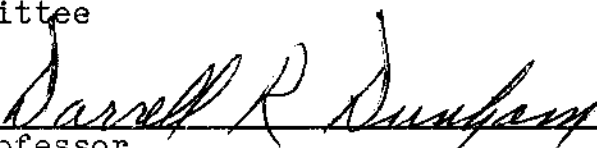



THE IMPACT OF SELECTED BEHAVIORAL SCIENCES UPON
INTRODUCTORY MARKETING COURSES AT COLLEGIATE
SCHOOLS OF BUSINESS ADMINISTRATION


APPROVED:

Graduate Committee

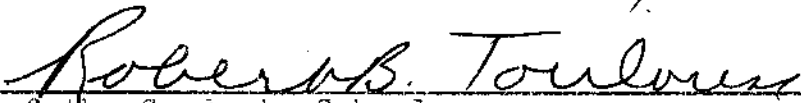

Major Professor


Minor Professor


Committee Member


Committee Member


Dean of the School of Education


Dean of the Graduate School

Hopkins, Robert M., The Impact of Selected Behavioral Sciences Upon Introductory Marketing Courses at Collegiate Schools of Business Administration, Doctor of Philosophy (College Teaching--Business Administration), August, 1973, 192 pp., 10 tables, bibliography, 121 titles.

The principal problem involved in this study is the impact of selected behavioral sciences upon the introductory marketing courses at collegiate schools of business administration.

To determine the nature of the behavioral science impact upon the introductory marketing courses, three main areas were investigated. First, a historical examination of the relationship between the disciplines of anthropology, psychology, and sociology and the field of marketing was undertaken. Second, the major introductory marketing textbooks presently being used in American Association of Collegiate Schools of Business (AACSB) were analyzed to determine the extent of inclusion of behavioral science materials. Third, chairmen of marketing departments or deans of schools of business having undergraduate programs accredited by the AACSB were asked to respond to a questionnaire concerning the marketing/behavioral science relationship in the introductory marketing courses. A chapter in

the dissertation is devoted to a discussion of each of these primary areas.

Based upon the findings of this study, it can be concluded that certain behavioral science disciplines have had a significant impact upon introductory marketing courses at collegiate schools of business. Of the behavioral sciences, psychology has had the greatest impact upon the field of marketing, followed by sociology and anthropology. The behavioral science contributions are reflected in the instructional approaches used to teach the introductory marketing courses, in the content of the adopted textbooks, in the educational backgrounds of students and marketing faculty members, and in contemporary marketing concepts and theories.

The major recommendations stemming from this study are summarized as follows: (1) In the future, behavioral science substances should receive greater emphasis in introductory marketing courses and should be more fully integrated with marketing concepts. (2) Behavioral science coursework sufficient to provide background knowledge should be required of marketing students. Degree programs should be designed with sufficient flexibility to permit elective behavioral science study at the students' discretion. (3) In introductory marketing textbooks, behavioral science materials should be completely integrated with marketing substances. (4) The societal approach should be adopted in

introductory marketing courses, with the managerial approach being employed in advanced marketing courses.

THE IMPACT OF SELECTED BEHAVIORAL SCIENCES UPON
INTRODUCTORY MARKETING COURSES AT COLLEGIATE
SCHOOLS OF BUSINESS ADMINISTRATION

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Robert M. Hopkins, B.B.A., M.A.

Denton, Texas

August, 1973

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
Chapter	
I. INTRODUCTION.	1
Statement of the Problem	
Purposes of the Study	
Guideline Questions	
Definition of Terms	
Assumption	
Background and Significance of the Study	
Procedures for Collecting the Data	
Procedures for Treating the Data	
II. HISTORY	24
Prior to 1900	
1900-1915	
1915-1930	
1930-1945	
1945-1960	
1960-1973	
Summary	
III. TEXTBOOK ANALYSIS	73
IV. QUESTIONNAIRE ANALYSIS	111
Questionnaire Analysis, Part I	
General Information	
Textbook Information	
Instructional Information	
Questionnaire Analysis, Part II	
General Information	
Textbook Information	
Instructional Information	
Summary	
Part I	
Part II	
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	158
Summary and Conclusions	
Recommendations	

APPENDIX	168
BIBLIOGRAPHY	182

LIST OF TABLES

Table	Page
I. First Marketing Related Courses Taught in American Colleges.	27
II. Behavioral Science Contributions to Selected Marketing Management Problems . .	55
III. Marketing-Related Topics Classified by Selected Disciplines.	57
IV. Introductory Marketing Textbooks	75
V. Textbook Adoptions	76
VI. Summary of Textbooks Reviewed.	103
VII. Changes in Instructional Approaches and Content in Introductory Marketing Courses	119
VIII. Rank of Disciplines According to Con- tributions to Introductory Marketing Course Content.	122
IX. Instructional Approaches Used in Introductory Marketing Courses.	126
X. Trend in Introductory Marketing Course Instructional Methods	127

CHAPTER I

INTRODUCTION

Since their inception, schools and departments of business administration have been under constant internal and external appraisal. Questions have continuously been raised regarding the ideal direction and intent of education for business.

In the functional area of marketing education, emphasis has shifted between specialized, vocationally oriented programs and curricula which allowed students to allot a considerable portion of their time to studies in the liberal arts fields. Although marketing has been recognized as an area of study for over a half century, the advantages and disadvantages of highly specialized, vocationally oriented marketing educational programs versus more generalized programs are still being debated by many marketing academicians and practitioners.

Within the last decade, a trend toward a managerial approach to teaching introductory marketing courses has become evident. This trend has served to emphasize broader, more generalized educational goals and to deemphasize curricula intended to prepare students for first-job possibilities. The three traditional teaching approaches place emphasis upon

specialization, and prominence is given to the what, how, and where of marketing goods and services. The commodity approach involves the unique manner in which certain goods move through the marketing channels. The functional approach involves the study of how and what marketing functions must necessarily be performed to facilitate the movement of various goods through the marketing channels. The institutional approach involves the study of the marketing institutions that are necessary to provide for the orderly movement of goods from the producer to the ultimate consumer. By contrast, the management approach involves the study of managerial decision-making and emphasizes the planning, operations, and control of the marketing activities of the firm in relation to its environment. Management is conceived as a process of problem-solving. Emphasis is placed upon the contributions of marketing research, quantitative techniques, and the behavioral sciences to managerial decision-making (12, p. 1-32).

The focal point of this exploratory study is upon the integration of selected behavioral science concepts with the substance of introductory marketing courses at collegiate schools of business administration.

Statement of the Problem

The problem is the impact of selected behavioral sciences upon the introductory marketing courses at collegiate schools of business administration.

Purposes of the Study

The purposes of the study are the following:

1. To provide a historical delineation of the relationship between (a) the disciplines of psychology, sociology, and anthropology, and (b) the content and teaching of introductory marketing courses in collegiate schools of business administration.

2. To identify those areas of the behavioral sciences which have contributed information which is useful in the solution of marketing problems.

3. To review the major textbooks currently being used in conjunction with introductory marketing courses to elicit commonalities of content.

4. To determine the impact of selected behavioral sciences upon the instruction of the introductory marketing courses at member institutions of the American Association of Collegiate Schools of Business (AACSB).

5. To propose changes in the content and instruction of introductory marketing courses consistent with findings of the study.

Guideline Questions

The following questions were proposed in connection with this study:

1. What past events have been fundamental to the present relationship between selected behavioral sciences and introductory marketing courses?
 - a. To what extent did psychologists, sociologists, and anthropologists influence early marketing content and instruction?
 - b. To what extent have professors in the fields of sociology, psychology, anthropology, and marketing cooperated in the exchange of information?
2. What specific areas of the behavioral sciences offer the greatest promise of contribution to marketing understanding?
 - a. What aspects of psychology accord marketing students a better understanding of how individuals behave in the marketplace?
 - b. What aspects of sociology assist in the development of knowledge about group behavior in the marketplace?
 - c. What aspects of anthropology promote increased awareness of cultural peculiarities which must be observed by marketers?
3. What impact have selected behavioral-science disciplines had upon the major introductory marketing textbooks?

- a. What commonalities exist in the organization and sequence of chapters of the major textbooks?
 - b. Are current introductory marketing textbooks devoting chapters to areas involving behavioral-science understandings?
 - c. What changes have been made in editions revised within the last five years which reflect influences of the behavioral sciences?
 - d. What textbooks have been published within the last five years which approach marketing from a behavioral-science point of view?
 - e. Are authors in the field of marketing collaborating with behavioral scientists to write introductory marketing textbooks?
 - f. Have any behavioral scientists written textbooks designed primarily for introductory marketing courses?
4. What consequences have selected behavioral sciences had upon the instruction of introductory marketing courses?
- a. To what extent are students encouraged to relate the substances of selected behavioral sciences to that of marketing?
 - b. Are students encouraged to read in the area of the behavioral sciences in connection with the introductory marketing courses?

- c. To what extent are marketing instructors schooled in the behavioral science disciplines?
 - d. To what extent do the AACSB member schools use behavioral scientists to teach the introductory marketing courses?
5. According to the opinions of marketing teachers, will future introductory marketing courses make greater use of knowledge gained from selected behavioral-science disciplines?
- a. To what extent will future introductory marketing textbooks emphasize contributions from selected behavioral sciences?
 - b. Will the managerial approach to teaching the introductory marketing courses retain prominence as the most popular instructional procedure?
 - c. Might faculty members with behavioral-science backgrounds be in greater demand than those with quantitative backgrounds?
 - d. Will students be officially advised to take additional behavioral-science coursework beyond the introductory level prior to taking the introductory marketing course?
 - e. To what extent will behavioral scientists be consulted in determining the content of future introductory marketing courses?

Definition of Terms

Business educators are college teachers in the field of business administration.

Behavioral science is limited in this study to include only the contributions from the disciplines of psychology, sociology, and anthropology. "The term 'behavioral science' gained currency as a result of the designation of a program area so named in the Ford Foundation at the time of its establishment as a national philanthropic organization in 1950" (4, p. 244).

Introductory Marketing Course is the first exclusively marketing course offered at the senior college level. This course is normally a junior level principles of marketing course. It is ordinarily a core course required of all students majoring in the field of business administration.

Assumption

The following assumption was made in connection with this study:

A questionnaire was mailed to the chairmen of marketing departments or deans of schools of business which currently have undergraduate programs accredited by the AACSB. It was assumed that these schools are not typical schools of business administration, but rather are actually superior in such areas as curricula, quality of students, and quality of faculty personnel.

Background and Significance of the Study

Since the first school of business was established in 1881 (The Wharton School at the University of Pennsylvania), business educators have expressed concern about the course offerings which should be included in the curriculum of collegiate schools of business. Today, due to the enormous amount of available information, the question has been expanded to encompass not only which courses should be included in the curriculum, but also specifically what content should receive emphasis in each course.

Instructors who employ the managerial approach in the teaching of the introductory marketing courses tend to incorporate more of the substances of the behavioral sciences into their courses than most instructors still practicing one of the traditional approaches. Also, in recent years, books and articles have appeared which relate the behavioral sciences to the field of marketing. These developments have been instrumental in providing marketing specialists with increased awareness of the value of contributions of the behavioral scientists.

Contemporary writers dealing with the behavioral science/marketing relationship tend to concentrate upon the activities that take place in the business world. Their concern appears to center around the employment of the behavioral sciences as an aid in selling larger volumes of goods and services. Only limited attention has been directed toward the impact of the

behavioral sciences upon the teaching of marketing, particularly the introductory marketing course.

To trace the impact that the behavioral sciences have had upon present day introductory marketing content and instruction, it is necessary to look back to 1902, when the University of Michigan became the first American university to offer a marketing course (25, p. 515). Within the next ten years, many universities incorporated marketing courses into the curricula. These early marketing courses, as well as other business courses, were taught by liberal arts instructors who frequently had little experience or interest in the curriculum of business schools (18, p. 33). From this origin, there developed separate schools of thought concerning the purpose and direction of marketing education at the collegiate level. Some believed that marketing education should emphasize highly specialized, vocationally oriented education (functional), while others presumed a liberal-arts oriented education to be superior.

In 1916, the AACSB was organized. Originally composed of fourteen members, the Association today has approximately 155 members representing the foremost business schools in America and Canada. This Association, perhaps more than any other, has influenced the direction of business education in the United States over the past fifty-seven years. Through its membership requirements, the AACSB has developed standards in such areas as course offerings, faculty requirements

and qualifications, teaching loads, degree requirements, and physical facilities. The influence of this unifying organization has been instrumental in furnishing focus to the content and instruction of business school curricula.

Although the establishment of business schools and the organization of the AACSB may appear to have been a direct attempt of some leading business educators to separate business administration education from the liberal arts, such was not always the case. Around 1920, Dean Donham of Harvard began to advocate a broad, liberal program of business courses. Later, Mayo, also of Harvard, did work in industrial sociology which subsequently became known as the human relations approach to industrial management (15, pp. 92-93). A step in the direction of a liberal education for business students was taken by the AACSB in 1925. A Standards Committee of the AACSB adopted a recommendation that one of the membership requirements be that ". . . at least forty percent of the total hours required for a bachelor's degree must be taken in subjects other than business and economics" (1, p. 3). Although this recommendation did not specify a particular number of liberal arts credits to be taken by business students, it did provide for a healthy balance between business and economics courses and courses outside the business school. This membership requirement, although amended, is still in effect in essentially the same form.

At the 1929 annual meeting of the AACSB, the admission rules for schools were amended. The new regulations stipulated that a prospective member school must be established as a distinct school or college of business, and not as a department of a college of liberal arts within a university (9, p. 195). Although the physical separation of business schools and liberal arts colleges was specified, it was not intended as a measure to reduce the interrelatedness of the two curricula.

In reference to the curricula of business schools, Bossard and Dewhurst, writing in 1931, indicated that curricula is what it is because of its ancestry. "Business curricula are descendants of that imperious dowager of academic life--the liberal arts college" (5, p. 317). These authors felt that this lineal descent from the arts colleges was the most important factor in shaping the business school curricula to that time.

One of the important influences noted by Bossard and Dewhurst was the growing appreciation of the importance of psychology in business education. Although business academicians were interested in psychology, they were interested in a psychology somewhat different from that usually taught in the psychology departments of universities (5, p. 362). The business educators insisted upon a new psychology, functional in its approach, stripped of abstract verbiage and refined abstractions, and concerned primarily

with the mind in action (5, p. 362). This new approach to psychology which business educators wanted to incorporate into the business curriculum was rejected by many orthodox academic psychologists.

In 1941, Stevenson, the Dean of the School of Business at the University of Minnesota, indicated that liberal arts colleges, which had been primarily nonvocational in nature prior to World War I had become increasingly oriented toward such practical majors as teaching, commercial arts, government service, social work, and journalism. Stevenson believed that instruction of business courses would have remained within the liberal arts schools if this functional emphasis had taken place before World War I (40, pp. 65-68).

After World War II and on up into the fifties, numerous changes took place in the field of business administration. There was a trend toward course proliferation in the functional areas, business school enrollments increased substantially, and concern for the liberal arts appeared to diminish. Concerning the proliferation of the highly specialized courses, Peck, Chairman of the Economics Department at Sterling College, wrote that not only did these highly specialized courses fail to prove themselves but that the graduates of schools of business ". . . were poorly prepared to meet the real life problems as encountered in the business world itself. . . . They could not meet the public nor could they make the necessary social adjustments needed for success in

the business community" (35, p. 299). Peck believed that education for business schools should be a functional aspect of liberal arts training.

Highly specialized course proliferation continued at many small colleges where schools of business had not been established. At the larger schools, although there, too, course proliferation continued, there appeared to be an indication of revived concern for the behavioral sciences. Some teachers believed that the substances of the behavioral science disciplines should be incorporated into the subject matter of business courses, while others felt that the substances of these fields should be presented separately.

In 1959, two highly significant studies analyzing the status of business administration education were published. Education for Business, by Robert A. Gordon and James E. Howell, was sponsored by the Ford Foundation, and The Education of American Businessmen, by Frank C. Pierson, was sponsored by the Carnegie Foundation. Both of these studies, although completed independently of each other, leveled similar criticisms at the conduct of education for business administration. These two studies suggested that the business administration curriculum in many instances was suffering from an interrelated set of deficiencies, which included excessive vocationalism, a proliferation of specialized courses that had no place in colleges and universities, a consequential crowding out of the liberal arts and sciences,

and a general atmosphere of stagnation and directionlessness (38, p. 15). Both of the studies recommended at least fifty percent of the undergraduate business curriculum be devoted to courses outside business and economics.

To solve the problem of excessive vocationalism and specialized course proliferation, Gordon and Howell suggested that it should not be necessary for a school of business administration to offer more than two or three courses in any one field beyond the introductory course that may be required in the undergraduate core curriculum (14, p. 214).

According to the Gordon and Howell report, there was a need for more of a "behavioral" approach to the study of organizations (14, p. 383). This human behavior approach would include most of the subject matter of the fields of psychology, anthropology and sociology.

Essentially, this is the concern of what has come to be called the "behavioral sciences," which in turn may be defined as "the scientific study of human behavior." We accept the view which holds that the behavioral sciences should be broadly enough defined to embrace the study of man at the level of the individual, the primary or intermediate group or the mass society or civilization (14, p. 167).

The Gordon and Howell report specifically recommended that the undergraduate business curriculum include a minimum of one year's work (six semester hours) in the behavioral sciences at the introductory level and that these courses should stress concepts, problems, principles, and methods (14, p. 169). The Pierson report recommended that business students

be required to take a full year of work in psychology and/or sociology, and further advised that room be left on a student's program to allow time for additional instruction in these areas if desired (36, p. 227).

Supporting the recommendations of Pierson and Gordon and Howell, in 1960, Leavitt wrote a chapter entitled "Behavioral Science in the Business School" which was included as part of a book published by the AACSB. Leavitt stated that "A behavioral science course can be sufficiently relevant in its utility to students and relatively sufficient in its body of content for current use in business school curricula" (11, p. 85). Leavitt supported his statement by suggesting that a practicable and useful business school behavioral science course could be designed around such subcategories of organizational behavior as the following:

1. The individual human being and how he behaves;
2. Relationships between individuals, e.g., problems of influence, persuasion, behavior change;
3. The behavior of people in groups, e.g., problems of group pressure on the individual, conditions of efficient problem solving in groups;
4. The behavior of large organizations of people, e.g., the effects of organization structure on individual and group performance (11, p. 78).

By 1963, the recommendations of Pierson, Gordon and Howell, and Leavitt were in some instances showing signs of implementation. In their book Liberal Education and Business, Kephart, McNulty, and McGrath indicated greater emphasis was then being placed upon the more traditional academic disciplines such as psychology, sociology, and economics, and less

upon a description of business practice (18, p. 56). In 1965, Luck verified this trend away from narrow, technically oriented courses of business study and toward a marketing management approach to the teaching of marketing (27, p. 23).

The recommendations and conclusions of these authorities provide evidence of the increased emphasis and concern for the behavioral sciences in the field of business administration in general, and the functional area of marketing, specifically.

Because the study of marketing is a study of human action, the incorporation of the substances of the behavioral sciences is essential to marketing knowledge. Although many academicians have long advocated an interdisciplinary approach to introductory marketing courses, relatively little has been done to determine the impact of some of the behavioral sciences upon introductory marketing course content and instruction. This study was intended to investigate this area.

Procedures for Collecting the Data

A survey of selected literature including books, periodicals, papers, dissertations, and study reports was conducted to trace the development of marketing education in collegiate schools of business administration. Particular attention was focused upon any significant events relative to the

relationship between the behavioral sciences and the introductory marketing course.

The primary introductory marketing textbooks which were being used at AACSB schools were examined to determine the impact of selected behavioral sciences upon the content. This review focused upon concepts originating from the behavioral sciences which have been employed to solve marketing problems. In those instances where textbooks had been revised within the past five years, comparisons were made with the previous edition to determine if any changes had been brought about as a result of the behavioral science disciplines.

Additional information concerning the impact of the behavioral sciences upon the introductory marketing courses was gathered by questionnaire. The questionnaire was mailed to the chairmen of the marketing departments or deans of 141 schools of the AACSB. A cover letter accompanied the questionnaire to explain the purposes of the investigation and to request the chairmen's or deans' assistance by providing information.

Before the final form of the questionnaire was constructed, a copy was presented to five members of the Marketing Department at North Texas State University, to one member of the College of Education, and to the four members of the doctoral committee. These professors were asked to serve as a validation jury. They were requested to suggest any areas

of weakness in the questionnaire organization, the wording of the statements for meaning, the pertinence of the questions, and any other areas which needed correction, clarification, or omission. If any specific item in the questionnaire had been regarded by three members of the jury as not being sufficiently relevant, that item would have either been reformulated or omitted from the final form of the questionnaire.

Procedures for Treating the Data

The information collected in this study was treated in the following manner:

1. The information gathered from the review of the literature was synthesized into a historical-descriptive analysis of marketing as a course of study in collegiate schools of business administration.
 - a. Particular attention was focused upon the shifting emphasis between highly specialized (functional) and liberal arts education.
 - b. The rise and significance of the behavioral sciences' impact upon the field of business administration, in general, and marketing, in particular, have been shown.
2. The primary introductory marketing textbooks presently being utilized by AACSB member schools were examined as follows:

- a. Attention was centered upon those chapters in the books that included behavioral-science substances.
 - b. Particular attention was given to various behavioral-science concepts which were employed by the different authors. The specific concepts have been noted in the text of the dissertation.
 - c. In cases where revised editions were involved, the previous edition was also analyzed to discover any significant content changes that might have resulted from behavioral-science influence. Any changes are described in the text of the dissertation.
3. The responses received from the returned questionnaire were analyzed to determine the opinions and attitudes of marketing academicians at AACSB member schools.
- a. Where possible, the measures of central tendency have been utilized to describe the responses received by the questionnaire. Such responses are illustrated by tables and charts where appropriate.
 - b. In instances where responses are not easily quantified, attitudes and opinions have been grouped in such a manner to reflect majority and minority viewpoints.

CHAPTER BIBLIOGRAPHY

1. American Association of Collegiate Schools of Business, Constitution and Standards for Membership, St. Louis, 1962.
2. Bartels, Robert, "Sociologists and Marketologists," Journal of Marketing, 24 (October, 1959), 37-40.
3. _____, The Development of Marketing Thought, Homewood, Illinois, Richard D. Irwin, Inc., 1962.
4. Behavioral and Social Science Survey Committee, The Behavioral and Social Sciences: Outlook and Needs, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1959.
5. Bossard, James H. S. and J. Frederic Dewhurst, University Education for Business, Philadelphia, University of Pennsylvania Press, 1931.
6. Carson, David, "Directions in Basic Courses in Marketing--Status of Current Offerings, Methods, and Contents," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, American Marketing Association, 1962, 133-146.
7. Coleman, Raymond W., "How Effective Are Undergraduate Schools of Business?" Michigan State University Business Topics, 16 (Summer, 1968), 45-49.
8. Cox, Donald F., "Behavioral Sciences and Marketing--A Survey of Current Practices," L. George Smith, editor, Reflection on Progress in Marketing, Chicago, American Marketing Association, 1965, 619-626.
9. Dirksen, Charles J. and others, American Association of Collegiate Schools of Business 1916-1966, Homewood, Illinois, Richard D. Irwin, Inc., 1966.
10. Dunnette, Marvin D. and Zita Marie Brown, "Behavioral Science Research and the Conduct of Business," Academy of Management Journal, 11 (June, 1968), 177-188.

11. Foy, Fred C. and others, Views on Business Education, Chapel Hill, North Carolina, School of Business Administration, University of North Carolina, 1960.
12. Frey, Albert Wesley, editor, Marketing Handbook, New York, The Ronald Press Company, 1965.
13. Gentry, Dwight L., "Another Problem in Business Education," Personnel Journal, 47 (May, 1968), 332-335.
14. Gordon, Robert A. and James E. Howell, Higher Education for Business, New York, Columbia University Press, 1959.
15. Hofstadter, Richard and C. DeWitt Hardy, The Development and Scope of Higher Education in the United States, New York, Columbia University Press, 1952.
16. Jonassen, Christen T., "Contributions of Sociology to Marketing," Journal of Marketing, 24 (October, 1959), 29-35.
17. Kelley, Eugene J. and William Lazer, Managerial Marketing: Perspectives and Viewpoints, Homewood, Illinois, Richard D. Irwin, Inc., 1967.
18. Kephart, William M., James E. McNulty, and Earl J. McGrath, Liberal Education and Business, New York, Bureau of Publications, Teachers College, Columbia University, 1963.
19. Lazer, William and Eugene J. Kelley, Interdisciplinary Contributions to Marketing Management, East Lansing, Michigan, Bureau of Business and Economic Research, 1959.
20. _____, "Interdisciplinary Horizons in Marketing," Journal of Marketing, 25 (October, 1960), 24-30.
21. _____, "Changing Trends in the Body of Knowledge in Marketing," James F. Kane, editor, Changing Trends in the Body of Knowledge in Major Subject Areas, St. Louis, Missouri, The American Association of Collegiate Schools of Business, 1965, 66-83.
22. _____, "Education for Marketing in the 1970's," Journal of Marketing, 30 (July, 1966), 33-37.

23. _____, "Marketing Education: Commitments for the 1970's," Journal of Marketing, 34 (July, 1970, 7-11.
24. Levy, Sidney J., "The Behavioral Sciences and the Marketing Curriculum--Segregation vs. Integration," L. George Smith, editor, Reflection on Progress in Marketing, Chicago, Illinois, American Marketing Association, 1965, 627-631.
25. Liander, Bertil, editor, International Study of Marketing Education, Philadelphia, Marketing Science Institute, 1967.
26. Luchsinger, Laura L., "An Analysis of Retailing Education in Collegiate Schools of Business," unpublished doctoral dissertation, College of Business, Texas Tech University, Lubbock, Texas, 1968.
27. Luck, David J., Marketing Education in the United States, Philadelphia, Marketing Science Institute, 1964.
28. Meloan, Taylor W., "Marketing Education in Transition," L. George Smith, editor, Reflection on Progress in Marketing, Chicago, American Marketing Association, 1965, 502-506.
29. Miner, John B., "Psychology and the School of Business Curriculum," Academy of Management Journal, 6 (December, 1963), 284-289.
30. _____, "Psychologists in Marketing Education," Journal of Marketing, 30 (January, 1966), 7-9.
31. Newman, Joseph W., "New Insight, New Progress for Marketing," Harvard Business Review, 35 (November -December, 1957), 95-102.
32. _____, "Integrating the Behavioral Sciences and Education for Marketing Management," L. George Smith, editor, Reflection on Progress in Marketing, Chicago, American Marketing Association, 1965, 632-638.
33. Nixon, H. K., "The Place of Psychology in the Curriculum of the Collegiate School of Business," The Journal of Business of the University of Chicago, Proceedings of the Fourteenth Annual Meeting of the American Association of Collegiate Schools of Business, Chicago, The University of Chicago Press, 5 (October, 1932), 48-51.

34. Otteson, Schuyler R., "Another View of Tomorrow's Marketing Curricula," Lynn H. Stockman, editor, Advancing Marketing Efficiency, Chicago, American Marketing Association, 1959, 443-447.
35. Peck, Maynard, "Business Education in the Liberal Arts College," Association of American Colleges Bulletin, 41 (May, 1955), 297-302.
36. Pierson, Frank C. and others, The Education of American Businessmen, New York, McGraw-Hill Book Company, Inc., 1959.
37. Price, Gerald F., "Contribution of Selected Behavioral Sciences to the Teaching of Marketing," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, American Marketing Association, 1962, 247-249.
38. Silk, Leonard S., The Education of Businessmen, New York, Committee for Economic Development, 1960.
39. Stanton, William J., "A Discussion of Two Previous Speeches Concerning the Directions in Basic Courses in Marketing," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, American Marketing Association, 1962, 153-156.
40. Stevenson, Russell A., "The Relationship Between a College of Commerce and a Liberal Arts Division," Proceedings of the 23rd Annual Meeting of the AACSB, St. Louis, American Association of Collegiate Schools of Business, May, 1941.
41. Yoder, Wallace O., "Behavioral Research and Marketing in the 1960's," Lynn H. Stockman, editor, Advancing Marketing Efficiency, Chicago, American Marketing Association, 1959, 380-384.
42. Zaltman, Gerald, "Marketing Inference in the Behavioral Sciences," Journal of Marketing, 34 (July, 1970), 27-32.

CHAPTER II

HISTORY

Prior to 1900

In 1869, Robert E. Lee, then the president of Washington College, the school which later became Washington and Lee University, proposed to the trustees that the institution establish a collegiate school of business. Lee proposed that such a school would offer courses not only in bookkeeping and the forms and details of business, but also in the principles of commerce, economy, trade, and mercantile law. Lee's proposal was never carried out, probably because of his death in 1870 (27, p. 3). While not specifically mentioning the study of marketing in his early proposal for a college school of business, it appears likely from the suggested course areas that the study of distributional activities would have become part of Lee's proposed educational curriculum.

Some twelve years elapsed before the first collegiate school of business was established in the United States. In 1881, Joseph Wharton presented the University of Pennsylvania with a gift of \$100,000 to establish the Wharton School of Finance and Economy. The name of this first collegiate

school of business was later changed to the Wharton School of Finance and Commerce.

The Wharton School, as it was originally organized, failed to operate successfully. The faculty members had been drawn from liberal arts colleges; with their backgrounds of classical training, they opposed the concept of a collegiate education which was designed primarily to be practical in nature. Further, these teachers knew relatively little about the areas in which they taught.

In 1883, the Wharton School was reorganized. New teachers who were competent in their respective fields were engaged to develop and teach a curriculum which would provide prospective businessmen with a knowledge of business activities (32, p. 55). Although the founders of this first American collegiate school of business apparently made no specific reference to the formal study of marketing, the establishment of the Wharton School was a solid footing upon which the entire concept of collegiate education for business has been built.

1900-1915

The period from 1900 to 1915 may be characterized as the time of development of marketing as a field of study. Probably the first person to undertake formally the study of marketing was James E. Hagerty. As a graduate student of sociology at the University of Pennsylvania around 1900,

Hagerty undertook the study of mercantile institutions for his dissertation (1, p. 5). Hagerty's study consisted principally of talking with businessmen in an effort to understand the ways in which they conducted their operations. This incipient interest in the distribution of goods marked the commencement of the behavioral science involvement in the study of marketing.

It was not until 1902 that the first formal courses in the distribution of goods were offered at the collegiate level. In that year, Jones at the University of Michigan, Fisk at the University of Illinois, and Litman at the University of California all presented courses concerning the activities involved in the distribution of goods. Over the next few years, marketing related courses were incorporated into the curriculum of several additional major universities; and by 1910, marketing-oriented courses were offered at nine American universities (2, p. 29). (Table I).

The original home of many of the initial marketing courses was the economics departments of the colleges of liberal arts. Typically, the early marketing courses, as well as other business courses, were taught by liberal arts instructors who frequently had little experience or interest in the curriculum of business schools (18, p. 33). Their backgrounds were often rooted in the disciplines of economics, psychology, and sociology. Many of these liberal arts instructors believed that a college education should be

TABLE I
FIRST MARKETING-RELATED COURSES TAUGHT
IN AMERICAN COLLEGES

Date	Name of College	Originating Professor
1902	University of Michigan	Edward D. Jones
1902	University of Illinois	George M. Fisk
1902	University of California	Simon Litman
1903	University of Pennsylvania	W. E. Kreusi
1904	University of Pennsylvania	H. S. Person
1905	The Ohio State University	James E. Hagerty
1908	Northwestern University	
1909	University of Pittsburgh	
1909	Harvard University	P. T. Cherington
1910	University of Wisconsin	

classical in nature and should not place emphasis upon specialized education which was functionally oriented. In addition, many economists seemed to lack respect for some of the newer fields of business study such as marketing, personnel management, and business policy (24, p. 511). Perhaps for these reasons, business education in general did not thrive under the direction of most economics departments.

It was about this time that the different objectives held by business-oriented professors and those of the liberal arts disciplines became most evident. While professors in the liberal arts colleges of many universities proposed to maintain an educational program which was primarily cultural in nature, many of the early schools of business were focusing their efforts upon the achievement of ends which were primarily vocational or professional in character (28, p. 6).

Despite the differing educational philosophies, valuable contributions to early marketing substance came from psychologists, sociologists, and economists. Through their early efforts to develop the initial marketing courses and through some of their writings, these liberal arts-oriented academicians provided an important interdisciplinary influence to the field of marketing. Even after the separation of many business schools from the colleges of liberal arts, a number of the interdisciplinary concepts remained important to marketing thought.

During this time, marketing was gaining recognition as a discipline. While emphasis on the behavioral science substances began to decline, basic concepts of marketing, preliminary definitions of terms, and the classification of functions and institutions evolved (21, p. 68). These developments soon led to the formulation of the three traditional approaches to the study of marketing--the institutional, the commodity, and the functional approaches.

Probably the first method that emerged to implement the study of marketing was the institutional approach. By concentrating upon the procedures various middlemen or institutions employed in the process of distributing goods, students of marketing were able to compare and contrast many different modes of operation. This subsequently led students to the study of efficient and nonefficient marketing operations. Although a very useful method for studying certain

marketing procedures, the institutional approach did not make much use of the contributions of some of the behavioral sciences, most notably psychology and sociology.

Much like the institutional approach, the commodity approach made only limited use of contributions from the behavioral science disciplines. This method primarily concentrated upon the study of marketing various types of commodities, especially agricultural and industrial goods. The commodity approach often became largely descriptive and frequently quite repetitive when the introductory marketing course dealt with many different products (9, p. 6).

In 1912, a landmark development in the field of marketing occurred. Arch W. Shaw published his treatment of marketing functions (9, p. 8). Shaw's ideas became the foundation for what has probably become the most useful of the three traditional marketing approaches. The functional approach emphasized the processes and activities performed in marketing goods, in contrast to emphasizing the things bought and sold in the commodity approach, or the structure or agencies through which goods and services move in the institutional approach (13, p. 1-31). The functional approach became more analytical than the institutional or commodity approaches, but like the latter two, tended to neglect the behavioral science disciplines as potential sources of valuable information.

Many of the pioneering teachers in this new field of study were confronted with a scarcity of instructional materials. Since specific books on the subject of marketing were unheard of, the teachers were frequently forced to develop their own teaching materials. While some relied heavily upon the findings of their own scholastic research, others depended on previously published materials. Many of the published materials which appeared at that time did not relate directly to marketing; however, some did make reference to the distribution of goods, especially agricultural commodities. Although psychologists and sociologists were involved in the development of marketing oriented courses during the first decade of this century, there is little evidence of behavioral science contribution in the early published material. From a literary standpoint, the distribution of goods was primarily considered a functional task which was influenced only slightly, if at all, by social elements.

Writers in other countries were contributing ideas which were applicable to American marketing thought. Litman, of the University of California, had lived and had been educated in Germany, France, and Russia, and was perhaps more aware of the work of foreign writers. It was his contention that the fundamentals of the distribution of goods was basically similar regardless in which economy these activities took place. For his instructional

materials, Litman primarily used substances obtained from treatises of three German writers: Cohn, Grunzel, and van der Borgt (2, p. 30).

This was a critical period in the development of American marketing education. As is typical with almost any developing discipline, attention was concentrated upon the classification and description of basic concepts, activities, and institutions. This initial work led to the development of three largely descriptive approaches to the study of marketing. These approaches dominated ideas of teaching introductory marketing courses for approximately the next fifty years and, although not currently in vogue, are still used by some marketing educators. The deemphasis given to certain behavioral concepts lasted approximately the same time and did not become an important part of introductory marketing course content until marketers began to realize the deficiencies of the strictly descriptive approaches.

1915-1930

The fifteen-year period from 1915 to 1930 was one of significant change for the field of business education, generally, and marketing, specifically. Many more colleges and universities began to offer business courses; the first association for collegiate schools of business was founded; many previously conceived marketing concepts began to

crystalize; marketing course content tended toward greater specialization; and the first marketing textbooks appeared.

At the turn of the century there were only seven colleges and universities offering business courses. By 1915, this figure had increased to forty, and

. . . during the next nine years such a veritable craze for business education swept over the country that some 143 more were added; so that at the opening of the year 1925, 183 American colleges and universities had "departments" or "schools" or "courses" or "divisions" or some other formally organized unit of instruction in "business" or "commerce" or "business administration" or other appropriate title (27, p. 4).

It is difficult to suggest what developments prompted the upsurge of interest in the establishment of business schools and their curricula. Perhaps two influential reasons were the maturing of the American economy and the need of businessmen and the general public to know more about the conduct of business related activities. It is doubtful that the gap which appeared to be widening between many economists, behavioral scientists, and business professors was a major reason for business schools being established as separate units within universities. Nevertheless, this reason possibly did influence the establishment of some schools of business at this particular time.

Although the establishment of the American Association of Collegiate Schools of Business (AACSB) in 1916 had little effect upon the relationship between introductory marketing courses and the behavioral-science disciplines, its impact

would later be felt. The immediate significance of the AACSB was the founding of an organization which would aid in providing common direction to the business administration programs of all member institutions. Over the years, the AACSB has concentrated upon improving business education at the collegiate level by focusing upon, (1) the development of standards for collegiate business education, (2) program accreditation and evaluation, and (3) the establishment of faculty and student qualifications (11, p. 10). The Association has been influential in the development of business administration programs which provide a balance between business related courses and nonbusiness oriented courses.

The marketing concepts which were formulated during the first fifteen years of this century became well established during the following fifteen years. These concepts became integrated into a more systematized unit of study and became the primary basis for the mainstream of marketing thought which would be prevalent over the next thirty years. During this time, marketing thought tended to be functional in nature and a number of specialized marketing courses developed.

The trend for schools of business to offer highly specialized curricula was probably the result of various causes acting concurrently. Since many of the business schools were probably started primarily in response to pressures exerted by businessmen and not from influences within the universities,

there appeared to be a tendency to cater to the practical needs of the business world as they were perceived at the time. In addition, many marketing academicians were developing their own private specialities and, consequently, sought to have their particular interests developed into formal course offerings. Marketing courses were developed in wholesaling, marketing research, sales management, credits and collections, retailing, advertising, and personal selling (19, p. 69). A third, and perhaps the most significant, cause for curricula specialization was the appearance of the first marketing-related textbooks.

Prior to 1915, much of the limited available material in the field concentrated upon cooperative marketing of farm produce and was not of textbook nature. In 1915, Shaw published a collection of earlier articles entitled Some Problems in Marketing Distribution, which called attention to the void in the field of marketing (11, p. 4). The following year, The Marketing of Farm Products by Louis D. Weld appeared. Also in 1916, Paul T. Cherington published The Wood Industry, which dealt in part with the field of marketing. Cherington also wrote The Elements of Marketing, which was published in 1920. This book was perhaps the first systematic exposition of marketing in textbook form (11, p. 4).

In 1921, P. D. Converse published his first volume of Marketing, Methods and Policies. A book entitled Principles of Marketing, by Fred E. Clark, an economist at Northwestern

University, was used as a text in 1921 and was published in 1922. This book gained widespread acceptance throughout the United States for use in the introductory marketing course (24, p. 516). The book, through its several editions, showed the background and interest of an economist and carried a heavy emphasis upon agricultural products.

Principles of Marketing, by Maynard, Weidler, and Beckman, first appeared in 1927. This book, over the years, became one of the most frequently adopted textbooks for introductory marketing courses. Although having undergone subsequent revisions, this book has retained the same general approach utilized in the first edition (29, p. 444).

In 1930, Converse published The Elements of Marketing. This particular textbook is now published by Converse, Huegy, and Mitchell; and like others first published about this time, has enjoyed numerous revisions and is still being used by some marketing instructors.

While probably the majority of the early writers came from the field of economics, some had behavioral-science backgrounds. Walter Dill Scott, and other psychologists, added to the literature, especially in the subjects of advertising and selling (29, p. 444). Other marketing related textbooks appeared during this time, but these concentrated in specialized areas and not upon general marketing. Such titles as Problems in Sales Management, by Tosdal, The Economics of Retailing, by Nystrom, Credits and Collections in

Theory and Practice, by Beckman, and Wholesaling, also by Beckman, were all first published during this era of marketing specialization (29, p. 444).

The period from 1915 to 1930 can be summarized as being one of rapid and significant change in the field of marketing. Perhaps the most important changes occurred in the area of curriculum. The early behavioral-science influence upon marketing courses faded as professors sought to introduce highly specialized courses into the marketing curriculum. This tendency was hastened by the appearance of textbooks which had been written by marketing oriented professors and economists rather than behavioral-science oriented educators. The influence of this latter group appeared to be at its lowest point since the beginning of the study of business practices in colleges and universities. The emphasis focused upon the description of specialized marketing institutions and functions.

1930-1945

This period has been described as one of solidification and institutionalization for marketing (21, p. 69). During this time, limited changes took place in the marketing curricula; a few unsuccessful attempts were made in the marketing literature to change the approaches to marketing; and there was some revived interest in the behavioral-science disciplines.

The proliferation of marketing courses which had begun in the 1920's continued into the 1930's (29, p. 445). Courses were commonly divided and two separate offerings frequently replaced the original. Various types of majors made their appearance in the curricula of collegiate schools of business during this period. The emphasis in curricula development seemed to shift direction. Whereas previously the liberal arts-dominated intent had been to provide students with general business education for management, the emphasis shifted to education for skill in a subarea of marketing (29, p. 445). The chain of lineal descent from the liberal arts colleges appeared to be broken. Little evidence remained in the curricula of this ancestry which had so dominated the early development of American collegiate schools of business.

During this period, when the curricula of business schools expanded horizontally and not vertically, the textbooks which appeared also remained quite similar to those previously published. An exception was a book entitled The Marketing Institution, by Ralph F. Breyer, which was published in 1934. Breyer broke with the conventional economic concept of marketing and drew upon sociology and psychology, among other disciplines, in an attempt to portray the functioning of the marketing system as a whole (2, p. 176). This book was not well received by marketing academicians, probably because it deviated from traditional marketing concepts, which utilized economic theory to explain marketing activities.

The systems approach which this book represented was shelved for some twenty years before it gained acceptance as a useful method for analyzing and understanding marketing activities.

A book entitled Marketing, which was published in 1938, by Charles F. Phillips, was also an exceptional book appearing during this period. The volume represented one of the few instances where a new writer was successful in having a book accepted during this time, when the texts by Converse, by Clark, and by Maynard, Weidler, and Beckman so completely dominated the field of marketing. Phillips' book differed in two principal ways from the books by Converse, by Clark, and by Maynard, Weidler, and Beckman. He demonstrated concern for consumers and the consumers' role in guiding the economy, the consumers' problems of getting their money's worth, and the effects of consumers' poor buying efforts. In addition, Phillips introduced more economic analysis into his discussion of marketing than other authors had, which subsequently became popular among economists (2, p. 176).

In 1940, Alexander, Surface, Elder, and Alderson published a book entitled Marketing, which presented the concept of marketing as a management function. This book concentrated primarily upon marketing activities such as planning, research, and budgetary control. This book, like the Phillips' book, placed new emphasis upon consumer interest and marketing management (2, p. 178).

Although most of the evidence seems to indicate that marketing academicians were satisfied with the curricula and course content during this period, some evidence indicates a renewed interest in behavioral-science disciplines. This interest appears to have come from both the business and academic worlds.

Perhaps the first large-scale sociological research in industry was carried out by Mayo and his associates from Harvard. This research was conducted during the early 1900's at the Hawthorne Works of the Western Electric Company; and, although the project initially disclosed little, it started what later became the beginning of industrial sociology in America (31, p. 23). While not relating directly to the field of marketing, this acceptance of work completed by sociologists in business was probably instrumental in paving the way for future behavioral scientists to work for the solutions to business problems.

In 1931, a report by Bossard and Dewhurst, University Education for Business, called attention to a growing appreciation for the importance of psychology in business education. Bossard and Dewhurst observed that persons who were engaged in academic business activities at that time were interested in a psychology that was different than that generally taught by the psychology departments in the universities. The business educators sought a practical psychology which was functional in its approach (5, p. 362).

While a relatively small number of business schools actually required any coursework in psychology, a number of business instructors wanted more psychology in their curricula, but less of the kind that academic psychologists offered (5, p. 363). The place of coursework in sociology at that time was less well defined. Since sociology was still considered a relatively new field of study for students enrolled in the business schools, its general status was usually that of an elective course (5, p. 367).

Although the behavioral-science disciplines had by no means reached a highly regarded position of stature in the eyes of many business educators, there appeared some indications of the realization of potential contributions.

This segment of marketing history closed with the United States involved in World War II. Manufacturing efforts concentrated upon the production of materials necessary to support the war effort. Many consumer goods were rationed or unavailable. Marketing was considered to be an unnecessary field of study, even by the few students and business professors who remained at the universities during the war period (29, p. 446).

1945-1960

The period from 1945 to 1960, represented a time of significant change in the development of marketing as a discipline. Many of the ideas, approaches, and practices which

had evolved over the years were subjected to close scrutiny by marketing teachers. Greater interest in the potential contributions of the behavioral-science disciplines became discernible. Study reports which were produced during this period caused business schools to reevaluate their objectives as well as their entire operations. Perhaps the most significant happening of the period was the recognition of the managerial approach to marketing.

The few years immediately following World War II brought relatively little change from the academic marketing activities of the prewar period. Large numbers of students entered the colleges and universities and a corresponding shortage of well prepared teachers forced most schools to concentrate upon operational demands, quite often at the expense of curriculum development. Marketing, perhaps more than some of the other fields of business study, felt the acute shortage of instructors, since the supply even before the war was never more than adequate (29, p. 446).

Although it is possible to trace the ancestry of the disciplines which are now referred to as the behavioral sciences back to the time of Aristotle, it is more correct to say that the approaches to the study of man which are now called the behavioral sciences actually got started during the latter part of the nineteenth century (4, p. 9). These areas of study have experienced their greatest growth during the last fifty to sixty years, roughly corresponding to the

same growth period as the field of marketing. In spite of the fact that persons with behavioral-science backgrounds were extremely influential in the development of early marketing courses, their importance subsided during the middle years of marketing's evolution. It was not until the early 1950's that marketing teachers and practitioners again demonstrated much more than a casual interest in potential contributions from the disciplines now known as the behavioral sciences.

It is difficult to suggest why there was a revived interest in the behavioral sciences at this particular time. Perhaps the increased interest was stimulated by work being done by the Ford Foundation. Although the phrase "behavioral sciences" had been previously used on occasion, this terminology did not gain widespread acceptance until the Ford Foundation utilized the term as a shorthand description for its Individual Behavior and Human Relations program, at the time of its establishment as a national philanthropic organization in 1950 (3, p. 244). Since that time, the behavioral sciences have centered mainly on three of the social science disciplines: anthropology, psychology, and sociology (4, p. 2). Because the field of marketing was experiencing a definite need to understand human activities these three behavioral-science disciplines promised significant aid in the solution of problems previously unsolved by traditional approaches.

Furthermore, it was about this same time that marketing instructors began to realize the potential benefits of an interdisciplinary approach to studying the field of marketing. This was a time when unorthodox thought was welcomed and new approaches to, and concepts of, marketing began to emerge (21, p. 70). Marketing academicians and practitioners began to look to other fields to provide a new type of marketing education, one which would help prepare students for marketing problems which would confront them ten, twenty, or thirty years in the future. An interdisciplinary approach, drawing not only from allied business fields but also from such disciplines as the behavioral sciences and mathematics, was envisioned as being most likely to deliver such preparation for students.

Despite the growing awareness of the potential contributions offered by the behavioral sciences during the early 1950's, it was not until the latter part of that decade that widespread recognition became evident. For several reasons, attempts to integrate behavioral-science substances into introductory marketing courses were minimal. Most marketing departments did not have faculty members who were well qualified to develop behaviorally oriented introductory marketing courses. Introductory marketing textbooks that incorporated behavioral-science substances with marketing concepts had not yet appeared. Many introductory marketing course professors, while acknowledging the potential benefits

of an interdisciplinary approach, continued to teach the introductory marketing course as they had in previous years. For a time, many marketers thought top quality behavioral scientists would be attracted to the field of marketing to help correct some of the problems being encountered; however, this did not materialize to any appreciable degree. Those behavioral scientists who did come to the business schools were often more interested in the field of management than marketing. The integration of marketing and behavioral-science substances was slow and difficult, with marketing professors being the primary instigators of the interdisciplinary approach.

In 1959, two study reports concerning the status of business education at the collegiate level were published. Under the sponsorship of the Ford Foundation, Robert A. Gordon and James E. Howell published Education for Business. The Education of American Businessmen, by Frank C. Pierson, was sponsored by the Carnegie Foundation. Although these two studies were conducted independently of each other, their criticisms of, and recommendations for, the conduct of business education in schools and departments of business administration were remarkably similar. While not singling out any specific field of business study, the following major criticisms were leveled by both reports:

1. Academic standards were too low, particularly at the undergraduate level.

2. Business schools and departments were attracting too few of the top students.
3. The curriculum of many schools and departments included an excessive number of specialized vocational courses of doubtful long-run value to either the student or to business.
4. Teaching methods used in many schools were not well conceived to develop either the analytical or managerial capabilities of the students.
5. The over-all quality of the faculties was not sufficiently high. Many faculty members were said to suffer from "creeping intellectual obsolescence"--that is, from a failure to keep up with the latest analytical tools, or with the wide world of social, political, and economic affairs.
6. Research in business schools was weak; in consequence, educational programs suffered, and the schools of business failed to do enough to advance knowledge and thereby serve practitioners in the field (8, p. 9).

The Gordon and Howell report stated that it should not be necessary to offer more than two or three courses in a major area of business study beyond the basic core requirements (15, p. 214). This was intended specifically to reduce the proliferation of specialized, often vocationally oriented, courses.

In addition, the Gordon and Howell report called attention to the need for a "behavioral approach" to the study of organizations. Specifically, they pointed out the potential value of the formal study of human behavior as an important inclusion in the business school curriculum.

The very nature of the firm and of the manager's role in the firm suggests that every person anticipating a responsible position in a modern business enterprise needs a substantial amount of knowledge about human behavior. Thus, we stress human behavior as an element in the undergraduate business curriculum more for its professional implications than for its general

educational significance, although the latter is far from unimportant.

By human behavior we mean most of the subject matter of the fields of psychology, sociology and cultural anthropology. Essentially, this is the concern of what has come to be called the "behavioral sciences," which in turn may be defined as "the scientific study of human behavior." We accept the view which holds that the behavioral sciences should be broadly enough defined to embrace the study of man at the level of the individual, the primary or intermediate group or the mass society or civilization (15, pp. 166, 167).

To support this suggestion, Gordon and Howell recommended that the undergraduate business curriculum should include a minimum of one year's work (six semester hours) in the behavioral sciences at the introductory level, stressing concepts, problems, principles and methods (15, p. 169). In addition, Gordon and Howell provided the following list of the kinds of topics from psychology, sociology, and cultural anthropology which might be considered in the framing and specifying of a behavioral science requirement for business students:

- Perception and perceptual organization
- Motivation, emotion and frustration
- Adaptive behavior, particularly creative problem solving and learning
- Measurement and abilities, growth and behavior and personality and conflict
- Social psychology generally
- Social organization, including large and small organizations and social stratification
- Population and human ecology
- Collective behavior
- Social change
- Culture and personality (15, p. 169).

The report further warned business school curriculum planners of the possible dangers of allowing business students to

enroll in introductory courses primarily designed for psychology, sociology and/or anthropology majors. It was their contention that such courses would not necessarily be appropriate for business students (15, p. 169).

The Pierson report likewise recommended that students enrolled in the business curriculum be required to take a full year of coursework in psychology and/or sociology. It further advised that enough room be left on a student's degree program to permit time for additional instruction beyond the introductory level if desired (30, p. 227).

These two reports, perhaps more than anything else which had happened previously caused schools and departments of business administration to initiate extensive self-evaluation programs. These programs usually included a comprehensive analysis of curriculum objectives, teaching methods, course offerings, course content, and, in general, all aspects of school or department of business administration operations.

During the late fifties, an important new thrust began to emerge in marketing education. Professors came to recognize the managerial approach. Although this approach did not gain much widespread acceptance until the mid-sixties, its appearance indicated a new direction which marketing thought would follow in the coming years.

Why the time was right for new marketing thought is not completely clear. It is possible that academicians

were realizing the weaknesses of the highly specialized, vocationally oriented curricula even before the foundation reports appeared in 1959. Perhaps they realized that marketing education, as it had been presented for many years, was not adequately preparing students for the complexities of the business world. Graduates were prepared for first job requirements, but were frequently severely limited in the abilities deemed necessary for future managerial level positions. Marketing students knew much about marketing institutions and functions, but lacked the abilities necessary to solve problems and make decisions which typically occur in managerial positions. Marketing practitioners complained that marketing educators were not providing students with the experiences necessary to develop managerial competencies. Too much emphasis was being placed upon what marketing institutions were necessary and how various marketing activities should be performed. Answers to questions relating to why these institutions exist, why they perform certain activities, and why different customers behave differently in the marketplace were frequently excluded from introductory marketing course content.

The new direction of thought was perhaps partially stimulated by the new regard for the consumer in the marketplace. As the behavioral sciences began to contribute increased knowledge about consumer activities, the traditional approaches became less effective in explaining consumer

behavior and motives. Also, at this time, the quantification of marketing information became possible on a scale never before realized. Once again the descriptive marketing approaches proved to be inadequate. The new managerial approach which allowed for the integration of qualitative and quantitative substances with marketing concepts appeared to be the appropriate solution.

Significantly, the first edition of E. Jerome McCarthy's book Basic Marketing: A Managerial Approach, was published in 1960. This particular book gained wide acceptance in a short period of time, probably because the field of marketing was ready for change and was seeking another approach in its textbooks (35, p. 155). Prior to 1960, most introductory marketing textbooks followed a descriptive format which had been prevalent in the field since the twenties. McCarthy's book provided a fresh approach; emphasis was given to managerial decision making and to problem solving. This approach drew upon various other disciplines and provided students with a managerially oriented perspective not available in traditional textbooks. As the book gained rapid acceptance, it was instrumental in changing the approach to the study of marketing at the collegiate level.

Summarily, the period from 1945 to 1960 was marked by a decline in proliferation and specialization of business courses, by an interest in behavioral sciences generally, and by an interdisciplinary approach to marketing education

particularly. Study reports and criticism by marketing practitioners and educators prompted evaluation of academic programs. The primary result was the advent of the managerial approach to marketing, reinforced by the publication of the textbook Basic Marketing: A Managerial Approach. Long-existing concepts were reevaluated and many omitted, while newer findings, frequently behaviorally oriented, were incorporated into the new managerial approach to the study of marketing.

1960-1973

The full impact of the Pierson, and Gordon and Howell reports began to be realized during the early part of the 1960's. The reactions to these reports varied considerably. Some marketing educators agreed with the criticisms and favored the recommendations which had been set forth. Others resoundingly disagreed with the criticisms and in turn set about to level their own criticisms at the authors and the nature of their research. In some departments of marketing, most of the changes recommended by the foundation reports had already been implemented before the reports were published. To these marketing educators, the criticisms were invalid and the recommendations stale. However, in a great number of marketing departments, self-evaluation groups were established to assess current practices and to make suggestions for implementing some of the recommendations

outlined in the two study reports. Course content, teaching methods, and course proliferation in the curricula were common areas where changes were thought desirable. Unfortunately, many of the changes which occurred during this initial period of conformity were superficial. It was common in some marketing departments to change course titles and catalogue descriptions, but continue to conduct the courses as they had been previously.

Carson, Halper, Stanton, and Wagle, as members of an American Marketing Association subcommittee, completed a mail survey concerning the status of instruction of introductory marketing courses in collegiate institutions in the fall of 1961. They found that sixty-four percent of the respondents believed that the Pierson, and Gordon and Howell reports had not significantly influenced the teaching of marketing at their institutions. Only twenty-six percent answered positively and ten percent reported they were unsure (6, p. 145). Shortly after the initial rush to conform to the suggestions of these two reports, interest seemed to dwindle and changes became few. A Marketing Science Institute study indicated that thorough reform of marketing curricula had been rare (25, p. 23).

It is difficult to classify categorically the Pierson, and Gordon and Howell reports as being highly influential or not, in the conduct of marketing education. Certainly, the reports were instrumental in bringing about valuable

self-evaluation efforts by many marketing departments, although the evidence seems to indicate that significant reform in the conduct of marketing education was not widespread. Whether or not these reports triggered operational and objective changes, they, at least, caused marketing academicians to reconsider the direction which marketing education was following.

By the 1960's, the AACSB was the primary accrediting organization for collegiate schools of business administration. The Association had formulated requirements for membership in such areas as course offerings, faculty requirements and qualifications, teaching loads, degree requirements, and physical facilities. These membership requirements, perhaps more than anything else, were instrumental in improving the quality of marketing education in collegiate schools of business administration.

In April, 1963, the AACSB Standards for Accreditation were amended. These amended requirements for the undergraduate degree stipulated

At least forty per cent of the total hours required for the bachelor's degree must be taken in subjects other than business and economics, provided that economics principles and economic history may be counted in either the business or non-business groups (11, p. 47).

Although a similar ruling was made by a Standards Committee of the AACSB in 1925, the 1963 reiteration perhaps had a more resounding effect upon both member schools and those aspiring

to membership. Coupled with the previous recommendations of the Pierson, and Gordon and Howell reports to reduce course specialization, this ruling was probably responsible for directing increased attention toward the behavioral sciences in marketing curricula.

The term "specialization" became a suspect word when applied to undergraduate business curricula (26, p. 56). There was a rather rapid movement away from specialized courses, with a concurrent elimination of some applied courses. A conscious attempt was made to introduce materials from the areas of the behavioral sciences and some of the quantitative areas (14, p. 332). The focus of much of the introductory marketing course content concentrated upon developing a body of thought which would be instrumental in the solution of managerial marketing problems. Coleman seemed to summarize the thought of the day when he stated,

Fields of knowledge basic to an understanding and practice of business should be stressed instead of current business practice. Courses which will help in the development of the students' thought processes, flexibility of mind, receptiveness of new ideas and the ability to analyze new situations and arrive at logical and practical solutions, are now more important than vocationally oriented training (6, p. 46).

Clearly the time had come for an integration of the behavioral-science disciplines with the substances of marketing. The question was no longer whether or not the behavioral sciences should be integrated with marketing concepts, but rather, which of the behavioral sciences could contribute

most and how such a consolidation could be facilitated most advantageously.

The question about which of the behavioral science disciplines could contribute most to the study of marketing has been somewhat easier to answer than the question concerning how such disciplines can be combined into marketing substance. Some of the principal behavioral sciences which have been most used to increase the effectiveness of decision making in marketing are

- (1) Sociology, with its studies of group behavior, social class, use of leisure time, symbols and images, group characteristics and their influence in consumption.
- (2) Social psychology, as it is concerned with mass communications, attitude measurements and public opinion.
- (3) Psychology, which deals with motives, product symbols, projective techniques, images, acceptance of new products, advertising appeals and effects of color.
- (4) Social anthropology, which investigates social status and social systems (20, p. 6).

These disciplines have made valuable contributions which have proven helpful in the solution of particular marketing management problems. The specific application of the behavioral science substances mentioned above were outlined by Kelley and Lazer in their book Marketing Management: Perspective and Viewpoints (17, p. 678). These contributions are illustrated in Table II.

As can be seen in Table II, almost all of these important marketing management problem areas can benefit from findings emanating from one or more of the behavioral-

TABLE II
 BEHAVIORAL SCIENCE CONTRIBUTIONS TO SELECTED
 MARKETING MANAGEMENT PROBLEMS

Marketing Problem Areas	Anthropology	Psychology	Social Psychology	Sociology
Marketing Administration				
Creativity, Problem Solving, and Decision Making	XX	XXX	XX	X
Leadership and Administration Organization	X XX	XXX XX	XXX XXX	XXX XXX
Systems--Survival and Growth	XXX	X	XX	XXX
Goods and Services Mix				
Adjustment and Change	XX	XXX	XXX	XX
Consumers and Consumption	X	XXX	XX	XXX
Innovation	XX	XX	XX	XX
Products, Packages, Brands, and Images	X	XXX	XX	XX
Role, Status, and Symbol	XX	XX	XXX	XXX
Communications Mix				
Attitudes and Opinions	XX	XXX	XXX	XXX
Communications and Information	XX	XX	XXX	XX
Individuals and Group Relations	XX	XXX	XXX	XXX
Motivations and Behavior	XX	XXX	XXX	XX
Persuasion and Influence	X	XX	XXX	XX
Distribution Complex: Channels and Physical				
Centralization, Decentralization and Integration	XX	X	X	XXX
Institutional Structure	XXX	X	XX	XXX
Wealth and Income	XX	X	X	X
Wants, Needs, and Goals	XX	XXX	XXX	XX

KEY: X Little Significance
 XX Some Significance
 XXX Considerable Significance

science fields. While the contributions of anthropology tend to be significantly less than the other three areas, the anthropological findings still are important in certain marketing problem areas. The other three behavioral-science disciplines listed in the Table make approximately equal contributions and frequently tend to support each other, and therefore provide even greater prominence to their contributions to marketing.

In the same book, Kelley and Lazer provided a detailed listing of specific marketing related topics which are classified according to specific behavioral-science disciplines (17, pp. 680, 681). Those particular topics which relate to the behavioral sciences of interest in this study are shown in Table III. An analysis of this table indicates that psychology has the greatest application to marketing-related topics, while sociology ranks next, followed about evenly by anthropology and social psychology.

During the mid-sixties, marketers began to realize the impact certain behavioral-science disciplines were having upon the study and conduct of marketing. While some marketing educators optimistically believed that behavioral-science contributions were the key to the solution of long, perplexing problems, others maintained guarded attitudes toward behavioral findings.

By the mid-sixties, the managerial approach to the study of marketing had gained substantial acceptance among

TABLE III
 MARKETING-RELATED TOPICS CLASSIFIED
 BY SELECTED DISCIPLINES

Psychology		
acceptance	human dynamics	interviewing
adjustment	(appeals	(depth
analysis	(demands	(focused
appreciation	(desires	(nondirective
aptitudes	(interests	learning
assumptions	(needs	leadership
association of ideas	(urges	logic
association of words	(wants	mind
attention	human engineering	moral
attitudes	ideation	memory
beliefs	(association	motivation
behaviorism	(memory	(activity
character	(discrimination	(compensation
clinical study	(imagination	(direction
cognition	identification	(identification
compensation	imagination	(projection
conception	imitation	(rationalization
(abstract	impulse	(regressions
(concrete	individuality	(symbolism
consciousness	induction and	negotiations
(ego	deduction	observation
(super-ego	inhibitions	perception
control	instincts	personality
conditioned	intellectual	projection
responses	orientation	psychometrics
differences	(appraisals	propaganda
emotions	(empiricism	reasoning
(conflict	(forecasting	scaling
(frustration	(interpretations	senses and
(energy	(measurement	sensations
(integration	(methodology	subconscious
(stimuli	(procedures	sublimation
empathy	(techniques	testing
empiricism	interests	(intelligence
enthusiasm	interpersonal	(interviewing
experiences	relations	(questionnaire
experimentation	intuition and	(stimuli-
Gestalt	judgment	response
habit	imagery	theory of opposition
		transference

TABLE III--Continued

Social Psychology		
attitude measurement	mass psychology	social adjustment
empathy	morale	social conflict
experimentation	motivations	social interaction
identity	power structure	social pressure
interviewing	prestige	social surveys
interpersonal	public opinion	sociometry
relations	role and status	statics and
man and environment	situational	dynamics
mass communication	behavior	stereotype
Sociology		
analytic processes	environment	measurement
appraisals	family	populations
cities and towns	fashion	power
civilization	forecasting	procedure
class behavioral	group dynamics	propaganda
patterns	group orientation	public opinion
class distinction	group surveys	social adjustment
class status	group testing	social change
(fluidity	(analyses	social class
(rigidity	quantitative	social ethics
class stimuli	qualitative	social groups
class controls	(experimentation	social interaction
communication	(impact	social mobility
community life	(recall	(horizontal
cost and standard	(recognition	(vertical
of living	individualism	social nature
cultural change	innovation & change	social pressures
culture diffusion	institutions	social values
culture evolution	leadership	status
customs and mores	leisure and	structure
deductive processes	recreation	techniques
differentiation	life cycle	technology and
empiricism	mass behavior	civilization
Anthropology		
anthropometry	(coherent	modes of living
design	synthesis	national
assimilation	(derivation	characteristics
attitudes	(evolution	rituals
civilization	(integration	social change
consumption	(interpretation	social systems
cultural dynamics	family	standards of living
cultural lag	human culture	status
cultural processes	innovation	status symbols

marketing educators. The level of incorporation of behavioral-science substances with marketing concepts had never been greater. The managerial approach was being implemented into the introductory marketing course as well as upper division courses.

The primary thrust of the managerial approach was to place emphasis upon managerial decision making. The objectives of such an approach were built upon the assumption that the knowledge about specific jobs which graduates would need in the future was unknown (6, p. 47). Specialized, vocationally oriented courses rapidly began to disappear from marketing department curricula; and the new approach, stressing the combination of marketing concepts with behavioral-science substances and quantitative techniques, became increasingly popular. The traditional economic, descriptive, eclectic approach was out (11, p. 155).

During the early part of the 1970's, a new approach to the study of marketing appeared. This new method has been called the societal or environmental approach, and offers marketing educators an alternative to the currently popular managerial approach.

The societal approach builds upon the managerial approach and places emphasis upon ultimate consumers and their behavior. The attention of marketing managers tends to be focused outwardly upon consumers instead of inwardly upon the firm itself. Marketing decisions are reached upon the

basis of knowledge about consumer actions and preferences, and consequently, center upon the fulfillment of certain obligations and responsibilities to society.

Two excellent textbooks have been published in recent years which utilize the societal approach to introductory marketing course content. Marketing and Society: A Conceptual Introduction, by Gist, was published in 1971, and Marketing In A Changing Environment, by Holloway and Hancock, first appeared in 1968, and was revised in 1973. Each of these textbooks provides students with a contemporary marketing perspective which is not available in many present day textbooks.

In conclusion, the period from 1960 until the date of this writing has perhaps witnessed more important changes in the content and instruction of the introductory marketing course than almost any previous period. Not only have numerous changes been implemented to correct shortcomings which were first realized during the fifties, but notable modifications in marketing education have become increasingly rapid.

During the early part of the 1960's, many marketing educators were concerned about the criticisms and recommendations outlined in the study reports of Pierson, and Gordon and Howell. In some instances, attempts were made to implement these recommendations; in others, the suggestions were disregarded; and in still others, the ideas advocated by the

researchers had already been incorporated into the schools' operations. The overall effect of the foundation reports is difficult to assess. The available evidence indicates the reports had only slight affect upon the conduct of education for business at the collegiate level.

By the mid-sixties, the managerial approach to teaching marketing was widely accepted by marketing educators. One of the important features of this approach was the increased attention accorded to the role of the consumer in the marketing system. This new concern for the consumer became known as the marketing concept. An overriding result of the marketing concept has been to underscore the importance of sound consumer-behavior knowledge. Consequently, many marketing educators again turned their attention to the behavioral-science disciplines as they sought solutions to questions regarding how and why consumers behave as they do in the marketplace.

Although to date the managerial approach is the dominate method used in instructing introductory marketing courses, the societal or environmental approach is beginning to gain some acceptance among marketing educators. This approach, like the managerial approach, places considerable emphasis upon behavioral-science knowledge. The societal or environmental approach has particular appeal to contemporary students of the American marketing system.

Summary

Throughout the history of the study of marketing as a business related discipline in American collegiate schools of business, behavioral-science contributions have provided increased marketing understanding. Although for centuries man has been intrigued by, and has endeavored to find new ways to explain, diversified human behavior, the intense study of human action by behavioral scientists has developed relatively recently. Most of the major behavioral-science findings have developed during the last eighty or ninety years. This maturing period of the behavioral science disciplines roughly corresponds to the period of development of marketing as an area of study in American collegiate schools of business.

Many of the educators who were instrumental in the generation of early marketing thought, as well as the conduct of the first marketing courses, were not marketing-oriented teachers. Rather, these were persons whose academic backgrounds were rooted in such disciplines as anthropology, economics, psychology, and sociology. Many of these liberal arts professors believed that education relating to marketing activities should follow the classical liberal arts educational objectives and be general in nature. These educators strongly opposed an education which was intended to prepare students for specific employment opportunities. The educational objectives of many of the marketing-oriented

professors, who soon began to enter the field, tended to be more specialized. This latter group generally believed that marketing education should be functional and provide students with specialized, vocationally slanted knowledge.

It was only a short time until many of the behavioral scientists began to return to their respective fields of interest. Economists, although to a lesser extent, likewise began to make their exit from the field of marketing.

The impact which the early behavioral scientists had upon the study of marketing cannot be measured in terms of specific concepts and theories which were laid as a foundation for modern marketing thought; for, at that time, the behavioral science disciplines had not yet matured. Rather, credit should go to behavioral scientists for their initial interest in and realization of the need for knowledge in the distributional area of business activity.

Around 1915, marketing, as a discipline, began to show signs of maturing and the existing differences between the marketing-oriented educators and the behavioral scientists became even greater. By this time, most of the behavioral scientists had left the field of marketing; partly because their primary interests were in their own fields, partly because they lacked the necessary marketing knowledge, and partly because their educational philosophies differed from those of marketing educators. The marketing-oriented

instructors assumed full control over the direction and purposes of the emerging discipline.

About this same time, the first purely marketing textbooks began to appear. Often these first efforts tended to concentrate upon marketing activities related to specific commodities such as agricultural goods. By the late 1920's, several "principles of marketing" textbooks had become popular. These books tended to concentrate upon the various commodities which were marketed, upon the various agencies and institutions involved in the marketing channels, and upon the various functions performed by institutions to facilitate the movement of goods. Some of these books were written by economists and naturally tended to view marketing related activities as economically based phenomena. In other textbooks, the trend was to view marketing in strict, functional terms. The few known behavioral aspects of marketing seemed to be relatively unimportant to the originators of much of the then current, marketing thought.

During the late twenties, the thirties, and up into the early forties, marketing education tended to concentrate upon functional aspects. The introductory marketing textbooks were descriptive in nature. Most course content followed the patterns established by the leading textbooks. The marketing curricula was expanded by the addition of numerous, specialized courses, some overlapping others. During this time, there was relatively little interest shown in behavioral-

science substances by most marketing educators. The attitude which prevailed was caveat emptor, let the buyer beware. Marketers had not yet realized the extreme importance of knowledge about the consumer and his behavior.

During these middle years of marketing development, study at the introductory level became highly systematized. Specific definitions evolved, certain facts and concepts became recognized, and marketing became an established core requirement in the curricula of most collegiate schools of business. The descriptive pattern of teaching introductory marketing courses continued to be widely accepted until after World War II.

It was not until the early 1950's that marketing teachers again demonstrated much more than a passing interest in behavioral-science substances. It was about this time that interest began to rise in the consumer as an important force in America's marketing economy. Marketing practitioners and educators became increasingly aware of the need to have greater understanding of human behavior. The increased concern for behavioral-science contributions to marketing thought, coupled with newly discovered techniques of data handling and analysis, led marketing educators to an interdisciplinary approach to marketing problems. This approach reaped the advantages of a wide variety of informational inputs, and proved to be more effective in the solution of many marketing problems than the older traditional approaches.

In 1959, two study reports appeared which caused considerable attention to be focused upon the objectives and operations of business schools. Both the Pierson and the Gordon and Howell reports were highly critical of the conduct of education for business. These reports called for deletion of many of the highly specialized course offerings, improved teaching methods, improved academic standards, the up-grading of faculty personnel, and the inclusion of behavioral-science courses in the general education requirements for all students majoring in business administration programs.

Perhaps the most important influence to grow out of the decade of the fifties was the managerial approach to the study of marketing. Although this approach did not gain widespread acceptance until the mid-sixties, it was supported by textbooks as early as 1960. The managerial approach brought with it increased interest in and emphasis upon behavioral-science contributions. Students began to be introduced to marketing concepts which incorporated various behavioral-science theories. Most of these theories were utilized in attempts to solve managerial level problems relating to how and why consumers behave in particular ways.

At this writing, the managerial approach is still the most widely utilized method of presenting introductory marketing substance. In recent years, however, some marketing educators have come to believe that the managerial

approach is better suited to advanced marketing courses than to the introductory marketing course. Today, the vast majority of students enrolling in introductory marketing courses do not intend to take additional marketing courses. It is contended that these students are not preparing for managerial positions and, therefore, do not need a course oriented toward managerial problem-solving and decision-making. Some of those who advocate moving the managerial approach to an advanced marketing course level are finding a societal or environmental approach to their liking.

The societal or environmental approach focuses upon the responsibilities and obligations that a society's marketing system has to that society as a whole. In viewing marketing from this perspective, the consumer is placed in a prominent position. As a result, behavioral-science knowledge becomes increasingly important. This approach may well be the next major movement in introductory marketing thought.

In conclusion, the history of the involvement of certain behavioral-science disciplines in introductory marketing course content and instruction has been one of peaks and troughs. As a discipline, marketing grew out of the thought of behavioral scientists and economists. As business-oriented professors began to concentrate upon marketing, the content and emphasis changed. The influence of behaviorally oriented substances upon marketing thought dwindled to a very low level as marketing educators sought to define, categorize,

and describe the many marketing-related activities. As the descriptive approaches matured, marketing educators frequently found that these techniques were not capable of explaining various behavioral aspects of the marketing system. Again, interest in behavioral-science contributions arose in the form of what came to be called the interdisciplinary approach. During the decade of the sixties, the managerial approach gained widespread acceptance. This method incorporated many behavioral concepts and theories as it sought to provide students with the education and experience deemed necessary to make managerial-level decisions. Through the early years of the 1970's, the field witnessed increased interest in what is called a societal or environmental approach. This approach builds upon the managerial approach and seems to place even greater emphasis upon behavioral concepts than the managerial approach. At this point in the history of marketing, the importance of behavioral-science contributions to introductory marketing course content and instruction has never been greater.

CHAPTER BIBLIOGRAPHY

1. Bartels, Robert, "Influences on the Development of Marketing, 1900-1923," Journal of Marketing, 16 (July, 1951), 1-17.
2. _____, The Development of Marketing Thought, Homewood, Illinois, Richard D. Irwin, Inc., 1962.
3. Behavioral and Social Science Survey Committee, The Behavioral and Social Sciences: Outlook and Needs, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1959.
4. Berelson, Bernard, editor, The Behavioral Sciences Today, New York, Basic Books, Inc., 1963.
5. Bossard, James H. S. and J. Frederic Dewhurst, University Education for Business, Philadelphia, University of Pennsylvania Press, 1931.
6. Carson, David, "Directions in Basic Courses in Marketing-- Status of Current Offerings, Methods, and Contents," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, American Marketing Association, 1962, 133-146.
7. Coleman, Raymond W., "How Effective Are Undergraduate Schools of Business?" Michigan State University Business Topics, (Summer, 1968), 45-49.
8. Committee for Economic Development, Educating Tomorrow's Managers . . . The Business Schools and the Business Community, New York, Committee for Economic Development, 1964.
9. Converse, Paul D., "Development of Marketing Theory: Fifty Years of Progress," Hugh G. Wales, editor, Changing Perspectives in Marketing, Urbana, Illinois, University of Illinois Press, 1951, 1-31.
10. Cox, Donald F., "Behavioral Sciences and Marketing--A Survey of Current Practices," L. George Smith, editor, Reflection on Progress in Marketing, Chicago, American Marketing Association, 1965, 619-626.

11. Dirksen, Charles J. and others, American Association of Collegiate Schools of Business 1916-1966, Homewood, Illinois, Richard D. Irwin, Inc., 1966.
12. Dunnette, Marvin D. and Zita Marie Brown, "Behavioral Science Research and the Conduct of Business," Academy of Management Journal, 11 (June, 1968), 177-188.
13. Frey, Albert Wesley, editor, Marketing Handbook, New York, The Ronald Press Company, 1965.
14. Gentry, Dwight, L., "Another Problem in Business Education," Personnel Journal, 47 (May, 1968), 332-335.
15. Gordon, Robert A. and James E. Howell, Higher Education for Business, New York, Columbia University Press, 1959.
16. Hertz, David B., "Marketing as a Social Discipline," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, American Marketing Association, 1962, 212-218.
17. Kelley, Eugene J. and William Lazer, Managerial Marketing: Perspectives and Viewpoints, Homewood, Illinois, Richard D. Irwin, Inc., 1967.
18. Kephart, William M., James E. McNulty and Earl J. McGrath, Liberal Education and Business, New York Bureau of Publications, Teachers Colleges, Columbia University, 1963.
19. Latham, James L., Behavioral Science Applied to Life in Business and Industry, Dubuque, Iowa, William C. Brown Book Company, 1960.
20. Lazer, William and Eugene J. Kelley, Interdisciplinary Contributions to Marketing Management, East Lansing, Michigan, Bureau of Business and Economic Research, 1959.
21. _____, "Changing Trends in the Body of Knowledge in Marketing," James F. Kane, editor, Changing Trends in the Body of Knowledge in Major Subject Areas, St. Louis, Missouri, The American Association of Collegiate Schools of Business, 1965, 66-83.
22. _____, "Education for Marketing in the 1970's," Journal of Marketing, 30 (July, 1966), 33-37.

23. _____, "Marketing's Changing Social Relationships," Journal of Marketing, 33 (January, 1969), 3-9.
24. Liander, Bertil, editor, International Study of Marketing Education, Philadelphia, Marketing Science Institute, 1967.
25. Luck, David J., Marketing Education in the United States, Philadelphia, Marketing Science Institute, 1964.
26. MacKenzie, Ossian and Edward L. Christensen, "Specialization Revisited," John J. Clark and Blaise J. Opolente, editors, Professional Education for Business, Jamaica, New York, St. John's University Press, 1964; 55-62.
27. Marshall, L. C., "The American Collegiate School of Business," L. C. Marshall, editor, The Collegiate School of Business, Chicago, The University of Chicago Press, 1928, 3-44.
28. Matherly, Walter J., "The Relationship of the School of Business to the College of Liberal Arts," Proceedings of the 19th Annual Meeting of the AACSB, College of Commerce, Louisiana State University, Baton Rouge, Louisiana, 1937, 5-17.
29. Otteson, Schuyler R., "Another View of Tomorrow's Marketing Curricula," Lynn H. Stockman, editor, Advanced Marketing Efficiency, Chicago, American Marketing Association, 1959, 443-447.
30. Pierson, Frank C. and others, The Education of American Businessmen, New York, McGraw-Hill Book Company, Inc., 1959.
31. Random, Matthew, The Social Scientist in American Industry, New Brunswick, New Jersey, Rutgers University Press, 1970.
32. Ruml, Francis, "The Formulative Period of Higher Commercial Education in American Universities," L. C. Marshall, editor, The Collegiate School of Business, Chicago, The University of Chicago Press, 1928, 45-65.
33. Shaw, Steven J., "Behavioral Science Offers Fresh Insight on New Product Acceptance," Journal of Marketing, 29 (January, 1965), 9-13.

34. Silk, Leonard S., The Education of Businessmen, New York, Committee for Economic Development, 1960.
35. Stanton, William J., "A Discussion of Two Previous Speeches Concerning the Directions in Basic Courses in Marketing," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, American Marketing Association, 1962, 153-156.
36. Winick, Charles, "Anthropology's Contributions to Marketing," Journal of Marketing, 25 (July, 1961), 53-60.

CHAPTER III

TEXTBOOK ANALYSIS

In order to bring additional input into this study of the impact of selected behavioral sciences upon introductory marketing courses at collegiate schools of business administration, ten introductory marketing textbooks were reviewed. The primary purpose of the textbook review was to determine the nature and extent of incorporation of behavioral-science substances with introductory marketing content. The review was intended to provide information relative to behavioral-science contributions to marketing and was not designed to render a complete analysis of each textbook. However, a general opinion statement has been included about each textbook.

The ten introductory marketing textbooks which were reviewed were chosen on the basis of information gathered from a questionnaire. (See Appendix A.) The questionnaire was mailed to the 141 colleges and universities which currently have undergraduate programs accredited by the AACSB. (See Appendix B.) The textbooks most frequently adopted by the questionnaire respondents were then reviewed. There were two exceptions: the books by Beckman, Davidson, and Talarzyk and by Buskirk, along with seven others, have received only

one adoption from the respondents. These two books were then chosen to be reviewed on the basis of their longevity in the field of marketing. In addition, the previous editions of the books by McCarthy and by Holloway and Hancock were reviewed. These books were included because they had been revised within the past five years and any changes made within that time period were of interest in the study. The books which were reviewed are shown in Table IV. This listing is in accordance with bibliographical form and is not intended to convey information about the popularity of the various textbooks. The information about the popularity of all seventeen books which have been adopted by the respondents is shown in Table V. This table provides figures about the actual number of adoptions in responding schools, along with adoption percentage figures.

The data from the respondents indicated there are two dominant textbooks currently used by marketing educators. The books by McCarthy and Stanton are clearly the most often adopted texts among the responding AACSB member institutions. Both of the textbooks emphasize the managerial approach to the study of introductory marketing and have long enjoyed widespread acceptance by marketing educators.

The book by Gist emphasizes a societal or environmental approach and is the third most widely adopted book among responding schools. The fact that the first edition of this text has gained such acceptance, at a time when the

TABLE IV

Introductory Marketing Textbooks

- Beckman, Theodore N., William R. Davidson, and W. Wayne Talarzyk, Marketing, New York, The Ronald Press Company, 1973.
- Buskirk, Richard H., Principles of Marketing: The Management View, New York, Holt, Rinehart and Winston, Inc., 1970.
- Buzzell, Robert D., Robert E. M. Nourse, John B. Matthews, Jr., and Theodore Levitt, Marketing: A Contemporary Analysis, New York, McGraw-Hill Book Company, 1972.
- Cundiff, Edward W. and Richard R. Still, Basic Marketing: Concepts, Decisions and Strategies, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1971.
- Gist, Ronald R., Marketing and Society: A Conceptual Introduction, New York, Holt, Rinehart and Winston, Inc., 1971.
- Holloway, Robert J. and Robert S. Hancock, Marketing In A Changing Environment, New York, John W. Wiley and Sons, Inc., 1973.
- _____, Marketing In A Changing Environment, New York, John W. Wiley and Sons, Inc., 1968.
- Kotler, Philip, Marketing Management: Analysis, Planning and Control, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1972.
- Lipson, Harry A. and John R. Darling, Introduction to Marketing: An Administrative Approach, New York, John W. Wiley and Sons, Inc., 1971.
- McCarthy, E. Jerome, Basic Marketing: A Managerial Approach, Homewood, Illinois, Richard D. Irwin, Inc., 1971.
- _____, Basic Marketing: A Managerial Approach, Homewood, Illinois, Richard D. Irwin, Inc., 1968.
- Stanton, William J., Fundamentals of Marketing, New York, McGraw-Hill Book Company, 1971.
-

TABLE V
TEXTBOOK ADOPTIONS

Author(s) Name	Number of Adoptions	Percent of Adoptions
McCarthy	22	27.8
Stanton	21	26.6
Gist	7	8.8
Kotler	4	5.0
Lipson and Darling	3	3.8
Buzzell, Nourse, Matthews, and Levitt	3	3.8
Holloway and Hancock	3	3.8
Cundiff and Still	2	2.5
Beckman, Davidson, and Talarzyk	1	1.3
Bell	1	1.3
Boone	1	1.3
Boyd and Massy	1	1.3
Buskirk	1	1.3
Hartley	1	1.3
Rewoldt, Scott, and Warshaw	1	1.3
Scibert	1	1.3
Staudt and Taylor	1	1.3
Textbook Unknown	5	6.2

managerial approach is so popular, is perhaps an indication of a trend which is now in a developmental stage.

As can be seen from the data presented in Table V, most of the other textbooks have fewer adoptions by responding AACSB institutions. Among this group of texts, there seems to be no particular relationship between the number of adoptions and the length of time the texts have been published. Some of the books are first editions, while Marketing, currently written by Beckman, Davidson, and Talarzyk, has been published since 1927.

Most of the books which have been selected for use by responding schools utilize a managerial approach to introduce basic marketing substance. Some notable exceptions are the books by Gist and by Holloway and Hancock. These authors view marketing in relationship to the society and the environment in which the marketing system operates. Another book which deviates from the strict managerial approach has been written by Lipson and Darling. This text combines three different methods (managerial, environmental, and systems) into what the authors have called an administrative approach.

The form utilized in writing the summaries has been to provide introductory paragraphs about the general nature of the book being reviewed. The main part of each summary centers around the behavioral-science related material included in each text. Attention is given to the manner in which different authors tie behavioral-science substances to their

of marketing. Further, this section of each summary provides an indication of the techniques different authors have utilized in presenting the behavioral-science related material. In some instances, the behavioral-science substances are integrated throughout the textbooks where applicable; in others, this material has been separated and is presented in the consumer behavior section or chapters of the text. Each summary concludes with an impression statement which is an estimation of the contributions each book makes to the study of marketing.

The following pages include the summaries of the selected textbooks. These summaries are arranged in alphabetical order.

Beckman, Theodore N., William R. Davidson and W. Wayne Talarzyk, Marketing, New York, The Ronald Press Company, 1973.

Previous Editions: 1927, 1932, 1939, 1946, 1952, 1957, 1962, 1967.

Although somewhat less popular today than in the past, this classic introductory marketing textbook is still among the important books in the field. Under the authorship of several combinations of marketing professors and through numerous revisions, this edition successfully blends some of the traditional marketing concepts with newer ideas. The result is a highly readable, comprehensive insight into the current status of the American marketing system.

Like many other current introductory marketing textbooks, this volume follows the pattern of presenting a special section about the consumer market. In this edition, three chapters are devoted to various characteristics of consumers and their environment. The first of these chapters concentrates upon the relatively new consumerism movement, some characteristics of the total population, the importance of marketing segmentation, and the family as the basic buying unit in the American economy (1, p. 81).

The second of these chapters presents an in-depth analysis of consumer purchasing power. This chapter views consumer activity from an economic perspective. A traditional classification of consumer goods is discussed. The influences of supply and demand upon marketing policy are shown. In addition, the authors provide rather detailed discussions of concepts relating to the flow of income in the economy, including the relationship between income and consumption patterns, the importance of wealth in a marketing society, and the involvement of credit in marketing activities (1, p. 101).

The third chapter in this section is of primary concern in this study. Here, attention is focused upon consumer motivation and buying behavior. The authors provide an informative look at the various factors which influence consumer behavior. This discussion includes traditional motive types and classifications and various ideas derived

from the fields of psychology, social psychology, and sociology (1, p. 131). In addition, the authors have provided an in-depth analysis of the consumer-buying, decision-making process. This particular part provides the reader with the information necessary to develop an awareness of the problem-solving behavior a person exhibits in reaching a buying decision (1, p. 139). The third part of the chapter presents "a multimediation model of consumer behavior" which has been adapted from the second edition of Consumer Behavior by Engel, Kollat, and Blackwell (1, p. 146). This model is intended to help students integrate the material presented in the previous parts of the chapter. The final part of this chapter deals with motivation research and the methods it employs in attempting to discover why people think and act in various ways (1, p. 147).

Although this book cannot be characterized as being behaviorally oriented, it does provide students with an awareness of certain behavioral concepts. The book blends long-established behavioral ideas with newer concepts of consumer action.

Buskirk, Richard H., Principles of Marketing: The Management View, New York, Holt, Rinehart and Winston, Inc., 1970.

Previous Editions: 1961, 1966.

Buskirk employs the managerial approach in this third edition of Principles of Marketing: The Management View.

Similar to other textbooks using this approach, Buskirk has devoted several chapters to the discussion of consumer buying patterns, motives, and problems.

Of special concern in this study is the attention Buskirk has given to the relationship between anthropology, psychology, and sociology and marketing. These three behavioral-science disciplines have been singled out for special treatment in the latter part of chapter seven (2, p. 148). The author has provided an excellent discussion of the contributions of anthropology, psychology, and sociology to the field of marketing. Some of the specific behavioral concepts which Buskirk introduces include

Anthropology

1. Specific knowledge of given problems
 - a. Special behavior of sub-cultural groups
2. Awareness of themes of a culture
 - a. Information for marketing strategy and promotional campaigns
3. Avoidance of taboos
 - a. Provides awareness of cultural taboos, especially in foreign markets.

Psychology

1. Learning and thinking
2. Perception
3. Motivational systems
4. Personality

Sociology

1. Population and its Stratification
2. Consumer Motivation
3. Human Ecology
4. Research Methodology (2, pp. 148-153)

Buskirk further expands his discussion of the behavioral science/marketing relationship by citing a series of behavioral-science findings: behavioral development, perception, learning and thinking, motivation and mass

communication (2, pp. 153-159). Each concept is discussed in connection with its applicability to the field of marketing. This treatment has made the behavioral science substances particularly meaningful and provides the reader with information not normally found in introductory marketing textbooks.

Buskirk also draws from the behavioral-science disciplines in his discussion of consumer buying motives. He analyzes motives in terms of self-concept theory and role playing, a slight variation of that theory. According to Buskirk, "the theory of self-concept is probably the best integrated thought on buying behavior to date, because it nicely combines both the rational and emotional approaches into one unified concept" (2, p. 136).

Such research methods as projective techniques and depth interviewing, which originated in behavioral science fields, are discussed in terms of their value to marketers in the determination of reasons underlying consumer purchases (2, p. 145).

In conclusion, this book provides the student with an excellent section on the relationship between certain behavioral science disciplines and the field of marketing. The author does not lead the reader to believe that these findings provide the solution to all marketing problems, but carefully indicates areas where specific behavioral knowledge is valuable.

Buzzell, Robert D., Robert E. M. Nourse, John B. Matthews, Jr., and Theodore Levitt, Marketing: A Contemporary Analysis, New York, McGraw-Hill Book Company, 1972.

Previous Edition: 1964

This book approaches the study of marketing from a managerial perspective. Throughout the text, the authors have endeavored to provide the reader with specific knowledge and examples of problems which often face marketing managers. The book is exceptionally well illustrated by numerous charts and tables which provide valuable information to those attempting to understand the marketing process and the types of problems which call for decisions by persons in managerial positions.

In total, seven of the twenty-seven chapters in this book are devoted to various aspects of household, industrial, and institutional buying behavior. In these behavioral chapters, the authors have skillfully integrated various behaviorally oriented concepts and techniques with problems typically confronting marketing managers. The result is a section which provides the reader with a comprehensive view of the importance that a sound knowledge of consumer behavior plays in the solution of contemporary marketing problems.

Two of the behavioral-science disciplines of interest in this study (psychology and sociology) have had a substantial impact upon the content of the behaviorally related section of this book. One chapter is entitled "The Psychology of Consumer Decisions," and provides an excellent

discussion of major psychological factors which frequently enter into purchasing processes (3, p. 136). Briefly, the major concepts selected by the authors for inclusion in this chapter are human learning processes, motivation, consumer personality characteristics, perception, attitudes and attitude change, and intentions. Specific behavioral-science topics included under these major headings are stimulus-response and cognitive learning, classifications of buying motives, image and risk perception, marketing segmentation based upon psychographics, and cognitive dissonance. All of these topics are thoroughly explained and supplemented by examples which demonstrate their relevance and application to the field of marketing.

The chapter entitled "Social Influences on Consumer Decisions," much like the psychologically based chapter, is designed to supply information to help students gain a better understanding of why people behave in various ways. The intent of this chapter is to examine ways other people influence the behavior of an individual. Sociological contributions to marketing knowledge center around the concept of the reference group and its influence upon consumers. This chapter discusses the influence of such reference groups as friends and associates, the family, social class, and culture (3, p. 157). The authors have interwoven numerous examples which demonstrate the value of sociological findings to contemporary marketing managers. The chapter

concludes with a discussion of diffusion theory. This theory, which has evolved from sociology, has been instrumental in helping marketers understand the process by which people learn about new product offerings, try them, and eventually accept or reject them (3, p. 172).

In conclusion, this book, perhaps more than any other currently available introductory marketing text, provides students with a comprehensive view of the important contributions certain behavioral sciences have made to the field of marketing. The buyer behavior section of this textbook is a worthy standard against which other writers could model their new editions.

Cundiff, Edward W. and Richard R. Still, Basic Marketing: Concepts, Decisions and Strategies, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1971.

Previous Edition: 1964

Basic Marketing: Concepts, Decisions and Strategies utilizes a managerial approach to present introductory marketing substance. The book concentrates upon basic marketing concepts which include controllable and uncontrollable factors influencing marketing decisions.

Two chapters of the second major section of the text are devoted to a discussion of buyer behavior. The areas receiving emphasis in these chapters include economic, psychological, and sociocultural aspects of buyer behavior (4, p. 131).

The authors, while reminding the reader that a single psychological theory of consumer behavior does not exist, present several behaviorally oriented concepts which provide helpful explanations for certain consumer actions. Special attention is given to such concepts as learning theory, buyer behavior directed toward the satisfaction of basic human needs, the possible effects of images upon buyer behavior, and cognitive dissonance theory (4, p. 143).

Cundiff and Still have placed emphasis upon the socio-cultural aspects of buyer behavior by devoting an entire chapter to their discussion (4, p. 162). Attention is focused upon social influences which affect the behavior of consumers. Some of the influences specifically affecting consumer behavior included in the discussion are various reference groups, the actions of opinion leaders, and the activities of product adoption innovators (4, p. 163).

Considerable attention is given to a discussion of social stratification and classes. The authors provide criteria for the establishment of different social classes and look at the social class structure in the United States (4, p. 169). Other influences upon buyer behavior included in the chapter are the effects of increasing leisure time, the role of fashion in American marketing, and the effects that changes in the composition of the American population will have upon marketing (4, p. 177).

The behavioral-science related chapters in this book tend to follow a format similar to that in other leading introductory marketing textbooks. These chapters are set apart and specifically labeled as behaviorally related. While this is a customary practice, such a treatment possibly fails to be as relevant to the students as one which makes a greater effort to integrate behavioral science concepts throughout the text. This textbook has not incorporated some of the more current behavioral models and ideas that are presently appearing in other managerially oriented marketing texts. In sum, although the behavioral science related chapters in this book need strengthening, overall, the book is thorough in its coverage of marketing concepts and one which is capable of providing beginning marketing students with a sound understanding of the marketing system.

Gist, Ronald R., Marketing and Society: A Conceptual Introduction, New York, Holt, Rinehart and Winston, Inc., 1971.

While the most popular introductory marketing textbooks of today are placing emphasis upon the managerial approach, there is evidence that this approach is not adequately serving the needs of all introductory marketing students. As an alternative to the current best selling, managerially oriented textbooks, Gist has produced a volume which emphasizes a societal approach to marketing. Viewing

the study of marketing with a societal or environmental perspective, Gist's book may be influential in leading to the next predominant approach to the study of marketing.

Gist has not abandoned the managerial approach entirely. He has viewed managerial activities primarily from an individual's perspective, rather than from the firm's viewpoint. Emphasis is upon the role that marketing plays in the society.

In implementing this societal approach, Gist has employed conceptual and analytical materials which not only enhance the readability of the text, but also add to the relevancy of the content for marketing students. The author has organized the contents around four major parts and presents sequences of chapters which center upon basic marketing concepts. This style is successfully used to reduce the amount of listing and description of marketing activities and functions, while providing the reader with the basic understandings necessary to solve marketing problems.

Part III of Marketing and Society: A Conceptual Introduction is devoted to developing concepts relevant to understanding marketing behavior. A series of five chapters relate to consumption patterns, consumer behavior determinants, and the means presently available for estimating marketing opportunities.

In chapter seven, Gist emphasizes the importance of the consumer and suggests,

A business community that is ignorant of the nuances of consumer preferences cannot possibly fulfill its obligations in a meaningful and responsive manner. A business community that is carefully attuned to the subtleties of consumer preferences and acts responsibly to meet those preferences cannot fail to fulfill its social obligations" (5, p. 146).

In discussing three types of consumption patterns (income allocation, brand loyalty, and time-of-adoption), Gist provides the reader with an explanation of how consumers act (5, p. 145). This chapter logically leads to the more complicated task of explaining why different people consume in diverse ways.

Chapters eight and nine are devoted to a discussion of consumer behavior theories. These theories are then used to suggest explanations for the consumption patterns introduced in chapter seven. In chapter eight, Gist discusses some consumer-behavior determinants and shows where various behavioral concepts originated. Specifically, he explores income or purchasing power (economics), demographic traits and reference groups (sociology), learning process and self-concept (psychology), and influential personages (social psychology), as important causes of particular consumer-behavior patterns (5, pp. 164-166). In chapter nine, Gist presents various concepts which have originated in the behavioral-science disciplines and have been instrumental in helping marketers predict variations in consumer behavior

patterns. Included is a discussion of the relationship of learning theory, perception of risk and self-concept, and brand loyalty (5, pp. 201-212). Additionally, Gist has explored some aspects of consumer time-of-adoption behavior patterns to complete an explanation of consumer actions (5, pp. 212-220).

The last two chapters in this marketing behavior series are concerned with the appraisal of marketing opportunities and the marketing research techniques which are useful in such an assessment. Although not as dependent upon behavioral science knowledge as in the previous two chapters, these chapters are concerned with consumer behavior on a collective rather than an individual basis.

In conclusion, Marketing and Society: A Conceptual Introduction is a book which has made and will continue to make an important contribution to modern marketing thought. The book has given greater emphasis to specific behavioral-science concepts than some of the other leading texts. The behaviorally oriented chapters are well written, thoughtfully sequenced, and carefully related to marketing concepts. While various revised editions of other marketing textbooks are including new chapters emphasizing social responsibilities of marketers, Gist has become one of the first to use the societal or environmental approach entirely. The true impact of this book upon the field of marketing has yet to be realized fully.

Holloway, Robert J. and Robert S. Hancock, Marketing In A Changing Environment, New York, John W. Wiley and Sons, Inc., 1973.

Previous Edition: 1968

The first edition of Marketing In A Changing Environment, which utilized a societal approach, perhaps appeared before its time. The managerial approach was the predominant instructional method being used and it still is. At this point, it is difficult to predict the next approach which will gain popularity, but there appears to be a movement toward a societal or environmental approach. Both of these approaches typically place a rather heavy emphasis on consumer behavior and thus draw upon the substances of some of the behavioral-science disciplines.

The current edition of this textbook now includes four chapters devoted to buyer behavior. Three of these chapters are concerned with the behavior of household buyers and include rather complete discussions about the effects of demographic variables, life-cycle and life-style influences, and some of the sociological and psychological forces which are instrumental in determining buyer behavior and consumption patterns. The discussion primarily centers around what the authors call internal and external forces which operate in different ways to influence purchasing decisions. "Buyers are influenced by many forces as they purchase goods. Some of these forces are internal--learning, perception, personality, attitudes, and motivation--and some are external--

cultural forces, mobility, social forces and personal influences" (7, p. 208). Although the discussion is well supported by interesting examples to illustrate relevant points, the authors have included several listings of buyer needs, buying motive, and consumer and product classifications which resemble the treatment afforded consumer behavior sections of descriptive-oriented books of the past. In the last part of chapter twelve, the authors provide a brief but important discussion of five models of buying behavior (7, pp. 248-255). These models are easily compared and add meaning to the three chapter discussions of buyer behavior.

In conclusion, Marketing In A Changing Environment has been substantially improved by the addition of behaviorally oriented chapters. Although the discussion does not draw as heavily upon some of the behavioral-science disciplines as other current introductory marketing textbooks, the book still provides valuable information about consumer behavior. The authors have included a number of economic concepts in this book which should please some marketing instructors. In short, this book, while not particularly strong in its behavioral orientation, may find increased acceptance because of the environmental approach it has adopted.

Kotler, Philip, Marketing Management: Analysis, Planning and Control, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1972.

Previous Edition: 1967

In the second edition of this textbook, Kotler has added and revised numerous chapters which tend to make this book more relevant to modern-day marketing topics and problems than the previous edition.

Kotler has approached the study of marketing primarily from a managerial point of view. However, to supplement this approach, he has introduced societal and environmental concerns which are becoming increasingly important to today's marketing students.

Specific behavioral science contributions appear in several chapters of this book, although no particular chapter is devoted exclusively to behavioral-science concepts. In chapter four, Kotler introduces some behavioral-science models and concepts which are useful in aiding students' understanding of such things as buyer and organization behavior and communication theory. In this chapter, there is a particularly good description of the Howard-Sheth model, which combines with some behavioral-science concepts to focus upon an explanation of buyer brand-choice behavior (8, p. 122). Additionally, Kotler presents a discussion of four major motivation models and demonstrates how these models are relevant to marketing. The models discussed by the author are the Marshallian model, stressing economic

motivation; the Pavlovian model of learning; the Freudian model of psychoanalytic motivation; and the Veblenian model of social-psychological factors (8, pp. 101-112).

In chapter six, "Market Segmentation," Kotler describes several bases for segmenting markets. The most important method of market segmentation, in terms of a contribution from the behavioral-science disciplines, is psychographic segmentation. This concept has gained acceptance in recent years as an important way to discover buyers' needs based upon their individual personalities and upon their life styles (8, p. 169).

This book has been designed to provide students with the essentials necessary to deal with marketing problems of the future. It brings an analytical approach to marketing management and utilizes techniques drawn from the basic disciplines of economics, the behavioral sciences, and quantitative methods. This book represents a significant contribution to marketing literature.

Lipson, Harry A. and John R. Darling, Introduction to Marketing: An Administrative Approach, New York, John Wiley and Sons, Inc., 1971.

Introduction to Marketing: An Administrative Approach provides an integrative approach to the study of marketing at the introductory level. Rather than introducing the student to a managerial, an environmental, or a systems approach to marketing, Lipson and Darling have combined these three

methods into one they describe as an administrative approach (9, p. viii). The administrative approach has particular merit for present-day marketing students. The integrative technique allows introductory marketing substances to be presented from various perspectives. The result is a textbook ideally suited to the needs of students who will take additional marketing courses, as well as those students who will not enroll in any advanced courses.

The authors have incorporated numerous behavioral-science concepts into the contents of the book. However, in doing so, they have departed from the format often utilized by other marketing authors. Rather than labeling a specific chapter or section of their book as "consumer behavior," or some such title, Lipson and Darling have integrated specific concepts drawn primarily from psychology, social psychology, and sociology into the marketing substances. In following such a format, the authors have presented the reader with useful interdisciplinary information. The concepts and their marketing application are interwoven in a manner which adds logic and continuity to the text material. Additionally, the authors have gone to great lengths to provide specific examples which are instrumental in demonstrating the relevance of the material. Further, the text contains a wealth of footnotes and selected bibliographies which provide guidelines to students for related marketing and behavioral-science readings.

In conclusion, Introduction to Marketing: An Administrative Approach provides a highly desirable alternative to other currently popular introductory marketing textbooks which utilize environmental, systems, or managerial approaches. While the integrative treatment of behavioral-science substances with marketing concepts is somewhat unusual, the method has obvious merit.

McCarthy, E. Jerome, Basic Marketing: A Managerial Approach, Homewood, Illinois, Richard D. Irwin, Inc., 1971.

Previous Editions: 1960, 1964, 1968

Basic Marketing: A Managerial Approach has been one of the most significant textbooks for introductory marketing courses over the last decade. This book pioneered the managerial approach to the study of marketing. Today, it is one of the most popular introductory marketing textbooks and is frequently considered the standard against which other texts in the field are compared.

In this most recently revised edition, McCarthy has made some improvements which add to the relevancy of the content for contemporary marketing students. The changes which are important to this study focus upon the attention given to a behavioral-science view of consumers.

In the 1968 edition, McCarthy discussed consumer behavior in a manner which was somewhat typical at that time. Emphasis was placed upon consumer wants and needs with a discussion of acquisitive wants and needs. The ideas of

emotional and economic motives were stressed. McCarthy showed how buying decisions are frequently influenced by association with various groups and social classes. In addition, attention was focused upon an explanation about why and how consumers choose to purchase at selected stores. The 1968 edition, while presenting some ideas about consumer behavior, did not draw as extensively from the behavioral-science disciplines as the newer edition. The content was primarily limited to lists and discussions of ideas which have evolved over the years, and tended to be largely descriptive in nature.

In the 1971 edition of Basic Marketing: A Managerial Approach, McCarthy has strengthened the behavioral-science chapter. While acknowledging certain limitations of behavioral-science theories to solve marketing problems, McCarthy discusses how various approaches can be integrated to improve marketing management activities. In the most recent edition, he provides introductory marketing students with an insight into some of the newer theories of consumer behavior. McCarthy discusses buyer behavior by presenting the classic stimulus-response ("black box") model (11, p. 189). He explains the complexity of understanding consumer behavior by suggesting the multidimensional characteristics of consumers and the many optional avenues of behavior consumers have available. McCarthy states, "It should be clear by now that there is not one simple explanation of how all

consumers behave. The marketing man's job is to attempt to understand and integrate the various behavioral theories, try to apply the most useful model in the particular situation he must handle" (11, p. 191).

McCarthy, like many behavioral scientists, believes that consumers are problem solvers. He discusses problem solving as a learning process. In addition, he explains and shows the relationship which exists between the problem-solving process, the adoption process, and the learning process (11, p. 196). Each of the behavioral theories is linked to the basic problem-solving process of marketing managers.

A significant part of the behavioral-science-related chapter is devoted to a presentation of consumer wants and needs. In this section, McCarthy discusses consumer motivation and behavior by emphasizing Melvin T. Copeland's (1924) classical breakdown of motives (11, p. 200). Although this classification is not new, it remains an effective way to aid in explaining the drives affecting consumers in the marketplace. The final part of the behavioral-science related chapter is devoted to an explanation of the Howard-Sheth theory of buyer behavior (11, p. 213). This section was not included in McCarthy's previous editions and is a useful addition to the consumer-behavior chapter in the present textbook. The behavioral-science chapter of the current edition is a satisfactory blending of newer

behavioral science contributions with the more traditional ways of studying consumer behavior.

Although numerous introductory marketing textbooks have adopted a managerial approach in recent years, this text remains the standard in the field. The inclusion of a stronger, behavioral-science-oriented, consumer-behavior chapter, as well as the integration of behavioral-science concepts throughout the text, has been helpful in making this book one of the most significant works in the introductory marketing area in many years.

Stanton, William J., Fundamentals of Marketing, New York, McGraw-Hill Book Company, 1971.

Previous Editions: 1964, 1967.

Since the managerial approach has gained prominence, Fundamentals of Marketing has become one of the most extensively used introductory textbooks in the field of marketing.

In this third edition, Stanton significantly improved his treatment of consumer-behavior information. He has incorporated into chapters five, six, and seven many important behavioral-science concepts. For example, in chapter five, Stanton discusses several theories of buyer behavior, including Marshall's economic theory; stimulus response theories by such psychologists as Pavlov, Skinner, and Hull; the behaviorism approach expounded by Watson; cognitive theories; Gestalt and field theories; and the psychoanalytic theories originated by Freud (12, pp. 101-105). In addition,

Stanton discusses psychological determinants of buyer behavior. In this connection, motivation, including Maslow's hierarchy of needs; perception, including learning experiences, attitudes, and beliefs; and personality and self-concept are all discussed (12, pp. 106-113).

In chapter six, Stanton presents a detailed discussion of cultural and social-group determinants of buyer behavior. Drawing from sociology and anthropology, the author details cultural and social influences which frequently necessitate decisions by marketing managers. These sociocultural influences include cultural changes, social class, small reference groups, and the family.

The first part of chapter seven examines family buying behavior and presents a process by which buying decisions are often made. Although not drawing as specifically from the behavioral-science disciplines as in the two previous chapters, Stanton presents a summary of behavioral influences and buying patterns of families at the various stages of their life cycles (12, p. 134). A problem-solving process by which buying decisions are frequently made is also discussed in this chapter. In this part, behavioral-science concepts, such as motives and cognitive dissonance, are presented and explained. In addition, Stanton discusses the buyer brand-choice behavior model developed by Howard and Sheth (12, p. 143). An understanding of theory would be facilitated by use of a diagram which is not incorporated

into the text. Lastly, Stanton examines motivation research and some of the research techniques which have been borrowed from psychology and psychiatry in attempts to help explain the why of buying behavior. The latter part of chapter seven offers a classification of consumer products and becomes largely descriptive in nature.

In this third edition, Stanton has increased the emphasis on behaviorally oriented material, consumerism, and marketing's social responsibilities. These areas have contributed to the book's relevancy and probably its widespread acceptance. The book is definitely one of the better introductory marketing textbooks available today.

Summary

In this chapter, the summaries of the behavioral-science-related portions of the ten most frequently adopted textbooks are presented. This part of the study was undertaken in an effort to discover the impact which selected behavioral-science disciplines have had upon the content of introductory marketing courses. As each book was reviewed, attention centered upon such factors as date of publication, number of the current edition, the basic approach utilized by the authors, the manner in which the behavioral-science material was incorporated into the text material, the use of examples, models, and illustrations to supplement behavioral-science substances, the general nature of the behavioral-

science concepts and theories included in each book, and the general attitude of the different authors toward behavioral-science substances. Since the different writers have elected to present the principles of marketing in such diverse ways, it has not been feasible to establish a more comprehensive set of review questions to use as a guideline to evaluate these books. Rather, the reviews tend to reflect an overall impression of the behavioral-science involvement in the content of each textbook.

The books selected for review were chosen on the basis of replies to a questionnaire which was mailed to schools of business with undergraduate programs accredited by the AACSB. Altogether, a total of seventeen different textbooks have been adopted by the responding member schools. From this list of seventeen, the ten most frequently adopted books were examined. Two additional books were also reviewed. These books were previous editions which had been revised within the past five years (McCarthy, and Holloway and Hancock). In these books comparisons were made in an effort to determine any changes which were indicative of increased behavioral-science contributions to marketing.

Some of the findings of this review of the textbooks are shown in Table VI. Many of the findings are not illustrative in table form and consequently have been included in the summary of each textbook. Further, an overall impression of the behavioral-science content of each book is given

TABLE VI

SUMMARY OF TEXTBOOKS REVIEWED

Author(s) Name	Publication Date(s)	Basic Approach of Textbook	Behavioral Science Approach	Impression of Behavioral Science Content
Beckman, Davidson & Palarzyk	1927, 1932, 1939 1946, 1952, 1957 1962, 1967, 1973	Combination of Several Approaches	3 Chapters	Fair
Buskirk	1961, 1966, 1970	Managerial	5 Chapters	Excellent
Buzzell, Nourse Matthews & Levitt	1964, 1972	Managerial	7 Chapters	Excellent
Cundiff & Still	1964, 1971	Managerial	Special Section 2 Chapters	Fair
Gist	1971	Societal	Special Section 5 Chapters	Excellent
Holloway & Hancock	1968, 1973	Environmental	4 Chapters	Good
Kotler	1967, 1972	Managerial	Integrated	Excellent
Lipson & Darling	1971	Administrative	Integrated	Excellent
McCarthy	1960, 1964, 1968 1971	Managerial	1 Chapter	Good
Stanton	1964, 1967, 1971	Managerial	3 Chapters	Good

in Table VI. This impression is not intended to reflect upon the complete text as a vehicle primarily designed to present basic marketing material, but rather is intended as a statement indicative of the nature of the presentation of behavioral-science content.

With the notable exception of the book by Beckman, Davidson, and Talarzyk, all of the books which the respondents indicated most popular were first published since 1960. It was about this time that the dissatisfaction with the books using one of the three traditional approaches began to appear. The managerial approach, with an increased emphasis upon behavioral aspects of marketing, came into use. Two of the books which were most frequently adopted by the respondents were first editions (Gist, and Lipson and Darling). The appearance of these first editions indicates the field is not stagnating and that new books, presenting fresh ideas, have opportunities for adoption, much as the managerially oriented books of the early 1960's gained acceptance.

Although all the authors have as their primary objective the presentation of the principles of marketing, they have utilized various approaches to accomplish that goal. As might be anticipated, in a time when the managerial approach to the introductory marketing course is so dominant, the managerially oriented approach in textbook content is also dominant. While this method has influenced the writings

of all authors whose books were reviewed, it is the principal approach utilized in six of the ten texts. The other books have not abandoned the managerial approach entirely, but have primarily concentrated upon approaches which are described as societal, environmental, administrative, or some combination of these with the managerial approach. The basic approaches utilized to study marketing today place greater emphasis upon techniques and situations which provide students with opportunities to make problem solving decisions rather than upon description of the functions of marketing which was typical of the traditional approaches to marketing.

The particular format chosen by the authors to present behaviorally related material varies. While some writers set aside several chapters or have established special sections, others have elected to integrate behavioral-science concepts throughout their texts, where appropriate, and have no special part devoted to a specific behavioral discussion. Each format has merit. The separate chapter or section format generally allows the authors to arrange the behavioral-science material in some logical sequence and therefore provides a guiding focus for the students' attention. The integrated format appears to provide considerable relevance to the students, since applicability of behavioral theories and concepts are often demonstrated more readily

than when separated into special sections which are sometimes not as well supported by specific examples.

Based upon the review of the ten selected textbooks, it is evident that certain behavioral-science disciplines have had considerable impact upon introductory marketing textbook content. The intensity of this impact varies with different writers. Although, as indicated in Table VI, the number of chapters and the method used to present behavioral-science-related materials varies considerably, all the authors whose books were reviewed did include behavioral-science-related material. This is one indication of the importance currently being given to behavioral-science contributions to marketing.

Much as the space and methods devoted to the treatment of behavioral-science-related material varies, so does the quality of the treatment. Some authors have done little in revised editions to update their behavioral-science-related contributions. In contrast, several writers have done outstanding jobs of updating the behavioral aspects of their texts. For example, the books by Buzzell, Nourse, Matthews, and Levitt, and by Gist provide students with excellent treatments of behavioral-science contributions to marketing. In their behaviorally related sections, these authors have interwoven behavioral-science substance with marketing knowledge in a thoughtful, carefully sequenced manner. Where necessary, these writers fully explain concepts which

might be foreign to introductory marketing students and supplement such explanations with explicit examples to insure a thorough understanding of the relationship between behavioral concepts and marketing material.

Although the book by Lipson and Darling does not have a specific section or chapters devoted to behavioral-science contributions to marketing, this book interlaces numerous behavioral concepts with marketing substances. This technique of integrating behavioral and marketing concepts, supplemented by carefully selected examples, provides excellent opportunities for marketing students to perceive the important relationship which exists between certain behavioral-science disciplines and the field of marketing.

In addition, some authors have included illustrations and discussions of different behavioral models and various psychological and sociological theories and concepts relative to marketing. Such inclusions have strengthened some of the texts which were revised and probably have had a definite affect upon the adoption rate of these books.

In conclusion, it is evident that the behavioral-science disciplines have made significant contributions to the leading introductory marketing textbooks. It is becoming increasingly clear that textbook authors believe that contemporary marketing students need to have better behavioral backgrounds. The increased emphasis currently being given to the humanistic aspects of marketing will demand

even greater behavioral-science input in the future study of marketing. Presently, there are several textbooks available which offer excellent behavioral-science-related presentations. It can be anticipated that future revised textbooks will also reflect the growing emphasis being given behavioral-science substances.

CHAPTER BIBLIOGRAPHY

1. Beckman, Theodore N., William R. Davidson, and W. Wayne Talarzyk, Marketing, New York, The Ronald Press Company, 1973.
2. Buskirk, Richard H., Principles of Marketing: The Management View, New York, Holt, Rinehart and Winston, Inc., 1970.
3. Buzzell, Robert D., Robert E. M. Nourse, John B. Matthews, Jr., and Theodore Levitt, Marketing: A Contemporary Analysis, New York, McGraw-Hill Book Company, 1972.
4. Cundiff, Edward W. and Richard R. Still, Basic Marketing: Concepts, Decisions and Strategies, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1971.
5. Gist, Ronald R., Marketing and Society: A Conceptual Introduction, New York, Holt, Rinehart and Winston, Inc., 1971.
6. Holloway, Robert J. and Robert S. Hancock, Marketing In A Changing Environment, New York, John W. Wiley and Sons, Inc., 1968.
7. _____, Marketing In A Changing Environment, New York, John W. Wiley and Sons, Inc., 1973.
8. Kotler, Philip, Marketing Management: Analysis, Planning and Control, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1972.
9. Lipson, Harry A. and John R. Darling, Introduction to Marketing: An Administrative Approach, New York, John W. Wiley and Sons, Inc., 1971
10. McCarthy, E. Jerome, Basic Marketing: A Managerial Approach, Homewood, Illinois, Richard D. Irwin, Inc., 1968.
11. _____, Basic Marketing: A Managerial Approach, Homewood, Illinois, Richard D. Irwin, Inc., 1971

12. Stanton, William J., Fundamentals of Marketing, New York, McGraw-Hill Book Company, 1971

CHAPTER IV

QUESTIONNAIRE ANALYSIS

To collect additional information about the impact that selected behavioral-science disciplines have had upon introductory marketing courses, a questionnaire was constructed and sent to colleges and universities presently having undergraduate programs accredited by the AACSB. The primary intent underlying the development of the questionnaire was to gather data which would reflect the present status of the marketing/behavioral-science relationship in the introductory marketing course.

To accomplish this basic purpose, the questionnaire (Appendix A) was designed to have two major parts. In the first part, the majority of the questions were designed to solicit factual information. Respondents were asked to fill in blanks, to check appropriate answers, and to supplement their responses with brief clarifying statements where necessary. The second part of the questionnaire was designed to elicit opinions from selected marketing educators. These educators were asked to respond to a series of statements about the present marketing/behavioral-science relationship. Following each statement, the respondents were asked to indicate their opinions on the basis of a five-choice,

Likert-type scale. The five possible choices included strongly agree, agree, undecided, disagree, and strongly disagree. The questions and statements in each major part of the questionnaire were arranged under three subheadings: general information, textbook information, and instructional information.

Upon completion of the revisions which were suggested by the four members of the doctoral committee and a five-member jury of marketing faculty at North Texas State University, the final copy of the questionnaire was printed. On March 12, 1973, letters were mailed to 141 marketing department chairmen or deans of schools of business which currently have undergraduate programs accredited by the AACSB (Appendix B). Each letter contained a cover letter (Appendix C) which explained the purposes of the inquiry and requested assistance from the recipient, a copy of the questionnaire, and a stamped, addressed envelope.

Of the 141 questionnaires which were mailed, a total of 79, or 56 percent, was returned. In two instances, the questionnaires were returned but were not completed. In other cases, the respondents failed to answer all sections completely. Therefore, the tabulation of data shows a varying number of respondents.

To facilitate the understanding of the data gathered in the questionnaire, the discussion in this chapter will

follow the same design as the questionnaire, and will consist of two major parts, with each having three subareas.

Questionnaire Analysis, Part I

General Information

The first five questions in this section were designed to solicit general information about the introductory marketing courses at responding schools and did not ask questions specifically related to the behavioral-science impact upon introductory marketing courses. The first two questions asked the respondents' identities and the colleges and universities they represent. The third and fourth questions requested the respondents to provide the exact title of the introductory marketing course and to specify the credit hours given for the course. The fifth question was designed to secure information about the teachers of introductory marketing courses at the schools represented. The data from these last three questions are provided in Appendices D, E, and F.

Question 6 was drafted in an effort to help determine the behavioral-science backgrounds of marketing instructors at the responding schools. The question and the responses are as follows:

Number of marketing faculty members with advanced work
in

	<u>Anthropology</u>	<u>Psychology</u>	<u>Sociology</u>
Master's Degree:			
Major Area	0	5	0
Minor Area	1	22	13
Doctoral Degree:			
Major Area	0	14	2
Minor Area	1	64	35

According to the responses, at both the master and doctoral degree levels, psychology is represented most often as the behavioral-science preparation of marketing professor. Indicative of the growing acceptance of the behavioral sciences in the study of marketing is the number of professors who have had graduate education in the fields of psychology and sociology.

Question 7 sought to determine how marketing professors with no formal behavioral-science education updated their knowledge in these areas. Almost unanimously (72), the respondents indicated that reading current publications was the updating method most frequently utilized. Some of the other ways noted by the respondents included return to school (13), attendance at seminars and conferences (7), through the conduct of personal research (5), through consulting work (1), as participants in faculty-renewal programs (1), and by interdepartmental teaching (1). In most

instances, very little has been done on an organized marketing-department basis to assist marketing instructors to strengthen their behavioral-science backgrounds. Most of what has been accomplished by the professors without specific behavioral education has been the result of individual initiative.

Questions 8, 9, and 10 were designed to solicit information about the behavioral-science backgrounds of students enrolling in introductory marketing courses. First, the respondents were asked if students were required to take courses in anthropology, psychology, and/or sociology. The results show that only seven schools require anthropology, thirty-four require psychology, and twenty-eight require sociology. Many of the schools require enrollment in six-semester hours (one year) in any two of these three fields as part of the core requirement for all business administration majors. From the number of schools responding to this question, it can be concluded that marketing educators believe psychology is the most important area of study, followed by sociology, and then by anthropology.

Question 9 asked the respondents if students could elect to take courses in anthropology, psychology, and/or sociology, if they were not required to do so. The response to this question was nearly unanimous; only one school gave a negative response. Accordingly, the students are given freedom to choose from either of these three study areas.

Question 10 asked the respondents if students are officially advised to take behavioral-science courses beyond the general education requirements of the school. In response, 66.2 percent of the 77 answering the question replied positively. Further, these respondents indicated the behavioral-science discipline which received advisory emphasis. Ten schools emphasize anthropology, forty-seven psychology, and forty sociology. The results show that psychology and sociology are considered to be the most beneficial areas of study for marketing students, while anthropology is accorded considerably less regard.

In the eleventh question in this subsection, the marketing professors were asked to give their opinion of the extent the behavioral sciences have contributed to marketing thought. Seventy-six of the respondents replied in the following manner:

Greatly	<u>(46) 60.5%</u>	Moderately	<u>(30) 39.5%</u>
Little	<u>(0) 0.0</u>	None	<u>(0) 0.0</u>

Every professor acknowledged the contribution of the behavioral sciences to marketing thought.

The remaining questions in this subsection concentrate primarily upon behavioral-science influences upon the operations of the marketing departments at the responding schools. The questions will be stated as they appear in the questionnaire, the response data indicated, and a discussion of the results will follow.

12. Are special sections of anthropology, psychology, and/or sociology open only to students of business administration?

Yes (2) 2.6% No (76) 97.4%

If yes, please specify: Anthropology 0 Psychology 2
Sociology 0

If yes, do behavioral scientists normally teach these special sections? Yes 1 No 1.

If no, who normally teaches these special sections?

Members of the Management Faculty

Special behavioral-science sections for students majoring in business administration are not popular in schools represented by persons answering the questionnaire. Business educators in these schools indicate that business administration majors are receiving adequate behavioral-science backgrounds by enrolling in sections taught by behavioral scientists which are open to students of all areas of study. Of the two schools stating they have special sections, both indicated the sections were in psychology only. At one of these schools, the special section was taught by the regular faculty in the college of arts and sciences, while at the other, the management faculty within the school of business handled the special section.

13. Have behavioral scientists been invited to teach behavioral-science-oriented sections of the introductory marketing course?

Yes (7) 9.1% No (70) 90.9%

In only a few cases did the respondents state that such a program had been tried. In three instances, guest lecturers conducted these special classes. Two respondents indicated that such programs had been tried and reported the results to be poor. Special sections of the introductory marketing course oriented toward the behavioral sciences and taught by behavioral scientists have been offered rarely in the responding schools.

14. Are any significant changes taking place in the content or instructional approaches in the introductory marketing course at your school?

Yes (46) 59.7% No (31) 40.3%

Of those responding, 59.7 percent indicated that changes were noticeable at their school. Although not all responding indicated the nature of the changes, Table VII summarizes the types of changes and the number of schools where changes are being noted.

The data gathered in response to this question clearly indicate that changes are occurring in the introductory marketing courses. Although a few of the changes relate specifically to the course content, most of the changes noted relate to instructional approaches.

One of the most important changes which relates directly to the introductory marketing course content is the indication of increased emphasis being placed upon behavioral-

TABLE VII
CHANGES IN INSTRUCTIONAL APPROACHES AND CONTENT
IN INTRODUCTORY MARKETING COURSES

Nature of Change	Number of Schools
Increased Behavioral-Science Emphasis.	9
Societal Approach.	9
Greater Use of Cases	4
Systems Approach	4
Environmental Approach	3
Games.	3
Computer	2
Large Lecture, Small Discussion Sections	2
Interdepartmental Lectures	1
Team Teaching.	1

science substances. This emphasis corresponds to the inclusion of additional behavioral-science concepts and theories in most of the introductory marketing textbooks which were analyzed in connection with Chapter III of this study. The inclusion of more behavioral-science material in the textbooks may have contributed to the growing importance of behavioral substances in the introductory marketing courses.

One of the most notable trends emerging today is the societal approach to the study of marketing. The societal approach concentrates upon the social requirements and responsibilities facing the contemporary marketer. This

approach is particularly meaningful for the majority of students enrolling in introductory marketing courses who do not intend to take additional marketing courses.

Other changes which were indicated by the respondents and which are less important to this study are listed in Table VII. Some of these changes, such as increased use of cases and games, are extensions of the managerial approach and will probably gain or lose acceptance based upon the future popularity of that approach at the introductory marketing course level.

15. To what extent have the behavioral sciences influenced the instruction of the introductory marketing course?

Greatly	<u>(20)</u>	<u>26.3%</u>	Moderately	<u>(49)</u>	<u>64.5%</u>
Little	<u>(7)</u>	<u>9.2%</u>	None	<u>(0)</u>	<u>0.0%</u>

If so, in what ways?

The responses to this question show marketing educators believe the behavioral sciences have had a definite impact upon introductory marketing courses. In comparing the responses to this question with those of question 12, on page 117, 60.5 percent of the respondents indicated the behavioral sciences contributed greatly to marketing thought, while 26.3 percent believed that introductory instruction was greatly influenced by the behavioral sciences. Based upon the comparison of these results, marketing educators believe the behavioral sciences have had a substantial impact upon contemporary marketing concepts, while having significantly

less influence upon instruction of the introductory marketing courses. Of those indicating ways in which the behavioral sciences have influenced introductory course instruction, most believed that gains had been registered in expanding knowledge about consumer motivation and behavior.

Since both questions 16 and 17 relate to library acquisitions at the responding institutions, they are discussed jointly.

16. How does the marketing department decide upon library acquisitions?

17. In selecting library acquisitions, has there been any noticeable trend toward selection of behavioral-science oriented materials in recent years?

Yes (45) 73.8% No (16) 26.2%

If yes, please specify.

Of those responding to question 16, 91.1 percent indicated that individual faculty members were free to recommend any library acquisitions they desired, while the remaining 8.9 percent stated they used a committee system.

According to the responses gathered from question 17, there is a trend toward more behaviorally oriented library selections in recent years. The respondents most frequently indicated their policy was to acquire behavioral-science materials, especially in psychology. Others stated their primary interest focused upon publications relating to

consumer behavior. Based upon these responses, it is apparent that individual marketing instructors are taking the initiative to ensure that library holdings are reflecting the current increased emphasis being given to the behavioral science/marketing relationship.

In question 18, the respondents were asked to rank six disciplines (accounting, anthropology, economics, mathematics, psychology, and sociology) according to their opinion of each discipline's contribution to introductory marketing course content over the next ten years. The data gathered in response to this question are shown in Table VIII.

TABLE VIII

RANK OF DISCIPLINES ACCORDING TO CONTRIBUTIONS
TO INTRODUCTORY MARKETING COURSE CONTENT

Discipline	Mean Ranked Position
Psychology	2.1
Sociology.	2.7
Economics.	3.2
Mathematics.	3.6
Accounting	4.7
Anthropology	4.8

Other areas of study which received rankings included, communications, ethics, consumer behavior, finance, law, management, political science, statistics, systems, and

technology. None of these areas received more than two votes from the seventy respondents who answered this question.

Those responding clearly believe the contributions from the fields of psychology and sociology will be most important over the next decade. These educators apparently consider the marketing/behavioral science relationship to be in a formative stage, with significant gains in knowledge of the behavioral aspects of marketing to be realized in the future. Supporting this belief is the present emphasis on advising and requiring marketing students to take sociology and psychology, and the number of faculty members who have graduate coursework in these areas.

According to the respondents, the field of anthropology will contribute less than all other disciplines listed over the next ten years. As evidenced in Tables II and III in Chapter II of this study, anthropology has made and will continue to make some contributions to marketing knowledge; however, these contributions will be fewer than those coming from psychology and sociology.

Although the data in Table VIII indicate the expected future prominence of psychology and sociology, it should not be construed to mean that such disciplines as economics, mathematics, and accounting are considered unimportant background areas for marketing students. Certainly, these instructive areas provide valuable supportive knowledge

which contributes greatly toward the acquisition of solid marketing understandings.

Textbook Information

In this subsection, the respondents were asked to provide information about the textbook currently in use, about the frequency of textbook change, the nature of textbook selection, and the adoption of supplementary-readings books. The information concerning which textbooks have been adopted has already been covered in Chapter II and will not be discussed further at this point.

Of the sixty-five educators responding to the question concerning frequency of textbook change, 56.9 percent indicated they change every two or three years. Some 26.2 percent stated they change every one or two years. Adaption of textbooks occurs often enough to keep abreast of marketing and behavioral-science developments as they are published.

The question concerning the way textbooks are selected produced an even split among the respondents. Fifty percent indicated that selection of textbooks was left to individual faculty choice while the other half stated that book selection was the result of joint faculty action. The method of selection does not seem to influence frequency of textbook change.

The last question in this subsection asked the respondents if supplemental-readings books from the behavioral

sciences were used in connection with the introductory marketing course. Some 68.8 percent of the seventy-seven responding to this question indicated such books were not utilized in their departments. The majority of those offering reasons for the nonuse of behavioral science supplemental readings books stated that time was too short and/or the adopted textbook adequately covered the area. Appendix G provides a list of the supplemental readings books used most often in the 31.2 percent of the schools. In the view of the responding instructors, current textbooks allocate sufficient time for and provide suitable treatments of behaviorally oriented material.

Instructional Information

In the third subsection of the first major part of the questionnaire, the responding marketing educators were asked questions about the nature of the instruction in the introductory marketing courses.

The first question asked the respondents to indicate the instructional approach usually employed in the introductory marketing course in the department. The responses to this question are shown in Table IX.

The data presented in Table IX illustrate the dominance of the managerial approach over all other instructional approaches used by the responding schools, suggesting that a large majority of marketing educators in this survey

TABLE IX
INSTRUCTIONAL APPROACHES USED IN
INTRODUCTORY MARKETING COURSES

Approach	Number of Schools	Percent of Schools
Managerial	58	75.3
Societal	7	9.2
Combination	4	5.2
Environmental	2	2.6
Functional	2	2.6
Conceptual	1	1.3
Functional-Managerial	1	1.3
Process	1	1.3
Systems	1	1.3
Commodity	0	0.0
Institutional	0	0.0

believe the managerial approach is presently the superior one for teaching the introductory marketing course.

The societal approach has some measure of acceptance among the responding educators. The emergence of the societal approach was discussed in question 14, on page 118, and also in connection with textbook adoptions in Chapter III. This approach is receiving increased attention from marketing educators.

Of the other approaches mentioned by the respondents, too few have been mentioned with sufficient frequency to suggest the development of any trends. From the data reported, the three traditional approaches to marketing are now of little consequence; the functional approach is utilized by one reporting school and the institutional and commodity approaches by none.

The second question asked the respondents to indicate the trend in instructional methods in the introductory marketing course. The results are shown in Table X.

TABLE X
TREND IN INTRODUCTORY MARKETING COURSE
INSTRUCTIONAL METHODS

Method	Number of Schools	Percent of Schools
Managerial	12	35.3
Societal	8	23.5
Case Method	6	17.7
Systems	3	8.9
Modular	2	5.9
Behavioral	1	2.9
Marketing Strategy	1	2.9
Problems	1	2.9

The respondents manifested some reluctance in predicting the trend in instructional methods in the introductory marketing course. The managerial approach was singled out as the trend by 35.3 percent of responding educators and the societal approach was ranked second with a 23.5 percentage. It is significant that two and one-half times as many respondents see the societal approach as the trend in instructional methods as those who use it now. This response credits the future ascendance of the societal approach. The case method was cited by 17.7 percent of the educators surveyed as an instructional trend. This tendency was discussed in question 14, on page 118. Apparently a growing number of marketing educators regard the case method as a logical extension of the managerial approach, providing a valuable supplement to current textbook content and in-class instructional techniques.

The respondents were asked if all marketing instructors at their schools teach the introductory marketing course periodically. In 64.5 percent of the schools, all instructors periodically teach the introductory course. In most instances where the instructors do not teach the introductory course, the personal preference of the instructors was the determining factor, followed by faculty seniority.

A total of 94.7 percent of the respondents indicated that individual instructors prepared their own examinations. Of the seventy-six schools represented by responses to this

question, only one used standardized examinations and two indicated the examinations were prepared by committee. From this response, it is evident that individual marketing faculty members are generally free to emphasize their personal preferences in examination materials.

Fully 93.4 percent of the instructors at the schools surveyed make specific attempts to relate the behavioral sciences to the field of marketing. The two most prevalent ways of establishing this relationship were the use of the behavioral-science sections in the adopted textbook and class lectures. Outside readings books, cases, and student presentations were also mentioned as ways to show students the importance of the behavioral science/marketing relationships.

In response to the sixth question in this subsection, the marketing educators indicated that in 90.7 percent of the schools, the instructors were given freedom to emphasize the areas covered in the introductory course. Such instructional latitude allows the inclusion of behavioral-science substances at the discretion of the individual teacher. In the remaining instances, the areas covered were determined by committee decision, by the senior faculty member, or by a course coordinator.

Further information solicited concerning the introductory marketing courses included enrollment figures and the number of sections offered during the spring term, 1973.

Of the seventy-three schools represented by replies to this question, 41.1 percent (thirty) have sections which enroll fifty or more students. There are thirteen schools (17.8 percent) conducting only one or two sections, enrolling from 100 to 375 students. In some of the latter cases, the departments utilize the large-lecture, small-discussion section format. About 59 percent of the marketing educators currently believe that the introductory course can be conducted using the mass lecture system.

In the final question of this subsection, the respondents were asked to indicate the type of examination used in the introductory marketing course. In response, 72.0 percent utilize a combination essay and objective examination, while 16.0 percent use objective examinations only, and 12.0 percent use essay examinations exclusively. From the data, instructors believe that a student's accomplishment in the introductory marketing course can best be determined by the combined essay and objective type of examination.

Questionnaire Analysis, Part II

The opinion statements contained in the second part of the questionnaire will be analyzed according to the following format:

1. Each opinion statement will be given in the same order as it was presented in the questionnaire.

2. The total number of people who responded to each opinion statement will be indicated.
3. The number (shown in parenthesis) and the percentage of people who indicated a particular opinion about each statement will be given.
4. Lastly, a discussion of the cumulative opinions of the respondents will be presented.

General Information

1. The behavioral sciences are helpful to all marketing students.

Respondents: 76

Strongly Agree <u>(49) 64.5%</u>	Strongly Disagree <u>(0) 0.0%</u>
Agree <u>(26) 34.2%</u>	Disagree <u>(0) 0.0%</u>
Undecided <u>(1) 1.3%</u>	

From the nearly unanimous positive response to this statement, marketing educators firmly believe the behavioral-science disciplines are beneficial to all students enrolled in marketing. According to findings discussed earlier in this chapter, the respondents believe that psychology and sociology will make greater contributions for future marketing students than any other discipline.

2. Marketing teachers need a strong behavioral-science background.

Respondents: 77

Strongly Agree	<u>(9)</u> 12.0%	Strongly Disagree	<u>(2)</u> 2.6%
Agree	<u>(39)</u> 50.5%	Disagree	<u>(14)</u> 18.1%
Undecided	<u>(13)</u> 16.8%		

At a rate of three to one, the respondents indicated marketing teachers need strong behavioral-science backgrounds. With increased attention being given to behavioral science as a related area of marketing, current marketing educators are reflecting a need for preparation in that area. Future marketing teachers likely will have behavioral-science emphasis in their educational programs.

3. Behavioral scientists are best qualified to teach the behavioral-science portion of an introductory marketing course.

Respondents: 75

Strongly Agree	<u>(1)</u> 1.3%	Strongly Disagree	<u>(10)</u> 13.3%
Agree	<u>(8)</u> 10.7%	Disagree	<u>(39)</u> 52.0%
Undecided	<u>(17)</u> 22.7%		

The respondents did not believe the behavioral-science portions of introductory marketing courses should be taught by behavioral scientists. The response may be predicated upon two possible points of view: that behavioral scientists may not relate behaviorally oriented material to the marketing area meaningfully and may lack the business background necessary to integrate the two disciplines.

4. The behavioral sciences should be incorporated into marketing content in such a manner as to be completely integrated through the course and not be treated as a special section or unit.

Respondents: 76

Strongly Agree	<u>(19) 25.0%</u>	Strongly Disagree	<u>(2) 2.6%</u>
Agree	<u>(44) 57.9%</u>	Disagree	<u>(5) 6.6%</u>
Undecided	<u>(6) 7.9%</u>		

Nearly three-fourths of the respondents indicated they prefer to have behavioral-science material integrated throughout the course. Instructors' wishes apparently are not being transmitted to the authors of the best-selling introductory marketing textbooks, since only two of the ten most frequently adopted textbooks have used the integrated approach. If the adopted textbook presented such an approach, marketing teachers could integrate behavioral substances throughout the course.

5. Special sections of the introductory anthropology, psychology, and sociology courses should be established for business administration majors.

Respondents: 77

Strongly Agree	<u>(2) 2.6%</u>	Strongly Disagree	<u>(21) 27.1%</u>
Agree	<u>(7) 9.1%</u>	Disagree	<u>(37) 48.1%</u>
Undecided	<u>(10) 13.0%</u>		

The cumulative opinion of those responding to this statement indicates special sections of behavioral-science

courses are not favored. In the view of the respondents, special introductory behavioral-science sections for business administration students would be more beneficial than sections open to students of all major areas of study; the inference is that business majors are receiving adequate behavioral-science preparation under the instructorship of behavioral scientists.

6. Behavioral scientists should teach special business majors' sections of behavioral-science courses.

Respondents: 77

Strongly Agree	<u>(1)</u> 1.3%	Strongly Disagree	<u>(14)</u> 18.2%
Agree	<u>(8)</u> 10.4%	Disagree	<u>(41)</u> 53.2%
Undecided	<u>(13)</u> 16.9%		

In response to opinion statement 5, the professors indicated their disapproval of behavioral scientists teaching special behavioral-science sections for students majoring in business. The respondents apparently believe that marketing professors are adequately prepared to teach marketing students the introductory behavioral-science concepts relevant to the field of marketing.

7. The relationship between the behavioral-science fields and marketing is limited by lack of communication between those fields.

Respondents: 75

Strongly Agree	<u>(5)</u> 6.7%	Strongly Disagree	<u>(4)</u> 5.3%
Agree	<u>(32)</u> 42.7%	Disagree	<u>(25)</u> 33.3%
Undecided	<u>(9)</u> 12.0%		

While 38.6 percent of the respondents believed that the marketing/behavioral science relationship has not been limited by communication difficulties, nearly half believe the reverse. Although opinion on this question is divided, it is likely that behavioral scientists and marketing educators and practitioners would all benefit from increased articulation in areas of mutual interest and need.

8. Behavioral science departments do an excellent job in teaching business majors the basics of their respective fields.

Respondents: 76

Strongly Agree	<u>(3)</u> 3.9%	Strongly Disagree	<u>(3)</u> 3.9%
Agree	<u>(21)</u> 27.7%	Disagree	<u>(16)</u> 21.1%
Undecided	<u>(33)</u> 43.4%		

The opinions of marketing educators responding to this statement are divided. Nearly one-third of the respondents indicated their belief in the excellence of the instruction with behavioral-science departments. Twenty-five percent of the respondents rated the instructional job being done by behavioral-science departments as less than excellent, while 43.4 percent were unable to offer a decisive opinion. The majority of the marketing educators surveyed were not willing

to state that behavioral-science departments are providing excellent instruction for business majors.

9. Psychology has contributed more to marketing thought than anthropology or sociology has contributed.

Respondents: 76

Strongly Agree	<u>(8)</u> 10.8%	Strongly Disagree	<u>(0)</u> 0.0%
Agree	<u>(27)</u> 36.5%	Disagree	<u>(21)</u> 28.4%
Undecided	<u>(18)</u> 24.3%		

Although nearly half of the respondents agreed with this statement, a rather large group (28.4 percent) held negative opinions. On the basis of these differing ideas, it should not be concluded that anthropology and sociology have not contributed to marketing thought. In relative importance, however, the responding marketing educators rank psychological contributions first among the three behavioral sciences.

10. A behavioral-science background is as important to marketing instructors as is a quantitative background.

Respondents: 76

Strongly Agree	<u>(22)</u> 28.9%	Strongly Disagree	<u>(2)</u> 2.6%
Agree	<u>(45)</u> 59.2%	Disagree	<u>(3)</u> 4.0%
Undecided	<u>(4)</u> 5.3%		

The impact of the behavioral-science disciplines was reaffirmed by the respondents as 88.1 percent agreed that a behavioral background is as important as a quantitative background. The responses to this statement should not be interpreted to mean that behavioral-science backgrounds are

considered more important for marketing teachers than quantitative backgrounds; but it is reasonable to assume that these areas are presently afforded at least equal importance by the responding marketing professor.

11. Current introductory marketing course content needs more emphasis in the behavioral sciences.

Respondents: 76

Strongly Agree	<u>(5)</u> 6.6%	Strongly Disagree	<u>(1)</u> 1.3%
Agree	<u>(24)</u> 31.6%	Disagree	<u>(26)</u> 34.2%
Undecided	<u>(20)</u> 26.3%		

The respondents were nearly evenly divided in their opinions concerning the need for more behavioral-science emphasis in the introductory marketing course. Judging from these opinions, some professors believe students can gain greater marketing understanding by increased study of behaviorally oriented materials. Other marketing professors hold that the present attention given to behavioral-science substances is adequate.

12. Marketing students need more than one year of behavioral-science coursework.

Respondents: 76

Strongly Agree	<u>(2)</u> 2.6%	Strongly Disagree	<u>(2)</u> 2.6%
Agree	<u>(22)</u> 29.0%	Disagree	<u>(26)</u> 34.2%
Undecided	<u>(24)</u> 31.6%		

In response to statement 1, on page 130, the marketing professors overwhelmingly indicated that the behavioral

sciences were helpful to marketing students. On the basis of their mixed response to the present statement, there is sharp disagreement about the amount of behavioral-science coursework which is beneficial for marketing students. About 30 percent regarded behavioral-science coursework beyond the first-year level as desirable, while slightly more indicated their satisfaction with the single-year requirement.

13. Marketing students lack the necessary background in the behavioral sciences.

Respondents: 76

Strongly Agree	<u>(1)</u>	<u>1.3%</u>	Strongly Disagree	<u>(2)</u>	<u>2.7%</u>
Agree	<u>(27)</u>	<u>35.5%</u>	Disagree	<u>(25)</u>	<u>32.9%</u>
Undecided	<u>(21)</u>	<u>27.6%</u>			

Opinions on this statement are nearly evenly divided. Since only 1.2 percent more agreed with the statement than disagreed, no significant conclusion can be drawn about the students' behavioral-science background.

14. Greater emphasis will be placed on the behavioral sciences in future introductory marketing courses.

Respondents: 77

Strongly Agree	<u>(4)</u>	<u>5.2%</u>	Strongly Disagree	<u>(0)</u>	<u>0.0%</u>
Agree	<u>(38)</u>	<u>49.4%</u>	Disagree	<u>(16)</u>	<u>20.7%</u>
Undecided	<u>(19)</u>	<u>24.7%</u>			

Although the opinions of the respondents to statement 11, on page 137, were nearly evenly divided concerning the need for greater emphasis of behavioral-science substances in

the current introductory marketing course, such was not the case about future behavioral-science emphasis. Nearly 55 percent reported that they believed greater emphasis would be placed upon the behavioral sciences in future introductory marketing courses. This consensus of opinion supports the present widespread acceptance of the managerial approach and the trend toward the societal approach which was reported earlier in this chapter.

15. Until the behavioral scientists attempt to make their work more functional, marketing will receive only limited benefits.

Respondents: 76

Strongly Agree	<u>(4)</u> 5.3%	Strongly Disagree	<u>(3)</u> 4.0%
Agree	<u>(22)</u> 28.9%	Disagree	<u>(21)</u> 27.6%
Undecided	<u>(26)</u> 34.2%		

Slightly more than one-third of the respondents agreed with this statement. Almost as many respondents believed the present behavioral-science contributions are adequately benefiting the field of marketing, while more than a third are undecided in their opinions about this statement. From the cumulative opinion of the marketing professors who responded to the questionnaire, it cannot be determined if marketing educators believe behavioral scientists need to present their findings in more functional terms.

16. The behavioral-science courses offered by business schools should be taught by persons primarily oriented toward business rather than behavioral sciences.

Respondents: 75

Strongly Agree	<u>(7)</u>	<u>9.3%</u>	Strongly Disagree	<u>(3)</u>	<u>4.0%</u>
Agree	<u>(35)</u>	<u>46.8%</u>	Disagree	<u>(20)</u>	<u>26.6%</u>
Undecided	<u>(10)</u>	<u>13.3%</u>			

A majority of the marketing professors answering the questionnaire agreed with this statement. This concurrence indicates courses relating to consumer behavior should be taught by marketing educators rather than by behavioral scientists in their respective departments.

17. Marketing will be more dependent upon the behavioral sciences in the future.

Respondents: 76

Strongly Agree	<u>(11)</u>	<u>14.5%</u>	Strongly Disagree	<u>(0)</u>	<u>0.0%</u>
Agree	<u>(42)</u>	<u>55.2%</u>	Disagree	<u>(7)</u>	<u>9.2%</u>
Undecided	<u>(16)</u>	<u>21.1%</u>			

In the opinion of the responding marketing educators, the behavioral-science disciplines will play an increasingly important role in the future of marketing. This heavily positive opinion about the future role of behavioral-science contributions is presently being echoed in some of the newest textbooks. Writers such as McCarthy and Kotler have included behavioral models in their most recent editions. Other writers such as Buzzell, Nourse, Matthews, and Levitt;

Buskirk; and Lipson and Darling have provided excellent behavioral-science treatments in their textbooks. The strong behavioral influence in the managerial and societal approaches used in 84.4 percent of the responding college and universities, points to the continued emphasis on the behavioral sciences.

18. More trained behavioral scientists will be entering the marketing teaching field in the future.

Respondents: 75

Strongly agree	<u>(5)</u> 6.8%	Strongly Disagree	<u>(1)</u> 1.3%
Agree	<u>(40)</u> 53.3%	Disagree	<u>(7)</u> 9.3%
Undecided	<u>(22)</u> 29.3%		

Supporting the previous statement of belief that behavioral sciences will become increasingly important in the future, 60.1 percent of the respondents opine that more behavioral scientists will enter marketing education in the future. Earlier in this chapter the trend toward marketing faculty having graduate coursework in behavioral science areas was discussed. Clearly, there is a tendency for persons with behavioral-science backgrounds to gravitate toward the field of marketing.

19. Marketing people have been more hesitant to bridge the gap between marketing and the behavioral-science disciplines than have the behavioral scientists.

Respondents: 75

Strongly Agree	<u>(0)</u> 0.0%	Strongly Disagree	<u>(11)</u> 14.7%
Agree	<u>(10)</u> 13.3%	Disagree	<u>(47)</u> 62.7%
Undecided	<u>(7)</u> 9.3%		

Since marketing educators and practitioners have incorporated behavioral substances into their respective areas, they have likewise become receptive to behavioral-science developments.

20. The Gordon and Howell and Pierson reports were instrumental in increasing interest in the behavioral sciences by marketing academicians.

Respondents: 76

Strongly Agree	<u>(6)</u> 7.9%	Strongly Disagree	<u>(0)</u> 0.0%
Agree	<u>(25)</u> 32.9%	Disagree	<u>(13)</u> 17.1%
Undecided	<u>(32)</u> 42.1%		

The largest percent of the respondents were unable to decide if these study reports caused marketing educators to increase their interest in the behavioral sciences. Although more than twice as many responses indicated agreement than disagreement with the statement, it cannot be concluded that these reports were more influential than any other factor such as increased knowledge of consumer buying behavior. These reports recommended behavioral-science education for business students, asserting the value of such study may have increased behavioral-science interest among some marketing educators.

21. Students should have a minimum of six-semester hours (or one year) of behavioral-science courses before enrolling in the introductory marketing course.

Respondents: 75

Strongly Agree	<u>(3)</u>	<u>4.0%</u>	Strongly Disagree	<u>(2)</u>	<u>2.6%</u>
Agree	<u>(32)</u>	<u>42.7%</u>	Disagree	<u>(15)</u>	<u>20.0%</u>
Undecided	<u>(23)</u>	<u>30.7%</u>			

Of the professors responding to this statement, 46.7 percent indicated that students enrolling in introductory marketing courses need at least a year of behavioral-science instruction. This is 15 percent more than indicated that students should have study beyond one year of behavioral-science instruction in response to statement 12, on page 137. Apparently, the educators believe that one year of behavioral-science background is adequate behavioral preparation for introductory marketing students.

22. Business schools, because of their knowledge of the business world, are in a better position to offer relevant behavioral-science courses for business students than are behavioral-science departments.

Respondents: 74

Strongly Agree	<u>(2)</u>	<u>2.7%</u>	Strongly Disagree	<u>(3)</u>	<u>4.1%</u>
Agree	<u>(29)</u>	<u>39.2%</u>	Disagree	<u>(18)</u>	<u>24.3%</u>
Undecided	<u>(22)</u>	<u>29.7%</u>			

This statement is similar to statement 16, which was discussed on page 140. In each case, the respondents indicated

their belief in having behavioral-science-related courses taught in schools of business. Business-oriented instructors possess an adequate behavioral background to teach relevant behavioral-science courses, according to 41.9 percent of the respondents.

23. Generally speaking, behavioral scientists have been reluctant to adapt their disciplines to the needs of business students.

Respondents: 75

Strongly Agree	<u>(3)</u>	<u>4.0%</u>	Strongly Disagree	<u>(2)</u>	<u>2.6%</u>
Agree	<u>(41)</u>	<u>54.7%</u>	Disagree	<u>(11)</u>	<u>14.7%</u>
Undecided	<u>(18)</u>	<u>24.0%</u>			

A majority of the respondents believe the behavioral scientists generally have been disinclined to adapt their disciplines to business students. In Chapter II, it was noted that as early as 1931, business educators called for a practical psychology which was functional in its approach. Perhaps this point of view still prevails among some business educators, thus affecting the nature of the responses.

24. The behavioral sciences have not been as helpful to marketing as was originally hoped.

Respondents: 76

Strongly Agree	<u>(1)</u>	<u>1.3%</u>	Strongly Disagree	<u>(7)</u>	<u>9.2%</u>
Agree	<u>(19)</u>	<u>25.0%</u>	Disagree	<u>(32)</u>	<u>42.1%</u>
Undecided	<u>(17)</u>	<u>22.4%</u>			

Over half of the respondents believe that the behavioral sciences have fulfilled their expectations. The majority opinion is supportive of the importance of the behavioral sciences to the field of marketing.

25. The use of a managerial approach in teaching the introductory marketing course has been aided by the behavioral sciences.

Respondents: 74

Strongly Agree (9) 12.2% Strongly Disagree (2) 2.6%

Agree (45) 60.8% Disagree (9) 12.2%

Undecided (9) 12.2%

That the behavioral-science disciplines have aided instruction of the introductory marketing course is affirmed by the positive response to this statement. In the analysis of the first section of the questionnaire, it was noted that the managerial approach was the dominant approach employed by the respondents. This dominance, coupled with the strong endorsement of the above statement, provides strong evidence that the behavioral sciences have had substantial impact upon the instruction of introductory marketing education.

Textbook Information

1. Introductory marketing students should be required to read supplementary readings from the behavioral sciences.

Respondents: 75

Strongly Agree	<u>(4)</u> 5.3%	Strongly Disagree	<u>(1)</u> 1.4%
Agree	<u>(25)</u> 33.3%	Disagree	<u>(17)</u> 22.7%
Undecided	<u>(28)</u> 37.3%		

Of the teachers responding to the questionnaire, 38.6 percent believe behavioral-science readings should be required of introductory marketing students. Earlier in this chapter, it was noted that 31.2 percent of the respondents use supplemental-readings books from the behavioral sciences. Some of the educators regard the supplemental readings in behavioral-science substances as beneficial, but for various reasons, such as time limitations or costs, the majority do not require such readings of their students.

2. Current introductory marketing textbooks are reflecting the impact of the behavioral sciences.

Respondents: 76

Strongly Agree	<u>(8)</u> 10.6%	Strongly Disagree	<u>(0)</u> 0.0%
Agree	<u>(64)</u> 84.2%	Disagree	<u>(2)</u> 2.6%
Undecided	<u>(2)</u> 2.6%		

A total of 94.8 percent of the questionnaire respondents agreed with the above statement. The number of positive reactions to this statement reaffirms one of the conclusions drawn in Chapter III of this study: that the behavioral sciences have had a substantial impact upon introductory marketing textbooks.

3. There is a need for a textbook which incorporates the behavioral sciences into the introductory marketing substance.

Respondents: 75

Strongly Agree	<u>(2)</u> 2.7%	Strongly Disagree	<u>(2)</u> 2.7%
Agree	<u>(25)</u> 33.3%	Disagree	<u>(28)</u> 37.3%
Undecided	<u>(18)</u> 24.0%		

The marketing professors were rather evenly divided in their response to this statement. In the opinion voiced in statement 4, on page 133, 82.9 percent of the educators desired complete integration of behavioral sciences throughout the introductory marketing course. Only two of the ten most frequently adopted textbooks use the integrated approach. From the comparison of the two responses, it appears the educators are calling for a change in treatment of the behavioral sciences rather than the degree of incorporation.

4. Behavioral scientists should be encouraged to write introductory marketing textbooks.

Respondents: 75

Strongly Agree	<u>(0)</u> 0.0%	Strongly Disagree	<u>(14)</u> 18.7%
Agree	<u>(4)</u> 5.3%	Disagree	<u>(38)</u> 50.7%
Undecided	<u>(19)</u> 25.3%		

The marketing educators responded in strong disagreement to the idea of encouraging behavioral scientists to write introductory marketing textbooks. While acknowledging behavioral-science contributions as being extremely valuable,

marketing teachers likely presume that most behavioral scientists lack sufficient marketing background to produce an adequate introductory textbook.

5. There is a tendency among introductory marketing teachers to be reluctant to change to textbooks which are behaviorally oriented.

Respondents: 74

Strongly Agree	<u>(0)</u>	<u>0.0%</u>	Strongly Disagree	<u>(6)</u>	<u>8.1%</u>
Agree	<u>(6)</u>	<u>8.1%</u>	Disagree	<u>(47)</u>	<u>63.5%</u>
Undecided	<u>(15)</u>	<u>20.3%</u>			

Again, the respondents clearly disagreed with the questionnaire statement. The conclusiveness of the opinion voiced, coupled with the information that the majority of the responding schools change textbooks every one to three years (page 124), is evidence that these educators are not reluctant to change textbooks. Presumably other factors, such as currentness of the text material, the basic approach utilized, and the objectives of the introductory course, are also considered in selecting new textbooks. It is apparent marketing teachers do not accept or reject textbooks solely upon the basis of behavioral orientation.

Instructional Information

1. The introductory marketing course should be taught from a managerial approach.

Respondents: 75

Strongly Agree	<u>(14)</u> 18.7%	Strongly Disagree	<u>(1)</u> 1.3%
Agree	<u>(43)</u> 57.4%	Disagree	<u>(10)</u> 13.3%
Undecided	<u>(7)</u> 9.3%		

Based upon the strong positive opinion registered by the respondents, the managerial approach ranks number one as the instructional design in the introductory marketing course. Marketing professors undoubtedly hold that the managerial approach is successful in providing students with sound marketing backgrounds. Judging from the respondents' rather solid agreement that the behavioral sciences have aided the managerial approach (statement 25, on page 145), it would appear that the behavioral sciences have been instrumental in contributing to the widespread acceptance of the managerial approach at the introductory course level.

2. The managerial approach to instruction in the introductory marketing course will become even more widespread in the future.

Respondents: 75

Strongly Agree	<u>(10)</u> 13.7%	Strongly Disagree	<u>(2)</u> 2.6%
Agree	<u>(29)</u> 38.7%	Disagree	<u>(11)</u> 14.7%
Undecided	<u>(23)</u> 30.7%		

In responding to this statement, slightly over half of the professors indicated they believe that the managerial approach has not yet reached its peak of popularity. The predicted popularity of the managerial approach and the emergence of the societal approach promise to perpetuate the

significance of the behavioral-science disciplines since these disciplines are incorporated in both approaches.

3. While acknowledging the contributions of the behavioral sciences to the field of marketing, many instructors fail to incorporate this information into the introductory marketing course.

Respondents: 76

Strongly Agree	<u>(1)</u> 1.3%	Strongly Disagree	<u>(3)</u> 4.0%
Agree	<u>(26)</u> 34.2%	Disagree	<u>(19)</u> 25.0%
Undecided	<u>(27)</u> 35.5%		

A considerable portion of the respondents were undecided and an equal number opined that marketing educators fail to incorporate behavioral substances into introductory marketing. An overwhelming 98.7 percent of those surveyed agreed in statement 1, on page 131, that behavioral sciences are helpful to all marketing students; the responses to the above statement suggest that incorporation of the behavioral sciences has not kept pace with their acknowledged importance.

4. Behavioral scientists should be consulted in determining the content of introductory marketing courses.

Respondents: 76

Strongly Agree	<u>(0)</u> 0.0%	Strongly Disagree	<u>(4)</u> 5.3%
Agree	<u>(20)</u> 26.3%	Disagree	<u>(41)</u> 53.9%
Undecided	<u>(11)</u> 14.5%		

More than twice as many responding marketing professors disagreed than agreed that behavioral scientists should be

consulted in determining introductory marketing course content. The emphasis on behavioral backgrounds for marketing teachers which was noted on page 114, and the lack of business background of behavioral scientists may be the promptings for the 59.2 percent disagreement with the previous statement.

5. Younger teachers (under 45-50) tend to implement behavioral-science substance into their introductory marketing courses to a greater extent than do older teachers.

Respondents: 76

Strongly Agree	<u>(6)</u> 7.9%	Strongly Disagree	<u>(1)</u> 1.3%
Agree	<u>(41)</u> 53.9%	Disagree	<u>(12)</u> 15.8%
Undecided	<u>(16)</u> 21.1%		

A large majority of the responding professors indicated their agreement with this statement. Teachers over age forty-five to fifty may have had little or no formal behavioral-science education and may be less inclined to include behavioral-science substances in their courses. Since the incorporation of the behavioral sciences into marketing thought is recent, younger professors have had greater opportunity for formal education in the behavioral sciences.

6. In the future, marketing academicians will increasingly emphasize behavioral aspects of marketing rather than quantitative aspects.

Respondents: 76

Strongly Agree	<u>(1)</u> 1.4%	Strongly Disagree	<u>(0)</u> 0.0%
Agree	<u>(19)</u> 25.0%	Disagree	<u>(28)</u> 36.8%
Undecided	<u>(28)</u> 36.8%		

From the data gathered in response to this statement, it appears that the marketing professors hold differing opinions. More disagreed with the statement than agreed and a considerable portion were undecided. The responses seem to contradict those given in statement 14, which were discussed on page 138. In the previous statement, 54.6 percent indicated that greater emphasis would be placed upon behavioral sciences in future courses. A possible reason for this apparent contradiction is that the professors believe nearly equal attention should be devoted to behavioral science and quantitative substances, resulting in a productive balance between the two, rather than an emphasis upon one or the other.

7. In the introductory marketing course, too much emphasis is placed upon knowing about different marketing practices and institutions at the expense of behavioral aspects of the market.

Respondents: 76

Strongly Agree	<u>(2)</u> 2.6%	Strongly Disagree	<u>(4)</u> 5.3%
Agree	<u>(7)</u> 9.2%	Disagree	<u>(41)</u> 53.9%
Undecided	<u>(22)</u> 29.0%		

From the responses, the degree of emphasis on either marketing practices and institutions or the behavioral

sciences cannot be determined. It is clear from the five-to-one response that behavioral aspects are not being slighted in favor of marketing practices and institutions, in the opinion of those surveyed.

8. Instructors have been slow to incorporate behavioral-science substances into their introductory marketing courses.

Respondents: 76

Strongly Agree	<u>(0)</u> 0.0%	Strongly Disagree	<u>(4)</u> 5.3%
Agree	<u>(14)</u> 18.4%	Disagree	<u>(42)</u> 55.2%
Undecided	<u>(16)</u> 21.1%		

Over 60 percent of the respondents opine that marketing teachers have not been dilatory in their incorporation of behavioral-science substances with introductory marketing course content. The incorporation likely has been facilitated by the inclusion of behavioral-science materials in the most frequently adopted marketing textbooks.

9. The introductory marketing course should be taught from a managerial approach with emphasis upon behavioral aspects.

Respondents: 76

Strongly Agree	<u>(9)</u> 11.8%	Strongly Disagree	<u>(1)</u> 1.3%
Agree	<u>(38)</u> 50.0%	Disagree	<u>(12)</u> 15.8%
Undecided	<u>(16)</u> 21.1%		

In a previous statement (page 148) that the introductory marketing course should be taught from a managerial approach,

there was 76.1 percent agreement. With the addition of the phrase "with emphasis upon behavioral aspects" in the above statement, agreement was less marked. With the previous solid endorsement of the managerial approach, the differing responses suggest that professors think behavioral sciences should be incorporated into marketing content without receiving special emphasis.

Summary

The primary findings from this chapter are summarized according to the two major parts of the questionnaire.

Part I

1. Teachers with graduate coursework and terminal degrees in the behavioral-science disciplines teaching marketing courses were represented by the responding institutions.
2. Considerably more emphasis is being placed upon psychology and sociology than upon anthropology as background coursework for students enrolling in introductory marketing courses.
3. Over 90 percent of the respondents believe the behavioral-science disciplines have had either great or moderate influence upon marketing thought and introductory marketing course instruction.
4. In the view of the respondents, the two most significant changes presently occurring at their schools are, (1)

more behavioral emphasis in marketing course content, and
(2) the emergence of the societal approach.

5. According to the responding professors, psychology and sociology are the two disciplines which will make the greatest contributions to introductory marketing course content over the next decade.
6. The managerial approach is presently utilized in over three-fourths of the responding schools. Further, the respondents indicated that the trend in instructional methods is toward the managerial approach, followed by the societal approach.
7. Over 93 percent of the respondents stated that specific attempts were made to relate behavioral sciences to the field of marketing. In most instances, the special behavioral sections in the textbooks or specially prepared lectures were utilized to introduce the behavioral substances.

Part II

1. The respondents indicated that introductory marketing teachers need equally strong behavioral and quantitative backgrounds.
2. According to the responses, the professors concur that behavioral-science substances should be integrated throughout the introductory marketing course rather than included as special sections or units.

3. The responding marketing professors do not favor special behavioral-science sections for students majoring in business administration areas. These educators apparently hold that the behavioral-science instruction presently offered in behavioral-science departments provides business majors with adequate backgrounds. Further, the respondents generally agree one year of behavioral-science education gives the students sufficient behavioral background.
4. In the view of the responding marketing educators, greater emphasis will be placed upon behavioral science contributions in future introductory marketing course content. Additionally, more behavioral scientists will be entering the field of marketing education in the future.
5. The majority of the respondents believe behavioral scientists generally have been reluctant to adapt their disciplines to the needs of business students.
6. Seventy-three percent of the respondents report that the managerial approach has been aided by the behavioral sciences.
7. Nearly 95 percent of the professors indicated the current introductory marketing textbooks were reflecting the impact of the behavioral-science contributions to the field of marketing.

8. The majority of the respondents reflect the opinion that the younger (under age 45-50) marketing instructors tend to implement behavioral-science substances into their courses to a greater extent than do older teachers.

In conclusion, the responses to the questionnaire suggest that certain behavioral-science disciplines have had a significant impact upon contemporary marketing courses and the field of marketing. Since the surveyed educators hold that the marketing/behavioral-science relationship is still maturing, there is a promise of greater behavioral-science contributions in the future.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

The fundamental problem involved in this study has been the impact of selected behavioral sciences upon the introductory marketing courses at collegiate schools of business administration. To determine the nature of this behavioral-science impact upon the introductory marketing courses, three principal areas were investigated. First, a historical examination of the relationship between the disciplines of anthropology, psychology, and sociology and the field of marketing was undertaken. Second, the major introductory marketing textbooks presently being used in AACSB member schools were analyzed to determine the extent of inclusion of behavioral-science materials. Third, chairmen of marketing departments or deans of schools of business having AACSB accreditation of undergraduate programs were asked to respond to a questionnaire concerning the marketing/behavioral-science relationship in the introductory marketing courses.

The early study of the distribution of goods, which later became known as marketing, was begun by liberal arts students and professors whose educational backgrounds were frequently rooted in economics, psychology, and sociology.

These pioneers were instrumental in calling attention to the need for greater understanding of the distribution of goods. Because the educational philosophies of many of these liberal arts-oriented scholars dictated that a collegiate education should be classical in nature, and not designed for specific job application, the study of marketing did not thrive under their direction. It was not until business-oriented professors became interested in marketing that it began to be recognized as a necessary area of study in collegiate schools of business.

During the period from 1915 to 1930, the mainstream of marketing thought tended to be functional. Attention focused upon what came to be called the three traditional marketing approaches and specialized courses appeared in the curricula of many business schools. These developments were augmented by the publication of the first marketing textbooks which appeared during this period. At that time, the functional aspects of marketing were thought to prepare students best for future job opportunities.

During the next twenty-five years, marketing departments experienced increased enrollments, specialized marketing concepts continued, and marketing-related course proliferation was common. Marketing concepts and theories centered around the firm and its operations. Consequently, marketing educators concentrated upon providing students with information about marketing channels, institutions, and operations.

Generally, only passing interest was shown in the consumer and the study of human behavior in the marketplace.

By the middle 1950's, many marketing practitioners and educators recognized that the three traditional approaches to the study of marketing were no longer adequately preparing students for the demands of marketing positions. As the importance of the consumer in the marketplace became increasingly evident, there was a developing interest in the behavioral-science disciplines. In 1959, the study reports published by Pierson and by Gordon and Howell reinforced the movements which were already underway at some of the leading schools. These reports were instrumental in calling attention to the need to reduce course proliferation and to increase emphasis upon more liberal educational requirements for all business students.

Perhaps the single most important development which occurred in the field of marketing education during the 1960's was the appearance and subsequent widespread adoption of the managerial approach. Since the behavioral substances became an important aspect of managerial marketing concepts, marketing students and educators devoted increasing attention to behavioral-science contributions. The dominance of this instructional approach evidences its success in providing students with solid marketing foundations.

Most recently the societal approach has been presented as an alternative to the managerial approach. The

incorporation of behavioral-science substances with those of marketing into this emerging approach attests to the significant impact which behavioral-science disciplines have had upon the study of marketing.

In the second main part of this study, the analysis of the major introductory marketing textbooks has further shown the impact behavioral-science disciplines have had upon course content. Although the most frequently used textbooks utilize different techniques to present behavioral-science materials, each book reviewed included behavioral-science substances. While some writers elected to separate the behavioral-science material into special chapters, others have integrated these findings into the introductory marketing content. Both ways of treating the behavioral-science contributions have advantages; however, the integrated approach seems to provide students with better examples of the applicability of behavioral-science substances to the field of marketing. Of greater importance to this study is the fact that all textbooks which were analyzed have included varying amounts of behavioral-science materials. The fact that the major writers in the field of marketing have devoted space in their textbooks to behavioral-science contributions, exemplifies the strength of the behavioral science impact upon current introductory marketing course content.

The third major part of this study centered around the questionnaire, which was designed to solicit information about

the present status of the marketing/behavioral-science relationship. The responses to the questionnaire are discussed in Chapter IV.

The following conclusions are drawn from responses to the questionnaire:

1. The managerial approach is the dominant approach being utilized to study marketing. This approach, strengthened by behavioral-science substances, is expected to continue to be a major marketing concept.
2. Psychology and sociology contribute more information to the study of marketing than anthropology, although marketing students are usually advised or required to take one year's coursework in any combination of these three areas of study.
3. A behavioral-science background is considered as important for marketing faculty members as a quantitative background. Many professors surveyed now have taken behavioral-science coursework, especially in the fields of psychology and sociology.
4. Most introductory marketing instructors make specific attempts to relate behavioral science and marketing materials. Most frequently the instructors utilize the special behavioral-science sections in the adopted textbook, supplemental-readings books, and specially prepared lecture materials. Instructors

are also able to draw upon a wealth of information currently available in periodicals.

5. Many marketing professors believe behavioral-science teachers are generally providing business students with adequate backgrounds for study of introductory marketing. The questionnaire respondents showed no desire to have special behavioral-science sections for business students.
6. The behavioral-science disciplines will receive greater emphasis in future introductory marketing courses. The increased behavioral emphasis is already seen as a trend and is predicted to continue over the next decade. The disciplines of psychology and sociology are expected to make the greatest contributions to the study of marketing during the next ten years.

In summation, from the evidence presented in the previous chapters, it can be concluded that certain behavioral-science disciplines have had a significant impact upon introductory marketing courses at collegiate schools of business. The field of psychology has made the most important contributions to the field of marketing, followed by sociology, and to a much lesser extent by anthropology. The behavioral-science contributions have been reflected in the instructional approaches used to teach the introductory marketing courses, in the content of the adopted textbooks, in the educational

backgrounds of students and marketing faculty members, and in contemporary marketing concepts and theories. The development of marketing as a discipline has been aided by contributions from certain behavioral sciences and will receive even greater assistance in the future. The true impact of behavioral-science substances upon the study of marketing is yet to be fully realized.

Recommendations

A number of conclusions have been drawn from the investigation of the historical development of the marketing/behavioral-science relationship, from the analysis of the major introductory marketing textbooks, and from the survey of marketing courses at AACSB schools. These conclusions are the basis for the recommendations which follow in this section of Chapter V.

Material from certain behavioral-science disciplines should receive greater emphasis in future introductory marketing courses. Special attention should focus upon contributions from the fields of psychology and sociology and in a few instances from anthropology. These behavioral-science substances should be blended with marketing concepts in a manner which will facilitate the marketing decision-making processes.

Most of the AACSB schools that responded to the questionnaire already require marketing students to take one year of

behavioral-science coursework. Schools of business should require students to take behavioral-science coursework sufficient to provide background knowledge. The degree programs of students should be designed with adequate flexibility to permit elective behavioral-science coursework at the students' discretion.

All introductory marketing textbooks reviewed in connection with this study have devoted space to behavioral-science treatments. In most instances, the writers have constructed special sections or chapters of behavioral-science materials. The respondents to the questionnaire prefer to have behavioral-science materials interwoven with those of marketing. Only two textbooks reviewed in connection with this study use an integrated behavioral-science approach. It is recommended that future textbook authors adopt an integrative approach to the treatment of behavioral-science content. By treating behavioral-science materials in this manner, students will be presented opportunities to understand more fully the close relationship of marketing and the behavioral sciences.

The managerial approach is utilized in teaching the introductory marketing course at the majority of the AACSB schools represented by responses to the questionnaire. The second most widely accepted instructional approach is the societal. The trend in introductory marketing course instructional methods is seen by 35.3 percent of the respondents

as the managerial, while 23.5 percent regard the emerging societal approach as the predicted instructional design.

Since the composition of most contemporary introductory marketing courses consists primarily of students who will not take additional marketing coursework, the societal approach is recommended as the one best suited to the needs of introductory marketing students. The majority of these students do not intend to pursue careers in marketing. Consequently, they stand to benefit more from an understanding of the services the marketing system provides to society and the responsibilities that the marketing system has to the society, than from a knowledge of marketing managerial decision-making and problem-solving. This recommendation does not call for the abolishment of the managerial approach, but rather its strengthening. The managerial approach could be more appropriately employed in advanced marketing courses designed for students planning careers in marketing. As a logical extension of the societal approach, the managerial can build upon the basic understanding of the importance of the marketing system in the society. With a solid knowledge of societal aspects of marketing, advanced students would be in a better position to benefit from the problem-solving, decision-making managerial marketing approach.

The major recommendations stemming from this study are summarized as follows:

1. In future introductory marketing courses, greater emphasis should be placed upon behavioral-science substances. These materials should be blended with marketing concepts.
2. Behavioral-science coursework sufficient to provide background knowledge should be required of marketing students. Degree programs should be designed with sufficient flexibility to permit elective behavioral-science study at the students' discretion.
3. Behavioral-science materials should be completely integrated with marketing substances in introductory marketing textbooks.
4. The societal approach should be adopted for introductory marketing courses, with the managerial approach being employed in advanced marketing courses.

APPENDIX A

QUESTIONNAIRE

The following questions are designed to inquire about the impact of selected behavioral sciences upon introductory marketing courses in collegiate schools of business administration. The term behavioral sciences in this study is limited to the disciplines of anthropology, psychology and sociology. Please feel free to make any additional comments you desire.

GENERAL INFORMATION

1. Name of college or university _____
2. Name of respondent _____
 Title _____
3. Exact title of the introductory marketing course _____
4. How many credit hours are granted for the introductory marketing course?
 _____ (Semester or Quarter, please specify)
5. Number of persons teaching the introductory marketing course during the present term:
 Full-time faculty _____ Part-time faculty _____ Graduate students _____
6. Number of marketing faculty members with advanced work in:

	<u>Anthropology</u>	<u>Psychology</u>	<u>Sociology</u>
Master's Degree:			
Major Area	_____	_____	_____
Minor Area	_____	_____	_____
Doctoral Degree:			
Major Area	_____	_____	_____
Minor Area	_____	_____	_____
7. In what ways have faculty members with no formal training in the behavioral sciences up-dated their knowledge in the various areas?

Read current publications	_____
Returned to school	_____
Other (Please specify)	_____
8. Are students enrolling in the introductory marketing course required to take courses in:

Anthropology	_____	Credit hours	_____	(Semester or Quarter)
Psychology	_____	Credit hours	_____	(Semester or Quarter)
Sociology	_____	Credit hours	_____	(Semester or Quarter)
9. If students are not required to take courses in anthropology, psychology and/or sociology, may they elect such courses? Yes _____ No _____
 If yes, which course(s)? Anthropology _____ Psychology _____ Sociology _____

10. Do students officially carry or take behavioral science courses beyond the general education requirements of the school? Yes _____ No _____
 If yes, emphasis is placed upon: Anthropology _____ Psychology _____ Sociology _____
11. To what extent have the behavioral sciences contributed to marketing thought?
 Greatly _____ Moderately _____ Little _____ None _____
12. Are special sections of anthropology, psychology and/or sociology open only to students of business administration? Yes _____ No _____
 If yes, please specify: Anthropology _____ Psychology _____ Sociology _____
 If yes, do behavioral scientists normally teach these special sections?
 Yes _____ No _____
 If no, who normally teaches these special sections?
13. Have behavioral scientists been invited to teach behavioral science oriented sections of the introductory marketing course?
 Yes _____ No _____ If yes, briefly indicate how such a program was carried out and the nature of the results.
14. Are any significant changes taking place in the content or instructional approaches in the introductory marketing course at your school?
 Yes _____ No _____ Please specify.
15. To what extent have the behavioral sciences influenced the instruction of the introductory marketing course?
 Greatly _____ Moderately _____ Little _____ None _____ If so, in what ways?
16. How does the marketing department decide upon library acquisitions?
17. In selecting library acquisitions, has there been any noticeable trend toward selection of behavioral science oriented materials in recent years?
 Yes _____ No _____ If yes, please specify.
18. Please rank the following disciplines according to your opinion of their contribution to introductory marketing course content over the next 10 years.
- | | | |
|------------------------------|--------------------|-----------------|
| Accounting _____ | Anthropology _____ | Economics _____ |
| Mathematics _____ | Psychology _____ | Sociology _____ |
| Other (Please specify) _____ | | |

TEXTBOOK INFORMATION

1. Name of the textbook presently being used in the introductory marketing course:

Author(s) _____

Publication Date _____

2. Approximately how often are textbooks changed? _____
3. How are textbooks selected?
4. Do instructors use supplemental readings books from the behavioral sciences in connection with the introductory marketing course?
- Yes _____ No _____ If yes, please list the titles and authors:
- _____
- _____
- _____
- _____

INSTRUCTIONAL INFORMATION

1. Which instructional approach is normally used in the introductory marketing course?
- Functional _____ Institutional _____ Commodity _____ Managerial _____
- Other (please specify) _____
2. What is the trend in instructional methods in the introductory marketing course?
3. Do all marketing instructors periodically teach the introductory marketing course?
- Yes _____ No _____ If no, what criteria are used to determine who teaches the introductory course?
4. Do individual instructors make-up their own examinations?
- Yes _____ No _____ If no, how are examinations developed?
5. In the introductory marketing course are specific attempts made to relate the behavioral sciences to the field of marketing?
- Yes _____ No _____ If yes, please specify in what manner.
6. Are individual instructors free to emphasize the areas covered in the introductory marketing course?
- Yes _____ No _____ If yes, to what degree is this freedom granted?
- If no, how is the course substance determined?
7. What is the total enrollment in the introductory marketing course this term? _____
- How many sections are offered this term? _____
8. Most introductory marketing course instructors use which type of examination:
- Essay _____ Objective _____ Combination essay and objective _____
- Other (Please specify) _____

PART II

Please place a check mark in the column which most nearly represents your opinion.

GENERAL INFORMATION

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The behavioral sciences are helpful to all marketing students.	_____	_____	_____	_____	_____
2. Marketing teachers need a strong behavioral science background.	_____	_____	_____	_____	_____
3. Behavioral scientists are best qualified to teach the behavioral science portion of an introductory marketing course.	_____	_____	_____	_____	_____
4. The behavioral sciences should be incorporated into marketing content in such a manner as to be completely integrated throughout the course and not as a special section or unit.	_____	_____	_____	_____	_____
5. Special sections of the introductory anthropology, psychology and sociology courses should be established for business administration majors.	_____	_____	_____	_____	_____
6. Behavioral scientists should teach special business majors' sections of behavioral science courses.	_____	_____	_____	_____	_____
7. The relationship between the behavioral science fields and marketing are limited by lack of communication between these fields.	_____	_____	_____	_____	_____
8. Behavioral science departments do an excellent job in teaching business majors the basics of their respective fields.	_____	_____	_____	_____	_____
9. Psychology has contributed more to marketing thought than anthropology or sociology has contributed.	_____	_____	_____	_____	_____
10. A behavioral science background is as important to marketing instructors as is a quantitative background.	_____	_____	_____	_____	_____
11. Current introductory marketing course content needs more emphasis in the behavioral sciences.	_____	_____	_____	_____	_____
12. Marketing students need more than one year of behavioral science coursework.	_____	_____	_____	_____	_____
13. Marketing students lack the necessary background in the behavioral sciences.	_____	_____	_____	_____	_____
14. Greater emphasis will be placed on the behavioral sciences in future introductory marketing courses.	_____	_____	_____	_____	_____
15. Until the behavioral scientists attempt to make their work more functional, marketing will receive only limited benefits.	_____	_____	_____	_____	_____
16. The behavioral science courses offered by business schools should be taught by persons primarily oriented toward business rather than behavioral sciences.	_____	_____	_____	_____	_____
17. Marketing will be more dependent upon the behavioral sciences in the future.	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
18. More trained behavioral scientists will be entering the marketing teaching field in the future.	_____	_____	_____	_____	_____
19. Marketing people have been more hesitant to bridge the gap between marketing and the behavioral science disciplines than have the behavioral scientists.	_____	_____	_____	_____	_____
20. The Gordon and Howell and Pierson reports were instrumental in increasing interest in the behavioral sciences by marketing academicians.	_____	_____	_____	_____	_____
21. Students should have a minimum of six semester hours (or one year) of behavioral science courses before enrolling in the introductory marketing course.	_____	_____	_____	_____	_____
22. Business schools, because of their knowledge of the business world, are in a better position to offer relevant behavioral science courses for business students than are behavioral science departments.	_____	_____	_____	_____	_____
23. Generally speaking, behavioral scientists have been reluctant to adapt their disciplines to the needs of business students.	_____	_____	_____	_____	_____
24. The behavioral sciences have not been as helpful to marketing as was originally hoped.	_____	_____	_____	_____	_____
25. The use of a managerial approach in teaching the introductory marketing course has been aided by the behavioral sciences.	_____	_____	_____	_____	_____

TEXTBOOK INFORMATION

1. Introductory marketing students should be required to read supplementary readings from the behavioral sciences.	_____	_____	_____	_____	_____
2. Current introductory marketing textbooks are reflecting the impact of the behavioral sciences.	_____	_____	_____	_____	_____
3. There is a need for a textbook which incorporates the behavioral sciences into the introductory marketing substance.	_____	_____	_____	_____	_____
4. Behavioral scientists should be encouraged to write introductory marketing textbooks.	_____	_____	_____	_____	_____
5. There is a tendency among introductory marketing teachers to be reluctant to change to textbooks which are behaviorally oriented.	_____	_____	_____	_____	_____

INSTRUCTIONAL INFORMATION

1. The introductory marketing course should be taught from a managerial approach.	_____	_____	_____	_____	_____
2. The managerial approach to instruction in the introductory marketing course will become even more widespread in the future.	_____	_____	_____	_____	_____
3. While acknowledging the contributions of the behavioral sciences to the field of marketing, many instructors fail to incorporate this information into the introductory marketing course.	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4. Behavioral scientists should be consulted in determining the content of introductory marketing courses.	-----	-----	-----	-----	-----
5. Younger teachers (under 45-50) tend to implement behavioral science substance into their introductory marketing courses to a greater extent than older teachers do.	-----	-----	-----	-----	-----
6. In the future marketing academicians will increasingly emphasize behavioral aspects of marketing rather than quantitative aspects.	-----	-----	-----	-----	-----
7. In the introductory marketing course, too much emphasis is placed upon knowing about different marketing practices and institutions at the expense of behavioral aspects of the market.	-----	-----	-----	-----	-----
8. Instructors have been slow to incorporate behavioral science substances into their introductory marketing courses.	-----	-----	-----	-----	-----
9. The introductory marketing course should be taught from a managerial approach with emphasis placed upon the behavioral aspects.	-----	-----	-----	-----	-----

Please use this space for any additional comments you wish to make.

Thank you for your assistance. In the event the enclosed addressed stamped envelope is misplaced, please return the completed questionnaire to:

ROBERT M. HOPKINS
2008 REDWOOD PLACE
DENTON, TEXAS 76201

APPENDIX B

AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS

OFFERING UNDERGRADUATE PROGRAMS

*Colleges and Universities Responding to the Questionnaire

- University of Akron
- *University of Alabama
- University of Alberta
- University of Arizona
- Arizona State University
- University of Arkansas
- *The Bernard M. Baruch College, The City University of New York
- Baylor University
- *Boston College
- *Boston University
- Bowling Green State University
- *Brigham Young University
- University of Bridgeport
- The University of British Columbia
- University of California
- *California State College, Chico
- *California State College, Fresno
- *California State University, Fullerton
- *California State University, Long Beach
- California State University, Los Angeles
- *California State University, Sacramento
- California State University, San Francisco
- *California State University, San Jose
- University of Cincinnati
- *University of Colorado
- *Colorado State University
- *University of Connecticut
- *Creighton University
- *University of Delaware
- University of Denver
- De Paul University
- *University of Detroit
- *Drake University
- *Drexel Institute of Technology
- *Duquesne University
- East Carolina University
- Emory University
- *Florida State University
- *University of Florida

Fordham University
*University of Georgia
*Georgia Institute of Technology
Georgia State University
University of Hawaii
*Hofstra University
*University of Houston
University of Illinois
*University of Illinois, Chicago Circle
Indiana University
*University of Iowa
John Carroll University
University of Kansas
*Kent State University
University of Kentucky
*Lehigh University
Louisiana Polytechnic Institute
Louisiana State University
Louisiana State University, New Orleans
Loyola University, Chicago
*Loyola University, New Orleans
*Marquette University
University of Maryland
*University of Massachusetts
Massachusetts Institute of Technology
*Memphis State University
*University of Miami
*Miami University
*The University of Michigan
Michigan State University
*University of Minnesota
University of Mississippi
Mississippi State University
*University of Missouri at Columbia
University of Missouri at Kansas City
*University of Missouri at St. Louis
*University of Montana
*University of Nebraska
*University of Nebraska at Omaha
University of Nevada
*State University of New York at Buffalo
*New York University (School of Commerce)
University of North Carolina at Chapel Hill
North Texas State University
Northeast Louisiana University
Northeastern University
*Northern Arizona University
Northern Illinois University
*University of Notre Dame
*Ohio State University
Ohio University

*University of Oklahoma
Oklahoma State University
*University of Oregon
Oregon State University
*Pacific Lutheran University
*University of Pennsylvania
*Pennsylvania State University
*Portland State University
*Purdue University
*University of Rhode Island
*University of Richmond
*Roosevelt University
*St. John's University
*Saint Louis University
*University of San Francisco
University of Santa Clara
*Seattle University
*University of South Carolina
*University of South Dakota
University of South Florida
University of Southern California
Southern Illinois University at Carbondale
Southern Methodist University
*Syracuse University
*Temple University
*University of Tennessee
University of Texas at Arlington
University of Texas at Austin
Texas A and M University
Texas Christian University
Texas Southern University
Texas Tech University
*University of Toledo
*University of Tulsa
University of Utah
*Utah State University
*University of Virginia
*Virginia Polytechnic Institute
Wake Forest University
University of Washington
Washington and Lee University
*Washington State University
Washington University (St. Louis)
West Virginia University
Western Michigan University
*Wichita State University
*College of William and Mary
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
*University of Wisconsin, Oshkosh
*University of Wyoming

APPENDIX C

Robert M. Hopkins
2008 Redwood Place
Denton, Texas 76201

March 12, 1973

This letter is written to request your assistance in a study of the impact of selected behavioral sciences upon introductory marketing courses in collegiate schools of business administration. The study is being done as part of a doctoral dissertation at North Texas State University.

The enclosed questionnaire is being sent to the chairmen of marketing departments or deans of schools having undergraduate programs accredited by the American Association of Collegiate Schools of Business. As you know, the AACSB does not endorse studies done by persons other than the Central Office staff, however, the Association is aware that this study is being completed and a copy of the results will be furnished to the Managing Director.

The identification requested on the questionnaire will enable me to study geographic factors. In addition, the identification will make it possible to contact you at a later date should the need arise. No individual or school identification will be revealed by fact or implication. All information will be confidential.

The significance of this study will be enhanced by a response from each and every school having undergraduate programs accredited by the AACSB. The completion of the questionnaire should require only a short time without significant reference to records. Your consideration in returning the questionnaire by the last week in March will be greatly appreciated.

Sincerely yours,

Robert M. Hopkins

Enclosure

APPENDIX D

INTRODUCTORY MARKETING COURSE TITLE

Course Title	Number of Schools
Principles of Marketing	25
Marketing	14
Marketing Management.	11
Introduction to Marketing	9
Fundamentals of Marketing	5
Basic Marketing	3
Marketing Systems	3
Marketing Concepts	1
Essentials of Marketing	1
Elements of Marketing Administration. .	1
Marketing and Society	1

APPENDIX E

INTRODUCTORY MARKETING COURSE
CREDIT HOURS

Credit Hours	Number of Schools
Three Semester	54
Four Semester.	5
Three Quarter.	3
Four Quarter	8
Five Quarter	5
Six Quarter.	2

APPENDIX F

DISTRIBUTION OF TEACHING POSITIONS FOR
INTRODUCTORY MARKETING COURSE*

Number of Schools with Full-Time Positions	Number of Schools with Part-Time Positions	Number of Schools Utilizing Graduate Students	Number of Introductory Marketing Positions
18	10	5	1
26	5	8	2
10	3	4	3
9	0	2	4
0	0	2	5
0	0	1	6
0	0	0	7
2	0	0	8
2	0	1	9
1	0	0	10

*Source: The 79 AACSB schools that responded to the study Questionnaire.

APPENDIX G

SUPPLEMENTARY READINGS BOOKS

- Buskirk, Richard H., Cases and Readings in Marketing, New York, Holt, Rinehart and Winston, Inc.
- Engel, James F., David T. Kollat, and Roger D. Blackwell, Cases in Consumer Behavior, New York, Holt, Rinehart and Winston, Inc.
- Gamble, Stephen H. and John R. Wish, editors, Social Issues in Marketing, New York, John Wiley and Sons, Inc.
- Gist, Ronald R., editor, Readings: Marketing and Society, New York, Holt, Rinehart and Winston, Inc.
- Holloway, Robert J. and Robert S. Hancock, editors, The Environment of Marketing Behavior, New York, John Wiley and Sons, Inc.
- Kassarjian, Harold H. and Thomas S. Robertson, Perspectives in Consumer Behavior, Glenview, Illinois, Scott, Foresman and Company.
- Kelley, Eugene J. and William Lazer, Managerial Marketing: Perspectives and Viewpoints, Homewood, Illinois, Richard D. Irwin, Inc.
- Myers, James H. and William H. Reynolds, Consumer Behavior and Marketing Management, Boston, Houghton Mifflin Company
- Preston, Lee E., editor, Social Issues in Marketing: Readings for Analysis, Glenview, Illinois, Scott, Foresman and Company.
- Scott, Richard A. and Norton E. Marks, Marketing and Its Environment: Some Issues and Perspectives, Belmont, California, Wadsworth Publishing Company, Inc.
- Westing, J. Howard and Gerald Albaum, Modern Marketing Thought, New York, The MacMillian Company.

BIBLIOGRAPHY

Books

- Alderson, Wroe, Marketing Behavior and Executive Action, Homewood, Illinois, Richard D. Irwin, Inc., 1957.
- American Association of Collegiate Schools of Business, Constitution and Standards for Membership, St. Louis, American Association of Collegiate Schools of Business, 1962.
- Bartels, Robert, Marketing Theory and Metatheory, Homewood, Illinois, Richard D. Irwin, Inc., 1970.
- _____, The Development of Marketing Thought, Homewood, Illinois, Richard D. Irwin, Inc., 1962.
- Beckman, Theodore N., William R. Davidson and W. Wayne Talarzyk, Marketing, New York, The Ronald Press Company, 1973.
- Behavioral and Social Science Survey Committee, The Behavioral and Social Sciences: Outlook and Needs, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1969.
- Berelson, Bernard, editor, The Behavioral Sciences Today, New York, Basic Books, Inc., 1969.
- Bossard, James H. S. and Frederick J. Dewhurst, University Education for Business, Philadelphia, University of Pennsylvania Press, 1931
- Buskirk, Richard H., Principles of Marketing: The Management View, New York, Holt, Rinehart and Winston, Inc., 1970.
- Buzzell, Robert D., Robert E. M. Nourse, John B. Matthews, Jr., and Theodore Levitt, Marketing: A Contemporary Analysis, New York, McGraw-Hill Book Company, 1972.
- Committee for Economic Development, Educating Tomorrow's Managers . . . The Business Schools and the Business Community, New York, Committee for Economic Development, 1964.

- Cundiff, Edward W. and Richard R. Still, Basic Marketing: Concepts, Decisions and Strategies, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1971.
- Dahl, Robert A., Mason Haire and Paul F. Lazerfeld, Social Science Research on Business: Product and Potential, New York, Columbia University Press, 1959.
- Dirksen, Charles J. and others, American Association of Collegiate Schools of Business 1916-1966, Homewood, Illinois, Richard D. Irwin, Inc., 1966.
- Douglas, John, George A. Field and Lawrence X. Tarpey, Human Behavior in Marketing, Columbus, Ohio, Charles E. Merrill Books, Inc., 1967.
- Erdos, Paul L., Professional Mail Surveys, New York, McGraw-Hill Book Company, 1970.
- Foy, Fred C. and others, Views on Business Education, Chapel Hill, North Carolina, School of Business Administration, University of North Carolina, 1960.
- Frey, Albert Wesley, editor, Marketing Handbook, New York, The Ronald Press Company, 1965.
- Gist, Ronald R., Marketing and Society: A Conceptual Introduction, New York, Holt, Rinehart and Winston, Inc., 1971.
- Gordon, Robert A. and James E. Howell, Higher Education for Business, New York, Columbia University Press, 1959.
- Handy, Rollo and Paul Kurtz, A Current Appraisal of the Behavioral Sciences, Great Barrington, Massachusetts, Behavioral Research Council, 1964.
- Hofstadter, Richard and C. Dewitt Hardy, The Development and Scope of Higher Education in the United States, New York, Columbia University Press, 1952.
- Holloway, Robert J. and Robert S. Hancock, Marketing In A Changing Environment, New York, John Wiley and Sons, Inc., 1968.
- _____, Marketing In A Changing Environment, New York, John Wiley and Sons, Inc., 1973.

- Kelley, Eugene and William Lazer, Managerial Marketing: Perspectives and Viewpoints, Homewood, Illinois, Richard D. Irwin, Inc., 1967.
- Kephart, William M., James E. McNulty and Earl J. McGrath, Liberal Education and Business, New York Bureau of Publications, Teachers College, Columbia University, 1963.
- Kotler, Philip, Marketing Management: Analysis, Planning and Control, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1972.
- Latham, James L., Behavioral Science Applied to Life in Business and Industry, Dubuque, Iowa, William C. Brown Book Company, 1960.
- Lazer, William and Eugene Kelley, Interdisciplinary Contributions to Marketing Management, East Lansing, Michigan, Bureau of Business and Economic Research, 1959.
- Leonhard, Dietz L., The Human Equation in Marketing Research, New York, American Management Association, Inc., 1967.
- Levitt, Theodore, Innovation in Marketing, New York, McGraw-Hill Book Company, Inc., 1962.
- Liander, Bertil, editor, International Study of Marketing Education, Philadelphia, Marketing Science Institute, 1967.
- Lipson, Harry A. and John R. Darling, Introduction to Marketing: An Administrative Approach, New York, John Wiley and Sons, Inc., 1971.
- Massy, William F., editor's forward, Marketing: Contributions from the Behavioral Sciences, by Gerald Zaltman, New York, Harcourt, Brace and World, Inc., 1965, pp. v-vii.
- McCarthy, E. Jerome, Basic Marketing: A Managerial Approach, Homewood, Illinois, Richard D. Irwin, Inc., 1968.
- _____, Basic Marketing: A Managerial Approach, Homewood, Illinois, Richard D. Irwin, Inc., 1971.
- Moser, C. A., Survey Methods in Social Investigation, London, Heinemann Educational Books, Ltd., 1968.
- Mouly, George J., The Science of Educational Research, New York, American Book Company, 1963.

- Oppenheim, A. N., Questionnaire Design and Attitude Measurement, New York, Basic Books, Inc., 1966.
- Pierson, Frank C. and others, The Education of American Businessmen, New York, McGraw-Hill Book Company, Inc., 1959.
- Random, Matthew, The Social Scientist in American Industry, New Brunswick, New Jersey, Rutgers University Press, 1970.
- Sax, Gilbert, Empirical Foundations of Educational Research, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1968.
- Silk, Leonard S., The Education of Businessmen, New York, Committee for Economic Development, 1960.
- Smith, George Horsley, Motivation Research in Advertising and Marketing, New York, McGraw-Hill Book Company, Inc., 1954.
- Stanton, William J., Fundamentals of Marketing, New York, McGraw-Hill Book Company, 1971.
- Zaltman, Gerald, Marketing: Contributions from the Behavioral Sciences, New York, Harcourt, Brace and World, Inc., 1965.

Articles

- Bach, G. L., "Some Observations on the Business School of Tomorrow," Management Science, 4 (July, 1958), 351-364.
- Bartels, Robert, "Can Marketing Be A Science?" Journal of Marketing, 15 (January, 1951), 319-328.
- _____, "Influences on the Development of Marketing Thought, 1900-1923," Journal of Marketing, 16 (July, 1951), 1-17.
- _____, "Sociologists and Marketologists," Journal of Marketing, 24 (October, 1959), 37-40.
- Coleman, Raymond W., "How Effective Are Undergraduate Schools of Business?" Michigan State University Business Topics, 16 (Summer, 1968), 45-49.
- Dawson, Leslie M., "Marketing Science in the Age of Aquarius," Journal of Marketing, 35 (July, 1971), 66-72.

- Drucker, Peter F., "Marketing and Economic Development," Journal of Marketing, 22 (January, 1958), 252-259.
- Dunnette, Marvin D. and Zita Marie Brown, "Behavioral Sciences Research and the Conduct of Business," Academy of Management Journal, 11 (June, 1968), 177-188.
- Epstein, Jack H. and Robert H. Warren, "The Role of Behavioral Science in Organizations," Personnel Journal, 47 (October, 1968), 716-724.
- Gentry, Dwight L., "Another Problem in Business Education," Personnel Journal, 47 (May, 1968), 332-335.
- Jonassen, Christen T., "Contributions of Sociology to Marketing," Journal of Marketing, 24 (October, 1959), 29-35.
- Kerby, Joe Kent, "Borrowing from the Behavioral Sciences," The Journal of Business, 42 (April, 1969), 152-161.
- Kniffin, Fred W., "Is Marketing Education Drifting?" Journal of Marketing, 30 (January, 1966), 4-6.
- Lazer, William, "Education for Marketing in the 1970's," Journal of Marketing, 30 (July, 1966), 33-37.
- _____, "Marketing's Changing Social Relationships," Journal of Marketing, 33 (January, 1969), 3-9.
- _____, "Marketing Education: Commitments for the 1970's," Journal of Marketing, 34 (July, 1970), 7-11.
- _____ and Eugene J. Kelley, "Interdisciplinary Horizons in Marketing," Journal of Marketing, 25 (October, 1965), 24-30.
- Luck, David J., "Is Marketing Education Diving or Drifting?" Journal of Marketing, 29 (April, 1965), 22-24.
- MacKenzie, Ossian and Edward L. Christensen, "Challenge and Change in Education for Business," The Educational Record, 44 (January, 1963), 77-82.
- Miner, John B., "Psychologists in Marketing Education," Journal of Marketing, 30 (January, 1966), 7-9.
- _____, "Psychology and the School of Business Curriculum," Academy of Management Journal, 6 (December, 1963), 284-289.

- Newman, Joseph W., "New Insight, New Progress, for Marketing," Harvard Business Review, 35 (November-December, 1957), 95-102.
- _____, "Working with Behavioral Scientists," Harvard Business Review, 36 (July-August, 1958), 67-74.
- Rush, Harold M. and Walter S. Wikstrom, "The Reception of Behavioral Science in Industry," The Conference Board Record, VI (September, 1969), 45-54.
- Shaw, Steven J., "Behavioral Science Offers Fresh Insights on New Product Acceptance," Journal of Marketing, 29 (January, 1965), 9-13.
- Smith, Wendell R. and Elaine Cooke, "Marketing Education and Marketing Personnel as Research Areas," Journal of Marketing, 31 (October, 1967), 59-63.
- Tarpey, Lawrence X., "Marketing Research and Behavioral Science," Business Topics, (Winter, 1965), 61-67.
- Thumin, Frederick J., "What Psychologists Should Know About Marketing and Advertising Research," The Journal of Psychology, (April, 1962), 329-347.
- "What's Ahead for Behavioral Science?" Personnel Journal, 50 (February, 1971), 157-158.
- Winick, Charles, "Anthropology's Contributions to Marketing," Journal of Marketing, 25 (July, 1961), 53-60.
- Zaltman, Gerald, "Marketing Inference in the Behavioral Sciences," Journal of Marketing, 34 (July, 1970), 27-32.

Addresses and Papers

- Bachelder, Joseph E., "How the Sociologist Can Help the Marketing Practitioner," W. David Robbins, editor, Successful Marketing at Home and Abroad, Chicago, Illinois, American Marketing Association, 1958, 287-293.
- Britt, Stuart Henderson, "Behavioral Sciences and the Consumer," Stuart Henderson Britt, editor, Consumer Behavior and the Behavioral Sciences, New York, John Wiley and Sons, Inc., 1966, 16-21.
- Brown, William F., "Recent Changes in Doctoral Curricula in Marketing," L. George Smith, editor, Reflections on Progress in Marketing, Chicago, Illinois, American Marketing Association, 1965, 535-546.

- Carson, David, "Directions in Basic Courses in Marketing-- Status of Current Offerings, Methods and Contents," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, Illinois, American Marketing Association, 1962, 133-146.
- Converse, Paul D., "Development of Marketing Theory: Fifty Years of Progress," Hugh G. Wales, editor, Changing Perspectives in Marketing, Urbana, Illinois, University of Illinois Press, 1951, 1-31.
- Cox, Donald F., "Behavioral Sciences and Marketing--A Survey of Current Practices," L. George Smith, editor, Reflections on Progress in Marketing, Chicago, Illinois, American Marketing Association, 1965, 619-626.
- Cullman, W. A., "Strengthening University Programs for Careers in Marketing," Robert S. Hancock, editor, Dynamic Marketing for a Changing World, Chicago, Illinois, American Marketing Association, 1960, 213-218.
- Doremus, William L., "Summary and Conclusions of Contributions of Selected Behavioral Sciences to the Teaching of Advertising," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, Illinois, American Marketing Association, 1962, 280-283.
- Dunlap, Jack William, "How the Psychologist Can Help the Marketing Practitioner," W. David Robbins, editor, Successful Marketing at Home and Abroad, Chicago, Illinois, American Marketing Association, 1958, 294-298.
- Frey, Albert W., "The Role of the Teacher in Advancing Science in Marketing," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, Illinois, American Marketing Association, 1962, 123-130.
- Glock, Charles Y. and Francesco M. Nicosia, "Sociology and the Study of Consumers," Keith K. Cox, editor, Analytical Viewpoints in Marketing Management, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1968, 29-40.
- Halbert, Michael H., "A Study of How New Families Learn About the Market," Joseph W. Newman, editor, On Knowing the Consumer, New York, John Wiley and Sons, Inc., 1966, 47-58.
- Hertz, David B., "Marketing as a Social Discipline," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, Illinois, American Marketing Association, 1962, 212-218.

- Huegy, Harvey W., "Tomorrow's Marketing Curriculum and the Process View of Marketing," Lynn H. Stockman, editor, Advancing Marketing Efficiency, Chicago, Illinois, American Marketing Association, 1959, 435-438.
- Jeuck, John E., "Additional Comments Concerning Marketing Curricula Tomorrow," Lynn H. Stockman, editor, Advancing Marketing Efficiency, Chicago, Illinois, American Marketing Association, 1959, 439-442.
- Lazer, William, "Changing Trends in the Body of Knowledge in Marketing," James F. Kane, editor, Changing Trends in the Body of Knowledge in Major Subject Areas, St. Louis, American Association of Collegiate Schools of Business, 1965, 66-83.
- Leavitt, H. J. and others, "Behavioral Science in the Business School," Views on Business Education, Chapel Hill, North Carolina, American Association of Collegiate Schools of Business by the School of Business Administration, University of North Carolina, 1960, 75-85.
- Levy, Sidney, J., "The Behavioral Sciences and the Marketing Curriculum--Segregation vs. Integration," L. George Smith, editor, Reflections on Progress in Marketing, Chicago, Illinois, American Marketing Association, 1965, 627-631.
- Lipson, Harry A., "A Survey of Marketing Education in the United States: Developments Calling for a Position by the American Marketing Association," L. George Smith, editor, Reflections on Progress in Marketing, Chicago, Illinois, American Marketing Association, 1965, 487-495.
- MacKenzie, Ossian and Edward L. Christensen, "Specialization Revisited," John J. Clark and Balise J. Opulante, editors, Professional Education for Business, Jamaica, New York, St. John's University Press, 1964, 55-62.
- Marshall, L. C., "The American Collegiate School of Business," L. C. Marshall, editor, The Collegiate School of Business, Chicago, Illinois, The University of Chicago Press, 1928, 3-44.
- Matherly, Walter, J., "The Relationship of the School of Business to the College of Liberal Arts," Proceedings of the 19th Annual Meeting of the American Association of Collegiate Schools of Business, Baton Rouge, Louisiana, College of Commerce, Louisiana State University, 1937, 5-17.

- Meloan, Taylor W., "Marketing Education in Transition," L. George Smith, editor, Reflections on Progress in Marketing, Chicago, Illinois, American Marketing Association, 1965, 502-506.
- Moffitt, J. Weldon, "An Overview of Behavioral Science Activities of Interest to Managers," Proceedings of the 30th Annual University of Texas at Austin Management Conference, Austin, Texas, The University of Texas at Austin, 1968, 12-28.
- Mueller, Eva, "A Look at the American Consumer," Joseph W. Newman, editor, On Knowing the Consumer, New York, John Wiley and Sons, Inc., 1966, 23-37.
- Newman, Joseph W., "Integrating the Behavioral Sciences and Education for Marketing Management," L. George Smith, editor, Reflections on Progress in Marketing, Chicago, Illinois, American Marketing Association, 1965, 632-638.
- _____, "Marketing Science: Significance to the Professor of Marketing," George Schwartz, editor, Science in Marketing, New York, John Wiley and Sons, Inc., 1965.
- _____, "On Knowing the Consumer," Joseph W. Newman, editor, Consumer Behavior Symposium, New York, John Wiley and Sons, Inc., 1966.
- Nixon, H. K., "The Place of Psychology in the Curriculum of the Collegiate School of Business," The Journal of Business of the University of Chicago, Proceedings of the Fourteenth Annual Meeting of the American Association of Collegiate Schools of Business, Chicago, Illinois, The University of Chicago Press, 1932, 48-51.
- Otteson, Schuyler F., "Another View of Tomorrow's Marketing Curricula," Lynn H. Stockman, editor, Advancing Marketing Efficiency, Chicago, Illinois, American Marketing Association, 1959, 443-447.
- Peck, Maynard, "Business Education in the Liberal Arts College," F. L. Wormald, editor, Association of American Colleges Bulletin, XLI (May, 1955), 297-302.
- Pratt, Robert W., "Consumer Behavior: Some Psychological Aspects," George Schwartz, editor, Science in Marketing, New York, John Wiley and Sons, Inc., 1965.

- Price, Gerald F., "Contributions of Selected Behavioral Sciences to the Teaching of Marketing," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, Illinois, American Marketing Association, 1962, 247-249.
- Ruml, Francis, "The Formulative Period of Higher Commercial Education in American Universities," L. C. Marshall, editor, The Collegiate School of Business, Chicago, Illinois, The University of Chicago Press, 1928, 45-65.
- Sheldon, Richard C., "How the Anthropologist Can Help the Marketing Practitioner," W. David Robbins, editor, Successful Marketing at Home and Abroad, Chicago, Illinois, American Marketing Association, 1958, 299-304.
- Sissors, Jack Z., "Opinions of Behavioral Scientists Concerning the Inclusion of Their Disciplines in an Advertising Curriculum," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, Illinois, American Marketing Association, 1962, 250-258.
- Stanton, William J., "Discussion of Two Previous Speeches Concerning the Directions in Basic Courses in Marketing," William D. Stevens, editor, The Social Responsibilities of Marketing, Chicago, Illinois, American Marketing Association, 1962, 153-156.
- Starch, Daniel, "Measuring Human Behavior in Marketing Process," Nugent Wedding, editor, Marketing Research and Business Management, Urbana, Illinois, Bureau of Economic and Business Research, College of Commerce and Business Administration of the University of Illinois, 1952, 79-111.
- Stevenson, Russell A., "The Relationship Between a College of Commerce and a Liberal Arts Division," Proceedings of the 23rd Annual Meeting of the American Association of Collegiate Schools of Business, St. Louis, Missouri, American Association of Collegiate Schools of Business, May, 1941.
- Sturdivant, Fred D., "Approaches to the Use of Historical Materials in Marketing Education," L. George Smith, editor, Reflections on Progress in Marketing, Chicago, Illinois, American Marketing Association, 1965, 579-585.
- Wigglesworth, Edwin F., "The Marketing Major: Defense and Revision," John J. Clark and Blaise J. Opulente, editors, Professional Education for Business, Jamaica, New York, St. John's University Press, 1964, 133-149.

Yoder, Wallace O., "Behavioral Research and Marketing in the 1960's," Lynn H. Stockman, editor, Advancing Marketing Efficiency, Chicago, Illinois, American Marketing Association, 1959, 380-384.

Study Report

Luck, David J., Marketing Education in the United States, Philadelphia Marketing Science Institute, 1964.

Unpublished Materials

Luchsinger, Laura L., "An Analysis of Retailing Education in Collegiate Schools of Business," unpublished doctoral dissertation, College of Business, Texas Tech University, Lubbock, Texas, 1968.