

MARKETING COURSES AND MARKETING RESEARCH*

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EDITOR'S NOTE: *The author analyzes the membership in the Association on a basis of occupation, subjects taught, if any and research interests indicated and draws inferences from the findings.*

MARKETING men returning to their peacetime academic professions are confronted with the question of just what to teach and what to study. They will undoubtedly enrich the content of their courses with their wartime experiences, regardless of the labels of the courses. Nevertheless, they may have some difficulty pouring all the new wine into the old bottles.

In order to find out what other teachers are doing, the courses taught by, and research interests of the teaching members of the A.M.A. reported in the *National Roster* for 1947 have been analyzed. The *Roster* lists 2,539 members of which 405 or 16 per cent are engaged in education (Table I). Of these, 70 per cent are occupied full-time in education—in teaching, research, and administration. The remaining 30 per cent have a dual occupational allegiance to education and business or government.

ANALYSIS OF COURSES

Of the 776 courses taught by the 247 reporting members, about 83 per cent are marketing courses (Table II). This represents a higher degree of specialization than was anticipated. Possibly, however, the members have not reported all their non-marketing courses.

Eighty-six per cent of the marketing

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TABLE I.—CLASSIFICATION OF A.M.A. MEMBERSHIP BY OCCUPATION AS REPORTED IN NATIONAL ROSTER, 1947

Occupation	Number of Members
Business (Private and Cooperative) ¹	2,037
Government (International, National, State)	93
Both Business and Government	4
Education	285
Both Education and Business ²	102
Both Education and Government ³	16
Education, Business, and Government	2
Total in Education	405
Total Membership	2,539

¹ Includes 18 whose occupational classification is not reported in the Roster and 1 transferred from education because of typographical error.

² Includes 72 who list education as secondary occupation and 1 transferred from business because of typographical error.

³ Includes 10 who list education as secondary occupation.

courses fall into seven subjects: marketing, advertising (elementary and specialized), retailing (elementary and specialized), sales management, market research, salesmanship, and marketing policies. Of these courses only "marketing policies" was difficult to classify. In some cases it was practically impossible to determine whether a course in "Marketing Problems" was designed to illustrate the development of marketing policies or whether it was simply an introductory course in marketing.

Courses in wholesaling, industrial marketing, and purchasing either have not been fully reported to the *Roster* or they are presently offered much less fre-

TABLE II.—CLASSIFICATION OF COURSES GIVEN BY 247 A.M.A. TEACHING MEMBERS, AS REPORTED IN NATIONAL ROSTER, 1947¹

Course	Number of Members Giving Course
Marketing	172
Advertising, Elementary (77) Specialized (25)	102
Retailing, Elementary (49), Specialized (24)	73
Sales Management	61
Market Research	60
Salesmanship	49
Marketing Policies ²	34
Credits and Collections	11
Wholesaling	11
Consumption	10
Interregional Trade ³	9
Price Policies	9
Industrial Marketing	8
Agricultural Marketing	7
Cooperative Administration ⁴	6
Purchasing	6
7 Different Other Marketing Courses	9
Total	637
38 Different Non-Marketing Courses ⁵	139
Total	776

¹ Includes those of the 405 members who listed at least one marketing course.

² Includes Marketing Problems.

³ Includes Foreign Trade, Export Marketing, etc.

⁴ Includes Cooperation, Cooperative Marketing, Economics of Cooperatives, etc.

⁵ Includes Economics (26), Statistics (14), Finance (10), Business Management (8), Accounting (7), Personnel (7), and 32 other courses (72).

quently than was thought to be the case. All three together account for less than four per cent of the total course offerings.

The course title "Interregional Trade," though reported only once in the *Roster*, is used in the table for reasons which are discussed later.

ANALYSIS OF RESEARCH INTERESTS

The research interests of the teaching members are scattered over a very wide range and probably are even greater in number and in degree of specialization than reported in the *Roster*. (Table III).

Almost half of the 578 research interests given by the 269 reporting members are not further particularized than the 26 general research headings used by the *Journal*, i.e., they are reported simply as "Sales Management," "Marketing," "Advertising," "Retailing," etc.

Another 10 per cent of the research interests could not be classified under any known marketing terminology. The remaining 40 per cent varied in specificity from such descriptions as "Sales Quotas" to "the Ecological Approach to Trade Territory Delineation." The characteristic common to these specialized research interests, in contrast to the re-

TABLE III.—CLASSIFICATION OF RESEARCH INTERESTS OF 269 A.M.A. TEACHING MEMBERS AS REPORTED IN NATIONAL ROSTER, 1947

Research Interest	General	Specialized	Total
Retailing	30	37	67
Miscellaneous—Marketing	47	18	65
Advertising	25	38	63
Markets—Specific Products	33	21	54
Selling	24	27	51
Consumer Studies	27	6	33
Prices & Price Policies	12	21	33
Marketing Farm Products	13	15	28
Marketing Theory	16	10	26
Federal, State, Local Regulation	4	19	23
Industrial Marketing	15	4	19
Foreign Trade	12	6	18
Market Area Studies	4	11	15
Product Analysis	11	4	15
Co-operative Marketing	11	3	14
Credit-Mercantile and Retail	12	2	14
Transportation	7	7	14
General Market Statistics	5	9	14
Cost of Marketing	10	1	11
Research Technique	6	4	10
Producers Marketing of Consumers' Goods	0	8	8
Wholesaling	4	2	6
Marketing Minerals	0	5	5
Marketing Services	0	3	3
Warehousing	2	0	2
Taxation	1	1	2
Total	331	282	613
Misc.—Non Marketing	0	65	65
Total	331	347	678

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ported general interests, is that they appear to reflect specific research currently under way.

The information in the *Roster* reveals an absence of mobilization of the talents of academicians on marketing problems. Not over three men report research on the same specific topic. These, however, provide an indication of what are currently considered some of the major marketing problems: measurement of the effectiveness of advertising, product acceptance survey techniques, Latin-American trade, installment credit, retail store mortality, state trade barriers, fair trade laws, advertising and the business cycle, efficiency of the marketing system, product pricing, and trade area delineation.

CONCLUSIONS

The very wide variety of marketing courses and research interests listed in the preceding tables conduces in the writer a feeling that the objectives of marketing teachers might be more clearcut.

In order to present something specific for others to shoot at, the following three recommendations are made:

(1) Since most of the teaching members are in Schools of Business Administration, their efforts should be primarily concentrated on developing and teaching those principles of business administration whose application to recurrent specific marketing problems should increase the efficiency of the flow of goods and services between producers and consumers.

(2) In order to make available to interested members a recommended list of marketing courses, a session at an early meeting of the A.M.A. should be devoted to the establishment of an A.M.A. approved minimum standard curriculum.

(3) "For the advancement of science in marketing," the A.M.A. should invite members to submit to the *National Roster* only such information on research that relates to the development or verification of principles of marketing that they have made or are willing to make public.

The construction of a curriculum to work towards the above objective should capitalize to the utmost practicable the existing capacities and interests of the available instructors. This consideration as reflected by the present course offerings is embodied in the following proposed standard curriculum of 8 one-semester courses: Marketing, Salesmanship, Retailing Store Management, Advertising, Retail Store Buying, Sales Management, Market Research, and Marketing Policies. This curriculum would consume 24 semester hours. When demand and resources permit more, the following four courses are recommended: Credits and Collections, Consumption, Cooperative Administration, and Inter-regional Trade.

In addition to the pragmatic evidence of the preponderance of these courses among present offerings, they each appear to contribute to the overall objective of the curriculum. Although the introductory course in Marketing may accomplish little more than orient the student to the anatomy of our marketing institutions, it will prepare him for subsequent courses on how to play a role in these institutions so as to yield greater efficiency in marketing. The ordinary course in "Salesmanship" will provide a pleasant aphrodisiac to "practical minded" students who find the "anatomy" course tedious. The exceptional course in "Salesmanship" will drive home principles aimed to cut the time and expense of transferring the title to goods from sellers to buyers. The func-

tion of taking up demand creation would be the responsibility of the Advertising course, as would be the additional functions of disseminating information and developing desires on the part of individuals.

In "Retailing," which is the second largest occupational field in many districts (after farming), principles of management to make store operations more efficient would be stressed.

"Sales Management" would keep the alternative costs of various ways of selling the firm's output firmly in mind and thus would seem preferable to additional courses in advertising.

"Retail Store Buying" appears to be preferable to "Industrial Purchasing" which does not appear to have obtained increased acceptance. The Buying course would cover part of the subject matter of Purchasing and also provide a convenient place for the Mathematics of Retailing which, it is contended, merits more attention.

"Market Research," though a narrower subject, is nominated over "Marketing Research." Such great advances have been made in market research techniques in the last decade as to provide ample material for a marketing course to train students in the application of scientific methods toward the end of reducing marketing costs. It provides a "precise" course and avoids the risk of degenerating into a hodge podge of problems often taken up in Marketing Research courses.

The final course in "Marketing Policies" would be aimed specifically for training in the solution of recurrent problems. The case material might be drawn from such specialized subjects as Wholesale, Industrial Purchasing, Public Relations, Price Policies, Distribution Costing, Distribution Channels, New Product Development, Price Controls

and Rationing, other government regulations affecting the flow of goods and, last but not least, those topics particularly dear to the teacher's heart.

Whether or not the four proposed supplementary courses should be offered by the Marketing Department is an administrative matter less important than whether marketing students should take them. Two of these four courses do not appear to require more justification than references to their present popularity with qualified experts: "Credits and Collections," and "Consumption" (or "Consumer Economics" or "Consumer Marketing.")

Because of the overwhelming preponderance in this country of marketing problems of private as contrasted to public and cooperative enterprises, it is fitting and proper that they receive the major share of attention in marketing courses. At the same time the growth of cooperative marketing by farmers and urban consumers suggests an increase in attention to its problems. Not only will this better orient marketing students who are going into urban employment as to the character of these predominantly farmers' institutions but also it may develop interest in some students to seek employment in cooperatives and thus contribute to the solution of their distinctive formidable marketing problems. Accordingly a course in "Cooperative Administration" is proposed. If this course concentrates on the principles involved in making cooperative organizations operate, it would also be of value with respect to retailer's cooperatives, Chambers of Commerce, Trade Associations, and other voluntary institutions in which many students are likely to participate.

"Interregional Trade" is a proposed course designation that seems apt to circumscribe a growing complex of prob-

lems relating particularly to restrictions on the free flow of goods. Such a course might commence with the principle of comparative advantage, follow with programs for regional and national development, international trade regulations and conclude with an analysis of cartels, commodity agreements, and the new International Trade and Food and Agriculture Organizations of the United Nations.

Since the founders established the American Marketing Association "for the advancement of science in marketing," it may be assumed that the members are *ipso facto* interested in the development of principles of marketing. In contrast to some other learned societies in the social sciences, the composition of the membership of the A.M.A. is unusually

well qualified to test enunciated principles in the laboratory of actual experience. However, principles cannot well be developed by secret research but must be made public for critical analysis. Accordingly it would seem that the A.M.A. should invite its members to list only such research interests as relate to principles of marketing and with the understanding that the member thereby signifies that he has made or is prepared to make public the results of his research.

It is believed that adoption of this policy would reduce the number of "readership" research interests, concentrate attention on basic principles, and in general, advance science in marketing.