graduates from a standard high-school, or admission by transfer of credits or credentials from some other institution of



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collegiate grade; we also accept mature students, mature men and women who have not taken advantage of full high school training or who have had no previous college training. I admitted the other day a mature man who is holding a responsible position with one of the large railroad organizations, a vice-president. He has had very mature experience and holds a responsible position and has given due proof of his capacity and ability to profit from the instruction. We have admitted these young men from the packing industry. We have a man in responsible position at the board of trade, dealing in commodities represented by the packing industry. I would be very glad to welcome any member of this group to University College and have them sit in that group. It is really stimulating to sit in front of an instructor and note the check that comes to him from a group of people who find their feet dangling or something else. The come-back effect we get is very stimulating. We have a constant check on the kind of things going through. I am thoroughly convinced that the men and women in those courses will profit from the kind of instruction being given. I am not always so confident of the quality of the instruction we are giving, because it is experimental. We can't be satisfied with each unit of production going through. We expect to do it better the next time. I should say just a word about the co-operation received from the administrative officers in the industry. If Mr. Ellerd were not here, I would say the same thing. The co-operation has been whole-souled, I am sure. The men in the industry have gone out of their way to be of service. They have attended committee meetings; they have attended classes. We had six representatives of the practical research committee at our class sessions on Tuesday night, the session on superintendency, men who hold responsible positions at the yards coming down to sit in on this instruction and helping to put it across. The co-operation from the angle of the executives bringing the matter to the attention of their men was whole-hearted and went beyond the limit in terms of effort and interest in co-operating. They have given of their time freely and if the courses do not succeed, it will not be because of any fault of the men at the yards.

THE CHAIRMAN: I would like to pull my cross-buck on Mr. Ellerd and ask if he and his colleagues in the packing industry have formed any impression as to what amount of good or benefit can accrue to the industry as a whole and to the individuals, as individuals, from the instruction that they are to receive, and whether the industry and the officials in the industry back of this movement feel that the instruction necessary to the success of the movement is to be obtained through the college training required.

MR. H. G. ELLERD: The president has given me a very large order indeed. I can only say this, that the men in the industry deem any form of education which broadens our people, not only generally but technically, as of value to the industry, as I have said to a great many young fellows who asked what particular value they would get out of this. I said in every



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instance, you will get no particular, definite, direct value in line of promotion, you will get nothing that can reflect directly from these courses. You will have a broadened intelligence; you will have the same influence that all forms of education bring to you, and in addition to that you will have a look over the fence into what the other fellow is doing. When I first started in the packing business there was no text-book on the business, there was no way of finding out what was going on around you, except by butting in and making yourself objectionable to everybody, and those who had that inclination and curiosity to make themselves objectionable, did get some information. That is the very thing we in the industry have aimed at in encouragement of these courses, to give the fellow who is on one job a look-in on the other fellow's job, let him know the why of it and let him see where he fits into the general scheme of things. There are a lot of phases in the making of executive policies the man in the ranks does not understand at all, unless he has had some vision as to other phases of the business, and that is just the thing we are aiming at. We think it will be of direct value, but we are not banking on making any scientists by teaching these men an appreciation of science in the industry. We are not hoping to make any accountants, we are not hoping to make any economists, by giving men a slant on accountancy or economics in the packing industry.

It may not occur to you gentlemen how peculiar the packing industry is compared to an ordinary industry. We are a dis-assembling industry. We get our product in one large piece and ship it out in many small pieces, an industrial process almost unique. This leads to a system of economics that people even in the industry don't appreciate, and we hope that by giving our people that vision they may come to a greater appreciation of their value in the whole organization. If they do that, it will be perfectly splendid.

You can imagine the exaltation that has come to us who have been the political foot-ball and are known mostly by the aroma that comes from the yards rather than by the quality of our food products -- you can imagine the exaltation that comes to us from associating with deans of universities. I really do not say that in a spirit of levity. I really mean it. It gives us all a thrill of pleasure to think of an industry which has as its basis a rather unpleasant operation -- the slaughtering of animals -- when you think of that being reduced to its scientific elements and the instruction in that particular line being undertaken by a great University like the University of Chicago and of their thinking it of sufficient importance to young men to lend their influence toward their education -- it gives us all a thrill of pride and pleasure in being associated with an industry that has always been pointed at with scorn and derision. That feeling of uplift goes all the way down the line. It has an influence on the men who are growing up in the industry. It is going to attract a better type of men. It is saying to the young men that this is a pretty good industry to tie up to, and that is just exactly one of the ideas we are hoping to get over. My personal association with these educators is quite a novelty to



instance, you will get no particular, definite, direct value in line of promotion, you will get nothing that can reflect directly from these courses. You will have a broadened intelligence; you will have the same influence that all forms of education bring to you, and in addition to that you will have a look over the fence into what the other fellow is doing. When I first started in the packing business there was no text-book on the business, there was no way of finding out what was going on around you, except by putting in and making yourself objectionable to everybody, and those who had that inclination and curiosity to make themselves objectionable, did get some information. That is the very thing we in the industry have aimed at in encouragement of these courses, to give the fellow who is on one job a look-in on the other fellow's job, let him know the why of it and let him see where he fits into the general scheme of things. There are a lot of phases in the making of executive policies the man in the ranks does not understand at all, unless he has had some vision as to other phases of the business, and that is just the thing we are aiming at. We think it will be of direct value, but we are not banking on making any scientists by teaching these men an appreciation of science in the industry. We are not hoping to make any accountants, we are not hoping to make any economists, by giving men a slant on accountancy or economics in the packing industry.

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You can imagine the exaltation that has come to us who have been the political football and are known mostly by the aroma that comes from the yards rather than by the quality of our food products -- you can imagine the exaltation that comes to us from associating with deans of universities. I really do not say that in a spirit of levity. I really mean it. It gives us all a thrill of pleasure to think of an industry which has as its basis a rather unpleasant operation -- the slaughtering of animals -- when you think of that being reduced to its scientific elements and the instruction in that particular line being undertaken by a great University like the University of Chicago and of their thinking it of sufficient importance to young men to lend their influence toward their education -- it gives us all a thrill of pride and pleasure in being associated with an industry that has always been pointed at with scorn and derision. That feeling of uplift goes all the way down the line. It has an influence on the men who are growing up in the industry. It is going to attract a better type of men. It is saying to the young men that this is a pretty good industry to tie up to, and that is just exactly one of the ideas we are hoping to get over. My personal association with these educators is quite a novelty to



me. We, who have served on these committees, have come to call each other "doctor". I have never had any claim to any title as doctor, but after we have mingled with the Ph.D's and other doctors on these committees, we just simply take it on ourselves, because we feel we are actually educators -- not only packers, but educators.

THE CHAIRMAN: After hearing my good friend Ellerd remark about the atmosphere and the exaltation due to the contact with educators, I understand why the clothing market selected college professors in the main for labor managers, and the feeling of exaltation that existed when those men were selected.

The thought has occurred to me: here tonight are a number of industrial relations or staff men in industrial relations departments who are actively associated with educational programs, and that there would be numerous questions to be asked of Prof. Hotchkiss and Dean Filbey, and possibly Mr. Ellerd, about this plan. We have plenty of time to throw the meeting into open discussion. All questions will be cheerfully answered. Question Number One?

A VOICE: I move we appoint a new hecklers' committee.

THE CHAIRMAN: We can heckle without a heckling committee. Mr. Thomas, have you any questions?

MR. THOMAS: I don't believe I will put any question right now. You know, it takes two kinds of people to make up the world, those who do and those who record what others do. My class is that of a listener. Nature has adorned me with ears. Right this minute a question does not occur to me.

A VOICE: I was going to ask about how many students you have attending these courses, and how many are male and how many female, and in what branch you are educating the female help.

DEAN FILBEY: We have 131 students all told in the four sections, distributed as follows: 25 in accounting, 30 in economics, 20 in science, 54 in superintendency -- two ladies, one in accounting; one in economics.

A VOICE: How have you been selling this subject to the prospective students in the industry?

MR. H. W. ELLERD: I have done a good deal of the sales work myself. We have sold it simply by publicity, that is all, and by the selection of the type of men that we thought might be benefitted by it. I talked to a great number of department managers and asked them to call in some of their likely fellows, who were their assistants in many instances, or men who had promise, who looked as if they were likely material. We talked to them individually and explained the proposition to them, and sold it by personal sales effort and by publicity, and the success has been quite remarkable. We feel greatly gratified to think we got so large an enrollment on a highly experimental



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THE CHAIRMAN: After hearing my good friend Elford remark about the atmosphere and the excitement due to the contact with educators, I understand why the following names were selected: college professors in the main for labor managers, and the feeling of excitement that existed when those men were selected.

The thought has occurred to me: here tonight are a number of industrial relations or staff men in industrial relations departments who are actively associated with educational programs, and that there would be numerous questions to be asked of Prof. Hotchkiss and Dean Filbey, and possibly Mr. Elford, about this plan. We have plenty of time to throw the meeting into open discussion. All questions will be cheerfully answered. Question Number One?

A VOICE: I move we appoint a new teachers' committee.

THE CHAIRMAN: We can handle without a heckling committee. Mr. Thomas, have you any questions?

MR. THOMAS: I don't believe I will put any question right now. You know, it takes two kinds of people to make up the world, those who do and those who record what others do. My class is that of a listener. Nature has adorned me with ears. Right this minute a question does not occur to me.

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proposition. We want it understood this is an experiment pure and simple. It has never been tried before by any industry, - this plan where an industry as a whole goes out and co-operates with a university to put over a course of instruction of this kind - and, considering it as an experiment, we feel we were very successful in the sales effort in the interest that it aroused. You understand that last winter we preceded it with a course of lectures as a sort of a preliminary. We gave eight lectures, by the best men in the business, by leaders in the industry, on various fundamental phases of the business. These lectures were in the nature of an opening gesture with the idea of stirring up curiosity and desire for greater knowledge, for greater detail, and we believe that had an influence, too. We believe the presidents and vice-presidents of companies who addressed those groups did stir up and arouse a curiosity for more detail and more definite knowledge.

MR. SHELDON: Would it be possible to have something of a co-operative course developed that the students might attend on a part time basis? A great many Chicago industries take in a large number of college graduates. Is it too much to expect the young people to decide upon a career and enter upon the part time arrangement with the organization to do this educational work?

DEAN FILBEY: I doubt if it is, Mr. Sheldon. As a matter of fact, we have already discussed the matter of interesting these young people very early in a number of visits to the plants and probably in part time employment during vacation periods - any contact which would enable them to try the thing out and check up. The part time program has not been discussed so far as I know. I believe Mr. Hotchkiss can answer that better than I can.

PROF. HOTCHKISS: I don't recall that in any of our committee meetings.

MR. SHELDON: It seems to be a problem for young men when they get out of the university to decide on a career.

DEAN FILBEY: It is assumed that these men will be put in close touch with the industry.

PROF. HOTCHKISS: I have discussed the plans of Antioch College and the University of Cincinnati with executive officers of some of the packing plants, but our immediate problem is to work out our own subject matter of instruction, to find out how much material there is of a special nature in the industry and how it can be assembled. One of the interesting things about our enterprise is the occasion we shall have to utilize the accumulated practice of the industry as material for study.



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Packing has undergone a rapid evolution; there is a great deal of accumulated practice that is not recorded. Some of it is probably too detailed to be an essential part of our course of instruction, but much of it is indispensable as a basis for analyzing the processes of the industry. One of our major problems is to assemble our subject matter, organize it, and discover what we have to give our students that pertains especially to our own industry.

Concerning cooperation from men in the industry, I think Mr. Ellerd understated the case. I do not remember ever having seen anything undertaken more systematically and intelligently than was the selling of our courses to employes. When they were through, all the promising young men knew about the plan, knew it had the good will of the house and that the Institute and the University were back of it. It was for each man to decide whether he would avail himself of the opportunity. Packing has undergone a comparatively rapid evolution, and there is a great deal of accumulated practice that is not recorded. Some of it is probably too detailed to be an essential part of our course of instruction, but some of it is valuable as a basis for analyzing the processes of the industry.

MR. McKINSEY: You said once or twice -- I am not quite sure Prof. Hotchkiss said it, but I think Mr. Ellerd did -- that they did not make a definite proposition in telling the men that this instruction would have any bearing on promotion in the industry. To me, I think, that is a very serious mistake, because no matter whether you tell them that or not, it seems to me the average man has only one real reason for attending a class of this kind, and it is for the purpose of getting ahead, and, therefore, to say definitely that this course has no bearing on a man's promotion, can mean only one thing: if promotions are made and the men who have made good records in the class are overlooked, the classes would drop out. I think we can point to some experiences of that kind if we looked over the field of industrial education carried on by the co-operative plan. From that same angle I think there is the danger of starting our class with the idea of leading them up into the packing industry. The minute you mention or suggest it is a course with a packing house slant or odor to it, you immediately start in a man's mind -- whether you say it or not -- you start in his mind an idea that there is an opportunity. You immediately put a vocational phase to the thing, and a man must expect in entering a class of that kind that he will be recognized after he has had this course of training, recognized possibly, before those who are getting their training in the plant. I should like to see that discussed because I know of one or two cases where that thing has been tried and where that slant has been given to it, and very soon the man gets tired and the classes go. I should say attendance at these classes, among other things, would have a direct bearing on promotion.



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MR. ELLERD: Possibly it is too broad a statement to say it would not have any bearing on promotion. The thing we laid emphasis on was that no man could expect definite and concrete results from this course of training in the way of promotion. In other words, there would be no promise held out to him. We did say we would observe with interest his attendance at those courses: and would know and appreciate that he would be a more valuable man by reason of having had that education, but we felt it was more practical to show by specific demonstration, the result of these courses than to make any promises in advance that might not be fulfilled. Some men who will take these courses will not have the other qualifications for promotion. I am now repeating what these doctors have told me. They say one difficulty with education is that you have to give so many people education that will be of no value to them particularly in order to get over to a few the specific thing that will be of value, and that is the way we regard this. We will have to let a lot of people go through this course who will be hopeless for promotion, just as a lot of people who go to college never get a thing out of their college course. We would rather by practical demonstration show that the men who are ambitious to improve themselves in our industry will be recognized than to say to them in advance that there will be a definite line of promotion. I think that would be disastrous, and we have absolutely withheld any promises, but I do feel that when we do promote these men, - as we no doubt will, for there is plenty of opportunity in our industry - these classes will not become less popular, but more popular.

A VOICE: It seems to me there is another point in connection with what Mr. Ellerd has been stating, and that is this, the far-seeing and shrewd student is going to see that some day a certificate from the Meat Packers Institute is going to mean the same as a certificate of graduation from the Brewers School in Munich meant to a brewer; that is, he could get a job not only in Munich, but the whole world was his oyster, and I think there is not only going to be an opportunity here in Chicago, but all over the world. Chicago has unusual facilities and bears the same relation to the packing industry that Munich did to beer.

MR. KRAFFT: Under present conditions, you would not recommend a course in brewing?

A VOICE: I would like to raise one point -- since there is admittedly a dearth of university graduates, and since most of their training does not fit them for anything anyway, and since such a large portion of them don't make good, I wonder why we don't start to do the same as the Bell Telephone system and take a group of university graduates each year, put them into the industry, and let the industry be the training course, instead of trying to bolster up the education of those in the industry in some way by co-operating with the universities. Take the graduate as he is, put him in the industry, and



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A VOICE: It seems to me there is another point in connection with what Mr. Ellerd has been stating, and that is this, the far-seeing and shrewd student is going to see that some day a certificate from the West Parkers Institute is going to mean the same as a certificate of graduation from the Harvard School in Munich meant to a brewer; that is, he would get a job not only in Munich, but the whole world was his oyster, and I think there is not only going to be an opportunity here in Chicago, but all over the world. Chicago has unusual facilities and bears the same relation to the packing industry that Munich did to beer.

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there train him in the things in the industry that he may seem to need.

MR. ELLERD: For the last three years we have been doing just that sort of thing. We have taken seventy-five men each year and have scattered them all through our Chicago plant. They are university graduates in nearly every instance. Usually by the end of the year there are about ten left. That is the natural way. They filter out and there are about ten of them left. We feel those men will be greatly benefited by this supplementary education. They are just the type of men we are working on and they are the type of men we are taking in as an expense item, in order to train them and break them in right in our business, and we feel sure that that is the right way to bring along the supervisory staff. We know that those men have a capacity that is a great advantage over the man who has to start in the industry and has not the educational advantages that the college man has, and the men who do come through make good men for us. To supplement their general training with this special training, as we see it, is going to be highly beneficial. That is our hope at least. That is what we are experimenting on.

PROF. HOTCHKISS: I have done considerable observing in connection with the Northwestern School of Commerce. It does not seem to me that university graduation is a necessary criterion for determining which of the men now employed should be encouraged to undertake systematic study. There is too large a number of people of the student type of mind who have discovered late in life, perhaps, that opportunity for growth lies along the path of systematic schooling. Such persons may have been compelled by circumstances over which they had no control to leave school after the grades. Tardily, the chance they thought had passed them by comes to them, and they are just the ones to profit by it. To confine university work for employed men to university graduates, would mean a great waste of good material.

Another service systematic education can render is in helping the adaptation of men to jobs. University schools of business and the other professional schools must devote more attention than they have yet done to this subject.

I was to some extent instrumental in starting an employment bureau at the Northwestern School of Commerce. That bureau from the start devoted fully as much effort to studying the job as it did to studying the men to be sent to the job. We assembled all the information we could concerning schemes of promotion and tried to distinguish the paper schemes from those that were actually in operation. We tried to form a judgment, on the basis of knowledge, of what the probable opportunities for a given student would be if sent to a particular job.

Part of any scheme of university education for business must be vocational direction. It is essential to know something about what a man is capable of doing. Much of the grief suffered



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in the past by university graduates who have gone into positions with great hopes and few prospects, ought to be avoided. There are some plants whose representatives talk about wonderful opportunities for promotion when actually such opportunity is present for only about one out of twenty-five of the persons employed as a result of such talk. The enterprise represented in going out and getting university graduates is commendable, but we are playing with a terribly dangerous weapon when we talk about promotion. The same principle applies to what we say about promotion when we induce men to register for a course of study. Mr. Ellerd is one hundred per cent right in not holding out any promises.

A VOICE: Maybe the group would be interested to know the utilities companies have done something in the way of co-operating with the universities; it seems peculiar that the two political foot-ball organizations have taken this step in education. With the assistance of the Dean of the Northwestern University and several of the men at the University of Illinois, we have started what we call a utilities course in the College of Commerce at the University of Illinois. It is the regular business administration course with a few particularly specialized public utility courses injected, and it is a step, just another phase of operation -- two have been mentioned -- one is the continuation school, the other is the telephone company's system, and this method of injecting it in the regular college course. The first year of the course we have developed is the same as the regular college of commerce course. In the second year, two subjects are included, one history and development of public utilities, and, secondly, what we call descriptive engineering, that is simply a course to acquaint the College of Commerce student with the relation of engineering to the problems. Then in the following four semesters, we include the management of utilities, the operation of utilities, the regulation of utilities and the financing of utilities. Also, we are trying to place all of our students who are taking these courses in some utility company during vacations, and the utilities companies are all co-operating in making a special effort to absorb all of those graduates at the end of each year.

THE CHAIRMAN: Are there any other questions.

MR. R. W. STAND: I believe the danger of under-estimating or emphasizing promotion as an incentive in taking the course is not very great. This whole matter is interesting because of the changed attitude certain business houses are taking now with reference to educational schemes. I remember a few years ago everybody wanted to start courses themselves, and all the industrial relations men thought they were educators. Now, co-operating with educational institutions, it is easy for a school, a university, whose problem is to sell the general value of an education to state naturally education will lead to promotion. The university does that through its advertising, through its whole scheme of securing students. I am talking about extension courses. The industry only has to co-operate to bring the matter to the attention of the students.



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THE CHAIRMAN: Are there any other questions?

MR. R. W. STAND: I believe the danger of under-estimating or emphasizing promotion as an incentive in taking the course is not very great. This whole matter is interesting because of the changed attitude certain business houses are taking now with reference to educational schemes. I remember a few years ago everybody wanted to start courses themselves, and all the industrial relations men thought they were educators. Now, co-operating with educational institutions, it is easy for a school, a university, whose problem is to sell the general value of an education to state naturally education will lead to promotion. The university does that through its advertising, through its whole scheme of securing students. I am talking about extension courses. The industry only has to co-operate to bring the matter to the attention of the students.



The industry does not have to say we will promote you if you take the course. The industry will take the men prepared by the university and that institution will likely make the statement that all education will lead to promotion. It was stated the packing industry was the only industry that had done this. I beg to differ. We know the bankers have done it for years, and the real estate men have realized this perhaps more than anyone else. They have developed courses and during the last year have prepared a large amount of competent information, text-books, and are now branching out in co-operation with educational institutions. It takes the professional standard to develop the professional attitude, to develop the minimum requirements of education for men who enter the real estate field. Recently such institutions as Northwestern University and the University of Michigan and others have stated that they would add real estate courses to their curricula, these courses to be of the nature which have been developed in co-operation with the men in the business. That changed attitude where the school goes out and secures the content of the courses from the business and the school adds its particular knowledge to the knowledge of method, and perhaps both together add the third thing, which is important to all educational effort -- promotion, I mean -- will make a more effective type of education than simply having the industry develop courses or the college or university sit down and develop its own courses from text-books. I have a list of all the types of business which are now working on the same basis -- bankers, real estate, life insurance people, building and loan people, investment bankers, associated advertising clubs of the world, the Building Managers Association, and the Society of Industrial Engineers -- all of these organizations are now actively developing courses and co-operating with various institutions.

MR. ELLERD: I don't want to engage in any controversy with Mr. Stand, because I know whereof he speaks. My statement that the packing industry is the only industry that has undertaken this in just this way I think still stands. It is the only manufacturing industry that has ever enlisted the co-operation of a great university and is now co-operating in the presentation of educational work. These institutions which Mr. Stand has mentioned we know are all service institutions; they are not institutions of production. We think there is a very decided difference between the problems presented in that type of business and in our type of production industry.

A VOICE: About twenty years ago the Ohio State University through the co-operation of the men in the ceramics and pottery industry started a course in ceramics which is still going on.

MR. ELLERD: I guess that has been going so long we did not get it.



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A VOICE: The printers are also co-operating with Harvard. To show the value of the universities, the printers have developed a large amount of material and in New York where they have supplied their own courses, they have found it desirable to ask the University of New York to carry on the courses that they tried to carry on themselves.

MR. STAND: I think Mr. Ellerd is correct. There is a difference between service institutions and production institutions. I was thinking of the general term of business.

PROF. HOTCHKISS: Early in the negotiations the question came up as to joint management and how joint management could be worked out. The university, very properly in my judgment, said it could not entrust its educational standards to any business organization. It took that attitude not in any dogmatic way; its representatives said that the educational standards of a university were something they had no right to entrust to the custody of any one outside of the University authorities. As educational adviser, I told my client, the Institute, that of course the university would take that attitude, as was its duty under its charter. We therefore worked out a plan whereby the Institute of Meat Packing is conducted by a joint committee made up of seven representatives of the university and four representatives of the packing industry. Appointment of teachers, however, is made officially as are any other appointments, in the University of Chicago.

We have launched a comprehensive plan covering various sorts of courses. There is no one simple course in meat packing; it is a composite course, involving economics, finance, accounting, science, personnel, processing -- everything, in short, related to the packing industry. It is a most significant undertaking.

Having had this meeting, may I suggest that, say a year from now, you ought to ask Dean Filbey to return and report progress. Dean Filbey is now in charge. You are all interested in developments in management, but you are especially interested in seeing ideas grow. This is a good one to watch.

THE CHAIRMAN: I used to have a dog when a boy, a great big St. Bernard, and about once a year, on St. Patrick's Day, we used to have dog races and I learned something then that I recall vividly tonight. When I wanted to win a race on St. Patrick's day I would let my dog go without meat for a month or six weeks before the race. The day of the race I would take the harness and bit and rub it with meat and would get him all fixed up with a desire for meat, and would take him down and win a race and feed him meat.

I have a little confession to make about college professors and doctors. Although I am in the clothing business, I am not a college professor. I claim to be a civil engineer,



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