

military alliance long before any actual strike. Nuclear weapons, in short, may be Pyongyang's best hope for achieving its long-cherished objective of reunification.

No one should have been shocked—though many around the world apparently were—by Pyongyang's claim in February that it possessed nuclear weapons and would not give them up “under any circumstances.” U.S. intelligence has long assumed

that North Korea has one or two nuclear devices. To renounce such weapons would be tantamount to giving up its vision of reunification, Eberstadt argues, and with it the justification the regime has used since its founding for all the terrible sacrifices it has demanded of its people. Keeping the world safe from North Korea will be a more “difficult, expensive, and dangerous undertaking” than many people want to believe.

Latin Lessons for Iraq

“The Follies of Democratic Imperialism” by Omar G. Encarnación, in *World Policy Journal* (Spring 2005), World Policy Institute, New School Univ., 66 Fifth Ave., 9th fl., New York, N.Y. 10011.

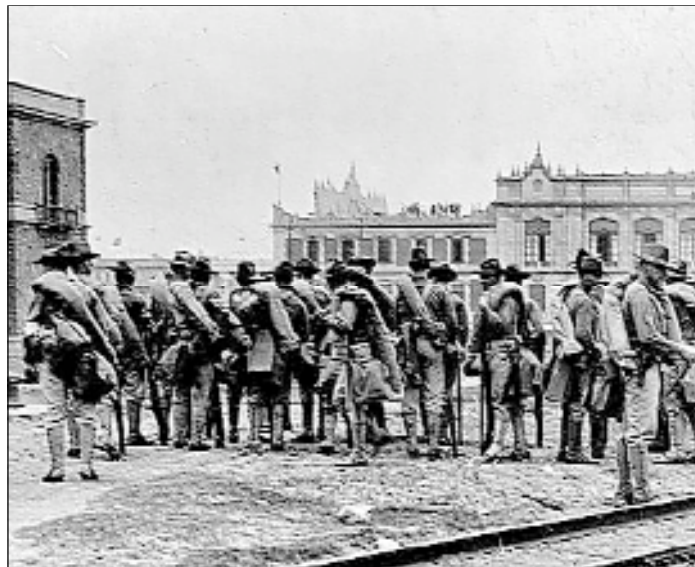
“There is no people not fitted for self government,” declared the idealistic American president, and so saying, he dispatched an expeditionary force abroad to topple a “government of butchers.” To the president's vast surprise, the Americans weren't universally hailed as liberators, and thousands rallied around the dictatorship to fight the invading Americans.

That president was not George W. Bush but Woodrow Wilson, who sent U.S. Marines to Mexico in 1914 to overthrow General Victoriano Huerta, who had seized power in a coup the year before. Anti-American riots, at first confined to Mexico City, spread to Costa Rica, Guatemala, Chile, Ecuador, and Uruguay. A mediation conference ended in failure because Wilson wouldn't budge from his demand that Huerta relinquish power and hold free elections. Huerta fled Mexico later that year, but democracy didn't arrive in Mexico until 2000.

In the Caribbean and Central America, argues Encarnación, a political scientist at Bard College, “Wilson's military occupations and attempts at creating democracy” during his two terms in

office only “paved the way for a new generation of brutal tyrannies,” including those of Fulgencio Batista in Cuba and Anastasio Somoza in Nicaragua. The United States ruled the Dominican Republic from 1916 to 1924, reorganizing much of the government and creating a national constabulary in order to help civilian leaders stay in power. A civil war that broke out after the Americans left ended only in 1930, when Rafael Trujillo, commander of the very National Guard the Americans had created, seized power, inaugurating 31 years of harsh dictatorial rule.

Encarnación sees behind President



U.S. Marines, sent into Mexico by Woodrow Wilson to overthrow General Victoriano Huerta in 1914, await orders at the port of Veracruz.

Bush's drive to democratize Iraq and the Middle East the same flawed premises that inspired Wilson's failed crusade: that the spread of democracy, even by force, is an unqualified good; that people everywhere, regardless of their history or circumstances, are ready for democracy; and that America has a special mission to bring it to them and even impose it on them.

Like many other critics, Encarnación dismisses the relevance of apparent U.S. successes in democratizing Japan and Germany after World War II, since both coun-

tries had advantages, including past experience with democracy, not shared by Iraq and other target nations.

The Bush administration should learn from earlier U.S. successes in Latin America and elsewhere by "facilitating the conditions that enable nations to embrace democracy of their own free will: promoting human rights, alleviating poverty, and building effective governing institutions," says Encarnación. As President Herbert Hoover once declared, "True democracy is not and cannot be imperialistic."

ECONOMICS, LABOR & BUSINESS

A Failing Grade for Business Schools

"How Business Schools Lost Their Way" by Warren G. Bennis and James O'Toole, in *Harvard Business Review* (May 2005), 60 Harvard Way, Boston, Mass. 02163.

No medical school would employ a professor of surgery who'd never seen a patient, yet today's business schools are packed with professors who have little or no managerial experience. That suits the schools fine, but their students and society are being short-changed, argue Bennis, a professor of business administration at the University of Southern California's Marshall School of Business, and O'Toole, a research professor at USC's Center for Effective Organizations. Narrowly focused on academic research that purports to be scientific, B-school professors are failing to teach their students to grapple with the complex, unquantifiable issues that business executives face in making decisions. The result, say employers, students, and even some deans of prestigious business schools, is that the future leaders these schools turn out year after year are ill prepared for the real world of business.

Instead of looking on business as a profession, most of the nation's two dozen leading business schools have come to regard it as an academic discipline, like physics or chemistry. That's quite a change from the first half of the 20th century, when B schools were more akin to trade schools. "Then, in 1959 . . . the Ford and Carnegie foundations issued devastating reports on the woeful state of business school research and theory," and put money behind their suggested reforms.

Today, B-school "scientists" employ abstract financial and economic analysis, statistical multiple regressions, and laboratory psychology to get at myriad little facts that they hope will one day add up to a general science of organizational behavior. "Some of the research produced is excellent," but very little of it is relevant to practitioners. The research-oriented professors may be brilliant fact-collectors, but if the business of business schools is to develop leaders, "then the faculty must have expertise in more than just fact collection." As a profession, not a scientific discipline, business must draw upon the work of many academic disciplines, including mathematics, economics, psychology, philosophy, and sociology.

"The best classroom experiences," say Bennis and O'Toole, "are those in which professors with broad perspectives and diverse skills analyze cases that have seemingly straightforward technical challenges and then gradually peel away the layers to reveal hidden strategic, economic, competitive, human, and political complexities—all of which must be plumbed to reach truly effective business decisions." Unfortunately, as narrowly trained specialists fill the B-school faculties—and replicate themselves through hiring and tenure decisions—the trend is away from the "case studies" method.

The authors don't want to remake business schools into the glorified trade schools