
Comment

Early Days of International Advertising Education in the U.S.

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By the late 1950s, it seemed clear that international advertising was different in many ways from domestic U.S. advertising. There was already developing an international language of advertising (Dunn 1967). The dominance of advertising by U.S. agencies, companies and media was being challenged by advertising professionals in Europe and Japan. I tried to emphasize the need to tailor advertising strategy in *Advertising: Its Role in Modern Marketing*, first published in 1961 (Dunn 1961). It was hoped this step would encourage more advertising professors to include attention to international problems in their courses.

As a Fulbright lecturer in France in 1959-60 and advertising researcher in Great Britain in 1960, I had a ringside seat for the opening of the European Common Market and the rise of advertising tailored for the French, British, German and Benelux markets. Returning to the U.S. in later 1960 I contacted the International Advertising Association, the Association for Education in Journalism, the American Marketing Association and several advertising professors to learn what they knew about international advertising education. The AEJ and the AMA had little to offer, and most professors I contacted agreed that international was important but were too swamped with other problems to give it special attention.

However, the International Advertising Association (formerly the Export Advertising Association) was interested in helping promote international advertising in colleges and universities. James Gilbert, executive vice president and chief administrative executive of the IAA invited me to attend the World Congress of the IAA as its guest in Chicago in 1962. As far as I know, I was the only professor at that meeting attended by over 400 advertising professionals from around the world.

One of the many problems facing professors interested in international advertising was the lack of an adequate textbook. None of the professors I contacted was interested in writing such a book, complicated and ever-changing as the field was and small as the potential market seemed to be. Consequently I proposed to McGraw-Hill Book Company that a handbook with many contributors be compiled and published. I would solicit writers, edit their work, translate manuscripts where needed, arrange for payment to authors and write at least one chapter. Fortunately McGraw-Hill agreed, and the 788-page *International Handbook of Advertising* was published in 1964 (Dunn 1964). It consisted of 76 articles on international advertising organization and procedures with a major section covering each important market in the world. *Advertising Age* (January 13, 1964) called it a "massive reference source for the world of international advertising." In 1966, *Management of International Advertising* by Professor Gordon Miracle, which

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was also used as a text for international advertising courses, was published (Miracle 1966).

The International Advertising Association invited me to deliver a "major address" on "Educating the International Advertising Man of the Future" at its World Congress in Stockholm, Sweden in May 1963. Of the 1000 or so delegates from around the world attending, there were three professors—all American. Besides myself, Stewart Henderson Britt of Northwestern and Hans Thorelli of Indiana University spoke. However, mine was the only speech dealing with education. In 1964, I was invited to chair a session on advertising education at its international meeting in New York.

A serious deterrent to the growth of international advertising education in the early 1960s was the lack of research on cross-cultural persuasion. In an effort to help remedy this problem I proposed to the Office of Naval Research in 1962 a project consisting of case studies of successful international campaigns followed by a series of field experiments in France (a major developed market) and Egypt (a major developing market). The ONR agreed to fund this project, partly to increase our knowledge of international persuasive communication and partly because ONR was convinced, as was I, that much knowledge of how international communication works could be gleaned from research into international advertising. One finding that emerged from the interviews with 46 executives was that corporations were devoting only minimum effort to researching foreign advertising (Dunn 1965). Principal reasons were the expense of quality research abroad as compared with domestic research in view of the limited market potential, skepticism regarding the quality of research personnel abroad, the difficulty of communicating with foreign research personnel, and the fact that most local competitors were not doing much advertising research themselves. The typical European or Japanese marketer or agency devoted far less of the total budget to research than its counterpart in the United States. A study of firms in the European Common Market indicated that "over one-third of the firms in the study had no specialized marketing research department and there were no indication that marketing research was undertaken on a continuing basis by other departments" (Liander 1964). Professor Michael Yoshino found that "frequently (U.S.) entry (into a foreign market) is determined prior to market investigation" (Yoshino 1965).

We used the case studies to help form hypotheses for the field experiments (Dunn 1966). Five successful U.S. print ads were chosen for the study. All were

known to be successful in gaining attention and creating a favorable attitude toward the product. Both literal and relatively free translations of the headlines and copy were used. In addition, headlines and copy were created by advertising professionals in France and Egypt who had the copy platform as a guide. All ads had illustrations; some used the original U.S. illustrations and some native French and Egyptian models. Variations of the verbal and visual elements were exposed to a probability sample of approximately 300 consumers in each country. Effectiveness was measured by consumer opinion and by consumer preference for the products advertised (Dunn and Lorimor 1967; Dunn and Lorimor 1968). Results were made available to professors and practitioners through articles in academic publications.

One of the people interviewed in compiling the case studies turned out to be both a top international executive and an adjunct professor. Harry Griesman, director of marketing at Vicks International, reported in 1964 that he was teaching a night course in advertising at Fordham University in New York.

One university that demonstrated an early interest in international advertising was the University of Illinois. At the invitation of the Department of Advertising, I made a speech, "International Advertising, the Next Ten Years" at Urbana in 1965 (Dunn 1966). The following year I spoke at the annual Central Region meeting of the American Association of Advertising Agencies on "the International Language of Advertising" and urged the profession to encourage and support international advertising courses (Dunn 1967). Both were later published in *Occasional Papers in Advertising*, forerunner of the *Journal of Advertising*.

In the spring of 1967, classes in international advertising were offered at Michigan State University and the University of Illinois at Urbana-Champaign. Both courses were offered at the undergraduate level, primarily for seniors majoring in advertising, but they were also available to graduate students. The Michigan State course taught by Gordon Miracle was shifted in 1969 to the graduate level, and some years later an undergraduate course was offered. I taught the course at the University of Illinois until Stephen Unwin, an Englishman and longtime executive at the Long Press Exchange (later Leo Burnett International), joined the faculty. At the request of the IAA, the University of Illinois developed a correspondence course in international advertising to be offered to its members in 1969.

Professor Miracle wrote several cases in interna-

tional advertising during the 1960s which were used both for his courses and for courses at other universities and in executive training programs (Miracle 1966; Miracle 1967). He also wrote articles for *The International Advertiser* published by the International Advertising Association (Miracle 1966; Miracle 1967).

During the 1960s, such questions as whether international advertising should be taught as a separate course or integrated into other courses, and whether it should be taught on a U.S. campus or in a foreign country were debated by educational and professional groups. Meanwhile many foreign students were coming to American universities to study advertising and, at the same time, offering American students exposure to foreign ideas.

One may well wonder why more universities in the U.S. had not added international advertising courses by 1970. The main reasons seem to be: (1) lack of qualified people to teach such a course; (2) shortage of texts and supplementary readings; and (3) lack of demand from students more concerned about courses in creative strategy or media or research. Although the number of foreign students studying advertising in the U.S. increased substantially during the 1960s, these students were interested mainly in how U.S. professionals created ads and campaigns rather than how campaigns could cross international borders. At the same time the 1960s was a period when U.S. products and services were relatively easy to sell in foreign markets, and concern about our unfavorable trade balance and poor image of some U.S. products lay ahead.

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