

ist in each institution can be directed to those subjects where they have the finest experts and teachers. Perhaps, too, admission could be limited to those students who have the potential for reaching the highest standards by confining it to those who have proved themselves in prerequisites of the first two years. Recognition, too, could be advanced if there could be a common name for the school from one institution to another—something like “Humanities Lit. Num.”—with a common standard of excellence.

The scientists and technologists inevitably will go on fragmenting the areas of their investigation into smaller and more esoteric units. But if the New Humanist is going to be “numerate,” then in the field of education

the scientist will have to set out the critical principles in a reasonably tractable form in the same way that the men of literature, philosophy, and history have done. I believe that the new breed of historians of science can help.

The graduate New Humanist will not be at any vocational disadvantage; on the contrary, there will be competition for him. Moreover, there are few starting jobs in business which he would not be able to handle with ease in very short order. Given the appropriate pertinacity and breaks from above, it should not be too long before he will be in some seat of power in some new or expanding institution in politics, business, or administration for which he will have been trained.

4. *Managerial Competence*

By JAMES N. GORRINGE

Employee Relations Department, Standard Oil Company of New Jersey

I FIND MYSELF equating competence with flexibility, balance, awareness, breadth of understanding, a capacity for constant growth. I think we have come to take for granted competence seen as mastery of one's own field. We have come to assume without question that the competent man can hoe a particular row efficiently. But we now expect him to be able to move beyond his own garden patch. We expect him, in a word, to be generalist as well as specialist.

This afternoon we shall be concerned with the dimensions of technological change—the developments taking place that will put an ever increasing premium on these various facets of competence.

I should like to pick up where we left off this morning, and perhaps lead into our afternoon's discussion by applying the theme of this conference to the development of sound industrial management. How can industry supplement the efforts of the academic world in educating for managerial competence in the face of technological

change? And what should industry do to help maintain competence once it is achieved?

I think you will agree that the successful company of today is chiefly a product of executive actions taken in the past to select the right people, to place them in jobs for which they were qualified, and to see to it that they were able to grow to meet the needs of the organization and at the same time to achieve that measure of personal growth and self-satisfaction so necessary to a well-rounded man. And I am convinced that even more time, effort, and imagination will have to be expended on these practices in the future, for competence is a moving target. We must constantly be taking new aim at it and finding surer ways of bringing it in range.

Several conditions lend urgency to our efforts. One is the continued growth and increasing complexity of business and industry—the result in good part of rapid technological advance. It is a truism that if