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SECURITY EDUCATION FOR BUSINESS

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Colleges and universities educate their graduates for three primary markets. American schools do nothing quite so well as they prepare their graduates for more schooling. Government seems well satisfied with the quality, if not the quantity of current graduates. This presentation will focus on what business wants, if not expects, from your product in the hope that doing so will improve the chances that we get it.

It will assert that business prefers candidates that are educated, as opposed to trained. Business needs team players, not prima donnas. It prefers trained, disciplined, rigorous thinkers to those who know a lot, candidates who are skilled as well as knowledgeable. It needs candidates who, not only can be expected to behave ethically but who know enough about ethical analysis to identify the right behavior in novel situations. While it values specialists and is often willing to pay a premium for them, most of its candidates must have a liberal education.

Business trains and educates, has always done so. However, we want to spend our time and money teaching those things that only we can teach. We do not want to teach the fundamentals and we do not want to fix your failures. We expect that college graduates be able to present their thoughts in coherent written and spoken English. We expect that they understand such fundamental logical concepts as Occam's Razor, necessary and sufficient, and proper, ordered, and complete lists.

We understand that people learn right from wrong in sand pile; we do not expect colleges and universities to teach their students how to behave well or to remediate the failures of kindergarten. However, we are disappointed, not to say frightened, when college graduates do not recognize, much less are able to reason about, such fundamental ethical concepts as the rule of law, the sanctity of contract, and the categorical imperative.

No other generation in history has been able to lavish twelve, sixteen, or even twenty years on the education of its young, (nor been as little satisfied with the result). As recently as a hundred years ago, only a tiny elite could aspire to such an indulgence. For most that much time would have represented a third or even half of their life expectancy. Surely we are not investing so much of our national treasure in our young simply to produce workers for an increasingly automated industry, as our national policy makers would have us believe,. Surely education is about more than that. We can get labor from high schools, and skilled workers from community colleges and

technical schools. From colleges and universities we need citizens, not workers. We need people who have read enough history that they can choose their future, enough science that they can recognize truth, and enough art, music, and drama that they can appreciate and foster beauty.

We expect a college degree to mean more than that someone has spent the requisite number of hours in a classroom.

The presentation will defend these assertions in terms that the speaker hopes will be familiar to academics and to which he hopes they will be sympathetic.