

A CENTURY OF ADVERTISING EDUCATION

BILLY I. ROSS

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Copy Editors:

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The Road to Success

LEARN TO WRITE ADVERTISEMENTS



W. P. PERKINS conducting a highly successful advertising business in New York City, was past forty when he realized the great opportunities in this business, and enrolled with us.

M. ANNIE POAGE advertising manager for the Daily Independent, Ashland, Ky., was reporter on a newspaper before she prepared for advertisement writing with the Page-Davis Company.

J. W. IRWIN advertising manager for C. J. Heppé & Son, piano manufacturers of Philadelphia, was filling an ordinary stenographic position when he became our student.

The question with every man whether he owns a business or is employed at a salary is "HOW CAN I INCREASE MY INCOME." If he possesses common-sense and has a common-school education, the question can quickly be solved, providing he will look into the matter intelligently. The excuses men make for themselves constitute their greatest obstacle to success. It doesn't cost anything for you to find out THE VALUE TO YOU OF A PAGE-DAVIS ADVERTISING COURSE; to find out why hundreds of men and women who were working for as small an amount as \$12.00 a week are to-day, after COMPLETING A CORRESPONDENCE COURSE WITH THE "ORIGINAL SCHOOL," MAKING \$2,000 AND \$3,000 A YEAR. If you will stop for a moment's thought, you will see that there must be a reason for such rapid advancement. If you could be in my office for one week, and read the ENTHUSIASTIC LETTERS FROM SUCCESSFUL STUDENTS, you would then wonder how it is possible that other men and women postpone the study of advertising. You could read letters from clerks, stenographers, bookkeepers, and men in every known vocation who are stepping OUT OF THEIR NARROW CONFINES INTO \$25.00 TO \$100.00 a week POSITIONS AFTER HAVING LEARNED ADVERTISING. Not in one case alone, not in a hundred cases but in thousands of instances. You would also realize the need for men and women trained to write advertisements, because there is a continual and ever-growing demand for efficient advertisement-writers. ADVERTISEMENT-WRITING IS THE MOST FASCINATING BUSINESS IN THE WORLD AND THE MOST PROFITABLE ONE AS WELL. Send in your name and we shall be glad to demonstrate to you how thousands of men and women have increased their incomes from 25% to 100%, and we will also tell you what we can do for you. It is a straightforward business proposition where there is nothing to lose and everything to gain. Fill in the coupon, and mail to-day. You will receive by return post, our large beautiful new prospectus, which lays the whole field before you, so plainly and practically, that you can see opportunities for yourself.

The most successful concerns in the world have put PAGE-DAVIS men in charge of their advertising departments, because they know the character of this institution. The two largest piano manufacturers in America have employed PAGE-DAVIS men to manage their advertising. One of the largest jewelry concerns in the world has placed a PAGE-DAVIS woman at the head of the advertising department. The greatest publishing house in the country has a PAGE-DAVIS man doing its advertising. The leading department stores in all the largest cities in America are advertised by PAGE-DAVIS men. In fact, in every line of business, you will find PAGE-DAVIS men, and usually with the leading concerns in each line. A school that prepares men to do this class of work is surely the school to qualify you. Insure success to yourself by enrolling with the "Original School"—the school with a long record of helping men out of the rut.

Is As Straight As An Arrow

Name _____ Address _____ City _____ State _____

Page-Davis Company, Address } 90 Wabash Ave., CHICAGO
 Either Office } 150 Nassau St., NEW YORK

Notice to Employers—Concerned desirous of engaging competent ad. writers are requested to communicate with us. This service is gratis.

From *McClure's* magazine (1905-06)

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A NOTE FROM THE AMERICAN ACADEMY OF ADVERTISING

The American Academy of Advertising (AAA) celebrated its 50th Anniversary in 2008. The long and impressive history started in 1958 with an organizational meeting and followed with the first structured meeting in 1959. Established as a group of teachers, scholars and professionals who wish to contribute to the advancement of advertising knowledge and pedagogy, AAA is privileged to sponsor *A Century of Advertising Education*. We are particularly fortunate that two former Academy presidents and leaders, Billy I. Ross and Jef I. Richards, have dedicated their considerable talents and energy to authoring this work. Advertising is often described as residing at the crossroads of many fields. Billy and Jef provide an in depth look at the diversity of forces, people, and programs responsible for the development and success of advertising education.

It is fitting that AAA is termed an *academy* rather than an association or organization. For it is in an *academy* where a society of learned persons come together in order to advance the field. *A Century of Advertising Education* helps us to move the field forward. Anyone interested in the future of our field should spend time with this book to understand our roots.



Dean M. Krugman,
2009 President, American Academy of Advertising

This Book is dedicated to

Alan D. Fletcher

1/22/40 - 2/9/08

**Who at the time of his death was serving as the
Copy Editor of this book**

Alan retired as a Professor Emeritus from the Manship School of Mass Communication at Louisiana State University where he had served for 20 years. Previously, he had served on the faculties of the University of Tennessee, Illinois State University, University of Georgia and the University of South Carolina.

He received his doctoral degree from the University of Illinois. He was the author of many books and articles. He served as the President of the American Academy of Advertising and was active in many other organizations. His students have won many regional and national organizations.

He and Linda, his wife of 43 years had three daughters, Susan, Jennifer and Amy. He was a model railroad craftsman and frequent traveler.

The authors of this and a previous book were in debt to him as a copy editor of both books. At the time of his death he had completed the reading of most of this book.

Advertising Education will miss his presence.

BIR/JIR

THANKS AND ACKNOWLEDGEMENTS

More than a hundred people have contributed to publishing this book. In fact, no one has turned down our request to furnish information, write a section or chapter. For that reason we wanted to recognize those who have their done their part in the book.

Copy Editors

First, and foremost, we thank Joe Pisani and Alan Fletcher who spent many hours as our copyeditors. As many know, Alan died unexpectedly after finishing the first chapters of the book. Joe finished the last half. They both did a great job of not only reading but also critiquing us. Alan had retired from Louisiana State University and Joe retired from the University of Florida.

Chapter Authors

Two others who made major contributions to the book were Gigi Taylor and Kim Sheehan. Gigi is on the faculty at Texas State University, and Kim is on the faculty at the University of Oregon. Both served as guest authors for two chapters in the book. Kim wrote the chapter about a representative sample of the women who served and in some cases continue to serve advertising education. Gigi was the author of the chapter on scaling and rating advertising education programs.

Authors of Programs' Histories

In a book on advertising education, we wanted to dedicate one chapter to the histories of a representative group of advertising programs - some old, some more recent, some large, some small and some that have changed their names from advertising to such names as Strategic Communication, Integrated Marketing Communication and Advertising and Public Relations. Some are separate departments of advertising, some remain sequence programs in journalism schools, etc.

The thirteen programs that were selected fit into nearly all of these classifications. We included one program in a college of business, others are in journalism/mass communication departments, schools or colleges. The one in business represents approximately the same percentage that is found today with other advertising programs. Authors and in some cases additional helpers are to be thanked. The names of schools selected include:

Patricia B. Rose - Florida International University
Jason Chambers & Jan Slater - University of Illinois
Thomas W. Volek - University of Kansas
Ronald Garay - Louisiana State University
Richard T. Cole & Gordon Miracle - Michigan State University
John Eighmey - University of Minnesota
Ashlee Erwin - University of Missouri
Jeffrey Green - New York University
Catherine Bark - University of Oklahoma
Terry Mulvihill - Pennsylvania State University
Sue Alessandri - Syracuse University (now at Suffolk Univ.)

Donald W. Jugenheimer & Jerry C. Hudson - Texas Tech University
Jef I. Richards - University of Texas

Personal Histories of Advertising Educators

We selected eleven veteran advertising educators to write their experiences teaching, writing, research and/or evaluation in their careers in advertising education. We did not give them specific guidelines in how they would approach the task. We also selected them from diversified specializations of advertising education. Some are retired and some still active. We are indicating their current or last or most recognized school.

Arnold M. Barban, University of Alabama
Tom Bowers, University of North Carolina
Elsie Heber, Louisiana State University
Donald W. Jugenheimer, Texas Tech University
Gordon E. Miracle, Michigan State University
Joseph R. Pisani, University of Florida
Ivan L. Preston, University of Wisconsin
Bruce Roche, University of Alabama
Don E. Schultz, Northwestern University
Edward Stephens, Syracuse University
Mary Ann Stutts, Texas State University

Representative School Panel

There were many questions that we thought should be answered by teachers who served as a sample for schools that have advertising education programs. We asked each one whom we selected if they would be willing to take part in four questionnaires during the school year. Each agreed and between them and the students at their schools, furnished the information especially for Chapter 11 on advertising students. Those schools and contact persons were:

Buffalo State University - Ronald D. Smith
Florida International University - Patricia B. Rose
Marshall University - Janet L. Dooley
Missouri State University - Springfield - Diana L. Haytko
Southern Methodist University - Patricia A. Alvey
University of Kansas - Thomas W. Volek
University of Northern Colorado - Wayne W. Melanson
University of South Carolina - Shirley Staples Carter
University of Southern Indiana - Wayne Rinks & E. Robert West
University of Texas at Austin - Jef I. Richards

Contributors for Outstanding Graduates Information

To provide information on outstanding advertising graduates from schools with advertising education programs, we asked and received information from many. No doubt we may have missed your school or the name of the person providing the information but here are those whom we have on record of sending us information. We are thankful for those we have that include:

Ball State University - Michael L. Hanley

Boston University - Tom Fauls
Columbia College Chicago - Laurence Minsky
Drake University - Dorothy Pisarski
Florida International University - Patricia B. Rose
Marquette University - James Pokrywczynski
Michigan State University - Bruce Vanden Bergh
San Jose State University - Timothy Hendrick
South Dakota State University - Dennis Hinde
Temple University - Michael Maynard
Texas Tech University - Donald Jugenheimer & Joe Bob Hester
University of Alabama - Bruce Berger
University of Colorado - Sandra E. Moriarty
University of Florida - John Sutherland
University of Georgia - Karen King
University of Idaho - Mark Secrist
University of Missouri - Suzette Heiman
University of Nebraska - Hannah Rood & Amy Struthers
University of Nevada - Bourne Morris
University of North Carolina - John Sweeney
University of North Texas - Sheri Broyles
University of West Florida - Tom Groth
Villanova University - Raymond Taylor
Virginia Commonwealth University - Judy V. Turk
West Virginia University - Elizabeth T. Quilliam
Western Michigan University - Karen Lancendorfer
Youngstown State University - Jane Reid

Education Organizations

There is no doubt that the book could never have been written without the support of educational organizations. Pat Rose, executive director of the American Academy of Advertising would go to the top of the list. Joining her, would be Jennifer McGill, executive director, Association for Education in Journalism and Mass Communication.

Others who have been tremendous in their support include Connie Frazier, American Advertising Federation; Donald W. Jugenheimer, former executive director, AAA; Robert King, Director of Conference Services, AAA; Les Carlson, former president, AAA; Dennis G. Martin, former executive director, AAA; Jacqueline Reid, the Hartman Center, Duke University; and Lorraine Caliendo, librarian, American Marketing Association.

Professional Organizations

There are many professional organizations that support advertising education in many different ways. Specifically, we are appreciative to those persons in organizations that provided information and other help for the book.

Paula Alex, Advertising Education Foundation
Connie Frazier, American Advertising Federation
Jeffrey Nesler, Direct Marketing Educational Foundation
Maeve O'Sullivan, D&AD
Maiko Shiratori, The One Club

Junior/Community Colleges

More and more Junior and Community Colleges are adding advertising programs and courses that should be recognized. Those who furnished information include John R. Sparks, South Plains Community College; Beverly Berger, Tulsa Community College; Kenn Compton, Central Piedmont Community College and Wayne Gawlik, Joliet Junior College.

Online Advertising Education

Although a new field for advertising education, online courses and programs are growing rapidly. Those who furnished information for this section include Roy Busby, University of North Texas; Chad Mazera, West Virginia University and others.

Portfolio Programs

Portfolio programs have been missed in earlier books about advertising education, but shouldn't have been. They played a major role in early advertising education history and still play an important role in today's education in advertising. To those who provided information for this book we are thankful:

Rob Brinson	Nancy Rice
Dennis Darling	Hank Richardson
Charlotte Easterling	David Rhodes
Norm Grey	Ron Seichrist
Jane Pirone	Lauren Slaff
Ed Prentiss	

International Advertising Programs

The growth of advertising education in others parts of the world has been huge. This is another of the areas that should be included in a book about the history of advertising education. For that reason it is included and the authors appreciate the information that has been provided for this section.

Kara Chan	Yasuhiko Kobayashi
Shian Cheng	Ludi Koekemoer
Sergey Gorlov	Melinda Mettler
John H. Holmes	Kazue Shimamura
Jang-Sun Hwang	Jing Yu
Tina Landelius	Sofia Hulting
Hairong Li	

And, others

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NOTABLE MILESTONES IN ADVERTISING EDUCATION HISTORY

Pre-1900

- Joseph French Johnson (UNIVERSITY OF PENNSYLVANIA) develops the first journalism curriculum with advertising as part of one course. [1893]
- Harlow Gale, at the UNIVERSITY OF MINNESOTA, conducts advertising survey. [1895]
- Page-Davis School of Advertising, a correspondence program, begins. [1896]

1900-1910

- Walter Dill Scott, of NORTHWESTERN UNIVERSITY, speaks at Chicago's Agate Club about the psychology of advertising, creating interest in the science of advertising. [1901]
- The first "Marketing" course is offered at the UNIVERSITY OF MICHIGAN, followed quickly by the UNIVERSITY OF ILLINOIS. [1902]
- Professor Scott (NORTHWESTERN) publishes the first book about advertising psychology. [1903]
- Professor Scott (NORTHWESTERN) offers the first university course with advertising as a central topic. [1904]
- NEW YORK UNIVERSITY is the first to offer a course with "Advertising" in the title, under the direction of George E. Allen and William R. Hotchkiss. [1905]
- The first journalism school to teach advertising is the UNIVERSITY OF MISSOURI. [1908]
- Walter Dill Scott (NORTHWESTERN) becomes the first titled "Professor of Advertising." [1909]
- Frank Alvah Parsons, at the New York School of Applied Design, delivers several lectures on "Advertising Display." [1909]

1911-1920

- Joseph E. Chasoff at the UNIVERSITY OF MISSOURI becomes the first full-time advertising faculty member. [1911]
- The UNIVERSITY OF MISSOURI creates the first *degree* in advertising. [1913]
- The professional advertising fraternity, Alpha Delta Sigma (ADS), is founded at the UNIVERSITY OF MISSOURI. [1913]
- A national professional fraternity for women, Gamma Alpha Chi (GAX), is founded at the UNIVERSITY OF MISSOURI. [1913]
- Daniel Starch, at the UNIVERSITY OF WISCONSIN, publishes the first book clearly designed as an advertising textbook, *Advertising-Its Principles, Practice and Technique*. [1914]
- John B. Powell (UNIVERSITY OF MISSOURI) conducts the first survey regarding advertising education, finding 26 schools offering organized instruction in the topic. [1914]
- The National Association of Teachers of Advertising (NATA) is formed, with George Burton Hotchkiss (NEW YORK UNIVERSITY) as its principle founder. [1915]
- Professor Hotchkiss establishes a Department of Advertising and Marketing at NEW YORK UNIVERSITY, for the first time putting "advertising" in a department name. [1915]
- The Association to Advance Collegiate Schools of Business (AACSB) is founded. [1916]
- Paul T. Cherington (HARVARD UNIVERSITY) teaches what is thought to be the first case-based course on advertising.

1921-1930

- The first graduate advertising course is at the UNIVERSITY OF MISSOURI. [1921]
- John B. Watson, a psychology professor from JOHNS HOPKINS UNIVERSITY, leaves academe to join the J. Walter Thompson advertising agency. [1921]
- The UNIVERSITY OF OKLAHOMA creates the first Department of Advertising in a journalism school, and the first department with *only* "advertising" in its name. [1922]
- An annual series of advertising awards is established at HARVARD UNIVERSITY, but they are discontinued in 1930. [1923]

1931-1940

- The *Journal of Marketing* is first published. [1936]
- The American Marketing Association is formed by merger of the National Association of Teachers of Marketing, and the American Marketing Society. [1937]
- Advertising education begins in Sweden, at the ANDERS BECKMAN'S SCHOOL. [1939]

1941-1950

- Frank Coolsen, a business student at the UNIVERSITY OF ILLINOIS, writes his Master's Thesis about advertising education. [1942]
- The Accrediting Council on Education in Journalism is founded. [1945]

- An advertising graduate program is begun at the UNIVERSITY OF ILLINOIS. [1946]
- The UNIVERSITY OF IOWA awards the first U.S. doctorates in mass communication. [1948]

1951-1960

- George Burton Hotchkiss, of NEW YORK UNIVERSITY, becomes the first academic inducted into the Advertising Hall of Fame. [1955]
- Famous adman, David Ogilvy, proposes a National College of Advertising be created. [1955]
- The American Academy of Advertising is formed in Dallas, TX. [1958]
- The Ford Foundation and the Carnegie Foundation publish reports critical of business education as being too “applied.” [1959]
- The *Journal of Advertising Research* is founded by the Advertising Research Foundation. [1960]

1961-1970

- Vergil Reed (COLUMBIA UNIVERSITY) and John Crawford (MICHIGAN STATE UNIVERSITY) publish “The Teaching of Advertising at the Graduate Level,” the first comprehensive study of advertising graduate education. [1963]
- The Advertising Club of New York establishes an International ANDY Awards Student Competition, to recognize creativity. [1964]
- Billy I. Ross publishes his dissertation, *Advertising Education: Programs in Four-Year American Colleges and Universities*, published jointly by the AAA and the AAAA. [1965]
- The Advertising Division of the Association for Education in Journalism (later to become AEJMC) is formed. [1966]
- Advertising education begins in Hong Kong, at HONG KONG BAPTIST UNIVERSITY. [1968]

1971-1980

- ADS and GAX merge under the ADS name, headquartered at TEXAS TECH UNIVERSITY. [1971]
- The American Academy of Advertising begins publishing the *Journal of Advertising*. [1972]
- The American Advertising Federation takes over ADS, and it becomes the AAF Academic Division. [1973]
- The AAF begins a National Student Advertising Competition. [1973]
- Advertising education begins in Korea, at CHUNG-ANG UNIVERSITY. [1974]
- Claude R. Martin and James H. Leigh start publishing a *Journal of Current Issues and Research in Advertising*. [1978]
- The International Advertising Association launches an accreditation system for advertising programs. [1980]

1981-1990

- Advertising education begins in China, at XIAMEN UNIVERSITY. [1983]
- The Direct Marketing Association begins a collegiate ECHO competition for students. [1986]
- The first “Ph.D in Advertising” is offered at the UNIVERSITY OF TEXAS. [1987]
- The Association of Collegiate Business Schools and Programs is established. [1988]

1991-2000

- Don Schultz, Dick Christian, Ted Spiegel, and Stan Tannenbaum introduce their “Integrated Marketing Communication” concept at NORTHWESTERN UNIVERSITY. [1991]
- Advertising education begins in Russia, at the SOUTH RUSSIA HUMANITARIAN UNIVERSITY. [1994]
- The first course on Internet Advertising is taught at the UNIVERSITY OF TEXAS. [1995]
- The website “Advertising World,” an Internet resource designed for students and faculty, is constructed at the UNIVERSITY OF TEXAS. [1995]
- The One Club Student Exhibition begins, recognizing outstanding student creative ad work. [1995]
- The *Journal of Advertising Education* begins publication under the direction of the Association for Education in Journalism & Mass Communication Advertising Division. [1996]
- The American Advertising Federation begins a Most Promising Minority Students program. [1996]
- The International Advertising Association creates the InterAd Competition. [1996]
- An endowed Chair of advertising is established at the UNIVERSITY OF MINNESOTA. [1998]
- John D. Leckenby (UNIVERSITY OF TEXAS) and Hairong Li (MICHIGAN STATE UNIVERSITY) form the *Journal of Interactive Advertising*. [2000]

2001-2008

- An Advertising Education Summit is sponsored by the UNIVERSITY OF TEXAS and the American Advertising Federation, in Austin, TX. [2001]
- The Yellow Pages Association Collegiate Creative Competition is restarted. [2005]
- The High School for Innovation in Advertising and Media (I.A.M.) is opened in Brooklyn, NY, becoming the first advertising-oriented high school. [2008]

1



IN THE BEGINNING ...

Advertising education reaches back to a time when a signmaker first taught an apprentice how to carve or paint a sign, or when a ceramic pot maker showed how he put his mark on his products. When we talk about the first century of advertising education, however, we are talking about an organized system of education, predominantly at the college or university level.

Collegiate instruction in advertising began in the early 1900s, so the primary scope of this book is from that time until the first few years of the 21st century. But to put the birth of advertising education in context, the story must begin a bit earlier. So, too, must it look at the broader environment of this education. Changes in advertising education did not occur in isolation, but within the framework of concomitant changes in higher education.

The Big Picture

Colleges and universities in the United States have grown, matured, and experienced financial and philosophical forces for change over time. As a result, the missions that drive, and the expectations of students who attend, them have adapted to a constantly evolving culture. These competing forces can be viewed today in the tug of war between public funding and privatization in state universities, between differing views of the purpose of university education, and between academic freedom and potential “hate speech,” to name but a few of the struggles currently in evidence. But such dynamics have long existed, and no solid understanding of how an academic discipline developed is possible without at least some appreciation of that cultural backdrop.

Since the earliest European colonization of North America, there have been debates about the need for and purpose of formalized education. When Harvard was established in 1636 it became the first college of America, but it initially was erected for the very limited purpose of training “a literate and pious clergy” and developing civic leaders (Lucas 1994, p. 104). These were the functions that guided the curricula and governance of most colleges for more than a century. In the late 1700s there was some broadening of that original mission, and the political climate of that time – the American Revolution – began a fundamental shift in the thinking about education’s role in society (Lucas 1994, p. 113). Education, at all levels, was recognized to be fundamental to the growth and survival of this newly established democracy.

From that idea grew the concept of “common schools” to educate rich and poor alike (Reese 2000). These were generally one-room public schools that taught children from about age 6 to 14 a “nondenominational form of Christianity” that included the basics (reading, writing, and math) and what today would be called “liberal arts” material. Their purpose was to elevate the culture of American society by teaching a common set of subjects and values across all of the schools. Prior to the Civil War there was significant resistance to teaching anything that smacked of “vocational” skills, but by the late 1800s there was pressure on these schools to provide craftsman training, particularly as part of the post-war rebuilding effort in the South (Reese 2000).

For decades leading up to the Civil War a similar dynamic had been playing out among the colleges. Until the 19th Century, higher education was almost exclusively of the liberal arts variety. In 1820 there still were only 28 colleges in the U.S. Most of them were private, and many were religion-based. Not only was the number of colleges small, the number of students in each was quite limited, making college education a rare and elite privilege. Their purpose continued to be about training leaders and clergy and advancing the culture of the citizenry, but that was starting to change.

In 1779 use of the term “university” began in the U.S. at “The University of the State of Pennsylvania.” And within days of that Thomas Jefferson converted the College of William and Mary into a “university,” without putting that term in the institutional name. Thus began a trend throughout the 1800s toward broadening the

missions of colleges, which also opened the door to a broader curriculum.

The opportunity to reach beyond traditional liberal arts courses already was presenting itself. The empirical sciences started to find their place in college curricula, with Copernican astronomy being introduced at Harvard in the late 1600s. Other sciences followed, although it wasn't until the 1800s that scientific study truly matured in higher education.

Courses of an even more *applied* nature began at least as early as 1734, when Yale offered classes in navigation and surveying (Lucas 1994, p. 110). And professional training in the form of medical and legal programs began appearing at colleges just a few decades later (1765 and 1779, respectively). So the "universities" quickly embraced these new academic disciplines, but into the 1800s the liberal arts versus professional/vocational education was hotly debated.

The so-called "Yale Report" jumped into that debate in 1828. As the number of courses at universities expanded rapidly, particularly with an increasing focus on science, the academic cause of the day was finding room for new courses by consolidating or eliminating the old. The Yale Report presented a spirited argument for sticking to the traditional liberal arts approach rather than adding new topics (Lucas 1994, p. 132; Rudolph 1962, p. 130). The report opined that professional studies should not be a part of an undergraduate education, suggesting that a good education should include materials relevant to every student. The classics, after all, would serve the professionals too, building a foundation of good taste and sound judgment (Lucas 1994, p. 133).

It is worth noting that the United States Military Academy at West Point, established in 1802, became the first technical institute. It and the Rensselaer Polytechnic Institute, created in 1824, embraced applied sciences and engineering in ways no other college had done at that point. Schools like Harvard and Yale soon followed, but they created new degrees – at Harvard it was the Bachelor of Science – that had lower admission standards and required less time than the more highly valued Bachelor of Arts degree (Lucas 1994, pp. 228-32).

Throughout the struggles with how best to educate students, the 1800s marked a massive expansion of colleges and universities in the U.S. As one scholar noted, "The American people went into the American Revolution with nine colleges. They went into the Civil War with approximately 250..." (Rudolph 1962, p. 47). By 1880 Eng-

land, with a population of 23 million, boasted four universities while Ohio, population 3 million, had 37. And universities continued to be born in the wake of the Civil War.

The Morrill Federal Land Grant Act of 1862 was a watershed moment, since it created a whole new breed of institution, the land grant universities (Curran-Kelly and Workman 2007). The Morrill Act led to an explosion in the number of universities across the country, enabling the education of a much wider cross-section of the population.

With more universities serving more students, there was more competition among academic institutions. Every school wanted more public attention, more public support, better students, and to be recognized as among the best. Colleges were seeking to attain “university” status (Lucas 1994, p. 144). Debates ensued as to what that really meant, but it was clear that the latter somehow was superior to the former.

By the end of the 19th Century the academy was changing in other significant ways. The increasing popularity of scientific education was one of the driving forces behind curricular alterations, as was the emergence of graduate programs, which led to greater specialization. In addition, businesses were demanding more practical training. Industry leaders like Andrew Carnegie condemned old-school “classical learning” approaches, saying:

While the college student has been learning a little about the barbarous and petty squabbles of a far-distant past, or trying to master languages which are dead, such knowledge as seems adapted for life upon another planet than this as far as business affairs are concerned, the future captain of industry is hotly engaged in the school of experience, obtaining the very knowledge required for his future triumphs. (Lucas 1994, pp. 144-45)

Criticisms like Carnegie’s did not go unnoticed. Industry, in fact, was having a greater and greater influence on education, as some of the new universities, colleges, and schools were receiving funding from businesses.

The narrowly focused approach to teaching liberal-arts-only was disappearing from the educational landscape as more “professional” education took root. Three of those subsequent professional specialties coincidentally led to a fourth: advertising education.

The Three Parents

Three completely separate disciplines played a significant role in the advent of university-level advertising education: psychology, business, and journalism. Each was still a relatively young addition to university catalogs, however. The eldest of the three is psychology.

Psychology

The study of psychology outside of a university setting, in some form, goes back hundreds of years. As a university offering, however, the study of psychology began in 1862 at the University of Heidelberg. It was that year when Wilhelm Max Wundt, a medical doctor and assistant professor of physiology, taught a summer course entitled “Psychology as a Natural Science.” But it was William James, an instructor of physiology at Harvard, who offered the first such course in the U.S. In 1875 he taught “The relationships among the Physiology and the Psychology.” The following year he was promoted to assistant professor.

Wilhelm Wundt played yet another important role when he created an experimental psychological laboratory at the University of Leipzig, also in Germany, in 1879. Upon doing so, Wundt had single-handedly turned psychology into a science (Cattell 1930). One could say that single creation caused him to become both the “Father of Psychology Education” and the “Father of Experimental Psychology.” In fact, he represented several “firsts” in the field. In 1881 Wundt supervised the first doctoral student ever to receive a degree in experimental psychology, Max Friedrich. Wundt also went on in 1883 to teach the first course actually titled “experimental psychology.”

The first psychology laboratory at an American university was started at Johns Hopkins in 1883. G. Stanley Hall, a doctoral graduate under William James, set up the lab when he was appointed as a professor of psychology and pedagogy. In 1882 Hall was the first Ph.D in Psychology in the U.S.

Although the introspective techniques of the time probably would not be viewed as the most sound by today’s standards of scientific methodology, these laboratories created an atmosphere of sci-

ence and research. Undoubtedly, this set the standard which has led so many psychology professors at today's universities to conduct experimental research.

By 1891 psychology-related work was being conducted in at least 17 American colleges and universities (Ruckmich 1912). The following year the American Psychological Association was founded, with a grand total of 42 members.

The acceptance of psychology as an academic area of study the end of the century was clear. Even aspiring school teachers were now studying the basic principles of psychology. And as Miner (1904) noted:

In the year 1897 there were given by American universities eighteen doctorates with psychology as the major subject – more than any science except chemistry, six times as many as in astronomy, and nine times as many as in anthropology.

Even so, it was a young discipline at the turn of the century. But it was not as young as business schools, which are at least equally important to our story.

Business

Many historical accounts of business education state that the first business school was the Wharton School of Business at the University of Pennsylvania, in 1881 (e.g., Crow 2001). But it appears this isn't entirely true.

The University of Louisiana, later renamed Tulane University, offered a class in political economy and commerce under the instruction of James D. B. DeBow in 1849. In 1851 a school of commerce was created, but it was short lived, closing in 1857. The University of Illinois, too, had a school of commerce from 1867 until 1880 (Coolsen 1942, p. 100). Illinois did not revive its business school until 1914.

General Robert E. Lee, in the aftermath of the Civil War, accepted an offer to become President of Washington College (later to be known as Washington and Lee University) in 1865. At the time it was a very small college, with just four faculty and 40 students. But Lee turned out to be an aggressive leader, and an innovator. He

quickly created one new department or school after another, including a number of professional schools. In 1870 he presented and had approved by the college's Board of Trustees an exhaustively planned school of commerce and business administration (O'Dell 1935, p. 13). This school of business was particularly important to Lee, because he saw it as a way of helping to rehabilitate the economy of a war-torn South. Lee died that same year, however, and never saw his plan fully instituted. The School of Commerce apparently was put on hold, and wasn't officially founded until 1906.

There also were some so-called "business colleges" that existed prior to the creation of the Wharton school, ostensibly in the form of vocational schools. For example, North-Western Business College in Naperville, Illinois was in operation at least as early as 1878 (Coolsen 1942, p. 38).

With those qualifications, the University of Pennsylvania is indeed considered the first university to have a business school that survived, and from 1881 until 1898 it stood alone. In that year two more universities joined this new club: the University of California (Berkeley) and the University of Chicago. Then in 1900 the University of Wisconsin, Dartmouth University, the University of Vermont, and New York University all established schools or departments of commerce or administration, or some variation thereof (Coolsen 1942, p. 102).

Marketing education is believed to have begun in 1902. Both the University of Michigan and the University of Illinois offered marketing courses that year, though it is believed that Michigan has a legitimate claim to being first, preempting Illinois by a semester (Maynard 1941). It is worth noting that this first course actually was taught in the Economics Department by an assistant professor, E. D. James, in a class entitled "The Distributive and Regulative Industries of the United States." Simon Litman (1950) claims that he, too, taught a course involving marketing in 1902 at the University of California, entitled "The Techniques of Trade and Commerce." That, too, was a semester later than Michigan.

Although Wharton was the first business school, it was a bit late to the party, offering its first marketing course two years later, in the Fall of 1904. That class apparently was, however, the first to use the word "marketing" in a course title: "The Marketing of Products" (Hileman & Ross 1969, p. 4). It also would appear that while marketing was one subject of those previous courses, Wharton might have a

viable claim on that class being the first one entirely dedicated to the topic of marketing.

The next year Ohio State University offered a course in marketing. Other universities slowly followed suit.

There still were only a handful of business schools by the time that marketing course at Wharton began. But the early 1900s saw such schools multiply significantly, along with a concomitant spread of marketing and marketing-related classes.

Business schools played, and continue to play, a vital role in advertising education. And it turns out that business schools have something in common with the third important profession in this story, journalism schools.

Journalism

In 1799 John Ward Fenno of *The Gazette of the United States*, in Philadelphia, expressed the opinion that newspapers could benefit by having college-educated editors (Dickson 1999). And in 1834 the editor of the *United States Telegraph* (Washington, DC), Duff Green, planned a journalism school called the Washington Institute. But that idea did not sit well with his printers, who saw the Institute as a threat to their jobs and wages. They boycotted the newspaper, so in the end Green dropped his plans.

There continued to be a struggle to reform the newspaper industry over the next couple of decades as the “Penny Press” seemed to be beating traditional newspapers in the war for readers (O’Dell 1935, p.2). But it wasn’t until after the late 1800s that serious steps were taken to advance education for journalists.

Politics and war played formative roles in the growth and direction of educational institutions, and the Civil War was such a turning point for journalism training. As he did with business schools, in 1869 General Robert E. Lee was the first college president to push a plan for a school of journalism through his Board of Trustees (O’Dell 1935, p. 5). It was designed to be a “practical and theoretical School of Journalism,” and it even included truly vocational courses like typesetting. Lee hired a former confederate officer to teach. He saw journalism as instrumental in rebuilding the South in the aftermath of the war. His school, Washington College, immediately offered journalism scholarships to five students in that first year and

another seven the next (Mirando 1995). But with the death of Lee and under the crush of criticism from newspapers around the country, the school of journalism died before it reached its tenth anniversary. It wasn't revived at that university until 1926.

Critics of offering journalism classes in a college included some esteemed editors. In 1873 a former managing editor of *The New York Tribune*, Frederic Hudson, said:

Such an establishment as The New York Herald, or Tribune, or Times is the true college for newspaper students. Professor James Gordon Bennett, or Professor Horace Greeley would turn out more real genuine journalists in one year than the Harvards, the Yales, and the Dartmouths could produce in a generation. (O'Dell 1935, p. 20)

In 1875 the editor of the *Louisville Courier-Journal*, Henry Watter-son, was quoted as saying, "There is but one school of journalism and that is a well-conducted newspaper office" (p. 30). Charles Dana of *The New York Sun* said, "[N]o man can really acquire the theory and skill of journalism except in a newspaper office" (p. 42). Of course the fact that none of these editors had college training in journalism, if any college education at all, may have colored their perspectives.

Such criticisms were common, though not entirely unanimous. Indeed, defense came in the form of no less than Joseph Pulitzer, of *The New York World*, "I have thought seriously upon this subject and think well of the idea, though I know it is the habit of newspaper men to ridicule it" (p. 41). And in 1888 Eugene M. Camp, from the editorial staff of *The Philadelphia Times*, spoke to an assembly of the Alumni Association at the Wharton School of Finance at the University of Pennsylvania, adding his voice to the call for college-level education in journalism. He argued, "Journalism is a trade. It ought to be a profession," explaining that only college education could facilitate this advancement (O'Dell 1935, p. 40).

Despite continued criticism other colleges took steps toward creating their own programs. In 1873 the Kansas State College of Agriculture and Applied Science offered a printing course, and over time this proved to be the start of a department of industrial journalism (O'Dell 1935, p. 21). Then in 1875 the first president of Cornell University proposed a "Certificate in Journalism." Other than a few lectures, however, that program was stillborn (*id.*, p. 26).

The year 1878 is notable in the history of journalism education for two reasons. First, the Illinois State Press Association – a group of practitioners – took a public position in favor of formal education for journalists. Second, the head of the English department at the University of Missouri, David Russell McAnally, started requiring his students to use a “reporting method” in his classes. He also introduced a History of Journalism course to his curriculum (O’Dell 1935, p. 35). By 1884 he was offering yet another journalism course.

Slowly, other schools created journalism courses. The University of Denver did this in 1882; Temple University did it in 1889; the State University of Iowa joined the club in 1892; and Indiana University in 1893 (O’Dell 1935, p. 50).

At this point journalism education and business education crossed paths. The Wharton School of Business actually was the first to reach beyond one or two classes and develop a comprehensive curriculum of journalism in 1893. Of five planned courses, this curriculum actually included mention of advertising as one small part of one of those courses. Joseph French Johnson, formerly of the *Chicago Tribune*, was architect of this program. This was, in large part, the direct result of Eugene Camp’s presentation five years earlier (O’Dell 1935, p. 46).

Despite that one exception, most journalism courses were taught in English Departments, or some variation thereof. The University of Kansas, for example, created its first course in 1894 within the Department of Rhetoric and English Language (O’Dell 1935, p. 49). In 1902 the University of Illinois offered its first journalism class in the Department of Rhetoric and Oratory.

In 1903 Joseph Pulitzer changed his will to provide money to Columbia University for the creation of a “technical and professional” journalism school. Charles W. Eliot, president of Harvard, heard of this and wrote his own proposal to establish a journalism school at Harvard. As written, this plan included “operation of an advertising office.” His proposal never took effect, but it became the basis of the design for the University of Missouri’s school (Boylan 2003). Clearly, by this time, it seems inevitable that advertising was emerging as a topic of exploration at the university level.

The Birth of Advertising Education: 1890 - 1910

From these early beginnings what has become recognized as an academic discipline of advertising was born. The father of this child was psychology and the mother, journalism. It might, therefore, be said that advertising education was sired by psychology and dam'd by journalism.

- Charles H. Sandage (1998, p. 67)

Deciding what constitutes the actual genesis of advertising education is fraught with problems. It rests on how one defines “advertising education.” Even today, more than a century later, the way one organization (e.g., the Advertising Educational Foundation) would write that definition is different from the way another (e.g., the American Academy of Advertising) would craft it. The former might look at any means of educating the public while the latter likely would confine ad education only to formal university classroom settings. If we include any and all efforts, including those outside of established universities, we would be compelled to conclude that advertising education really began in correspondence schools.

Edward T. Page and Samuel T. Davis began offering a “home study” correspondence course in advertising at least as early as 1896. It later was called “The Page-Davis School of Advertising” (Coolsen 1942, p. 22). This may or may not be the earliest such offering, but it is the earliest to be documented and that “school” continued to operate for decades. The truth is that correspondence courses on all variety of topics were popping up with great frequency at that time. And many advertising practitioners sought to supplement their income by selling lessons to anyone who would pay. For example, it is known that E. St. Elmo Lewis, who later became the first president of the Association of National Advertisers, offered such a course in 1898 (Sandage 1998, p. 125).

Other correspondence schools got into the business of teaching advertising over the next few years. One of the best-known, the International Correspondence Schools, began offering advertising courses sometime between 1900 and 1903. And Witt K. Cochrane created the Chicago College of Advertising as early as 1902 (p. 125). The Alexander Hamilton Institute, La Salle Extension University, and American School of Correspondence are others that soon taught advertising (p. 126). These schools, of course, dealt almost exclusively

with “applied” or “vocational” training. In universities, though, the orientation was somewhat different.

At universities, advertising might have first emerged as a topic within a marketing course, except that the first advertising course was taught before that first full course in marketing at Wharton. Perhaps ironically, it appears one of the *journalism* courses at Wharton School of Business in 1893 did include advertising as one topic. The real beginnings of advertising as a serious topic of academic exploration at universities, however, are found in psychology.



Figure 1-1
Harlow Gale

Harlow Gale (Figure 1-1), a professor of psychology at the University of Minnesota and a former student of Wilhelm Wundt, probably was the first academic to conduct research on advertising. In 1895 he conducted a survey of 200 businesses to identify the purposes behind the advertisements (Coolsen 1942, p. 40). Though his response rate was a mere 10 percent, this was the first known non-proprietary survey regarding advertising. And the following year he used his laboratory to conduct experimental studies on attention to advertising. The experiments were conducted by students in his advanced psychology classes, thereby marking the first use of advertis-

ing as a subject of study by university students (p. 42). Other psychologists criticized Gale's focus on advertisements. Advertising, said the critics, was inappropriate for academic exploration (Sandage 1998, p. 126).

Whether as a result of Gale's survey, or independently, the major advertising trade magazine of that time, *Printer's Ink*, made this prediction in 1895:

Probably, when we are a little more enlightened, the advertising writer, like the teacher, will study psychology. For, however diverse their occupations may at first sight appear, the advertising writer and the teacher have one great object in common -- to influence the human mind.

Though Gale has claim on being the first to teach a course centered around advertising, his real interest wasn't advertising but involuntary attention. Also, he was involved with advertising for just a few years, and then the study of advertising disappeared from the Minnesota campus for many years.

The real birthplace of advertising education probably is Chicago. Advertising clubs had begun appearing in major cities around the country. The original advertising club in the Chicago was The Agate Club, founded in 1894, made up of some of the major players in the city's advertising industry (Roche 2005). One of those, Thomas Balmer of the *Ladies' Home Journal*, was on the committee to arrange the Club's 1901 annual banquet. He approached the director of the new Psychological Laboratory at Northwestern University, Walter Dill Scott, and asked him to give a talk to this collection of advertising men about the application of psychology to their profession (Coolsen 1942, pp. 43-44).

The speech, entitled "The Psychology of Involuntary Attention as Applied to Advertising," was delivered on December 20, 1901. Word of the speech spread beyond Chicago, and it was the true catalyst that led to university advertising education in the coming years. The idea that advertising might become a science, in its own right, captivated many advertising professionals (Schultze 1982).

Scott (Figure 1-2), another former student of Wilhelm Wundt, received such positive response and encouragement from his address to that group of practitioners, that he decided to pursue research in the psychology of advertising. He began publishing monthly articles

about advertising psychology in *Mabin's Magazine* in 1902 (Coolsen 1942, p. 45), and he ended up publishing a collection of those as the



Figure 1-2

Walter Dill Scott

(courtesy of Northwestern University Archives, Evanston, IL)

first book on this topic, *The Theory of Advertising*, in 1903. Like Gale, Scott's study of advertising was not well received by his colleagues. One of the leaders in his field, Professor E. B. Titchener of Cornell University, wrote to him and warned him not to continue down that path. Titchener told Scott that in studying advertising he had "offended" the science of psychology (Coolsen 1942, p. 48).

Ignoring his critics, in 1904 Scott went on to teach what really amounts to the first university course dealing with advertising as its core subject. The class was listed as "Advanced Experimental Psychology." It was in the Department

of Philosophy, which is where psychology was found at that time (p. 49). This course appears to have the best claim to being the first true university advertising class, making Northwestern the starting point and Scott the true "Father of Ad Education." (That, of course, would make Wilhelm Wundt the grandfather!) This is the same year that the first course with "marketing" in its title was offered, at Wharton, "The Marketing of Products" (p. 107). And that course did include some advertising content, too.

Scott continued for the next five years to use his advanced psychology classes to teach and study advertising. Despite having offended his discipline as a young professor, he went on to eventually become President of Northwestern University.

New York University in 1905, just five years after its School of Commerce opened, became the first school to offer a course that was actually listed in its catalog as "Advertising." The course was team taught by George E. Allen, an assistant professor of business practice, and William R. Hotchkin, advertising manager of the John Wanamaker company (Coolsen 1942, p. 60). This also appears to be the first advertising course offered by a school of business.

While the advertising industry had been involved in pushing advertising education, particularly since Scott's speech a few years

earlier, in 1906 advertising clubs around the country joined forces to create the Associated Advertising Clubs of America, with a purpose to “advance the advertising profession.” Schultze (1982) states:

For the first time the business formally stated that standardized advertising instruction was necessary for it to become a profession. Emulating law and medicine especially, members discussed ways of instituting educational programs associated with the most respected professions, and they came to believe that professional instruction would benefit the business in two ways, each of which would elevate its social status and enhance its profitability.

The hope was that formal education could lead to a body of scientific principles for advertising. Walter Dill Scott’s influence was evident. Science, it was believed, would make advertising less subjective, more effective, and at the same time give it a more respectable reputation. At that time a discussion also ensued regarding the merits of licensing advertising professionals, with science and formal education as a foundation for licensing standards, though no such requirement ever was adopted.

Earnest Elmo Calkins, president of Calkins and Holden advertising agency, advocated formal education in advertising. In 1905 he said, “I believe that advertising can be taught ... I fully believe that the time will come when there will be a fully-equipped advertising school and this school will teach advertising as other professional schools now teach other professions” (Schultze 1982). Such attitudes stood in stark contrast to the prevailing views of journalism practitioners to the prospect of journalism education at that time.

Around this time advertising was gaining ground even in smaller schools. Alma College, Alma, Michigan, in 1906 listed in its catalog a course entitled, “Theory and Practice of Advertising,” to be offered through its Commercial School. This might be the second business school to offer such a class, though to date it appears no one has scoured all the college catalogs in the world to verify that no other school has been overlooked.

The year 1908 brought yet another milestone. The University of Missouri’s School of Journalism, in its very first year of operation, offered the first known advertising course to be taught in a journalism program. That class, “Advertising and Publishing,” was taught by Charles G. Ross, a journalist and recent graduate of the same uni-

versity. In later years Ross served as press secretary for President Harry S. Truman (Hileman & Ross 1969, p. 5).

Walter Dill Scott published another book in 1908, *The Psychology of Advertising*. Because there were no advertising textbooks at the time, this book became one that was used in place of a textbook as advertising education began to spread (Coolsen 1942, p. 113).

That same year another university added an advertising course. The University of Minnesota offered a course taught by an assistant professor of business administration, Thomas W. Mitchell. That course was located in the Department of Economics and Political Science (Coolsen 1942, p. 110). That university had no separate school of business until 1919.

In 1909 other notable advancements occurred for advertising education. Walter Dill Scott moved over to Northwestern's new School of Commerce, founded just a year earlier, and was given the title "Professor of Advertising." Without question, this made him the very first professor with "advertising" in his title. It is interesting to note that this also marks an intersection between the fields of psychology and business and advertising, all in the person of Dr. Scott.

Indiana University and the University of Kansas made their initial entrance into advertising education in 1909. This also was the year that Paul T. Cherington, a Harvard professor, first offered a course on "Commercial Organization and Methods." That class included lectures on advertising. Four years earlier one practitioner suggested:

With Harvard installing a 'chair of advertising,' and with the special study and training which the subject requires, we may reasonably expect more and more to see advertising take an honorable place among the recognized professions. (Schultze 1982)

Now that advertising was indeed being taught at Harvard, if that practitioner was right, advertising might finally achieve a higher level of respect. While that result is in doubt, Cherington did go on to become a moving force in advertising education, and Harvard continued to play a significant role for several years.

While other universities were slowly adopting this subject matter New York University was on hiatus from offering these courses, so the advertising industry took the initiative at this point to offer some of its own classes through the Advertising Men's League of



Figure 1-3
Frank A. Parsons

New York City. New York was, after all, the spiritual center of the advertising world. So Dr. H.L. Hollingworth of Columbia University was asked to teach a course in Advertising Psychology. And Frank Alvah Parsons (Figure 1-3), Director of the New York School of Applied Design, also took part by lecturing on “advertising display.” And the next year, 1910, NYU professor George B. Hotchkiss (Figure 1-4) gave a course in “advertising copy” (Coolsen 1942, p. 62). NYU even allowed the League use of a classroom. Those three classes, and others offered by the League, created the equivalent of a private adver-

tising school, with a broad range of courses and some top caliber faculty.

Then, in 1910, Iowa State University, the Wharton school at the University of Pennsylvania, and the University of Washington (Seattle) all offered their first advertising courses. And a young professor at the University of Wisconsin, named Daniel Starch, offered a course called “The Psychological Problems of Advertising” (Sandage 1998). Advertising had reached some level of popularity in academe.



Figure 1-4
George Burton Hotchkiss

Conclusion

By the end of the 20th Century’s first decade, advertising education had a firm foothold at the university level. This rapid adoption was propelled, it seems, by the desires of the ad industry to be recognized as a profession, akin to law and medicine. Certainly the related hope of achieving a “science of advertising,” too, was an impetus behind the industry’s push. In 1910 famed copywriter, John E. Ken-

nedy, proposed the creation of an “Institute for Advertising Research” that would be independent of industry influence, continuing the drive toward developing this science (Schultze 1982). Science had grabbed the attention of the entire advertising industry, even the “creatives.”

The fact that advertising was being taught with completely different approaches in different schools, though, left ad education with a less-than-unified direction. Indeed, while some schools dwelled on the science, or psychology, of advertising, others were beginning to teach more vocational aspects of advertising. As with the liberal arts versus professional education tug-of-war that pervaded universities in the 19th Century, this set the stage for similar schisms to follow.

[Authors' Note: Throughout this chapter you undoubtedly noted repeated reference to “Coolsen 1942.” This was a Master's Thesis from the Business School at the University of Illinois, yet Frank Coolsen's work stands as the most exhaustive treatment of the history of advertising education in its first three decades. It is a truly impressive piece of work. Anyone interested in more detail about these early years is encouraged to read it.]

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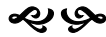
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2



AFTER 1910

The chapters that follow, in a way, tell the story of what has happened in advertising education since its birth. But to help give that story some chronological context, what follows here is an overview of the remainder of the first century of ad education.

1911 - 1920

By the second decade of the 1900s advertising was becoming an integral part of both journalism and business education programs. It did continue to be a subject in psychology. Psychology professor Henry F. Adams at the University of Michigan, for example, introduced a “Psychology of Advertising” course in 1912. And at this point Daniel Starch was likewise talking about advertising in the psychology program at the University of Wisconsin. But the move of Walter Dill Scott from psychology to a business school was a watershed event triggering a shift in orientation for advertising, as well as for business schools.

More and more marketing programs were including advertising in their curricula. For example, James E. Hagerty, one of the first professors of marketing, offered his first advertising course in 1911 (Hagerty 1936). His course used Dr. Scott’s *Psychology of Advertising* as a text. Journalism schools, too, were affecting the path of advertising education, and vice versa.

Although still in psychology, Daniel Starch’s course in “Psychological Principles of Advertising” became a requirement for all journalism students at the University of Wisconsin in 1911 (Coolsen 1942, p. 96). Clearly the faculty felt not only that advertising was relevant to journalism education, but that it was an important element.

That same year, Joseph E. Chasnoff became the first full-time advertising faculty member. He had just graduated from the University of Missouri, and the school hired him to spearhead efforts in advertising education. He took over what Charles G. Ross had started, and taught a course called “Advertising Direction,” putting more emphasis on the business aspects of advertising (Williams 1929, p. 78). Chasnoff explained this orientation, saying:

The newspaper is first of all a business institution, for it cannot serve its community unless it builds well financially. The most prosperous newspaper in the country would be put out of business if merchants withdrew their advertising. (Chasnoff 1912)

Chasnoff also taught “Current Problems in Advertising” (Williams 1929, p. 80). He used no textbooks in his courses. And he later developed the school’s “Principles of Advertising” class which, similar to what happened at the University of Wisconsin, eventually became a required course for all journalism students (p. 79).

The next year at Missouri John B. Powell, another one of the program’s graduates, was hired to follow Chasnoff as a full-time advertising professor. Powell greatly expanded the offerings in advertising, with a decidedly “practical” bend, and by 1917 had his students doing all of the ad sales for the daily town newspaper, the *Missourian* (Coolsen 1942, p. 95). His applied approach contrasted significantly with the research/theory orientation taking root in the psychology and business programs. Powell wrote in 1916 that social science was the “systematizing of common sense” and predicted that psychology would not significantly affect the advertising business (Schultze 1982).

Though the precise timing is in dispute, it appears that in or before 1913 the University of Missouri also created the very first “degree” or major in advertising. That same year Powell founded the men’s advertising fraternity, Alpha Delta Sigma (Hileman & Ross 1969). The school that led journalism programs into advertising education a few years earlier continued to forge the trail for this new academic discipline.

It was around 1913-14 that textbooks finally started to be published for use in all of those advertising classes. Paul T. Cherington’s *Advertising as a Business Force* was published in 1913, and was used as a textbook in classes (Hagerty 1936). Daniel Starch’s book, *Advertising*

– *Its Principles, Practice and Technique*, was one of the very first to appear that was clearly designed as a textbook (Sandage 1998, p. 126). New York University professors George B. Hotchkiss and Harry Tipper also published a book that year as part of the “Modern Business Series,” expanding on it the next year with H. L. Hollingworth (Columbia U.) and Frank Alvah Parsons (NY School of Applied Design) (Coolsen 1942, p. 33). These four men had all taught courses for the Advertising Men’s League of New York over the previous five years. Those courses also served as the foundation for a new Department of Advertising and Marketing at NYU in 1915 (p. 64), the first university department with “advertising” in its title.

The commingling of the terms “advertising” and “marketing” was prescient, since 1915 also was the year that 28 marketing and advertising teachers met in Chicago to form the National Association of Teachers of Advertising (NATA), later called the National Association of Teachers of Marketing and Advertising (NATMA), followed by the National Association of Marketing Teachers (NAMT), and eventually the American Marketing Association (Agnew 1937). Appropriately, Walter Dill Scott was the first president. An impetus behind the creation of this organization apparently was the desire of these men to develop a standardized curriculum, but it turned out that the differences in their orientations were too great (Schultze 1982). Indeed, they had trouble even agreeing how to define “advertising” (Agnew 1941).

In addition to creating a new department, in 1915 New York University also began offering an advertising major. The University of Missouri, meanwhile, granted the first degree for an advertising major that year. In 1916 Marquette University, too, established an advertising major, as did the University of Wisconsin in 1917. Both Northwestern and the University of Oklahoma began advertising majors in 1919. A trend was clear.

During this time-frame there also was growing interest by advertising clubs around the country to offer their own courses. The most renowned of these probably was the Cleveland Advertising Club. In 1919 the club’s President, Charles W. Mears, is credited with taking a course that previously had been offered by the club and forming an alliance with Western Reserve University to create the Advertising School of the Cleveland Advertising Club, with Mears as its Dean, with C. H. Handerson and L. E. Honeywell as its other faculty. The School continued for decades. In recognition of this ef-

fort, Mears was later honored by induction to the Advertising Hall of Fame (1968).

The second decade ended with a national professional advertising fraternity for women, Gamma Alpha Chi, being founded on the University of Missouri campus, where the men's counterpart began just seven years earlier. And another influential psychologist moved into a business school. Daniel Starch left the psychology program at the University of Wisconsin and moved to the Graduate School of Business at Harvard University, where he began teaching Harvard's first advertising course in its MBA program (Baker 1963). The business schools had effectively co-opted psychology's role in advertising education.

1921 – 1960

In 1921 Daniel Starch reported a study of the state of ad education. He surveyed 49 people at 24 institutions, and reached this conclusion about the extent of advertising education at those schools:

The average amount of instruction given is two and two-thirds semesters and the most common amount is two semesters. The institutions giving the largest amounts are New York University (sixteen semesters), the University of Washington (ten semesters), Boston University (seven semesters), and the University of Missouri (five and one-third semesters). (Starch 1921)

With Starch's move to Harvard, it was clear that advertising education was beginning to creep into graduate education. In 1921 this became official when the University of Missouri, again leading the way, created the first full graduate course in advertising. In 1923 New York University's Graduate School of Business began graduate advertising classes, and in 1924 the University of Kansas offered its first graduate ad class.

The field continued to grow in other ways, as well. More schools were offering advertising courses. The City University of New York, for example, started offering ad courses in its economics program in 1922. And that year the University of Oklahoma created the first Department of Advertising based in a School of Journalism,

and the first to have *only* “advertising” in its title (Hileman & Ross 1969).

A small side note is merited for 1923. Edward Bok, editor of the *Ladies' Home Journal*, set up a fund at the Harvard School of Business. This fund was used to create the Harvard Advertising Awards, intended to elevate the standards for advertising. The awards were criticized in some quarters, though, because the commercialism of advertising seemed an unfit subject for awards (Borden 1925). The awards were presented annually to advertising agencies for the next seven years, but were discontinued in 1930.

By the 1930s the field was sufficiently established that fewer “firsts” were occurring. The most notable developments at that time were the establishment of the *Journal of Marketing* (1936) and the change of what had originally been the NATA into the American Marketing Association (1937). During this time, and the next few decades, advertising education continued to grow.

As Borton (1960) reports, in 1931 there were 291 colleges or universities offering 1,556 courses in advertising and related topics, and by 1960 these numbers had grown to 910 and 9,068, respectively. Those numbers include marketing courses, so this is somewhat misleading, but a simple perusal of Borton’s report clearly shows that advertising is well represented in those numbers. Although the stock market crash of the late 1920s, the great depression of the ‘30s, and the war of the ‘40s had tremendous repercussions within the marketplace, they apparently did not significantly diminish the desire for training in advertising and marketing.

It should be noted that public relations education seemed to take hold in the late 1940s. Hardy (1955) reports that in 1946 there were only 22 schools offering public relations classes, but by 1950 that number had jumped to 111.

There was a development in 1946 that might seem worthy of no more than a footnote, given the events discussed above, but its significance was to be found in the years that followed: The University of Illinois established a graduate program in advertising (Sandage 1993, p. 218). That graduate program produced a substantial number of the leading educators in advertising for the second half of the “first century.”

In 1955 George Burton Hotchkiss, who established the Department of Advertising and Marketing at New York University and was instrumental in creating the NATA, became the first academic

inducted into the Advertising Hall of Fame. It was another 11 years before Walter Dill Scott's name was added to that list. Over the years, very few of these academic leaders have been so honored (American Advertising Federation 2007).

That same year famed adman David Ogilvy proposed creation of a National College of Advertising. He referred to advertising courses as taught in ordinary universities as "sadly useless" (Hileman & Ross 1969, pp. 57-58). His proposal would have retired practitioners as faculty. Though his proposal never was implemented, it certainly received a lot of attention in the press and rekindled discussion of the worth of ad education.

Although advertising education clearly had progressed from what it entailed at the start of this Century, the degree to which the profession embraced it was still in question. Ferber and Dunbaugh (1957) remarked at that time:

Conversations and correspondence with agency and media men indicate an undercurrent of distrust in the effectiveness of advertising courses in universities. At the 1956 Advertising Federation of America convention in Philadelphia, professional advertising men spoke almost contemptuously of present-day advertising education, claiming it to be abstract and cloud-built, not in tune with reality.

While their statement may or may not be overstated, it reflects the question of ad education's value that most certainly did persist within much of the industry that was to employ its graduates.

A few years later John A. Hannah (1963), president of Michigan State University, contributed his own perspective on advertising education, suggesting a less bleak picture:

In the early years, this study concentrated on the practice of advertising – the "how to." Today, a new dimension is being added, as teachers of advertising lead their students through the "how to" to the "why" – from the practice of advertising to the development of a body of theory about advertising, its power to communicate, and the responsibility that such power entails. Traditionally, such a dimension has been one of the essentials in the development of the professions – which may be the contribution that education offers advertising in the years ahead.

The struggle for respect of this discipline continued, but clearly was gaining ground in some quarters.

The American Academy of Advertising (AAA) was founded in 1958, in Dallas, Texas. The idea for the organization came from Harry W. Hepner, of Syracuse University. Hepner became the organization's first National Dean, a title that later changed to President. Billy I. Ross, of the University of Houston, was National Associate Dean at that time and became the next President in 1960. While the first attempt to form an association of advertising faculty had morphed into an organization serving all of marketing, including more practitioners than academics, the AAA continued for the next half century to be predominantly faculty who teach advertising.

Although advertising education had grown, a study by Crawford and Sabine (1958) conducted an inventory of advertising programs and found that two-thirds of accredited business and journalism schools offered no major in advertising by this time. Just 39 major programs existed nationwide.

Charles H. Sandage created a free-standing "Department of Advertising" in the College of Communications at the University of Illinois in 1959. While not the first such department, it quickly became the model against which other advertising programs were measured. Sandage (1993) notes that creation of this department did not unify advertising instruction on that campus, as it still was taught in the business school, but that this situation soon was resolved with the publication of two influential reports.

For ad education, probably the most significant event of the 1950s – in fact, one of the most important of the Century – was the publication of two separate reports on the state of business school education: the Ford Foundation study by Gordon and Howell (1959), and the Carnegie Foundation study by Pierson (1959). These reports both condemned business schools for being too applied, making them somehow inappropriate for university-level studies. As Schmidt (1961) notes:

The Ford and Carnegie reports develop through many pages of extensive discussion the philosophy that a college education up to the baccalaureate should be kept general. Education is said to be preparation for life rather than for a career. Furthermore, they say when education must be narrowed, the aim should be preparation for a career rather than for a job. This philosophy of breadth dominates everything that is said on more specific

matters throughout the reports the general impression is unmistakably given that business administration courses are to be tolerated only for their occasional usefulness, while the languages, mathematics, history, and sciences bear the burden of real education.

Once again, the “liberal arts versus professional” debate from more than a century earlier raised its head. The impact was a divestiture, by many business schools, of anything appearing too applied. That included advertising.

By this time, advertising was little more than an occasional curiosity in psychology departments, but entire advertising programs and majors were offered in both business schools and journalism schools. But in the wake of these reports several business schools quickly abandoned these programs, effectively bequeathing them to their journalism counterparts. Just six years after those reports Ross (1965) noted that from accredited business schools “sixty-six advertising courses were dropped, and twenty-five institutions changed course titles to reflect more theory and less technique content” (p. 130).

In 1960 research in advertising – including academic research – gained a new outlet when the Advertising Research Foundation began publishing the *Journal of Advertising Research*. It was the first in a series of advertising-specific research journals that became major outlets for university-based research studies.

1961 – 2007

A handful of relevant events can be identified in the 1960s. This was an age of creativity in the advertising industry. In 1964 this attention to the creative product gained some traction in education when the Advertising Club of New York established the International ANDY Awards Student Competition.

Teachers of advertising were coming together. In 1964 the American Academy of Advertising, just six years old, boasted more than 300 members (Ross 1965). And in 1966 the Association for Education in Journalism and Mass Communication (AEJMC) created an Advertising Division. John W. Crawford of Michigan State University was its first chair.

In 1971 the two advertising fraternities, Alpha Delta Sigma and Gamma Alpha Chi were merged into a single organization. The headquarters was established at Texas Tech University. Two years later it was merged with the American Advertising Federation, becoming the AAF's Academic Division. Elsie Hebert (Louisiana State), Don Hileman (U. Tennessee), Dick Joel (U. Tennessee), Ron Lane (U. Georgia), and Bruce Roche (U. Alabama) were instrumental in creating the National Student Advertising Competition under the Academic Division, beginning in 1973 (Ross, Osborne & Richards 2006, p. 35). This became a preeminent competition for advertising students in the United States, with more than 150 schools competing by the end of the Century.

The AAA in 1972 began publishing the *Journal of Advertising*. Daniel K. Stewart of Northern Illinois University served as its first editor (Muncy 1991). Very quickly *JA* became the leading advertising research journal. Another journal – an alternative to *JA* – was introduced in 1978: the *Journal of Current Issues and Research in Advertising*. This was the brain-child of professor Claude R. Martin, Jr. and his doctoral student, James H. Leigh, at the University of Michigan. They continued to edit *JCIRA* throughout the remainder of the Century. The expansion of the number of journals in this area seems to have mirrored the expansion of research conducted by professors of advertising.

The year 1980 offered two developments particularly worthy of note. First, the International Advertising Association launched an Accreditation Program, to certify university, college, or professional school advertising and marketing communication courses and programs. At this point many advertising programs in the United States were accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), which began in 1945 to accredit journalism schools, but now an advertising-specific accreditation was available. This was the first and *only* organization to specifically accredit advertising (along with other specific sequences in journalism). In about 1985 this specific accreditation practice ended, leaving no accreditation agency for advertising programs.

The second event that year was an initiative by Barton Cummings, former chairman of Compton Advertising. Cummings, working in conjunction with the American Academy of Advertising, established a "Visiting Professor Program" to provide professors who might have little or no experience in advertising practice an opportu-

nity for exposure to the industry by spending some time in an advertising agency or department. Originally, the program was available only to AAA members, but in 1986 its administration was turned over to the Advertising Educational Foundation and its scope eventually was expanded to embrace non-members of AAA. This program continues to be in operation in 2007.

Until 1987, faculty teaching advertising commonly received doctorates in mass communication, mass media, or marketing, and occasionally held degrees in fields ostensibly unrelated to advertising. But this year The University of Texas authorized the creation of a Ph.D in Advertising, the first of its kind in the world.

Though having no direct impact on advertising programs, in 1988 *Business Week* magazine published its first rankings of Master of Business Administration (MBA) programs. It is relevant to the current discussion for three reasons: (1) it pushed rankings to the forefront of public attention, (2) it affected the orientation of business schools, and (3) it promoted business schools.

The first point affected advertising programs through the *absence* of similar rankings for those programs. Students, faculty, and administrators became more attuned to rankings, and the lack of any such metric for ad programs put them at a disadvantage when compared to marketing programs. The second point concerns the resulting emphasis of business schools on anything that might affect their relative standing in the rankings. Because their priorities differed from communication schools, which were not ranked, business schools headed in a somewhat different direction. And the third point is simply that by publishing regular rankings of business programs, the public became more aware of those programs. Again, the lack of such publicity for communication programs put them at a disadvantage. *U.S. News & World Report* began publishing its own rankings in 1994, ranking business schools regularly but including communication programs once, in 1996.

Northwestern University faculty in 1991 decided to overhaul the schools Master's in Advertising program. Led by professors Don Schultz, Dick Christian, Ted Spiegel and Stan Tannenbaum, the program was re-fashioned into something they called an "Integrated Marketing Communications" program. The idea was that the program would coordinate advertising, public relations, and other forms of promotion in an integrated fashion. The first graduates of that program emerged in 1992. Throughout the rest of that decade adver-

tising faculty around the U.S. struggled with the IMC concept and whether this terminology should be adopted in their own programs. Several, such as the University of Utah, University of Kansas, Florida State University, and Emerson College over time did convert their degree or their department to use of this term. Because of the politics of using “marketing” in communication colleges, and probably for other reasons, a few programs instead began using “Integrated Communications” as their term of choice. Florida International University is one example of that approach. Others, such as Missouri, Kansas, and Kentucky, avoided the political repercussions by using the term “Strategic Communications.”

Then, later in the 1990s the Internet became a factor in advertising education. Although the World Wide Web was opened to commercial traffic in 1990, the first university course on “Internet Advertising” was not offered until 1995. The University of Texas appears to have been the first to create such a course. This is the same university to create its own presence on the Internet with a website, in 1994-95.

The “account planning” concept first entered advertising in 1965, and it reached the U.S. about 1981 (Barry, Peterson & Todd 1987). It didn’t really make its way into advertising classes until the mid-1990s, though. Around 1995-96 Lisa Fortini-Campbell at Northwestern University taught what appears to be the first account planning class in the country, and in 1997 Neal Burns at The University of Texas began offering classes in the subject, as well as a concentration in it for graduate advertising students. Shortly thereafter the Miami Ad School – a “portfolio school” – began pushing the account planning concept, creating its own specialty in that area. Over the next few years other schools joined in teaching this “new” topic.

A *Journal of Advertising Education* was published in 1996, with Keith F. Johnson as its first editor ((Ross, Osborne & Richards 2006, p. 34). The Advertising Division of the Association for Education in Journalism & Mass Communication became the publisher of the journal. And in 2000, John D. Leckenby (University of Texas) and Hairong Li (Michigan State University) created the *Journal of Interactive Advertising*. Reflecting the start of a trend, this became the first on-line-only advertising journal, with no paper counterpart.

In 1997 the American Advertising Federation introduced its Most Promising Minority Students program. Recognizing a woeful lack of minorities in the advertising industry, this program was de-

signed to recognize and encourage the best and brightest students from under-represented populations. A decade later the program continues to call attention to promising minority students across the country.

By 2007 most advertising programs continued to be housed in journalism or communication colleges, though the specific configuration varied. Some were majors, some were concentrations, etc., and a growing number were separate Advertising departments, with the University of Tennessee being the first to create a “*School of Advertising and Public Relations.*” Although it is impossible to list all the programs in the United States, a representative sample of them is shown in Table 2-1.

Conclusion

The foregoing list of events barely scratches the surface of all that occurred between 1911 and 2007, but is intended to provide a framework against which to view the balance of the material in this book. The first century of advertising education was filled with “firsts” and with dedicated educators. In the remaining pages we will attempt to shine a light on some of them.

Table 2-1
Program Titles/Types

<i>University / College</i>	<i>Unit or Major</i>	<i>College/School</i>
Boston University	Dept. of Mass Communication, Advertising and Public Relations	Communication
Columbia College Chicago	Dept. of Marketing Communication	Media Arts
Emerson College	Dept. of Marketing Communication	Communication
Florida International University	Dept. of Advertising and Public Relations	Journalism & Mass Communication
Marquette University	Dept. of Advertising	Communication
Michigan State University	Dept. of Advertising, Public Relations, & Retailing	Communication Arts & Sciences
Northwestern University	Dept. of Integrated Marketing Communications	Journalism
Pace University	Dept. of Marketing (Advertising and Promotion concentration)	Business
Pennsylvania State University	Dept. of Advertising/Public Relations	Communications
Pepperdine University	Communication Division (Advertising major)	Letters, Arts & Sciences

Pittsburg State University (Kansas)	Advertising emphasis	Communication
Southern Methodist University	Temerlin Advertising Institute for Education & Research	School of the Arts
Southern New Hampshire University	Dept. of Marketing (Advertising major)	Business
Syracuse University	Dept. of Advertising	Public Communications
Temple University	Dept. of Advertising	Communications and Theater
Texas Tech University	Dept. of Advertising	Mass Communications
University of Alabama	Dept. of Advertising & Public Relations	Communication and Information Sciences
University of Florida	Dept. of Advertising	Journalism and Communications
University of Georgia	Dept. of Advertising and Public Relations	Journalism & Mass Communication
University of Illinois	Dept. of Advertising	Communications
University of Kentucky	School of Journalism & Telecommunications (Integrated Strategic Communication major)	Communications and Information Studies
University of Missouri	Dept. of Strategic Communication	Journalism
University of Nebraska	Advertising sequence	Journalism and Mass Communications
University of North Carolina	Advertising sequence	Journalism and Mass Communication
University of Oklahoma	Advertising sequence	Journalism and Mass Communication
University of Oregon	Advertising sequence	Journalism and Communication
University of Tennessee	School of Advertising & Public Relations	Communication and Information
University of Texas	Dept. of Advertising	Communication
University of Wisconsin	Advertising specialization	Journalism & Mass Communication

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3



NOTABLE ADVERTISING EDUCATORS

There have been many outstanding advertising educators during the past century who have contributed to the field of advertising with academic backgrounds ranging from the disciplines of psychology, general business/marketing and journalism/mass communications.

On a college campus advertising professors are considered a small group. A west coast magazine writer in the sixties described them as the "Lone Ranger of Journalism and Business departments" since they were the one and only teacher of about seven others on the faculty. Today there are more, but even then their numbers are small compared to the other faculty members in the department or school.

One of the first studies on the number of teachers was conducted by Dr. Charles L. Allen. He reported 267 advertising teachers who taught at least one advertising course (Allen 1960). A more in-depth study in 1964 found 135 whose primary teaching discipline was advertising (Ross 1964). By 2005 there were 366 reported whose primary teaching field was advertising (Ross & Johnson 2005).

Many of the advertising teachers selected to be included in this chapter are either deceased or inactive today. They have been singled out for their contributions to advertising education and in many cases to the professions of advertising, marketing and communication. No doubt some important contributors have been omitted from the list, however, this was not intentional.

The group includes teachers with outstanding records in teaching, publishing, research, administration and other activities related to advertising education.

- Adams, Henry F.** – University of Michigan – Taught first course entitled “Psychology of Advertising” in 1912 at the University of Michigan. In 1916 he published a book entitled *Advertising and the Mental Laws* which created a lot of discussion about advertising and psychology.
- Adams, Mel** – University of Kansas – He served as adviser for the ADS chapter that had to be revived after the depression. At that time the chapter was the only chapter in the entire Missouri Valley.
- Agnew, Hugh** – New York University – In 1915 he became one of the first teachers at New York University to teach advertising courses.
- Allen, Charles L.** – Oklahoma State University & Texas Tech University – He was the first Chairman of American Academy of Advertising Research Committee and conducted two of the earliest studies on advertising education.
- Arens, William F. (Bill)** - His first, among many textbooks, *Contemporary Advertising*, was translated into many languages, and used in more than 900 universities around the world. In addition to lecturing in many countries he taught extension courses in advertising at the University of California San Diego and San Diego State University. He studied French at the Sorbonne in Paris and was a graduate of Whittier College.
- Ashley, Perry J.** – University of South Carolina – He served as adviser of the University’s chapter of Alpha Delta Sigma.
- Atkin, Kenward L.** – He served as Chair of the Department of Advertising at Michigan State from 1967 to 1975. Also he was president of the American Academy of Advertising in 1974-75 and was Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication in 1970.
- Balmer, Thomas** – Northwestern University – In 1901, he was the one of the first to suggest that Walter Dill Scott apply principles of psychology to advertising courses at the University.
- Barban, Arnold M.** – He served as Chair of the Department of Advertising and Public Relations at the University of Alabama. He also served as president of the American Academy of Advertising and was later selected a Fellow.
- Bartels, Robert D. W.** – Early writings on marketing in his book, *The Development of Marketing Thought*, served as a guide for the future of advertising education.
- Bedell, Clyde** – Northwestern University – He was the author of many advertising textbooks. In 1963 he received one of ADS' Golden Fifty Awards for advertising educators.
- Beier, A. W.** – An advertising agency practitioner, Beier joined the faculty of the School of Commerce at Marquette University to teach its first advertising course in 1915.
- Bliven, Bruce O.** – He conducted studies in 1916-17 while at the University of Southern California that included information about the number of schools

with advertising programs and also the number of instructors.

Block, Martin - Northwestern University - He first taught at Michigan State developing courses in Media and Sales Promotion and chaired the department (1980-1985). He moved to the Advertising Department at Northwestern which became Integrated Marketing Communication. He chaired the department twice and currently is the sector head for Entertainment and Gaming. He wrote *Business-to-Business Market Research and Analyzing Sales Promotion*.

Bolser, Claude M. – He taught and lectured at Indiana University, Columbia University and Rutgers University in addition to the City College of New York. He was honored at CCNY where the chapter of Alpha Delta Sigma was established in his name.

Borden, Neil H. – Harvard University – His early writings on advertising management had a major impact in the teaching of advertising. His book, *The Economic Effects of Advertising*, in 1942 was one of the early classics of advertising. He received numerous awards and honors including his selection to the American Advertising Federation's Hall of Fame. In 1964 he received the *Printer's Ink* Gold Medal Award.

Bowers, Thomas A. - He was a teacher, scholar and administrator in the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill from 1971-2006. He guided many teachers in a pedagogy course, workshops, and a blog. He was President of the Association for Education in Journalism and Mass Communication and Chair of the Academic Committee of the American Advertising Federation.

Boyd, Bob – Virginia Commonwealth University and the University of Florida – He served as Chair of the Academic Division of the American Advertising Federation.

Bretsch, Lawrence – Rhode Island University – He served as a Vice President of Alpha Delta Sigma.

Brewster, Arthur J. – Syracuse University – He was an adviser to the Arthur J. Brewster Chapter of Alpha Delta Sigma after serving as advertising manager of Smith-Corona Typewriter Company.

Britt, Stuart Henderson – Northwestern University – He was the author of many advertising books and was elected a Fellow by the American Academy of Advertising.

Bryson, Jr., Robert L. – University of Oklahoma – He served as adviser to the William Wrigley, Jr. Chapter of Alpha Delta Sigma.

Burns, Chris – University of Colorado – A long-time teacher who served as adviser to the Lowell Thomas Chapter of Alpha Delta Sigma.

Burton, Philip Ward – Syracuse and Indiana Universities – He served as chair of the advertising departments at Universities of Iowa and Syracuse. He served as President of Alpha Delta Sigma and as a director of the Advertising Federation of America. He was named the first Distinguished Advertising Educator by the

American Advertising Federation and was elected a Fellow by the American Academy of Advertising.

Butler, Ralph Starr – In 1909 he developed a marketing course at the University of Wisconsin that revealed his views of the importance of advertising. He later went to the faculty at New York University. He was one of the founders of the National Association of Teachers of Advertising in 1915.

Calkins, Earnest Elmo – His 1915 book, *The Business of Advertising*, was one of the earliest books on advertising that was intended as a textbook for the teaching of a course in advertising campaigns.

Canfield, B. R. – Babson Institute – He served as national President of Alpha Delta Sigma and was awarded the organization's highest award, the Sixth Degree Key. In 1963 he received one of ADS' Golden Fifty Awards for advertising educators.

Cannon, Zane – Western Michigan University – Served as Chair of the Academic Division of the American Advertising Federation in 1974. He also served as an adviser to the University's Alpha Delta Sigma chapter.

Carey, James W. – Columbia University – An advertising and marketing major at the University of Rhode Island, he had successful teaching careers at the University of Illinois and Columbia University. He served as dean of the College of Communication at Illinois.

Carrell, Robert – Texas Christian University & University of Oklahoma – Served as chair of the Advertising Division of the Association for Education in Journalism and Mass Communication in 1976.

Carson, Ralph – University of Southern California – He was selected to the American Advertising Federation's Hall of Fame after creating the School of Entrepreneurship in the Business School at the University.

Casey, John H. – University of Oklahoma – He was one of the early advertising teachers who was respected for his interest in the field of weekly newspapers. In 1976 he was honored as an inductee in the Oklahoma Journalism Hall of Fame.

Chasnoff, Joseph E. – University of Missouri – In 1911 the University of Missouri hired him as the first full-time faculty member in the United States specifically to teach advertising.

Cherington, Paul – Harvard University – He is credited for writing the first advertising textbook, *Advertising as a Business Force*, in 1914. From 1916 to 1920, he served as president of the National Association of Teachers of Advertising.

Christian, Richard Carlton – Northwestern University – He was elected to the American Advertising Federation's Hall of Fame. He received the Distinguished Service Award from the American Academy of Advertising.

Clarke, George T. – New York University – He was the first Treasurer of the American Academy of Advertising and elected a Fellow by the Academy.

- Cochrane, Witt K.** – He was the organizer of the Chicago College of Advertising which was one of the most accepted schools for advertising.
- Cogan, Howard S.** - Ithaca College - A Cornell University graduate who at the age of 14 became the youngest paid radio talent in the country at WHCU. He taught advertising and public relations at Cornell and Ithaca College. In 1991 he was awarded the AAF Medal of Merit and in 1999 AAF named him the Advertising Educator of the Year. He served on the National Advertising Review Board for two terms.
- Coolsen, Frank Gordon** - As a graduate student at the University of Illinois his master's thesis in 1942 was considered the most comprehensive study on advertising education at that time.
- Crawford, John W.** – Michigan State University – He served as Chair of the University's Department of Advertising. He was president of the American Academy of Advertising and also was selected a Fellow by the organization. In 1966 he served as the first Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication.
- Crumley, Wilma** – University of Nebraska – In 1977 she was elected as Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication.
- Cundiff, Edward W.** – After serving as Chair of two marketing departments (The University of Texas and Emory University) and as editor of the *Journal of Marketing*, he returned to The University of Texas to rebuild its advertising department in the late 1980s, after a major upheaval resulted in the exodus of several respected faculty.
- Davis, Donald W.** – In 1922 he established a curriculum in advertising at Pennsylvania State University. He was very active in the Advertising Federation of America serving as vice president two different times and governor of the First AAF District. He was one of the original founders of the American Academy of Advertising. He was one of the first advertising educators to be elected into the AAF Hall of Fame. He served as President of Alpha Delta Sigma and took a year's leave from Penn State to invigorate the fraternity by visiting each chapter and increasing new chapters. For his years of service ADS presented him with its highest award, the Sixth Degree Key.
- Davis, Samuel T.** – He was one of the co-founders of The Page-Davis School of Advertising, which was considered the first school to teach advertising by the home study method.
- Dirksen, Charles J.** – Santa Clara University – He served as one of the first regional deans of the American Academy of Advertising.
- Drake, Jerry** – Southern Methodist University – He was present at the first meeting of the American Academy of Advertising in 1958 although he did not participate in it during the first few years. He was very active in Alpha Delta Sigma and served as a regional vice-president.

Dunn, Samuel Watson – He served as head of the Department of Advertising at the University of Wisconsin before becoming Dean of the College of Business and Public Administration at the University of Missouri. In 1988 he was named Distinguished Advertising Educator by the American Advertising Federation. He was also elected as a Fellow by the American Academy of Advertising.

Dykes, James E. – In 1964 he became the sixth President of the American Academy of Advertising while serving as the chair of the University of Kansas Department of Advertising. Later, in 1969, he served as Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication.

Elebash, Camille - University of Alabama - She taught advertising at UA for 16 years. She received the "Outstanding Commitment to Teaching" award from the Alumni Association. She authored political advertising articles in professional journals and a chapter in a political advertising book. She was a former staff member of the *The Tuscaloosa News* and *The New York Times* and the copublisher of the Graphic newspaper in Tuscaloosa, AL.

Eliot, Charles W. – Harvard University – One of the earliest pioneers of journalism education, he prepared a course of study for journalism education that included "Operation of the advertising office." His plan was implemented in 1908 at the University of Missouri. His career included being President of Harvard University.

Fernald, Charles – University of Illinois – He was the fourth President of Alpha Delta Sigma serving an undetermined period between 1928 and 1938.

Fish, James (Jim) - University of St. Thomas - An advertising and practitioner for over 40 years at General Mills, an ardent supporter of and spokesperson for advertising education. After his retirement he served on the faculty at the University. He was a lifetime member of the Advertising Advisory Council at the University of Florida. He was inducted into the Advertising Hall of Fame and was elected a Fellow by the American Academy of Advertising and was honored as a recipient of its Distinguished Service Award. He was a prime mover in the facilitating the merger of the Advertising Association of the West and the Advertising Federation of America.

Flad, William – Youngstown University – He served as adviser of the Youngstown University Alpha Delta Sigma Chapter.

Fletcher, Alan D. – Universities of Tennessee and Louisiana State – In 1975 he was Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication. He also served as President of the American Academy of Advertising in 1983 and was Chair of the Academic Division of the American Advertising Federation in 1985.

Flint, L. N. – University of Kansas – He was a pioneer journalism teacher and administrator who served as the Chairman of the Department of Journalism from 1916 to 1941. For his support, the members of the University's Alpha Delta Sigma honored him by naming the chapter the L. N. Flint Chapter.

- Frey, Albert Wesley** – Universities of Pittsburg and Dartmouth – He was a teacher, scholar, consultant and author who started publishing the nationally known *Frey Report* in 1959 at the request of the Association of National Advertisers. He authored many advertising and marketing books. He was very active in the American Marketing Association and served as President in 1961-62.
- Fryburger, Vernon R.** – Northwestern University – In 1965, he served as President of the American Academy of Advertising and later the members of the Academy selected him as a Fellow.
- Gale, Harlow** – University of Minnesota – His book, *The Theory of Advertising*, was published in 1903. He used his psychology laboratory for experiments in advertising at the University. He and Walter Dill Scott were the first psychologists to apply experimental techniques in advertising.
- Galloway, Lee** – He served as acting director coordinator of the advertising courses at New York University in 1908-09.
- Gallup, George** – Northwestern and Columbia Universities – He is honored by the Advertising Federation of America in the Hall of Fame. He was also recognized in the Marketing Research Hall of Fame.
- Gaw, George D.** - Roosevelt University - Although never a member of Alpha Delta Sigma the students at the University named the chapter in his honor. During his career, Gaw founded the O'Hara Envelope Company. One of his greatest innovation and contribution was the window envelope.
- Gaw, Walter A.** - He was one of the outstanding faculty members of the City College of New York and first recipient of the Alfred Erickson Award for Advertising Education (1964). He was the author of *Advertising: Methods and Media*.
- Gingrich, Oliver N.** – University of Missouri – He was one of the charter members of Alpha Delta Sigma and served as the first national president of the fraternity from 1920-26.
- Glover, Donald R.** – University of Nebraska – In 1985-86 he served as President of the American Academy of Advertising.
- Graham, Herbert** – University of Kentucky – He was the first Secretary of Alpha Delta Sigma serving from 1920 to 1926.
- Greyser, Stephen A.** – Harvard University – He served as President of the American Academy of Advertising in 1972-73.
- Gross, Milton E.** – University of Missouri – From 1947-1961 he served as the Executive Secretary of Alpha Delta Sigma longer than any officer of the fraternity. In 1953 he was awarded the fraternity's highest award, The Sixth Degree Key. In 1963 he received one of ADS' Golden Fifty Awards for advertising educators.
- Hall, S. Roland** – He was in charge of the advertising and salesmanship courses for the International Correspondence School from 1904 to 1913.

Hallam, Arthur – Universities of Oklahoma and Wisconsin – From 1926 to 1939 he served as Secretary of Alpha Delta Sigma and as both Secretary and Treasurer from 1928 to 1929. Prior to his death in 1965 he had indicated that he had all the previous records of ADS, however, they were destroyed by mistake.

Halterman, Jean – Indiana University – He, along with Dwight Riter and Edward Van Riper were instrumental in activating the Vergil Reed Chapter of Alpha Delta Sigma in 1963. He continued to serve as the fraternity's faculty adviser.

Hanes, Harvey – University of Cincinnati - He served as an acting advertising instructor at the University in 1915 while an employee of J. Walter Thompson Advertising Agency.

Hattwick, Melvin S. – Colorado State University – He was advertising director of Conoco Oil Company, Houston, TX for many years. He served as president of the Advertising Federation of America and was one of the strongest supporters of the establishment of the American Academy of Advertising. After years in industry he served on the faculty of Colorado State University where he retired. He was also selected as a Fellow by the American Academy of Advertising.

Haverfield, Robert W. – While on the faculty at the University of Missouri he served as editor of *Linage*, the official publication the Alpha Delta Sigma from 1950 to 1963. In 1959 he received the fraternity's highest award, The Sixth Degree Key and in 1963 he received one of ADS' Golden Fifty Awards for advertising educators.

Hebert, Elsie – Louisiana State University – In 1984-85, she was Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication. In 1981-82 she served as Chair of the Academic Division of the American Advertising Federation that named her a Distinguished Advertising Educator in 1994..

Hepner, Harry W. – Syracuse University – He was the founder and first President of the American Academy of Advertising. He was also honored as the Academy's first Fellow. He authored several books on psychology, marketing and advertising.

Hess, Herbert W. – University of Pennsylvania – A pioneer advertising faculty member who offered one of the earliest advertising courses in 1910.

Hicks, Roland – He served on the faculties at Pennsylvania State University and Ferris State University, where he retired. He and Robert A. Sprague were founding co-advisers of the University's Leo Burnett Chapter of Alpha Delta Sigma.

Hileman, Donald G. – The Universities of Southern Illinois and Tennessee – He headed the advertising programs at both universities and later as dean of the College of Communication at Tennessee. He served as Executive Director of Alpha Delta Sigma and *Linage* Editor for many years. In 1963 he received one of ADS' Golden Fifty Awards for advertising educators. In 1971-72 he became the first and only Chairman of the board of the newly merged organization of Alpha Delta Sigma and Gamma Alpha Chi.

- Hoffman, Carl** – While at San Jose State University he received one of ADS' Golden Fifty Awards for advertising educators in 1963.
- Hollingworth, E. L.** – Columbia University – In 1909 he taught an off-campus advertising psychology course for the university.
- Hollingworth, Harry L.** – Columbia University – He was among the early pioneer advertising teachers.
- Holmes, John** - Bowling Green State University - He was a professor of advertising at BGSU. He worked with the International Advertising Association as Education Director and was responsible for the accreditation by IAA of advertising and marketing curricula at educational institutions throughout the world. After retirement he continued his work for IAA.
- Hotchkin, W. R.** – While advertising manager of Wanamaker he taught one of the earliest advertising courses at New York University in 1905-06.
- Hotchkiss, George B.** – In 1915 he established the department of advertising and marketing at New York University while serving as an English professor. He was often referred to as “Dean of Advertising Teachers.” He was elected to the Advertising Federation of America’s Hall of Fame. In 1922 he served as President of the National Association of Teachers of Advertising.
- Hunt, H. Keith** - Brigham Young University - Keith served in three positions in the American Academy of Advertising. He served as Editor of the *Journal of Advertising* from 1978 to 1983, was the first Executive Secretary of the Academy from 1983 to 1986 after serving as President in 1982. He was selected as a Fellow by the Academy in 1987.
- Joel, Richard** – University of Tennessee and Florida State University– He served as President of both Alpha Delta Sigma in 1957-59 and the American Academy of Advertising in 1977. Alpha Delta Sigma presented him the Sixth Degree Key in 1959 and in 1963 he received one of ADS' Golden Fifty Awards for advertising educators.
- Johnston, E. K.** – University of Missouri – He served as President of Alpha Delta Sigma from 1926-28. In 1940 the fraternity presented him with its highest award, The Sixth Degree Key.
- Jones, Robert W.** – University of Washington – He served as President of Alpha Delta Sigma from 1929-31 and was the first to be honored with the Sixth Degree Key. The University’s ADS chapter was named in his honor.
- Jugenheimer, Donald W.** - Texas Tech University, Southern Illinois University, Louisiana State University, University of Illinois - He has authored 17 advertising textbooks. He served as President and as Executive Director of the American Academy of Advertising and was Advertising Division Head of the Association for Education in Journalism and Mass Communication. Also he was Business Manager for the founding of the *Journal of Advertising*.
- Kanas, Harvey** – He was one of the pioneer teachers of advertising who taught at the University of Cincinnati in 1915.

Kastor, E. N. – In 1918 he wrote a text for correspondence instruction in advertising for the La Salle Extension University while running his own advertising agency in Chicago.

Keeler, Edward E. – University of Southern California – He served as treasurer of Alpha Delta Sigma from 1943 to 1947 and was honored by the fraternity in 1947 with the Sixth Degree Key.

King, Robert Leroy - Universities of Richmond, Virginia Tech, South Carolina and The Citadel. He was a teacher, writer and consultant. He held elective offices in the American Academy of Advertising and the Academy of Marketing Science. His interest in international advertising resulted in an honorary doctoral degree by the Wroclaw (Poland) University of Economics, and in AAA's development of its Asia-Pacific Conference series.

Kleppner, Otto – New York University – He was the author of the book, *Advertising Procedures*, which has sold more copies than any other advertising text. He dedicated the book to his teacher, George Burton Hotchkiss.

Kover, Arthur J. - Fordham University Graduate Business School - Before Fordham, he spent 23 years in advertising. He was President of the Market Research Council and the Advertising Agency Research Directors Council. He was a Management Fellow at Yale School of Management and edited the *Journal of Advertising Research*.

Laird, Noel – Franklin and Marshall College – He served many years as the Treasurer of Alpha Delta Sigma. The fraternity recognized him in 1955 with the Sixth Degree Key award in 1955 and in 1963 he received one of ADS' Golden Fifty Awards for advertising educators.

Lanfranco, Leonard – University of South Carolina – He was Chair of the Academic Division of the American Advertising Federation in 1977 and was President of the American Academy of Advertising in 1979.

Larkin, Ernest F. – University of Oklahoma – He served as Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication in 1979 and again in 1986. Two years later in 1988 he became President of the American Academy of Advertising.

Lauterborn, Robert F. - University of North Carolina at Chapel Hill - He moved into academia after 26 years in corporate America and co-wrote the seminal book about IMC - *Integrated Marketing Communication: Pulling It All Together and Making It Work* which sold 50,000 copies in 13 languages. Active in association work, he was Vice Chairman of the Association of National Advertisers, Chairman of the Business Marketing Association and winner of the AAF Silver Medal.

Leckenby, John - University of Texas - Before joining the Department of Advertising, he was Professor of Advertising and Research Professor of Communications in the Institute of Communications Research at the University of Illinois at Urbana-Champaign. He served as President of the American Academy of

Advertising and was awarded the Outstanding Researcher Award as well as elected a Fellow.

Lewis, E. St. Elmo – University of Pennsylvania and New York University – He was a long-time advocate of advertising as an educational force and served as lecturer at both universities. He was elected to the American Advertising Federation's Hall of Fame and was a co-founder and first president of the Association of National Advertisers.

Lucas, Darrell Blaine – Iowa State University – He was the author of several advertising books and a member of many professional organizations including Alpha Delta Sigma. He served as Chairman of the Marketing Department of Iowa State University from 1950 to 1961.

Lynn, Jerry R. – Marquette University – He served as Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication in 1973.

Mabin, John Lee – Northwestern University – He was the Publisher of *Mabin's Magazine*. As early as 1903 he was a strong advocate of courses in advertising and he served as a lecturer at the University. He worked with Walter Dill Scott, making him one of the earliest advertising educators.

Mancini, Marilyn - University of Alabama - She taught advertising copywriting courses to more than 1,500 students during her 18-year career. More than 100 of her students won local, regional, state and national awards for advertising creativity and writing. She devoted her talents to support many nonprofit organizations and was the recipient of the *Thanks Badge*, the highest honor given by the Girl Scouts of America.

Mandell, Maurice - Bowling Green State University - He was a professor of advertising at BGSU for many years. He wrote a popular advertising textbook and was the first to offer multimedia packages (created by Joseph R. Pisani) to supplement the second and third editions of his text.

Martin, Claude - University of Michigan - He served as Isadore and Leon Winkelman Professor Emeritus of Retailing at the University and is well-known as a veteran advertising researcher. In the 1990s he served on the National Advertising Review Board. Martin started his career in 1951 and spent 14 years as a broadcaster.

Martin, Dennis G. - Brigham Young University - He served as Executive Secretary of the American Academy of Advertising from 1986 to 2005.

Martin, Mac – University of Minnesota – He had his own advertising agency and served as lecturer in advertising for the University extension division in 1914. Martin was an advocate of laws to prohibit fraudulent advertising. He was co-founder of the Better Business Bureaus and co-founder of the Advertising Club of Minneapolis, and was inducted into the Advertising Hall of Fame in 1962.

McBride, Michael - Texas State University - San Marcos - He was a teacher, scholar, and administrator who served TSU-SM for 25 years. He taught in Bul-

garia and Moldova on Fulbright grants and in Korea as a visiting professor. He co-advised successful AAF National Student Advertising Competition student teams and winning international student groups while abroad.

McCabe, Frank – He was one of the founders of the American Academy of Advertising and served as the first bursar – the title later changed to treasurer.

McClure, Leslie Willard - University of Illinois - He was an advertising professor who taught a number of journalism and advertising courses - his specialty was "Newspaper Advertising." He published *Newspaper Advertising and Promotion* in 1950 and *Advertising in the Printed Media* in 1964. Prior to his teaching career, he was the publisher of a weekly newspaper in Wisconsin.

McCoy, Gene G. – Little Rock University – now University of Arkansas at Little Rock – He was considered a combination advertising practitioner and educator who was the founding adviser of the University's ADS chapter.

McGee, Edward J. – Babson Institute – He was an active advertising teacher who was student oriented and served as advisor to the ADS chapter at Babson.

McJohnston, Harrison – University of Illinois – In 1914 he taught the first course in advertising at the University.

Mertes, Jr., John E. – University of Oklahoma – He served as President of the American Academy of Advertising in 1966. He was the first President to start gathering information for a history of the Academy.

Mindak, William A. – University of Texas and Tulane University – He was the first Chairman of the Department of Advertising at Texas in 1972. He served as the last President of Alpha Delta Sigma before it was merged with Gamma Alpha Chi in 1971.

Miracle, Gordon Eldon - Universities of Michigan and Michigan State - He taught marketing, advertising and especially international marketing; in 1967 he taught the first university course in international advertising. He wrote nine books, more than 100 articles and papers. He was a Fulbright Research Scholar in Japan, elected a Fellow by the American Academy of Advertising, and founded InterSIP, a worldwide student internship program.

Moore, Frazier – University of South Carolina – He was head of the advertising program at the University.

Moyer, James E. - University of Illinois - As an Associate Professor his teaching emphasis was advertising media. In addition to a long teaching career he was a consultant to several local businesses. He was one of the early contributors to the forerunner of the *Journal of Advertising* and published "Four Challenges to Advertising Media," in *Occasional Papers in Advertising*, American Academy of Advertising in 1966.

Mullen, Jim - University of North Carolina - He joined the UNC faculty in 1959 and retired in 1986. He created the advertising sequence and was its only teacher until 1971. He was active in the AEJ Advertising Division. He received

his Ph.D. from the University of Minnesota and taught in the Department of Advertising at the University of Illinois before coming to UNC.

Page, Edward T. - He joined Samuel L. Davis in establishing the first school to teach advertising by the “home study” method. He was credited with lectures on advertising as early as 1896,

Palmer, Herbert Hall – University of Rhode Island – He served as national President of Alpha Delta Sigma from 1931 to 1933. In 1947 he was named head of the University’s Department of Marketing and Advertising.

Parsons, Frank A. – New York University - As early as 1909 while serving as Director of the New York School of Applied Design he gave lectures on advertising. He later joined three others to teach courses at the University.

Pierce, Frank N. - University of Florida - He was the first Chairman of the Department of Advertising at UF and one of the first creators of client-funded campaigns classes. He was an advocate of international advertising and taught the course at Florida for many years. He designed and led more than 15 week-long trips to New York City to visit agencies, companies, networks and magazines to bring the current advertising world into focus for students.

Pisani, Joseph Ralph - Universities of Maryland, Texas, and Florida - He retired in 2005 after a 42-year career as a teacher, author and Chairman of the Department of Advertising at Florida (1982-2001). He pioneered multimedia instruction in advertising education and served as president of the American Academy of Advertising in 2003.

Pliskin, Daniel –Fairleigh Dickinson University – He served as the adviser for the first ADS chapter to be installed in the state of New Jersey

Powell, John B. – University of Missouri – He was the founder and first President of Alpha Delta Sigma in 1913 while serving as an instructor at the University.

Preston, Ivan L. - Universities of Pennsylvania and Wisconsin - He was a teacher and scholar who introduced analyses and research findings in consumer behavior and consumer law through publications and activities with academic and government organizations --- in particular, two books, 12 law review articles, and other research articles on advertising regulation. He was head of AEJMC's Ad Division and President of the American Academy of Advertising.

Ray, Royal H. – He served as Chair of the advertising program at Florida State University. In 1962 he became the fourth President of the American Academy of Advertising and later was selected a Fellow.

Reed, P. I. – He joined the faculty of West Virginia University as an English teacher in 1920 and became the first advertising person to teach an advertising course in the state. He guided the courses in journalism and advertising into a department and later a separate School of Journalism. He was a charter member of the University’s ADS chapter, which was named in his honor.

Reed, Vergil - Columbia Graduate School of Business - Along with John Crawford, Michigan State University, they published a landmark and extensive study

on graduate advertising education in 1963. The study was sponsored jointly by the Columbia Graduate School of Business and the American Association of Advertising Agencies.

Rice, Leslie – University of Oklahoma – He served as national Treasurer of Alpha Delta Sigma and in 1963 he received one of ADS' Golden Fifty Awards for advertising educators. He also served as a regional Vice President of the fraternity for two terms.

Rider, Rol W., Jr. – California Polytechnic College – He served as President of Alpha Delta Sigma from 1961 to 1963. Prior to his selection as President he had been the fraternity's professional Vice President.

Roche, Bruce Ware - Universities of Alabama and Southern Illinois - He taught advertising for 24 years and was active in linking students with professionals through advertising club activities. He was the author of the American Advertising Federation's centennial history, *A Unifying Voice*.

Rose, Patricia B. Florida International University - She was a teacher, administrator, scholar and marketing professional who practiced and believed in integrated marketing communications. She was head of the Ad Division of AEJMC, and in 2006 President of the American Academy of Advertising. In her retirement she continues to serve as Editor of the *Journal of Advertising Education* and Executive Director of the Academy.

Ross, Charles G. – He taught the University of Missouri's first advertising course, "Advertising and Publishing," in 1908. He later served as President Harry S. Truman's press secretary.

Rotzoll, Kim B. – University of Illinois – He served as the Chair of the Department of Advertising and as dean of the University's College of Communication. In 1991 he was President of the American Academy of Advertising and was later selected a Fellow. He was the first recipient of the Kim Rotzoll Award for Advertising Ethics and Social Responsibility which was established and named in his honor. In 1992 the American Advertising Federation recognized him as a Distinguished Advertising Educator.

Ruben, Leonard – University of Texas – Having worked as an art director at Young & Rubicam, he left the business to teach. He moved from the art department to the advertising department around 1978, and in less than a decade he built a program for art direction and copy writing that gained international renown.

Russell, Frederic A. – He taught advertising courses at the University of Washington in 1917-18.

Sabine, Gordon A. - An advertising teacher who became the first Dean of the Michigan State University College of Communication Arts and Sciences and later vice president of the University. He also served on faculties at the Universities of Iowa, Oregon, Kansas and Minnesota. One student said he was "who made the link between journalism and advertising that got me hooked on the field."

Sandage, Charles H. – University of Illinois – He is known by many as the “father” of advertising education. In 1965 he received the *Printer's Ink* “Advertising Gold Medal Award, the first advertising educator to receive the award. He was also selected for the American Advertising Federation Hall of Fame. He held tenured chairs at seven universities which included the last at the University of Illinois. His university’s advertising program has produced more than fifty teachers of advertising. He was elected a Fellow by the American Academy of Advertising and was awarded The Nichols Cup by Alpha Delta Sigma.

Sargent, Hugh – University of Illinois – He served as a regional Vice President for Alpha Delta Sigma and in 1963 he received one of ADS' Golden Fifty Awards for advertising educators.

Schultz, Don Edward - Universities of Oklahoma and Michigan State - He spent 15 years in media and agency work before entering academia at Northwestern where he served as Chair and Associate Dean at the Medill School. He was founding Editor of the *Journal of Direct Marketing*, co-creator of the Integrated Marketing Communications Initiative, author or co-author of 18 books, and an internationally recognized teacher, consultant, researcher and speaker. He is President of the global consulting firm, Agora, Inc.

Scott, Walter Dill – Northwestern University – In 1900 he was director of the psychology laboratory that conducted experiments in advertising where in later years he became President of the university. He developed one of the first courses in advertising, and authored one of the earliest books, *The Theory of Advertising*. In 1915 he became the first President of the National Association of Teachers of Advertising. He was selected to the American Advertising Federation’s Hall of Fame.

Seichrist, Ron – Miami Ad School – He attended the Richmond Professional Institute, before it became Virginia Commonwealth University, where he landed his first job as a designer for a pharmaceutical firm. Eventually he ended up as creative director at the London office of the InterCon agency. He returned to the U.S. and began teaching at the Minneapolis College of Art and Design in the late 1960s, where he is credited with reanimating the school's advertising program. Then in 1977 he co-founded Atlanta's Portfolio Center. After several more years he moved to Florida and in 1993, along with his wife, founded the Miami Ad School.

Sellmeyer, Ralph L. – Texas Tech University – In the fall of 1970 when the headquarters of Alpha Delta Sigma and Gamma Alpha Chi became one at Texas Tech University, Sellmeyer was named Executive Director. He served until 1973 when the organization was merged into the American Advertising Federation.

Senger, Frank W. – Michigan State University – He served as a regional vice president of Alpha Delta Sigma and in 1963 he received one of ADS' Golden Fifty Awards for advertising educators.

Sharpe, Ernest A. – University of Texas – He received three degrees from the University and in 1946 joined its faculty in the Department of Journalism. His

accomplishments in Alpha Delta Sigma were many. He served as President from 1951-53, was presented the fraternity's highest award, the Sixth Degree Key and was the only recipient for the Sidney R. Bernstein Advisor Award. In 1963 he received one of ADS' Golden Fifty Awards for advertising educators and in 1967 he became the second Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication.

Shropshire, James S. – University of Kentucky – Although not in consecutive terms, he served as Treasurer of Alpha Delta Sigma during the period of 1929 to 1940.

Simon, Julian - University of Illinois - An associate professor of marketing, he was a trained economist after receiving his bachelor's in experimental psychology from Harvard, an MBA from the University of Chicago and a Ph.D in business economics from the same school. He was an inventor of the airline over booking plan, in use since 1978.

Sissors, Jack Z. – Northwestern University – A noted author of advertising textbooks on advertising media, he was elected a Fellow by the American Academy of Advertising.

Smeeten, C. Brooks - Marquette University - The students at Marquette named the Alpha Delta Sigma chapter in his honor. Prior to joining the faculty at Marquette he served on the faculty at Notre Dame University. He holds degrees from Northwestern University. His students wrote that he was highly acknowledged in the advertising world for his contributions to the profession.

Smith, Samuel V. – University of Houston – In 1969 he served as President of the American Academy of Advertising.

Snyder, Robert E. J. – Roosevelt University – He served as adviser to the Roosevelt University ADS chapter and also helped the chapter members become a student-run advertising agency.

Starch, Daniel – The universities of Harvard and Wisconsin – He authored one of the earliest advertising textbooks: *Advertising: Its Principles, Practices & Techniques* in 1906. He served as the first head of the American Association of Advertising Agencies' research department. During his career he was recognized as the nation's leading psychologist in the fields of advertising and marketing. He started his teaching career in 1910 at Wisconsin. In 1914 his book, *Advertising – Its Principles, Practices and Techniques*, was considered the first practical text for the teaching of a college course in advertising principles. In 1921 he became the third President of the National Association of Teachers of Advertising.

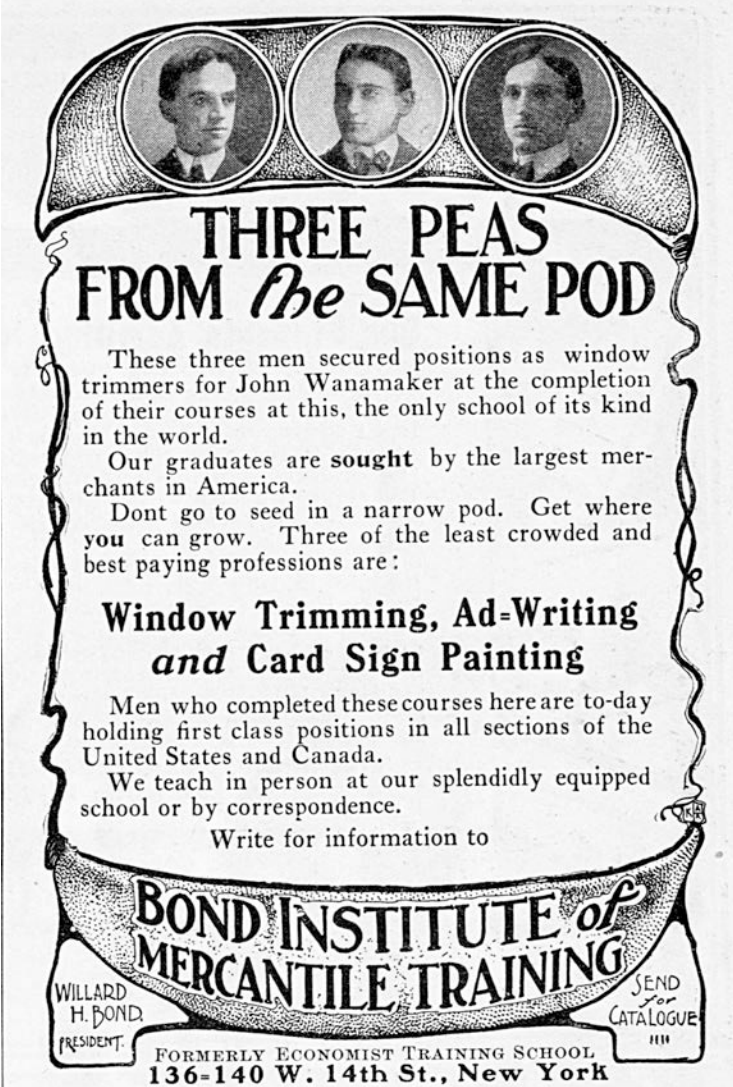
Stephens, Edward C. - Advertising executive and creative supervisor in New York City for 10 years before teaching advertising at Northwestern University's Medill School of Journalism (1963-1976). He went to Syracuse University as chair of the advertising department in 1976, served as Dean of the Newhouse School of Communications (1980-1989), and retired as professor emeritus in 1992. He was President of American Academy of Advertising in 1976.

- Stewart, Daniel K.** – Northern Illinois University – In 1972 the *Journal of Advertising* was established by the American Academy of Advertising with Stewart as the first Editor.
- Summers, Jr., William R.** – West Virginia University – He served as adviser of the P. I. Reed ADS chapter at the University. Reed was one of the pioneer advertising teachers.
- Thacher, W.F.G.** – University of Oregon – In 1942 he presided over Alpha Delta Sigma through the war years. He helped hold the fraternity together through 1947. Prior to that service he had assisted in the establishment of an advertising department at the University that provided a full advertising curriculum. The W.F.G. Thacher ADS chapter was formed in 1921 in his name. In 1941 ADS presented him with the Sixth Degree Key and in 1963 he received one of ADS' Golden Fifty Awards for advertising educators.
- Thompson, Paul J.** – University of Texas – A 1914 graduate of the University of Missouri he worked with weekly newspaper until 1919 when he was hired to teach journalism and advertising at the University of Texas. Together with Robert M. Gray they formed an ADS chapter that later bore his name. He headed the School of Journalism at the University from 1927 to 1958.
- Thompson, Willard** – Universities of Minnesota and Oregon – He was an advertising teacher at both universities who later served as assistant to the president of the University of Minnesota. In 1963 he received one of ADS' Golden Fifty Awards for advertising educators.
- Thornburg, Frank B.** – University of Tennessee – He served as the one of the first regional deans of the American Academy of Advertising.
- Thorpe, Merle** – University of Washington – One of the pioneer advertising teachers, he taught advertising courses at the University as early as 1907.
- Tipper, Harry** – New York University – He helped develop four advertising courses at the University that were instrumental in the development of the Department of Advertising and Marketing.
- Vance, H. T.** - Oregon State University - The students of Alpha Delta Sigma at the University named the chapter in his honor. He developed the first course in advertising to be offered at OSU and organized the Department of Secretarial Science in the School of Business and Technology.
- Wales, Max** – University of Oregon – He was one of the first regional deans of the American Academy of Advertising.
- Wardrip, Jon P.** – University of South Carolina – Before his death in 2006, he served as head of the advertising programs at Texas Tech University and the University of South Carolina.
- Warner, Daniel S.** – University of Washington – In 1961 he became the third President of the American Academy of Advertising and was selected a Fellow by the organization.

- Wasburn, Roger** – Boston University – He served as a regional vice-president of Alpha Delta Sigma. In 1953 he was awarded the fraternity's Sixth Degree Key and in 1963 he received one of ADS' Golden Fifty Awards for advertising educators.
- Webb, Carl** – University of Oregon – From 1949 to 1951 he served as treasurer of Alpha Delta Sigma and in 1963 he received one of ADS' Golden Fifty Awards for advertising educators.
- Wedding, Nugent** - University of Illinois. He was a professor of marketing, receiving his Ph.D in economics from UI. His business experience included the fields of wholesaling, retailing, advertising, mass communication and tax deduction. He argued that the IRS concept of "institutional" advertising was narrow and outdated. He believed there was a need to recognize the expanded function of advertising as a means of informing.
- Weir, Walter** – A well known copywriter and agency executive who, when retired, became a professor at Tennessee and Temple universities. The American Academy of Advertising bestowed the honor of Fellow and the American Advertising Federation named him a Distinguished Advertising Educator in 1995.
- White, Gordon E.** – University of Illinois – He taught copywriting at UI for many years and was coauthor of a copywriting textbook. He was the first Chairman of the *Journal of Advertising* Board. The American Academy of Advertising honored him as a Fellow and with the Distinguished Service Award.
- Wolff, Charles E.** – Long Beach State University – He served as a regional vice-president of Alpha Delta Sigma and in 1963 he received one of ADS' Golden Fifty Awards for advertising educators.
- Wood, Edwin G.** – University of Arizona – He was adviser of the University's ADS chapter named in his honor. In 1963 he received one of ADS' Golden Fifty Awards for advertising educators.
- Wright, John S.** – Northwestern University – He was co-author of the book, *Advertising*, that at one time was one of the most used textbooks for the introductory course in advertising. Much of his career was spent as the director of advertising for Eli Lilly & Co.
- Young, James Webb** – He was one of the principals of J. Walter Thompson Advertising Agency and one of the founders of the Advertising Council and the American Association of Advertising Agencies before becoming a professor at the University of Chicago. In 1963 he received one of ADS' Golden Fifty Awards for advertising educators and in 1965 he received the Nichols Cup from Alpha Delta Sigma.
- Zacher, Robert V.** – Arizona State University – In 1963 he became the fifth President of the American Academy of Advertising and later was honored as a Fellow of the Academy. He also served as the Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication.

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Our graduates are **sought** by the largest merchants in America.

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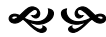
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From *McClure's* magazine (1902-03)

4



WOMEN FACULTY IN ADVERTISING PROGRAMS

*by Kim Sheehan,
University of Oregon*

Women always played a major role in the advertising field. Recognizing the role women play as the primary consumers of many goods and services, adman David Ogilvy (1985) wrote, “the consumer is not a moron, she is your wife (p. 170).” In the 1950’s and 60’s, when most American women relished the roles of mothers and wives, women like Mary Wells Lawrence, Jo Foxworth, Shirley Polykoff, Helen Lansdowne Resor, and Janet Wolff were making their marks by creating award winning advertising and holding leadership roles at large advertising agencies.

As the advertising industry evolved to become one of the more supportive industries for women in the workplace, advertising education became a home for women in the American Academy of Advertising. Like the advertising industry, advertising education was a male-dominated field for the he first several decades of its existence. As women made greater strides in the workplace, and as the Academy began to embrace professional education, women educators began to make their mark in higher education as advertising teachers and scholars.

Interdisciplinary Innovation

Elsie Hebert, Professor Emerita at Louisiana State, taught and studied in both the advertising and journalism disciplines throughout much of her storied thirty-year career. Dr. Hebert was the exception, rather than the rule, as to how women became involved in advertising education. In the late 1970's and early 1980's, many women came to teach in advertising and marketing programs not via a path through a journalism program, but through other programs that had tangential relationships to advertising and marketing. Esther Thorson, Acting Dean of the University of Missouri's School of Journalism, earned a Ph.D. in psychology and, as a student, never took classes in advertising. Early in her academic career, Thorson became interested in the impact of television advertising, which started her down the path to becoming involved in advertising education. Sandra Moriarty, now retired from the University of Colorado-Boulder, had undergraduate degrees in journalism, and earned her Ph.D. in instructional communication. Instructional communication is a natural fit with questions of how people learn when exposed to various types of messages. Barbara Stern's Ph.D. in English opened the door to deeper study of the language of advertising messages. Stern, now a Professor of marketing at Rutgers University, applies literary theory to the analysis of advertisements, consumer behavior, and marketing texts.

The 1980's saw the growth of doctoral programs focusing on advertising. These programs ushered in the next generation of advertising faculty: women (and men) well versed in traditional communication theory. These new women faculty, many with several years of industry experience, contributed to the development of a professional advertising curriculum at universities across the United States. These junior faculty women helped to build programs at the University of Texas-Austin, the University of Georgia, the University of Tennessee, and Michigan State University. These programs then began to support the study of advertising at the Ph.D. level, and subsequently graduated women faculty with interests in building upon the existing solid core of advertising programs.

Advertising, both in industry and in academia, has always been interdisciplinary in nature. Professionals and educators draw inspiration from observing the world around them and connecting into key

trends and issues that are of concern to consumers. Therefore, it is not surprising that even as advertising education became more professionalized, advertising academics were always open to exploring new ways to teach in the discipline.

Several women faculty focused on improved pedagogy in creativity. Deborah Morrison (Chambers Distinguished Chair of Advertising at the University of Oregon) and Patricia Alvey (Distinguished Chair and Director of the Temerlin Advertising Institute at Southern Methodist University) created one of the first curricula focused solely on creativity and the creative process for an academic institution, at the University of Texas-Austin. Dozens of their former students now populate creative departments at advertising agencies around the world. Similarly, Beth Barnes (Director of the School of ISC at the University of Kentucky) and Carla Lloyd (Associate Dean for creative and scholarly activity and Associate Professor and Chair of the Advertising Department at Syracuse University) studied and championed optimal ways to offer creativity as part of the advertising education curriculum. Lisa Duke Cornell, Associate Professor at the University of Florida and Sheila Sasser, Assistant Professor of Marketing, Advertising and IMC at Eastern Michigan University, continue to break new ground in this area.

Wei-Na Lee, Professor at the University of Texas, has emerged as a leading researcher in international advertising communications, and has taught in that area for many years. International advertising is a truly interdisciplinary area, bringing together theories of persuasion, culture and identity to study communication that crosses geographic and temporal boundaries. Lee, along with colleagues including Se-jung Marina Choi (Assistant Professor at the University of Texas-Austin), Louisa Ha (Professor at Bowling Green State University) and Carrie La Ferle (Associate Professor at Southern Methodist University) have developed innovative research that looks at how advertising operates in an increasingly smaller world.

Women also have helped to develop programs in Integrated Marketing Communications (IMC), most notably Sandra Moriarty who co-created the IMC program at the University of Colorado-Boulder. In reflecting on the importance of interdisciplinary study in the advertising and marketing fields, Moriarty wrote, “the significance of a solid liberal arts background continues to demonstrate its worth (e.g., how can we understand consumer-generated media and social networking without an understanding of sociology?). The integration

of efforts of advertising, public relations, promotion, marketing and communication continues in management of the brand. (2008).”

Building Bridges

Throughout the 1980s and the 1990s, advertising programs welcomed women with industry experience into their ranks. These women brought an enhanced level of skill and a new appreciation for industry issues to the Academy. Recently retired Professor Ann Maxwell left a successful advertising career to join the faculty at the University of Oregon, where she first studied team-building skills and later became one of the first US academics to write about the British account planning trend. Jan Slater, advertising department head at the University of Illinois, and Karen King, advertising professor and department head at the University of Georgia, were among the former professionals who melded interests in media and research with the PhD to bring a new level of inquiry to the research field. Patricia Rose, Professor Emerita at Florida International University, left a distinguished account management career to share her understanding of management with students and colleagues; Rose now serves as Executive Director of the American Academy of Advertising.

Women have been closely involved in bringing key issues about advertising and society into the classroom. Women faculty such as Peggy Kreshel, Associate Professor at the University of Georgia and Linda Scott, Associate Professor of women's studies, advertising, and art at the University of Illinois study the role portrayals of women in advertising and share their approaches and insight with students and industry alike. Women study and teach about issues of health communication in traditional and online environments and share with students how such messages can affect public health. Leaders in this area include Pat Stout, Professor at the University of Texas; Mariea Hoy, Professor at the University of Tennessee; Margaret Morrison, Professor at the University of Tennessee; Sally McMillan, Associate Professor at the University of Tennessee; Marla Royne, Professor at the University of Memphis; and Joyce Wolburg, Associate Professor, Department Chair, and Associate Dean at Marquette University.

Mentors

Many studies of women in academia suggest that women often are less successful than their male counterparts. An article by JoAnn Moody (2004) stated that, in general, women faculty at both the junior and senior levels were not 'full citizens' on campus because of 'cognitive mistakes' made by senior faculty. Specifically, Moody argues that issues of elitism and the 'longing to clone' cause women faculty to be underrated. Luckily, this rarely seems to be the case for women advertising faculty in the Academy; senior women faculty recall that male professors welcomed, encouraged, and mentored them in the same way that they mentored junior male faculty.

Female students in the early 1980s had few women professors to serve as mentors in the Academy; however, it is worth noting that this lack of women role models did not discourage the early women academics from pursuing an academic life. Roxanne Hovland, Professor at the University of Tennessee, believes that women doctoral students in the 1980s were one of the first generations of women to truly believe that career opportunities in academia should be equal for men and women. The lack of women faculty mentors led female students to instead seek inspiration from classmates, colleagues and friends, as well as from many of the important male faculty who, in Hovland's words, were truly egalitarian in how they treated students and colleagues

Similarly, Esther Thorson recounted that she was first encouraged to study advertising by Miner Raymond, who was at that time head of TV advertising at Procter and Gamble. Thorson's other mentors included Steve Chaffee, who encouraged her to pursue teaching in advertising in spite of her lack of advertising education, and Ivan Preston, who invited Thorson to sit in on his Advertising and Society course in the fall of 1981. Thorson refers to Preston as both her graduate education in advertising and her cheering squad. Hovland lists several notable advertising professors as her mentors, including James Terhune, the acting department head at Florida where Hovland was an undergraduate, Arnold Barban, Kent Lancaster, John Leckenby and Kim Rotzoll at the University of Illinois. James Carey, Wick Rowland, and Spencer Tinkham have also served as Hovland's mentors, and she notes that her mentors include her fellow students in her program such as Ron Taylor, who continues

to be a mentor and friend. Like Thorson, Hovland appreciated her male mentors' confidence in her abilities, and their help in learning about the advertising field. Hovland was grateful to her mentors for being generous with advice, and for serving to ignite her curiosity into the field.

Esther Thorson remembered that her first American Academy of Advertising meeting included just a few women, but noted that the women in attendance were all welcomed into the AAA fold. To this day, the AAA is known for its friendly environment and for the fact that senior members, regardless of their gender, seek to include newer members in all the activities. In the recent 50th anniversary of the AAA newsletter, Joseph Phelps, the Reese Phifer Professor in Advertising and Public Relations at the University of Alabama, recalled his first AAA conference. At the Saturday outing, Barbara Stern and Pat Stout invited him to walk with them and join their conversation. Advertising women learned the importance of mentoring from their own mentors, and find ways to mentor others in the Academy, regardless of gender.

Mentoring is highly important. Moody wrote that “not receiving instrumental mentoring can translate into a significant and cumulative professional disadvantage.” Instrumental mentoring occurs when senior colleagues take the time to critique the scholarly work of junior faculty, nominate them for career-enhancing awards, include them in valuable networks and circles, collaborate with them on research or teaching projects, and arrange for them to chair conference sessions or submit invited manuscripts. Clearly, the AAAs offers this kind of instrumental mentoring to all its members.

A Summary of Accomplishments

Women in advertising and marketing have made their mark in every area of the Academy. The first woman President of the American Academy of Advertising was elected in 1978 (Barbara J. Coe), and since that time a total of nine women have served as President. In the past ten year years, three of ten Presidents have been women (Carole Macklin, Mary Alice Shaver, and Pat Rose). Women have edited the *Journal of Advertising Education* (Mary Alice Shaver and Pat

Rose), and Marla Royne currently serves as the first women editor of the *Journal of Advertising*.

Women faculty members in the advertising and marketing fields have been lauded for their teaching. The American Advertising Federation has honored several women with its Distinguished Educator Award, including Esther Thorson in 2004, Leila (Lee)Wenthe from the Universities of Georgia and South Carolina in 2003, Frances Rutland Lacher from FIT in 1998, and Elsie Hebert in 1994. Hebert has also been honored with the AAA's Charles H. Sandage Award for Teaching Excellence, given in recognition of outstanding lifetime contributions to advertising teaching. Advertising and marketing women have won teaching awards from their departments, universities, AAF regional chapters, and the AEJMC. Women serve as department heads, graduate directors, and deans at advertising and marketing schools and programs around the world.

Roxanne Hovland believes that women today hold a more proportional number of tenure-track jobs in advertising and marketing departments and represent a broader range of interests than ever before. Women faculty members continue to serve as mentors to undergraduate and graduate students studying advertising and marketing. Hovland does not doubt that discrimination against females in advertising and marketing existed in academia when she was starting out, and that it probably still exists to some degree. But Hovland's career, as well as the careers of many women teaching in advertising and marketing today, was, is and will be influenced by men and women who value an individual's contributions far more than an individual's gender. Perhaps Marla Royne said it best in the AAA's 50th Anniversary newsletter. "We are diverse, yet the same. We study similar things in dissimilar ways. We transcend generations. We work together toward common, yet different goals."

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Fundamentals of Advertising

A Course of Ten Lessons

by George French

I have written a course of instruction in advertising covering ten lessons.

Into these ten lessons I have put the results of many years' experience in advertising work, in business investigations, and in market analyses.

They will give anyone the necessary basis for learning the business of advertising and learning it thoroughly; they will put him in the right way to become a success if he has the proper stuff in him and is willing to work and study.

I know the lessons will do this. I know it from my own experience and from the letters that others have written about them. Every person who has them testifies to their worth to him.

The Topics of the Ten Lessons

- I.
The Product.
- II.
The Market.
- III.
The People.
- IV.
The Psychology of Selling.
- V.
The Problem.
- VI.
The Mediums.
- VII.
Incidental Advertising.
- VIII.
How to Write Copy.
- IX.
Copy Display.
- X.
The Personal Equation.

The method I have adopted in these lessons is altogether different from the ordinary course in advertising.

They develop the principles of successful advertising in a natural way—just as you would acquire them if you were learning the business of advertising by the slower process of experience.

They show you what to do and how to do it. There is work enough in them to last a year or two; at the same time, you are left quite free to do as much or as little as circumstances allow. But one thing is certain. A single reading will give you more than the worth of your money.

The lessons come in pamphlet form. There are wide margins for notes as you progress. The paper is of a gray shade, restful to your eyes, and the clear type can be read without difficulty by the light of your evening lamp. The topics covered are given in the panel to the left. There is much information on each of these subjects that you will not get elsewhere.

The price of the lessons is \$10, cash with order. They are not sold separately. They are not sent on approval. There is no review service connected with them. But I will cheerfully answer any inquiries, and will be glad to help or advise any student about further or special study.

Write me a frank letter—

Write me a candid letter about your needs and ambitions. I will give you the best advice or information I can; and if I believe you would not be benefited by taking the lessons, I will not fail to tell you so.

Address me at my home—

What Some People Have Written About the Lessons

(Names on request)

"I got more practical value out of this pamphlet of yours on Advertising than out of all the other stuff on advertising that I have ever read; and beside the advertising knowledge that it gives, it is plumb full of wisdom that can come only from a ripened experience of life."

"I don't believe anybody ever approached the subject of advertising as you have approached it in these Lessons. Advertising that is 99% merchandising and only about 10% copy and display is an idea that needs to be preached throughout the length and breadth of the land."

"The fundamentals of advertising are set forth in this new work so clearly and so simply that it ought to become popular everywhere with students and with those who are engaged in the practice of advertising."

"You have put all the romance of the business into the course, but you have not forgotten to give hard work its rightful place."

"It seems to me that you have treated the subject in the most fascinating way. I cannot see how any advertising man can fail to profit greatly by studying it."

"Every business man, whether connected with advertising or not, ought to read this course, if for nothing more than for the inspiration that it gives."

"I find it intensely interesting."

George French, 269 Bay Ave., Glen Ridge, N. J.

From *Associated Advertising* magazine (1915)

5



EARLY AD EDUCATION SUPPORT ORGANIZATIONS

Three early advertising education support organizations served as a springboard for identification and support of advertising students and teachers in the early 1900s – the National Association of Teachers of Advertising (NATA), Alpha Delta Sigma (ADS) and Gamma Alpha Chi (GAX).

Both Alpha Delta Sigma and Gamma Alpha Chi were for students, however each developed the support structure for professionals to work with students. Naturally, NATA was a teachers' organization while ADS was for men advertising students and GAX was for women.

None of the three organizations exist today in name or structure. NATA developed into a broader organization titled the American Marketing Association while ADS and GAX merged into one organization before becoming a part of the American Advertising Federation.

Three current active organizations in support of advertising education, the American Academy of Advertising, the Advertising Division of the Association for Education in Journalism and Mass Communication and the Academic Division of the American Advertising Federation are discussed in a later chapter.

Alpha Delta Sigma (ADS)

Although founded as a student organization ADS became a major voice for advertising education for nearly 60 years. Its expanded support came from faculty advisers and prominent advertis-

ing professionals. Nearly every major university with an advertising program joined the organization and in most cases the major advertising faculty member was its sponsor.

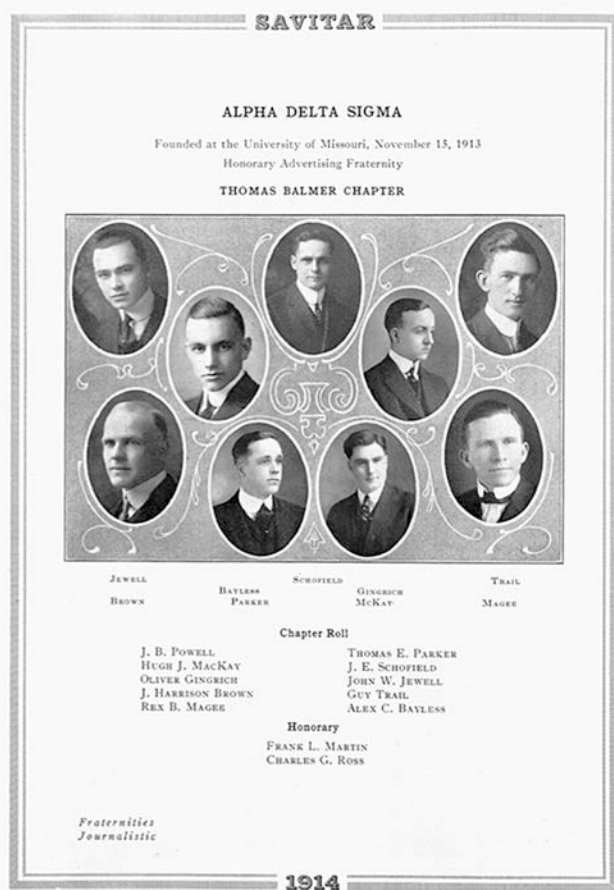


Figure 5-1

Alpha Delta Sigma was founded on November 14, 1913 on the campus of the University of Missouri. The founder was, John B. Powell, an instructor of advertising, along with eight other charter members: H. J. MacKay, T. E. Parker, Oliver Gingrich, J. Harrison Brown, J. W. Jewell, Rex Magee, Guy Trail and A. C. Bayless. The chapter's picture in the University's 1914 yearbook, *Savitar*, also included J. E. Schofield (see Figure 5-1). Three honorary members were Walter Williams and Frank L. Martin, both having served as dean of the School and Charles G. Ross, who served on the faculty.

Powell was elected the first president. All presidents are listed in Table 5-1.

Table 5-1

National Presidents

1913-20	John B. Powell*	1940-41	Ken R. Dyke
1920-26	Oliver N. Gingrich	1941-42	Lou R. Townsend
1926-28	E. K. Johnson	1942-47	W. F. G. Thacher
1928-30	Charles Fernald	1947-49	Donald W. Davis
1930-32	Robert W. Jones	1949-51	B. R. Canfield
1932-33	Herbert Hall Palmer	1951-53	Ernest A. Sharpe
1934-35	Bruce Barton	1953-57	Philip Ward Burton
1935-36	Paoli A. Smith	1957-59	Richard E. Joel
1936-37	Charles C. Youngreen	1959-61	Walter Guild
1937-37	E. H. McReynolds**	1961-63	Rol Rider
1937-38	Chester H. Lang ***	1963-67	Billy I. Ross
1938-39	Don E. Gilman	1967-69	Lee Fondren
1939-40	Howard Willoughby	1969-71	William Mindak
1971-72	Donald G. Hileman, Ms. Juanita Griego Josel, Ralph L. Sellmeyer		

[Note: ADS-GAX merged into one organization. Hileman became chairman of the Board, Josel became vice-chairman and Sellmeyer became executive director.]

* National organization had not been formed

** Died while president

*** Completed McReynolds' term as president

The chapter originally was named the Thomas Balmer Chapter. A few years later it was changed to the John W. Jewell chapter and in 1947 was changed to the John B. Powell chapter in honor of the founder.

The founding body established three major objectives: 1. to combine in one fraternal body, students and actual workers in a field including many diversified interests and regarded by the lay public as the "advertising business." 2. to have college training for advertising given greater recognition, both by college administrations and people actively engaged in the business of advertising, and 3. to raise by every legitimate means the prestige of advertising as a business and the prestige of those who earned their living from it. (Hileman & Ross 1969) The fraternity, later changing the designation to society, started its expansion in 1914 with the addition of chapters at the Universities of Kentucky and Illinois.

In 1921, officers of ADS and GAX were endorsed by the Associated Advertising Clubs of the World at their annual convention in

Atlanta, Georgia. Together the two organizations made a report to the educational committee of the National Advertising Commission at which time they announced the first meeting of the Conference on Student Advertising Organization.

The first national convention was held in 1926 on the campus of the University of Missouri. Annual conventions were held until 1932 when the depression caused the organization to conduct its business by mail until 1938. The fraternity also did not have national meetings from 1943 to 1947 during World War II.

Although students were considered the primary members of the fraternity; faculty, advisers and professionals were invited to become members. Some of the most prominent professionals served as national president including Bruce Barton, chairman of Batten, Barton, Dustine & Osborn; Don E. Gilmer, Vice-president, American Broadcasting Company and Walter Guild, Guild, Bascom & Bonfigli, Inc.

Through the assistance of professional members, ADS became involved with a research project of the American Association of Advertising Agencies and the Advertising Research Foundation at the School of Business of Harvard University. An article in the May 15, 1939 issue of *Advertising Age* told about the progress of a research study working with the two groups. It read: "In an effort to determine how much credence consumers place in advertising they read and to appraise general attitudes toward the field as a whole, Alpha Delta Sigma, advertising fraternity, has launched a nationwide survey on the subject. The investigators are student members of the fraternity's 18 college chapters. The questionnaire for the study was devised by Neil Borden, professor of advertising at Harvard...." (*Advertising Age* 1/15/63)

The activities of ADS slowed during World War II. In the last six months of 1949, ADS president Don Davis took a leave from his position at Pennsylvania State University and visited all 30 active chapters. His report at the 1949 convention discussed where the fraternity was at that time and where it should be headed in the future. His visits rejuvenated the chapters and helped lead to his selection as the first educator in the Advertising Federation of America Hall of Fame.

ADS and advertising education got a major endorsement at the 1953 national convention at Daytona Beach, Florida when professional member Don Belding, one of the founders of Foote, Cone and

Belding Advertising Agency, proposed a resolution that was approved unanimously:

WHEREAS, advertising is essentially a profession; and

WHEREAS, its volume now exceeds six billion dollars per year as an indication of its importance to the American economy; and

WHEREAS, in the opinion of this group, advertising has not been given the official recognition it richly deserves in the educational institution of this nation;

BE IT RESOLVED that this body under its various contacts and connections urge wherever possible to all liberal arts colleges and universities, the enlargement of schools of advertising and the establishment of a degree in advertising for those who complete the curriculum.

To aggressively implement the decisions embodied in this Resolution it is recommended that the president of this organization appoint a committee to properly outline the steps and procedures necessary to bring the full force of this organization to bear upon the accomplishment of the above-mentioned goal. (Hileman & Ross 53)

From the resolution that was passed at the convention, the president and board established committees to develop the specific programs that ADS would undertake.

In 1955, David Ogilvy proposed through the trade press the establishment of a National College of Advertising. Ogilvy, famous for his agency's creative awards, immediately got coverage for his comments which in turn brought many replies from advertising educators.

Philip Ward Burton, national president of ADS, replied through *Linage* and many national publications boiled down what was considered some aspects of this proposed "ideal" college into three points (1) It's too narrow (2) It's not enough, and (3) The teaching quality is not assured. He continued "What we need more people in the field who will help us strengthen our courses and our teachers. We want to do a better job than we're doing and we'll take all the help we can get to achieve this improvement."

Another article that appeared in the August 2, 1957 edition of *Printer's Ink* titled "Pros and Cons of Advertising Education" by Frank M. Dunbaugh of the University of Miami brought many comments by advertising educators. In the "Cons" section he questioned the "the trade school approach" which brought the most comments.

Milton E. Gross, University of Missouri, replied that "The University of Missouri has offered a major in its school of journalism, combining liberal arts (75 per cent) with journalism and advertising (25 per cent) since 1908 (*ibid* 70)

In 1963 ADS celebrated its 50th Anniversary Convention in New York. Rol W. Rider, ADS president read:

Be it hereby known to all persons that the twelve months between November 14, 1962, and November 14, 1963, are hereby proclaimed to be the Fiftieth Anniversary Year of the National Professional Advertising Fraternity,

ALPHA DELTA SIGMA

which was founded by seventeen dedicated men at the University of Missouri on November 14, 1913, Columbia, Missouri. In honor to them and to the nearly 18,000 members of the Fraternity this year is commemorated to the ideals of:

- I. Providing an opportunity for college students to achieve a more thorough and accurate understanding of advertising.
- II. Rendering all possible service towards the improvement of advertising by encouraging ethical and truthful advertising.
- III. Providing honorary recognition for work done in the field of advertising, by students, professionals, alumni, and educators.
- IV. Providing an opportunity for the practical application of advertising and for the self-improvement of the individual.
- V. Encouraging cooperation and understanding between educators and businessmen.

In Honor, with Truth, Authority, and Responsibility.

Rol W. Rider, National President, November 14, 1962

In the early 1960s discussion started concerning the establishment of the American Academy of Advertising (AAA). It was evident that both ADS and AAA were working toward many of the same goals. The discussions centered around the place in which each organization contributed to advertising education and to who was the primary member of each.

In a 1965 edition of *Linage*, Donald Hileman, Executive Secretary of ADS and member of AAA published this statement:

ALPHA DELTA SIGMA is for the undergraduate. This has been a basic premise in the operation of the fraternity since its inception. It is still the foundation of the fraternity today. This is the prime difference between ADS and other advertising organizations. The basic premise should continue to be the primary goal of the fraternity in the future. (*ibid* 105)

This specifically defined that ADS was for students and it had already been determined that AAA was for faculty members.

The fraternity established many national awards for students, faculty and practitioners. In 1963 Philip Ward Burton, a former president, headed a Golden Fifty Committee for the planning of a 50th Anniversary meeting in Chicago. At that time the Fraternity presented golden Benjamin Franklin medallions to 50 men who had served the ideals of the Fraternity in their careers in advertising and 50 to men who had most served the ideals of ADS in work for the Fraternity.

The first Sidney R. Bernstein Advisor Award was presented to Ernest A. Sharpe, University of Texas in 1968. The first Sixth Degree Key, regarded as the highest award, was presented to Robert W. Jones, University of Washington in 1931.

The G. D. Crain, Jr. Advertising Education Award was first given in 1951 to Otto Kleppner. The citation for the award read: "to an advertising man who has rendered outstanding service to advertising education." The Nichols Cup was renamed The G. D. Crain, Jr. Advertising Education Award after the G. D. Crain, Jr. Foundation accepted the sponsorship of the award.

A membership directory of ADS members from 1913 to 1966 was published in 1966 and listed more than 19,000 members.

At the 1967 convention, the National Chapter voted to embark on a close working relationship with Gamma Alpha Chi, the women's advertising organization. After five years of discussion, the fraternity merged with Gamma Alpha Chi into ADS, the National Professional Advertising Society. In the fall of 1970, the headquarters was moved from Southern Illinois University, where it had been for nine years, to Texas Tech University. Ralph L. Sellmeyer became the executive director.

In 1973, ADS was merged into the American Advertising Federation in Washington, DC to form the Academic Division. The name "Alpha Delta Sigma" was retained by the Division as the Alpha Delta Sigma Honorary Society. For membership in the Society, an undergraduate must have a minimum GPA of 3.25 and a graduate student must have a 3.6 overall.

National Association of Teachers of Advertising (NATA)

The exact idea of an association for the teachers of advertising seemingly was developed at a meeting of the delegates to the Associated Advertising Clubs of the World at their annual meeting.

George Burton Hotchkiss, New York University, was the person most instrumental in the founding of the National Association of Teachers of Advertising. Twenty-eight persons attended the first meeting in Chicago in 1915. They included Harry Tipper, advertising manager of the Texas Company and part-time teacher at New York University; Walter Dill Scott, later president of Northwestern University; Ralph Starr Butler, early marketing educator; John B. Powell, founder of Alpha Delta Sigma at the University of Missouri; and Hugh E. Agnew, advertising and marketing educator.

Much of the discussion at the first meeting was centered on what should be taught in an advertising course and what academic discipline should be teaching it. Many thought it should be taught in psychology, some thought in business management and since the University of Missouri had already established an advertising program, many thought it should be in journalism. It should be noted that the teaching of marketing had not been advanced at the time of the formation of NATA.

The meeting was thought to be a success and the National Association of Teachers of Advertising was established. The first president was Walter Dill Scott. Hotchkiss was made secretary. Scott's books and experiments with psychology and advertising led to many schools' early courses in advertising. Also aligning art and advertising brought about advertising being taught in advertising and art. The NATA presidents from 1916 until 1936 are shown in Table 5-2:

Table 5-2
Presidents

1915-16	Walter Dill Scott (Northwestern)	1927-28	Neil Borden (Harvard)
1916-20	Paul T. Cherington (Harvard)	1928-29	Fred E. Clark (Northwestern)
1920-21	Daniel Starch (Harvard)	1929-30	H. H. Maynard (Ohio State)
1921-22	G. B. Hotchkiss (N.Y.U.)	1930-31	Paul D. Converse (U. Illinois)
1922-23	N. W. Barnes (U. Chicago)	1931-32	Everett Lyon (Brookings Inst.)
1923-24	H. D. Kitson (U. Indiana)	1932-33	Edmund McGarry (U. Buffalo)
1924-25	E. H. Gardner (U. Wisconsin)	1933-34	Wilford L. White (U. Texas)
1925-26	E. J. Kilduff (N.Y.U.)	1934-35	Harry R. Tosdal (Harvard)
1926-27	Frederick R. Russell (U. Illinois)	1935-36	Hugh E. Agnew (N.Y.U.)

In an article written on the History of the American Marketing Association, Hugh E. Agnew wrote that the exact sequence in the list may not be correct during the first ten years.(AMA History 41) A second meeting of the NATA was scheduled to be in St. Louis in 1917 but was cancelled when only three members attended. By 1924, membership grew to 70, representing 50 schools with many members coming from marketing. Prior to the formation of NATA, marketing had not emerged as a major discipline. Membership continued to increase with 448 members representing 157 schools by 1929.

In 1919, some of members met with journalism teachers in Madison, Wisconsin, at which time it was agreed that with the help of the American Association of Advertising Agencies and the Association of National Advertising, case material and other types of information useful to teachers would be sent to NATA members. By 1924, L. N. Flint, University of Kansas, was made chairman of the Committee on Teachers' Materials; to coordinate the program. It was a position he held for a number of years.

With the addition of marketing teachers the name of the organization was changed to the National Association of Teachers of Marketing and Advertising in 1926. *Natma-Graphs* became the official publication for the association. It carried information on textbook reviews and other articles of interest to teachers.

In 1933, the name was changed to the National Association of Marketing Teachers. This organization united with the American Marketing Society in 1937 to form the American Marketing Association.

Gamma Alpha Chi (GAX)

Seven years after the founding of Alpha Delta Sigma the women advertising students at the University of Missouri established the first advertising organization for women students interested in advertising..

Gamma Alpha Chi, national professional advertising fraternity for women, was founded at the University of Missouri on February 9, 1920. Founding members included Ruth Prather, Beatrice Watts, Ella Wyatt, Alfreda Halligan, Elizabeth Atteberry, Allene Richardson, Mary McKee, May Miller, Ruth Taylor, Rowena Reed, Selma Stein,

Lulu Crum, Lucille Gross, Frances Chapman, Betty Etter, Mildred Roetzel, Christine Hood and Christine Gabriel (*see* Figure 5-2).

The first convention, at which time it became a national organization, was held on the University of Missouri campus in May 1926. Ruth Prather Midyette was the founder and first national president. A complete list of the national presidents is in Table 5-3. Other chapters established in the first eight years included the University of Texas, University of Washington, University of Illinois, University of Nebraska and University of Oregon. The first alumna group was organized in Kansas City, MO on February 28, 1928.

Table 5-3
Presidents

1920-30 Mrs. Ruth Prather Midyette	1952-54 Mrs. Bea Johnson
1930-34 Mrs. Ruth Street Duncan	1954-58 Mrs. Claire Drew Forbes Walker
1934-36 Miss Norma Carpenter	1958-62 Mrs. Honor Gregory House
1936-44 Miss Mary Gist	1962-64 Mrs. Loretta Fox
1944-48 Mrs. Bea Johnson	1964-68 Mrs. Pearl Mead
1948-50 Mrs. Irene Fogel	1968-69 Ms. Betty Ott
1950-52 Mrs. Ruth Kinyon Whiteside	1969-71 Ms. Hope Johnson
1971 When ADS and GAX were merged, Ms. Juanita Griego Josel became vice chairman and chairman-elect of ADS	

Both ADS and GAX operated entirely separately. Yet, in the early 1960s both started discussions for more cooperation. In 1965, Pearl Mead, president of the fraternity, said, “I recognize in the same light the growing importance and influence of Alpha Delta Sigma and, along with my colleagues in GAX, look forward to fertile cooperation between these two organizations.”

The same thought was expressed at the 50th anniversary meeting of Alpha Delta Sigma in Chicago where a discussion of the cooperation of the two fraternities ended with the statement “The matter of ADS and its relation to GAX and the fairer sex was pretty well resolved once again in somewhat definite fashion. Delegates wished to encourage all the cooperation between ADS and GAX both on the local and national level, short of merging the two organizations, short of taking women into ADS.”

By the fall of 1967, *Linage*, the official publication of ADS became the official publication for both fraternities. At that time both fraternities could initiate members for either of the two. At a joint meeting of officers of both groups met on the campus of the University of Oklahoma to work out a merging into one organization, ADS.



Figure 5-2

The 25th GAX Biennial Convention in Norman, OK November 8-10, 1968 was highlighted by speeches by Dr. Dorothy Gregg, AAF Advertising Woman of the Year, and Karl Vollmer, Senior vice-president of Young and Rubicam Advertising Agency, New York. The first joint national convention was held in St. Louis in November 1969.

In the fall of 1969, the national office was moved from University of Oklahoma to Texas Tech University. It had remained at the University of Missouri since the founding and moved to the University of Oklahoma in 1964.

In the winter edition of *Linage*, both presidents, Hope Johnson and Bill Mindak, discussed the positive points of merging the two fraternities.

The merger was finalized on November 2, 1971 when the official name of the two fraternities became one, ADS, the National Professional Advertising Society. The news release reported that the nation's two oldest advertising fraternities for students and professionals merged into a new organization named ADS.

In 1973, the organization became the Academic Division of the American Advertising Federation with headquarters in Washington, DC.

Today, 2008


Each of the three organizations played important roles in aiding advertising education. Alpha Delta Sigma opened the door to other major professional advertising, marketing and journalism groups and individuals

The National Association of Teachers of Advertising brought together the leading teachers of advertising and, as the American Marketing Association, still plays a major role in the concerns of advertising and advertising education. Many of the founders were professors of advertising who contributed much of the literature of the day and in some cases is still viable.

Gamma Alpha Chi played the major role of identifying and recognizing women in both advertising and advertising education. As a part of the American Advertising Federation it continues to see that proper recognition is made for women.

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From *Everybody's Magazine* (1904)

6



ORGANIZATIONS STILL CONTRIBUTING TO ADVERTISING EDUCATION

Since early in the 20th Century there have been organizations for teachers of advertising. Earlier we discussed ADS, NATA, and GAX, all of which served as foundations for what would come later. Those organizations, since, have changed shape and been subsumed into other organizations. And over time a variety of other organizations have come to the aid of advertising education in one capacity or another.

We can not possibly address every association that has contributed, but some of the largest and most active of these deserve mention here. We will begin with some of the oldest and largest, with extensive track-records in ad education. Then we will discuss other organizations that likewise play important roles, some of which are more recent but growing in significance.

Associations with Major Roles in Advertising Education

Today, advertising educators have a multitude of organizations to which they can belong, and from which they can draw assistance, depending upon their particular interests and areas of expertise. For example, those with an interest in popular culture might belong to the Popular Culture Association, while those with a focus on sociology might join the American Sociological Association. The possibilities are endless, and a critical mass of people with an interest in advertising issues can be found in almost any professional discipline. The following associations, though, have played particularly notable

roles for ad educators in the past several years. The biggest of these is the American Marketing Association (AMA).

American Marketing Association

[<http://www.marketingpower.com/>]

The organization that really can lay claim to being the oldest association of ad educators is the AMA. It began life in 1915 as the National Association of Teachers of Advertising (NATA) and, as we described earlier, it evolved into the AMA as of 1937 (Agnew 1937). Over the years the original concept of the NATA broadened to encompass both more specialties, reaching far beyond advertising, and more than just teachers. From its modest beginning, with 28 advertising teachers in attendance at that first meeting in 1915, the Association had grown to over 817 by 1940 and after another 13 years it reached the point, with 4,700 members, that it hired its first Executive Director. By 1966 it was up to 12,250 members. In 1987 it reached as high as 46,000, but today it has dropped to around 37,000 members, about 12,000 of whom are students.

What began as an organization of academics quickly shifted orientation as marketing practitioners were welcomed into its fold. By 1956 only 15 percent of its members were in education, at which point various committees had been established within the Association. The “Teaching of Advertising” committee was only the fifth most popular, with both “Marketing Research Techniques” and “Industrial Marketing” having twice as many members expressing an interest in them (Twedt 1956).

The AMA has continued to play an important, though arguably diminished, role in advertising education. Today faculty can participate in the AMA’s Academic Division. That division oversees 17 special interest groups (SIGs). Advertising faculty might belong to any of those, depending upon their interest, but the one under which advertising naturally falls is “Marketing Communication.” As is obvious from that title, the term “advertising” has lost visibility within the organization. The Academic Division also manages the academic conferences, including the Summer Marketing Educators’ Conference, the Winter Marketing Educators’ Conference, the Marketing & Public Policy Conference, and the bi-annual International Educators’ Conference. The Division also has other activities under its purview,

including the AMA-Sheth Foundation Doctoral Consortium, but that particular opportunity is limited only to Marketing programs, thereby excluding advertising programs located within communication or other colleges.

The AMA also publishes journals and magazines of interest to academics. Magazines include *Marketing Management*, *Marketing Health Services*, and *Marketing Research*. Its journals are the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of International Marketing*, and the *Journal of Public Policy & Marketing*. There also are some electronic newsletters as well as *Marketing News*. None of these are heavily oriented toward advertising, though advertising is not an uncommon subject in articles within several of these publications.

Another very important influence of the AMA is through its collegiate chapters. The association has grown to have student chapters in colleges and universities worldwide. Students from any discipline can belong to these chapters. Indeed, many students majoring in advertising belong to AMA chapters.

To be a member of the AMA, annual dues vary by location and interests, costing a minimum of \$209 for academic members in 2008. Most pay \$230 or more. The Association offers a multitude of conferences and events, in fact sponsoring more than 70 events each year for academicians, so costs vary greatly. The registration cost of the Summer conference, as one example, is \$325 for regular members. It should be noted, however, that with all those events, it is rare that advertising is the primary focus of any of them.

Of course, with the history of advertising being taught in both business and communication schools, many teachers of advertising are oriented more toward the latter. Those academics often are more likely found in the Association for Education in Journalism and Mass Communication (AEJMC) than in the AMA.

Association for Education in Journalism and Mass Communication

[<http://www.aejmc.org/>]

The AEJMC has long roots as well, and it also holds a significant position in advertising education in spite of being first-and-foremost an association of journalism educators. Its history can be traced to 1910, with the first Conference of Teachers of Journalism

which led in the third such Conference, in 1912, to the formation of the American Association of Teachers of Journalism (AATJ). Another organization that played a role was the American Association of Schools and Departments of Journalism (AASDJ) that began in 1917, created by ten top programs (Emery and McKerns 1987).

There were other organizations that developed over time. The American Council on Education for Journalism (ACEJ) in 1939 and the American Society of Journalism School Administrators (ASJSA) in 1944 added to the landscape. But finally the Association for Education in Journalism (AEJ) formed in 1950, co-founded by the AASDJ and ASJSA. In 1982 the AEJ became the AEJMC and the ACEJ, which managed the accreditation of journalism programs, became the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) (*ibid*).

Because advertising has been taught in journalism programs almost from the beginning, advertising education has long been a



Figure 6-1
Charles H. Sandage

part of the AEJMC and its ancestors. Indeed, one of the founders of the AATJ, Willard Bleyer, was a proponent of advertising courses. In 1956, for example, the AEJ conference held research sessions for three specific areas: Theory and Method, Advertising, and History. In 1962 a special “council” on Advertising was created, under the leadership of Thomas F. Barnhart (Minnesota), Charles H. Sandage (Illinois), Charles Allen (Northwestern & Oklahoma), Milton Gross (Missouri), John W. Crawford (Michigan State and Oregon), S. Watson Dunn (Wisconsin), Christopher Burns (Colorado), Roland Hicks (Penn State), and Vernon Fryburger (Northwestern) (*ibid*).

At the 1964 AEJ convention an “Enabling Act” was presented which called for reorganization of the association. It created special-interest groups or divisions, but nearly led to a walk-out by advertising specialists. Charles Sandage (Figure 6-1) stated they were concerned about the groups’ lack of representation on the AEJ Executive Committee – the group that led the organization – and argued that an advertising person would never be elected to the Executive Committee (EC). In response, promises were made and ad professor John W. Crawford was elected to the EC in the first vote. The next

year ten groups of members filed the papers required to establish their own special-interest groups. So, in 1965 the Advertising special-interest division was born, and Crawford became its first chair in 1966 when the By-Laws were officially amended to recognize these divisions (*ibid*).

For several years ad education was growing in prominence. Emery and McKerns (1987) note that traditional print journalism lost ground to advertising and public relations in the 1970s as students, especially women, were drawn to those specialities. However, Becker et al. (2007) stated that advertising students made up 17.2% of enrolled mass communication students in 1988, but had dropped to just 9.6% by 2006. It should be noted, however, that this is somewhat misleading, because of the growth of “strategic communication” and combined advertising/PR programs. When combining students in advertising, PR, strategic communications, and combinations of those, 28.3% of mass communication students were within those specialties. Also, the Becker et al. sampling frame specifically excludes advertising programs in marketing departments and even some notably large programs in communication. For example, the University of Texas Advertising Department with more than 700 undergraduate advertising majors, even though it is located in a college of communication, is not included in those figures. So in spite of the apparent shrinkage, advertising continues to account for a large number of students within the communication fields.

The AEJMC with 3741 members in 2007 is fairly large but still smaller than the AMA. A major difference, aside from the differences between the fields, is that AEJMC continues to be primarily an academically focused organization. As of 2007 the Advertising Division accounted for just 262 of those members (as compared to 244 in 1990). The Association’s annual conference attracted 2657 attendees that year, and it holds smaller Winter and regional meetings, as well.

One especially notable contribution to ad education by the Division is its publication, the *Journal of Advertising Education*, first published in 1996. As an illustration of the inter-relatedness of the organizations discussed here, the editor of the *Journal* from 2005 through 2008, Pat Rose, was a past-chair of the Advertising Division and also



Figure 6-2
John W. Crawford

became Executive Director after serving as President of the American Academy of Advertising (AAA).

The Advertising Division has a long list of former Chairs or Heads. The complete list is shown in Table 6-1.

Table 6-1

AEJMC Advertising Division Heads/Chairs

1966	John W. Crawford	1988-9	Mary Alice Shaver
1967	Ernest Sharpe	1990-1	Lee Wenthe
1968	Robert V. Zacher	1992	Tom Duncan
1969	James E. Dykes	1993	Jan Wicks
1970	Kenneth L. Atkin	1994	Jim Marra
1971	Ivan L. Preston	1995	Jim Avery
1972	James J. Mullen	1996	Suzette Heiman
1973	Jerry R. Lynn	1997	Nancy Mitchell
1974	Frank N. Pierce	1998	Dan Stout
1975	Alan D. Fletcher	1999	Pat Rose
1976	Bob J. Carrell	2000	Bob Gustafson
1977	Wilma Crumley	2001	Roger Lavery
1978	Don Jugenheimer	2002	Joe Phelps
1979	Ernest Larkin	2003	Jan Slater
1980	Thomas Bowers	2004	Sheri Broyles
1981	Charles Frazer	2005	Tom Robinson
1982	Don Glover	2006	Caryl Cooper
1983	James Terhune	2007	Jason Chambers
1984-5	Elsie Hebert	2008	Osei Appiah
1986-7	Ernest Larkin		

The Division's Internet presence began in 1996, with the creation of its first website. The site was co-created by Elizabeth Tucker and Jef Richards, who served as webmasters for the first three years.

Beginning in 1997, the Division sponsored one-day teaching workshops preceding the annual conference each year.. These workshops were the offspring of a series of week-long workshops created by Tom Bowers and Mary Alice Shaver, under grant from the Freedom Forum, that ran from 1988 until 1995 at the University of North Carolina.

The costs associated with AEJMC membership, as of 2008, include annual dues of \$105. Anyone belonging to the Advertising Division pays an additional \$25 for division membership. Convention registration currently stands at \$125.

Because the Advertising Division is but one small part of AEJMC, some advertising educators want an association more nar-

rowly oriented toward their interests. A more advertising-centric organization is the AAA.

American Academy of Advertising

[<http://www.aaasite.org/>]

The AAA is much newer, beginning its life in 1958. The year before that a professor at Syracuse University, Harry Hepner, pitched the idea for this organization to the chairman of the Advertising Federation of America (AFA), Robert Feemster. Hepner felt there was no organization that really served advertising educators. Although the AMA began life as such an organization, it no longer filled that role. The concept seemed worthwhile, so advertising teachers were invited to the 1958 meeting of the AFA in Dallas, September 24-28.

There were just 8 initial attendees, in addition to J. Leroy Thompson of the Dow Jones Educational Service Bureau: Donald Davis (Penn State), Jerry Drake (Southern Methodist University), Milton Gross (U. Missouri), Harry Hepner (Syracuse U.), Donald G. Hileman (Southern Illinois U.), Frank McCabe (Providence, R.I.), Royal H. Ray (Florida State U.), and Billy I. Ross (U. Houston). With the exceptions of Gross and Drake, who did not immediately join the new organization, these men became the founders of the AAA. It is worthwhile noting that these founders were, in fact, all men. This is an accurate reflection of the almost total absence of women in advertising education at that time.

At that initial meeting the officers were named. Hepner became the "National Dean," Ross was named "National Associate Dean," Clark was "National Registrar," and McCabe became "National Bursar." Those titles were changed in later years, to a more conventional President, Vice President, Secretary and Treasurer model. Under the original plan, the AFA and the Advertising Association of the West (AAW) were to appoint regional deans, as well. Sixteen regional deans were soon appointed.

The AAA began to grow. Within two years it had expanded to 123 members. Then, during the 1960-61 year, it blossomed to 241 members, and by 1976 it claimed nearly 350. It reached its high-water mark of 683 members in 1995, but dropped to 437 in 2003. By 2007 membership had rebounded to 548. In 1976 paid registration at the AAA conference was just over 100, and by 2007 there were 213 paid attendees. The 2008 50th Anniversary conference broke all atten-

dance records, at 253. This is, in large part, the result of an increased number of research papers submitted and accepted to the conference. In 1978 a total of 48 competitive research papers were presented, along with 8 plenary sessions and workshops. Thirty years later, in 2008, there were 102 competitive papers, nine special topic sessions, and one full-day pre-conference program.

By the early 1980s it was clear the organization had grown to the point that it needed someone to be responsible for its business affairs, including handling contracts for such things as conference hotels. H. Keith Hunt and Arnold Barban designed a position of Executive Secretary for that purpose, drawing the concept liberally from a similar position in the Association for Consumer Research (ACR).

Table 6-2
AAA Presidents

1958-9	Harry Hepner	1987	Nancy Stephens
1960	Billy I. Ross	1988	Ernest F. Larkin
1961	Daniel Warner	1989	Anthony F. McGann
1962	Royal Ray	1990	John D. Leckenby
1963	Robert Zacher	1991	Kim B. Rotzoll
1964	James Dykes	1992	Patricia A. Stout
1965	Vernon Ray Fryburger, Jr.	1993	Rebecca H. Holman
1966	John E. Mertes, Jr.	1994	Helen Katz
1967-8	John Crawford	1995	Bruce Vanden Bergh
1969	Sam Smith	1996	Ivan L. Preston
1970-1	S. Watson Dunn	1997	Mary Ann Stutts
1972-3	Stephen A. Greyser	1998	Richard F. Beltrami
1974-5	Kenward L. Atkin	1999	Carole Macklin
1976	Edward C. Stephens	2000	Darrel Muehling
1977	Richard Joel	2001	Russ Laczniak
1978	Barbara J. Coe	2002	Mary Alice Shaver
1979	Leonard W. Lanfranco	2003	Joseph R. Pisani
1980	Willard L. Thompson	2004	Joseph E. Phelps
1981	Arnold M. Barban	2005	Charles R. Taylor
1982	H. Keith Hunt	2006	Patricia B. Rose
1983	Alan D. Fletcher	2007	Les Carlson
1984-5	Donald W. Jugenheimer	2008	Jef I. Richards
1986	Donald R. Glover		

In 1983 Hunt became the first Executive Secretary, a position which he simultaneously held in ACR. In 1986 he was succeeded by Robert L. King. But by 2002 the job had grown so large and onerous

that the Executive Committee of the AAA determined to split it into two positions: Executive Secretary and Director of Conference Services. King continued in the latter role, while Dennis Martin took the Executive Secretary responsibilities. The Executive Secretary title was converted to Executive Director at the beginning of 2007. Those serving as President of the Academy over the years are shown in Table 6-2, and many of them are depicted in Figure 6-4.

Research has been an important part of the Academy since its inception. Each year conference attendees present research papers. In 1965 the AAA established a “Journal Committee” to determine the best way to publish such papers, because at that time the only journal serving such a purpose was the *Journal of Advertising Research*. So beginning in January 1966 and continuing into the early 1970s, some of those papers were published by the AAA as “Occasional Papers in Advertising.” Then in 1972 the AAA began its own research journal, the *Journal of Advertising*, which more than 35 years later continues to be the leading advertising-specific journal.

Also, by the mid-1970s the AAA began publishing conference papers as the “Proceedings” of each conference. In 2008 the Academy added a second journal to its list of publications, the *Journal of Interactive Advertising*, assuming responsibility for an Internet-only journal established a few years earlier by John D. Leckenby (University of Texas) and Hairong Li (Michigan State University).



Figure 6-3
Kim Rotzoll

Because the Academy was created by and for educators, education is served in many ways. It embraces research not only about advertising, but also about ad education. It also offers awards relevant to education, like the Charles H. Sandage Award for Teaching Excellence, the Billy I. Ross Advertising Education award, and a Doctoral Dissertation award, as well as awards for research. Most recently it added the Kim Rotzoll Award for Advertising Ethics and Social Responsibility, in honor of a former AAA President and Dean of the College of Communication at the University of Illinois (*see* Figure 6-3).



Figure 6-4

American Academy of Advertising Presidents - Past, Present, and Future (2008)

Left to Right: Joe Pisani, John Leckenby, Nancy Stephens, Ivan Preston, Jef Richards (President), Darrel Muehling, Patricia Stout, Dick Beltramini, Arnold Barban, Don Jugenheimer, Dean Krugman (President-Elect), Ray Taylor, Les Carlson, Patricia Rose, Billy Ross, Mary Alice Shaver, Joe Phelps, Bruce Vanden Bergh, Tony McGann

Its highest award is the “Fellow of the Academy,” reserved for those who have “contributed notably to the improvement of advertising education.” In its 50 years, only 33 Fellows have been named (See Table 6-3). It also should be noted that in May 1985 AAA became a member of ACEJMC, the accreditation arm of AEJMC, thereby contributing to the accreditation of university advertising programs.

Table 6-3
AAA Fellows

Charles Allen	Don Hileman
Arnold Barban	H. Keith Hunt
Don Belding	John D. Leckenby
Sidney R. Bernstein	Claude R. Martin, Jr.
Steuart H. Britt	Gordon Miracle
Phillip W. Burton	Ivan L. Preston
George Clark	Royal Ray
John Crawford	Leonard Reid
Barton Cummings	Billy I. Ross
S. Watson Dunn	Kim B. Rotzoll
Ronald J. Faber	Charles H. Sandage
James S. Fish	Jack Z. Sissors
Vernon Fryburger	Esther Thorson
Stephen A. Greyser	Daniel Warner
Melvin S. Hattwick	Walter Weir
Harry Hepner	Gordon White
	Robert Zacher

Although predominantly composed of educators, in recent years it has taken steps to increase the number of student members and conference attendees. Of the 253 attendees at the 2008 conference, 58 (23%) were students.

Unlike the AMA, the AAA has retained its original focus on teaching and research related to advertising. And with academics in mind costs have been kept low, primarily because it remains an all-volunteer organization. Dues, in 2008, cost \$65/year for regular members, which includes a subscription to the *Journal of Advertising* (an individual subscription to the *Journal* for non-members is \$76). Conference registration is \$195, which includes at least 4 meals.

Although the name of this organization clearly states it is about “advertising” and “American,” there has been discussion in later years about whether or not that name should be broadened. It has

become much more international and, as of 2001, started holding an Asia-Pacific Conference every other year, in addition to its annual conference. To date, that conference has been held in Japan, China, and Korea, raising discussion about whether “American” might be dropped from the organization’s title. Indeed, by mid-2008 about 17% of its members were international. This is a direct reflection of the sorts of changes occurring in the advertising industry.

Also, with the convergence of promotional methods, accelerated by electronic commerce, the term “advertising” has seemed overly confining to some. Again, many former advertising agencies now claim to be marketing communication agencies, or some other broader conception. No name change currently is on the horizon for the AAA, but these changes in the field likely have contributed to the growing popularity of some other organizations, like the Direct Marketing Educational Foundation (DMEF).

Direct Marketing Educational Foundation

[<http://www.the-dma.org/dmef/>]

The Direct Mail Advertising Association (DMAA) was founded in 1917. It evolved into the Direct Mail/Marketing Association in 1973, and finally in 1983 became the Direct Marketing Association (DMA). In 1965 Lew Kleid, a leading list broker, promised his friend Edward N. Mayer that he would fund an initiative to teach college students about the direct mail industry. So, in 1966 the Association established the DMAA Educational Foundation, along with a series of fellowships for teachers. Over the years the Foundation was infused with funding from a series of gifts, including \$50,000 from Ed Mayer. In time the DMAEF (Direct Marketing Association Education Foundation) became the DMMEF (Direct Mail/Marketing Education Foundation), and eventually the DMEF.

The DMEF has been instrumental in promoting education related to direct response advertising. In 1983 the Foundation helped create the first Center for Direct Marketing Education and Research at the University of Missouri – Kansas City. In 1986 the DMEF helped provide funding allowing the Medill School of Journalism at Northwestern University to publish a new *Journal of Direct Marketing* (now called the *Journal of Interactive Marketing*). The next year it com-

mitted to five years of funding for New York University's Center for Direct Marketing (DMEF 1988).

Over the years the DMEF offered Collegiate Institutes for both undergraduate and graduate students, providing students an intensive submersion in direct marketing basics. It offered various seminars for advertising and marketing majors, College Days at the DMA annual conferences, and minority student internships. And one of its most well-recognized contributions is the Collegiate Echo Competition, started in 1986, which provides a competitive platform for students to develop direct marketing campaigns that are judged against those from students at other universities. Seminars and other programs specifically for graduate students, too, have been created.

In addition to its student focus, the DMEF also provided teaching modules and numerous Professors' Institutes and Seminars. An annual conference for educators, held in conjunction with the DMA Annual Conference, began in 1989: the Robert B. Clarke Direct Marketing Educators' Conference. In conjunction with that conference an annual Robert B. Clarke Outstanding Educator Award was born. The professors in Table 6-4 have won this award:

Table 6-4
Robert B. Clarke Outstanding Educator Award Recipients

1989	Don Schultz (Northwestern University)
1990	Robert Blattberg (Northwestern University)
1991	F. Robert Dwyer (University of Cincinnati)
1992	Denny McCorkle (Southwest Missouri State University)
1993	Harold Teer (James Madison University)
1994	Richard Hamilton (University of Missouri – Kansas City)
1995	Paul Wang (Northwestern University)
1996	J. Steven Kelly (DePaul University)
1997	Susan K. Jones (Ferris State University)
1998	Denise Schoenbachler (Northern Illinois University)
1999	Joseph E. Phelps (University of Alabama)
2000	Goutam Chakraborty (Oklahoma State University)
2001	James Peltier (University of Wisconsin – Whitewater)
2002	John Deighton (Harvard University)
2003	Russell Winer (New York University)
2004	Marjorie Kalter (New York University)
2005	Lisa Spiller (Christopher Newport University)
2006	Venkatesh Shankar (Texas A&M University)
2007	Peter S. Fader (University of Pennsylvania)

The Educators' Conference has since been re-named the Robert B. Clarke Direct/Interactive Marketing Research Summit, and it continues to be held in conjunction with the DMA Annual Conference. Best paper awards and a best dissertation proposal award are presented at the Summit each year.

In 1992 the DMEF began presenting Distinguished Teaching Awards, and in 2007 it began presenting "Rising Star" awards to professionals under 40 who have distinguished themselves by giving back to education in the field of direct marketing. In 2002 the Foundation also initiated an *Auction for Education* at the DMA Annual Conference, which later moved to an online auction.

Registration for the Direct/Interactive Marketing Research Summit in 2008 costs \$150 per person. That price includes not only the conference, but also membership in the DMEF's Professors Academy, and free admission to the DMA conference (which costs regular DMA attendees \$1995). The 2008 Summit drew over 100 attendees. To put that in perspective, the regular DMA Conference/Exhibition had over 12,000 attendees.

Although its interests are confined only to direct response or interactive forms of advertising, the DMEF has proactively pushed for advancement in education within those boundaries. And with advertising becoming more and more interactive since the commercialization of the Internet (circa 1990) and the subsequent advancement of mobile communication technologies, this organization has the potential to play an even greater role in the next century of advertising education.

As we pointed out when discussing the AAA, above, another area of growth toward the end of this first century has been the embracing of international issues. This, too, was hastened by the rapid adoption of electronic commerce over the Internet, with the realization that the World Wide Web was actually a World Wide Marketplace. Even small "mom and pop" businesses now have virtual storefronts in that marketplace, selling goods across the entire planet. As a consequence, it is no surprise that the International Advertising Association (IAA) is gaining relevance for academics.

International Advertising Association

[<http://www.iaaglobal.org/>]

The IAA was created in 1938 by a group of 13 exporters in the U.S. as a global organization to promote advertising interests. Its original name was the Export Advertising Association, but that was changed to the IAA in 1953. The Association plays a role in defending commercial speech interests before regulatory and legislative bodies, as well as promoting self-regulation. In 1958, its 20th anniversary, the IAA had 1160 members, and by 1989 it was up to 2700. Today, the Association has about 4000 members in 56 countries.

The IAA had no real involvement in education until 1980, at which time it launched the IAA Accreditation Program. Through that program it started certifying advertising courses and programs at universities, colleges, and professional schools. Its goal was to provide state-of-the-art marketing communication education to those aspiring to leadership positions in the industry.

As of 2007, the IAA's accredited institute network included 55 universities, colleges, and professional schools worldwide. Accredited universities in the United States, as of 2008, are Emerson College, Florida International University, George Washington University, Michigan State University, University of Florida, Villanova University, and Wayne State University. Students completing the approved curricula at these universities become eligible to receive *IAA's Diploma in Marketing Communications*, in addition to whatever degree is offered by the accredited institution. The Diploma is evidence that the recipient met certain requirements, achieving at least a threshold of knowledge, in the field. The IAA has conferred more than 35,000 Diplomas.

In 1996 the Association established IAA InterAd, an annual global student advertising competition. Students are given a client and an assignment to prepare a campaign for presentation in a regional competition. Winners of each region are entered into an international competition, judged by worldwide communication professionals. Dozens of schools participate.

The IAA also offers an International Student Internship Program (InterSip), which is operated by and through Michigan State University (MSU). This is a partnership between IAA and MSU that began in 2008, directed by Professor Gordon E. Miracle.

As part of its focus on social responsibility, the Association is about to introduce an essay competition. This would encourage both faculty and students to prepare journal-quality articles concerning ethics and social marketing issues related to advertising.

Academic membership costs \$50 for the application and an additional \$50 for dues, plus any applicable local chapter dues. Just as other organizations hold regular conferences, the IAA offers a World Conference, for all its members, and in conjunction with that it holds a World Education Conference tailored specifically to the academic members. The costs in 2008 were \$200 for the Education Conference, alone, or \$750 for both conferences, for academic members. There were about 50 attendees at the Education Conference.

In 2008 the IAA celebrates its 70th Anniversary. Although it has been involved in education for only about 28 of those years, its contributions continue to advance. An organization that offers a student competition much like the IAA's, but one with a longer history, is the American Advertising Federation (AAF).

American Advertising Federation

[<http://www.aaf.org/>]

Like the DMA and the IAA, the AAF has its roots not in academe, but in the discipline's practitioners. It began existence when a coalition of local advertising clubs formed the National Federation of Advertising Clubs in 1905. The very first convention attracted something less than 100 men. The organization's name was changed the next year to the Ad Clubs of America, sometime later becoming *Associated* Ad Clubs of America. In 1914 the name was modified to replace "America" with "the World" (thereby becoming the AACW). In 1923 the Pacific Coast Advertising Club Association was merged into the AACW, though the merger lasted only seven years (Roche 2005).

In 1926 the organization was again renamed to be the International Advertising Association (IAA). But in 1929 the IAA was divided into components, with the U.S. portion becoming the Advertising Federation of America (AFA) (Roche 2005). This IAA eventually collapsed, and a completely unrelated organization by the same name arose in 1938.

The AFA actually represented ad clubs in the North, South, and East of the U.S., while a separate organization covered the remainder, the Advertising Association of the West (AAW), the former Pacific Advertising Association that began in 1903. In 1967 after years of negotiation those two organizations merged to form the AAF, an association of 180 ad clubs and 30,000 members.

The AAF, as far back as 1906, expressed interest in advertising education, which was in keeping with the organization's original stated purpose: to advance the advertising profession. Indeed, it was at that time the federation began pushing for standardized training for ad practitioners.

Individual advertising clubs, the AAF's constituents, also have a long history of supporting ad education. It was, after all, the Agate Club of Chicago that nudged Walter Dill Scott into eventually becoming the Father of Advertising Education. When New York University stopped teaching advertising in 1909, the Advertising Men's League of New York picked up the ball by offering its own classes. Also, as early as 1914, members of the Portland Advertising Club helped teach an advertising course at the University of Oregon. And in 1964 the Advertising Club of New York founded the International ANDY Awards Student Competition.

Another competition, the National Student Advertising Competition (NSAC), was created by the AAF in 1973. Although there now are many other competitions, this has become arguably the premier student advertising competition in the United States, and the centerpiece of the AAF educational mission. Over time this competition has grown to where it provides real-world experience to about 3,000 students per year.

The year 1973 was a major turning point for the AAF's involvement in education. Coincident with the founding of the NSAC, the Alpha Delta Sigma fraternity was subsumed by the Federation. Then, in 1974, a new Academic Division of the Federation was created, and a program was established to create AAF chapters in colleges and universities. Those chapters, student ad clubs throughout North America, have become a central focus of extra-curricular and co-curricular activities for advertising students in many universities. Guest speakers are brought to students, internships are arranged, and field trips are taken, all under the auspices of these chapters. Each year an educator serves as Chair of the Academic Division (*see* Table 6-5).

Table 6-5
AAF Academic Division Chairs

1973-74	Robert Boyd	1991-92	Fran Lacher
1974-75	Zane Cannon	1992-93	Ron Lane
1975-76	Frank Dobyns	1993-94	Mary Ann Stutts
1976-77	Donald Vance	1994-95	Tom Groth
1977-78	Leonard LanFranco	1995-96	Lynda Maddox
1978-79	Conrad Hill	1996-97	Hugh Daubek
1979-80	James Frost	1997-99	Alice Kendrick
1980-81	Charles Frazer	1999-00	Janet Dooley
1981-82	Elsie Hebert	2000-01	Constance Cannon Frazier
1982-83	Don Vance	2001-02	Jim Cleary
1983-84	Bob Ellis	2002-03	Ludmilla Wells
1984-85	Alan Fletcher	2003-04	Tom Bowers
1985-86	Guy Tunnicliff	2004-05	Ron Schie
1986-87	William Fudge	2005-06	Teri Henley
1987-88	Carolyn Stringer	2006-07	Jami Fullerton
1988-89	John Murphy	2007-08	Steve Hall
1989-91	Howard Cogan	2008-09	Greg Pabst

In subsequent years the AAF continued to become more involved in education. It created an “Aid to Advertising Education Award” (in 1998 changed to the “James S. Fish Aid to Advertising Education Award”) for practitioners and those in education administration who have shown outstanding support for a college chapter. And in 1987, to honor excellence in teaching, research and writing, as well as student advising, it announced the creation of a Distinguished Advertising Educator Award (*see* Table 6-6). Then in 1997 it instituted a Most Promising Minority Students Program to address the relative lack of minorities in the field, creating a mechanism to encourage and foster promising minority talent. In 2005 the Federation also extended its coveted awards for creative work to young men and women still in school by presenting national Student ADDY Awards.

Table 6-6
AAF Distinguished Advertising Educator Award Recipients

1987	Philip Ward Burton (Indiana University)
1988	S. Watson Dunn (University of Missouri)
1989	Billy I. Ross (Texas Tech University)
1990	William Goodrich (University of S. Carolina)
1991	John Philip Jones (Syracuse University)
1992	Kim Rotzoll (University of Illinois)

1993	Don E. Schultz (Northwestern University)
1994	Elsie Hebert (Louisiana State University)
1995	Walter Weir (Michigan State University & more)
1996	Bruce Vanden Bergh (Michigan State University)
1997	Robert E. Ellis (Northwood University)
1998	Frances Rutland Lacher (Fashion Institute of Technology)
1999	Howard S. Cogan (Ithaca College)
2000	Jerome Jewler (University of S. Carolina)
2001	none
2002	none
2003	Leila (Lee) Wenthe (University of Georgia/S. Carolina)
2004	Esther Thorson (University of Missouri)
2005	W. Ronald Lane (University of Georgia)
2006	none
2007	Thomas A. Bowers (University of N. Carolina)
2008	Alice Kendrick (Southern Methodist University)

The AAF differs from the organizations discussed earlier in this chapter, in that it does not hold a special conference for educators to present their research. Although educators can be members of the AAF, and can attend its national convention, the educational focus of the Federation is more on the students than the faculty. Its impact on advertising education, though, is substantial. As of 2008 the Federation represents 215 college chapters, in addition to 200 city/local ad clubs and 50,000 professionals.

The AAF is one part of an industry triumvirate that also includes the American Association of Advertising Agencies (AAAA) and the Association of National Advertisers (ANA). The AAF represents individual members of the profession, the AAAA represents the agencies, and the ANA is the advertisers, the agencies' clients. Because the AAF is seen as the arm that deals with ad education, the other two groups have relatively little involvement. One notable exception to that, however, is their investment in the Advertising Educational Foundation (AEF).

Advertising Educational Foundation

[<http://www.aef.com/>]

In 1958 the AAF created its own educational foundation, aimed at both elevating the quality of ad education and simultaneously reaching out to better explain the field to the general public. Another

educational foundation was established by the American Association of Advertising Agencies (AAAA) in 1967, providing grants for research in advertising. In the Spring of 1983 the two organizations decided to merge these foundations into a single entity: the AEF.

The Foundation became a unified effort to enhance public and academic understanding of the social and economic impact of advertising, funded by agencies, advertisers, and media companies. According to Paula Alex, Chief Executive Officer of the AEF:

At that time, there was considerable skepticism and misunderstanding about advertising's role in society. Because students are the leaders of tomorrow, it was felt that opening up a dialogue on college campuses would help enhance learning about various aspects of advertising – the process as well as some of the issues surrounding the industry (i.e., ethics, gender portrayals, persuasive techniques, etc.). To that end, the AEF developed educational programs to bring together academia and advertising.

Over time the AEF evolved into the industry's provider/distributor of educational content about advertising's role in society. Its objectives are (1) to expand and elevate discourse about advertising, and (2) to help attract the highest level of talent to the ad industry.

The Foundation's founder and first Chairman was Alfred J. Seaman, former CEO of SSC&B:Lintas Advertising and a member of the Executive Committee of The Interpublic Group. In 1991 another of the AEF's founders and former Chairman of McCann-Erickson Worldwide, Eugene H. Kummel, became Chairman. In 1994 Kummel was succeeded by Peter N. Larson, worldwide Chairman of the consumer and personal care group at Johnson & Johnson, who stepped down in 1997. Seaman again stepped in as Interim Chairman until 1998, when David Bell, Chairman and CEO of True North Communications was elected AEF Chairman. Then, in 2004, the AEF Board instituted a 2-year term for that position. Ken Kaess, President and CEO of DDB Communications Worldwide served as Chairman for the next two years. He was succeeded in 2006 by Linda Sawyer, CEO of Deutsch Inc. The Foundation's Board of Directors, as of 2008, included 39 heads of industry and eight academics.

Paula Alex joined the AEF as Vice President in 1985, after a decade in account management, having worked with Seaman. She was brought in to develop programs on the campuses of colleges and

universities across the U.S. In 1989 she was named Executive Director, and in 2002 her title became CEO.

Over the years the AEF has contributed to advertising education in multiple ways. Since 1985 it has helped to provide industry speakers to hundreds of colleges around the country through an “Ambassador Program.” Now called the “Inside Advertising Speakers Program,” these industry executives often travel cross-country to bring students – many of whom are not advertising or marketing majors – an insider’s view of the advertising industry.

In late 1986 the AEF took over a program originally created in 1980 by Barton Cummings, former chairman of Compton Advertising. This program, a Visiting Professor Program, had been created by Cummings as a part of the American Academy of Advertising. It provided college professors with the opportunity to play an “intern” role in advertising agencies and related businesses, lending those with no industry experience a view of the actual workings of the advertising business. Initially the program required participating professors to be AAA members, but when the program was moved to the AEF its scope was broadened to embrace professors from multiple disciplines, without regard to membership in any particular professional organization. As of 2008, nearly 400 professors had participated in this AEF program.

Some important publications and productions from AEF also have contributed to education. A 1990 video, *Behind the Scenes*, was created to tell the story of advertising to college students. It included showing three actual campaigns from initial strategic development to the final creative product. The video has been used as supplemental material for 18 college textbooks, and in 2002 Junior Achievement adapted one part of it as a way to introduce fifth grade students to advertising. And another video, *Goodbye Guesswork: How Research Guides Today’s Advertisers*, was released in 1995. This documentary explains how research is used to solve advertising/marketing problems. It has been shown on educational cable television and in college classes, and seen by more than 4 million viewers.

By the end of the 1990s the AEF created a website, www.aef.com, designed as a portal to information about advertising’s role in society. The content quickly built to include collections of advertisements, case histories, book excerpts, news articles, and more. Both of the videos, above, also became accessible on that website.

On the heels of that development the Foundation, in 2000, began publishing its own peer-reviewed academic journal, the *Advertising & Society Review* (A&SR), available through aef.com and through university libraries worldwide via Johns Hopkins University's Project MUSE. William O'Barr (Duke University) became its founding editor, and Linda Scott (University of Illinois & Oxford University) succeeded him as editor in 2005. By the end of 2007 the A&SR was ranked 20th out of more than 380 journals delivered through Project MUSE. One reason O'Barr stepped down as editor was to devote more time to developing an online advertising textbook, the ADText Online Curriculum, for AEF. The first units of that text were published in 2005.

Finally, beginning with an event in 2003, the AEF hosts an Annual Symposium that brings together experts from both academia and industry to discuss social "hot topics" like, "How is Advertising Shaping the Image of Women?" and "The Advertising Industry's Commitment to Social Responsibility and Children's Health and Wellness." The Symposia are attended by students, professors, and practitioners.

The AEF's role in ad education is a bit different from some of these other organizations. On the one hand it is unique in that its sole purpose is education, while for most of these organizations education is just one part of what they do. On the other hand, the AEF's educational mission is not to enhance advertising or marketing programs at universities, but rather to educate the public. It accomplishes this largely by outreach to college students and faculty, but its reach purposely goes to *all* academic disciplines, not just advertising and marketing programs, in order to inform those who hold misconceptions about advertising.

While the AEF and all of the other groups discussed so far dwell on the industry as a whole, there is one organization that must be mentioned which deals just with a single aspect of the industry: the creative work. That organization is The One Club.

The One Club

[<http://www.oneclub.org/>]

The One Club is a non-profit organization designed to promote excellence in advertising and design. It is all about the creative prod-

uct, and its mission is to celebrate creative advertising and inspire future generations. It was formed in 1974, when the Art Directors Club and The Copy Club – each sponsored its own advertising competition – joined together to form *one* competition: The One Show. A distinction of this competition was that it awarded the entire creative concept, as well as the execution of the ad.

Then, in 1975, The One Club for Art and Copy was born to sponsor the annual One Show. The award, the One Show Pencil, quickly became the “Oscar” of the ad industry. In 1998, recognizing the growth of interactive advertising, a separate competition was introduced: One Show Interactive. This was followed in 2001 with the creation of a new competition to recognize integrated brand campaigns: One Show Design.

Education has been integral to The One Club since its inception. The One Show College Competition began in 1981. Students from numerous schools work from a single brief to create ads for that year’s sponsor. The work is then judged by the One Show jury. In 2008 the Competition received more than 1,000 entries, representing 100 schools from 17 countries, and students from undergraduate, graduate, and portfolio schools. Winners receive the One Show Pencil, and all finalists are published in the One Show Annual book. The winners also have their work showcased on The One Club website.

A new student contest began in 2005: the One Show Client Pitch Competition. This is, in effect, an extension of the One Show College Competition. Where the former was judged on creative concept, this Competition assesses presentation skill and efficacy. Students present their One Show College Competition assignment in front of a live audience and panel of judges. In this competition the winners receive a scholarship.

In 1995 the organization began an annual One Club Student Exhibition. Select schools are invited to showcase their top seniors’ portfolios for the industry’s creative community to view. In the first year just six schools were invited to participate in the One Show:

University of Texas	Portfolio Center
Miami Ad School	Art Center College of Design
Academy of Art College	School of Visual Arts

By 2008, its 14th year, the list of invitees had expanded to encompass a far larger and broader range of programs:

Academy of Art University	Adhouse
Art Center College of Design	The Art Institute of Pittsburgh
The Book Shop	Brainco
Brigham Young University	California State University
Chicago Portfolio School	College for Creative Studies
Columbia College Chicago	The Creative Circus
Escola Panamerica de Arte e Design	Fashion Institute of Technology
Kean University	Miami Ad School
Minneapolis College of Art & Design	New York City College of Technology
Ontario College of Art & Design	Parsons The New School for Design
Pratt Institute	Savannah College of Art & Design
School of Visual Arts	SMU – Method Creative
Syracuse University	Tyler School of Art, Temple University
Texas Creative, University of Texas	University of Colorado
University of Delaware	University of Oregon
VCU – School of Mass Communications	VCU Brandcenter

The organization also sponsors a One Club Portfolio Review for students. It invites industry creatives, including some One Show judges, to act as reviewers and give students feedback on their work. This is conducted during the same week as the competitions described above. That week has come to be called the One Show Education Festival. At that same time a Patrick Kelly Scholarship is awarded. That scholarship was established by Euro RSCG New York, along with The One Club. There also is another: The One Club Scholarship.

In addition, every Summer The One Club holds a two-day Education Summit to enable educators to exchange information and ideas, as well as learning the latest interests and trends of the industry. And in 2008 The One Club began creating student chapters at schools.

Its educational initiatives have not been confined to the United States, either. Beginning in 2001 The One Club became involved in an outreach project to raise creative standards among young advertising professionals in China. It hosts an annual One Show China Young Creative Competition, and the finalists of that competition are invited to take part in a series of workshops and portfolio reviews, much like the One Show Education Festival in the U.S. Since it began, nearly 300 teams have taken part in the workshops.

For students who aspire to be copy writers or art directors, and for schools that specialize in the creative side of advertising, The One Club is a major – or even THE major – organization supporting ad education. But for advertising education generally, there are many

organizations we have not discussed. Below are some of the important ones that definitely deserve a mention here.

Other Important Organizations

Advertising Club of New York

[<http://www.theadvertisingclub.org/>]

The Advertising Club of New York (ACNY) is one of the older groups. The Club's purpose, as stated in 2008, is to provide "a forum to exchange ideas, learn, make connections, recognize excellence, and give back to build a stronger advertising and marketing community."

The Club can be traced back to 1896 when it was called the Sphinx Club. In 1906 it was renamed the Advertising Men's League, and in 1915 it finally became the ACNY. The ACNY has played an enormous role in the history of advertising, generally. It was involved in the "Truth in Advertising" movement that began around 1911 and eventually resulted in the creation of the Better Business Bureaus, and over the years it has hosted some very big names as guest speakers, including U.S. Presidents. It also founded the Advertising Hall of Fame, which was transferred to the American Advertising Federation in 1973.

The ACNY's involvement in education likewise has a notable history. The organization's website claims it was "the first formal teaching about advertising to be offered by an educational institution," in 1906. As we've shown earlier, this is a claim that easily could be contested, but it certainly is true that this club was involved in advertising education in its very first years. A series of classes was taught at New York University around that time under the supervision of the Advertising Men's League. These courses were taught by some of the earliest leaders in ad education. For a few years the Club appears to have been the primary force keeping advertising education alive in New York. And in 1918 the ACNY introduced an advertising and marketing course, A&M 101, as an introduction to the subject for World War 1 veterans.

In 1964 the Club announced its new ANDY Awards. The ANDYs are intended to "honor creativity." They are judged by a jury of leading creative directors, with awards given to single ads as

well as to complete campaigns. All ANDY Award winners subsequently compete for the GRANDY Award, the top honor. As of 2008 the GRANDY Award included \$50,000 and a Championship GRANDY Ring. The ANDYs began as a print-only New York show, but it has evolved into an international competition that encompasses all media, and are now called the International ANDY Awards.

The Club's educational initiatives were folded into a new Ad Club Foundation in 1984. As a part of the Foundation, beginning in 1995, the ANDY competition was extended to include student work. Students compete for Silver or Bronze ANDY Awards, and the winners of the Silver Awards compete for the Glenn C. Smith Scholarship, which includes a prize of \$5000, along with the ANDY Student Championship Ring. The work of the winning team (copywriter and art director) also is published in the ANDYs winners' annual.

The Foundation also presents a student award called the "Advertising Person of the Year / Silver Medal Award." First awarded in 2004, this award is limited to schools in the New York area: Baruch College, City College of New York, College of Mt. St. Vincent, Fashion Institute of Technology, Hofstra University, Long Island University, New York University, New York Institute of Technology, Pace University, Parsons The New School for Design, Pratt Institute, School of Visual Arts, St. John's University, and Yeshiva University.

American Council on Consumer Interests

[<http://www.consumerinterests.org/>]

The American Council on Consumer Interests (ACCI) was created in 1953, at the suggestion of Colston Warne, president of the Consumers Union. Its original name was the Council on Consumer Information, but that name was changed in 1969. The purpose of the organization, as originally articulated, was consumer education. Its goals today include promoting research and education, as well as informing public policy.

ACCI claims to sponsor "Special projects that promote the exchange of ideas between researchers, students, educators, policy makers and advocates interested in consumer and family economic issues," which certainly bears on advertising. Its primary educational influence is on university programs in "consumer studies," "home

economics,” or “family resource management,” etc., rather than programs directly focused on teaching advertising. However, the subject matter is so closely aligned with many interests in advertising that several ad educators have belonged to ACCI and published research in its journal, *The Journal of Consumer Affairs*. As of 2008 the editor of the *Journal* was Herbert J. Rotfeld, who concurrently serves as Treasurer of the American Academy of Advertising.

***American Psychological Association Division 23:
The Society for Consumer Psychology***

[<http://www.myscp.org/>]

Division 23 of the American Psychological Association (APA), also known as the Society for Consumer Psychology (SCP), is another organization that has attracted many advertising faculty. The parent organization, the APA, was created in 1892 by a group of 26 men, with G. Stanley Hall as its first president. By 2007 it had 54 associated “divisions.” Although interest in the psychology of advertising and consumers goes back to the end of the 19th century, Division 23 was not established until 1961. Initially called the Consumer Psychology division, it changed its name to SCP in 1988.

The SCP is concerned with individual and social psychology of consumer behavior. Its members include students (primarily graduate students), academics, and practitioners involved or interested in these topics. The majority of its members are at universities, particularly in psychology, marketing, and advertising programs. The SCP publishes the *Journal of Consumer Psychology*, in which many advertising academics publish, and it also provides some teaching resources for academics. The Society holds an annual conference with competitive research paper sessions.

Art Directors Club

[<http://www.adcglobal.org/>]

Also known as the “New York Art Directors Club,” the Art Directors Club (ADC) has a long history that reaches back to 1920. Its mission is “To promote the highest standards of excellence and integrity in visual communications and to encourage students and

young professionals entering the field.” The ADC encompasses not only advertising, but other aspects of design as well, even photography.

The Club was begun by Louis Pedlar, who managed to bring together some influential advertising, illustration, and graphic artists. The Club’s first annual exhibit was organized in 1921 by Ernest Elmo Calkins, one of the “greats” in the history of advertising. Early members were involved in education, teaching at the Society of Illustrators’ School of Disabled Soldiers. Women were not permitted to join until 1943, but by 1950 Margaret Mead was a guest speaker at the ADC. Indeed, being located at the center of the art and advertising worlds, over the years ADC had ties to many distinguished figures in the art world, including the likes of Peter Max, Christo, and Salvador Dali. Its address changed many times over the years, but in 2000 it found its most recent home on West 29th Street in Manhattan.

The ADC sponsors an annual awards competition, and it’s known for the solid cube shape of its awards, in gold and silver. Students enrolled in undergraduate or graduate programs in advertising, graphic design, photography, illustration, and interactive media can submit work to the competition. The student work is judged separately from that of the professionals, but by the same judges. Winners receive awards and their work is published in the *Art Directors Annual*, as well as being showcased in traveling exhibits and on the ADC website.

National Student Portfolio Reviews also are sponsored by the organization every May. Select faculty members are invited to nominate students for the reviews, and 200 are selected to participate. Professionals in advertising, design, and communications act as reviewers. These reviews often lead to some students receiving job offers from the reviewers.

ADC also offers scholarships to students. Aside from some dedicated to “design,” “graphic design” or “illustration,” there is one specifically dedicated to advertising: the Veer Scholarship in Advertising. In 2008 it awards \$2500 to the student, and the student’s work is featured in the *Art Directors Annual*, as well as in other publications and displays.

Thanks to a generous grant, beginning in 1997 ADC, in conjunction with the School Art League and the New York Board of Education, started a program aimed at promising high school students. These Saturday Career Workshops bring top professionals to

meet with 50 high school juniors from New York City, giving the students projects to complete under their supervision.

Association for Consumer Research

[<http://www.acrwebsite.org/>]

The Association for Consumer Research (ACR) was begun by a group of consumer researchers in 1969, during a meeting at Ohio State University. The first conference was in 1970. Today the Association boasts about 1700 members, including researchers from a wide variety of disciplines: psychology, marketing, sociology, economics, statistics, and of course advertising, among others. These principally are university faculty.

ACR, today, holds multiple conferences, including one annually in North America and others on a periodic schedule in Europe, Asia-Pacific, and Latin America locations. It also co-sponsors several other conferences. The conferences involve competitive paper sessions, and those papers are published in its *Advances in Consumer Research*. This Association has attracted many advertising educators over the years.

D&AD

[<http://www.dandad.org/>]

As stated prominently on its website, “D&AD is an educational charity – our purpose is set creative standards, educate, inspire and promote good design and advertising.” It began in 1962 as British Design and Art Direction, established by a group of London-based designers and art directors. It sponsored a creative competition in 1963, which had 2500 entries and set the stage for the future of this organization.

The first initiative in ad education was in the first couple of years, when D&AD began graphic workshops in association with the Royal College of Art. These workshops were held for about a decade.

Student awards were introduced in 1977 under the direction of Sir John Hegarty. They presented students with creative assignments

based on real-world briefs. The education program was further expanded the next year, adding Advertising Workshops.

The 1990s brought a new Student Expo, later called New Blood. And the University Network, bringing universities and college courses into the organization, started in 1993. In 1996 D&AD announced Xchange, a “summer school” for college instructors.

The awards competition continued, and in 1997 a digital category was added. By the turn of the millennium more than half of the competition’s entries were being submitted from outside the United Kingdom, with many from the U.S. And by 2007 the Student Awards, too, had expanded far beyond the UK to encompass entries from more than 40 countries. The 2008 list of entries included U.S.-based schools such as the Art Center College of Design, Miami Ad School, School of Visual Arts, The Creative Circus, University of California-Davis, and the VCU Brandcenter.

While not based in the U.S., there is little doubt that D&AD has become an important part of art direction education among many U.S. schools. And it is growing in popularity.

Promotional Products Association International

[<http://www.ppa.org/>]

In 1904 a group of men representing 12 manufacturers met in Chicago to discuss the advisability of forming a professional association for those involved in the specialty advertising trade (Ebel 2003). After much discussion they agreed on the need for such an organization, and decided to call it the National Association of Advertising Novelty Manufacturers (NAANM). Each company was assessed dues of \$2, to cover the costs of the meeting and cigars.

Over the next century this group changed its name several times. In 1913 it became the National Association of Advertising Specialty Manufacturers (NAASM). In 1920 the group adopted a much shorter title, the Advertising Specialty Association (ASA), but in 1931 the length grew to Advertising Specialty National Association (ASNA). A separate organization, the Advertising Specialty Guild, formed in 1953 but was folded into the ASNA in 1964. At that point it adopted yet another name, the Specialty Advertising Association (SAA). It also established a permanent office in Chicago, in the building of the *Advertising Age* magazine, but in 1979 it acquired prop-

erty in Irving, Texas, and moved the headquarters. The name finally was changed to Promotional Products Association International in 1992.

Educational involvement by the organization began in 1961, when it created a week-long Executive Development Seminar at Case Western Reserve University. It eventually moved the Seminar to the University of Wisconsin, and in 1970 added an advanced seminar. On completion of the course attendees received diplomas declaring them Certified Advertising Specialists (*ibid*). It was the beginning of a certification program that developed in the coming years. This program, of course, was of the “continuing education” variety, aimed at practitioners rather than college students. It did, however, set the stage for greater educational outreach.

Four university professors were invited to attend the 1969 Winter Show of the association, to let them see the profession from the inside and take that knowledge to their students. This was genesis of the Very Important Professor (VIP) program. Over the coming decades, many college professors were invited to tour the annual Show and learn about the promotional products industry.

In 1990 the Association introduced a National Collegiate Competition in Specialty Advertising and Target Marketing. The Competition was an annual event for the next decade.

Yellow Pages Association

[<http://www.ypassociation.org/>]

The Yellow Pages Association (YPA) began in 1975 as the National Yellow Pages Service Association (NYPSA), making it a relative newcomer among the organizations listed here. The NYPSA merged with the American Association of Yellow Pages Publishers (AAAYPP) in 1988, becoming the Yellow Pages Publishers Association (YPPA). Its name changed to the Yellow Pages Integrated Media Association in 2002 and shortly thereafter was again renamed the YPA. It is the trade association representing publishers of both print and digital forms of Yellow Pages, worldwide.

In 1986 the Association made its first step into advertising education by having professor Alan Fletcher write a Yellow Pages Monograph. It was intended to serve as the “missing chapter” in advertising and marketing textbooks. The Association made it freely

available to instructors, for use in their classrooms. The monograph was rewritten in 1998 by Joel Davis, from San Diego State University. An electronic version of it eventually was made available through the Association's website (<http://www.ypa-academics.org/UYPII/homein.html>).

The YPPA, in partnership with Southwestern Bell Publishing, sponsored a seminar in 1990 for 16 college juniors who had been recommended by their professors. The seminar was held at the University of Missouri. It became a regular event that ran through 1996.

A different type of seminar was held in 1997 and 1998. Instead of students, these were aimed at advertising and marketing professors.

A student marketing competition was introduced in 1997, to expand the Association's outreach to students. It ran for three years.

The 2005-06 school year marked the beginning of a new YPA Collegiate Advertising Competition. Unlike many of the other competitions mentioned above, this one allows entry by individual students and it gives first, second, and third place awards. And in the first three years of its existence it has awarded top honors to students at fairly small schools that have no broad advertising curricula.

In the first year over 300 entries were submitted. This represented a total involvement of 573 students and 67 colleges/universities. Kennesaw State University's student, Carol Craig, won the top honor at that inaugural competition. In just the second year of the Competition, 2006-07, the number of entries swelled to more than 1000, encompassing almost 1800 students at more than 200 colleges/universities. The first place winner that year was Fehren Johnson at Southwestern Michigan College. Then, in the third year (2007-08) the numbers dropped a bit, but still included a respectable 800 entries and 1400 students. First place was awarded to Steven Tran, from the University of Illinois at Chicago. In 2008, this competition remains the YPA's primary mechanism to reach college students.

Conclusion

In addition to the organizations listed here there certainly are several national and international entities that could be listed. The

number of organizations contributing to ad education over the past century is enormous. We probably have left out some accidentally that will prove to be embarrassing omissions. And that doesn't even consider the groups that contribute on the local level, like city ad and marketing clubs. Of course it also ignores the thousands upon thousands of for-profit and non-profit companies and causes that have served as clients for student projects.

The contributions are many, valuable, and varied. They assist faculty, they assist students, and they assist the general educational process. Note, however, that there is one type of contribution we have not included in this overview: money. While there are advertisers, agencies, foundations, and others who provided some cash donations to schools to fund scholarships and some specific needs such as student travel or computer equipment, and a few who have given substantial amounts to programs, this industry has done less than many other industries in providing direct financial support for educational programs. As just one example, fields like accounting, architecture, finance, electrical engineering, computer science, law – and even marketing – companies and foundations have funded hundreds or even thousands of endowed professorships and chairs in universities throughout the U.S., while as of 2008 there are something less than a dozen endowed positions dedicated to advertising. This suggests that the field has not yet matured to the level of those other disciplines, at least in the eyes of the industry that benefits from the prospective employees trained in this educational system.


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Authors' Note: Much of the material used to write this chapter was obtained directly through the associations mentioned. Current website addresses are provided, since some of the material originated from those sites.

FREE

Third Annual Announcement



Chicago College of Advertising



FRANK P. BARKER, Ad. Mgr.
Cahn, Wampold & Co., Chicago.



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who are holding executive positions at **increased salaries** because they learned advertising as a **TRADE**, practically and thoroughly. While studying they have corrected proofs, figured out the printer's price for booklets, circulars, etc.; have written advertisements for all important lines of merchandise; have bought paper stock, prepared dummies and laid out follow-up systems; have bought newspaper and magazine space, and in fact have performed the duties of an **advertising manager** while learning to be one; doing over again work which has been produced by the Mahin Advertising Company.

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857 Williams Building, CHICAGO, ILLINOIS



W. W. DUNKLE, Ad. Mgr. The Tribune, South Bend, Ind.

From *McClure's* magazine (1904)

7



SELECT UNIVERSITY ADVERTISING PROGRAMS

A book on the past century of advertising education should include the histories of a group of advertising education programs that represent the field. This was a difficult task considering that approximately 200 colleges and universities have designated programs for advertising and/or advertising/public relations education. Some schools have renamed their programs to strategic communication, integrated marketing communications and other similar titles.

These programs selected do not necessarily represent the oldest, or the largest, or any other specific criteria. Those selected represent some of the older programs, some of the newer programs, and some that developed into major programs because of various other reasons.

It should also be noted that some of the programs selected are independent, self-standing departments; some are advertising or advertising/public relations sequences or concentrations within a departmental structure. Also it should be pointed out that the advertising education programs are found in schools or colleges of arts and sciences, journalism and/or mass communication or business administration.

Regardless of where the program is located, their histories provide an interesting history of the teaching of advertising. It provides an insight to where advertising education is today and where it may be going in the future.

Florida International University

School of Journalism & Mass Communication

by Patricia B. Rose

Two years after the university opened its doors in 1972, FIU officials and local media managers began talking about the establishment of a communication program with a strong emphasis on professional skills that would meet the needs of the growing and changing communication industry in South Florida. By fall 1974, the then School of Technology began offering some mass communication courses.

Headed by a series of chairs and acting chairs, the program became the Department of Communication in 1980, left what had become the College of Engineering and Design and moved to the College of Arts and Sciences in 1983.

That year, yet another acting chair came to the communication program, this one from FIU's Department of Public Administration where he had served several years as chair. By dint of education, experience as a newspaper reporter and editor and as an academic researcher who focused on public-policy communication, he also brought with him sound communication credentials. The provost asked him to help solve FIU's "single biggest academic headache" at the time – the Department of Communication.

First, the provost said, straighten out some immediate problems, and, second, recommend what the university should do with the department.

There were only two choices – shut the communication program down or develop it along carefully planned lines. The second option made sense. Miami was a rapidly-growing media center which badly needed a professionally-oriented communication program.

Further, Miami's multi-racial, multi-ethnic community was reflected in FIU's student body, including those enrolled in communication. That meant FIU was perfectly positioned to assist the communication professions in dealing with one of their most intractable problems, that of poor minority representation in its ranks. Finally, few other major U.S. communication programs had a strong international focus, much less one that focused on Latin America and the Caribbean. Given FIU's location in the gateway to Latin America, such a focus could distinguish FIU's communication program in time.

Such a program would require a major infusion of resources, the consistent support of the university for several years to come,

including elevation of the department to a free-standing school, and strong, aggressive leadership. The provost agreed; so did the department's newly formed Advisory Council, made up of major South Florida media professionals.

A chair was brought in from outside, but he stayed less than one year, unable to acclimate himself to the southern climate. The provost turned again to the chair of public administration, J. Arthur Heise, and invited him to return to communication to accept a regular appointment as chair. He did and later became the dean of the school.

So in 1985, with permanent leadership firmly in place, the department embarked on a massive self-improvement program. The provost promised that the department would become a free-standing school within a year, and channeled more faculty lines and other resources the department's way. Accreditation immediately became a top priority.

Thus galvanized, the department developed data that accurately profiled the communication student body, reviewed the curriculum from ground zero, and developed and wrote a proposal to the U.S. Agency for International Development to assess the condition of journalism and journalism education in Central America. This proposal was funded for one year at the rate of \$470,000, with its author, the department's chair, serving as project director.

Smooth sailing at last. However, shortly after that FIU's provost resigned. That was soon followed by the resignation of the University's president.

With those resignations, the commitments made to the Department of Communication seemed to evaporate. Despite these frustrations, the Department of Communication, its faculty, associate chair and chair decided not to allow events to paralyze them. Curricula of the sequences were reviewed with a keen eye to bring them into compliance with ACEJMC standards; long-term plans for the program were fine-tuned; the externally funded needs assessment of Central American journalism and journalism education got underway; the writing requirements for entering students were scrutinized and tightened sharply; work proceeded on the mountain of paperwork required to seek approval from the Board of Regents for a master's degree program; departmental operating policies were developed by the chair, associate chair and faculty – including difficult appoint-

ment, evaluation, tenure and promotion policies – and were reviewed and approved by the vice president for academic affairs.

When FIU's new president took office late in 1986, he decided to await the outcome of the Board of Regents statewide communication program review before deciding on the fate of the Department of Communication. That review took place in January 1987. The three-member team which scrutinized FIU's Department of Communication included Albert Scroggins, dean emeritus of communication, University of South Carolina; Mary Gardner, professor of journalism, Michigan State University; and Samuel L. Becker, professor of communication studies, University of Iowa.

One of their key recommendations related the communication faculty: "... the Department of Communication should be made a School of Mass Communication or School of Journalism/Mass Communication." But the reviewers gave the department even more cause to be elated. They felt the department, given its location in a multi-cultural, media-rich, international center of mass media ownership and service, "has one of the most exciting potentials of any program in the country"; has a faculty that is "competent, enthusiastic, dedicated and gets good marks from students for accessibility and interest in their problems and career goals"; has students who are "representative of the multi-cultural, multi-racial mix in Greater Miami, (and who) are, ambitious, articulate, and loyal to the unit faculty and administration"; has "leadership that is dynamic, well organized, ambitious for the program and has the respect and support of the bulk of the faculty, students and Advisory Council."

FIU's president now expressed his firm support for the department. The University, however, still had no permanent provost/vice president for academic affairs.

While these things were happening – or not happening – the assessment of Central American journalism and journalism education was completed by a three-member team, which conducted the research for the assessment in the field.

The field research led to an intensive workshop attended by top journalists from the region and others from the United States, among them Raymond Nixon, professor emeritus from the University of Minnesota, and Mary Gardner, internationally recognized for her expertise in Latin American journalism. With the data produced by the field research and the recommendations provided by the workshop,

the department chair and executive director of the project crafted an ambitious proposal for USAID to strengthen journalism and journalism education in Central America: a seven-year, \$13.5-million project, with \$12.4 million coming from USAID. If funded, it would be the largest externally funded project in the history of FIU. And, as well as could be determined, it would give FIU's communication department an international dimension unmatched by any other communication program in the United States. The proposal was submitted in April 1987.

A new provost and vice president for academic affairs were finally appointed in the fall of 1987. Simultaneously, six months of negotiations on thorny issues with USAID were under way. It was now 1988, nearly two years after the date when a written commitment from the previous provost said that the department would become a school.

The Institute for Public Opinion Research, a part of the department, was obtaining more and more grants and contracts for survey research projects. By early 1988, approval by USAID of the Central American Journalism Program looked more and more likely. Enrollments in the department were growing rapidly. The master's program had been approved by the Board of Regents and was to go on line in the fall of 1988.

Members of the communication faculty were becoming increasingly cynical about the inaction of the university. But no word came from the FIU administration on the department's future. The chair and the faculty made it clear to the University that the situation, for them, had reached a now-or-never stage.

The provost responded and initiated a series of meetings to develop a strategic plan for a school of journalism and mass communication at FIU. Suddenly, all of the analyses and resulting plans developed by the department since 1983 came into play, as did the many hours of discussion of these plans with the Advisory Council. Draft after draft was written, fine-tuning the plan, with faculty views thoroughly incorporated.

In the midst of all this, early in May 1988 came some extraordinary news. USAID had approved the proposed \$13.5-million Central American Journalism Program. The Department of Communication had secured the largest externally funded project up to that point in the history of the University.

Now things began to move. Agreement on the department's strategic plan was reached in July 1988. There would be a school of journalism and mass communication at FIU; this school would reside for three years within the College of Arts and Sciences, and then, in 1991-92, provided it met goals set forth in the strategic plan, it would become a free-standing school reporting directly to the provost.

Within a year, new quarters for the school were designed and built. New faculty were recruited and a lab technician to take care of computer and broadcast equipment also came on board. A full-time student services coordinator was in place; an additional secretary joined the School of Journalism and Mass Communication.

Despite the whirlwind that suddenly spun through the school, the faculty and staff never lost sight of the number one priority-- accreditation. Existing analyses were dusted off and updated. And a detailed time-and-task plan was created. The faculty reviewed it in detail, and agreed on its implementation.

An experienced ACEJMC site visit team member was asked to do an informal pre-accreditation visit and evaluation. Neale Copple, then dean of the College of Journalism at the University of Nebraska, an educator with long experience in accreditation and a reputation for tough-mindedness as a site visitor, pored through student records, analyzed the SJMC budget, met with students, faculty and administrators and, at the end of his visit, met with the SJMC Advisory Council.

He told the council that FIU's communication program was "one of the best-kept secrets in the U.S." He encouraged the SJMC to seek accreditation as planned in 1990-91.

That is the long, twisting road – a road that consistently headed uphill – FIU's communication program had traveled from 1974 to the eve of the ACEJMC site visit in early 1991.

The ACEJMC team arrived at FIU on January 27, 1991. Four days later, the team told FIU's president that it had found the program in compliance with all 12 ACEJMC standards and was recommending that it be accredited. In the weeks to come, that recommendation was accepted by the Accrediting Committee and the Accrediting Council – unanimously at both levels.

Within three months of achieving accreditation, FIU won approval from the Florida Board of Regents for its School of Journalism to become a free-standing school alongside eight other colleges

and schools at the university. With accreditation and establishment as a free-standing school, SJMC turned to shape its future direction.

However, as the planning progressed, the budgetary environment of the State University System became more uncertain as the state's financial situation deteriorated. As a result, it was not until early 1994 that agreement was reached with the FIU administration on a strategic plan that would direct the activities of the school for the next several years.

Fundamental to this plan remained the idea that FIU's School of Journalism and Mass Communication be a school with a clear-cut professional focus, a focus which is rooted in a strong liberal arts foundation; that it be a school whose job it is to successfully nurture one of its major assets, its large and growing minority student enrollments; and that it be a school that distinguishes itself through carefully planned international activities.

By 1996 SJMC had grown to a school with 20 regular faculty, two research faculty assigned to the Institute of Public Opinion Research, its applied survey research arm, and five faculty on soft money assigned to the International Media Center, SJMC's sponsored research and training center. Its facilities included two computerized writing labs, a computerized graphics lab with desktop publishing capability, a computerized newsroom set up for print and television, a Student Resource Center with full computer research capability staffed by a full-time librarian, a teaching studio, six editing suites and a student organizations office.

Its enrollments had grown rapidly. Its total student body in FTE terms had grown 31 percent since 1990 – from 207 FTEs in 1990-91 to 272 FTEs in 1995-96.

Following accreditation in 1991 as a first step toward more deliberate day-to-day operations, the SJMC dean requested authorization from the university to reorganize the school into two departments. That authorization – plus the necessary funds to convert two nine-month positions to 12 months and to add two secretaries – was granted by the central administration effective in 1993-94. The journalism and broadcasting sequences were combined into the Department of Journalism and Broadcasting and the advertising and public relations sequences became the Department of Advertising and Public Relations.

University of Illinois

Department of Advertising

by Jason Chambers

When department founder Charles Sandage arrived on the University of Illinois there already existed a history of advertising education on campus. Beginning in 1916, while still a part of the English department, the journalism faculty offered a single course in advertising. From those humble beginnings and thanks in large part to the hard work of Sandage and others over the years, Illinois emerged to become a national and international leader in the field of advertising education.

In the interim between the first advertising course and Sandage's arrival advertising education at the University proceeded in fits and starts. For nearly two decades only a single course in advertising instruction was offered. In the mid-1930s, additional advertising courses were added to the curriculum, but it was not until the early 1940s that an actual separate curriculum in advertising was established. Although additional developments in advertising education at Illinois were likely hindered by the impact of the Great Depression and World War II, it is undeniable that the lack of a focused curriculum also hampered its development.

At that early point courses on advertising were split between the College of Commerce (later renamed the College of Business) and the School of Journalism. There was limited interaction between the college and the school and this fractious approach hampered further development. In fact, at one point advertising faculty in the School of Journalism petitioned to be moved to the College of Commerce where a new department of advertising would be established. Therefore, rather than see the departure of several faculty members, leaders in the School of Journalism agreed to establish an advertising department. Such a department, however, needed a leader.

Fred Siebert, head of the School of Journalism, brought Charles Sandage from Miami University to develop a unified curriculum in advertising education. Arriving at Illinois in 1946, Sandage quickly recognized the divided approach in which the College of Commerce and the School of Journalism approached advertising instruction. Faculty in the College of Commerce focused primarily on manage-

ment and creating advertisements. On the other hand, courses in the School of Journalism focused on media research and placement. Sandage looked for the unifying features behind both approaches. He found it by centering his attention and the curriculum on advertising as an “institution of abundance”. He reasoned that if the primary purpose of business was the creation of goods and services for the consumer, the primary function of advertising was to make consumers aware of them. With that awareness consumers could make informed purchasing decisions and use their purchasing power to maintain a high level of employment in the nation. Thus advertising education should not merely approach the subject as a collection of skills, or the practice of advertising as though advertising professionals were little more than carnival barkers. Instead, advertising education should recognize the institution of advertising as a “fundamental economic and social institution” and provide students with the well-rounded intellectual core to approach it as such. As Sandage later observed, “My own philosophy of education in the field of advertising is to minimize strictly skills courses and to place more emphasis on the ‘why’ of advertising in its business and social environment.”

Over the next several years, Sandage and Illinois became recognized leaders in advertising education. In 1959 advertising became an official department in the School of Journalism and Communication and its reputation in academia continued to grow. Sandage carefully established relationships with advertising practitioners and professional organizations. He did so to ensure that the curriculum at Illinois would remain relevant to the profession, but also that it was not dominated by a limited professional focus. Faculty at Illinois regularly published books and journal articles on advertising, but Sandage also encouraged them to maintain relationships with various aspects of the advertising profession as he himself did. Sandage regularly published research or opinion pieces in advertising trade journals, visited advertising agencies, and spoke at the conventions of advertising organizations. He also remained an active researcher and later became one of the organizational leaders behind the creation of the *Journal of Advertising*. As a result the advertising curriculum at Illinois remained professionally relevant, but broad enough that students learned critical analytical and problem-solving skills that prepared them for work in many different fields.

Sandage remained the head of the department of advertising until 1966. In the 20 years he was at Illinois, Sandage led the adver-

tising department to be recognized as the preeminent location for advertising education. Further, the development of graduate-level advertising instruction led to a cadre of Ph.D. students trained in the Illinois way who later went on to either create or influence other university-based advertising programs around the nation. In fact, 13 graduates of the program, the most of any university, served as presidents of the American Academy of Advertising as listed in Table 7-1.

Table 7-1
Illinois graduates who became
President of the American Academy of Advertising

1970-71	S. Watson Dunn	1991	Kim B. Rotzoll
1981	Arnold M. Barban	1992	Patricia A. Stout
1983	Alan D. Fletcher	1994	Helen Katz
1984-85	Donald W. Jugenheimer	1995	Bruce Vanden Bergh
1986	Donald R. Glover	1998	Richard F. Beltrami
1987	Nancy Stephens	2002	Mary Alice Shaver
1990	John D. Leckenby		

Thus, in many respects, over the years the Illinois approach to advertising education has been spread around the country. Also, beyond their work in academia, alumni of the department of advertising have become some of the leading figures in both the advertising trade as well as other fields of endeavor. In addition to those who have served as Academy presidents, Table 7-2 lists of other UI graduates who have served on faculties at other universities.

Table 7-2
University of Illinois Graduates at Other Institutions

Kent Lancaster - Miami Univ.	Don Parente - Middle Tenn State Univ.
Pajeev Batra - Univ. of Michigan	Frazier Moore - Univ. of Georgia
Bob Carrell - University of Oklahoma	Shizue Kishi - Tpkyp Keizai University
Tina Lowrey - Univ. of Texas-San Antonio	L. J. Shrum - Univ. of Texas-San Antonio
Dennis Martin - Brigham Young Univ.	Charles Patti - Univ. of Denver
Frank Pierce - Univ. of Florida	Roxanne Hovland - Univ. of Tennessee
Tom Russell - Univ. of Georgia	Charles Frazer - Univ. of Oregon
Len Reid - Univ. of Georgia	Dean Krugman - Univ. of Georgia
Peggy Kreshel - Univ. of Georgia	Spencer Tinkman - Univ. of Gerogia
Karen King - Univ. of Georgia	Eric Zanot - Univ. of Maryland
Thomas Groth - Univ. of West Florida	Herbert Jack Rotfeld - Auburn Univ.
Wei-Na-Lee - Univ. of Texas - Austin	Ron Taylor - Univ. of Tennessee
Nancy Stephens - Arizona State Univ.	Peter Turk - Univ. of Akron

Sandage's vision that Illinois advertising students be prepared for leadership in the field of advertising, but also in other areas of pursuit as been amply born out.

After Charles Sandage retired, he was replaced by a succession of gifted academic leaders including S. Watson Dunn, Arnold Barban, Kim Rotzoll, James Haefner, Linda Scott, and Jan Slater. Each of these men and women continued Sandage's proud tradition and helped Illinois maintain its position as a leading center for advertising education.

Sources:

Charles H. Sandage, *Roads to be Taken: The Intellectual Odyssey of Charles H. Sandage* (Lamoni, Iowa: Center for the Study of Free Enterprise and Entrepreneurship), 1993.

University of Kansas

William Allen White School of Journalism & Mass Communications

by *Thomas W. Volek*

The William Allen White School of Journalism and Mass Communications (WAW School) at the University of Kansas (KU) and its predecessor department has always been at the forefront of professional media education and preparation.

The WAW School began with pressure from editors and publishers in the profession and has evolved with the profession from the earliest classes in late 19th Century newspaper writing to a major curriculum revision reflecting all forms of information and persuasion across media at the turn of the 21st Century. KU offered its earliest journalism classes between 1890 and 1894 in the History and Sociology Department and, later, the English Department.

Former WAW School Associate Dean Dana Leibengood noted that Kansas publishers and editors were businessmen, and businesses needed to make money. So the idea of making money through entrepreneurship was there from the start.

The University felt increasing pressure from the industry in the early 20th Century to provide service to the state by educating newspapermen. So, the first coherent efforts to involve "newspapermen" in journalism education came to fruition in a class in 1903. The class essentially was a group of guest speakers - newspapermen - from around the state who stressed the business of newspapering with an

emphasis on news writing and “on-the-job” experience.

KU offered training in the business side of journalism from the earliest classes in the 20th Century. WAW School historian Barbara Joseph says students learned “at the end of the day (how to) figure out to the last nickel the profit for the day.”

KU hired a professional newspaperman to plan and supervise a journalism program in 1905. The journalism offerings were housed in the English Department. One such course was a series of guest lectures, including one offered on March 19, 1906 in “Advertising” by Leon Flint. “Daddy” Flint would become the first department chairman in 1911 and considered advertising his hobby. Today the building housing the WAW School is named for him.

KU offered its first advertising class in the spring of the 1909-10 academic year, “Advertising Principles and Practice.” The description from the KU Catalogue sounds like today. The course stressed writing and creating ads, and sales experience for those who wanted it.

KU offered an additional course in advertising in the 1913-14 school year, essentially expanding Advertising Principles to cover two semesters. The first semester studied pictorial and mail order advertising, measurement, keying ads to target audiences and the mathematics of advertising returns, the psychology of advertising and examined different kinds of advertising - novelty, billboard and even street-car ads!!

The second semester course applied the theory to practice. It dealt with preparation of copy and the planning of advertising campaigns. “Students will investigate varied problems of local merchants and make reports on methods of salesmanship through publicity.”

Thus, KU's first Campaigns course was born. The Journalism program took over the student newspaper (now known as the University Daily Kansan, or UDK) in 1910 and the paper offered advertising for the first time. The UDK's efforts to attract advertisers and their dollars became a constant irritant to the Lawrence papers over the years.

Journalism faculty established the “Central Newspaper Bureau of Kansas” in 1916 in the state capital, Topeka. The Bureau's goal was to help the 686 Kansas newspapers secure national advertising. The Bureau failed after one year, probably the result of losing its guiding force when program head Merle Thorpe took a job in the private sector.

The close relationship with Kansas editors continued as Journalism Faculty devised cost systems, record blanks and “aids to efficient accounting,” and counseled editors about “non-local advertising that wouldn't pay.”

KU formed the Department of Journalism with Leon Flint as chairman in 1916. He held the post until 1941. Flint focused the department's advertising approach with his stated goals “to master the functions, techniques, social values, economic effects and psychology of advertising.”

The new Department of Journalism refined its advertising offerings in 1918. It offered three courses with familiar names, “Elements of Advertising,” “Advertising Copy,” and “Advertising Campaigns.” The campaigns course description covers the practical application of modern advertising including “printing methods, illustrating, retail, mail order, municipal, church and idea advertising.”

The University saw a self-serving practical side to its own journalism program early on - publicizing the university throughout the state. Historian Barbara Joseph reports, “One of the (new journalism) program's main jobs was to prepare and distribute University publicity.” This early emphasis on the then-new discipline of public relations reflects on the WAW School's close ties with the persuasive media's practice and evolution. The journalism program ran what was essentially “university relations” from 1909 until sometime after 1941. Joseph reports some concern among the editors about keeping publicity separate from the student newspaper and teaching function.

The Journalism Department's advertising emphasis continued to evolve throughout the twenties and thirties. The department added a course in “Trade Journalism” in 1920 that examined “trade, scientific and business journals.” The Journalism Department then included a course entitled “Design in Advertising (for journalism students)” in 1923 taught by the Art Department. The design course was “(a) study of design as applied to advertising [layouts.] Problems, proper space division, balance, mass, light and dark, and color combinations.”

That same year, 1923, the department first grouped its courses into three specializations: News, Feature and Editorial; Advertising; and Business Administration. Students specializing in advertising took courses in economics and psychology in addition to the “Design in Advertising” course mentioned above.

The department first spelled out graduate work requirements in

1926, requiring 30 hours of credit for the Masters degree. Graduate students in advertising needed an "adequate foundation in psychology, economics, and sociology." That same year the department formed a chapter of Alpha Delta Sigma, the honorary and professional advertising fraternity.

The department further expanded its advertising offerings in 1930 offering courses in Direct Mail Advertising, and Retail Advertising in alternate semesters.

Elmer Beth joined the faculty in 1940 and served as acting chairman of the department from 1941-48. Beth stated two goals when he took over the department on an interim basis, to "make instruction in journalism and advertising professional and to emphasize the importance of the liberal arts." Beth wanted practical work in every class possible, including advertising.

Movement towards establishing a school of journalism existed from the early 1940s. The Kansas Board of Regents established the William Allen White School of Journalism in June 1944, but it didn't break with the College of Liberal Arts and Sciences and have its own dean until 1948. Burton Marvin served as first dean of the school.

The WAW School became accredited by the American Council on Education for Journalism in June 1948. That first accreditation included two departments - news-editorial and advertising-business.

The WAW School continued to expand in the post-war era, developing a Department of Radio-TV-Film it shared with the theatre and film department. The school also developed a Radio-TV advertising class.

The Radio-TV-Film Department remained a shared unit into the early 1990s, but by the middle 1960s the other two departments were called "sequences," which was something less than a full-blown department with a chair. The School continued "departmentless" with a dean and sequence "heads" (except, of course, for the shared Radio-TV-Film Department) from the 1960s to the early 1990s.

The WAW School continued its innovation with the development of the Business Communications emphasis (in the News-Editorial major) beginning in the 1990-91 school year. Business Communications reflected the reality of the tremendous growth of business-to-business communications and public relations. The Business Communications major enjoyed tremendous popularity and success and bridged the various media "platforms" of the time - print, audio and video - and included the "new" medium of computer-

based internet as that technology developed. The Business Communications major disappeared with the WAW School's new curriculum begun in 2000.

The WAW School's new curriculum reflected the realities of the "new" world of media. School faculty abolished the old medium-based sequences - "print" News-Editorial, Magazine, Radio-Television and Advertising - and divided the school into two tracks - News and Information, and Strategic Communications. The two tracks are based on the purpose of the communications - either for information or for persuasion. Each track introduces students to all of the media platforms. That is, News and Information majors learn newspaper, radio, television and web reporting, while Strategic Communications majors work with all media and all persuasive types of messages under an IMC umbrella.

The Strategic Communications major offers general overview courses on the persuasive industries, specialized courses in developing media messages, research, media, elements of public relations, elements of advertising and the capstone course for the Strategic Communications major, Strategic Campaigns, the course started in 1918 but updated for today. Student teams work with real-world clients such as IBM, Sprint, Coca-Cola and Hallmark. They produce real-world campaigns that solve these companies' real-world communications problems.

Today the WAW School enrolls about 800 students with about 70 percent of them in the Strategic Communications major. The faculty continues its professional orientation and is proud of its thousands of alumni around the globe who play key roles in the evolution of today's media industries.

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Louisiana State University

Manship School of Mass Communication

by Ronald Garay

Advertising education began at Louisiana State University in 1918. English Department professor Hugh Mercer Blain had introduced LSU's first journalism course only six years before, in 1912. Baton Rouge *State-Times* advertising manager Herbert Benjamin taught the University's first advertising course, described in the *LSU Catalog* as providing students "instruction and practice in soliciting, writing and laying out advertising." A publicity course designed to combine "instruction in planning and executing all kinds of publicity campaigns" with "practice in handling the publicity work of the University and that of business firms in the city and state" was added to the curriculum in 1919.

In 1922, Journalism Department chairperson Marvin Osborn arranged for LSU journalism students to publish an entire issue of the Baton Rouge *State-Times*. Among the practical benefits of what would become an annual spring event were opportunities for students to sell *State-Times* advertising space and prepare the paper's advertising copy. By 1927, LSU's newly minted Journalism Department had expanded its advertising curriculum to include "Principles of Advertising," "Advertisement Writing," "Advertising Plans and Procedures," "Direct Mail Advertising," and "Retail Store Advertising."

The LSU Department of Journalism had become a School of Journalism by the 1930s. And even though the journalism curriculum in general was growing in popularity, advertising was not faring as well. As a result, three of the School's five advertising courses were dropped. The advertising program revived to some extent during the 1950s and 60s with the appearance of new courses such as "Advertising Copy and Layout" and "Advertising Campaigns." The Journalism School also was developing the first vestiges within its advertising curriculum of what later would be a full-blown public relations curriculum.

The School of Journalism finally implemented advertising as a formal sequence of study in 1967. LSU students working toward a bachelor's degree in journalism now could concentrate their studies entirely in advertising. The advertising sequence was fully accredited in 1978.

The School relied heavily on local media professionals to teach its advertising courses during the early years. Faculty members who taught advertising through the 1960s were not specifically trained in the subject. Journalism School director Jim Price, for instance, taught the School's only advertising courses during the 1960s, even though his area of expertise was in reporting and editing. The situation changed in 1969 when Elsie Hebert brought her professional advertising background to the faculty. Hebert took Price's place in the classroom, and she, along with several adjunct instructors, began stabilizing and strengthening LSU's advertising program.

More and more LSU journalism majors began concentrating in advertising. Interest grew to such an extent that advertising had become the Journalism School's most popular sequence by 1978. And the numbers continued climbing. Student enrollment in the advertising program had grown to such an extent by 1985 that the ACEJMC accrediting team felt there were too few advertising faculty to handle the curriculum's teaching and advising responsibilities.

Responding to the team's concern (and assuring the Journalism School's accreditation at the same time), the School made two outstanding additions to its advertising faculty. Alan Fletcher and Don Jugenheimer, both highly respected, nationally prominent advertising educators joined the faculty in 1985-86. Jugenheimer actually became the School's first occupant of the newly endowed Manship Chair of Journalism (now the Manship Chair of Mass Communication). Two years later, Bill Ross, another nationally prominent advertising educator who recently had retired as chairman of the Texas Tech University Department of Mass Communication, joined what by then was the Manship School of Journalism's advertising faculty. Fletcher, Jugenheimer and Ross had all served as president of the American Academy of Advertising.

The Manship School's reputation for quality instruction was enhanced significantly in 1989 when Bill Ross was recognized as the American Advertising Federation's Distinguished Advertising Educator. Elsie Hebert was accorded the same honor in 1994.

The Manship School became an independent college in 1994 and changed its name to "Manship School of Mass Communication." The School implemented internal changes as well, reorganizing its curriculum into four concentration areas. Joining advertising were journalism, public relations, and political communication. Public relations soon would compete with advertising as a preferred concentra-

tion. But the advertising program held firm. About one quarter of all Manship School majors were concentrating in advertising as the 2006-2007 academic year began. With outstanding students and faculty in place, a supportive professional community, and one alumni success story after another, the LSU advertising program is comfortably positioned for the present and prepared for the future.

Michigan State University

Department of Advertising, Public Relations and Retailing

by Richard T. Cole & Gordon Miracle

The year 2008 marks the 50th anniversary of the Department of Advertising – now known as Advertising, Public Relations and Retailing – at Michigan State University. D’Arcy advertising executive, John Crawford founded the department in 1958, bringing his years of agency experience to East Lansing from St. Louis. Crawford speculated that advertising could be a suitable university major. There were no known advertising bachelor’s degree programs at that time. Crawford, the department’s first chairman, hired agency professionals with degrees in business administration, journalism or political science. Of the early faculty members, Kenward Atkin was the first to take advantage of the opportunity to do advanced- graduate study. He completed the requirements for the Ph.D. degree in MSU’s Department of Communication in the early 1960s while retaining his heavy teaching load. Today, Atkin’s son, Charles, is chairman of that same MSU communications department.

The BA in Advertising began as a liberal arts degree, augmented with advertising and journalism courses. Sensing a need for trained account and agency leaders, in 1966, the department established an MA in Advertising.

Scholarly advertising works in this era were few and far between. But the mid 1960s was a period of dramatic social change in America, as well as dramatic change for the MSU advertising department. Many of the early practitioner-oriented faculty members retired or left MSU for positions elsewhere. And with many of the practitioner-teachers retiring from the department, the College of Communications Arts and Sciences began to look for replacements with academic credentials. The first such replacement was Gordon Miracle,

appointed associate professor in 1966. In early 1967, Miracle introduced a new course in international advertising at the undergraduate level, thought to be the first university course in international advertising taught at a U.S. university.

Throughout the 1970s, student-run commercial campaigns were conducted several times a year at MSU, often with the support of large corporate advertisers. MSU projects became so well known that sponsors were willing to pay thousands of dollars beyond the actual project costs. This extra money helped to develop and support other departmental courses and activities.

Ken Atkin was appointed as the department's second chairman in 1969 and served until 1974. During his term, the undergrad and MA programs grew rapidly, and international students started to fill the classrooms, especially at the graduate level. It was also during this period that faculty work-loads began to include scholarly research.

In the early 1970s an MA in Public Relations was established. In the late 1960s and throughout the 1970s, MA graduates competed successfully with marketing MBAs for jobs and salaries. In the early 1970s the Department initiated the practice of recognizing and honoring outstanding seniors and MA students. Many of these graduates, and many others too, subsequently rose to top management and other high positions in advertising agencies, media, corporations and non-profit organizations. Hundreds of MSU advertising graduates took positions in Chicago, Detroit and New York, as well as elsewhere in the USA and several other countries.

In the years 1969-1972, under the leadership of Dean Herbert Oyer, informal discussions among faculty members in the departments of advertising, television and radio, and journalism led to launching the Ph.D. program in mass media in 1973. While faculty research continued to include consulting for advertising and PR agencies, advertisers, media, and other organizations such as retailers, law firms, and manufacturers, a new interest in scholarly research emerged and was capable of being satisfied.

By December, 1980, the number of advertising undergraduates had grown to around 900. As the department's international reputation grew, nearly 50 per cent of MA students were coming from outside the U.S., Miracle agreed to take the position of department chair. The Department appointed a number of assistant professors in the tenure system, all of whom had recently completed Ph.D. programs. Two of these faculty members stayed on to become department

chairmen themselves – Martin Block in 1980 and Bruce Vanden Bergh in 1985.

Block oversaw the on-going growth in student count, faculty and research productivity during his five years as chairman. He went on to join former student Schultz at Chicago's Northwestern University where he was instrumental in establishing the Integrated Marketing Communication program, later serving as chairman. While at Michigan State University, Block set the table for Tennessee graduate Bruce Vanden Bergh who would serve for the next dozen years – until 1997.

During this period, student count exceeded 1000, as the MSU advertising department continued its growing tradition of leadership in teaching, research and service to the industry as well as to national and international advertising associations. While the undergraduate program soared to new levels of population and prominence, the master's program grew both on the main MSU campus, and through its new offering – an off-campus MA for working professionals in metropolitan Detroit. Vanden Bergh, who has taught a variety of graduate classes over the past three decades at MSU, maintained his involvement in undergraduate education, even during his chairmanship, by teaching celebrated campaign classes. Under Vanden Bergh's leadership, the department renewed its participation in the American Advertising Federation's (AAF) National Student Competition, which MSU had won in the campaign's inaugural year (1971), by winning again in 1981. Over the next 25 years, the MSU advertising department AAF teams won regional competitions more than half the time they participated in the annual competitions.

Block, Vanden Bergh and college dean, Irv Bettinghaus, sensing the emergence of public relations as a respected university discipline, began staffing up with seasoned PR pros like Ned Hubbel, Jim Gaudino, now dean at Kent State, and then-Governor's Press Secretary, and a Ph.D. in higher education administration, Richard Cole.

The department became very active with the American Academy of Advertising (AAA) with Vanden Bergh elected president in 1995. During this period, the department continued its steady march at or near the front of the steadily growing parade of great American advertising programs. MSU has consistently ranked in the top three programs in the country. For the past decade, Vanden Bergh and PR instructor Robert Kolt have generated national interest in an annual

Super Bowl advertising judging event conducted by the department's 30- plus member faculty.

Dating back to the 1970s, the advertising curriculum was re-focused to include more theory, strategic thinking, and managerial and technical skills – as the program began to take on more of the managerial focus that continues to distinguish it today. And while its scholarly influence soared, the department continued to retain qualified professional faculty with deep advertising experience necessary to prepare students for entry level jobs. It was during this period that the department also established a visiting advertising professional (VAP) program. Since the late 1970s, every year senior advertising professionals have been brought to MSU, from across the USA for one or two week seminars with select students – a program that continues today financed by a gift from Kensington and Alice Jones. Ken, a former advertising professional himself, taught in the MSU advertising program for nearly 20 years.

The new knowledge generated by scholarly research generating out of MSU's advertising department was shared not only through teaching at MSU, but also through scholarly publications that were read and used by graduate students and faculty members around the world. An on-going department interest in translating research has taken many forms over the past half century at MSU. Most recently, Vanden Bergh and current-chairman Cole, influenced by an AAA panel convened by MSU associate professor Hairong Li, created a bi-weekly; email service for MSU alumni and advertising professionals in agencies across the country. This service – Research Relevance – is dedicated to high-pointing key findings in the world of communications research that can help meet the day-to-day challenges facing the working professional.

MSU's connection to AAA was strengthened through Vanden Bergh's leadership, but it neither started nor ended there. In the 1970s the faculty of the department of advertising became increasingly active in the AAA. Ken Atkin served as AAA President for 1974-75, and in 1979, MSU hosted the Annual Conference of the Academy. Miracle served as conference chairman and edited the conference proceedings, and was elected a Fellow of the Academy. After Vanden Bergh's leadership as Academy president, advertising department chairperson Mary Alice Shaver held the AAA post in 2002.

During the first two decades of its existence, MSU's advertising department grew into a program with a solid balance of teaching, research and service. It also offered the first university course in international advertising in the USA, offered the university's first course in consumer behavior, and shifted from a teaching focus on advertising to a focus on an integrated mix of marketing communication activities (a fact made more tangible, perhaps, by the contributions of one of its prominent MA and PhD graduates, Donald Schultz, known as the father of integrated marketing communications (IMC) and author or coauthor of 13 books on IMC or related topics.) Miracle's early international leadership continues today as he restarts an international advertising internship, coordinated from MSU with the support of the International Advertising Association.

Over its lifetime, MSU has graduated large numbers of outstanding students with BA and MA degrees, many of whom have distinguished themselves by moving into the highest levels of management, and its numerous PhDs have distinguished themselves in university careers worldwide.

Perhaps no greater advocate for educational leadership in advertising has existed than MSU's sixth chairperson of the department, Bonnie Reece, who served from 1997 through 2002, and then again in an "acting" capacity during 2005-06. Reece, a "Michigan-woman" with a Harvard MBA, set into motion departmental research interests that remain a driving force today. During her departmental tenure which spanned the period 1982 until her retirement in 2006, Reece stimulated a research agenda that included integrated marketing, nutrition claims in food advertising – especially those aimed at children, direct-to-consumer advertising and media effects on children. During the Reece years, student populations stabilized, but departmental reach expanded.

Reece released the reigns on the department after her successful term, turning the leadership duties over to Mary Alice Shaver. While President of the American Academy of Advertising, Shaver, seventh chair in the department's first half century, continued the development of department academic and research programs while also serving as Editor of the *Journal of Advertising Education*, and guest editor of the *Journal of Media Economics*. In 2004, Shaver returned to the south for a leadership post at the University of Central Florida.

Reece returned to her chair position, this time on an acting basis, as she was needed to orchestrate the incorporation of a new unit

into the advertising department. With a major college of the university being dissembled, university leadership was concerned for the placement of one its key departments, then called merchandising management. This program was staffed by several of the country's best-known and highly productive scholars in retail research. With new dean, Charles Salmon -- himself a public relations scholar and occupant of the Ned Brandt endowed chair in public relations in the advertising department -- at the helm, Reece worked out a plan that brought retail to advertising through the creation of the Department of Advertising, Public Relations, and Retailing. With a national search for the chair of this newly established department underway and led by past chairman Vanden Bergh, he and Dean Salmon struck on the idea of approaching, former faculty member and then chief administrative officer of a ten-hospital university medical center in Detroit, Richard Cole.

So, in 2006, Cole rejoined MSU as professor and chair of the newly established Department of Advertising, Public Relations and Retailing. Cole and associate chair, retail professor Linda Good have focused on bringing retailing, advertising and public relations together under a set of common initiatives designed to preserve the distinctions of the separate disciplines while capitalizing on the opportunities to establish a unique position in the world of commercial communications and shopper marketing education and research. Cole has focused on implementing Dean Salmon's initiative "to put the arts back into communications arts and sciences" by elevating "creative opportunities" for advertising students by hiring a highly regarded graphics artist and copywriter and forging a new teaching relationship with the university's Art and Art History department. He has also restarted a college lecture series -- that was endowed by late alumnus John Aldinger -- bringing in 15 top-level retail, advertising and public relations leaders into a bi-weekly Promotions Commons lecture series each year. The sessions are regularly attended by as many as 200 of the combined department's 1400 undergraduate and graduate students.

One of Cole's early initiatives was to move an undergraduate specialization in public relations under the management of the department which heretofore had responsibility only for the master's degree. This program gives high-GPA students from advertising, retailing, journalism, communications and certain agricultural and resi-

dential college majors the opportunity to “specialize” in PR while pursuing their communication-related majors.

More recently, Cole has been the college’s representative on a university-wide task force that will bring several undergraduate programs to a new MSU off-campus program that has been licensed as America’s first public university program in Dubai, United Arab Emirates. Among the graduate programs identified for initial offering in Dubai are MSU’s master’s level programs in advertising, public relations and retailing.

Cole has also been working with the Kellogg Foundation and a state children’s advocacy agency on the establishment of “Children’s Central” within the Department of Advertising, Public Relations, and Retailing. This research initiative, headed up by Professor Nora Rifon, is assembling the research interests of several advertising, public relations, and retailing faculty into a package of activities designed to stimulate further research into the social consequences of marketing to America’s children.

University of Minnesota

School of Journalism and Mass Communication

by John Eighmey

Scientific study of mass communication is a long and deep tradition at the University of Minnesota. In 1896, Harlow Gale assumed responsibility for the university’s laboratory for experimental psychology and undertook the first experiments concerning the effects of advertising. He placed his experiments in a theoretical context identifying many of the fundamental concepts in use today, and offered the first seminars on the psychology of advertising.

Along with many of the leading land-grant institutions, the University of Minnesota began offering journalism and advertising courses in the first decade of the 1900s. The earliest curriculum focused on practical journalism methods and included ad copy and design as well as publicity.

At the University of Minnesota, the emphasis has been on lifting the curriculum from vocational perspectives to a focus on professionalism. Importantly, Minnesota has long been a leader in placing the professional education in journalism and strategic com-

munication in the context of theory and research about mass communication.

In 1930, Ralph D. Casey became the director of the University of Minnesota School of Journalism & Mass Communication. He immediately focused the school on the intersection of theory and practice. His own scholarship focused on the broad scope of strategic communication. In 1935, the University of Minnesota Press published what was at that time the seminal compilation of mass communication research: "Propaganda and Promotional Activities: An Annotated Bibliography," by Harold D. Lasswell, Ralph D. Casey, and Bruce L. Smith. The book remains an important resource for scholars of mass communication.

In 1944, the regents of the University of Minnesota gave official status to the Research Division within the School of Journalism & Mass Communication. Headed by Ralph O. Nafziger, this was the first organization of this kind established by a department or school of journalism. Nafziger later became the director of the school of journalism at the University of Wisconsin.

In the 1930s and 40s, Thomas Barnhart led the advertising area at Minnesota and established an attractive range of advertising courses at the same time as the Twin Cities began to emerge as a center for the advertising industry. In the 1950s, the advertising and public relations faculty included William Seehafer, William Mindak, and Willis Winter. In the 1960s, the faculty included James Barden, Virginia Harris, and Jack Peterman.

In the 1970s, Willard Thompson led the advertising and public relations areas and Dan Wackman led the School's Research Division. The faculty during this era included Ron Faber, Lawrence Soley and Al Tims.

In 1998, the School established the nation's first faculty chair to honor a leader-statesman in the American advertising industry --- the Raymond O. Mithun Land Grant Chair in Advertising. The first holder of this chair was William Wells, one of the nation's most well-known advertising and consumer behavior scholars.

Today, the advertising and public relations curriculum at Minnesota is called strategic communication. It remains one of the nation's most vital centers of advertising and public relations scholars and educators. The School's full-time faculty in this area includes Ken Doyle, John Eighmey (Mithun Chair in Advertising), Ron Faber, Jisu Huh, Brian Southwell (Director of the School's Graduate Pro-

gram), Al Tims (Director of the School), Dan Wackman (Director of the School's Undergraduate Program), and Marco Yzer. Leading adjunct faculty include Jennifer Johnson, Gordon Leighton and Howard Liszt (former ceo of Campbell-Mithun).

University of Missouri

Missouri School of Journalism

by Ashlee Erwin

The rules of advertising at the Missouri School of Journalism were made clear shortly after the School's founding in 1908:

Investigate your subject closely before writing an ad.
Make your ad direct and to the point.
Eliminate all superfluous words, rules, ornaments.

With that, students – most with only a pencil and paper - were assigned to create real advertisements to be placed in the Columbia Missourian, the School's daily city newspaper laboratory for students. A century later, students – most with a computer, digital camera, audio equipment and design software – are assigned to create real advertisements for newspapers, radio, television, online and mobile outlets.

The tools and media may have changed, but the rules have not. For 100 years, Missouri advertising students have learned to create clear, concise, research-based ads and campaigns for real media outlets. At a time when many universities were teaching advertising in the business department, School founder Walter Williams instead championed the idea that advertising is the financial backbone to a free press. Therefore, he made it an integral part of his innovative journalism curriculum and hands-on practice at the Missourian newspaper. While advertising education at Missouri has adapted to major social and technological revolutions, it continues to maintain the core curriculum, research emphasis and professional and international ties that have been present since 1908.

In the Beginning

Williams had been editor of the Columbia (Mo.) Herald for nearly 20 years before becoming dean of the Missouri School of

Journalism, turning the Herald into what the trade press called “America’s model weekly” by both content and business standards.

So when Williams set out to plan his school of journalism in the summer of 1908 - after the decades-long battle he and the Missouri Press Association waged to establish it - he envisioned a professional, community newspaper where students would not only write the news but also help create the advertising that supports a free press. He hired two of the country’s up and coming journalists, Charles G. Ross and Silas Bent, to teach the eight-course journalism curriculum. Ross, a 1905 graduate of the University of Missouri and eventual press secretary for President Harry S. Truman, taught Advertising and Publishing, the first lecture course on advertising at Missouri in 1908.

Shortly after graduating from the School, Joseph E. Chasnoff, BS ’11, took over the advertising curriculum. (Note: Prior to 1913, graduates received a Bachelor of Science in Journalism instead of the Bachelor of Journalism.) Chasnoff developed the “Principles of Advertising” course that became a prerequisite for all journalism students and still is part of the core advertising curriculum today.

As Chasnoff wrote in a 1912 School of Journalism Bulletin: “The newspaper is first of all a business institution, for it cannot serve its community unless it builds well financially. The most prosperous newspaper in the country would be put out of business if merchants withdrew their advertising.” As a result, all students at the Missouri School of Journalism, no matter their major, were required to take the basic news course and the basic advertising course for much of the School’s first century. Advertising students put the coursework to practice by working with the advertising manager at the University Missourian (now the Columbia Missourian) to solicit and write ads.

A Sustained Core Curriculum

The strength and longevity of the School’s advertising program is due to its prominence within the School of Journalism and its core curriculum. While many schools chose to place advertising in a business or communication school, Missouri placed the program alongside the news curriculum. The founders wanted to impress upon students that advertising is the financial foundation of a free press, and the best way to do this was to combine reporting and advertising training. Walter Williams reinforced this concept in his famous

“Journalist’s Creed,” saying “I believe that advertising, news and editorial columns should alike serve the best interests of readers.” As a result, the core advertising curriculum traditionally has focused on producing advertising professionals who understand the impact of media and can manage campaigns through five core concepts: research, planning, writing/design, implementation and evaluation.

Although the course titles may have changed, these concepts have been present in classes from the beginning. The course now called Strategic Writing began as Advertising Writing in 1912; today’s Strategic Design and Visuals was simply Advertising Layout in 1924; and the present capstone campaign course was called Senior Seminary in the 1920s. No matter the name - seminary or capstone - the final test for a Missouri advertising graduate always has been to carry out a full advertising campaign. Today, many students do this by working for local and national clients at Mojo Ad, a student-staffed professional advertising agency established in 2005, in addition to the required Strategic Campaigns capstone course. In both experiences, students implement and evaluate a campaign they created, where they learn what does and does not work in the real advertising world. Recent clients have included Nokia and Best Buy, among others.

The Move to Strategic Communication

The methods and vehicles of advertising have changed drastically over the years as the result of evolving technology and societal behaviors. The advertising program has kept pace by conducting self-evaluations of its curriculum, which are enhanced by input from alumni around the world. From the School’s earliest days, advertising alumni have returned to teach students and advise faculty on the latest trends and issues in the industry.

A significant turning point in the advertising curriculum came with the rise of computer technology in the 1970s and 1980s. In a School-wide “Futures Committee” in 1979, faculty recommended increasing emphasis in marketing, media planning, management and research within the advertising sequence, along with considering a requirement in computer science. Thus began a major evolution of the curriculum and student training based on the impact of technology. In 1986, the School installed a computerized advertising lab that was the first step into a digital advertising world. The department grew steadily during the 1980s and 1990s and remained the School’s largest sequence by enrollment. Diverse classes addressing such top-

ics as media planning, marketing and promotions were added to the advertising curriculum to keep up with the evolving media industry and the career options of advertising graduates. No longer were alumni concentrated in advertising agencies and newspaper advertising staffs; instead, thousands of alumni were working in public relations, corporate communications, online advertising, marketing consulting and international communications across the globe.

As the careers of alumni continued to diversify, the advertising department took note. Faculty proactively opened discussions with alumni to determine the needs of students. In 1999, the department made a groundbreaking decision to focus on “strategic communication” in the curriculum. Strategic communication students continue to learn the basic tactics of advertising, public relations, media research, sales and promotions that have been taught for decades; but now they learn how those tactics are affected by strategic planning, globalization and technology when building communications plans.

Since becoming major players in the move toward strategic communication, alumni have continuously helped refine and even teach the curriculum. Alumni representatives from national advertising and public relations agencies attend the School’s annual Strategic Communication Summit to discuss the needs of the industry’s professionals. Some also teach one-hour special courses to give students hands-on training, while others participate in informal discussions to help better the program.

Additionally, off-site programs organized with the help of alumni provide real-world experiences for the School’s strategic communication students. Since 1998, the School has sponsored an annual trip to New York City for students to visit industry professionals at major agencies and corporations such as DraftFCB, McCann Erickson, Gap and ESPN. Many students also participate in the School’s New York Program, which is affiliated with the New School University in Greenwich Village. There, students find internships and attend seminars with New York account executives, media planners, public relations specialists and media executives, many of whom are alumni.

Research in Advertising

Practical media training and research skills are linked in Missouri’s advertising curriculum. Basic research skills were found in the early Principles of Advertising class, as well as a Current Problems in

Advertising course first offered in 1911 and a Psychology of Advertising course first offered in 1928. Skills that students learned in the general curriculum were reinforced in Advertising Seminary, which included “a survey of bibliographical methods and aids in research.” In 1921, the School also offered Research in Advertising, the first graduate course in the field. It was a required thesis course.

Faculty developed more research-based classes and exercises as undergraduate and graduate enrollment grew. The media industry grew as well, and professors understood that students needed research skills to find the right vehicle to communicate the right message to the right audience. When the strategic communication trend was officially adopted in 1999, research training was a foundational aspect. The curriculum now includes both a basic and advanced course in strategic communication research, as well as a research requirement in the senior capstone course.

Faculty members – past and present – chosen to teach these courses have been selected based on two principles: academic background and professional experience. “Thus the faculty members bring to the lecture room and laboratory not only the fundamental knowledge of general subjects and college training in professional journalism subjects, but personal knowledge from their own experience in journalistic practice,” wrote Sara Lockwood Williams, BJ ’13, assistant professor and wife of founder Walter Williams. “Furthermore they are encouraged to continue research and study in journalism.”

Most early faculty did contribute to the study of journalism and advertising, although mostly in the form of textbooks or practical guides. By the 1950s, however, academic research in journalism became more prevalent, thereby increasing the importance of the School’s graduate program. Now 50 years later, strategic communication professors at Missouri rank among the top in the industry for academic research production. Of the current 13-member faculty, nearly all have advanced degrees, and all have professional experience in their areas of expertise.

Professional and International Ties

Professional and international ties have been a hallmark of the Missouri School of Journalism. Dean Williams established a culture of internationalism from the first day of the School, when two Chinese students were members of the first class. In 1917, the School

took its advertising program overseas when J.B. Powell, BS '10, taught the first advertising course in China to 30 students in Shanghai. In 1928, Dean Williams officially founded a journalism and advertising program at Yenching University in Peking, China, and made Vernon Nash, BJ '14, its director.

Those international ties are still evident in the program today. More than 30 percent of the student population comes from abroad, and 70 percent of faculty members have traveled abroad to provide international training or present research throughout Europe, Asia and the Middle East. One quarter of all journalism undergraduates study abroad, and those in strategic communication take advantage of various international internships.

The Missouri School of Journalism also was the birthplace of several professional advertising organizations. In 1913, a group of Missouri's advertising students founded Alpha Delta Sigma (ADS), the first advertising fraternity in the world. J.B. Powell, then an advertising instructor at the School, was elected the first president. In 1920, Gamma Alpha Chi, the women's advertising fraternity, was founded at the School with Ruth Prather as president. Both professional groups held their first national conventions during the School's annual Journalism Week celebration in 1926.

Journalism Week brought hundreds of advertising professionals to the School through the years to interact with students and faculty. Many big names in advertising came to receive the Missouri Honor Medal for Distinguished Service in Journalism, including Leo Burnett, Fairfax Cone, Henry Ewald, Carol H. Williams and representatives from various other agencies – D'Arcy, Young and Rubicam, McCann-Erickson and more.

Continuing Support

In addition to offering their time and expertise to benefit the program, advertising and strategic communication alumni have given generous financial support to the School. One of the many examples of this generosity is the Marvin D. McQueen Memorial Rotunda in Lee Hills Hall, home to the Columbia Missourian since 1995. McQueen, BJ '36, was the co-founder of Ackerman McQueen, a full-service advertising agency. McQueen's son, Angus, then the chief operating officer of the agency, sponsored the rotunda to honor his father. Inscribed on the walls is the statement "Advertising is the fuel

of free enterprise and a free press,” a constant reminder of the importance of advertising to democracy.

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New York University

Stern School of Business

by Jeffrey Green

There is a rich 100+ year history of teaching advertising at NYU’s Stern School of Business. The first advertising course offered by a U.S. collegiate school of business, in 1905, was given at NYU’s School of Commerce, Accounts and Finance (the predecessor of the School of Business). This course was a symposium of lectures by practitioners, which was the format used for several years. By 1911, the approach evolved into one of “systematic course[s taught] by a single teacher.” Furthermore, by 1916, there were as many as 11 dif-

ferent courses on advertising offered at the School of Commerce, Accounts and Finance.

Since then, dating back to the founding of the separate graduate school of business in 1920, there have been six phases in the teaching of advertising. It is worth noting that throughout these six phases a basic “Principles of Advertising” or “Advertising Management” has been offered consistently.

During the first phase, from the early 20’s through the early 40’s, there was much emphasis on the practice of advertising with courses on copywriting, layout and production. Approximately 40% of the courses offered by the marketing department were devoted to advertising. This emphasis on the practice of advertising stemmed from the writing and business backgrounds of two founding pillars of the marketing department, George Burton Hotchkiss and Hugh Elmer Agnew.

Hotchkiss founded the Department of Advertising and Marketing and was its first chairman, until 1928 (when he studied in England). He initially taught English Composition in addition to Business English and eventually focused on advertising and advertising copy. He wrote three influential books, *The Principles of Advertising* (1919), *Advertising Copy* (1924), and *An Outline of Advertising* (1933), which were each revised several times and used in the basic principles and advertisement development classes. Hotchkiss continued to teach through the late 40’s and became chairman of the department for a second time in 1943. He retired in 1950 and was named an emeritus professor of marketing.

After a career in publishing Agnew joined NYU’s marketing department in 1920 and became Chairman in 1928, where he remained until early 1943 (and afterward as an emeritus professor of marketing). He wrote three books about advertising, *Co-operative Advertising by Competitors* (1926), *Advertising Media – How to Weigh and Measure* (1932), and *Outdoor Advertising* (1938), which were reflected in the breadth of the early courses he taught such as “Advertising and Selling Campaigns.”

The second phase of teaching advertising at Stern could be characterized as its heyday, which lasted from the mid-1940’s through the mid-1950’s. During this period the marketing department offered, on average, seven different courses on advertising and they were listed separately from the courses offered by the marketing department. In addition to the basic advertising principles and advertising

development courses the department now offered a dedicated seminar in advertising plus courses on the psychology of advertising, copy testing and advertising research. These new courses reflected the rise of motivational research, which began in the late 40's and continued throughout the 50's and 60's.

This phase of advertising teaching at Stern was also marked by the extraordinary 25+ year teaching career of Darrell Blaine Lucas, who joined the department in the early 40's to initially teach the psychology of advertising. Over the course of his career, entirely at NYU, he specialized in advertising research and worked closely with the Advertising Research Foundation (as part-time technical director), particularly in the area of audience measurement and with the BBDO advertising agency as a consultant. He co-authored three books, which reflect his career-long interests: *Psychology for Advertisers* (with C.E. Benson, 1930), *Advertising Psychology and Research* (with S.H. Britt, 1950) and *Measuring Advertising Effectiveness* (with S.H. Britt, 1963). He was named co-chairman of the marketing department in 1948, and was its chairman into the mid 1960's.

The third phase of advertising teaching at Stern, in the early 60's, saw a reduction in the number of practical, advertising development courses to one from as many as three during the previous decade in addition to courses in advertising psychology and testing. Importantly, this phase was characterized by courses placing advertising in the broader contexts of a) the growing discipline of marketing management and b) the American economy. This phase of teaching, as was the case with the next three phases, was not marked by the presence of any dominant professors whose research interests or backgrounds helped shape the advertising courses offered.

The fourth phase of teaching advertising, in the mid 1960's to early 70's, represented a turning point, when the balance of courses offered in the marketing department increased and the balance dramatically shifted away from advertising. During this phase only 1 or 2 advertising courses were offered and the number of marketing courses ranged from 20 to 25. This shift was marked by new marketing courses in areas such as retailing (3 courses), international marketing and the rise of computing technology in marketing (4 courses).

From the mid 1970's through the mid 1980's, advertising teaching at Stern saw a bit of a renaissance, with as many as five courses in the early 1980's. Beyond the basic advertising management and testing courses, there was a new quantitative emphasis in courses on ad-

vertising models and media research. In addition, the recent inclusion of international marketing management courses was extended to advertising as well.

The sixth and final phase of teaching advertising at Stern, from the mid 1980's through to the present, is best characterized as a time where advertising, unfortunately, received relatively little attention. On average during this phase, only one advertising course has been taught versus between 23 to 29 different marketing courses. Given current trends in media fragmentation, interactive and digital media and consumer control, we expect this balance to shift in the next phase of advertising teaching.

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University of Oklahoma

Gaylord College of Journalism & Mass Communication

By Catherine Bark, MDiv, MLIS, Librarian, Edith Kinney Gaylord Library of Journalism & Mass Communication

The teaching of advertising at the University of Oklahoma has been included as a regular part of the curriculum almost as long as the school has been in existence. The content and methods of instruction have changed over the years, but the original intent, has remained the same. According to Arthur Hallam, first director of the Department of Advertising, that intent was to “put the business of advertising on a higher professional plane.”

A History of Journalism Education

In 1908, the study of journalism at the University of Oklahoma began with eight people enrolled in a two-credit class within the Department of English. Listed as English 33 Journalism I or Journalism II, it was taught by Jerome Dowd, a sociology and economics profes-

sor and Theodore Hampton Brewer, head of the Department of English. Since both had worked in the newspaper business before becoming professors (Dowd as an editor, and Brewer as an editor and as a reporter), they were well familiar with the needs of the industry.

By 1912, demand for more journalism classes grew and President Stratton Brooks, then president of the University, applied to the State Board of Education for a separate journalism school. On May 24, 1913, the Board approved the request, and the School of Journalism was born. The School was to be a part of the College of Arts & Sciences, and was to officially begin on September 1, 1913 at the start of the fall semester. Brewer, was appointed as the first director, and, along with Dowd, became two of the first instructors. That same year, 24-year old H. H. Herbert was hired as the first full-time professor. In 1917, Herbert became the director when Brewer left to resume leadership of the English Department.

The School had a total of six temporary homes before funds were secured for a permanent structure. A 48,000 square foot building was begun in 1956 and finished in 1958. In 1961, the building was named Copeland Hall (for a former director) and the School of Journalism was named for H. H. Herbert honoring his 28 years as director. A new wing housing the Radio-TV-Film program and more offices was added in 1984. For the next 16 years, the building slowly reached capacity as enrollment continued upward at a steady pace, eventually reaching 792 in 2000. 2000 also saw great changes for the School. The Herbert School of Journalism became the Gaylord College of Journalism & Mass Communication and Charles Self was hired as the new Dean.

For better or for worse, college status came with a further increase in enrollment to 1,044 in 2001. Though the jump was welcomed, Copeland Hall became seriously inadequate to house the growing population of students. Thus, fundraising began in earnest for a new building, and in June of 2004, Journalism moved into its eighth home. Named Gaylord Hall, the new building consisted of 66,000 square feet of state-of-the-art labs, classrooms, broadcasting facilities, a new library and offices. In 2007, construction on a second phase consisting of 34,500-square-feet of additional space was underway.

The History of Advertising Education

One class in advertising was added to the curriculum in 1916 and was taught from a newspaper publisher's point of view. Chester H. Westfall, a former editor of the University's student newspaper, the *University Oklahoman*, was the instructor. Westfall left in 1917, and was replaced by Fred E. Tarman, who was the head of the University's publicity bureau. Willard H. Campbell replaced Tarman in 1920. Campbell abruptly left in 1921, leaving the department lacking an advertising instructor. By this time, more classes in advertising had been added, and when enrollment suddenly jumped from 27 to 58 in 1921, Herbert decided to create a separate advertising major. Arthur Hallam was hired, bringing eight years of advertising and business experience with him, which enabled him to easily step in as the director. The new Department of Advertising became official on September 16, 1922. Hallam (Figure 7-1) later served as Acting Director of the School of Journalism while Herbert was on sabbatical in 1923 and 1924.



Figure 7-1
Arthur Hallam

Interest in advertising education continued to grow, and in 1927, John H. Casey was hired to develop additional curricula in advertising business management. A recognized leader in the advertising and newspaper field, Casey was also known nationwide for his weekly *All-American Newspaper Eleven*. In addition, he founded the Future Journalists of America for high school students.

Additional faculty came and went, with some leaving their mark upon the School. One such person was Leslie H. Rice who joined the advertising staff in 1943, bringing fourteen years of experience to the department. Rice was a favorite faculty member, and kept a list of the names of all 3,417 students he had taught during his 23-year tenure. After serving in World War II, he returned to OU and reactivated the Alpha Delta Sigma advertising fraternity. In 1963, close to retirement, Rice was awarded the ADS Anniversary medal for his outstanding contribution to advertising education. According to one current advertising professor in Gaylord College, and a former student of Rice's, he rightly deserved it.

Advertising might have begun with a single class in 1916, but interest was strong and resulted in a steady rise in enrollment during succeeding decades. Between 1957 and 1968, enrollment jumped from 47 to 120. Despite losing accreditation in 1969, enrollment still continued to rise. When accreditation was regained in 1973, enrollment stood at 136. By 2006, there were 260 students who had declared advertising as their major, though the actual number of those enrolled in classes was much larger.

Curriculum

Curriculum changed over the years in response to the needs within the field and to reflect improvements in technology. The School offered eight courses in advertising when it opened in 1913. By 1933, there were 10 classes, which included such titles as Principles and Practices of Advertising, Techniques of Advertising, and Advertising Writing Practice. Advertising Layout became part of the curriculum in 1943, and Radio and Television Advertising, Advertising Media, and Advertising Campaigns had been added by 1957. As new technological innovations came into use, classes such as Advanced Copywriting were first offered during the 1970s. Computers became a large part of the equipment within the labs during the 1980s, allowing students to learn new skills and use computer simulations. The 1990s saw many advances in computer-graphics software programs, enabling students to develop professional-grade commercials and ads right on their own computer screens. Today, in order to enhance their skills, students take classes such as Advertising Research and Advanced Advertising Copy where they use the latest electronic devices and graphic programs.

Student Organizations

Several student organizations in advertising have been established over the years. Arthur Hallam was one of the sponsors of the William Wrigley, Jr. chapter of the Alpha Delta Sigma advertising fraternity. Founded in 1924 with six members, the group deactivated in 1943 due to World War II, but was reactivated in 1946. It remains an active honor society today. Gamma Alpha Chi, a national professional fraternity for women in advertising, was established in 1947, held its national convention at OU in 1950 and again in 1969. After 1971, the club ceased being mentioned in any official publication after being merged with Alpha Delta Sigma.

The Advertising Club, or Ad Club, began in the fall of 1935, with John H. Casey as the faculty sponsor. The club was very active during the first 25 years or so of existence, but membership began to wane during the 1960s. They began to meet jointly with Alpha Delta Sigma during the 1970s, was not active in 1982 and 1983, and mildly active up to 1991. The club was then reorganized in 1992 by Roy Kelsey. In 1993 it had grown to 88 members, and ultimately went on to attain the title of AAF Chapter of the Year in 1996, and 1997, hitting a record-setting high of 246 in 1998. The Ad Club is now a strong organization within the College and consistently retains approximately 100 members each year.

Today and Tomorrow

Advertising is now one of five sequences offered by Gaylord College, and presently has an enrollment of over 300, making it the second largest program within the College. Undergraduates now have a multitude of classes available to them, with more than 20 specific to advertising, including several computer lab courses utilizing graphics and design software. There is also an advertising area of concentration within the graduate program. Students have access to, and regularly take advantage of, numerous internships, award opportunities, and scholarships. Each year, various advertising faculty sponsor trips to major advertising agencies in the United States, as well as to international agencies in countries such as Singapore.

Future plans of the College include a Public Relations/Advertising Agency to be run by both public relations and advertising students. This area will include a focus group suite complete with group project spaces and a presentation laboratory, all of which will help the program continue to “put the business of advertising on a higher professional plane.”

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Pennsylvania State University

Advertising and Public Relations Department

by Terry Mulvihill

The advertising program at Penn State started in 1936, when Donald Davis arrived on campus. Davis, who had been teaching advertising at Northeastern University, was asked to come to Penn State to establish an advertising program. He laid the foundation for the program on two main tenants—ethics and social responsibility.

Davis was interested in advertising education as a means of improving professional standards. It was an interest he maintained throughout his life, and a direction that has shaped the advertising program at Penn State from its inception. It was also an approach that generated a response from students.

During Davis's nearly 23 years at Penn State, the University's enrollment in advertising courses grew to be the largest in the country—and it was that way almost from the start. During the 1936-1937 academic year, 60 students (40 men and 20 women) focused on advertising as their major. The advertising curriculum was labeled with journalism course numbers and was designed for students who planned to enter the field of periodical advertising.

During the 1937-1938 academic year, classes offered for juniors and seniors majoring in advertising included: Journ 40, Newspaper Practices in Advertising; Journ 41, Writing of Advertisements; Journ 42, Advertising Layout; Journ 43, Advertising Campaigns; Journ 46, Selling of Advertising; and Journ 47, Practice Course in the Selling of Advertising.

While several universities created a place for their advertising programs within business and education schools, Penn State's advertising program was housed in the School of Liberal Arts. In that way, the program was also ahead of its time. Specifically, while some other colleges and universities discontinued their advertising programs with some regularity after World War II in the 1950s (only to have them reappear later as part of journalism and mass communications programs), Penn State's program consistently maintained its broad-based, liberal arts influence. As the School of Journalism grew out of the College of the Liberal Arts and the advertising program's home shifted accordingly, the program maintained its focus and surpassed previous levels of interest among students.

Along with an ethical approach and a consistent concern for advertising's social impact, Davis helped lead advertising education nationally. He served as national president of Alpha Delta Sigma, the professional advertising fraternity, in 1947 and in 1955 published his textbook about the field, "Basic Text in Advertising." That same year, Penn State's advertising program moved from the School of Liberal Arts to the School of Journalism and Davis was the professor in charge. By 1958, Penn State had more juniors and seniors enrolled as advertising majors than any of the other 46 accredited schools in the country.

Under Davis's direction, the program continued to add to its critical mass of expertise and interest. Among faculty members, Roland Hicks found a home at Penn State in 1950. After Davis's death in June 1959, Hicks took over as professor in charge and maintained Penn State's active presence nationally. In 1961, Hicks was elected Eastern Vice President of Alpha Delta Sigma and he was a member of the Advertising Council of the Associates for Education in Journalism.

Among Hicks's research interests was cooperative advertising. He also investigated employment practices and advertising curriculum problems in an effort to correlate the attitudes and opinions of employers with those of advertising educators. Following the standard Davis established, the program emphasized a conscience-minded approach to advertising in general and practical experiences for students in particular.

Another influential faculty member also arrived on campus before Davis's death, learned from him and concurrently worked with Hicks. In fact, William Gibbs was a Penn State advertising student before graduating, establishing his own ad agency and eventually earning his master's degree from Penn State before joining the faculty.

Gibbs earned his bachelor's degree in 1957, established the W.E. Gibbs Agency and then became a vice president and partner in Gibbs Sarters & Gibbs from 1960 to 1963. In 1963, he became an advertising instructor at Penn State and by 1969 was named assistant professor. He taught courses such as advertising and society, advertising communication problems, advertising media planning, advertising campaigns and advertising message strategy.

During his time at Penn State, Gibbs conducted a survey for the Pennsylvania Newspaper Publishers Association to study news-

paper acceptance policies for X-rated movie advertisements. In an effort to improve advertising, he also campaigned to improve the image of African-Americans in advertising to get them away from stereotypical roles. More importantly, Gibbs, who stayed at Penn State until 1988, helped shape revisions to the advertising curriculum and was responsible for the design and development of the public relations major. Because of the popularity of those options, by 1988 the advertising/public relations majors grew to the point where they became the only controlled majors in the then School of Communications—which had been created in 1985 to house programs in advertising/public relations, journalism, film-video and telecommunications. The controlled major meant that only the top 80 advertising candidates each year were accepted into the major. That approach enhanced academic competition and ensured the quality of students.

Controls did not limit interest in the advertising/public relations major, though. As the School of Communications grew into the College of Communications and then grew into the largest accredited mass communications program in the country, interest in advertising/public relations was a key factor in that growth. Course offerings, enrollment (even with tighter controls based on grade-point average), honors and recognition for the program have grown together on the foundation created by Davis and nurtured by people such as Hicks, Gibbs, Kathy Frith and Charles McMullen, who followed that lead in the ensuing years as professors in charge of the program. The overriding philosophy remains a commitment to ethics and social responsibility.

In Fall 2000, the College of Communications departmentalized. Four departments, including the Department of Advertising/Public Relations, were created. The department places an emphasis on internships, partnerships with alumni and professionals and a student-centered approach to advertising education. Also, the creation and growth of Ad Club (officially the Donald W. Davis Chapter of the AAF) and the Lawrence G. Foster Chapter of the Public Relations Student Society of America has helped students become even more engaged and earn a national reputation for their work and for the advertising/public relations program as a whole. Specifically, students have crafted a consistent spot in the annual competitions, such as the Most Promising Minority Students Program and the National Student Advertising Competition, both coordinated by the American Advertising Federation. These successes have become regular because the

Department of Advertising/Public Relations consistently has taken a proactive approach in its course offerings and educational perspective.

For example, capstone courses emphasize the development of a strategic campaign designed to efficiently meet the marketing communications needs of a client. Service-learning initiatives are also valued and many students create campaigns for non-profit organizations near Penn State.

In order to assure that students can complete the program within a four-year time frame the department reduced the number of credits necessary for graduation in 2000. The 120-credit program allows students to complete all required coursework and increases the opportunity for more out-of-class experiences such as internships. When the College of Communications departmentalized, Robert Baukus was named head of the Department of Advertising/Public Relations. Under his leadership, several course options have been added based on meetings with alumni, professionals and interviews with students. New selections emphasize ethics, portfolio development, agency/client relationships, graphic design and courses specifically tied to national competitions in advertising and public relations.

Students have responded positively to these changes, and the strong interest in the major is reflected in the fact that students in advertising/public relations comprise about one-third of the College's annual graduating class. The faculty, which possesses a complementary mix of applied and theoretical experience, has grown as well. The College recently authorized four additional tenure-track faculty positions (two of whom joined the faculty for the Fall 2006 semester) and the department continues to refine its curriculum to meet the expectations of students and the profession. A commitment to teaching, service to the profession and research define the education experience at Penn State.

Syracuse University

S.I. Newhouse School of Public Communications

by Sue Alessandri (Suffolk University)

In April 1934, newly appointed dean M. Lyle Spencer wrote a letter to prospective students outlining the exciting change taking

place at Syracuse University: journalism was now a school rather than a mere department. From its first days, Spencer understood the importance of advertising as an educational pursuit, since the new school would focus on journalism, but would also offer classes in newspaper administration and advertising. Spencer explained that the school intended to give “the student the opportunity to learn the fundamentals of newspaper work in all its phases.”

The roots of the school go back as far as 1919, when there were a few journalism courses taught in the School of Business. In 1926, journalism became a department in the School of Business, which is where journalism was housed until the new school was opened in 1934. Formal entrance to the school was restricted to juniors. Freshman and sophomore classes were offered, but were “designed as testing time.”

The earliest advertising course was simply called “Advertising,” and two semesters (6 credits) were required of all students enrolled in the School of Journalism. The rationale was that “students well and broadly trained for journalism should be able to earn a living in some of the following fields” of which advertising was one.

Early advertising professors included Arthur Judson Brewston, Herbert Hall Palmer, and Harry Hepner, an assistant professor of psychology who taught advertising in the new School of Journalism.

Hepner went on to become a national figure in advertising education circles. In 1957, he proposed the idea for what is today known as the American Academy of Advertising. He served as the Academy’s “National Dean” (what is known as president today) during 1958 and 1959.

By the 1950s, the school had 15 faculty members and 69 students, was accredited by the American Council on Education for Journalism, and was a member of the Association for Accredited Schools and Departments of Journalism. It had also begun to organize itself by distinct departments, one of which was the Advertising Department. Resources included the Goudy Typographic Laboratory, which “possesses a variety of equipment necessary for instruction in advertising and typography.”

The school’s dedication to advertising education had also become apparent by the early 1950s, when it awarded Distinguished Service Medal Awards to J. Walter Thompson’s famous copywriter James Webb Young in 1951 and the Advertising Council of America in 1954.

By this time, advertising majors were required to take 12 classes: *Elements of Advertising*, *Advertising Principles and Problems*, *Psychology of Advertising*, *Advertising Production*, *Advertising Copy* and *Advanced Advertising Copy*, *Retail Advertising*, *Radio Advertising*, *Advertising Media*, *Advertising Research*, *Advertising in Contemporary Society* and *Economic & Social Aspects of Advertising*. Unlike today, however, advertising majors were also required to write a thesis.

Interestingly, a couple of the school's other departments also offered advertising-focused classes. The Magazine Practice Department offered *Magazine Article Marketing*, and the Publishing department offered *Principles of Promotion*.

In January 1960, the School of Journalism, under the leadership of Wesley C. Clark, received a large gift – a \$2,000,000 grant from the Newhouse Foundation – that forever changed the school's legacy. The grant was intended to build a 3-building complex known as the Newhouse Communications Center. On August 5, 1964, President Lyndon B. Johnson dedicated what is today known simply as Newhouse 1, and in the process made history for himself by making his famous Gulf of Tonkin speech from the plaza of Newhouse 1. Ten years later, on May 31, 1974, the second building in the complex – known as Newhouse 2 – was officially dedicated by William S. Paley, Chairman of the Board of CBS. (In the fall of 2007, the third building in the long-anticipated Newhouse Communications Center was dedicated by Chief Justice of the Supreme Court John G. Roberts.)

In 1961, the school's advertising department chair, Philip Ward Burton, was awarded the Nichols Award by Alpha Delta Sigma, a national advertising honorary society. Burton had served as the organization's president for four years, and the award recognized him as "the ad man who has contributed outstanding service to advertising education." In the early 1960s, the Newhouse School also took an active interest in the local advertising community by housing the New York State Advertising Managers Association.

The Newhouse School's advertising department has been fortunate to have such prolific faculty as Burton – the author of the seminal textbook, "Advertising Copywriting," and other books on media and retail advertising – and more recently, John Philip Jones, a 25-year veteran of J. Walter Thompson and an advertising effectiveness scholar whose many books have been translated into at least nine foreign languages.

The Newhouse School's advertising department is also the alma mater of many well-known and highly placed advertising executives, including Barry Vetere, a member of the so-called Tuesday Team, the creative strategists behind Ronald Reagan's 1984 campaign, and a co-founder of Messner Vetere Berger McNamee Schmetterer. The agency with the famously long named helped MCI go from being a telecommunications underdog to one of the largest companies in the United States. Other notable Newhouse advertising department alumni include Robert L. Berenson, who retired as vice chairman and general manager of Grey Global Group; Richard Kirshenbaum, co-founder of Kirshenbaum Bond + Partners, a pioneering creative shop, and author of "Under the Radar;" Deb Henretta, group president for Procter & Gamble's business in Asia; and John Miller, Chief Marketing Officer for the NBC Universal Television Group.

Many of these notable alumni maintain their connection to the Newhouse School's advertising department by serving in an advisory capacity and even serving generously as guest speakers in classes. Today, as a result, more than 300 undergraduate advertising majors and our advertising master's students learn from legends in the industry.

Texas Tech University

College of Mass Communications

by Donald W. Jugenheimer & Jerry C. Hudson

Advertising courses have been part of the academic curriculum at Texas Tech University since 1933. The early advertising courses were listed with a journalism prefix. During this era, all journalism courses were taught in the English Department. Two advertising courses, Principles and Copy Layout, were included in the 1933-34 academic catalog. In 1940, Radio Advertising was added to the curriculum.

One of the early part-time advertising teachers was J. Culver Hill, who was advertising director of Hemphill-Wells, a major department store in Lubbock. He was a 1977 inductee into the Texas Tech Mass Communications Hall of Fame.

Alpha Delta Sigma (ADS), the men's advertising fraternity, was formed at Texas Tech in 1958. James Watts was elected the first

president of Tech's Ad Club, while Phil Orman served as the first president of ADS.

In 1952-53, advertising courses taught in journalism used a journalism prefix in the university catalog. The courses included six hours in Advertising Newspaper Problems and Methods. Also, six advertising courses were taught in the College of Business – Principles of Advertising; Essentials of Television Advertising; Sales Promotion, Retail Advertising and Display; Advertising Practices; Advanced Advertising Practices; and Advertising Administration. All of the advertising courses along with public relations courses were moved from the College of Business in 1970 to the newly formed Department of Mass Communications.

Between 1959 and 1964, student organizations and national associations in advertising flourished. Advertising students formed an "Advertising Association" as an off campus advertising agency. Students participating in this agency handled 15 local accounts. In 1960, Alpha Lambda, a chapter of Gamma Alpha Chi (GAX), was established. GAX was the national organization for women advertising students. Elizabeth Sasser was the organization's first faculty sponsor. Anne Montgomery served as its first president.

Advertising students in the College of Business organized and hosted an Advertising Recognition Week. Advertising professionals were invited to campus to lecture about trends in advertising and to discuss industry issues relevant to advertising.

In 1964, Billy I. Ross joined the faculty in the Department of Marketing as its sole advertising faculty member. Ross came to Texas Tech with an impressive list of accomplishments and recognitions. He served as national president of Alpha Delta Sigma (ADS) and the American Academy of Advertising (AAA). At that time an advertising major existed in Marketing. The major included courses in marketing, architecture, allied arts and journalism.

Between 1966 and 1968, students received three national accolades. ADS was awarded the Donald W. Davis Award for best chapter in the nation for 1966-67 and 1967-68. ADS and GAX were awarded the best Advertising Recognition Week program in the nation.

Prior to his death, Don Belding, one of the founders of the Foote, Cone and Belding Advertising Agency, donated his papers to Texas Tech's Southwest Collection and established the Don Belding International Grant-in-Aid Scholarship at Texas Tech. He later pro-

vided funding to establish a Don Belding seminar room. The room displays numerous awards and recognitions that Belding received throughout his career.

In 1970, University President Grover Murray announced that the advertising and public relations programs in the College of Business and the broadcasting program in the Speech Department would join journalism and to form the Department of Mass Communications. The Department of Mass Communications would be part of the College of Arts and Sciences. This was to be the initial step to form a separate and independent School of Mass Communications.

ADS and GAX, the two national advertising student fraternities merged into one organization in 1971. Texas Tech University served as the headquarters of this new organization. Ralph L. Sellmeyer, served as the first and only executive director of ADS, the newly named society before it was absorbed by the American Advertising Federation in Washington, DC.

The Accrediting Council in Education and Journalism and Mass Communications accredited Tech's Advertising and Telecommunications programs for the first time in 1973. The Department of Journalism was accredited for the first time in 1965.

In 1973, Don Belding and Joe Bryant, a local pioneer broadcaster, were the first two inductees into the Texas Tech University Mass Communications Hall of Fame. Other advertising recipients included:

- 1977 **J. Culver Hill**, Director of Advertising, Hemphill-Wells, Lubbock, TX
- 1985 **Donald M. Waddington, Sr.**, President, Branham Newspaper Sales, New York
- 1991 **Billy I. Ross**, Professor Emeritus, Texas Tech University, Lubbock, TX
- 1995 **Phil Price**, President & CEO, Phil Price Advertising Agency, Lubbock, TX
- 1996 **L. Ray Ward**, Advertising & Public Relations, Texas Utilities System, Dallas
- 1997 **Nelda Armstrong**, President, Nelda Armstrong Advertising Agency, Lubbock, TX
- 2002 **Jim Ferguson**, President & Chief Creative Officer, Young & Rubicam, New York
- 2003 **Kirk Carr**, Advertising Services Director, The Wall Street Journal, New York

The student AAF competition team is a major student activity. The 1984 team won the national award and the 1979 team was second nationally. The teams of 1979, 1981, 1984, and 1986 won the 10th District competitions and went on to the national competitions. The 1978 and 1983 teams won second in the district. Since 1990, the AAF team usually included 25-28 students each year who interview for specific team positions. The team is selected from about 45 applicants. Since 1988, the team has usually finished between 3rd and 8th in the 10th District.

The advertising sequence was changed to an advertising division in 1974. S. Bernard Rosenblatt was named as the first director of the Advertising Division. In 2005, the divisions became academic departments. The division directors and department chairs of advertising are listed below.

Division Directors/Sequence Coordinators

1974	S. Bernard Rosenblatt	1988	Tommy Smith
1977	Ralph L. Sellmeyer	1992	Asheesh Banerjee
1978	Jon P. Wardrip	1994	Keith F. Johnson
1984	Hower Hsia	1999	Joe Bob Hester
1985	John C. Schweitzer	2001	Michael Parkinson
1986	Hower Hsia	2004	Coy Callison

Department Chairmen

2005	Donald Jugenheimer	2008	Robert Meeds
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The Lubbock Advertising Federation recognizes an individual who has made significant contributions to advertising in the Lubbock Market. The recognition is a Silver Medal Award. Three advertising faculty members have received the Silver Medal Award – Billy I. Ross (1969), James Marra (1993) and Jerry C. Hudson (2002).

The three departmental faculty members have also been recognized by the 10th AAF District. Ross, Wardrip and Hudson were named recipients of the District's Outstanding Advertising Educator Award. In 1989, Ross was recognized as the national AAF Distinguished Advertising Educator.

Since 1975, more students have majored in advertising than in any other mass communications program. The number of advertising majors has grown from 52 in 1971 to 397 in 2006.

Until 1998, advertising and public relations were combined administratively. After 1998 each had its own sequence head. The cur-

ricula of both were changed. Faculty in advertising decided to drop requirements that advertising students take public relations courses and public relations faculty members decided that public relations majors were no longer required to take advertising courses. The Creative Advertising course was separated into three different courses: Advertising Copy Writing, Creative Concepts and Graphics. The changes created need for additional faculty in each sequence. The number of advertising faculty members increased from three to four tenure-track positions. In 2006, the Advertising Department had five tenure-track and two adjunct faculty members.

In fall 2005, the advertising sequence of the newly established College of Mass Communications became the Advertising Department with its own department chair. At that time Dean Jerry Hudson announced Don Jugenheimer as the first Department Chairman. Bob Meeds became the chairman of the Department in the Fall of 2008.

University of Texas at Austin

Department of Advertising

by Jef I. Richards

The Start

Advertising education at The University of Texas was born during the 1914-15 school year, simultaneous with the opening of the University's first School of Journalism. That year, three relevant courses were offered: (1) "Principles and Techniques of Advertising," (2) "Advertising and Selling Problems," and (3) "Selling Problems." The first two were taught in the School of Journalism, and the third in the School of Business Training. There was cross-over between the schools. Buford Otis Brown taught the Principles course. But the other two -- in two different schools -- were offered by John Edward Treleven, Chairman of the School of Business Training. This was a time, though, when both the Journalism and Business schools were housed in the College of Arts.

In 1919, Paul J. Thompson began teaching advertising courses. He, too, taught in both the Journalism and Business programs, spanning a period of 45 years. And from 1927 to 1958 he served as the Chairman of the School of Journalism. Early in his career, 1925-28,

as a result of funding problems the School of Journalism was moved into what had become the College of Business Administration, but in 1928 Journalism was moved into the College of Arts and Sciences. Advertising continued to be taught in both Business and Journalism.

Ernest Alonzo Sharpe joined the Advertising faculty in 1946, and through his years at the University he became a guiding force for Advertising education. He was well-known in the academic organizations of that time. Indeed, for two years (1951-53) he served as the President of the Advertising field's professional fraternity, Alpha Delta Sigma (ADS). In 1967 he became Chair of the Advertising Division of the Association for Education in Journalism and Mass Communication (AEJMC), an organization to which advertising educators across the nation belonged. And in 1968 Sharpe was recipient of the first Sidney R. Bernstein Advisor Award; through the ADS fraternity.

ADS was not the only fraternal organization in advertising, nor was it the only one at U.T. A parallel professional advertising fraternity for women, Gamma Alpha Chi (GAX), likewise had a chapter at the University. U.T. had one of the first six chapters of GAX, established in the 1920s. And from 1969 to 1971 William Mindak, who later became the first Chairman of the Advertising Department, was the last national president of ADS before it merged with GAX at the end of 1971. In 1973 ADS was again merged, this time into the American Advertising Federation, becoming its Academic Division. Other U.T. faculty then succeeded Mindak by becoming Chair of that Academic Division. Donald Vance served twice (1976-77 and 1982-83), followed by John Murphy (1988-89).

Advertising continued to be taught in both Business and Journalism until about 1960. By 1947 a Masters of Business Administration with a concentration in the Division of Advertising was available. This appears to be the genesis at U.T. of graduate education specifically dedicated to advertising as an area of study.

A few years later a parallel program was developed in journalism. In 1952 the School of Journalism finally moved into its own building. The following year that School began offering a Master of Arts in Communication with a concentration in advertising.

Enter Public Relations

Public Relations became a significant part of the School of Journalism with the appointment of Alan Scott as the very first full-

time PR educator in the country, in 1959. He already had been a part of the School of Journalism for a decade at that point, teaching both PR and Advertising. A few years later, in the mid-1960s, Scott created a student Public Relations club. At that time, it was one of only six such clubs in the United States. And in 1968 the Public Relations Student Society of America (PRSSA) established its first nine "alpha" chapters at major universities around the country, with U.T. among them.

At that time, Scott offered both Principles of Public Relations and Public Relations Campaigns courses, to which he later added a Public Relations Writing class. Scott also created the High Noon Agency, a student-run PR firm, and was founder of the Texas Public Relations Association. In the early 1970s the Public Relations Society of America named him Educator of the Year. He continued to teach at the University for 34 years. Public Relations, like Advertising, resided in Journalism for many years.

A New Era

A new School of Communication was opened in the fall semester of 1965. At that time it offered a Bachelor of Journalism, a B.S. in Radio-Television-Film, and a B.S. in Speech, along with the single Master of Arts in Communication. Advertising continued to be an accredited "sequence" in Journalism. But in 1973 that changed, with the introduction of a Bachelor of Science in Advertising. This new degree was approved concomitant with the creation of a new de-



Figure 7-2
Leonard Ruben

partment, the Department of Advertising, beginning in 1974. Simultaneously, the School of Communication moved into a new complex of three buildings.

The new U.T. Department of Advertising quickly gained some attention when in 1975, under the direction of Donald Vance, a team of students from the Department won the American Advertising Federation's national student competition two years in a row. And even more attention was paid to the Department when the very next year John H. Murphy led yet another team of students to victory in that prestigious competition.

During this same time period the Department brought in Leonard Ruben (Figure 7-2) to teach "creative" courses in advertising. Ruben gained renown throughout the advertising industry for his ability to inspire and develop students with creative talent, and from this the Department's reputation grew as one of the few sources from which advertising agencies could recruit such talent. This "creative concentration" eventually became the first area of concentration offered to students by the Department.

The Department quickly developed, soon offering additional degrees. A Master of Arts in Advertising was offered in 1977. In 1980, a Ph.D. with an emphasis in Advertising was first offered, and in 1987 the world's first Ph.D in Advertising was officially approved by the University's Regents.

In 1979 the School of Communication became a College of Communication. That same year the Communication complex was named the Jesse H. Jones Communication Center in honor of the founder of the Houston Endowment, the College's primary donor. By that time Communication had grown to about 4000 students, from just around 500 a decade earlier.

Throughout the years that followed, the Department of Advertising continued to distinguish itself. In 1990 one of its faculty, John D. Leckenby, became President of the American Academy of Advertising (AAA), the primary association of which advertising faculty and researchers around the country. Two years later Patricia A. Stout, another member of the faculty, served as President of that same organization. Then, much later, Jef Richards became the third member of the U.T. faculty to hold that position, in 2008.

This program continued to have a marked presence within the academy. And part of that presence came from the specialties it offered.

Developing Specialties

As the Internet became a force in the field of Advertising the Department quickly staked a claim to this new medium, establishing its own website in 1995, long before most competing programs. A part of that site called Advertising World, designed by Jef Richards, became a resource to advertising students, educators, and practitioners around the world and attracted attention to the U.T. Advertising Department. The faculty thereby staked their claim as having some

special expertise in interactive advertising. Until that time the Department probably was best known for its creative concentration.

In that regard, also in 1995, the Department was selected by the One Club in New York to be one of only seven schools nationwide to have student work displayed in the One Show. Select students specializing in art direction and/or copy writing were chosen to send their work to this pinnacle of the advertising creative world. The University of Texas was the only academic program in that group, with the others being specialized portfolio/art schools. Deborah Morrison had picked up where Len Ruben left off, building the creative concentration into a program of high visibility and noted quality. By the 2006-07 school, in that year alone, students involved in this concentration won:

- 2 national Gold ADDY awards,
- 1 national Silver ADDY,
- 4 regional ADDY's (including Best of Show),
- 17 Austin ADDY's (including Best of Show),
- 4 local Dallas, San Antonio and Houston ADDY's,
- 2 Art Directors Club international Awards
- 8 Art Directors Club student portfolio selectees

The students also were finalists in other competitions. The creative concentration clearly was well established and widely recognized.

Until 1996 "creative" was the only specialization in the Department. All students not admitted to that specialty were relegated to a more general advertising education. But in this year a "media concentration" was created, to teach a more in-depth understanding of media planning, buying, and selling. Lisa Dobias was the visionary force behind that specialty. In 1997 an account planning specialty was added to the graduate program, and Dr. Neal Burns was hired to spearhead that effort. Those specialties were so successful that in 2000 another one, the Interactive Concentration was added. It drew upon the Department's reputation in interactive advertising, and was directed by Gene Kincaid.

Until 1997 the PR program continued to be housed in Journalism, but in that year it was moved to the office of the Dean of Communication. In 1999 PR was moved into the Department of Advertising, bringing Ron Anderson and Frank Kalupa with it. Public Relations, in effect, became yet another concentration within the De-

partment. This also substantially augmented the Department's size, adding about 300 new students.

Other Facts

Over the years there have been many talented and dedicated faculty members who have contributed to the growth and success of the Department. By 2008 it had grown to about 24 full-time faculty and several part-time instructors, teaching approximately 1400 undergraduate and graduate students, making it the largest advertising and public relations program in the world.

Since its creation in 1974, the Department has had six Chairmen:

1974-78	William Mindak
1978-85	Isabella C. M. Cunningham
1985-87	John D. Leckenby
1987-90	Edward C. Cundiff
1990-98	Gary B. Wilcox
1998-02	Jef I. Richards
2002-	Isabella C. M. Cunningham

The Department also has played a significant role in marketing communications education, beyond its own student base. In 2001 the U.T. Advertising Department, along with the American Advertising Federation, held an Advertising Education Summit on the Texas campus. The Summit brought together at least 25 educators from across the United States to discuss the present and future of advertising education. John Murphy created and directed the event.

After about 95 years, and nearly 35 years as a Department, the advertising program at the University of Texas continues to thrive. Through its students, alumni, faculty, and the actions of the Department itself, the program continues to innovate and influence the field in multiple ways. It is by far the largest program, and remains the only one to offer a Ph.D in Advertising.

8



PERSONAL EXPERIENCES OF VETERAN ADVERTISING EDUCATORS

Historical accounts too often are written by those who lived none of it, and they all too frequently are completely detached from the personal experiences of the people who were an integral part of those events. History *is* people. Instead of simply recounting events, our hope was to give this account some life of its own by providing some glimpses into the personal histories of notable academics.

Unfortunately, all the innovators from the first half century or so – on which so much of this discipline was built – are gone. We did convince a few colleagues, who gave much to advertising education in the latter part of the century, to write their recollections from their time in this field. We intentionally made our instructions to them somewhat vague, to add some breadth and richness to the collective memories represented here. It provides a snapshot of some backgrounds and priorities of important scholars during this time frame.

Arnold M. Barban, University of Alabama

I started teaching advertising in September 1959 at the University of Houston. At the time, the advertising program was in the College of Business (Marketing Department). Billy Ross also taught advertising courses in Journalism (in Arts and Sciences). I was the sole advertising instructor in the business college – and taught advertising principles (as well as Principles of Marketing), copy & layout, retail advertising, advertising management, and perhaps another one or two

that I cannot recollect. Incidentally, one of my students – in Principles of Advertising – was Avis Ross, Billy Ross’ wife. She was an excellent student (and I doubt that she required tutoring from Billy).

While an instructor at Houston, I worked on my Ph.D. in Business (marketing major) at the University of Texas/Austin. Ed Cundiff – a wonderful person and a great mentor – was my supervisor. I completed my dissertation in fall 1963, and was awarded the Ph.D. in January 1964. (Since I was a full-time faculty member at Houston – and a part-time student at UT/Austin - this situation provided many “tales” that I later could tell to - and bore - my own graduate students; in fact, this was quite a trying time in my life: I taught four courses each semester at UH, commuted from Houston to Austin once-a-week for a graduate seminar, spent summers in Austin taking courses and fulfilling language requirements, all the while having a very understanding wife - Barbara - and two young daughters.)



Figure 8-1
Arnold M. Barban

I met C.H. “Sandy” Sandage at an Alpha Delta Sigma convention in New York in 1963. Not only did he become the person who most influenced my academic career, he hired me as an assistant professor at the University of Illinois, where I started my post-Ph.D. career in the fall of 1964. Illinois had an all-time, all-star lineup of faculty: Sandy, Jim Moyer, Les McClure, Hugh Sargent, Julian Simon – and, in Journalism, Ted Peterson (Dean of the college), Jay Jensen, and Jim Carey – Charles Osgood in the Institute of Communications Research. Unfortunately, all of these outstanding teachers and scholars are deceased.

Sandy not only shepherded my academic career, but we worked together for most of my nineteen years at Illinois with Farm Research Institute (FRI), a private research and consulting firm. It was primarily through FRI that I had the opportunity to consult with leading advertisers, marketers, and advertising agencies and, thus, could meld my academic training with practical business experience, something I felt was of benefit to students.

Sandy and I became good friends – and this carried on after I left Illinois for a position at UT/Austin in 1983. We continued to

communicate often by telephone and by several visits I took to Urbana. It was a difficult personal loss when he died in April 1998, at age 96. Although I was unable to attend the funeral, someone read my eulogy. Among other things, I said the following:

We each have our view of life in the hereafter. I envision Sandy, after only a brief orientation, conducting a seminar for angels -- Heavenly Procedures 502 (a graduate seminar, of course), titled "Theory and Practice of Angelhood." He is seated at that wonderful elliptical seminar table he has requisitioned from Gregory Hall. Now forever free of the Surgeon General's and physicians' admonitions, he puffs on a large pot-shaped briar pipe, filled with an eternal supply of Canadian Plug tobacco.

He does not lecture (who, indeed, would lecture an angel?)...but rather he softly puts forward incisive, Socratic-type questions. You can tell by the flutter of wings that his questions spark interest and respect. He commands the class. And, yes, if God Almighty -- Dean Emeritus of the College of Angels -- were to drop in to observe class progress, a question or two might be posed to Him.....certainly offered with deference and esteem, yet "to the point" nonetheless.

S.W. -- "Wat" -- Dunn succeeded Sandy as head of the Department of Advertising in 1968. Wat was a superb scholar, generous person, and a good friend. When he left Illinois to become Dean of the Business School at Missouri, I became head of the Department. To follow in the footsteps of Sandy Sandage and Wat Dunn was, to say the least, a daunting endeavor. Wat brought me in as co-author of the third edition of his successful textbook, *Advertising: Its Role in Modern Marketing*.

At Illinois, I initially taught Principles of Advertising, Copy and Layout, and Advertising Media. I later developed our first course in "Advertising and Consumer Behavior," at the graduate level. I guess the media course "stuck," and somewhat became my signature for the rest of my academic career.

During my tenure at Illinois, Sandy was active in trying to establish a journal of advertising -- its purpose was to stimulate and encourage scholars to research and publish in the field. I was privileged to be a part of this endeavor -- and, we succeeded in publishing the first issue of the *Journal of Advertising* in 1972. At the time, there was a rather fierce debate among teachers of advertising as to the direc-

tion of advertising education – in a nutshell, the practical versus theory and research. Indeed, there was strong sentiment among some that the journal should be more of a discussion of issues related to teaching rather than to research findings that contribute to an understanding of advertising theory. I am pleased – and take a measure of pride – that the theory/research argument won out. I believe the success of JA has contributed substantially to making advertising a discipline. And, indeed, one that has gained respect in the hierarchy of the university community (for those interested in more detail on this issue, see Arnold M. Barban, “Some Observations and Thoughts on the Founding and Early Years of the *Journal of Advertising*,” *Journal of Advertising*, Vol. XXI, No. 2, June 1992)

I left Illinois in 1983 to accept a named professorship in the Advertising Department at the University of Texas/Austin, my *alma mater*. As it turned out, I did not find much academic happiness at UT. Perhaps it was a situation as captured by Thomas Wolfe in his 1940 book, *You Can't Go Home Again*. Nevertheless, things turned out quite well when the University of Alabama in Tuscaloosa invited me to join their faculty in 1987.

My thirteen years at Alabama – from 1987 to 2000 when I retired from academic life -- were blissful and a first-rate way to end a forty-one year career. Ed Mullins, dean of the College, made our relocation smooth and pleasant. The advertising and public relations faculty consisted of fine scholars – people who accepted good teaching as a parallel to doing sound research. I did, however, find myself once again in an administrative job – something I thought I'd left behind forever at Illinois – when I served as department chair for a five-year term (1992-1997). Nevertheless, that also worked out well, owing to the quality of the faculty and staff, within our department and the College. Barbara and I made wonderful friends in Tuscaloosa – especially among the faculty – and we still find several of them on our Texas Hill Country house's doorsteps now and then.

Along the forty-one years I have been privileged to know and benefit from many outstanding people. A few key people have been mentioned above, yet to attempt to mention all the others would be a heavy task, and I likely would still leave out some (owing to the memory limitations of a seventy-four year old person). I do, though, want to call special attention to the fact that many of my former students now are in positions of leadership – some in industry, others in the academic world. I take particular pride (but little credit) in those

doctoral dissertation students I supervised who are at the forefront of advertising education.

During those forty-one years I also saw dramatic changes in advertising education. When I started my post-Ph.D. career in 1964, there were many vestiges of an earlier era of advertising education – many educators taught “the business of advertising,” not the “theory of advertising.” The changes came gradually – and not without some rancor – yet by 2000, when I retired, it was comfortable to observe that advertising was much more of a true academic discipline than it had been. To be sure, I feel that advertising education cannot – and should not – ignore practical and professional implications. Students are trained primarily to go into real-world business situations. Yet, it is my conviction that the more students are trained to understand the principles of persuasive communication the better can they perform their professional responsibilities.

As to the future of advertising education, I see a “continually increasing trend line;” namely, that as new theories and issues become more clear, they will be incorporated into curricula and thus better prepare students to be knowledgeable practitioners.

A final note

I’d guess that most educators always remember their “first dean.” Although I first taught at the University of Houston, I consider my first dean Ted Peterson of Illinois. He was a person of great intelligence, sensitivity, wit, and charm. He was a superb scholar, effective teacher, and outstanding administrator - and also an honorable and warm human being. And, he foremost was a person of supreme integrity! Among his great loves were jazz music and sipping a large whiskey in an Irish pub (in Ireland). I trust the whiskey and jazz are ever present.

Tom Bowers, University of North Carolina

I received three degrees from Indiana University in Bloomington, and my Ph.D. was in mass communication research. I became interested in advertising as a teaching field while in graduate school, and my professional experience consisted of three summers in the advertising sales department of a Chapel Hill newspaper and one

summer in the media department at Ogilvy & Mather in New York City in the AEF Visiting Professor program. My entire teaching career was at the University of North Carolina at Chapel Hill, where I taught advertising courses (principles, media planning, research, and media sales) from 1971 to 2005. I was interim dean of the School of Journalism and Mass Communication for one year before retiring June 30, 2006.

The field of advertising changed greatly in those 35 years. Tremendous changes in media forced me to change material in the media course regularly. The biggest change, of course, was in the proliferation of means for delivering advertising messages. Media planning was fairly simple in 1971 because we were limited to newspapers, broadcast television, radio, magazines, outdoor and direct mail. In the last few years I taught the course, it seemed that I was adding new media channels to the course every week.

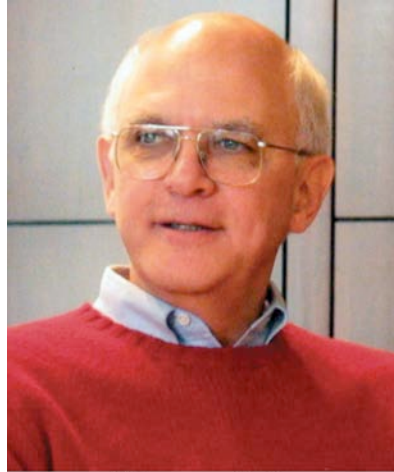


Figure 8-2
Tom Bowers

Another change was in the use of computers to analyze media schedules. It was an exciting step when our School connected a teletype terminal to the campus mainframe computer to use a program called DONMAR developed by Don Schultz and Martin Block to analyze media schedules. Later, Kent Lancaster gave us ADPLAN and its related programs, and Dennis Martin and others created similar programs.

Our program and others also experienced great changes in demographics. We went from a student body that was almost entirely white and predominantly male to one that is racially diverse and predominantly female, and our faculty changed in the same ways. Pedagogy changed for the better, with a greater emphasis on active learning and concern for supportive classroom environments. Teaching accomplishments are more important than they used to be in hiring, tenure and promotion decisions.

It was very rewarding for me to be involved with the Freedom Forum Seminar for Advertising Teachers. Mary Alice Shaver and I

created that program in 1988 and conducted it until the Freedom Forum stopped funding it in 1995. Each summer, we brought 12 advertising teachers to Chapel Hill for a week and allowed them to interact with many of the best advertising teachers in the country to learn more about teaching. Many of the current leaders in advertising education were participants in the program. Some established and maintained professional relationships with participants at other schools. Mary Alice and I continued the idea of the seminar at pre-convention teaching workshops for the Advertising Division of the Association for Education in Journalism and Mass Communication (AEJMC).

Issues

Change in the delivery of advertising messages raises the question of how advertising curricula should change. Some might argue that new developments in the practice of advertising should lead to new courses and programs, including courses in Internet advertising, search-engine advertising, podcast advertising, email advertising and even cell phone advertising. While it is tempting to try to respond to and even anticipate such changes, a more prudent approach with a greater promise of long-term benefits for students is to continue to focus on teaching skills and knowledge that will enable future practitioners to adapt to changes and be able to create and take advantage of those changes.

A related issue has to do with the name we might use for the field. Should we continue to call it advertising, or should we change to a term that is more inclusive and descriptive of a wide range of activities, such as (integrated) marketing communication, brand contacts, or branding? Given the reality that people in the profession and Academy are not likely to agree on a single term, the logical answer is to continue to call it advertising.

The history of advertising education's first century must include a discussion of very important organizations that have played important roles in advertising education: the AEJMC Advertising Division, the American Academy of Advertising (AAA), and the American Advertising Federation (AAF).

The AEJMC Ad Division has provided a bridge for advertising educators to the larger academic discipline of mass communication. The division has a strong record of conducting activities to improve the teaching of advertising. Many Ad Division members are also members of other AEJMC divisions, and they are engaged in the re-

search and public responsibility activities of those divisions. In addition, several AEJMC leaders have come from the Ad Division: Mary Alice Shaver, Carol Pardun, Jan Slater and Tom Bowers. Advertising educators have also made their mark in the larger academic community by serving as deans or directors of journalism and mass communication schools, including Kim Rotzoll (University of Illinois), Tom Russell (University of Georgia), Roger Lavery (Northern Arizona University and Ball State University), Mary Alice Shaver (University of Central Florida), Carol Pardun (Middle Tennessee State University), Bill Ross (Texas Tech), Don Hileman (Tennessee), Bob Carrell (TCU and Oklahoma), Gordon Sabine (Michigan State), Charles Allen (Oklahoma State), Jim Carey (Illinois), Ed Stephens (Syracuse), Paul Thompson (Texas) and Tom Bowers (University of North Carolina at Chapel Hill).

AAA gives its members a more focused approach to advertising and marketing and also provides bridges to schools of business and marketing. It has been especially valuable as a venue for presenting and publishing research by its members.

AAF's Academic Division is unique for the opportunity it gives educators to participate in a major professional organization that unites them with advertisers, media companies and agencies. The National Student Advertising Competition (NSAC) is an extremely important opportunity for students to create campaigns for real clients in a competitive venue that showcases outstanding student work in front of professionals, and the College Chapter program enables students to assume leadership roles and work with professionals. Advertising educators have visibility and a voice in AAF governance and activities through a seat on the executive committee of AAF's national board of directors.

Elsie S. Hebert, Louisiana State University

The major focus of my professional and academic career has been in the administration, practice, and teaching of communications – journalism, advertising, public relations, international media, media history, and publishing. Substantial professional experience has been acquired in newspaper and book publishing, commercial printing, public relations, and television.

In December 2005 I closed out 40 years of college teaching, a career which was sparked, strangely enough, by my editing and helping to design an eighth grade history text, which was later adopted by the Louisiana Department of Education. The book was written by a history professor at Nicholls State University in Thibodaux, LA. At the time I was an editor for the Louisiana State University Press, a widely known and respected university press publisher.

In 1962 the U. S. government offered me a civilian position with the U. S. Army as managing editor and assistant command information officer to assist with internal and external public relations operations at Fort Polk, LA. I directed publication of an Army civilian enterprise newspaper for the military post and supervised an immediate staff of four military personnel, with services of 25 other Information Office reporters and writers “on call.”

The next three years gave me a great deal of management experience, as well as involving me in widespread public relations operations, all invaluable for a college teaching experience which was to come. A Commendation Award was presented to me by the commanding general on my departure to accept a position at Nicholls State University in Thibodaux, LA.

In 1965 I received an offer to become director of public relations and publication for Nicholls State. My recommendation to the president of the university came from the professor whose elementary school history text I had edited three years earlier. This one experience prompted me to impress on my students in the years which followed that good effort sometimes pays off in unexpected ways.

The Nicholls State assignment put me back into a university environment where I was to spend the remainder of my academic administrative career. Not only did I handle the public relations duties for the university, but as a holder of an MA degree in journalism, I was assigned to teach a course in basic news writing.

Also, one of my jobs as PR director was to supervise publication of the student newspaper – a semi-weekly – and the student yearbook. In addition, I supervised preparation, design, and printing procedures for the various university publications, such as the university catalog, brochures, programs, etc. I wrote publication specifications and handled all newspaper, radio, television publicity, and public relations programs. I managed photography assignments for the university and directed darkroom operations.

Another example of how work or school experience can relate to jobs later in life. The Nicholls school newspaper was published by the Thibodaux Daily Comet, then owned and published by Edward Jackson and Joe Silverberg, printers who had taught me about laying out newspaper pages with hot type, using metal chases, when I was an undergraduate student working with the LSU Reveille. This privilege of being allowed to “hang out” in the “back shop” proved a special advantage after I graduated and became publisher of two weekly newspapers in Alabama for eleven years, all of this experience strengthening my practical education for teaching advertising and layout in the classroom. A major career change in my life came in 1966, when my husband received an offer to become director of the Louisiana Department of Archives and Records. This necessitated our move from Thibodaux to Baton Rouge. Through the years, after I received my BA and MA degrees from LS U, I had kept in touch with the school and some of my former professors, including Dr. F. J. Price, who became director of the School of Journalism. When the necessity for our move back to Baton Rouge occurred, I called Dr. Price and advised him of the situation, asking if he had an opening in the School. Dr. Price said he didn’t, but he was instrumental in helping me get an assignment as instructor in the English Department, where I taught Freshman English and Technical Writing the next year. This experience taught me the value of emphasizing to my students the importance of keeping in touch with their school and some of their professors.

My opportunity to move to the School of Journalism – now the Manship School of Mass Communication – came during my year in the English Department. The faculty adviser of the Daily Reveille gave notice that he was accepting another job, and I was encouraged to apply for the job, which also offered the opportunity for me to teach a course in “Principles of Advertising,” one of the two courses in advertising offered at the time. As adviser, I served as the business and editorial coordinator for the paper, as well as advertising instructor.

I succeeded in getting the appointment and helped to develop and expand LSU’s advertising program from the small two-course offering to a nationally recognized and accredited program with one of the largest group of majors in the School. One of the factors which brought national recognition to the LSU Advertising program has been its leadership in national, regional, and local campaigns. My

advertising students have won places (1st, 2nd, or 3rd) in eight AAF District competitions since 1972. One of the attractive features of the Advertising Campaigns class is the students' opportunity to develop advertising programs and participate in competition against campaigns of other schools in the AAF Seventh District.

In 1994 I was named national Distinguished Advertising Educator by the AAF and in 1998 was recognized at the national AAF Convention for my role in helping to found the Academic Division of AAF.

From 1970 to 1995 I served as head of the LSU Advertising/Public Relations program area, taught the first public relations course ever offered by the School, and directed a variety of public relations campaigns for activities both on and off campus. In keeping with our public relations and advertising programs, I organized and initiated the School's internship program in these areas, offering our students an opportunity to acquire practical business experience in order to evaluate their field of choice and earn college credit.

One of my student public relations teams was a national winner in the General Motors competition on Business and Media Relations (1979), and some of my other students won top regional awards and national mention in INAME (now part of NAA) competitions in 1987, 1988, and 1989.

Among the changes which took place in the School during this period was the introduction of computer technology – the change from typewriters in the newswriting, advertising, and editing laboratories to computers. I received an \$88,000 grant from the Louisiana Board of Regents for planning and operationalizing Computer Communication Laboratories for the School of Journalism. Computers replaced the cases of hand-set type and typewriters in the laboratories and were ready for use in Spring 1989.

During my 30 years at LSU I became a full professor and tenured senior faculty member. As a representative of the American Academy of Advertising, I served thirteen years on the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and a three-year term on the Accrediting Committee, charged with making site visits and evaluating communications programs at U. S. colleges and universities. These visits gave me an opportunity to compare the strengths and weaknesses of our program at LSU with the offerings and practices of other universities in the country.

Additionally, I participated in an ACEJMC Task Force on Internships (1987): A survey of internship practices which led to formulation of new guidelines for the Accreditation Standard on Internships.

A special educational opportunity was offered our students in 1986 when I was invited by the European Business School to lead a European Business Seminar to study international marketing, advertising, and public relations operations in five countries of Europe that summer. The course was offered as Journalism 4791 through the LSU Studies Abroad. Other students participating were from Florida, Texas, California and England.

Another opportunity to work in international advertising came in 1991 when I was invited to participate in a Journalism Seminar in the U.S.S.R. This was a two-week program sponsored by the Eisenhower Foundation. I presented to Russian students and faculty papers on "Some Questions Facing Growth of Advertising in the Soviet Union" at Soviet universities in Leningrad, Kiev, Minsk, and Moscow. This program allowed me an opportunity to bring to my own students an insight into what advertising and advertising education was like in the Soviet Union during that period.

I served as head of the School's Advertising (Advertising/Public Relations) Program Area (1970-1995). As a member of the School Management Committee I assisted the dean with administrative activities relating to faculty, students, academic affairs, and budget connected with the communication program. I solicited funds and support for acquisition of research materials and equipment for the School and assisted with promotional activities for student and professional organizations, as well as for the School. I worked with faculty in developing policies and procedures, teaching and laboratory schedules, and curriculum facilities for AD/PR programs.

Upon my retirement from LSU in 1996 I was designated professor emerita. A short time later I was invited to become an adjunct professor of advertising for the University of Louisiana at Lafayette, a role I fulfilled until I closed out my four decades of college teaching at the end of fall semester 2005.

Donald W. Jugenheimer, Texas Tech University

Almost forty years of teaching advertising provides one with a perspective of change and trends as well as of quality and tradition. During those four decades, advertising education has become stronger and better recognized as a true academic discipline.

Examining advertising programs and schools cannot be completed, ever: situations are changing, more students are enrolled and, even though it may take years to build a strong program, it is still possible for a program to decline rapidly and dramatically.

The fortunes of advertisers rise and fall with the years, the economy and the popularity of their products. So, too, do the fortunes of advertising educational programs.

Some schools have grown in size, others in quality and still others in both. At the same time, other schools have declined in one or more of these measures.

For example, the largest association of advertising teachers in the world is the American Academy of Advertising, and more than a third of the first 35 presidents of the American Academy of Advertising had University of Illinois connections: Illinois degrees or teaching or administrative backgrounds. But now there has not been an Academy president since 1998 who has had Illinois ties.

Other schools find that administrative reasons or other kinds of trends or shifts cause wholesale changes. Another school in Illinois, Southern Illinois University at Carbondale, recently lost a full sixty percent of its full-time advertising faculty within a single year.

At the same time, other schools have been able to grow. Those with very large advertising programs include the University of Florida, Michigan State University, the University of Tennessee, the University of Missouri at Columbia and the University of Texas at Austin. Sometimes this growth is mainly in numbers of students but in other cases, the growth occurs with little or no loss of quality.



Figure 8-3

Donald W. Jugenheimer

Still other schools have blossomed in recent years. Such growth is often a combination of increased enrollments, research visibility and academic quality, all of which may serve to attract other students. Louisiana State University, Auburn University, Texas Tech University, the University of Alabama and the University of Georgia fit into these categories.

Certainly there are many other fine schools, not in the above lists, that teach advertising, including the University of Oregon, Pennsylvania State University, the University of Tennessee and the University of South Carolina.

There are also a number of advertising educational programs that may be more specialized or more limited in size but that are doing a fine job, including Marquette University, the University of Wisconsin at Whitewater, Syracuse University and Southern Methodist University.

There are too many good institutions to include all of them in these findings, so the absence of one program or another is not necessarily a sign of poor performance or oversight but rather of this article's focus and limited space.

So what other curricula changes are underway or on the horizon?

One popular move has been to change the title of advertising programs to include integrated marketing communications. Perhaps the most prevalent reason for this change is because the advertising program resides in a marketing or business curricular environment. Sometimes this change is made because public relations is taught in the same unit as is advertising and a more all-encompassing title is desired. If the curriculum truly reflects an integrated approach, the name change may be fine, but if the courses are still the same advertising courses and only the title has changed, the reasons for the change are less defensible.

Another title change is to the term strategic communications. Some schools who have made this shift say that they were searching for a term that would encompass both advertising and public relations. In some cases, however, the programs were simply looking for a more academic term, perhaps believing that the terms "advertising" and "public relations" are too low-brow for their prestigious institutions.

Changing the name of advertising educational programs to something else, whether strategic communications or integrated mar-

keting communications or something else entirely, creates another difficulty: students who want to find an advertising program do not know where to look and even admissions counselors often do not know where to send prospective students who inquire about studying advertising.

This brings up the question of whether advertising and public relations should be taught in a merged academic program. Sure, there are some overlaps, such as in writing and campaigns courses. But both programs are usually popular with large enrollments, so combined courses will hardly save much money, especially when one recognizes that these subjects are comparatively cheap to offer compared to business, law, science or engineering. In addition, putting these two subjects together hardly covers the entire spectrum of persuasive communications, a topic that is most often taught in speech communication programs. At least one advertising scholar points out that it is currently very difficult to find qualified academicians in the field of public relations, so combining public relations with advertising helps overcome that faculty shortage. Yet the combination has many drawbacks and the two disciplines are not the same; some programs have even found that they needed separate research methods courses for each program, so the projected savings were never realized. And if the two are merged, one of them inevitably is viewed as an “add on” or “little brother” to the other.

Changing media technologies also are bringing changes to advertising education. The traditional definition of advertising involved mass media messages, but cell-phone and Internet advertising are usually considered point-to-point communications instead of mass communications. The advent of newer technologies will continue to provide new and emerging platforms to deliver advertising messages: so as the advertising industry progresses, so must advertising education.

Gordon E. Miracle, Michigan State University

Some of my Favorite Experiences in International Advertising Education

My main motivation for specializing in international advertising stemmed from the fact that I had originally become interested in in-

ternational business while working in Germany and I had decided that the most interesting aspect of that field was international marketing. It seemed to me that business executives in various nations could learn a great deal from each other. Therefore I decided that I would prepare myself for a position in business in which I could facilitate this exchange process. In 1957 I returned to the University of Wisconsin to do an MBA and doctorate in marketing. About half way through the Ph.D. Program I decided I could have a much greater impact on the exchange process if I remained in the academic world. Besides, I noticed that the life of my professors was rewarding, especially the quality of life, if not necessarily financially.



Figure 8-4
Gordon E. Miracle

When I began my academic career in the late 1950s there was virtually no academic literature on international advertising and little attention given to it in business publications. The beginnings of a business literature on international advertising can be found in a few trade magazines in the 1920s and 1930s and earlier. The beginnings of an academic literature can be found in a few international trade textbooks and journals in the first half of the 20th century, as well as in the early international marketing textbooks and in a few marketing journal articles in the 1950s. Today the literature on international advertising and marketing is vast.

As a teaching assistant and student in the Ph.D. Program in Marketing at the University of Wisconsin (UW) in 1958-59, I assisted in teaching advertising as part of the introductory marketing course. I also assisted in teaching *Introduction to Advertising*, the only course that the UW Department of Marketing offered that was devoted solely to advertising. The next year, as an instructor, I was assigned to teach a course entitled *Export Sales Management*, which I promptly renamed *International Marketing*, after the first textbook with that title (the first, as far as I recall). My main qualifications for teaching this international course were my fluency in the German language, some knowledge of Spanish and international economics, and some experience gained from friends and colleagues in business during my three and one-half years of employment in Germany. I devoted about one

third of this course to the communication aspects of international marketing, i.e. advertising, sales promotion, personal selling, collateral sales materials, public relations and related activities. I learned a great deal from my library research to prepare to teach this course. I managed to stay a week ahead of my students.

In my first full-time academic position at the University of Michigan (UM) in 1960-66, I taught two general marketing courses, a course in advertising and sales promotion, and one in international marketing. These courses included major sections on advertising, personal selling, sales promotion, public relations and related topics that comprised the marketing communication mix that later became known as integrated marketing communication. To qualify myself to teach the advanced courses, so as to augment my meager experience in advertising and international marketing, I joined the World Trade Club of Detroit, the International Advertising Association (IAA), attended American Management Association seminars in New York and elsewhere, read widely, conducted research, and visited advertisers, advertising agencies, and media to collect information for cases for use in the classroom.

During my years at UM I began to focus my research activities on international advertising, producing a book entitled *The Management of International Advertising* (Miracle 1966), along with a number of published international cases for classroom teaching, and several journal articles. Because of these interests I desired to teach a course in international advertising, defined broadly to include all of the communication aspects of marketing. But such a course was not available to me at UM.

In August, 1966 I was appointed Associate Professor of Advertising at Michigan State University (MSU), a position that allowed me to focus full time on advertising teaching, research and service, and especially to introduce a new course entitled *International Advertising*, which I taught in Spring, 1967. As far as I know, this was the first course in international advertising taught at a US university. My publications on international topics, as well as materials from many other sources, served as the basis for the new course. Two years later I offered an advanced course in *International Advertising* at the MA level. I continued teaching these international advertising courses, as well as other advertising, marketing, and Ph.D.-level mass media courses, including cross-cultural research methods, until I retired January 1, 1999.

Professor S. Watson Dunn also offered an early international advertising course at the University of Illinois, perhaps about 1970 or soon thereafter. I recall that we shared teaching materials and discussed how to encourage others to teach international advertising.

In 1968 I published an article (Miracle 1968) in which I made the case that some of those who were discussing or doing research on the standardization of international advertising were asking the wrong questions. The literature at the time was remarkably unsophisticated on the standardization issue, and remained so for many years. My research showed that varying cultural, economic, legal, political, social, and technological conditions in different countries made it problematical to use standardized international advertising strategies and executions for messages, media plans and budgets. Instead, I believed that the right questions were: When and under what relatively rare conditions should international advertising be standardized? Which aspects of advertising should be standardized, e.g. objectives, strategies, or executions—and for messages, media plans, or budgets? How should such international advertising be planned, directed, controlled and evaluated? How should markets be segmented? What should be the respective roles of advertisers, agencies and media in planning and executions? What factors should be taken into consideration when making each of the kinds of decisions to standardize or not to standardize? What decision-making methods should be used? Although complex, and boiled down to its essentials, I argued in this 1968 article that advertisers ought to standardize the methods they used to make decisions on how to advertise in each international market. This point of view subsequently became known as process standardization.

I co-authored a text book entitled *International Marketing Management* (Miracle and Album 1970). In 1972-73 I taught international marketing and advertising for one year at the North European Management Institute in Oslo, Norway. Over my career I also taught formal courses and lectured on international advertising, marketing communication and cross-cultural research methods for shorter periods of time in Austria, Canada, Croatia, Denmark, Germany, Greece, Italy, Japan, Korea, Malaysia, Spain, Sweden, Turkey, and Ukraine. Most of my lectures were for academic audiences, but some were to advertising agencies, advertisers, media, and other industry groups such as trade associations.

Over the many years I conducted international advertising research in Austria, Belgium, England, Germany, Japan, Korea, Netherlands, Norway, and the USA. I served as a research mentor for advanced graduate students and young faculty members from a dozen or more countries, for whom I had arranged appointments at MSU as visiting scholars for varying periods of time, often a year.

In the mid-1980s during the AAA National Conferences, Hall Duncan and I organized breakfast meetings of a dozen or so educators to discuss and share international advertising teaching materials, research and service ideas. Upon our petition, the AAA Executive Committee authorized the formation of the International Advertising Education Committee (IAEC). Initially the committee organized and conducted a one-day pre-conference program on International Advertising at the 1989 AAA Conference in Gainesville, FL. The IAEC continued to organize and conduct these one-day international advertising pre-conferences programs over the years, along with a few other IAEC functions. For example, one of my fondest memories is the several weeks that I spent on two occasions (in 1991 and 1993) when Hall Duncan organized teaching programs at institutes in Ukraine. He invited AAA members Barbara Mueller, Frank Pierce and me to work with him. We hoped the IAEC would be permitted to do similar programs in other countries under the auspices of the AAA. I chaired the IAEC for several years in the early and mid-1990s, and continued to organize one-day international advertising pre-conference programs as well as attempting, with little success, to convince the AAA Executive Committee that the IAEC ought to be permitted to have a broader mission to make international materials and experiences available to a larger number of AAA members. The Ukraine experience was held out as a model, but the AAA Executive Committee was not yet ready to allow the IAEC to internationalize the AAA much beyond the one-day pre-conferences. Also, over the last 15 years members of the IAEC have had occasional discussions with the Director of Professional Education of the IAA.

Among the most important things that I have learned in my career is that learning several languages is vital background for teaching international advertising and conducting international advertising research. Learning the native language is the first step if one wishes to understand a country and its people, its culture, how an economy functions, what the laws of a nation really mean and why they are enforced in particular ways, and how climate, geography, his-

tory and traditions, as well as the political, social, and technological conditions in various nations, all influence the buying behavior of customers, individually and collectively. Knowledge of these topics serves as the foundation, the situation analysis, for international advertising decision making. In addition to my fluency in German, I learned enough Norwegian, Spanish and Japanese (and a smattering of more than a half dozen other languages) to be useful in preparing lectures, conducting research and assisting me in other professional international functions. Whenever I worked in another country, at the very least always I had a language guide, phrase book or electronic translator at hand. I always learned at least enough phrases to be polite and to demonstrate to my hosts that I was trying to learn their language, and they appreciated my efforts.

In my career about 75% or more of my teaching energies was devoted to a dozen “domestic” advertising and marketing courses, with a focus on advertising/marketing communication management, advertising research methods, the economics of advertising, and the regulation of advertising. Whenever possible I enriched my lectures on these topics by introducing information, perspectives and examples from other countries. Cross-cultural comparisons of these topics across countries helped students to understand their own country better. Foreign student input also helped.

I also combined my US focus with my international focus in a number of journal articles and conference papers (too numerous to mention here) and research monographs, for example: (1) *European Regulation of Advertising* (Rijkens and Miracle 1986), (2) *Voluntary Regulation of Advertising: A Comparative Analysis of the United Kingdom and the United States* (Miracle and Nevett 1987), and *Cultures in Advertising, Advertising in Cultures*, (Miracle, Shimamura and Lew 1990)..

Teaching, research and service were inextricably intertwined in my career, each influencing the others. In addition to serving as teaching materials in university courses, some of my international books and articles were also used in executive development programs (by me and others); some formed the basis for an exhibit at trade shows, or provided the foundation for consulting to business, government or other organizations. In the early 1980s the IAA established its educational programs. My course syllabi, reading lists, other course materials, and some of my articles and books, were utilized by advertising educators at subsequently IAA accredited institutes in many countries.

About twenty years ago I came to believe that process standardization was not entirely correct. It had become somewhat clearer to me how culture influences the international advertising decision-making process, as well as the final decisions on advertising strategies and executions. Also, after using various research methods in many countries I found that it was sometimes necessary to vary the research methods from country to country in order to obtain information that was reliable and valid in each country. For example, some types of samples of respondents for survey research, and some data collection methods, are not appropriate in some countries; in some cultures information from research is not needed in the same way as it is in other countries.

Over my career I have authored or co-authored more than 100 scholarly publications, mostly refereed articles and papers, but also published cases for classroom use, a variety of published research reports, and nine books. The majority of my publications dealt with international or cross-cultural topics. Some were published in non-US journals and some in other languages, e.g. in Austria, Italy, Japan, Korea, Norway and Turkey. Some were subsequently translated from English into other languages. For many years I served as an ad hoc reviewer of papers for possible publication in several non-US journals, as a reviewer of research proposals submitted to Canadian funding sources, as a reviewer for the Fulbright Commission to assess the suitability of US faculty members for foreign assignments and for Japanese professors for US Fulbright assignments. For about 25 years I served as the only non-Austrian/non-German professor on the Editorial Board of a German language scholarly journal published in Vienna, *Werbeforschung und Praxis* (Advertising Research and Practice).

Finally, during the administrative periods of my MSU career, as Director of the Ph.D. Program in Mass Media during its first year of operation, and as Chairman of the Department of Advertising for almost seven years, I attempted to internationalize the curriculum and faculty as much as I could. I offered to provide international teaching materials and offered to do guest lectures for some of my colleagues at MSU. But, since virtually all of my colleagues at MSU at the time (1970s) had little interest in international issues, my efforts yielded meager results in the short run. However, I have been pleased with the long-term internationalization of the Department. Today more than one-third of the Department faculty teach an inter-

national course, conduct international research, or perform international service. We also have many international students as well as several international visiting scholars every year.

Recently I wrote a brief history of the early years of the MSU Department of Advertising (Miracle, 2006). This document provides details of the development of the Department from its establishment in 1958 through December, 1980.

Some Tentative Expectations about the Future of International Advertising Education

Today the advertising business is global in many respects and is, especially because of the Internet, becoming increasingly sophisticated in international markets. Still, much remains to be learned about international cross-cultural advertising. Advertising educators can take the lead in helping talented young men and women to acquire the skills they need to function internationally. Also, advertising researchers can take the lead in doing studies that ultimately will lead to improved practice.

Early and relatively useless research on standardized international advertising has (mercifully) become both rarer and much more sophisticated. However, many US advertising researchers are not yet sufficiently knowledgeable about languages and other aspects of culture, economics, geography and climate, history, laws, politics, social conditions, and other necessary international topics to be able to do sound international cross-cultural advertising research. But the level of sophistication on these matters is growing inexorably, and future research will be better. Increasingly researchers are better trained and understand the practical role of theory to guide future research so as to generate new knowledge. Researchers are concerned about “moving international advertising research forward” (Taylor, 2005).

It seems to me that a number of factors will lead increasing numbers of university faculty members from many countries to become involved in international advertising teaching, research and service. Some of the most important of these factors are continued economic development among emerging nations and consequent increasing affluence, relatively low-cost and easy international travel and living abroad, improved communication technology, and improved primary, secondary and university education around the world. These conditions also make it possible and desirable for increasing numbers of students to study abroad as a regular part of

their academic program. These conditions may also make it possible for increasing numbers of students in the future to have an international internship. Virtually all IAA accredited educational institutions already have local or regional internship programs. The above considerations, along with increased interest on the part of international sponsors of internships, and along with the likely use of the Internet to manage such a system mostly on line, suggest that a system can be set up to manage a world wide internship program with reasonable budgets and human resources—which I am now (2006) trying to establish with the support of MSU and the IAA..

With increasing numbers of students and faculty members going abroad, and with the trend of more students learning foreign languages, I expect to see increasing numbers of advertising researchers who will internationalize themselves, who will be bilingual and bicultural, and perhaps multilingual and multicultural. Thus they will be comfortable with techniques such as the translation/back-translation technique to achieve linguistic, conceptual and functional equivalence among cross-cultural communication research instruments, as well as competent to employ other international cross-cultural research methods, and thereby to improve the reliability and validity of international advertising research results (Miracle and Bang 2002). Such language and cultural capabilities will also increase the numbers of researchers who understand individual-level cultural and personality characteristics as they vary around the world. In the past many international advertising researchers have operationalized culture as an independent variable by using country as a proxy. Increasingly I expect to see cultural variables operationalized at the individual level, for example, as some have used independent and interdependent self-construals (Choi and Miracle 2004).

The frequency of use of particular research methods to study international advertising has changed in the USA over the years--from primarily exploratory and survey research in the 1960s, to content analysis, and more recently to experimentation. I expect to see increased international collaboration among researchers who come from different research cultures. It is entirely possible that national cultures influence the research cultures at universities, thereby influencing their research philosophies. As I write now in 2006, several colleagues and I are investigating how advertising research aims, approaches, methods and paradigms are different among several countries in Asia, Europe, and the USA.

In the long run, as international advertising teaching and research improve, I expect to see greater use by international practitioners of the published results of international advertising researchers, in much the same way as practitioners do in such fields as engineering or medicine. However, I expect such progress to continue to be slow.

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Joseph R. Pisani, University of Florida

In 1957, at Fordham University, I took the Introduction to Advertising course required for all marketing majors. A classmate, David Duffy, son of Ben Duffy the legendary president of BBDO, invited me to visit the agency. The advertising knowledge acquired in the course reinforced by the real world of advertising that I observed during my BBDO visit convinced me that advertising was the right

career choice. After graduation in 1960, I soon learned that the advertising industry offered few opportunities for college graduates with limited or no advertising experience. So, I traveled to sunny California to enroll in the M.B.A. program at the UCLA Graduate School of Business where my professors fostered my love of marketing and advertising.

In 1961, M.B.A. in hand, I began a two-year ROTC active duty commitment to the U.S. Army by traveling to Bad Kreuznach, Germany for assignment to the 8th Supply & Transportation Battalion, 8th Infantry Division. When my battalion commander, Lt. Col. Robert F. Higgins learned that I had an M.B.A., he arranged for me to work at division headquarters as the food and petroleum supply officer—in his view a better use of my talents than the motor pool. In

1963, the Bad Kreuznach Education Center (an overseas education center for military personnel administered by the University of Maryland, Division of Continuing Education) needed part-time instructors. Colonel Higgins recommended me and my teaching career was born. I taught two courses: Introduction to Business Administration and Principles of Marketing. I soon realized how much I loved teaching, so my career choice changed to marketing and advertising education. Bob Higgins was a smart, tough and demanding career military officer who valued higher education and family. He knew that I was a long way from my family, so he often included me in dinners with his family. I respected him greatly for his leadership qualities and for his willingness to entrust me with responsibilities far beyond my years. Little did he know that his faith in me launched a forty-one year career in marketing and advertising education.

An academic career required a Ph.D. degree. Academic fellowship and graduate assistantship opportunities were scarce in May, 1964 when I returned to the U.S. Interviews with a number of colleges and universities went nowhere. On a whim I contacted the College of Business and Public Administration at the University of Maryland in College Park. To my surprise, Dr. Charles Taff, chairman of the Department of Business Administration, knew all about me be-



Figure 8-5
Joseph R. Pisani

cause, unbeknownst to me, he had approved my application to teach in Germany. He told me that he received favorable evaluations of my teaching performance and invited me to visit College Park. He offered me a position as an instructor with the added bonus of enrollment in the joint economics-business administration doctoral program as a part-time student with tuition paid by the State of Maryland. I jumped at the opportunity and in fall 1964 began teaching two sections of two courses, Introduction to Business Administration and Principles of Marketing. I taught a 12-hour class load (six hours in summer sessions) and completed two courses toward the Ph.D. each term for five years. The Principles of Advertising course was offered in the UM School of Journalism, so I didn't teach my first advertising course until I joined the University of Texas faculty as an assistant professor in fall, 1969 after completing my Ph.D. coursework.

The Charles G. Mortimer Chapter of Alpha Delta Sigma, the national advertising fraternity for men, was housed in the College of Business and Dr. Taff appointed me as the Chapter's faculty advisor. After being elected regional vice president, my increased involvement in regional and national meetings and activities introduced me to Billy Ross and Don Hileman. Besides being two of the finest gentlemen I have ever met, they were passionate about advertising and advertising education. Both men were instrumental in advancing advertising education during their distinguished careers.

The College of Communications at UT, Austin offered an advertising sequence within the Department of Journalism. In 1974, the sequence became a department with Dr. William Mindak appointed as its first chairman. UT had a state-of-the-art 250-seat auditorium for multi-media instruction called the Academic Center. I taught the Introduction to Advertising course in that auditorium for three years and out of necessity taught myself how to create slides and integrate them along with television, film, and sound into my lectures. I was not the first instructor to use multimedia in the classroom but Dr. Ernest Sharpe and I were the first to teach the Introduction to Advertising course in this manner. Ernest, my mentor at Texas, was a mild-mannered Texan who loved students and they in turn loved him. He kept track of his former students, was active in the Austin Advertising Federation and seemed to know everyone in advertising in Texas. He recognized the value of maintaining contacts with advertising professionals and alumni. When faced with the

challenge of creating 48 hours of multimedia lectures, Ernest invited 20 of his former students to be guest lecturers, each in his (her) area of expertise. He asked that their presentations include visual media to be donated to the advertising department after their lectures. His ingenuity gave us a sizeable collection of audiovisual media to use in developing future lectures. Ernest and I created the other 28 lectures. Much of my career at Texas and Florida was modeled on lessons learned from Ernest.

I learned how to communicate with a large audience from Bill Mindak whose sartorial splendor and charisma enthralled most of his students. He had a sense of humor that was at times sardonic and his lectures were memorable and enjoyable. He taught me that learning can be fun and that students tend to retain knowledge when it is associated with a fun situation.

I published several articles on multimedia instruction to encourage professors to adopt audiovisual techniques. Oddly, my message was not received favorably by some professors who believed that multimedia instruction would displace them in the classroom. I created and marketed multimedia support packages (slides, film/videotape, audiotape) for the second and third editions of the Principles of Advertising text authored by Maurice Mandell. They were popular and boosted sales because no other publisher offered them. They paved the way for today's CD or DVD multimedia packages and the integrated multimedia learning modules used in on-line courses. For three years prior to my retirement, I taught the Introduction to Advertising course during summer sessions using today's technology. PowerPoint replaced hand-made slides; scanners replaced the camera light stand for making slides of print ads, photographs and illustrations; and CD's and DVD's captured and stored video clips, commercials, soundtracks, and visual images. Digital technology made it easier for teachers to create multimedia materials and most publishers offered them as an incentive to instructors to adopt their textbooks.

In summer 1973, I worked for Goodwin, Dannenbaum, Littman and Wingfield, the largest independent advertising agency in Houston, Texas. Major clients included Foley's Department Stores, the Houston Post and the Capital National Bank. Earl Littman involved me in every aspect of the agency's business including creative, production, media planning, billing and account work. The hands-on experience was valuable and exciting. However, at the end of the

summer, I realized that day-to-day advertising was not for me. Teaching was my first love and I missed working with students.

In 1972, Frank Pierce, a UT colleague, left to become the first chairman of the newly-formed Department of Advertising in the College of Journalism and Communications at the University of Florida. The following year Frank recruited me to join his faculty and so began my 31-year career at Florida. UF offered an advertising major that included courses in strategy, copywriting, graphics, media planning, research, campaigns, international advertising and mass communications law in addition to the principles courses in advertising and marketing. Over the years I was fortunate to teach nearly every course in the curriculum. This broad experience helped me to acquire knowledge in almost every area of advertising and marketing.

In 1977, the College faculty approved the combination of advertising and public relations into a single department for political and economic reasons. Dr. James Terhune, a member of the advertising faculty, was appointed chairman of the combined departments. A fine administrator with outstanding leadership skills and political instincts, Jim guided the department for five years coordinating the different interests of the two faculties and encouraging them to work together. In 1978, he established an Advertising Advisory Council made up of advertising and marketing professionals, both alumni and non-alumni. The Council's role was to serve as advisors to the advertising program on curriculum, internships, fund raising, and ways to attract clients for the campaigns course. They served as guest speakers in classes and as career counselors for students. The first council had 14 members and membership grew to 33 at the time of my retirement. The success of the AAC prompted Jim to form a Public Relations Advisory Council. In 1982, he became the associate dean of the College and I was appointed chairman. Jim taught me a lot about organization and administration which helped me to build on and expand many of his contributions.

By 1987 enrollment had grown to over 1000 majors and the department accounted for over half of the enrollment in the college. The College faculty with the approval of the dean voted to return to the 1977 organizational structure. Dr. John Detweiler was appointed chairman of the public relations department and I was appointed chairman of the advertising department. Relieved of my public relations administrative duties, I began to implement my ideas for the future direction of the advertising department. At that time, the Flor-

ida advertising faculty enjoyed a well-deserved reputation for excellence in teaching, but lagged behind their peers in research productivity. Saddled with heavy teaching loads and large classes, faculty had little time to devote to academic research. Our mass communications doctoral program was in its infancy and no advertising students were enrolled. We had few faculty or doctoral students who presented research papers at the annual conferences of the American Academy of Advertising and the Association for Education in Journalism and Mass Communication or published articles in the leading academic journals. The Universities of Illinois and Texas at Austin were the leaders. During my nineteen-year tenure, with the help and cooperation of the faculty, I turned this around by reducing teaching loads, hiring faculty who not only would be outstanding teachers but who showed promise for excellence in research, enrolling more advertising students in the doctoral program, increasing funding for travel to academic conferences, and financially rewarding research productivity. By 2000, Florida and Texas, Austin were the leaders in research papers presented by faculty and doctoral students and Florida consistently ranked in the top four advertising programs nationally.

As chairman, I developed and maintained contacts with alumni and advertising professionals. The goals were to increase the awareness of the Florida advertising program among key advertising opinion leaders and to build bridges between advertising education and the advertising industry. I used the members of the Advertising Advisory Council as my primary resource for making contacts within the industry and attended as many professional advertising conferences as the budget would allow. I met many interesting and well-known industry professionals. Many became personal friends.

I particularly admired Jim Fish, a member of the Advertising Hall of Fame, who spent 40 years with General Mills and was a leader in building the organization for what is today's American Advertising Federation. A member of the Advertising Advisory Council, he helped me to build industry relationships and became a cherished personal friend. Jim loved interacting with students. He was blessed with a wonderful sense of humor and had the ability to light up a room when he walked in. Students adored him. He was the most honest and ethical person that I ever met in the advertising industry. He believed in advertising education and constantly promoted and supported it throughout his lifetime. He helped me to establish the

annual A.P. Phillips, Jr. Advertising Lecture by agreeing to be the first lecturer in what was to become a series of lectures by prominent advertising figures including John O'Toole, Carl Ally and Don Johnson. Jim helped to recruit these speakers, most of whom were unaware of the Florida advertising program. Their experiences at Florida made them walking ambassadors for the program. Jim introduced me to his close friend Richard "Dick" Durrell and again helped to recruit him to be a Phillips Lecturer. Dick, the founding publisher of *People* magazine, had spent years at *Life* magazine in advertising sales and at Young & Rubicam. We developed a fast friendship because of our mutual love for the game of baseball. Like Jim, Dick was a mentor who helped me build valuable relationships with advertising practitioners because he knew so many prominent people. These two men were instrumental in building awareness of the Florida advertising program among advertising professionals.

The annual student trip to New York City to visit advertising agencies, media, and marketing companies was another successful outreach program. Frank Pierce led these trips for more than 20 years starting when he was at UT, Austin. Dr. Jon Morris and I took over after Frank retired. These visits helped to raise the awareness of the Texas and Florida advertising programs among industry professionals in New York City. Many students who participated returned after graduation to work in New York.

Over the years advertising and advertising education changed dramatically and I am fortunate to have been a part of it. The past 25 years has seen the growth of large communications holding companies including WPP, Omnicom, Interpublic, Havas and Publicis. These companies own advertising agencies, public relations agencies, media planning and buying agencies, direct marketing and promotional agencies, and research companies to provide integrated communications services to their clients worldwide. Globalization radically changed the way advertising agencies operate.

Globalization opened international job opportunities for advertising graduates and forced advertising programs to offer international and multicultural courses, internships, and study abroad opportunities. In 1998, the Florida advertising program was the first U.S. program to be accredited by the International Advertising Association. I attended the international education and professional conferences sponsored by IAA in Zagreb, Croatia, Budapest, Hungary and London, England. These opportunities helped to increase the inter-

national exposure of the UF program. In 2002, the UF and Florida International University advertising programs jointly sponsored the 9th IAA International Advertising Education Conference in Miami. The UF advertising department now offers an annual study abroad program for academic credit during the summer in conjunction with the American Institute for Foreign Study.

On the negative side, most advertising professionals still have little understanding of advertising education. Many still believe that advertising is a trade school major and fail to understand that the advertising major is part of a broad-based liberal arts education. Although we have made some progress in educating industry professionals about the benefits of advertising education, much remains to be done. Certainly advertising graduates recognize the value of their education, but there simply are not enough of them to make a significant difference. Turnover among advertising professionals and advertising faculty make educating advertising professionals about advertising education an ongoing process.

Perhaps my greatest accomplishment was my service as president of the American Academy of Advertising in 2003. It was truly an honor to be elected by my colleagues to lead the Academy and the icing on the cake to close out a 41-year career in advertising and marketing education.

Ivan L. Preston, University of Wisconsin

I joined my first faculty in 1963, and yes, things have certainly changed. I typed my dissertation with a typewriter and carbon paper, and with five copies required I had to erase each error in five different places. I had worked in advertising as an account exec beginner, but was more interested in finding facts than in selling. So while I originally went to grad school to return to advertising as a researcher, living in the academic culture convinced me to stay.

Robbie (Mrs. Preston) and I moved from Michigan State to Penn State for my first faculty position. I hadn't necessarily intended to teach advertising, since my program of theory and research was preparation for any type of communication. But jobs were scarce, the Nittany Lions were near my parents and home town of Pittsburgh, and an old friend from my ad agency there, Kim Rotzoll, was

on the faculty.

The ad program was a sequence in a J-school major, dominated by journalism teachers who didn't like advertising, and the same was true at Wisconsin when we moved there in 1968. But ad faculties at both schools always grounded their topic appropriately in marketing/selling rather than in the mass media, thus emphasizing how advertising uses the media rather than how the media use it. That was stressful in the journalism context, but in 1979 advertising became the largest sequence at Wisconsin, replacing journalism. Although one newswriting prof said it wouldn't last long, the numbers have never changed back. Over time the program has operated more and more independently within the major. My successors have joined advertising with public relations now, and they call it Strategic Communication---for short, Stratcom.

Another change over my decades is that ad professors more often sported long industry careers and terminal M.A.'s than now. And ad industry people were more prominent early on as active members of AAA and AEJMC's Ad Division than now. But the importance of the Ph.D. in giving a program legitimacy at research schools such as Wisconsin is undeniable, and changes reflecting that slowly occurred. Yet I have wished in the later years that we had more industry participants such as the late Bill Arens, whom we miss greatly. I see, though, that Wisconsin is still getting B.A. graduates into the industry, and we have won the AAF national competition twice since the 1990's.

The skills I have used the most in my advertising research came from my grad school teachers, who labored not in advertising but in what essentially is applied social psychology, studying responses to messages. I narrowed that down to consumer response, and particularly to that of the messages consumers see being communicated to them by ads, which are usually not the same as the words and other content actually stated.



Figure 8-6
Ivan L. Preston

At Penn State Vince Norris also influenced my direction (and Rotzoll's, too). His Ph.D. was from the Illinois ad program, where Charles Sandage created in the 1950's a new required course on advertising's role in and effects on the broader society, in the marketplace and beyond. Rotzoll later moved to Illinois and became the teacher most associated with that course.

In 1970 I started a similar course at Wisconsin---it's still going--and I also created an elective in ad law. Being on arrival the only full-time faculty appointment in advertising, I also helped choose others, and into the 1990s we had five, including Esther Thorson, Don Stoffels, Roger Rathke, and Jackie Hitchon. We're all elsewhere now, but we have great successors.

Meanwhile, the research training from Michigan State led to my principal career interest when I found that deceptive ads are identified by the federal regulators exactly as I had been taught, in terms of what's perceived rather than what's actually stated, often using consumer research to make the determination. It also turned out, however, that when the regulators consider puffery they incongruously ignore such data and go only by the actual content. That really caught my attention, and I've stayed with it all these years.

As to making predictions, I'll first sign on to Howard Gossage's quote some years ago that "I am acquiring a diminished interest in the future." Well, it only sounds like Gossage; it was really David Ogilvy. But it's not zero interest, so here goes: The future of ad education depends on the future of advertising, and the latter is getting less and less predictable. This very day as I write in late 2006, Google has hit a new stock high and NBC has decided to cancel much of the budget it spends on news and entertainment.

So what to say? We can see things as they evolve right now, but it's harder to tell what the scene will be when change slows and things stabilize---if they ever do. So I think we need to make predictions a bit more generally, as in saying there'll always be organizations willing to pay well for mass communication skills. Given that, I can't see our programs falling to the wayside. In fact, with current developments leading to throngs of web pages becoming established as individual information and advertising media, there should be a greater market than ever for training in how to do that and how to recognize the commercial value of each new one. The future for the field should be good.

Bruce Roche, University of Alabama

My teaching career began at Southwest Texas State College in the fall of 1958. I had just completed my master's degree and was looking to return to a job in newspaper advertising when I was recommended for the journalism faculty position at SWT. There were only two of us on the faculty, so we taught all journalism, including one intro to advertising course. I had the privilege of working with Preston Clark, who helped me make the transition to teaching at the college level. The department's emphasis was the news side of journalism.

After nine years at Southwest Texas State, I entered the doctoral program at Southern Illinois University. H. R. Long, Director of the School of Journalism at SIU, noting my background in advertising at newspapers in Waco, Austin, and Temple, placed me as advertising manager of the Daily Egyptian for my assistantship. My second year, observing no doubt my teaching experience at SWT, Dr. Long offered me a part-time position teaching advertising--my first opportunity to teach only advertising. As I recall, I taught the intro course and the copy course. Dr. Donald Hileman left SIU the following year, and H. R. hired me to teach full time. Jerry Lynn came to SIU about that time, and he and I taught all the advertising courses. I also inherited a public relations campaigns course. Don Hileman served as a significant influence in my early years in advertising education.

In 1972 I came to the University of Alabama, where the advertising program, with two and a half faculty members, was a tiny part of the Journalism Department. Advertising professionals in Alabama did not know we existed: a gift to the University of Alabama for advertising education from one of the state's largest advertising agencies went to the Marketing Department in the College of Commerce. The advertising program at Alabama had no outreach program, no student advertising club, no media course, and no accreditation.



Figure 8-7
Bruce Roche

What a challenge, and it was obvious to me where my energy had to be directed.

In the first year I started and taught a media course; fortunately, all other core advertising courses were in place. Also I started a student advertising club, which hosted a regional meeting of college advertising students and professors along with other activities. I joined the local professional advertising club and began contacts with other professionals in the state and region. Two years later I established a student advertising team to compete in the American Advertising Federation competition.

Thanks to the growing interest in advertising as a career, to some of the steps we were taking in our advertising program, and to the establishment of advertising/public relations as a separate department within the newly created School of Communication, growth in student enrollment accelerated. We clearly lacked the prestige of advertising programs at Tennessee and Georgia, but we were claiming a presence at the regional level.

The 1980s produced an enormous growth in students and only a modest increase in faculty: at one point our student-to-faculty ratio was about 125 to one. By the end of the decade, advertising had about a third of all majors in the newly named College of Communication and the advertising/public relations program about a half. Alabama's student ad team began winning some regional honors--including a first place in 1989. Winning the district competition became common in the 1990s, and in 2000 the Alabama team won the AAF national student competition with a campaign for The New York Times.

Faculty growth began catching up to student growth, and from three professors in 1972 teaching advertising and public relations, there are 15 today. We are fortunate in the quality of our new advertising faculty; among others we brought in two marketing Ph.D. graduates and a specialist in advertising graphics.

For my part, I continued my service work with advertising professionals: among other activities, helping judge Addy competitions, speaking to advertising clubs, serving as president of the Tuscaloosa Advertising Federation and later as governor of the Seventh Deep South District of the American Advertising Federation.

In the middle 1980s, the University shifted its emphasis to research, and most of our advertising faculty hired after that came with good research records and strengths. One of the most impressive

additions came in 1987 when Arnold Barban joined our advertising faculty, bringing with him the prestige of his many years teaching advertising at the University of Illinois and The University of Texas and his status as one of the leading advertising educators in the nation. The advertising faculty blended into the College's newly created doctor of philosophy program in 1989.

Over the years, advertising enrollment has waxed and waned. In the early years, it accounted for most of the students in the APR program. At times public relations majors numbered more than advertising, and that is the status today. The department continues to provide about half of the undergraduate majors in the college.

The presence of the two programs in the department has not been without tensions, but on the whole, the faculty has worked well together. Backgrounds of some faculty members have included professional work in both fields, and I am among those. My work in academic, governmental, and military public relations has permitted me to teach some public relations courses.

My retirement in 1994 did not completely sever my relationship with students. The department was instrumental in the organization and incorporation of the Alabama Advertising Education Foundation in 1990, and I continue as secretary-treasurer of that organization. The AAEF provides scholarships for college advertising students in Alabama and funds for student advertising teams in the state.

Turning to issues, one that continued as a subtext to all relations with advertising professionals revolved around the preparation of advertising students for work in the field. I have had many conversations with professionals and have sat with groups of professionals and educators over the years about the education of students. For the most part, professionals wanted students to have more training in the professional area, and educators supported the idea of a broad general education during the first two years of college work and concentrated study in advertising during the junior and senior years. I suspect the debate continues, although the 12 years since my retirement have removed me from that and other issues.

A major challenge in advertising today is the proliferation of media as a consequence of computers and the Internet, and, of course, advertising educators face the task of integrating those new media into educational content and practice. Traditional advertising may decline in importance as a unit in the communications mix. Moreover, the status of advertising in the marketing mix may prompt

reconsideration of the location of advertising education in the academic structure.

Another matter that has drawn some attention is whether advertising and public relations should be in separate departments. My view is that they function well together since, among other reasons, faculty often have worked in both fields. On the other hand, I would like public relations students to have more journalism training, which might serve as an argument for a separate department.

On a purely faculty issue, the demands that advertising programs feel to provide internships and job opportunities and thus strong linkage with professionals argue that serious consideration be afforded in faculty evaluations, promotions, and tenure for significant service activities with the industry. I suggest that each faculty member be routed through a research track or a service track. In that way a faculty member can concentrate his or her efforts in the one area. Of course, each program can determine how many of each would be appropriate and hiring can be conducted accordingly. I am assuming that strong teaching activities would be required.

Don E. Schultz, Northwestern University

Background

It's sobering to realize that one's advertising education has stretched over fifty years. I am a product of advertising education, having graduated with an inter-disciplinary degree...a major in marketing from the business school and a minor in journalism/ advertising from the University of Oklahoma... in 1957. John Mertes created that curriculum after a number of years on "Madison Avenue" in New York and completion of a Ph D at the University of Indiana. His belief was that advertising needed to be grounded in business practice, not just in communication and creativity. I have followed that same philosophy during my tenure in the field.

Except for the 15 years I spent in media and advertising agency work, the last ten of which were at Tracy-Locke Advertising and Public Relations in Dallas, I have been engaged in advertising education that entire time. In 1974, I was lured to Michigan State University by Kenward Atkin, another person who greatly influenced by career and my views of advertising education. There, I earned an MA in Adver-

tising in 1975 and followed that with a Ph D in Mass Media in the interdisciplinary communication group at MSU in 1977.

Following the awarding of the Ph.D, Vernon Fryburger, then Chair of the Advertising Department at the Medill School of Journalism at Northwestern recruited me to come to Evanston, where I have been ever since. I am presently a Professor Emeritus-in-Service in Integrated Marketing Communications at NU. During my years at NU, I have served as Department Chair and Associate Dean. Additionally, over the years, I have taught in advertising programs in Europe, South America, Asia and Australia. I have authored or co-authored eighteen books on marketing communication and more than 100 published journal articles. I was the founding editor of the *Journal of Direct Marketing* (now the *Journal of Interactive Marketing*) and have been a columnist for *Marketing News* and *Marketing Management* for more than ten years. Further, I served as Chair of the Accrediting Committee of the Accrediting Committee for Education in Journalism and Mass Communication, the group that oversees the accrediting of journalism and advertising programs across the country. So, I have been involved in all levels of advertising education.



Figure 8-8
Don E. Schultz

Advertising Education Programs

My initial training in advertising at OU focused on the management, not the creation of advertising. That's what lured me to Tracy-Locke, an agency that produced a rather mundane creative product but supplemented that with solid work in research, consumer insights, media planning and client service. Morris Hite, who guided Tracy-Locke to national prominence from a local base, also greatly influenced my approach to advertising and advertising education. TLC was not a typical "advertising agency," but, rather a full service marketing communications group, an approach I believe is likely the future of advertising education.

For the most part, advertising education has been based on an "applied agency model," that is, students are taught to develop an

“advertising campaign,” generally from the view of an external group, the agency, that is then approved by the marketing organization, the client. The approach is commonly based on starting with the product, learning a bit about consumers, developing a creative product, organizing a media plan with some focus on adding other ancillary elements such as in-store merchandising, sales promotion, direct marketing and perhaps a bit of public relations, adding a bit on measurement and then presented to the client for approval. In very few instances are students required or requested to implement their plans or programs, thus, they are taught “advertising planning” but not held responsible for “advertising effects.” Indeed, my own texts (Strategic Advertising Campaigns (5 editions) and Essentials of Creative Strategy (3 editions) were all focused on the planning of advertising. That model was developed in the 1950s and popularized by the early advertising texts such as Dunn & Barban, Sandage and Fryburger, Kleppner and others. Today’s advertising texts are not much different as witness Belch and Belch, Ahrns, Wells, Burnett and Moriarity and others. Advertising campaign development, going through a step-by-step process on the way to creating a traditional mass media-based advertising program, generally for a large consumer package goods firm, has been the model for more than a half-century.

I learned that model at Oklahoma, applied it at Tracy-Locke, taught it at Michigan State and taught it for the first few years at Northwestern.

Until the world changed, and, I had to change with it

The Northwestern program, when I arrived there in 1977 consisted of an undergraduate (four years in the journalism school with the last two years focused on advertising) and a dedicated one year program at the Masters level. Prior to my arrival, the decision has been made to phase out the undergraduate program in 1979. The graduate advertising program, on which the faculty focused most of its attention, was designed to prepare graduates for careers in major advertising agencies. It was the best of its kind and was highly successful until the mid-1980s. Then, the world changed. Agencies began consolidating; many changed their recruiting focus to more business-oriented MBA graduates. Suddenly, the market for our MSA graduates began to erode. Fewer agencies recruiting. Less emphasis or interest from the agencies on the “how to do advertising” area and more interest in the business aspects. In short, the demise of agency

management training programs and the like threatened the demand for our graduates. About that time, I became Department Chair.

About that same time, Richard Christian, CEO and Managing Director of the Marsteller Agency, sold that agency to Young & Rubicam. He then joined NU, his alma mater, as a visiting professor. Dick and I worked together, trying to set a new course for the Graduate Advertising Department.

To us, it became clear that client funds were being shifted from traditional media advertising to new marketing communication promotional areas, specifically sales promotion, direct marketing and public relations. So, to enhance the value of our graduates, we added new curriculum tracks, expanding the advertising major to include sales promotion and setting up specialty programs in corporate public relations and direct marketing. Thus, we took what has once been a single, lock-step curriculum and began to expand and specialize. And, we made the greatest change of all, we moved from the agency to the client view of advertising and marketing communication.

But, the world changed again. Integration became the new “buzzword” as both agencies and client organizations tried to find ways to bring all their promotional efforts together. Less interest in specialized functional areas such as advertising and sales promotion and more emphasis on the broad managerial area of marketing communication. Again, we adjusted at Northwestern.

In 1988, at the behest of the American Association of Advertising Agencies, the Association of National Advertisers and the American Advertising Federation, we conducted the initial research on Integrated Marketing Communication. From that, we developed the first IMC program. In the 1990s, we converted our tracks in Advertising/Sales Promotion, Corporate Public Relations and Direct/Database Marketing into our current MS in IMC. Today, the NU program focuses on starting with customers first and then creating communication programs to reach those customers and prospects using whatever form or communication method that is most appropriate. And, the NU curriculum continues to evolve as the marketplace changes.

So, Is IMC Really Advertising Education?

The primary change in the IMC program was to break from the traditional “applied agency model” of creating mass-media advertising campaigns to a client view of how to manage the entire promo-

tional process. In that integrated approach, advertising is only one alternative for communicating with customers and prospects. In developing the IMC view, the emphasis is on understanding and gaining customer insights, primarily through the analysis of databases and customer behaviors. From that customer understanding, the marketing organization is then free to develop any number of communication and incentive programs to influence both existing customers and prospects. Thus, customer insights become more important and drive the creative product. Understanding how customers and prospects use media forms becomes more important than media plans. Financial returns from communication investments made against customers and prospects becomes more important than reach and frequency. In short, IMC is simply a managerial approach to marketing communication, not the development and implementation of a media advertising program.

The challenge for the integrated approach that has been developed is that IMC is continually changing as new media forms develop, new customer insights are gained and new technologies and methodologies emerge. Today, at Northwestern, we are challenging our own IMC models as the customer, through the use of new technologies, gains control of the marketplace. Thus, we are trying to develop new approaches to marketing communication as traditional outbound “push” communication declines in importance, being replaced by the new forms of “pull” and “search”. That is once again challenging the communication approaches for all types of marketing organizations and their agencies as well.

But, what does this say about traditional advertising education, based on the “applied agency model” where students are taught to plan, develop and implement primarily mass-media-based advertising programs?

My greatest concern for advertising education is that what is being taught now, and the textbook structures on which they are based, is not radically different from what I learned in the 1950s. An agency-oriented model of “how to do” advertising, i.e., creative, media, merchandising and the like, all from the view of an external organization. That approach was relevant then but I question how relevant it is today. Are we really educating today’s students for a marketplace and a set of tools that are becoming increasingly irrelevant or no longer exist.

The challenge I continually raise to myself is: Is IMC the solution? Probably not in the form in which it is being taught today. But, a client-focused, managerial view of marketing communication, at least at the graduate level, seems much more relevant than the model of the 1950s with new pictures and different music.

Edward Stephens, Syracuse University

I worked at the Madison Avenue advertising agency Dancer-Fitzgerald-Sample, Inc. (since bought by Saatchi and Saatchi) as account executive and creative supervisor for ten years, before becoming an advertising professor first at Northwestern University then Syracuse University, retiring as an administrator there in 1992. While teaching I also worked as a consultant for Foote, Cone & Belding, in Chicago, conceiving and managing an education program each summer for new creatives from their worldwide offices.

When I left the world of professional advertising in the mid 1950s to enter the academic world as an advertising teacher I found a sympathetic and supportive climate on the campus. The academics seemed comfortable with a former professional among them, and were pleased to share insights on teaching and the academic world. I learned to respect professors who had never worked in the profession, but had studied it for years, and knew more about the big picture and how things worked than did many professional advertising people.



Figure 8-9
Edward Stephens

We can work in a field for years and know our job very well, but have a limited understanding of much beyond our daily routine and its challenges. A professor studying the field from outside can ask the tough questions and analyze the answers from a more objective perspective, leading to a broader understanding than those in the business have.

The course offerings in the advertising programs with which I was affiliated, Northwestern's Medill School of Journalism, and Syracuse University's S.I. Newhouse School of Public Communications, seemed appropriate to me. I was active in the American Academy of Advertising, and found that most of the university advertising programs I learned about did a good job of designing their academic offerings to reflect the needs of the advertising profession.

Often, however, this effort is not appreciated by those in the profession. They are not aware of what is going on the campus, the research work of professors of advertising can seem too esoteric, or they don't see the value of university courses in advertising.

A continuing challenge for advertising education should be to achieve a closer relationship between the university advertising programs and the advertising profession. After many years dealing with advertising in the business world and on the campus, I believe the two worlds are often too far apart for the benefit of either.

It's difficult to get practitioners to take time to come to the campus as guest lecturers, let alone for a semester. And just any practitioner won't do. Success in the professional world does not ipso facto make one a good teacher. Some practitioners are strong and personable teachers. Some, however, tend to mistake sea-stories and anecdotes for thoughtful instruction, and confuse opinion with fact. Professors become leery of guests with strong credentials and weak teaching skills who can discredit a professor's authority with casual, ill-considered remarks.

At the same time, opportunities for professors to find meaningful temporary opportunities to work as visitors are limited by circumstance and schedule. It is difficult for a professor to get time off to work for a while in an advertising agency or a client advertising department.

I believe there should be a much greater effort to establish a closer relationship between campus and business. This is not a new idea, but it needs new ideas for a more forceful implementation.

A constant question before those who care about advertising as a profession and as an academic discipline is: Where do we go from here? I think it was probably asked as soon as the first advertising campaign appeared.

Leo Burnett, one of the great names in the history of advertising, said in a talk before the Chicago Copywriter's Club in 1960: "Hardly a week passes that I don't get a letter from somebody asking

if I think there is as much opportunity in the advertising business today as there was when we set up shop over twenty five years ago."

"My answer is always an emphatic 'yes.'"

"I take the attitude that advertising was just invented yesterday. By that I mean that advertising should not be regarded as a static, formalized business, but a fluid and dynamic force in modern communications."

The 1960's were filled with unrest and challenges to societal norms. Some people believed that advertising as it was known was moribund if not already dead, audiences has lost interest in television and when the Vietnam War came along no one wanted to see the bad news every night, so they quit watching altogether. Newspapers were not trusted, ad sales were down, and big media were finished. Where would people get their news? Who knew?

Well, the gloom was an illusion. Not only were things not that bad, they were actually getting better every day in the world of advertising.

A few people understood this. The Leo Burnett Company was in the vanguard of the nation's big ad agencies getting bigger by doing work that moved people to action. The nation was on the verge of a great advertising renaissance with Leo Burnett, David Ogilvy, Jack Tinker, Mary Wells, Helmut Krone, Reva Korda , and many others creating advertisements that regularly entered the national vocabulary.

I believe the position of advertising in society today is the same as it was in 1960 when Mr. Burnett gave his encouraging speech to the worried writers (I know they were worried; I was one of them): things change, opportunities look different, but the challenge and the opportunities—and the rewards-- are there and, I believe, greater than ever. Advertising is an attractive and worthwhile field, wide open to newcomers with energy, ambition and intelligence.

In the business world the advertising and the public relations departments have sometimes disappeared to find new life under the name of "communications." The functions have not disappeared, just the names: goods and services still have to be sold, and good relations with the public maintained. Inside the corporate communications departments the essential functions of advertising and public relations are still being accomplished by people with different titles.

This is reflected on some university campuses with departments dropping the unique name of advertising or public relations, if not

the subject matter. Integrated Marketing Communications is growing in popularity, as are Strategic Communications, Commercial Communications, and various programs combining advertising and public relations under broad rubrics usually containing the word communications.

If a student wants to major in an Advertising Department today it takes some searching. Undergraduate advertising programs have become harder to find in the last decade.

I believe this direction is wrong, and salute the campus programs that still recognize a Department of Advertising, and, separately, a Department of Public Relations. Though they have much in common, they really are two separate disciplines, and combining them seems to me to be a watering down of both important functions.

I would also like to see some advertising courses become a regular part of the liberal arts curriculum on the university campus, alongside such standard offerings as history and government. It is hard to find another discipline that so richly illustrates, often literally, in pictures, what people were thinking and doing over the years as our country took shape.

The change that has impressed me the most in advertising over the years is the shift from an emphasis on selling to a celebration of free floating creativity in television advertising. Every evening during prime time we are treated to delightfully engaging little offerings, some quite moving, funny, or dramatic, which leave us wondering what the point was, and if someone was selling something, what was it?

At the advertising agency I did a lot of work on Procter & Gamble accounts, and learned, sometimes against my will, to use their formula for TV commercials which (some may recall) had five steps: (1) Problem (2) Solution (3) Sales Message (4) Reprise (repeat the whole thing in a slightly different way), and (5) Happy End Result (usually noted in scripts as simply H.E.R.)

As young, with-it, writers and account managers, we decried this lock step formulaic approach, which left no room for creativity and self expression. But when we tried our creative (by our own definition) departures, the senior executives at agency and client would bore us with things like, “you have to make the sale more explicit,” and “you must ask for the order,” and “where’s the call to action?” We considered all this painfully stultifying and uncreative.

Now it looks as if the pendulum has swung too far the other way. The current approach has nothing resembling the old five sales steps. What we see now most often has just two parts. (1) The first and longest part is pure, free floating creativity, sometimes delightful, sometimes humorous, sometimes dramatic, sometime indecipherable but very creative. (2) The second and shortest part, a sort of brief afterthought, an addendum, really, is a picture of the product (maybe), a mention of the name (sometimes), and it's over. No claim. No benefit. No call to action.

It's as if the product is the sponsor of the interesting creativity you just saw. You might want to consider buying what we are selling, if you liked the creative part of the commercial enough to show your appreciation for our artistry uninterrupted by any crass sales message. Figuring out what, exactly, we are selling, is part of the challenge that makes it interesting.

Meanwhile, in the upper reaches of client management offices, meetings are being held, sales figures are being studied, and questions are being asked.

"Shouldn't we at least ask for the sale?" "Shouldn't there be a call to action?" "Our commercials are certainly beautifully shot, wonderfully cast, atmospheric—and expensive-- but shouldn't they sell what we make?" "Are we buying this expensive television time just to showcase our creativity? Shouldn't it be our products?" "Do our creative people understand we have a bottom line here? Do they understand we are supposed to sell our goods and services?"

Recently I tried this view out on a couple of friends in the business, former students doing very well as advertising writers despite having rebuffed my attempts years ago to get them to appreciate the P&G formula for selling Oxydol.

"Oxydol?" one of them said. "You sound like you'd like to see a return to Ma Perkins and Gangbusters."

"Or the Maytag Repairman," the other said. "And old Orville Whosis for popcorn."

"You never know," I said. "It may come to that. Many big clients are questioning the effectiveness of their advertising programs. Remember our copywriting classes—"

"—you have to pitch the benefits and ask for the sale," they repeated in unison with me.

But they laughed as they did so, walking away, shaking their heads. I wasn't sure I had made the sale this time, either.

P.S.: Toward the end of my teaching years I was greatly torn. I wanted to insist on something at least approximating the goals of the problem-solution approach practiced by P&G and many others, which had proved effective for so long. But I finally had to realize that while I might insist on it in class, the people doing the undisciplined work on network television, of which I was so critical, were the ones who would hire them later, not me. So I became an administrator.

Mary Ann Stutts, Texas State University

Background

My undergraduate degree was in management from the University of Texas at Austin; my MBA and Ph.D. were from Texas A&M; my Ph.D. was in marketing. Upon graduation from Texas A&M, my first job was in the marketing department at Arizona State University where I taught only advertising courses for five years until I took a job in 1982 at Southwest Texas State University (now Texas State University-San Marcos). At ASU, the advertising degree was located in the marketing department; as such, I taught Principles of Advertising, Advertising Media, Advertising Campaigns and was advisor to the advertising club. At Texas State I taught Principles of Marketing, Promotional Strategy, Consumer Behavior, and the AAF Competition Class at the undergraduate level and Current Issues in Marketing, Marketing Management, and the Principles of Marketing course at the graduate level.

I became interested in teaching and particularly interested in advertising during a graduate Promotional Strategy course that I took in my MBA program at Texas A&M taught by Dr. Barbara Coe. I became even more interested in teaching advertising at ASU when I advised the student American Advertising Federation (AAF) team which won second in the nation in 1980. I continued to advise AAF teams at Texas State that



Figure 8-10
Mary Ann Stutts

have consistently placed at district and national competition since 1990. In fact, if I have a legacy, it will be the success of AAF teams.

Watching the wonderfully creative ideas of students in the AAF competition and in Promotional Strategy classes emerge, along with their professionalism in presenting those ideas, makes going to work everyday worthwhile. In fact, the best thing that has happened to me in my career has been the lifelong friendships I have been able to maintain with many former AAF students. I've watched their careers develop from their very first job in advertising and more importantly I've watched them develop into good citizens with families of their own. While this may sound trite, the most humorous thing that has happened to me in my career is being around students. They have a great sense of humor that helps "keeps faculty young and on their toes." I can't imagine a day without them.

Professionally, my experiences are associated with two well-known advertising organizations: the American Advertising Federation (AAF) and the American Academy of Advertising (AAA). I have served as President of the AAA and Chair of the Academic Division of the AAF, as well as chairing several committees within each organization. I received a summer internship through the Advertising Education Foundation in 1981 that allowed me to work for Bozell and Jacobs Advertising Agency in New York City. Bart Cummings called to tell me I received the internship. This, too, was a monumental influence on my career that made me know that I wanted to continue to teach in the advertising area.

Ad Ed Programs

While I do not directly teach in the advertising program at Texas State, I am aware of the advertising program because the AAF competition is run as an interdisciplinary program between the College of Business, the School of Journalism and Mass Communication, and the Department of Art and Design. The advertising curriculum hasn't changed significantly in 30 years with regard to the basic courses required, such as Principles of Advertising, Ad/Copy Layout, Media, Advertising Campaigns, and more recently a portfolio class. However, what has changed is a more "hands-on," project-oriented approach as opposed to advertising theory and the addition of courses such as ad research and a portfolio class. Many schools also require an internship. The major differences between advertising programs/courses in business schools and mass communication cur-

riculums are more emphasis on research and strategy in business schools and less on media, ad/copy layout, and building a creative portfolio.

The outstanding programs in the area of advertising include, but are not limited to, University of Texas at Austin, Michigan State, University of Illinois, University of North Carolina, University of South Carolina, University of Wisconsin, University of Georgia, University of Virginia, University of Tennessee, and University of Florida.

Issues

The three most important developments in advertising over the last 30 years are the use of computers in layout and design, the Internet for research purposes, and the rise of creative and/or graduate programs such as Creative Circus, the portfolio schools (e.g., Atlanta), art institutes, the Miami Ad Center, and VCU Ad Center. Some would say that advertising programs are turning out students who are very good at surfing the Internet and graphic design (e.g., computer skills), but lack critical thinking skills and the theory behind great advertising. There is also an increased demand for graduates with good media skills coming from agencies and clients as they realize the importance of “creative” media in today’s campaign planning. Agencies, media companies, and clients prefer that graduates have an internship if possible, thus the rise in internship requirements prior to graduation.

Predictions

The size of advertising programs in many parts of the country is growing. This is due to several reasons: (1) growth of diverse clients in key geographic areas (e.g., Hispanic marketing/advertising), (2) agencies and media companies are competing to hire the best graduates of undergraduate advertising programs and graduate portfolio schools, (3) clients are demanding more and more (e.g., total IMC) from their advertising agencies, and (4) advertising is seen as a fun and interesting major.

Teachers of advertising today need to be computer savvy regarding graphic and media software since they will need to teach and/or use those skills in class. Many students have good presentation skills that are in demand by employers and required in most advertising curriculums. Students, for the most part, are not any better

prepared for jobs in advertising today than in the past, except for their computer skills and perhaps their ability to think “outside-the-box.” This may be a function of the generation of which they are a part—Gen Y—and has little or nothing to do with their overall education experience.

Students are, however, lacking other skills, as noted in books/articles being written about them: (1) they can’t think on their own; (2) they are not independent; however, they do work well in teams; (3) they lack a strong work ethic, (4) they are not known to take responsibility for things that are their fault; (5) they can’t write well or begin a project from scratch without being shown a sample; and (6) they are often narrowly focused, meaning they don’t see the big picture.

I personally would like to see a greater emphasis on interdisciplinary work while in college, meaning courses where students from different majors (e.g., business, mass communication, art and design, communications, sociology, etc.) are required to work together. I have witnessed both the positive and negative results of doing this in the AAF course over the last 30 years and I’m convinced the positives outweigh the negatives. It is amazing to see the “lights go on” in the students’ heads as they see the big picture and develop an appreciation for what other majors do.

Our First Lesson
— IN —
Advertising Free

IN ORDER to show prospective students that our course is the most practical and that our terms are the most liberal we will mail our first lesson free to anyone sending 4c in postage to cover cost of mailing.

**A Practical Course
Payment by the Lesson
Individual Instruction**

These are the superior advantages offered by the School of Modern Advertising. Prepare yourself through its course for a better position.

**SCHOOL OF MODERN ADVERTISING
79 Wisconsin Street, Milwaukee, Wis.**

From *The Advertising World* magazine (1905)

9



PERCEPTIONS OF ADVERTISING EDUCATION PROGRAMS

*by E. Gigi Taylor,
Texas State University*

[Editor's Note: This study was conducted several years ago, but it is included here because it provides unique insight into the way different programs were perceived at that time.]

Introduction

S. J. Liebowitz phrased it aptly when he referred to the study of education as an “enjoyable form of navel-gazing for those within the given discipline” (Barry 1990). The study of advertising education is not only enjoyable but necessary given the changes in the industry. The data for the following study originally was collected in 1994 and presented at AEJMC in 1995. At that time, advertising programs were beginning to revise their curricula to reflect an IMC approach. Given these changes in advertising education, there was a need for a clear understanding of the structure of the advertising education market. The purpose of this study was to analyze the schools of education beyond traditional ranking studies. This research is reprinted here to provide a historical record of advertising education at the end of the twentieth century.

Literature Review

Any credible review of the advertising ranking education literature must begin with the prolific work of Billy Ross who has conducted extensive research on the *objective* dimensions of advertising education. Dr. Ross has used these data to rank schools by number of students, number of graduates, quantity of published research, and faculty/student ratios (Ross 1991, 1964-1994, 1965). *Where Shall I Go to College to Study Advertising?* and other related publications by Dr. Ross offer clear summaries of objective data but lack an evaluation of the subjective dimensions of the schools. In fact, very little research has been conducted on advertising program *rankings* based on *subjective* attributes.

Only three studies (Watson 1989, Keenan 1991, Stout and Richards 1994) have ranked schools based on the perceptions or the *subjective* evaluations of survey respondents. In 1989, Kittie Watson published two ranking studies of the top-rated advertising doctoral programs in the *Association for Communication Administration Bulletin*. One survey reported the results of a survey administered to 300 members of the Association for Communication Administration. The other study reported the results of a survey administered to 297 members of the Broadcast Education Association (Watson 1989).

In 1991, Kevin Keenan of the University of Maryland, College of Journalism surveyed academics regarding their school perceptions. He asked "Which three schools other than your own do you consider the very best undergraduate programs in advertising?" Most recently in 1994, Patricia Stout and Jef Richards, both of the University of Texas, asked advertising practitioners to rank the top advertising graduate programs.

Taylor and Morrison (1994) proposed a visual model of advertising education that analyzed advertising programs beyond ranking reports. A theory versus practice continuum formed the horizontal line and a journalism versus business continuum formed the vertical line. The two scales together make a four-quadrant grid representing an advertising framework called the Advertising Education Model. Although illuminating, their research was a theoretical piece without research data.

Research Questions

Advertising education ranking reports as summarized above, provide a list of the “top of mind” schools in advertising education and a general idea how they compare to each other. While this simple ranking method may be the easiest way to collect school data, two questions remain unanswered:

1. Beyond numerical rankings, how are advertising programs positioned relative to each other?
2. Why are the schools positioned they way they are? That is, what are the dimensions or attributes that are used to make these evaluations?

The goal of this paper is to answer these two questions by placing the schools on a perceptual map and analyzing the location of each school. Like traditional school rankings, the evaluation of the schools in a perceptual map is based on the perceptions of the survey respondents. Unlike the ranking reports, the perceptual map offers a rich visual representation of the nature of the overall education market.

Perceptual maps are a borrowed concept from the product positioning literature within the marketing discipline. Perceptual maps show how a product’s image is positioned in the market relative to the competition. These visual diagrams are generated via multidimensional scaling (MDS). The idea of perceptual mapping is not new, but the application of this concept to advertising education is original.

Method

A questionnaire was used to collect MDS data for the perceptual map developed in this study. Similarity measures (proximity data) were gathered by asking respondents to rate perceived degree of similarity between schools. In addition, because one of the goals of this research was to identify the attributes that define an advertising program, non-attribute data was collected. That is, respondents were asked to make similarity judgments of schools based on the overall

program not on specific program attributes. The respondent was not told what criteria to determine similarity.

Evaluation Set. Ideally, all schools offering degrees in advertising would be plotted on the map for a perfect representation of the advertising education market. Given the limitation of this approach, the goal was to select the maximum number of schools that could be reasonably evaluated in a questionnaire. Fifteen schools, which translates into 105 individual pair wise comparisons $(15(15-1) / 2)$ seemed to be the maximum number of combinations a respondent could reasonably evaluate.

The 15 schools used in the stimulus set were selected based on a composite analysis of nine different ranking reports published over the last ten years. The goal of the selection process was to use a variety of ranking reports to identify the 15 schools that accurately represented the advertising education market. Seven of the rankings listed the schools by objective attributes such as undergraduate enrollment, graduate enrollment, number of faculty, and publishing records (Ross 1991, Barry 1990, Soley 1988, Rotzoll 1984). The remaining two rankings were subjective opinion polls listing the “best” advertising programs as perceived by academicians and practitioners (Keenan 1991, Stout and Richards 1993). The schools used as the stimulus set were the 15 schools with the most appearances on these rankings.

Sampled Set. The questionnaire was sent to the chair of the advertising department, program, area, etc. from the same 15 universities included in the evaluation set. It was assumed that this person would be the most knowledgeable about their own school relative to other competing schools. In addition, chairs generally have been in academia for several years and have acquired knowledge about other programs. Finally, because respondents would have a vested interest in the results of the research, they would be more likely to respond to the survey.

Procedure. The questionnaire was pre-tested with advertising faculty at the researchers’ university. Layout and presentation changes were made based on the pretest evaluation. The two page self-administered questionnaire, cover letter and stamped, pre-addressed envelope were sent via US mail on March 15, 1994. A second mailing was sent on April 21. At the end of the data collection process, 13 out of the total 15 questionnaires were returned. Out of the returned 13 questionnaires, only 11 contained usable data. The final response rate was 73% or 11 surveys. The MDS

analysis was conducted using the ALSCAL (Alternating Least-Squares Scaling) multidimensional procedure within SPSS for Windows (Release 6.0). Frequency counts and means were run on questions from the respondent information section.

Research Findings

Table 9-1 lists the coordinates for each of the 15 schools in the evaluation set. These coordinates were used to produce the MDS spatial map.

Table 9-1
Evaluation Set Coordinates

<i>School</i>	<i>Dimension 1</i> <i>Horizontal Axis</i>	<i>Dimension 2</i> <i>Vertical Axis</i>
Alabama	-.6433	1.0894
Baruch	-.9409	-2.1524
Florida	.7103	.9374
Georgia	1.0990	.5340
Illinois	1.5664	.1882
Louisiana	-1.1529	1.2071
Michigan	1.3344	-.2415
Missouri	-.5558	-.8690
Nebraska	-1.3137	.2695
Northwestern	.7609	-1.4004
San Jose State	-1.3160	-.5870
South Carolina	-.9152	.8506
Syracuse	-.0937	-1.1140
Tennessee	.2475	.9912
Texas	1.2146	.2971

Goodness-of-fit Measures. Overall, the stress and R-squared values for the aggregate matrix is .250 and .622, respectfully. This means that approximately 25% of the variance in the matrix *can not* be accounted for by the MDS procedure or that approximately 62% of the variance in the overall matrix *can* be accounted for by the MDS procedure. Although there is very little consistency in the research literature, Guilford suggests that an R-squared correlation of .60 or higher is acceptable (Guilford 1956). Using this benchmark, the overall configuration of this research project has an acceptable goodness-of-fit measure.

Profile of Respondents. As expected, department chairs have extensive teaching and research experience at a wide variety of schools. Many of the respondents have taught at two or more universities prior to their current appointment. More than 90% of the respondents have Ph.D.'s with degrees from nine different schools. The majority of the doctorate degrees are in communication or mass communication. All respondents reported over 11- years experience in education. Given this extensive educational background, the sample appears to be well-versed and knowledgeable about the advertising education market.

Interpretation

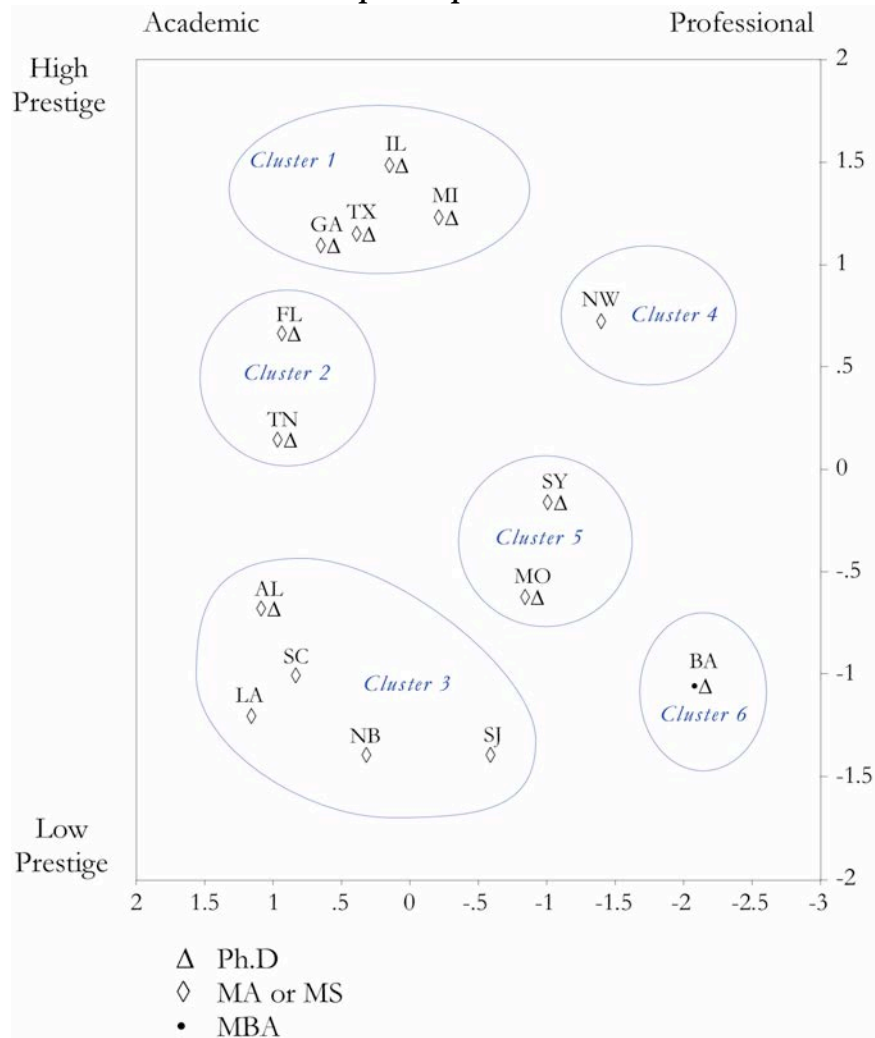
Multidimensional scaling created the map, but the MDS process does not directly identify the two dimensions of the space. The actual interpretation of the configuration map must be done outside the MDS procedure. As recommend by Doyle (1973), the interpretation offered in this paper uses a certain degree of intuition and visual analysis.

Figure 9-1 is a visual representation of the MDS coordinates for each school presented in Table 9-1. The standard MDS dimension labels (Dimension 1 and Dimension 2) have been renamed to reflect the researchers' interpretation of the map. The vertical dimension is now called "Low-High Prestige" and the horizontal dimension is labeled "Academic-Professional." Finally, the schools that are grouped together are circled to form clusters.

Vertical Axis Interpretation (Top to Bottom)

After careful review of the configuration, the most apparent pattern is the ordering of schools from top to bottom. Schools appear to be positioned down the configuration in a general descending order of prestige. The subjective "prestige" dimension is composed of three factors: 1) academic publishing record; 2) school ranking reports; and 3) availability of graduate education.

Figure 9-1
Map Interpretation



School Codes

AL = Univ. of Alabama	LA = Louisiana State U.	SJ = San Jose Univ.
BA = Baruch College, CUNY	MI = Michigan State U.	SC = U. of South Carolina
FL = Univ. of Florida	MO = Univ. of Missouri	SY = Syracuse University
GA = Univ. of Georgia	NB = Univ. of Nebraska	TN = Univ. of Tennessee
IL = Univ. of Illinois	NW = Northwestern U.	TX = Univ. of Texas

1) *Academic publishing record.* Because the quantity of publications is such an accepted measure of academic quality (Hexter 1969), a school's publishing record (Barry 1990, Soley 1988) is the first meas-

ure to support the “prestige” dimension. All of the top four schools in the configuration -- Illinois, Michigan State, Texas and Georgia -- are also the schools with the highest productivity record. Schools at the bottom of the perceptual map - Alabama, South Carolina, Louisiana State, Nebraska, and San Jose State - are not listed on publication productivity summaries. Table 9-2, Publication Productivity Summary, lists schools by amount of publication activity as reported by Barry (1990) and Soley (1988). Clearly, there is a direct relationship between publication record and the vertical position of each school on the map.

Table 9-2
Publication Productivity Summary

<i>Barry (1990)</i>	<i>Soley (1988)</i>
1. University of Georgia	1. University of Texas
2. University of Illinois	2. University of Georgia
*3. University of Texas	3. Michigan State University
*3. Michigan State University	4. Arizona State University
5. New York University	5. New York University
6. University of South Carolina	6. Baruch College
7. Arizona State University	7. University of Illinois
8. Baruch College, CUNY	8. Northwestern University
9. Southern Methodist University	9. University of Wisconsin
*10. Columbia	10. University of Houston
10. Wharton	<i> tie in ranking</i>

2) *School ranking reports.* Additional conclusions were confirmed by comparing the positions of schools on advertising education ranking surveys (Watson 1989, Keenan 1991, Stout and Richards 1993) and the position of schools on the perceptual map. All of the ranking surveys (*see* Table 9-3) report the same *general* school clusterings found on the configuration map. Specifically, Illinois, Georgia, Texas, Michigan, and Florida are all ranked on previous surveys in the top quarter of the lists *and* positioned in this MDS map in the top quarter of the perceptual space.

Table 9-3
Opinion Survey Summary

<i>Watson (1989)</i>	<i>Keenan (1991)</i>	<i>Stout and Richards (1994)</i>
1. Illinois	1. Illinois	1. Northwestern
2. Georgia	2. Texas	2. Texas
3. Texas	3. Florida	3. Michigan State

4. Missouri	4. Michigan State	*4. Syracuse
	5. Northwestern	*4. Missouri
	6. Georgia	*6. Harvard
	7. North Carolina	*6. Pennsylvania
	8. South Carolina	*6. Thunderbird
	*9. Missouri	*6. Wisconsin
	*9. Tennessee	* <i>tie in ranking</i>

3) *Availability of graduate study.* Finally, the availability of graduate education (MA, MS, and Ph.D.) is considered a function of prestige because the authors assume that schools offering graduate education will have a better-qualified faculty. In addition, the availability of graduate education is a straightforward way to classify schools into groups.

Table 9-4
Advertising Schools by Degree Offerings

<i>BA, MA, Ph.D.</i>	<i>BA and MA</i>	<i>MA only</i>	<i>BA only</i>
Illinois	South Carolina	Northwestern	San Jose State
Michigan	Louisiana State		
Texas	Nebraska		
Georgia			
Florida			
Tennessee			
Syracuse			
Missouri			
Alabama			
Baruch			

A review of Table 9-4 below confirms that schools offering all three levels of education are at the top of the map while schools only offering MA's or BA's are located towards the bottom of the map. The one exception to this observation is Northwestern, which is located in the top half of the map with only a MA advertising degree program. Perhaps the fact that Northwestern only offers graduate advertising education explains why the school is located higher on the prestige scale than other schools that offer all three levels of academic degrees.

Horizontal Axis Interpretation (Left to Right)

The second apparent pattern in the configuration is the positioning of schools from left to right on the horizontal axis. In general, the schools on the left side of the configuration appear to be schools with academic and scholarly objectives. Schools on the right side of the map appear to be programs that emphasize professional preparation. In this interpretation, the division between a scholarly research and professional preparation is based on the following three factors: 1) academic publishing record; 2) academic versus professional master's program; and 3) communication versus business master's program.

1) *Academic publishing record.* Again, the schools fall in a generally predictable pattern from left to right based on their academic publication record. The schools with the highest scholarly publication record are located on the academic or left side of the configuration (Barry 1990, Soley 1988). It makes intuitive sense that schools that emphasize scholarly research have the greatest number of publications in academic journals. It also makes intuitive sense that the schools that emphasize professional preparation would have more publications in trade or consumer publications. Because this study focuses on academic literature, no data were collected regarding publishing outside the academic arena. The authors acknowledge that schools such as Northwestern on the right or professional side of the configuration undoubtedly have impressive publication records in the trade and consumer press.

2) *Academic versus professional master's program.* In general, undergraduate advertising degree programs have a professional orientation while doctoral programs have a research emphasis. Some master's degrees are research based and require a thesis. Other master's degree programs are professionally oriented and require a professional report. A few schools offer the option of a master's degree in either track (Ross 1991). Applying these observations to the perceptual map, it appears that the schools on the right side of the configuration emphasize professional education and schools on the left offer more scholarly or academic graduate advertising education.

3) *Communication versus business masters program.* All of the schools in the stimulus set except for Baruch College are located in schools or colleges of journalism or communication. Northwestern emphasizes business applications, although it is located in a School of

Journalism. Baruch and Northwestern, the two schools offering a business orientation, are located on the right, professional side of the configuration along with Syracuse, Missouri, and San Jose State. For this reason, advertising programs with a business or professional orientation are located on the right side of the configuration, while advertising programs in schools of communication offering more academic degrees are located on the left side of the map.

Clusters

Beyond horizontal and vertical positioning of schools, six distinct clusters of stimuli are apparent. Below is a discussion of each of the clusters.

Cluster 1: *Top Tier Advertising Schools*. University of Illinois, Michigan State University, University of Texas, and University of Georgia are clustered together at the top of the figure on the left side of the configuration. Given their relative position, these schools appear to be the most prestigious academic research schools in the evaluation set. All of these schools offer three levels of advertising education and have impressive publishing records (Barry 1990, Soley 1988).

Cluster 2: *Second Tier Advertising Schools*. University of Florida and University of Tennessee are both located in the top half of the configuration but below the first cluster of schools. Both schools offer three levels of advertising education, but do not enjoy the publishing records of the first tier schools (Barry 1990, Soley 1988).

Cluster 3: *Third Tier Advertising Schools*. University of Alabama, University of South Carolina, Louisiana State University, University of Nebraska, and San Jose State University are all loosely grouped into this third tier of advertising programs. Out of this cluster, only University of Alabama offers a doctoral degree. All of the schools except San Jose State University offer master's level education (Ross 1993). San Jose State is the only university on the west coast offering a BS degree in advertising. None of the schools are ranked in publication productivity studies (Barry 1990, Soley 1988).

Cluster 4: *Integrated Marketing Communication Education*. Northwestern University is the only school located in the IMC (Integrated Marketing Communication) cluster. Medill is different than the other programs because it offers an integrated approach to advertising.

The curriculum is grounded in business and marketing practice. In the perceptual map, Northwestern is in the upper half of the vertical prestige scale and located on the right professional education side of the configuration.

Cluster 5: *Advertising within Professional Schools of Journalism*. University of Missouri and Syracuse University are appropriately clustered together. Both schools have a strong print and electronic professional journalism tradition. This cluster is located on the right, professional side and in the lower half of the perceptual configuration. Perhaps the reason for the relatively low prestige rating of the two schools is that advertising faculty, not journalism faculty, completed the evaluation of the programs. In addition, opinions from Missouri and Syracuse were not included in the survey because completed surveys were not received from the two schools.

Cluster 6: *Business Advertising Education*. Baruch College, CUNY was the only business school in the sample. It is the only school accredited by The American Assembly of Collegiate Schools of Business (AACSB) rather than The Accrediting Council on Education for Journalism and Mass Communications (ACEJMC). In addition, Baruch is the only program to offer an MBA, rather than a Master of Science, Master of Arts or a Master of Mass Communication (Ross 1991). Appropriately, Baruch is isolated in the far lower right hand corner of the configuration.

In summary, this spatial map suggests that the perception of advertising programs is more complex than the simple ordinal format suggested by ranking reports. The configuration in this paper reveals that the underlying structure of the advertising education market has several school groupings. Schools are clustered together according to their perceived prestige. The top schools have a more research emphasis and offer doctorate education. Lower tier schools do not have prolific publishing records and only offer master's level education. Schools are also clustered together based on their philosophical approach to advertising education. Schools with an academic and communication emphasis are grouped separately from schools with a business or professional orientation.

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From *Scribner's* magazine (1902)

10



OUTSTANDING ALUMNI

There are many ways that can be used to establish the quality of students of any academic field. Scholarships, awards, grade point averages, etc., may be used to evaluate the students of advertising. However, these do not necessarily determine the success of advertising graduates.

This chapter deals with the success of the advertising students after graduation. A cross section of school administrators were asked to identify some of their outstanding graduates and include a few lines describing their successes. Thirty-one schools submitted the names of 93 outstanding advertising graduates who are recognized in this chapter.

This is only a small portion of the many outstanding graduates who are very successful in the field of advertising, public relations, services and other fields. It should also be pointed out that many of these graduates attain higher positions and recognitions during their careers. As the reader will note there are graduates who do not have their date of graduation. Some schools did not furnish this information. Those selected include:

Abendroth, Rosemary - University of Nebraska: (1981) - Currently Abendroth is the Global Communications Director at Fallon Worldwide, a creative advertising agency owned by Paris-based holding company, Publicis Groupe. Fallon has offices in Minneapolis, London, Singapore, and Tokyo. Clients include Nestle Purina, Sony, Travelers, Time Magazine, Nordstrom, Holiday Inn and Holiday Inn Express, BBC, and L'Oreal. She has extensive corporate, agency, and academic experience.

Alburitel, Cristiano - Ball State University: (1998) - He is currently Account Supervisor, Starbucks brand, Wieden+Kennedy, 2005-2007. His previous position were Account Strategist and Planner, Euro RSGC; Senior Account Executive, General Motors, Earthlink, Allstate accounts, Leo Burnett.

Anderson, Carl - Villanova University: (1975) - Anderson oversees Doremus worldwide. He began his career in advertising at Deloitte & Touche (then Has-kins & Sells). He has garnered many recognitions including being named BtoB Magazine's Top Agency and was inducted into American Business Media's CEBA Hall of Fame for creativity in business advertising. Carl serves on the Boards of the BMA, BPA Worldwide and Caring Community, a non-profit group.

Askew, Ron - Texas Tech University: (1976) - Askew started as a college intern at TracyLocke. He then joined PepsiCo achieving vice president, then rejoined TracyLocke as director of account management. He started The Integer Group, which grew into an agency with nearly \$700 million in billing and more than 800 employees. He served as chief marketing officer at Coors Brewing Company. He re-joined TracyLocke in 2005 as its chief executive officer.

Avrett, Jack - University of Georgia: (1950) - Avrett was co-chairman and founder of Avrett Free and Ginsberg advertising agency in New York. He worked at several advertising agencies including Grey Advertising, Foote, Cone & Belding and Wells, Rich, Greene. In 1969 he was president of The Marschalk Agency. He served as chairman of the American Advertising Federation from 1993 to 1994 and helped launch the Advertising Hall of Achievement. AAF named the Hall of Achievement Volunteer Spirit Award after him.

Bailey, Rich - University of Nebraska: (1967) - After graduation Bailey co-founded Bailey Lauerman in 1970 and served as its chairman until his retirement in 2007. For several years he taught advertising layout and design at the University of Nebraska. He has been involved in client categories that include travel and leisure, health care, banking, and finance. He was president of the Advertising and Marketing International Network (AMIN) - an association of 55 independent agencies.

Balagia, Terry - University of Texas: (1978) - Balagia is the owner of Third Channel TV and TouchPoint Media. Before that, Balagia served as senior vice president of creative marketing for Fox Broadcasting Company. Balagia moved to Fox from D'Arcy, Masius, Benton & Bowles, where he was senior vice president and executive creative director. Prior to that, he was a creative director at Saatchi & Saatchi. He worked at McCann-Erickson, Campbell-Mithun-Esty, and Grey Advertising, and served as president of the Los Angeles Creative Club.

Baldwin, David - University of Texas: (1985) - Baldwin is senior vice president and executive creative director of McKinney + Silver, in Raleigh, NC. He worked for renowned agencies like Travisano & Partners, Hal Riney & Partners, Deutsch, Della Femina, Cole & Weber, and Leonard/Monahan. Baldwin also is chairman of The One Club.

Bardales, Rossana - University of Texas: (1996) - Bardales is creative director at Mother (London). Bardales worked for Cliff Freeman & Partners when she won a Cannes Lions Grand Prix Award in 2001, moving from junior art direc-

tor to associate creative director while at the agency. She also is on the Board of The One Club.

Bedbury, Scott – University of Oregon: (1980) - Bedbury's career began at Cole and Weber Advertising. He oversaw Nike's "Just Do It" campaign. He helped drive the success of Starbucks. He established Brandstream, a global brand development company. His book, *A New Brand World: 8 Principles for Achieving Brand Leadership in the 21st Century*, further established him as a brand-building genius. He was inducted into the American Advertising Federation's Hall of Achievement.

Belding, Don – University of Oregon: (1919) - Belding began his advertising career in the office of Lord & Thomas. He became vice president 15 years later. He joined Fairfax Cone and Emerson Foote to create Foote, Cone & Belding, which became one of the largest ad agencies in the world. He formed the War Advertising Council and directed Smoky Bear's "Only YOU can prevent forest fires." Belding died in 1969 and was elected to the American Advertising Hall of Fame in 1970.

Bell, Greg - University of Texas: (1992) - Bell is the co-creative director and principal of Venebles, Bell & Partners in San Francisco. At the time he and his partner formed their agency in 2001, Bell had worked as an art director for Cliff Freeman and Partners in New York, where he'd become a vice president at age 26, and went on to be a creative director at Goodby Silverstein & Partners.

Berman, Cheryl - University of Illinois: (1984) - Berman is the Worldwide Creative Director for Leo Burnett. Berman's career at Leo Burnett spans almost three decades. As chairman and chief creative officer for Leo Burnett USA, she is responsible for the agency's creative product as well as the administrative and operational aspects of the creative and production departments. She is also head of the Leo Burnett USA Operating Board.

Berry, Dennis – University of Georgia: (1966) - Berry is vice chairman of Cox Enterprises, Inc., one of the nation's leading media companies and providers of automotive services. He has served as president and chief operating officer of Cox Enterprises, retiring from operational duties in 2005. Berry started his career at the Atlanta Journal/Constitution where he held several positions, including president, vice president, general manager and national advertising director.

Brodeur, John - University of Nevada: (1972) - Brodeur is the founder of Brodeur & Partners, part of the Omnicom group, an integrated marketing communications agency dedicated to serving technology clients.

Brown, Heather – West Florida University: (1996) - Brown is director of marketing, Universal Music Publishing Group, the largest music publishing business in the world that includes artists Bon Jovi, Elton John, Eminem, Diana Ross and Pavarotti to name just a few.

Budman, Michael – Michigan State University: (1968) – Budman is the co-founder and president of Roots Canada Ltd., an international clothing and accessories retailer based in Canada. With his friend, Don Green, the business

has grown into a 200-store, five-country operation. Today, the company is best known for outfitting U.S., Canadian, and British teams in roots gear for the Olympics. In 2003, Budman was the grand marshal of the MSU homecoming parade.

Burke, Patrick – University of Illinois: (1995) - After graduation Burke has spent the past 10 years at DDB Chicago, mainly on the Budweiser and Bud Light beer accounts. Pat also works on the Capital One, Cars.com, and Wrigley's accounts.

Camozzi, Victor – University of Idaho: (1995) - Camozzi is a creative director at GSD&M advertising in Austin, Texas creating national advertising for several major U.S. companies.

Campbell, Norman W. – University of Texas: (1955) - Chairman of Tracy-Locke Advertising in Dallas, TX. Campbell joined Tracy-Locke as an account executive in 1973, and within five years was vice president and management supervisor, in charge of all Frito-Lay business. He continued to rise through the ranks to the level of president, chief executive, and chairman of the well-known agency.

Clark, Maxine – University of Georgia: (1971) – Clark worked for 19 years with the May Department Stores Company in merchandise development, planning and research and in marketing and product development. She was president of Payless ShoeSource, Inc. She has served as ceo of Build-A-Bear Workshop Inc. and as chairman of the board since conversion to a corporation. Her book, “The Bear Necessities of Business. Building a Company with Heart” was published in 2006.

Cole, Glenn – University of Oregon: (1992) - Cole is co-founder and creative director of 72andsunny, a full-service advertising, design and brand identity agency with offices in Los Angeles and Amsterdam; clients include Microsoft Zune, Bugaboo, Quiksilver, And1, Avia and G4 TV. Prior to founding the firm he served as a creative director for Wieden + Kennedy, primarily in its Amsterdam office, for eight years.

Craig, Brett – University of Idaho: (1995) - Craig is creative director at Chiat/Day advertising and has just created the new advertising campaign for Playstation 3.

Credle, Susan – University of North Carolina: (1985) - Credle is an executive vice president, executive creative director and member of the board of directors of BBDO New York. She joined the agency in 1985 and started as a junior copywriter. She has moved up the ranks by creating outstanding advertising including award-winning campaigns for M&Ms, Dove, Celebrations and AT&T.

Crozier, Jessica – San Jose State University: (2006) - Crozier won major awards for her creative work both in school and out and has since gone on to work in advertising for a Silicon Valley agency.

Daggett, Elizabeth – Boston University: (1992) - Daggett has served at Arnold, FCB and other agencies, and was named BBDO's Worldwide account director

on the General Electric business in 2005. She helped launch GE's award-winning "Imagination at work" campaign, overseeing everything from new-media initiatives to GE's sponsorship of the Beijing 2008 Olympic Games.

Ditzhazy, Donn - Western Michigan University: (1984) - To put his writing and creative skills to work, Ditzhazy accepted the challenge of becoming RMD's creative director and was named managing partner and executive creative director in 1996. He created meaningful advertising for clients ranging from Country Pure Juice, Panera Bread and Glory Foods to Volunteer Energy and Ross Products. He's guided the agency's creative staff toward regional and national recognition.

Donahue, Mike - Villanova University: (1961) - Donahue was the first person to complete the Honors Program created in the Fall, 1957. In the Fall, 1961, he accepted a scholarship to the Wharton Graduate School of Business. He worked for Dancer Fitzgerald Sample (bought in 1986 by Saatchi & Saatchi USA) from 1963 to 1994 when he left as executive vice president and a member of the executive committee of the board of directors. He is now executive vice president of the American Association of Advertising Agencies.

Ferguson, Jim - Texas Tech University: (1975) - Ferguson serves as chairman & chief creative office, Temerlin McClain. Earlier, he served as president, chief creative officer at Young & Rubicam New York. Under his leadership, the agency received many honors, including an Emmy nomination for Computer Associates and a Cannes Silver Lion for the National Football League. He created McDonald's "Nothing But Net" campaign with Michael Jordan and Larry Bird working while with Leo Burnett.

Fuess, Jr., Billings - University of North Carolina: (1949) - Fuess earned many of the field's most coveted awards, and his achievements left an indelible mark in the minds of millions of Americans. Among them: "Hershey's, the great American chocolate bar," Nationwide Insurance's "Blanket Protection" television campaign, lyrics to "Nationwide is on your side," and "The Power of the Printed Word" series for International Paper.

Ford, Barbara - Drake University: (1974) - Ford is the vp, global advertising resources and global marketing training of Kraft Foods, Inc. She has held board of director positions with organizations such as the Advertising Educational Foundation, the Ad Council and the Association of National Advertisers.

Ford, Chris - University of Nevada: (1993) - Ford is a group creative director at Goodby, Silverstein in San Francisco and works on many of their major accounts.

Fowler, David - Texas Tech University: (1979) - Fowler is a senior partner and worldwide creative director for Ogilvy & Mather in New York. His clients include BP, Castrol, Siemens, Goldman Sachs, Marsh & McLennan, The American Chemistry Council and Fanta. His radio and TV campaign for Motel 6 ("We'll leave the light on for you") has run for twenty years. His little red book, "The Creative Companion", has been published by Ogilvy in four languages.

Getch, Jolene - Youngstown University: (1999) - Getch was another energetic student with the drive to give everything that she had to the American Advertising Federation project and to make the student group very active. She went to work for a local agency but eventually was hired by Marc Advertising in Pittsburgh.

Gillette, Ray - West Virginia University: (1971) - Gillette began his advertising career with McDonald & Little Advertising in Atlanta, later joining DDB Chicago. After working on DDB's largest accounts from Busch Beer and State Farm to Discover Card and Qwest Communications, he was appointed president of DDB Chicago, DDB Worldwide's largest office. In 2004, to take advantage of his experience in building new business, he was named to his current position as president of Downtown Partners, an independent agency owned by Omnicom.

Golden, Richard - Michigan State University: (1969) - Golden joined his father's company, D.O.C. Optics Corporation, as director of advertising in 1977. He became vice president in 1982 with a seat on the board of directors. He became president and ceo in 1986. Under his leadership, D.O.C. grew to become the tenth largest retail optical chain in the country. He recently sold D.O.C. to Luxottica, the operator of LensCrafters, for an estimated \$90 million.

Gonyea, Don - Michigan State University: (1978) - Gonyea has been reporting for National Public Radio (NPR) since 1986, and took over the high-profile White House beat in 2001. He has been a guest host for NPR's newsmagazines including the *Morning Edition*. In 2000, he earned NPR a George Foster Peabody Award - broadcasting's highest honor - for "Lost & Found Sound," a series on *All things considered*.

Hanson, Norma - University of Alabama: (1957) Hanson is one of the pioneering females in advertising in the southeast and founded a highly successful firm, Slaughter-Hanson, in Birmingham and Dothan, Alabama in 1980.

Hopp, Anthony J. - Michigan State University: (1967 & 1968) - Hopp is the Chairman and CEO of Campbell-Ewald, Michigan's oldest and largest advertising agency which he joined more than 35 years ago. He helped build Campbell-Ewald into the nation's 13th largest agency with clients such as Chevrolet, the U.S. Navy, AC Delco, Pier 1 Imports and Michelin. He has served on the boards of many organizations including the AAAA and the AAF.

Johnson, Phil - University of Nebraska: (1977) - Johnson is the chief operating officer for Colle+McVoy. He has an invigorating approach that has brought excellent results for companies, such as The Iams Company, CHS, Land O'Lakes, Explore Minnesota Tourism, Novartis, Pfizer, 3M, Weather Shield Windows & Doors, Winnebago Industries, CNH Global and Minnesota State Lottery. He had a double major in advertising and english and a minor in psychology.

Jones, Peter - Temple University: (1992) - Jones is currently world creative director at McCann-Erickson Worldwide, headquartered in New York City. Among his many accomplishments, he is credited with creating the "Priceless" cam-

paign for MasterCard.

Jurewicz, William – Marquette University: (1991) - Jurewicz is currently ceo of Space 150, marketing communication agency in Minneapolis, with branch offices in New York and Los Angeles. He also co-owns, along with his father, the Minnesota Ripknees, a team in the Premiere Basketball League.

Kamdankalam, Rita – San Jose State University: (2006) - Kamdankalam was a recipient of numerous scholarships in advertising and immediately was hired in the media department upon graduation.

Kemeny, Thomas – Columbia College Chicago: (2005) – Kemeny talked his way into an unpaid, summer internship at Crispin, Porter + Bogusky. He worked on the Burger King campaign (among other clients), sold some ideas and won a One Show Silver Pencil for his work on Burger King. He went to Chicago to freelance at Leo Burnett and then joined Goodby Silverstein where he did the Got Milk Bus Shelter project (shortlisted at Cannes) and won a Young Guns for another campaign.

Khleif, Richard – University of Colorado: (1994 & 1999 & 2007) - Senior Communications Manager, Sun Microsystems – Khleif oversees strategic planning and tactical execution of all communication and change management programs for a 2,300-person, \$2.3 billion delivery division within Sun's Global Sales & Services business unit. He received an IMC master's degree, as well as a Ph.D. from the Journalism and Mass Communication program at the University of Colorado, Boulder.

Kilar, Jason – University of North Carolina: (1993) - Kilar was an executive with Amazon.com for nine years and is now chief executive of Hulu.com, a new media venture of NBC Television and Fox.

Klues, Jack – University of Illinois: (1977) - Chairman, Publicis Groupe Media – 1977 – Klues is the first-ever chairman of Publicis Groupe Media. Appointed to the position in 2005, Klues oversees two of the most powerful media services networks in the world – Starcom MediaVest Group (SMG) and Zenith Optimedia. He is also a member of Publicis Groupe Directoire, the elite governing body that guides his organization's parent company, Publicis Groupe S.A.

Larrick, Pamela Maphis - West Virginia University: (1972) - Currently Larrick serves as strategic consultant with the Interpublic Group of Companies (IPG), Her prior positions include chief digital, direct & crm Officer at DraftFCB; chairman & ceo of FCBi Worldwide; chairman and ceo of MRM Partners Worldwide; and general manager of the New York office of Ogilvy Direct. She was named one of 25 women leaders of the advertising industry by *Advertising Age*, the first year it was bestowed, and as one of it global's "Global Power 100."

Laurent, Louie – Drake University: (1976) - Laurent is one of the founders and the ceo of ZLRignition, a Des Moines-based brand planning agency.

Lisko, John M. – Youngstown University: (1988) - From the last contact, Lisko was working for Saatchi and Saatchi. He graduated in the mid-90's, started out at Lois Wyse in Cleveland, went to New York, and ended up on the west coast

working for Donner. He was the type of student with a lot of energy who would never take "no" or "it can't work" for an answer. He created some exciting programming on campus involving agency personnel from NYC.

Littlejohn, David – Columbia College Chicago: (2004) – Littlejohn's first job was with a small agency. He quickly moved to Foote Cone Belding and then on to Crispin Porter + Bogusky. He launched two blogs: Advertising for Peanuts and Ad Mashup. He gained experience with Maddock Douglas and FCB. His clients at Crispin Porter + Bogusky include VW, Domino's, Taco Bell, Kraft Easy Mac and Optimum Nutrition.

Logason, Ingi Jökull – University of West Florida: (1997) - Logason is a principal in his own agency HER&NU Advertising in Reykjavik, Iceland. It is the largest agency in Iceland and has won many awards.

Lubars, David – Boston University: (1980) - Since graduating from BU, Lubars has won every major creative award in the world several times over, including the first Cannes Titanium Lion for BMW Films while at Fallon. BMW Films has also become part of MeOMA's permanent collection in New York City. Following his first year as chairman and chief creative officer at BBDO, the agency was named agency of the year by all of the leading trade publications.

Mapes, Tim – University of Georgia: (1986) - Mapes is the managing director of marketing for Delta Air Lines. Prior to his present role, Mapes was Vice President and Chief Marketing Officer for Song – an award-winning division of Delta. He served on the White House Council for Travel and Tourism. He was inducted into the Advertising Hall of Achievement by the AAF and recognized as one of Marketing's "rising stars" by Baume & Mercier and Forbes magazine.

Marshall, Ashley Davis – University of North Texas: (2000) – Marshall is a copywriter for Saatchi & Saatchi/New York. She began at Chiat/Day in New York, worked with GSD&M in Austin and is now back in New York at Saatchi & Saatchi. She's worked on Skittles and Starburst, Nextel NASCAR, AT&T, BMW, Wal-Mart, JC Penney, Olay, Wendy's and Tide. She won a Cannes Lion, three One Show Pencils and an Andy.

McQueen, Marvin D. – University of Missouri: (1936) - Throughout his 37-year career at the D'Arcy Advertising Company in St. Louis, Mexico City and New York, McQueen managed accounts, offices and financial prosperity. His pioneering promotion of female account managers began in 1949 and continued throughout his career. In 1972 he started his own firm, Ackerman McQueen, which grew into a large regional agency and continues today with offices in six cities. He died in 1984.

Minchillo, Vinny - University of North Texas: (1983) – Minchillo has worked for Moroch, TM Advertising after he graduated. He worked at Scott Howell & Company (political advertising) and currently is a creative director at The Wolf Agency. His clients have included American Airlines, Bank of America, Subaru, JC Penney, McDonald's and Pilgrim's Pride. He has won Clios and National Addys. He was named Best Copywriter in the inaugural Dallas Ad League Ea-

gle Awards.

Moll, Phoebe - Florida International University: (2001) - Moll serves as vice president, account supervisor at BBDO New York. BBDO, with 290 offices in 77 countries and more than 17,200 employees, is the fourth largest global agency. Moll, who was hired by BBDO immediately following her 2001 graduation from FIU, was promoted to account executive after just one year on the job.

Narrai, Andy - Marquette University: (2003) - A Master of Arts graduate, adpr, Narrai is director of client services for Scheibel Halaska marketing communication agency in Milwaukee. Other jobs have included director of advertising sales for the Milwaukee Journal-Sentinel. He is past president of the Milwaukee Advertising Club and past governor, 8th district, American Advertising Federation.

Navarro, Scott - Ball State University: (1997) - Navarro is currently the agency relations manager, Microsoft Digital Advertising Solutions. Previously he served as Media Director, OMD Digital, July 2003 - Dec. 2005 and worked at Starcom IP/Leo Burnett, June 1997 - July 2003.

Nelson, Shelly Sabers - South Dakota State University: (1993) - Nelson is vice president and associate media director at Campbell Mithun in Minneapolis. She oversees media planning for Land o' Lakes and several General Mills brands. In 2000 her work helped the agency win the Outdoor Advertising Association's Media Plan of the Year award. She recently was honored by Working Mother magazine and AWNY as one of 20 Working Mothers of the Year.

Oakley, David - University of North Carolina: (1984) - Oakley is a partner in an award-winning advertising agency located in Charlotte, NC. The Boone-Oakley agency has won numerous national awards in the One Show, *Communication Arts* and Cannes. Prior to starting his own agency, he worked as a writer and creative director at leading national agencies like Young & Rubicam, TBWA/Chiat/Day and The Martin Agency.

Ostroff, Dawn - Florida International University: (1980) - Ostroff is president of entertainment for the WB and UPN merged network, The CW. Ostroff. She worked her way up from the very bottom, where she began her post-collegiate career as an assistant for an HBO special for Liza Minelli. Later, she served as president of show development for 20th Century Fox and eventually left that post to serve as president of the Lifetime cable channel for women.

Oyasu, Tobru - University of Illinois: (1995) - Currently Oyasu is associate creative director/writer at Leo Burnett Chicago. His work has been recognized by The One Show, *Communication Arts*, The Andys, The Clios, Radio Mercury Awards, London International Advertising Awards, Young Guns International Advertising Awards and the Cannes International Advertising Festival where he took home a Lion in 2007.

Pacchini, Mark - Western Michigan University: (1979) - As president of global accounts at Draftfcb, Pacchini brings over 25 years of agency experience to an impressive roster of global clients including SC Johnson, Kraft, KFC, Taco Bell,

Motorola, HP, Biersdorf, Coors, John Deere, and Boeing. In addition, he serves as president of the agency's operations in Greater China and the Draftfcb offices in Seattle, San Francisco and Irvine, California.

Paulsen, Thane – South Dakota State University: (1979) - Paulsen has been president of Paulsen Marketing Communications since 1987. Under his leadership, the Sioux Falls agency has been among the top 25% of U.S. marketing agencies in net profit. Paulsen and his staff have won more than 200 national and state awards. He is also the founder of Bright Planet Inc., the leader in deep web research. Clients include NATO, American Family Insurance and RJ Reynolds.

Perryman, Lee – University of Alabama: (1979) - Perryman is director of broadcast technology and deputy director of the broadcast division, Associated Press. Previously he held a variety of radio station management and content sales positions.

Pogosova, Anna – San Jose State University: (2007) - Pogosova led the team that competed in the Chevy Super Bowl contest which took second place nationally, and was heavily recruited and has ended up in account service.

Postaer, Larry – University of Missouri: (1959) - Postaer and his partner Gerry Rubin built RPA, the third largest independent ad agency in America, now billing over a billion dollars. Over his long career, he has been responsible for award-winning campaigns for Honda, Acura, Sears, STP, Anheuser-Busch, McDonald's and many others. RPA's 30+ year relationship with American Honda is testimony to how consistent creativity can drive a successful brand.

Price, Charles – University of North Carolina: (1963) - Price founded the Price/McNabb advertising agency in 1967 after working for Olin Mathieson Chemical Corp. His account-management experience covered products, including automotive, hosiery, furniture, tourism and finance. His Asheville-based firm expended to Raleigh, Charlotte and Columbia, SC. He is past chairman of the AAAA's Carolina Council. He helped found the Western North Carolina Ad Club.

Price, Julie Bowman – University of North Texas: (1989) – Price is currently creative director of Tracy Locke Dallas. She worked at DDB Dallas until their merger with Tracy Locke where she continues as a group creative director. Some of her accounts include Tabasco, Susan G, Komen for the Cure, Schlage Locks, Dean Food, Texas Lottery and the NHL All-Star Game. Her work has been seen in Cannes, *Archive, Communication Arts*, the Kelly Awards and Radio Mercury Awards.

Proudfoot, Kevin – Virginia Commonwealth University: (1998) - Proudfoot is currently associate creative director with Wieden + Kennedy New York. He has produced work for Nike, Jordan, Timberland, Kellogg's, the Motley Fool, SEGA and ESPN. His work is part of the permanent collection at the Museum of Modern Art in New York. It also has been featured in *The New York Times Magazine, Newsweek* and the *Wall Street Journal* and has been seen on the Tonight Show and CBS News.

Reninger, Sue – Western Michigan University: (1998) – Reninger is president and managing partner of RMD. She works with clients such as Gorman-Rupp, Mettler-Toledo, Henny Penny, Panera Bread and Glory Foods. Since starting RMD in 1992, she has been responsible for the complete strategy and direction of RMD’s Columbus-based flagship office. She has led the agency in being recognized as a top central Ohio advertising agency and among the top PR firms in the country.

Rittenhouse, David – University of Colorado: (1999) - Rittenhouse is senior partner and planning director of neo@Ogilvy, New York. He has worked in the internet media and marketing space for more than eight years across a variety of technology, telecommunications and consumer electronics businesses. Prior to joining Ogilvy's digital media specialist group, he worked at MindShare Digital in London. David received a master's degree in mass communication (advertising) from the University of Colorado, Boulder.

Robertson, Richard T. (Dick) – Virginia Commonwealth University: (1967) – Robertson is one of the architects of the syndicated barter television business. He was named senior advisor to the Warner Bros. Television Group in August 2006. He is an executive producer of “Pitch Black”, a mini-series about baseball’s negro leagues, and is producer on the animated film, “The Thundercats.” He received an Honorary Doctor of Humane Letters from his alma mater in 2005.

Roddy, Kevin – University of Oregon: (1982) - Roddy, executive creative director of Bartle Bogle Hegarty US, New York, has won every major creative award around the globe, several times over—and is the only person in advertising history to ever win the One Show’s Best of Show twice. A copywriter, he has served as executive creative director at EuroRSCG, Fallon New York and an associate creative director at Cliff Freeman & Partners. He serves on the ONE Club board of directors.

Rogich, Sigmund “Sig” – University of Nevada: (1967) - Rogich is president of The Rogich Communications Group. He is the founder of R&R Advertising in Las Vegas and was national advertising director of President Reagan's re-election campaign.

Sanders, Scott – University of Florida: (1979) - Sanders is executive producer and entertainment industry entrepreneur, whose most recent project, the Broadway musical version of *The Color Purple*, has been playing to sold-out audiences since opening in New York in 2005. Sanders has produced more than a 1,000 live shows and events. He founded Creative Battery in 2002, his innovative New York-based production company. He received an EMMY for his production, *Elaine Stritch: At Liberty*. He also won a TONY for its first production, *Elaine*.

Schultz, Don E. – Michigan State University: (1975 & 1977) – Schultz is best known as the “father of integrated marketing communication”. Don is professor emeritus at Northwestern’s Medill School and has authored or co-authored 13 books on marketing including *IMC: The Next Generation* in 2003. He has

worked for 15 years in the field of advertising. Schultz is an example of an advertising professor who was able to bridge the worlds of advertising practice and advertising education.

Scullin, Patrick – Youngstown State University: (1979) - Scullin was a student at YSU in the late 70's and early 80's. He was attracted to copywriting, and he wrote for the school newspaper as well as sold ads for it. He is now working for an agency that he helped found in Atlanta, GA.

Slaven, Kay (Pak)– Ball State University: (1999) - Slaven is currently manager, media & connections planning for Sara Lee Corp. Previously she served at Starcom Media, 2004-2006; Ogilvy/Mindshare, 2000-2004; FCB, Media Planning, 1998 – 2000.

Smith, Joseph – Youngstown State University: (2001) - Smith was a University Scholar who chose advertising as his major. Currently he works for Foote, Cone, and Belding in NYC.

Snedaker, Dianne Baron – University of Florida: (1970) - Snedaker previously served as president, Ketchum Advertising, San Francisco and is general partner and founder of the new technology firm Windspring.

Thomas, Joyce King – University of Missouri: (1978) - Thomas is the chief creative officer of McCann Erickson's flagship New York office. She is one of only four female chief creative officers in the 33 largest American advertising agencies. Her work on the "Priceless" campaign for MasterCard best exemplifies her search for ideas that speak to both the heart and the mind. Her work has won numerous awards.

Topolewski, Gary – Michigan State University: (1980) – Topolewski started his writing career at W. B. Donor in 1980 with stops at Campbell-Ewald, Bozell, Dailey and Associates, Chiat-Day, Chemistri and now with an agency that carries his name. He won the top prize at Cannes for his Jeep TV spot, “Snow covered.” He helped re-launch Cadillac by using Led Zeppelin music in TV spots which earned him an Effie in 2003. He received the AAF's top-professional-under-40 accolade in 1997

Tweeten, Donna (Kubis) – Drake University: (1984) - One year ago, Tweeten left her role as president of The Meyocks Group, a Des Moines-based advertising agency, to become vice president of Hy-Vee Corporation. Hy-Vee has more than 220 supermarkets and over 65 gas locations throughout the midwest.

Vick, Ed – University of North Carolina: (1966) – Vick was a senior vice president of Ogilvy & Mather, president and chief operating officer of Ammirati & Puris, and president and chief executive officer of Levine, Huntley, Vick and Beaver. In 1992, he joined Young & Rubicam Inc. as president and chief executive of Landor Associates. In 1996, he became chairman and chief executive officer of Young & Rubicam Advertising Worldwide.

Wade, Dana – University of Oregon: (1983) – Wade worked as an account executive at advertising agencies in New York, eventually rising to senior vice president at Young & Rubicam. Later, she became president of SpikeDDB, a

joint venture between DDB Worldwide and film director Spike Lee. She received an Advertising Age Women to Watch award in 2003. In 2007, she joined the privately owned executive search consulting firm Spencer Stuart.

Weeks, James C. – University of Florida: (1964) - Currently, Weeks is president and chief operating officer, New York Times Regional Newspaper Group, Atlanta

Wieden, Dan – University of Oregon: (1967) – Wieden is co-founder, president and creative director of Wieden & Kennedy, a Portland-based company. Founded in 1982, the company now has outposts in London, New York, Tokyo, Paris, Milan, Barcelona and Melbourne. His list of awards include Oregon's Professional of the Year, Oregon's Entrepreneur of the Year, one of the world's 50 CyberElite by Time magazine and a member of the One Club Creative Hall of Fame.

Williams, Jim – University of Alabama: (1979) - Williams is senior vice president of global broadcast, Associated Press. Previously he directed broadcast sales and marketing for the organization.

Zimmerman, Jean Hoehn – University of Florida: (1968) - Zimmerman is executive vice president of sales and marketing of the CHANEL Beauty and Fragrance Division. Also, she is the first executive in CHANEL history to run both the sales and marketing divisions.

Zizzo, Anne – Marquette University: (1987) - Zizzo with her husband co-own Zizzo Group, a multi-million dollar full service marketing communication agency in Milwaukee. She also is a board of trustees member of the university.

Concluding Comments

It should be noted that this only represents a very small number of outstanding graduates from the schools that were asked and chose to submit names and information on a few of their outstanding graduates. In addition, only degree-granting institutions were asked, so most portfolio programs were excluded from this list. Their lists, too, would be impressive.

Many of these graduates only finished their degrees in recent years, while some of others go back to the early 1900s. It represents a cross section of advertising and public relations graduates.

It is amazing to note how many of the graduates have served as CEO's, Presidents, Chairmen of boards, etc., of advertising agencies, media and companies. Also, it should be noted how many have won top awards for creative and other types of advertising recognitions.

Here is how a few graduates praise the experience from their advertising education programs:

David Fowler, Texas Tech University, senior partner and worldwide creative

director, Ogilvy & Mather New York, “The popular lore of the creative side of the ad business is that it is the last resort of poets, playwrights and artists. Well, it doesn’t have to be so. I got a degree at Texas Tech in advertising. Tech helped me find my first two jobs. I’ve been in the creative business for nearly thirty years now. I work on Madison Ave. in New York.”

Joyce King Thomas, University of Missouri, chief creative officer, McCann Erickson, New York. “The J-School prepared me for figuring out the ‘news’ of advertising. Advertising is just communicating about a product in the most simple and memorable way possible.... I graded other students’ ads, and that taught me to evaluate work quickly-using my gut. It was the only way to get through the huge stack of ads I had to grade.”

Jack Klues, University of Illinois, chairman, Publicis Groupe Media. “The curriculum and its faculty focused deeply on the essential and practical mechanics of Creative, Media, Research, and Campaign management. This made me an immediate asset to the company who did not have to expend more time / money to train me. I was ready to contribute on day one. This grounding encouraged me to continually question and challenge existing processes and methods used within industry and my own company. It gave me the courage to create and promote new thinking on contemporary industry / client issues of the day.”

Ron Askew, Texas Tech University, president/CEO, Tracy Locke Advertising Agency, Dallas, TX. “My education from Texas Tech established a strong foundation across the entire mass communication platform. In particular, the group projects and campaign courses taught me disciplined thinking, team building and working on deadlines. That ‘hands on’ experience instilled a confidence and depth that allowed me to land that first job.”

Phoebe Moll, Florida International University, vice president, global account director, P&G Braun Female Beauty. “FIU’s Advertising program gave me a rock solid background on the basics: strategic thinking, media spending and tracking, business writing, market research, and teamwork. And the confidence to join a global ad agency just days after graduation. The professors brought real world experiences to the classroom. One of the most valuable lessons they taught me was to think and communicate creatively because the market simply demands it.”

Supreme Needs of the Mail Order Business			
<small>Is the title of the latest, best, most comprehensive, plain, practical, and helpful book on the mail order business ever written. It explains everything necessary that the beginner should know, and is full of valuable advice for the old timer and established mail trader. It deals with facts not fancies, tells in plain, practical language what to do and what not to do to attain success. It hits hard at abuses, knocks the grafters, and in plain, everyday, sensible language establishes in the reader's mind a clear and practical conception of the mail order business; its drawbacks as well as its possibilities; its trials as well as its triumphs; its losses as well as its gains. In short it is the one book that tells the whole truth without exaggeration. If in the mail order business or contemplating engaging in it, you cannot afford to be without this book. It will save you from many a mistake and help you to greater success. Do not compare it with anything you have ever read on the subject. It is in a class by itself and far above the cheap pamphlets advertised by many as reliable mail order guides. Written originally for Smith's Partner by Mr. George Thomas, a mail order expert of wide experience, peculiar discernment, and well known ability. Appearing in the before named publication in twelve installments during the year 1904, and contributing greatly to the success and large increase in circulation of that popular mail trade journal. I personally guarantee your perfect satisfaction and will cheerfully refund the price paid for this book if it does not come up to your expectations. Price Fifty Cents by mail postpaid. Ready for mailing about Dec. 20. Every purchaser will also receive a six months' subscription to SMITH'S PARTNER free of charge.</small>			
F. W. SMITH, Publisher	::	::	Alliance, Ohio

From *The Advertising World* magazine (1905)



STUDENT OPINION STUDY

Little has been done to profile students who are pursuing the study of advertising. There have been many types of studies on such things as participation in advertising campaigns projects or special projects, but none that covers both demographic and opinion information. One source of historical information comes from the book, *Advertising Education: Programs in Four-Year American Colleges and Universities* that was published in 1965.

While good descriptive data on students from earlier in advertising education's First Century is not available, a small study was conducted in 2006-2007 to obtain a snapshot of the typical advertising student at the end of that century. It is felt that this study can then become a base for future studies.

For this study it was determined that due to the length and the depth of the questionnaire it would be better to use a sample of schools that would fairly represent colleges and universities that have advertising and/or advertising-public relations programs. The schools were selected from the 148 listed in the 2005 issue of the directory, *Where shall I go to study advertising and public relation?* (Ross & Johnson)

Considerations were given to geographical locations, degrees offered, title of programs, academic location and other basic considerations. As the result of another school dropping out of the study, a late change caused the addition of a second Texas school which fit the profile of the sample with the exception of geographical location. Schools selected along with the contact person included:

University of Northern Colorado - Wayne W. Melanson
Southern Methodist University - Patricia A. Alvey
University of South Carolina - Shirley Staples Carter
Florida International University - Patricia B. Rose

Marshall University - Janet L. Dooley
University of Kansas - Thomas W. Volek
Missouri State University - Springfield - Diana L. Haytko
University of Southern Indiana - Wayne Rinks & E. Robert West
Buffalo State University - Ronald D. Smith
University of Texas at Austin - Jef I. Richards

Each of these contact people was asked to administer a questionnaire to students in their programs. Students were asked for basic information about why they chose advertising as a major, why they chose their particular university, what they hoped to do with the degree, in what activities they have been involved, and what they feel is important to an advertising program. Based on the results of this study, a profile is provided below to describe the typical advertising student.

Profile of an Advertising Student

She's is a 21 year old young lady who is single. Her home state is the state in which her school is located. She is a senior who became an advertising major as a sophomore.

Two things helped her decide on advertising. The field was interesting and creative. Specific areas within the field that interested her were events planning, public relations and account management.

Why did she choose this university? The 2007 graduate pointed out that the university was close to her home. She would also have in-state tuition and fees since cost was a major concern.

As many other students, she has a part-time job that she does not plan to continue after she graduates. Her part-time jobs were in retail sales and as a server. If they had been in advertising she probably would have stayed with it after she graduated.

Her real desire is eventually to obtain a job in a full service advertising agency. One thing that she is sorry about is that she did not accept an internship while a student as many others in her class did.

Where would she like to find an advertising job? No one particular place, but she plans to look to the big markets like New York, Chicago or Dallas. As to salary, she thinks other advertising graduates in her class are hoping for around \$40,000.

When asked about another degree before leaving the campus or considering another schools? For now, she doesn't plan on it but if she decides later it would be either for a MA or MBA.

As to activities while in school, she listed being active in her sorority. She also was interested in and participated in non-scholarship athletics.

From a list of eleven other academic areas she was asked which she thought the most important for an advertising major. Her first choice was Ethics followed by Management. As to which of her advertising courses she thought most beneficial, she listed the course of media first followed by creative and campaigns.

At this time the bell rang and she hurried on her way to the next class.

The Questionnaire

The questionnaire was completed by 465 students at ten universities in nine states. Some comparative data is from the 1964 questionnaire that provided information for the book, *Advertising Education*. (Ross 1965) Much of that information is broken into discussions on separate journalism and business students.

Age: The range of ages for the study was 18 to 44 with the highest percentage, 32%, at 21 years. The complete distribution is shown in Table 11-1.

Table 11-1
Student Ages

<i>Age</i>	<i>#</i>	<i>Age</i>	<i>#</i>
18	2	25	13
19	18	26	4
20	100	27	4
21	148	28	1
22	98	29	2
23	54	30	2
24	18	44	1

Gender: Seventy-one percent of advertising students in the current year are women. In 1964 advertising educators estimated that the percentage of women in advertising programs was 34% in jour-

nalism and 10% in business. It should be noted that at that time, 79% of the students were in journalism programs. (*ibid*)

These figures are comparable with overall figures of students enrolled in journalism programs. In the "2004 Annual Survey of Journalism & Mass Communication Enrollments" 64.9% of enrolled undergraduate students were women. (Becker 296).

Martial Status: Single students composed 98% of the students responding to the questionnaire. Less than one percent were married and less still, one-half of one percent, were divorced.

Home State: As would be expected with two schools in Texas, it had the highest number of students. In fact, in each of the other nine schools the majority of students were from their state.

Major: Advertising and Advertising-Public Relations majors composed 92% of the students in the study. Only eight percent were from other majors.

Class: Seniors made up 59% of the sample. Thirty-four percent were juniors, six percent were sophomores and freshmen accounted for one percent.

When became major: Almost half, 45% of the students became majors in their sophomore year. Juniors followed with 31%, freshmen with 19% and seniors were last with four percent.

When decided on major: Forty percent of the students made their decision on an advertising major when they were sophomores. Twenty-two percent made their decision while still in high school. Nineteen percent made their decision while they were juniors, 16 percent as freshmen and three percent as seniors.

Transfer from another major: More than half of the students, 55%, became advertising majors when first entering college. Forty-five percent transferred from other majors. By far the largest number came from business followed by journalism, psychology, broadcasting, education, liberal arts, and many other majors.

There is no specific data in the current study comparable to that of what advertising teachers estimated in 1964. That earlier list can be seen in Table 11-2.

Table 11-2
1964 Study of where Majors came from

	<i>Journalism</i>	<i>Business</i>
Came as advertising majors	39%	40%
Transferred from other institutions	19%	23%
Change of curriculum in department	20%	14%
Transfer from another department	21%	18%
Came from other sources	2%	5%

Why this major: Only the five most used words to describe the reason why the students became advertising major are listed. "Creative" and "Interesting" were the most used to describe advertising as a major. Three other terms were also used: "Like it", "Exciting" and "Fits me".

Areas of interest: Students were asked to select their areas of interest. They could select more than one area.

Although there are few courses taught in advertising programs titled "Event Planning" it was the most often one listed. The list is arranged as selected in Table 11-3.

Table 11-3
Areas of interest

Event Planning	202	Sales Promotion	122
Public Relations	151	Copy	88
Account Management	148	Direct Marketing	52
Media	137	Research	47
Art Director	136	Others	9
Account Planning	123		

Why this university: "Location/Close to Home" was by far the most listed reason for selecting this university. It was followed by "Reputation", "Cost", "Scholarship", "Advertising Program", "Family/Tradition" and many others.

Year to Graduate: Fifty percent of the students expected to graduate in 2007, while four percent expected graduate in 2006. (The questionnaire was administered in 2006 by some of the schools.) Forty percent expected to finish in 2008 and the few others did not give specific dates.

Plans after graduation: The students were asked if they planned to get a job or already have one. Seventy-eight percent replied yes while 22% replied no. They were asked if they planned on

continuing the job after graduation and 68% indicated that they do not plan to continue it.

Twenty-seven percent reported that they worked 20 hours a week at their temporary job, followed by 15 hours for 23% and 30 hours for 12%. The range ran from as few as five hours to 40 hours.

If the job had been in advertising the students were asked if they planned on continuing it after graduation. Seventy-nine percent responded yes.

If you stay in advertising, the students were asked, what type of job would you prefer. Forty-five percent indicated full service agency, 23% for boutique agency, work for an advertiser, 13% and for some type of media, 20 percent.

"Have you had an internship while in college?" was answered by 52% indicating that they had not. Many indicated that they wished they had an internship between their junior and senior year.

Nearly all, 92% replied that they had job(s) while in school. The most mentioned type of job reported was in sales, followed by server, retail, advertising, marketing and many other type of jobs.

The next question asked "where would you like to work?" Dallas was the most mentioned, which would have been expected because two schools were in Texas. The next two markets, New York and Chicago were followed by many other cities. In most of the rest of the answers were cities within the state where the schools were located.

The students were asked what salary range they expected to get for their first job. The range of answers ran from \$20,000 to more than \$50,000. Twenty-nine percent listed \$40,000, followed by \$30,000, 28%.

The last question on the plans after graduation was in regards to future education. When asked if they planned on working for another degree, 60% reported "no." For those that reported "yes" they were asked what degrees. The two most listed were a Master of Arts degree, first, and a Master of Business Administration next. Two others listed included Law and a master's degree in advertising. As to where they expected to continue, most replies were from their present school. A few did indicate plans to attend a portfolio school.

Campus Activities: Two activities tied for first - Ad Club and Fraternity / Sorority. Other activities listed included athletics, music, art, public relations club and others.

Opinion Question: This question asked "How important is it for advertising students to take these type of courses? The students were asked to reply on a rating scale of 1 to 10 for each discipline (Table 11-4).

Table 11-4
Opinion Ratings of Academic Courses

Ethics	7.8	Economics	5.4
Media Law	7.4	Foreign Language	5.3
Management	7.2	Statistics	5.1
Psychology	6.2	Accounting	4.9
Reporting	5.9	Philosophy	4.6
Sociology	5.6	Others	NR

Top Advertising Courses: The last question asked the students to list what they considered to be the top two courses in advertising that they felt most beneficial. The top six courses listed in the order ranked were: Media, Creative, Introduction/Principles, Research and Management.

Summary and Conclusion

There were very few surprises to the students' responses from those of previous years. Comparing the current study with the 1964 study showed one major change. There are more women advertising majors today than men. From the sample schools there was one exception. Missouri State University-Springfield reported that 58% of the advertising majors were male. It should also be noted that this was the only advertising program in a business school in the sample.

Another noted change was that the earlier study carried information of advertising programs only, while the reports after 1988 divided advertising programs into advertising and advertising-public relations. This division probably would be one explanation for the increase in women for the advertising-public relation programs.

Although not covered in other reports, it is interesting to note that 22% of the students made their decision to major in advertising while still in high school. The majority of the rest of the students made their decisions at the sophomore level in college.

As was expected, since advertising programs are still found in both business and journalism, for those who transferred from an-

other major the largest numbers were students from business and journalism.

Since "Event Planning" is not a common course at many schools with advertising programs it was noteworthy that in the question on "Areas of Interest" it was ranked first among the 11 areas.


The expected salary range was considerably higher than most graduates will get at this stage of their career. Nearly one-third indicated that they were expecting \$40,000. More surprising were the seven percent expecting more than \$50,000.

It is interesting and important to note that the top selection from the opinion rankings of courses of value to advertising students that "Ethics" was first. A little surprising was to find that "Economics", "Foreign Language", "Statistics" and "Accounting" all were in the lower half of those listed since each play a major role in advertising.

From this study of 2006-2007 college students, future researchers on advertising student studies will have a benchmark from which to measure.

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In a rut? Then get out of it. Learn advertising, the new profession; it's uncrowded; it pays well; competent men and women are in demand. The Helms course of ad-writing has been successfully taught by mail for the past two years. The graduates, without a single exception, endorse it. They're all quite willing to do this, because they're all in good positions, obtained and held because

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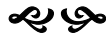
This course is not taught by "form letters." Every lesson is prepared and corrected by Mr. Helms himself, and is accompanied by a letter personally dictated by him. He has no assistants. Consequently, but two hundred pupils can be taught at one time. Only thirty more will be accepted now. If you're willing to give up about three hours a week, and to ask questions about whatever features of the work are not clearly understood, you may be one of the thirty, and you'll be equipped in four to six months. Only earnest men and women are wanted in this course. Their instructor will be no less conscientious in his work.

I invite my pupils to ask questions, with the assurance that they will be clearly answered.

Interested? Write at once, for further details, to
ELMER HELMS, Room 1, 11 East 16th St., New York
Formerly ad-writer for John Wanamaker

From *McClure's* magazine (1903)

12



COURSES, PROGRAMS, STUDENTS, GRADUATES & FACULTY

This chapter deals with the growth of six specific areas in advertising education - Courses, Programs, Undergraduate and graduate students, Graduates and Faculty. Most of the information for this chapter was obtained from the annual directories of *Where shall I go to college to study advertising?* (by Ross & Hileman 1965-87) and *Where shall I go to study advertising and public relations?* (by Ross & Johnson 1988-2005). Other chapters in the book deal more directly with quality.

There were few in-depth studies of advertising education in the first half of the 20th Century. However, two should be recognized, one written prior to 1950 and the other written later but covering the period of 1900 to 1917. Frank Gordon Coolson's thesis, *The Development of Systematic Instruction in the Principles of Advertising*, was written in 1942 as a requirement for his master's degree at the University Illinois. The other, *An Honorable Place: The Quest for Professional Advertising Education, 1900-1917*, was written by Quentin J. Schultze, Drake University.

There has been tremendous growth in each of the areas and many changes as well. The growth in the number of "Courses" was furnished by four major studies by the Advertising Federation of America now American Advertising Federation (Falk 1929-30; Falk 1947; Davis 1951; Borton 1960). In "Programs," there have been changes in titles and content. In "Students," there have been changes in diversity and gender in both undergraduates and graduates. As would be expected, "Graduates" have increased in numbers due to the growth of the number of undergraduate students. Later in this book there is a chapter on outstanding advertising graduates, which

brings out the valuable contribution they have made to the profession of advertising.

Table 12-1 is composite historical data on each of the topics listed with the exception of information on courses. Information prior to 1964-65 was not available because the annual directories were not published before that time. Discussion of each topic follows the table.

Table 12-1
Composite Table for Programs, UG & Grad Students, Graduates & Faculty

<i>Years</i>	<i>Programs</i>		<i>UG Students</i>		<i>Grad Students</i>		<i>Grads</i>		<i>Faculty</i>	
	<i>AD</i>	<i>A/PR</i>	<i>AD</i>	<i>A/PR</i>	<i>AD</i>	<i>A/PR</i>	<i>AD</i>	<i>A/PR</i>	<i>AD</i>	<i>A/PR</i>
1910-19	6	*								
1920-29	10									
1930-39	19									
1940-49	24									
1950-59	43									
1960-61	60						878	**		
1964-65	77		2,968		286		1,005		135	***
1970-71	69		5,261		219		2,565		278	
1980-81	90		13,819		1,041		3,935		361	
1990-91	105		21,180		1,036		7,343		393	
2000-01	107	46	16,143	7,189	1,042	471	4,945	2,254	372	165 ****
2004-05	95	53	15,549	9,786	1,039	640	5,641	3,414	366	223

* In 1908 the University of Missouri had announced an advertising program started in 1910.

** Based on estimates (Ross 1965)

*** First actual figures provided from the annual directory

**** First report with Advertising and Advertising/Public Relations separated

Courses

The first of four studies by the Advertising Federation of America, now the American Advertising Federation, was titled "Survey of Collegiate Instruction in Marketing and Advertising, 1929-30."

It was published under the supervision of Alfred T. Falk, the director of AFA's Bureau of Research and Education. The report included colleges and universities offering one or more courses in advertising, marketing, salesmanship, retailing and wholesaling, foreign trade, transportation, business correspondence and business psychology.

Another 1931 report by James H. S. Bossard and J. Frederic Dewhurst, University of Pennsylvania, was a study of 38 schools of business that indicated the class hours devoted to advertising was 5,472 and in marketing 5,738. AFA's report included a breakout of business disciplines that indicated the total collegiate instruction devoted to specific areas.

Of the 633 schools studied for the 1931 report, 197 taught courses in advertising and 253 taught courses in marketing. Advertising and marketing were the top two of eight business disciplines reported. The 197 schools taught 389 advertising courses

The state of Ohio had the most schools, 13, teaching advertising courses. The states of Texas, New York, and Illinois followed with 10 schools. The schools in the state of New York offered the most courses, 50.

The University of Missouri listed the most courses in advertising, 23. New York University followed with 19 courses, Columbia University, 17, and Northwestern University, 16. Of the four schools, only Columbia does not have an advertising program today.

Other universities with seven or more courses offered included University of Southern California, Chicago Central College of Commerce, Boston University, Brigham Young University, University of Washington and Marquette University.

The next AFA report titled the "Directory of Advertising and Marketing Education in the United States" was published in 1947. Falk was also the director for the second study. This study was expanded to include Degree-Credit courses from Degree Granting Institutions, University Extension Correspondence Courses, Home Study Courses, Courses offered by Advertising Clubs and an Alphabetical List of Colleges and Universities.

The directory included 524 colleges and universities that offered courses in advertising, marketing, marketing, selling, retailing and other related subjects. Of those schools, 324 indicated teaching one or more courses in advertising. This is an increase in the number of schools offering advertising courses of 127, 38%. In comparing what was called the offering of the least number of advertising

courses necessary to cover the main essentials of advertising, from the 1931 study there were 168 schools compared to 266 in this report, an increase of 98 schools, 58%.

AFA's 1951 report was prepared under the direction of Donald W. Davis, then professor in charge of advertising in the Department of Journalism at Pennsylvania State University. This report was titled, "Directory of Advertising, Marketing and Public Relations Education in the United States." The title was expanded to include Public Relations because of the increased use of advertising techniques in public relations.

This study included 921 degree-granting colleges and universities as listed in the 1950 Educational Directory of the United States Office of Education. From the 921 schools, 819 offered courses in the same fields listed in the past report. And, of these schools 486, 59.3%, offered one or more advertising courses.

George T. Clarke followed Falk as the director of the Bureau and published the 1960 report, "Directory of Advertising, Marketing, and Public Relations Education in the United States." The information for the 1960 report was compiled and edited by Elon G. Borton, a former president and general manager of AFA. For the 1960 report, 1,043 colleges or universities were studied of which 910 offered courses in advertising, marketing, salesmanship, retailing, and/or public relations. Of the 910 that offered courses in one or more of these disciplines, 547 taught advertising courses. This was an increase of schools of 363, 40%. The specific number of advertising courses offered was not reported (Falk 1929-30; Falk 1947; Davis 1951; Borton 1960).

Programs

A major factor when looking at advertising education is where the program is taught in the academic structure. Over the years it has been primarily found in Journalism or Business where major changes developed early.

From the 77 schools reporting for the 1963-64 year, 44, 57%, were in Journalism, 22, 29%, in Business and 11, 14%, indicated schools had joint programs. Of 148 listed for the 2004-05 school year, 141, 95%, were housed in Journalism or Art and Science

schools. Only seven, 5%, were indicated in Business. There were none listed as joint programs. Most observers of the time claimed that in the 1950s, two major studies of business schools by the Ford and Carnegie Foundations caused the major shift of advertising and other programs from Business to Journalism.

Where and when did advertising education get its first acceptance on a college campus? In a University of Missouri School of Journalism bulletin published in 1959, under a section headed "Sequences," Arthur Katz writes: "In 1908 after the founding of the School, two major sequences were developed: advertising and news-editorial." The other schools reporting advertising programs during the 1910-19 period included New York University, Marquette University, Northwestern University, University of Wisconsin and University of Oklahoma. Four of the programs were taught in marketing while two were taught in journalism at Missouri and the University of Oklahoma (Ross 1965).

Only four schools were added in 1920-29, City University of New York, Creighton University, New York University Graduate School and Ohio University. The largest growth period came after World War II.

At the Department of Advertising at the University of Illinois, often mistakenly called the first such department, the programs of journalism and business were merged into the department in 1959. It had previously been named the Division of Advertising. Charles H. Sandage was the founding chairman of the department.

The 2000-01 period reported the separation of advertising into two areas, advertising and advertising-public relations programs. The 1988 directory, *Where shall I go to study advertising and public relations?* was the first issue in which separate figures were reported.

There are many different titles given to advertising programs. The two titles that are used the most often are "major" and "sequence." The required courses for both types of programs tend to be about the same, yet the "major" tends to be a more intense program. The "sequence" title is used primarily by journalism programs, which is in keeping with the other programs in the department or school.

Other program titles used for advertising include "Specialization," "Area," "Option," "Concentration," and "Emphasis." Also, it should be noted that in the late 1980s many schools started changing the names of the advertising and the advertising/public relations programs to titles such as "Integrated Marketing Communications,"

“Strategic Communications,” and “Advertising and Marketing Communication.”

At the graduate level, advertising education programs are divided between journalism and business. In Table 12-2 the number of graduate programs increased from 49 to 63, 29%. Also to be noted is the increase in graduate programs in journalism and the decrease in business. During the same period the masters programs in journalism increased from 25 to 42, 68%, while dropping in business from 18 to 1, 94%. The changes at the doctoral level were about the same. Journalism increased from 4 to 19, 375%, while in business a decrease from two programs to one.

Table 12-2
Schools with Graduate Advertising Programs

<i>Year</i>	<i>Master's</i>		<i>Ph.D.</i>		<i>Total</i>
	<i>J/MC</i>	<i>B/M</i>	<i>J/MC</i>	<i>B/M</i>	
1965	25	18	4	2	49*
1970	21	14	10	5	50
1980	31	4	13	2	50
1990	36	3	18	1	59
2005	42	1	19	1	63*

* Two schools reported two degrees

A 1963 study, *The Teaching of Advertising at the Graduate Level*, by Vergil Reed and John Crawford, reported that only Columbia University offered a graduate advertising program as a part of the “marketing mix.” At that time many business schools had dropped advertising as a result of the Ford and Carnegie reports of the late 1950s. The Columbia program was revised a year later with a reduction of advertising courses.

Graduate advertising programs were more often found in journalism and mass communication programs. They also reported that the major emphasis in advertising education in journalism programs was the “why” in contrast to “techniques.”

In 2006, 41 schools claimed graduate advertising programs at the master's level. Twenty schools claimed doctoral programs where advertising students could finish their graduate studies. In many cases the title of the degree is more encompassing than just advertising (Ross, Osborne & Richards 2006).

Undergraduate Students

From the information furnished in the 1965 book, *Advertising Education*, there were 2,968 undergraduate students studying advertising at 77 four-year colleges and universities. At that time Michigan State University had the largest advertising student enrollment with 201. The University of Georgia had the largest advertising sequence with 125 students.

The number of advertising undergraduate students increased rapidly from the years, 1964-65 to 1970-71, 5,261, 77%. Ten years later the number of students increased to 13,819, 163%.

When the reporting of students in advertising was divided into advertising and advertising-public relations, the number in advertising was reduced to 16,143. Yet, when the two were counted together as had been reported in earlier years the total was 23,332, an increase of 10 percent.

The last year reported in the 2004-05 directory, found advertising with 15,549 students and advertising-public relations with 9,789. Together there was 25,335, an increase of 22,367,754%, from the first reporting date, 1964-65.

Some other interesting information that came from the 1964 study indicated that 39% percent of advertising students in journalism programs came to their institutions as advertising majors. This compared to 40% in advertising from business programs. Thirty-four percent of the advertising majors in journalism are women compared to 10% in business (Ross 1965).

The survey also revealed that 79% of the advertising students are enrolled in journalism programs. Some of these data will also be discussed in the chapter on current student opinions.

Graduate Advertising Students

Although it would be a logical assumption to say there are more master's graduate students than doctoral students in advertising, there are no figures to break out the early years. In the 1964-65 report there were 286 advertising students at the graduate level. From this number 151 were in journalism programs and 135 in business programs. The number of students dropped slightly to 219 reported in

1970-71, a drop of 23%. Ten years later, 1980-81 there was a major increase to 1,041, an increase of 375%.

The 1990-91 total of graduate students studying advertising dropped slightly by five students, 1,036. The 2000-01 report divided the numbers into advertising and advertising-public relations students. Graduate students in advertising programs increased six students to 1,042, which was still slightly larger than the ten years earlier. For the first time the advertising-public relations graduate students numbered 471. Together the two programs totaled 1,513 graduate students, an increase of 477, 46%.

Four years later, 2004-05, there were 1039 advertising graduate students and 640 advertising-public relations students. Together there were 1,679 students, an increase of 11%.

The degree title for students studying advertising and advertising-public relations at the graduate level may be different. A broader more encompassing title such as Journalism or Mass Communication or Marketing may be used. One school, the University of Texas at Austin, retains the advertising title for both the master's and doctoral degrees.

From the book, *Advertising Education: Yesterday - Today - Tomorrow*, diversity was noted in journalism programs. Women studying advertising at the master's level increased to 65.2% and 55.2% at the doctoral level. At the master's level, 10.8% were African-Americans, 4.5% Hispanics, and 5.7% Asian Pacific Islanders. Another 12.7% were classified as Foreign. At the doctoral level 29.8% were reported as Foreign with 9.9% African-American, 1.9% Hispanic, and 6.3% Asian Pacific Islanders, 0.4% Native American (Ross, Osborne & Richards 2006).

Graduate advertising students usually come from three sources. Most students come from undergraduate programs wanting to continue their education in advertising. Many come from other undergraduate majors and some come back from their professional jobs for a graduate degree.

Advertising Graduates

The primary information shown in Table 12-1 comes from the book, *Advertising Education: Programs in Four-Year American Colleges and*

Universities (Ross 1965) and was provided by 77 advertising program heads. They estimated the 1960-61 figures of 878 graduates, which was to include 811 bachelor's and 67 master's degrees.

Of the 1,005 graduates reported for 1964-65, 908 earned bachelor's degrees and 97 master's degrees. The information was further divided into journalism and business graduates. Journalism programs graduated 612 bachelor's degrees and business 296. At the master's level, journalism reported 59 while business had 38. Journalism's 908 graduated bachelor's and master's degree totals comprised 90% of all graduates.

The 2,565 graduates reported in the years 1970-71 Table 12-1 showed an increase of 155%. The next two decades showed increases of 53%, 3,935, for 1980-81 and 7,343, 87%, for 1990-91.

The separation of advertising and advertising-public relations degrees was first reported in 2000-2001. Together there were 7,199 degrees indicated for a decrease of two percent. Both programs showed large increases in 2004-05. Advertising-public relations increased 36% and advertising 14%.

Master's and doctoral graduates were not broken out until 1981-82 at which time there were 224 master's degrees and two doctoral degrees awarded. In comparison with the 2004-05 report, there were 406 master's and 22 doctoral degrees in advertising and 244 master's and nine doctoral degrees granted in advertising-public relations (Ross, Osborne & Richards 2006).

Advertising Faculty

One of the earliest studies of advertising faculty was conducted by Charles L. Allen in 1960, for the American Academy of Advertising. In the study he sought information from 267 faculty members who taught at least one advertising course. The Ross study in 1964 was on full-time advertising faculty members whose primary teaching and/or administrative area was advertising. Allen's report found that the teachers averaged 10.5 years of college teaching. The teachers also averaged more than five years of practical advertising experience.

An earlier study in 1958 by John W. Crawford and Gordon A. Sabine brought out some similar findings on 67 professors of advertising. They reported 37 had some advertising work experience. Of

that group only 25 had done advertising work of sufficient caliber such as supervised other employees. The average age of the group was 43 and they averaged 12 1/2 years in teaching. Sixty-two had master's degrees and 25 held doctoral degrees.

The 1965 Ross study included 135 faculty members from 77 colleges and universities. A profile of the teachers included:

Age	41 years
Education	18 to 21 years
Practical Experience	8 years in advertising
Teaching Experience	12 years
Teaching Advertising	11 years
Academic Rank	Associate professor (journalism) Full professor (business)
Miscellaneous	Only professor teaching advertising in five person department. Spends summer teaching, enrolled in classes or working .

A 2005 study of advertising teachers who were registered with ADFORUM, a network for advertising teachers, brought in 56 returns. Comparing the findings with that listed above there are some expected differences.

Age	49.9 years
Education	67% have doctoral degrees, 22% master's
Academic Rank	38% assistant and 32% associate professors
Teaching Experience	14 years
Professional Experience	12 years

Michigan State University awarded the most doctoral degrees, five, followed by the University of Texas at Austin, four. The questionnaire included a question concerning the courses most often taught by the teachers. Advertising management, was most listed, 18, followed by creative, campaigns and principles or introduction.

Research topics of interest brought in many different replies. Six of the professors indicated consumers and consumer behavior as the top subjects followed by advertising creativity. A question on the percentage of time spent showed differences between the 2005 and 1989 studies in Table 12-3.

Table 12-3
Percent of Time Spent by Topics

<i>Activity</i>	<i>2005</i>	<i>1989</i>
Teaching	39.5	53.2
Research	25.3	19.1
Service	14.1	9.4
Administration	13.0	8.5
Consulting	10.0	7.1
Other	1.9	2.5

The time for teaching has been reduced and the emphasis on research increased. Time spent on service, administration and consulting also increased.

From Table 12-1 the number of teachers from 1964-65 to 1990-91 increased by 258, 191%. Combining both advertising and advertising-public relations in 2000-01 showed an increase to 537, 298%. The 589 teachers in 2004-05 also showed an increase of 52 teachers, 10%.

Advertising education has definitely been a growth discipline. The number of programs increased from one, which was at the University of Missouri, to 148. The number of undergraduate students in advertising and advertising-public relations in 1964-65 increased from 2,968 to 16,335. The number of graduate students during the same period increased from 286 to 1679.

The number of graduates, 1,005, increased to 9,055. The number of faculty has grown from 135 to 589 (Ross, Osborne & Richards 2006).

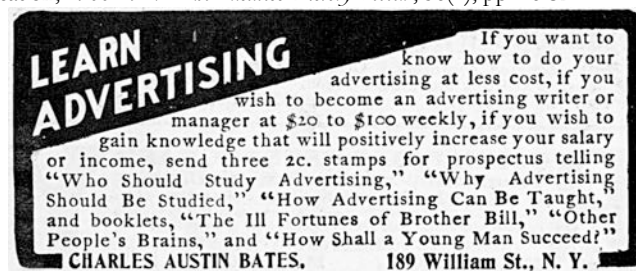
At the end of this chapter there is one thing that should be noted from all the data. With the growth in the percentage gains of students, 730%, the growth of faculty has only been 336%.

One last topic concerning advertising teachers and graduate advertising students came about in 2001, when the Department of Advertising at the University of Texas along with the American Advertising Federation sponsored an Advertising Education (ADEDU) Summit that brought nationally known advertising educators and professionals together to discuss the future of advertising education. In one session the group provided recommendations that should be used in the teaching of graduate students:

- * Independent thinking
- * Critical thinking skills
- * Academic/industry distinction in attitude and expectancy
- * Ability to leap ahead of professional practice
- * Understand that they are being hired for their depth of knowledge
- * Demonstrate leadership skills
- * Have the capacity to manage complex issues
- * Show that they understand business (marketing, budgeting and investments).

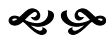
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From *McClure's* magazine (1903)

13



MISCELLANY

In many cases, topics that are important to advertising education have been thoroughly covered by other media sources. Some of the topics include curriculum changes, course emphasis and content, accreditation, student competitions, textbook titles and content changes and the different views and opinions about advertising education.

The 2006 book, *Advertising Education: Yesterday - Today - Tomorrow*, by Billy I. Ross, Anne C. Osborne and Jef I. Richards covered many of the topics in depth. Other sources that cover advertising education are the *Journal of Advertising Education*, *Journal of Advertising, Journalism & Mass Communication Educator* and other academic and professional journals.

The objective in discussing these topics is to include a brief description and update of the topic. For complete information it is suggested that readers survey some of the media listed as well as go to the source, if possible. In some cases, such as student competitions, appendixes in the book may be of added help to the reader.

Accreditation & Evaluations

Although discussed often by advertising educators, advertising has never had an accreditation program designed specifically for advertising education. Many other professional programs such as accounting, law, etc. have successfully established their own accrediting program. In advertising this will continue to be an on-going discussion for years to come.

At one time advertising programs within journalism and/or mass communication schools or departments were specifically exam-

ined by the Accrediting Council on Education in Journalism - now the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

Today there are three accrediting groups that accredit programs where advertising programs are academically located: ACEJMC for journalism and mass communication and two for schools and departments of business, the Association to Advance Collegiate Schools of Business (AACSB) and the Association of Collegiate Business Schools and Programs (ACBSP). None of the three specifically single out advertising other than as a part of the whole unit. In all three accreditation groups both professional and academic representatives are included.

When ACEJMC was formed in 1945, accreditation was granted to specific areas within the journalism academic unit, such as news-editorial, photography, advertising, public relations, etc. Forty years later in 1985, the system was changed to a program more like business. The unit as a whole was evaluated. This system continues today.

For public relations education, the Public Relations Society of America (PRSA), a professional organization, established the Certified in Education for Public Relations Programs (CEPR) in 1989. It is a voluntary program established to offer universities the opportunity for their public relations education programs to be examined.

Curriculum Changes

Many advertising curriculum studies were made in the late 1950s and early 1960s. The two most quoted were by Vernon Fryburger, then chairman of the Advertising Department at Northwestern University and a study by George Link, Jr. and James E. Dykes at the University of Kansas. Both studies were made in 1959 but were reported differently. The Link and Dykes study specifically named the courses, while Fryburger reported a breakout of the types of courses in percentages.

The courses listed in the Link and Dykes study included:

	<i>Semester Hours</i>
Advertising (survey course)	3
Copy and/or Layout	3

Newspaper Advertising or Retail Advertising	3
Radio and Television Advertising	3
National Advertising or Advertising Campaigns	3

The Fryburger report was titled “A Liberal Education for Advertising.” It recommended 32% of the courses as professional and 68% in Liberal Arts. This ratio was in keeping with the recommendation for professional sequences within a journalism program at that time. Of the 32% only 12% was allocated to advertising, 10% to marketing and 10% to journalism/mass communications. From the remaining 68% the courses were divided between 10% natural sciences and mathematics; 14% for literature and composition; 18% history, philosophy, art and 25% social sciences (Fryburger 1959).

Edd Applegate writes, “The ideal curriculum in integrated marketing communications or advertising for the present and the future may include courses in public relations and other areas”(Applegate 2007). He divides his curriculum into:

Foundations (9 hrs) - courses divided based on the requirements of where the program is located - journalism/mass communications or business.

Concentration (15 hrs) - the basic advertising courses including survey/intro, media, copy/creative, management, campaigns, and contemporary society. His capstone course would be the campaigns course in advertising or integrated marketing communications.

Additional requirements (12-15 hrs) - courses would be based on specific areas of interest such as electronics, sales, design, internship, etc.

From a broad look, there has not been much change. However, when looking at specific courses and content most of the changes appear in emphasis on a broader curriculum that brings advertising and public relations closer together in basic communications. It is definitely in keeping with what the profession application is today.

Advertising Course Titles

Advertising course titles around the turn of the century more often than not would bear the name of psychology since this was the

primary academic area that taught advertising. In 1915, New York University's School of Commerce, Accounts and Finance's Division of Advertising and Marketing required every candidate for a degree to take general courses in advertising and marketing. Eleven courses strictly on the subject of advertising were taught. They included:

Essentials of Advertising	Printing
Advertising Copy	Advertising Media
Advertising Display	Advanced Display
Psychology of Advertising	Mail Order Practice
Advertising Campaigns	Advanced Copy (Coolsen 1942)
Layouts	

In 1965, Billy I. Ross surveyed every university that had a program in advertising and learned which courses were offered by 90 programs (Ross 1965). The seven course titles, along with the number of schools listing them included: Principles (survey course) 83, Copy and/or Layout 75, Radio and/or TV Advertising 44, Newspaper Advertising 33, Advertising Campaigns 26 and a tie at 24 for Retail Advertising and Advertising Media and Markets. It is interesting to note that they are the same courses as recommended by Link-Dykes in their recommended curriculum.

It is more interesting to note that the courses proposed by Applegate in the "Concentration" courses recommended that four of the courses included Survey, Media, Copy/Creative and Management appeared in the top of both listings earlier covered. The only course not included in these lists was "Advertising in Contemporary Society" (Applegate 2007).

Regarding course titles, it is interesting to note some of the course titles offered in the earlier years. From the 1929-30 AFA study such titles as "Show card writing," and "Advanced show card writing," "Modern Tendencies in Advertising," "Arts of Printing and Engraving," "Advertisement Building" were only a few from those years.

Student Competitions

After the advertising student organizations, Alpha Delta Sigma and Gamma Alpha Chi became the college chapters of the American

Advertising Federation (AAF) student competitions started appearing through many professional advertising organizations. Today there are many such competitions.

In 1973, AAF established the National Student Advertising Competition. Each year a major advertiser is selected as the sponsor of the competition. Michigan State University's advertising students were the first winners of the competition. California Vintner was the first sponsor. More than thirty national advertisers have sponsored the competitions since the inception. The students of the University of West Florida have won the competitions three times - the most of any one school. A complete list of sponsors and winners is found in Table 13-1.

Table 13-1
Winners National Student Advertising Competition
American Advertising Federation

1973	Michigan State University	1991	Univ. of Wisconsin-Madison
1974	University of South Carolina	1992	University of Montana
1975	University of Texas at Austin	1993	Ithaca College
1976	University of Texas at Austin	1994	University of Houston
1977	San Jose State University	1995	Loyola Univ. of New Orleans
1978	Virginia Commonwealth Univ.	1996	University of West Florida
1979	University of Tennessee	1997	University of West Florida
1980	San Antonio College	1998	George Washington University
1981	Michigan State University	1999	Univ. of California-Los Angeles
1982	University of Virginia	2000	University of Alabama
1983	University of Georgia	2001	Univ. of Wisconsin-Madison
1984	Texas Tech University	2002	Southern Methodist University
1985	San Jose State University	2003	University of Nevada-Reno
1986	Iowa State University	2004	Southern Methodist University
1987	Brigham Young University	2005	Texas State Univ. - San Marcos
1988	University of Oregon	2006	University of Virginia
1989	University of West Florida	2007	Univ. of Minnesota-Twin Cities
1990	Southwest Texas State University	2008	Ohio University

The Direct Marketing Association's International ECHO Awards Competition dates back to the 1929, when it was the "Best in Direct Mail" contest. The Leonard J. Raymond Collegiate ECHO competition is promoted as the only comprehensive international direct marketing award recognizing excellence in strategy, creative and results (DMA 2005). The first student winners of the competition, in 1986, were from the University of Northern Colorado and

the sponsor of the competition was the Encyclopaedia Britannica, and has since begun including both undergraduate and graduate winners (*see* Table 13-2).

Table 13-2
ECHO Winners
Direct Marketing Association

1986	Univ. of Northern Colorado	Encyclopaedia Britannica
1987	Univ. of Northern Colorado	The Signature Group/ Montgomery Ward Auto Club
1988	Univ. of Missouri – Kansas City	Ford
1989	James Madison University	Life Fitness
1990	Univ. of Northern Colorado	Grand Circle Travel
1991	Louisiana State University	Spiegel
1992	Univ. of Northern Colorado	HBO/Kobs & Draft
1993	James Madison University	American Express Travel
1994	Univ. of Missouri – Kansas City	BMG Direct
1995	University of Wisconsin – Madison	Upjohn/Rogaine
1996	Northwestern Univ. (undergrad)	Pitney Bowes
	Univ. of Wisconsin – Madison (grad)	
1997	California State Univ. – Fresno	American Collegiate Marketing
1998	Northwestern Univ. (undergrad)	Publishers Clearing House
	Univ. of Alabama (grad)	
1999	SUNY Inst. of Technology - Utica	Banc One Corporation
2000	Louisiana State University	United States Postal Service
2001	University of Florida	DMEF
2002	University of Florida	Hallmark
2003	Christopher Newport U. (undergrad)	Mazda North American Operations
	Baruch College – CUNY (grad)	
2004	Indiana University (undergrad)	Advanta
	Northern Kentucky (undergrad)	
	Loyola University – Chicago (grad)	
2005	Univ. of South Carolina (undergrad)	ING Direct
	Christopher Newport Univ. (undergrad)	
	Baruch College – CUNY (grad)	
	Loyola University – Chicago (grad)	
2006	SUNY – Plattsburgh (undergrad)	U.S. Postal Service
	Baruch College – CUNY (grad)	
2007	Christopher Newport Univ. (undergrad)	Litle & Co.
	Baruch College – CUNY (grad)	
2008	U. of Northern Colorado (undergrad)	Pitney Bowes
	Baruch College – CUNY (grad)	

In 1964, the Advertising Club of New York established the International ANDY Awards Student Competitions. The primary focus of the award is based on creativity. Since 1995 The Creative Circus, Atlanta, GA has won the award five times, the most of any one school (New York Ad Club 2005). *See* Table 13-3.

Table 13-3
Student ANDY Award
Advertising Club of New York

1995	Miami Ad School / Miami, FL
1996	The Creative Circus / Atlanta, GA
1997	The Creative Circus / Atlanta, GA
1998	VCU Ad Center, Richmond, VA
1999	The Creative Circus / Atlanta, GA
2000	Miami Ad School / Miami, FL
2001	The Creative Circus / Atlanta, GA
2002	The Creative Circus / Atlanta, GA
2003	Academy of Art College / San Francisco, CA
2004	Miami Ad School / Miami, FL
2005	Miami Ad School / Miami, FL
2006	The Creative Circus / Atlanta, GA
2007	VCU Ad Center, Richmond, VA
2008	Miami Ad School / Miami, FL

The InterAd Competition sponsored by the International Advertising Association announced the first award in 1996 by students of Hypnos, International Business School, Hungary. The sponsor was Jeep. Worldwide communications professionals from the client, its agency and the IAA judge the competition (IAA 2005).
See Table 13-4.

Table 13-4
IAA InterAd Student Competition
International Advertising Association

1996	Hypnos, International Business School, Hungary
1997	Globe Advertising Agency, International Business School, Hungary
1998	Pegasus, University of Zagreb, Croatia
1999	Kajulu, Charles Sturt University, Australia
2000	Halo gen, IACT, Malaysia
2001	Zero Advertising International Business School, Hungary
2002	Kajulu, Charles Sturt University, Australia
2004	Jafeer Communications, American University in Dujbai, UAE
2005	Kajulu Communications team, Charles Sturt University Bathurst, Australia
2006	MixedGreens, Emerson College, Boston, MA
2007	Boomerang, Edith Cowan University, Western Australia
2008	Los Maestros, The American University, Dubal in United Arab Emirates

The Yellow Pages Association (YPA) Collegiate Advertising Competition, initiated in the mid-1990s, was suspended after the

2000 competition and restarted in the 2005-2006 academic year. The competition is open to undergraduate students at two and four-year U.S. and Canadian colleges/universities. More than 200 schools have participated during each year of the competition.

Prior to the suspended competition, the students of Western Michigan University won first place for two consecutive years (YPA 2005). Kennesaw State University won the competition in 2006 and Southwestern Michigan College in 2007. The client for the 2007-2008 competition was Terminix. See Table 13-5.

Table 13-5
Collegiate Creative Competition
Yellow Pages Association (YPA)

2005-06	Kenesaw University
2006-07	Southwestern Michigan College
2007-08	University of Illinois at Chicago

There are other student competitions sponsored by numerous organizations. The creative competitions are the most interesting to advertising students. Some of them include the Art Director's Club, Radio Mercury Awards, D&AD advertising student competitions and one of the most recent was Chevrolet's Super Bowl competition (2008).

The student competitions are helpful in getting the students to compete with other schools in realistic campaigns. In many cases it lets the students become involved in every aspect of a campaign from budgeting to creative to media selection to the final production. In short, it is like their first job with an advertising campaign.

Advertising Program Titles

The 1965 edition of *Where shall I go to study advertising?* reported nine schools from departments of either advertising, advertising & marketing, advertising & public relations or journalism & advertising.

The title of Department of Advertising was reported from Northwestern, Michigan State University, Ohio University, University of Illinois and Syracuse University.

The title of Department of Advertising and Marketing was used at University of Rhode Island and Long Island University. Florida

State University reported the Department of Advertising & Public Relations and San Jose State University reported the Department of Journalism and Advertising.

In the 2008 edition of the directory, 11 schools reported four different titles for their advertising programs. Five, University of Illinois, Michigan State University, University of Nebraska, Temple University and the University of Texas now report their programs as Department of Advertising. Four of the programs use titles that include public relations - University of Alabama, Florida International University, Pennsylvania State University and University of Tennessee, where the name is reported as a "School." The University of Missouri's department now uses Department of Strategic Communication and Northwestern University now bears the name Department of Integrated Marketing Communications.

Two other changes are at Texas Tech University where there is now a self-standing Department of Advertising and the University of Kansas where the advertising program is now a part of the Strategic Communications Track.

Over the 43 years there have been changes but the number of Departments of Advertising remains at five, while the Department of Advertising and Public Relations have increased from one to four. The two most noted changes have been in programs bearing titles of Strategic Communications and Integrated Marketing Communications.

American Federation of Advertising (AFA) Advertising and Marketing Studies

The American Federation of Advertising, now the American Advertising Federation (AAF), published four important studies during a 30-year period on advertising and marketing education. Each of the studies included a detailed listing of all advertising and marketing courses offered by all known four-year colleges and universities in the United States. They were considered the most accurate reports on advertising and marketing education at the time of the studies.

In the "Foreword" of the first study (1929-30), Gilbert T. Hodges, AFA president, wrote "The Advertising Federation of America, through its Bureau of Research and Education, endeavors

to aid in the development of the best kind of vocational preparation for men and women entering advertising work.”

The first two studies were conducted under the supervision of Alfred T. Falk, director, Bureau of Research and Education, Advertising Federation of America. The first report was titled “Survey of Collegiate Instruction in Marketing and Advertising, 1929-30.”

This study concentrated more on the breadth of business courses that included Advertising, Marketing, Salesmanship, Retailing & Wholesaling, Foreign Trade, Transportation, Business Correspondence and Business Psychology. Of the 633 schools that supplied information the subject of advertising represented .171% of the time spent on advertising courses. This was second to marketing courses, which was listed as .265% of the courses taught in business (Falk 1931).

From the section on advertising schools and courses it was calculated that 197 schools taught 389 advertising courses. The University of Missouri offered the most advertising courses, 23, followed by New York University with 19.

The second study, “Directory of Advertising and Marketing Education in the United States,” again under the direction of Alfred T. Falk was published in 1947. The 1931 study had listed 168 colleges and universities that offered minimum courses considered necessary to cover the essentials of advertising. This report showed an increase to 266 schools, a 58% growth (Falk 1947). Using the same criteria for the number of schools with advertising courses to adequately cover the subject, the number of schools increased to 41, an increase of 156%. The number of schools in this study indicated that 321 offered at least one course or more in advertising

This study reported on 796 colleges and universities with advertising, marketing, selling, retailing and other subjects.

The 1951 study, “Directory of Advertising, Marketing and Public Relations Education in the United States,” was under the direction of Donald W. Davis, Professor in Charge of Advertising, Department of Journalism, The Pennsylvania State College.

This study included 921 degree-granting college and universities listed in the 1950 Educational Directory of the United States Office of Education. This study listed 486 colleges and universities that offer one or more advertising courses, an increase of 165 schools, 51% (Davis 1951).

The fourth and last of the AFA studies, “Directory of Advertis-

ing, Marketing and Public Relations Education in the United States,” was compiled and Edited by Elon G. Borton, past president and general manager of the Advertising Federation of America. The report was published in 1960.

This study included information from 1,043 degree-granting colleges and universities in the United States. It included a listing of 547 schools that offered one or more courses in advertising, an increase of 12% (Borton 1960). This was the second of the four studies that included public relations courses.

The four AFA studies are important to the early history of advertising education. Its addition of public relations to the last studies also increased the importance of its dual role with advertising in the curricula of both disciplines in recent years.

Attitude and Opinion Studies

AAAA Study. One of the first nation-wide studies of student attitudes toward advertising was conducted by the Ketchum, MacLeod & Grove, Inc. advertising agency for the American Association of Advertising Agencies in 1972. For the study 29,500 questionnaires were distributed to 291 teachers of advertising and marketing. The 260 tallied questionnaire returns represented 9,314 students from 177 different schools in 43 states plus Canada and Puerto Rico (AAAA 1972).

In 1989, Alan D. Fletcher and Billy I. Ross, Louisiana State University, replicated the student attitude study and discussed some interest areas in which there had been little change in attitudes, such as:

“Advertising is highly creative,” “Advertising influences respondents to purchase a product,” and “Advertising is basically sound or is basically sound but needs improvement.”

They also discussed areas where there were disagreements, but positive change, such as:

“Advertising aimed at children is in good taste at least most of the time,” “Advertising as a business is basically sound in efforts to communicate with under 30s,” “advertising does a good job,” and “Advertising is generally pleasing and only sometimes offensive,”

Finally they discussed areas where there was disagreement, but negative change, such as:

“Advertising helps promote healthy competition,” “Advertising is interesting,” and “Advertising makes a major contribution or at the least some contribution to the betterment of life” (Fletcher & Ross 1992).

One factor that should be pointed out was that the major study was done with only advertising and marketing students while this study was completed with students enrolled in psychology classes.

In a replication study of 746 students by the same authors in 2000 the basic findings showed little differences from the previous study.

Schweitzer et al. Study. John C. Schweitzer, working with Fletcher and Ross, presented a paper at the American Academy of Advertising Asia-Pacific Conference in Kisarazu, Japan titled “Attitudes Toward Advertising Among College Students in Different Countries.”

In this study the same questionnaire that was used in the three student studies was administered to students in Canada, Australia, Finland, Italy, Hong Kong, Singapore, Spain, New Zealand, Korea, Taiwan, Mexico, Bulgaria, the Philippines and Egypt.

Even though the questions were the same as used in the United States, the major question raised was “do perceptions of advertising in general vary cross culturally?” “The prediction was largely true, but not in every circumstance by any means. Indeed in some cases students from the poorest countries represented, had a more positive attitude toward advertising than students from the richest countries” (Schweitzer, Fletcher & Ross 2003).

Banning & Schweitzer Study. In a more recent study of what advertising teachers think about advertising education Stephen A. Banning and John C. Schweitzer, Bradley University, surveyed 454 members of the American Academy of Advertising using an on-line questionnaire that was completed by 185 educators.

The replies to the 23 questions on a 5-point scale ranged from “1.94 for Advertising education should not be practical” to “4.50 for Students need the concept of branding.” The midpoint was 3 (Banning & Schweitzer 2007).

Richards & Taylor Study. Rankings of advertising education programs have been discussed for many years. Do you ask advertis-

ing educators, advertising professionals, students, and/or administrators? In 1996, Jef I. Richards and Elizabeth Gigi Taylor, University of Texas at Austin, surveyed 143 advertising educator heads to rank both undergraduate and graduate advertising programs.

The top five undergraduate advertising education programs at these schools included a tie for first - Michigan State University and the University of Illinois. The University of Texas was third followed by the University of Florida and the University of Missouri.

The top five graduate advertising education programs included, in order, Northwestern University, University of Illinois, University of Texas, Michigan State University and the University of Georgia.

One of the interesting findings from the study was that “Less than half of these advertising programs are led by educators with a Ph.D., and less than three percent of them have no practical experience” (Richards & Taylor 1996).

Stout & Richards Study. Attitudes and opinion studies of advertising professionals have been few and far between. One, however, conducted in 1992 by Patricia A. Stout and Jef I. Richards at the University of Texas brought out some interesting and important findings.

Specifically, “the study was to assess how advertising agency executives view graduate advertising education for the entry-level job candidate.” The study included advertising executives from 533 U.S.-based agencies, ranked by domestic gross income as reported in *Advertising Age* in 1990.

One important question for advertising educators to know when setting up an academic program for advertising was what executives thought as the most important courses for students to take in preparing for a career in advertising. The top ten courses ranked included: Consumer Behavior, Marketing Research Methods, Strategic Marketing Communication, Advertising Research Methods, Creative Strategy, Advertising Campaign Planning, Product/Service Strategy, Copywriting, Psychology and Advertising Management.

This led to one of the most interesting findings that advertising executives felt important to a person preparing for a career in advertising. Yet, they did not know that more than half of these courses are *only* found in an advertising program.

Other findings included:

- Advertising educators have done a poor job of educating practitioners about advertising programs;
- The advertising trade publications rarely include articles about advertising education;
- The names of schools that practitioners think are doing a good job educating future employees in many cases do not offer advertising degrees or courses;
- In marketing terms practitioners think that advertising programs offer little information about "product category" and "brand" awareness.

This study's emphasis was on graduate advertising education specifically, however, it can easily be interpreted as advertising education in general.

Jugenheimer & Alvarado Study. Another topic of concern to advertising educators is their salary and the salaries of other advertising educators in America. In 2007 Donald W. Jugenheimer and Glenda Alvarado, Texas Tech University, conducted a salary survey for the American Academy of Advertising.

The survey was sent electronically to all members of the Academy and usable data were received from 114 members. A fact that is well known among advertising teachers is that those in business and marketing have higher salaries than those in journalism and mass communications. In this study there was a lesser range between public and private institutions.

The study also revealed that the highest degree held by respondents had less impact on salaries because some former advertising professionals without doctoral degrees command high salaries, which skewed those data.

The survey also included questions about how long the faculty members had been teaching full-time and their academic ranks.

As is shown in Table 13-6 the salary range definitely follows rank and although not shown also number of years teaching. It should be noted that these are academic-year (nine-months) salaries and that some teachers may have extra income.

Table 13-6
Salary Range by Rank

	<i>Full Prof</i>	<i>Assoc. Prof</i>	<i>Ass't Prof</i>	<i>Instructor</i>	<i>Sr. Lecturer</i>
High	\$200,000	\$125,000	\$103,500	\$65,000	\$75,000
Median	95,000	72,000	60,000	49,000	57,306
Low	10,000	57,306	7,550	36,000	55,000

The salaries in the "High" and "Median" ranges fairly adequately reflect the normal salary ranges for those ranks. In the "Low" range the salaries in many cases reflect unusual circumstances such as teaching after retirement from professional positions, supplemented salaries from other full-time positions and secondary jobs.

As Jugenheimer points out "Although limiting the survey to members of the American Academy of Advertising may prevent projecting the results to all college-level advertising teachers, the findings do help to see what salaries are available and to compare the various settings in which they work."

Salary information is of interest to today's teacher and will be of value to teachers of tomorrow if for no other reasons than to see how they compare.

The Years Ahead

A history of advertising education is primarily a look back to the many historical topics and events of the past. It also should look forward to see what the expectations of tomorrow may bring. Presently there are two topics that have appeared before the end of the past century but are now and will be more prominent during the next century. Both are already prominent on accreditation standards. The topics: Diversity and Assessment.

Diversity

Most of the data about students studying advertising and public relations – both as separate programs and as joint programs – come from the annual directory, *Where shall I go to study advertising and public relations?*, and the *Annual Survey of Journalism & Mass Communication Enrollments*. The directory was started in 1965 by co-editors, Billy I.

Ross and Donald G. Hileman. The survey started in 1987 by Paul Peterson. The directory's current co-editors are Ross and Jef I. Richards. The survey's primary editors today are Lee B. Becker and Tudor Vlad.

Both the directory and survey concentrate on journalism and mass communication data and since more than 90% of advertising programs are located in those areas, the data are pertinent to advertising. And one thing they reveal is that the number of racial and ethnic minority students enrolled in JMC schools has increased during the past 19 years (*see* Table 13-7).

Table 13-7
**Minority Students in Journalism
& Mass Communication Schools**

	<i>1988</i>	<i>2007</i>
Black	7.9%	11.9%
Hispanic	3.3	7.0
Asian	1.6	3.3
Native American	0.3	0.6
Foreign	0.8 ('89)	1.5

The information for the 1988 survey included 394 JMC schools, of which 17.2% of the students were in advertising. In 2007 the percent of advertising students dropped to 9.6%. The lowest year for advertising students was in 1997 when it dropped to 8.7% (Vlad & Becker 2007).

Why is the topic of Diversity important? According to the U.S. census projections, by 2050, the Caucasian population will have dropped from 71% to 53%. During that same time the Hispanic population will have grown from 12% to 22% and Black Americans will comprise 15% of the population (Frazier 2003).

What will be the impact on advertising education?

- Advertising courses must acknowledge that the advertising industry of the future will have to be more diverse and inclusive of ethnic groups as profitable target markets.
- Advertising programs must make a conscious effort to recruit more minority advertising students.

- Advertising courses must teach students how to create campaigns for ethnic markets that are not condescending and/or offensive.
- Advertising courses must demonstrate the importance of using consumer insight research when attempting to reach ethnic markets.
- Advertising courses must demonstrate how the changing demographics will impact the way business is conducted in the future. (*ibid*)

In 2003, Jan Slater, head of the AEJMC Advertising Division, reported that group's membership as being 82% white, with more than half of the 18% minority base coming from international members. Of the remainder, 3% are African-American, 3.7% are Asian, and 0.74% are Hispanic (Slater 2003). The numbers of minority advertising faculty obviously are not reflecting the make-up of the general public.

When considering that minority faculty serve as role models for minority students, this deficiency becomes especially acute. A survey of the 50 largest advertising agencies in New York City was conducted in 1967. It found that of 17,970 employees of those agencies, a mere 634 were black and 291 had Hispanic surnames (Commission on Human Rights 1978). And in 1992 *Advertising Age* magazine published an article reporting that while African-Americans constituted 10.2% of the U.S. workforce, they represented only 2.1% of advertising, marketing, and public relations managers (Winski 1992).

While there is no doubt that university programs are aware of this gap, and have put some effort into bridging it, success remains elusive. For future planning, advertising educators must take these data into consideration. Diversity must be one of the top topics for discussion.

Assessment

One of the latest concerns for advertising education is "assessment." It is not just a casual topic of discussion any longer, but is a basic part of faculty, departments, colleges and universities' priorities.

A guide published by the Accrediting Council on Education in Journalism and Mass Communications (2001) defines assessment as a system of evaluation of students learning at the course, sequence, de-

partment or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks."

Regardless of where the advertising program is, in business or journalism/mass communications schools/colleges, the assessment requirements are basically the same.

The guide lists indirect measures including grade distribution, student retention and graduation, probation and dismissal, internships and placement, student performance in local, regional and national contests, student surveys and exit interviews and alumni surveys. Direct measures include entry-level testing, sectional and departmental exams, capstone courses and portfolio assessment. The final goal for assessment is to improve curriculum, instruction and student learning (*ibid.*).

Currently, diversity and assessment are consuming concerns for universities. And for the century ahead these issues will play major roles in advertising education, as well as all other academic disciplines on every college campus.

Concluding Comments

The topics in this chapter do not necessarily belong together. It was intended to cover some things that should be included in a book covering the many aspects of advertising education during the century.

In most cases the topics have been covered far more thoroughly in other academic publications or in papers presented at academic meetings. It was felt, however, that the topics should be included in this book. In nearly all cases there have been changes that needed coverage, yet maybe not in a full chapter.

Accreditation is important and has faced changes in advertising education. At one time advertising education programs were evaluated as a separate entity. That is not the case today. These programs are now evaluated as a part of schools or colleges of journalism/mass communications or business administration.

The advertising education curriculum has changed, yet when comparing the required courses in the 1950s with today there is not as much change as one would have thought. The most notable change in the century has been bringing advertising and public relations closer together.

Advertising Program titles can be expressed best by looking at current catalogues which list such programs as Integrated Marketing Communication, Strategic Communication, Advertising and Public Relations and many other titles that indicate the closeness of advertising and public relations specifically.

All of these changes in the curriculum and program titles have brought about changes in course titles. As an example, courses in newspaper, radio and television are now advertising media courses. What were separate courses in advertising copy and layout are today's advertising creative courses.

Student competitions date back to the 1930s when the Direct Marketing Association established the ECHO Awards. Today the most widely accepted competition is the American Advertising Federation's National Student Advertising Competition. It was established in 1973 and more than thirty national advertisers have served as sponsors for the competition.

The Advertising Federation of America, now the American Advertising Federation, sponsored four major studies that showed the growth of advertising, marketing and public relations education. The earliest study was in 1931, which established the base from which the growth was documented for future studies.

As can be noted from the studies covering opinions and attitudes pertinent to advertising education, there are many research studies published regularly that serve as a guide to the entire field - students, faculty, programs, etc. In each case more could be covered in the chapter but only a small representation is presented.

Salaries are important to advertising educators and the study included in the chapter is and will be important to teachers today and maybe 50 years from now. The study included was done for the American Academy of Advertising.

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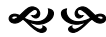
An Advertising Expert Tells Where He Learned It All.

In 1889 I began reading and studying PRINTERS' INK. My first ad in PRINTERS' INK appeared in the issue of September 28, 1892. It cost \$1. It brought me \$1. This was the beginning of my success as a professional advertisement writer. In December, 1892, A. W. Peterson, of the Indianapolis *News*, recommended me to the Pettis Dry Goods Co., of Indianapolis, as manager, and a favorable comment on my work, published a short time before in PRINTERS' INK, clinched the recommendation. In September, 1893, I came to New York and took desk room in the Vanderbilt Building. Before coming I took the precaution to advertise in PRINTERS' INK. When I reached New York I found orders waiting for me. In the month of October, 1893, I received and executed \$203 worth of orders, every dollar of which came directly from advertising in PRINTERS' INK. Each succeeding month's business amounted to more than the last, until in September, 1895, the total for the month was \$2,081. At the present time my average business with advertisers (including my "Syndicate" work for over 4,000 retailers) is over \$12,000 a month. I consider my whole business the quick but natural growth from my first \$1 ad in PRINTERS' INK. My real knowledge of advertising began with PRINTERS' INK, and I know that I would not to-day be capable of handling my business were it not for my eight years of faithful, earnest, persistent study of the teachings of the "Little Schoolmaster in the Art of Advertising."

CHARLES AUSTIN BATES.

Editor Printers' Ink, New York City. New York, March 15, 1901.
 DEAR SIR: I note on page 35 of your issue of March 13th the testimonial which I wrote three or four years ago for PRINTERS' INK. While everything in the testimonial is as true to-day as it was when it was written, there is a slight injustice to me in publishing it at this time without a revision. It reads: "At the present time my average business is over \$2,000 a month." This was true in '92 and '93, at present my business is running along at such a rate as to make it quite sure that this year's total will be over \$1,000,000. I can still say that the weekly arrival of PRINTERS' INK is of great benefit to me, and your other publication, The American Newspaper Directory, is one of the absolute necessities of the business. The larger the business grows, the more necessary does the Directory become for I believe it is the only publication of the kind that makes any real effort to ascertain and state the real circulation of newspapers.
 Yours very truly, CHARLES AUSTIN BATES.

From *Printers' Ink Monthly* (1901)



EDUCATING COPYWRITERS AND ART DIRECTORS

The vast majority of advertising education programs in the United States resides in colleges and universities, granting Bachelor's degrees. Consequently, most of those "traditional" programs are "liberal arts" in their approach, requiring students to complete a wide range of non-advertising classes including history, foreign language, literature, etc. And somewhat ironically, while there are notable exceptions, relatively few of those programs provide significant training in the "creative" aspects of advertising: copywriting and art direction. At the same time new technologies and new ideas are changing the range of options available to students who hope to learn about advertising.

A variety of alternative educational approaches developed over the past century. The most influential of these, undoubtedly, are the "portfolio" schools where many practicing creatives in the ad industry received their initial training.

While universities placed emphasis on the media and management aspects of advertising, undoubtedly an artifact of the journalism and business school locations of those programs, the creative side developed more in art schools. In some cases those art schools were housed in academic universities, but in other cases they were private programs established by artists (or advertising creatives) to aid emerging artists to develop creative skills.

Portfolio programs vary greatly. Some are degree granting, and some are not. Some teach a broad range of advertising skills or topics, while others are confined to a narrower task. Many, in fact, do not teach account management, media planning, research, and so forth, that are central to most traditional programs. What they tend to share in common is a concentration on the creative side of adver-

tising, helping their students to build and improve portfolios or “books” that can then be used to show as samples of their work when seeking employment. The programs mentioned below are representative examples and some of the most prominent, but certainly are not the only such programs around.

Academy of Art University

San Francisco, CA

[<http://www.academyart.edu/>]

One of the older programs around, the Academy of Art University was started in 1929 by a fine art painter, Richard S. Stephens, with the help of his wife. Stephens was a Creative Director at *Sunset Magazine* at the time. Through the 1930s the school’s curriculum expanded, drawing upon the creative talent in the Bay Area to teach courses. Then in 1951 the son, Dr. Richard A. Stephens, took the helm. Under his leadership the school expanded from 50 students to 5,200. Dr. Elisa Stephens succeeded her father as the next President in 1992. By Fall 2007 the Academy enrolled nearly 10,000 students.

Over the years the range of programs offered by the Academy grew. In fact, the original name of the school was Académie of Advertising Art (*see* Figure 14-1), which changed to Academy of Art College, and then the name was changed to Academy of Art University in 2004 to reflect the expanded offerings of the school.

In 1966 the school incorporated, and it began offering a Bachelor’s Degree in Fine Art, with permission of the State of California. It added a graduate program in 1983. Eventually, the University offered a Bachelor of Fine Arts, Associate of Arts, Master of Fine Arts, Master of Architecture, as well as a certificate program, covering more than 30 different academic areas.

Advertising has been a part of the Academy for decades, with courses taught by San Francisco creatives. One now renowned instructor was Hal Riney, who in 2001 was given an honorary doctorate by the school. But a real breakthrough in the success of the advertising program at the Academy was in the late 1970s when a portfolio instructor named Rich Shintaku, an art director from Foote, Cone and Belding, began producing art direction students with portfolios strong enough to land jobs on Madison Avenue.

Another breakthrough was the introduction of a motion pictures department in the early 1990s. School of Advertising students under the direction of Brian McCarthy, a former creative director at McCann-Erickson, worked with the motion picture students to produce TV commercials to include in their portfolios. In 2005 McCarthy was replaced by Melinda Mettler, former art director with Young & Rubicam New York. By 2007 students from the Academy had won over 20 Clios, as well as a variety of other awards. In addition, by this time the advertising curriculum included not only art direction and copy writing, but also account planning and media planning.

For the 2007-08 school year, the cost of tuition, fees, and supplies was estimated at \$16,545.



Figure 14-1
Original Logo for the
Academy of Art
University, c. 1930

Adhouse

New York, NY

[<http://www.adhousenyc.com/>]

Adhouse formed in 1997 under the management of Lauren Slaff, a graduate of Syracuse University and a Creative Manager at McCann-Erickson Worldwide, and Gary Goldsmith, Vice Chairman-Executive Creative Director of Lowe & Partners/SMS. Goldsmith, in fact, taught the very first class offered by the school. By the end of its first year Adhouse already was approaching 100 students in evening classes held in borrowed ad agency spaces as well as rental space. Many of the students came with experience, but were looking for the renewal these classes would offer.

Adhouse takes a somewhat different approach from other schools, in that it has no fixed-length for its programs. The school philosophy is that each individual has different needs, instead creating “prescriptive programs” for students, tailored to their needs.

Most students, it claims, take 1 to 2 years to develop their portfolio. The school, in part, was designed to offer students an alternative from the major creative schools in the Manhattan area, like the School of Visual Arts (SVA). Where SVA did not offer different training for students with different backgrounds, Adhouse was purposely designed to fill that void. And where some SVA faculty appeared to be young, with limited experience, Adhouse required its entire faculty to have extensive industry experience. Every faculty member is a practicing creative, with some supervisory experience as well as award-winning track records.

While the school helps grow creative talent and polish their portfolios, in the words of Ms. Slaff, “The program is more about job training than book making.” Nonetheless, students of Adhouse have collected a number of awards including the Art Directors Club, Cannes Young Creative Competition, and the One Show Student Competition. The most significant change in the school, according to Ms. Slaff, is the breadth of work required of the students. While in the 1990s it was sufficient, or even preferred, for students to have a portfolio of print campaigns, those portfolios by 2008 would be inadequate unless they held samples of work in a variety of media.

At the zenith of the school’s enrollment, it had 125-130 students. Since that time it has been trimmed to a more manageable average of about 60 students.

Art Center College of Design

Pasadena, CA

[<http://www.artcenter.edu/>]

The Art Center’s history reaches back to 1930. Edward A. “Tink” Adams was its creator. From the very beginning it was about teaching practical, real-world skills to artists. It began with a modest 12 teachers and 8 students, but grew to almost 500 students within the first decade. Following World War II, returning veterans forced that enrollment even higher. The Art Center School became an accredited four-year college in 1949, offering Bachelor of Professional Arts degrees in Industrial Design, Photography, Illustration and, of course, Advertising.

The school continued to grow and evolve. In 1965 the Art Center School changed its name to Art Center College of Design. It

moved a couple of times, finally settling on a new campus in Pasadena in 1976. In 1986 it opened the Art Center Europe campus in Vevey, Switzerland, and in 2004 a South Pasadena campus was added to the school's properties.

Advertising was a part of the Art Center from its inception. The very first classes offered at the school were in Advertising, Illustration, and Painting, with Photography added in its second year and Industrial Design a year later. In 1931 Advertising Design courses were offered, taught by Edward Adams and a Miss Franklin. Full-time tuition at that time was \$225.

Today the Art Center boasts a “transdisciplinary” approach, where advertising students work in collaboration with photographers, designers, filmmakers, and illustrators to produce their work.

In 2008 the undergraduate tuition is \$14,672 per semester, plus a \$235 per semester fee, not including supplies, room, and board.

The Book Shop

Los Angeles, CA

[<http://www.thebookshopads.com/>]

The Book Shop opened in 1988. It offers a total of seven classes, though one of those is restricted to writers and another is only for art directors. Those classes are offered only on Monday through Thursday evenings, with each being just one night a week for nine weeks. The current cost is \$450 each. The courses are successive, so as one is completed, the student can begin the next. The teachers are all working copywriters and art directors.

Brainco – The Minneapolis School of Advertising, Design and Interactive Studies

Minneapolis, MN

[<http://www.brainco.org/>]

Brainco was founded by Ed Prentiss, a fairly recent graduate of the Portfolio Center and a creative director, in 1998 after four years of running advertising workshops in his apartment (Riedman 1998). His new school's classes were taught on evenings and weekends by Prentiss and available local talent. The cost was \$1,500 per quarter

for a two-year program. The program was principally about developing portfolios. Brainco is its nickname, actually. The official name is The Minneapolis School of Advertising, Design and Interactive Studies. By 2008 the school had expanded considerably, to the point that it offered programs in Art Direction & Design, Writing, Branding, Management & Account Planning, Media Arts, and Interactive. Today the school's literature claims, "Brainco is the first school to integrate creative, strategy and technology across so many different disciplines."

Classes continue to be taught in the evenings and on Saturday mornings. Tuition is \$4,950 per quarter, so a seven-quarter program costs a total of \$34,650, not including supplies, room and board. Students take three courses per quarter, for a total of 21 classes.

Chicago Portfolio School

Chicago, IL

[<http://www.chicagoportfolio.com/>]

The Chicago Portfolio School (CPS) began in 2000. It was founded by Jeffrey Epstein, who before that had run a workshop program for aspiring advertising creatives, called AdEd, started in 1994. It was based on evening classes Epstein had seen at the School of Visual Arts in New York, where he had taught while working as a copywriter at Scali McCabe Sloves and TBWA advertising agencies. He moved to Chicago in 1992, to work as Creative Director for the Doner agency, and a creative recruiter at Leo Burnett encouraged him to start a program.

AdEd focused on instruction and critique. The idea was to provide people with a "jumpstart" to their portfolios, and critiques by working practitioners were especially helpful in that regard. The program was successful, and many of the students went on to find work as copywriters and art directors in advertising agencies.

By 1998 Epstein was a Creative Director at Leo Burnett. He continued to run AdEd on the side, but was finding it harder to place students in jobs. Students from established "portfolio schools" were showing recruiters far more polished books than those from AdEd, thanks to a combination of computer technology and more hands-on student-instructor interaction. As a result, Epstein decided that a full-time program was needed. He also felt, based on the experience

of a friend who attended the two-year program at Miami Ad School, that two years was unnecessarily long for portfolio development.

He closed AdEd, and simultaneously left his job at Leo Burnett, opening CPS. His first advertisement in *CMYK* magazine said, "If you can't put together a book in a year, maybe you don't deserve a job." Epstein's philosophy was that a one year program could make a creative career more accessible to lower income students. He notes that one of the most influential creatives in advertising history, Ed McCabe, was a high school dropout who worked his way up from the mailroom, and CPS is designed to put an advertising career within reach of today's McCabes.

In its first Fall CPS had five students: three copywriters and two art directors. By Fall of 2007 it had about 80 full-time students, in copywriting, art direction, and design. The cost in Fall 2007 was \$3600 per quarter, with the entire year costing \$14,400, plus supplies and housing.

Creative Circus

Atlanta, GA

[<http://www.creativecircus.com/>]

The Creative Circus (CC) was the brainchild of five faculty members at the Portfolio Center (PC). In 1995 Norm Grey (creative director), Mike Jones-Kelley (head of copywriting), Rob Lawton (head of design), Betty Gammage (registrar), and Carol Vick (placement director) left the PC. Eight months later, Greg Strelecki (assistant head of photography at the PC) came to The Circus as the head of photography. They bought the Southeastern Center for the Arts, a graphic arts school less than five miles away. They planned to reform the school into the CC, and a large number of PC students applied to the new school. As a result the owner of the PC complained to the State licensing agency about the Circus stealing its students, and the Circus was temporarily shut down.

Nearly half of the PC's students initially applied to the Circus, but after the school was shut down about 100 of them stayed at the PC. The remaining transfer applicants, about 83 of them, waited and entered the CC when it reopened. In total, the first Fall had an enrollment of about 97 students. In spite of the obstacles, Circus

opened in mid-1995. And, in fact, the CC managed to accumulate an impressive array of student awards in that short time.

CC offers programs in four disciplines: copywriting, art directing, graphic design, and photography. Most of the faculty is working practitioners, which CC touts as “the advantage of working with teachers who are earning their living actually doing what they are teaching.” CC is fully licensed and accredited for vocational training. The programs are two years long, and at the end of the program students receive a certificate of completion. Students typically take four courses. Some even take five. Most students go eight quarters. Some graduate sooner because they get jobs and/or their samples qualify as a Grad Book.

When asked about the character of the school, Norm Grey’s answer was, “You know, most schools claim they have a unique atmosphere because of this or that. I honestly couldn’t describe our atmosphere. We give the students the walls and they develop their own atmosphere.” Quoting the head of the school’s advertising department, Dan Balser, Grey added, “We’re more a subset of the advertising industry than a subset of academia.” He notes that the school has changed dramatically since its founding, reflecting the equally dramatic changes in the ad industry. In every class, students are directed to show the new media, including Interactive, Ambient and Guerrilla. And to invent things even the pros haven’t thought of yet.

Today the school maintains an average enrollment of about 230. Tuition for the entire eight quarters totaled \$34,799.60 for a program beginning in 2007, supplies, room, and board.

Extra Bold

Madison, WI

[<http://www.extraboldschool.com/>]

Extra Bold Portfolio School was founded by Scott Kirkpatrick in 2005. Kirkpatrick, a former creative director for Best Buy, and agency creative who worked on accounts such as Porsche, Toro, Harley Davidson and 3M, moved from Minneapolis back to his home in Madison, Wisconsin in 2000. When trying to hire creatives locally, he saw the need for a portfolio school in Wisconsin.

The school offers a one-year program with tracks for copywriters and art directors. All classes are held at night and taught by local creatives, most with experience outside of the Madison area (local agencies attract talent from Chicago, LA, New York, Milwaukee and San Francisco). The classes are kept small – no more than 10 students – and the emphasis is on concepts rather than computers. Students learn to use software, but they are required to have solid ideas before they take a project to the computer.

Originally, the school was going to offer only the one-year program, but Kirkpatrick found that there was a learning curve to overcome. Students at the University of Wisconsin-Madison and other area schools did not know what a portfolio school was, or why it was something they needed. So he began offering mini-courses (10-week classes) as an introduction to creative concepting and the purpose of a portfolio school. Response to these classes was impressive, and Kirkpatrick was able to recruit students for the one-year program from these mini-courses.

Extra Bold also has a student-run agency called the Ad Shop. The Ad Shop employs 20-30 interns (some paid, some volunteer) who work as the creative staff, account staff, production department and PR department during the day. The staff does work for real clients – small to medium-sized businesses in the Madison area. Kirkpatrick and his business partners oversee the work the students produce to make sure it meets agency standards, so small businesses get the opportunity to have great creative work at a price that is competitive for them.

The intent is for students to work in the Ad Shop by day while attending school at night, so they finish their year with both a solid portfolio and a year of agency experience. The current price is \$10,000 for the year, including tuition, fees, and supplies.

Miami Ad School

Miami Beach, FL

[<http://www.miamiadschool.com/>]

The Miami Ad School was established in 1993 by Ron and Pippa Seichrist at a Masonic Lodge. They had six students. By 2006 the school had about 500 students across several full-time campuses.

Ron Seichrist (Figure 14-2) first entered education as a design

director at the Minneapolis College of Art and Design. In 1977 he co-founded the Portfolio Center. By 1993 he felt there were needs not being filled by the Portfolio Center, especially in terms of students with a global perspective.

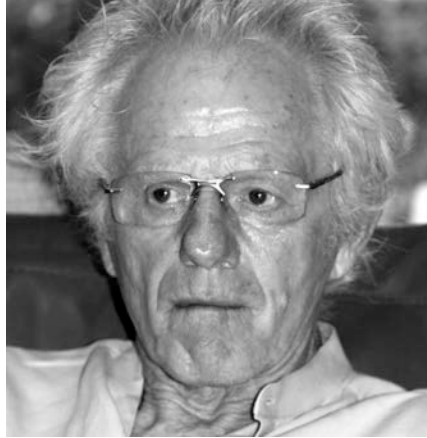


Figure 14-2
Ron Seichrist

He wanted to create a school with a global focus. He chose Miami as the location for his new school because he felt it was the most diverse city in the U.S. In 2004 the school did something unique, it formed a partnership with an advertising agency: Crispin Porter + Bogusky.

One of the principle elements of this new school was called the Quarter Away. After students spent a year receiving some basic training, they would

then do an internship in major advertising cities in the U.S., Europe, and/or South America. They could do a Quarter Away up to four times. After that concept took root, the Seichrists decided to establish a network of schools in other countries. Over time they spread beyond Miami to establish locations in Chicago, San Francisco, Minneapolis, Hamburg, Madrid, and Sao Paulo. In addition to those full-time locations, they also have Quarter Away sites in London, New York, Prague, Amsterdam, Stockholm, Berlin, and Bucharest.

Students from the Miami Ad School have won awards in national and international competitions. In 15 years those awards include Clio, Andy, Addy, D&AD, and One Show competitions, among others. In 2005, for example, students brought home 29 awards.

The school offers degree programs, but only at the Miami location. At all locations a portfolio program is available. The degree programs are an Associate of Science Degree in Creative Studies and a Master's Degree in Mass Communication, granted in conjunction with Florida International University. The Portfolio programs are eight quarters long, and promise, "No academic courses. No exercises. No bull. No nonsense. Only 'in touch' professionals who're

earning their paychecks as creative directors, graphic designers, art directors, copywriters, illustrators, or photographers.”

Costs in 2008 are \$3800 per quarter x eight quarters, or \$30,500, for the Portfolio program and \$6325 per quarter x six quarters, or \$37,950, for the Creative Track program.

Minneapolis College of Art and Design

Minneapolis, MN

[<http://www.mcad.edu/>]

The Minneapolis College of Art and Design (MCAD) began in 1886 in a rented apartment in downtown Minneapolis, with a single teacher offering classes in drawing and painting. At that time the school was called the Minneapolis School of Fine Arts, and tuition per course ranged from \$2 to \$12 per month. The school was founded by the Minneapolis Society of Fine Arts.

In 1889 the school moved into the building of the new Minneapolis Public Library, and by 1900 it had two instructors. The name was changed to the Minneapolis School of Art in 1910. In 1915 it moved again, to the Minneapolis Institute of Arts, and soon a major donation led to erecting a new building.

By the 1960s the school no longer clung to a strictly vocational orientation. The school now offered an accredited Bachelor of Fine Arts degree. The school's name changed again in 1970, when it became the MCAD. The college, by that time, had nearly 600 students enrolled. A new building opened in 1974. Then the college separated from the Society of Fine Arts in 1988, becoming entirely independent. By the early 1990s a Bachelor of Science program was added. And in Fall 2008 the advertising program began offering dual options of a BFA Advertising or a BS Visualization.

In the late 1960s Ron Seichrist is credited with adding new life to the advertising program. Seichrist later was a part of establishing the Portfolio Center, in Atlanta, and he and his wife subsequently established the Miami Ad School.

When Nancy Rice – a former student of Seichrist's – was hired to head the MCAD advertising program in 2003, the ad program went through some additional renovation. Many MCAD graduates already had gone on to distinguished advertising careers. But the change began with a push from Lee Lynch, founder of the Car-

michael Lynch advertising agency and a member of the MCAD board of trustees. The industry had changed dramatically, both in the way agencies work and the way messages are delivered to customers, so the program needed to change.

Through a series of meetings between MCAD and the “who’s who” of Twin Cities advertising professionals, a plan was devised to create a dynamic curriculum reflecting the way students will work after they graduate. "A drop dead student book is one thing. Being able to create it again, with real clients, is another. The agencies and the clients want new hires who are instant profit centers. They don't want to be boot-camps. That's our job," said Ms. Rice, who led the curriculum development.

The essence of the new curriculum was to enable advertising students to tap students from all parts of this art and design school, including photographers, animators, even sculptors, etc., to draw upon and interact with this wide range of expertise. This cross-disciplinary interaction was intended to help students craft the most current, experiential, sorts of messages that are the cutting edge of the industry. And the students work with real clients.

In 2008 MCAD is home to more than 800 US and international students pursuing, BFA, BS and MFA degrees. Majors include not only advertising, but also animation, comic art, drawing/painting, filmmaking, fine arts studio, furniture design, graphic design, illustration, photography, print paper book, sculpture and web + multimedia environments. The college also offers continuing studies courses, online education and youth programs, as well as free exhibitions and lectures.

Parsons The New School for Design

New York, NY

[<http://www.parsons.newschool.edu/>]

This is the “granddaddy” of all the advertising portfolio schools. It was founded in 1896 by painter William Merritt Chase. Originally it was called the Chase School, and changed its name to the New York School of Art in 1898. In 1909 it became the New York School of Fine and Applied Art. The school’s name today was derived from Frank Alvah Parsons, who joined the faculty in 1904.

In 1907 Frank Parsons became an administrator, and was responsible for expanding the school's curriculum to include applied arts. One of the programs he added was advertising. When New York University stopped offering advertising courses in 1909, Parsons became quite active in the efforts of the Advertising Men's League of New York City to provide classes to fill the gap, offering lectures in advertising design. He also co-authored a textbook on advertising with some of the leading educators of the time. By 1910 Parsons was President of the New York School of Fine and Applied Art. Its name was changed in 1939 to the Parsons School of Design. Then in 1970 it was incorporated into The New School for Social Research, eventually leading in 2005 to the new name: Parsons The New School for Design.

Today Parsons is part of a fully accredited university, The New School. For the 2007-08 school year the cost of tuition and fees (not including supplies or housing costs) are estimated at \$16,110 for the undergraduate programs, with the graduate programs costing a bit more.

Portfolio Center

Atlanta, GA

[<http://www.portfoliocenter.com/>]

The Portfolio Center (PC) claims to be “the oldest and best-known school for communication arts in the country.” The fact that it was founded in 1977 seems to belie that claim, in light of the other schools discussed here. That bit of puffery, though, does not diminish the fact that it is a very well known program with a distinguished record. And perhaps most important is the role it has played as the springboard for other portfolio schools, like Creative Circus and the Miami Ad School.

For over thirty years, Portfolio Center has provided the staging for designers, art directors, writers, photographers, artists, critics, architects, environmentalists, social advocates, filmmakers, and poets to find their voices and learn to share them. The work of its graduates is in the public eye every day, after three decades of turning out award-winning students.

The school was founded by half a dozen faculty from the Art Institute of Atlanta: Ron Seichrist and his wife, Gemma Gatti, along

with Harold Emerson, Dennis Darling, Bobby Higgins, and Rob Brinson. Each invested, and the money was used to rent a floor above a small theater in Atlanta. In its first year it had fewer than two dozen students. Over the years the original investors left, and by 1994 Gatti (Figure 14-3) became the sole owner of the Center.



Figure 14-3
Gemma Gatti

When Portfolio Center was founded it was the first school of its kind. A model was developed wherein all types of creatives are brought into a highly collaborative environment and are taught by top working professionals. This model has served as the paradigm for many such programs for over a quarter of a century. Hank Richardson, president since 2001, continues to build on Gatti's vision for the school.

In the service of preparing students for an ever-evolving industry, Portfolio Center's leaders attempt to anticipate change before it happens. In that respect, the Center was a branding school long before "branding" became the buzzword it is today. The education is comprehensive, emphasizes process, and prepares students to move easily between the various media, including print, the Web, and broadcasting. Its cross-media approach was an innovation that other schools have since adopted.

Beyond the actual work itself, graduates are trained to make presentations, manage products and people, and work effectively in highly creative teams. Students are taught that their work can result in a purposeful existence. They are expected to take responsibility for the time in which they live and to make a unique, lasting contribution to the world.

Programs at the Center include art direction, copywriting, design, illustration, media architecture, and photography. The PC has described its program like this, "Portfolio Center is not an art school. It is a professional school. A graduate program."

In 2007-08 the estimated annual tuition and fees (not including housing or supplies) was \$17,740. It also is estimated that room, board, supplies and other expenses would add approximately \$16,540

to that cost. The programs, whether you choose art direction or copywriting, are eight quarters long.

School of Visual Arts

New York, NY

[<http://www.schoolofvisualarts.edu/>]

Located in Manhattan, near the vascular center of the advertising world, the School of Visual Arts (SVA) was founded in 1947 by Silas H. Rhodes and Burne Hogarth as the Cartoonists and Illustrators School, a trade school with three instructors and 35 students. It was renamed the School of Visual Arts in 1956, as Rhodes sought to distance the school from a trade-school mentality.

Over the years SVA grew, and in 1972 it began offering Bachelor's degrees in Film, Fine Arts, Media Arts and Photography. It became fully accredited in 1978, and in 1983 initiated its first graduate program. Eventually, SVA offered master's degrees in several areas, from painting to art therapy to illustration as visual essay.

At the same time SVA's facilities expanded. It offers residence housing for more than a thousand students, and besides the main campus it owns a gallery in the Chelsea art district. It publishes an annual book of student work called *Portfolio*, and the students publish a magazine called *Visual Opinion*.

By Fall 2007 SVA boasted an enrollment of more than 3700 students, and a faculty numbering in excess of 800. Advertising is one of the undergraduate majors offered. In the early days of the school, reaching back to when it was the Cartoonists and Illustrators School, there were courses offered in art direction. But thanks to Silas H. Rhodes, then Director of the school, by 1963 Advertising, Layout & Design was a full 3-year program. And as veterans under the G. I. Bill decreased attendance from 1956 onward, SVA created what is now called the Division of Continuing Education, offering evening courses. This proved to be a significant development, because the convenience of this schedule enabled the school to draw more working professionals to teach at SVA, especially in the advertising area.

Student ad work has received many awards, including gold medals from the Art Directors Club and appearing in the *Graphis New Talent Design Annual*. Continuing education classes in advertising con-

tinue to be offered. The main focus of these programs, of course, is portfolio development. For faculty, SVA draws heavily on Manhattan advertising practitioners.

Tuition and fees for the 2007-08 school year (not including health insurance, housing, or supplies) is estimated at \$26,500 for the first year of the undergraduate program.

Virginia Commonwealth University Brandcenter

Richmond, VA

[<http://www.brandcenter.vcu.edu/>]

The VCU Brandcenter is a unique hybrid program. In many ways this is a “traditional” program, suggesting it belongs among the programs we have discussed elsewhere. It is a part of a university, with content that reaches beyond just portfolio development. We include VCU’s Brandcenter here, though, because there are a couple of attributes that set it apart from the others. It is, for example, a graduate program *only*. In that sense it is more like the portfolio programs, where students frequently get a more general college education elsewhere before attending this program as a sort of “finishing school” in their professional development. And it differs from most other graduate programs in its orientation toward industry practice as opposed to a more conventional research and theory orientation. The main reason we include it here, though, is the way the Brandcenter was created.

Virginia Commonwealth University had an advertising program at the undergraduate level before the Brandcenter was created, but the Brandcenter was to become a separate entity at the university. Until 2008 known as the Adcenter, it was invented by Diane Cook-Tench, a former art director at the Martin Agency in Richmond, VA. She pitched the idea of establishing a graduate program in advertising to the President of VCU. She told him it would be the first master’s program in the United States to offer a choice of four specialties: copywriting, art direction, planning or account management (Furchgott 1999). Cook-Tench did a remarkable job of gathering together an advisory board of industry leaders from across the country – an impressive list by any measure – lending immediate credibility to the undertaking. The Adcenter finally opened in Fall 1996.

In the early years Cook-Tench promoted the Adcenter as the only program in the country to train account managers (Furchgott 1999), apparently unaware of the traditional programs that had been doing so for years. And although she had only a Bachelor's degree she had created and was running a Master's program, with many of the faculty holding only Bachelor's degrees. It was an unusual situation, with faculty granting degrees above their own, but she managed to get tremendous industry backing. The Martin Agency was perhaps its strongest backer, helping to supply some prestigious talent to teach in the program, including the agency's star creative, David "Jelly" Helm. Helm, a graduate of the Portfolio Center, played an enormous role in kick-starting the Adcenter.

After four years Cook-Tench turned over the program to Patty Alvey, who had directed a portfolio program in the more traditional advertising department at The University of Texas. Alvey, a Ph.D, brought much-needed academic credentials and credibility to the program. In 2002 Alvey left to head the Temerlin Advertising Institute at Southern Methodist University, and she was succeeded at the Adcenter by Rick Boyko in 2003.

Boyko was Co-President and Chief Creative Officer of Ogilvy & Mather Worldwide; a job he left to join the Adcenter. He was one of the country's most highly regarded creative talents, adding tremendous credence to the Adcenter reputation. Noting that the world of advertising was changing, it was Boyko who pushed for the name change to "Brandcenter." In 2007 Boyko also donated \$1 million of his own money toward a development campaign for the Brandcenter.

Despite touting the supposed uniqueness of its account management training during its first years, much of the Brandcenter's reputation in the 13 years of its existence has been erected on the portfolios and awards won in the creative arena. Its copywriters and art directors garnered an impressive track record in the student competitions, including Clios, D&AD, One Show, Cannes, and many others.

The Master of Science in Mass Communications program with a concentration in advertising is two-years, full-time. Today it offers four tracks: Art Direction, Copywriting, Communications Strategy, and Creative Brand Management.(note: do not capitalize.) A fifth track, creative technology, is about to be added. Currently, tuition and fees are about \$21,300 per year, not including supplies, room,

and board. Enrollment is maintained at 180 students in the program at a time.

Others

This is not an exhaustive list of portfolio schools. Not by any stretch of the imagination. We tried to include the most influential of those schools, along with a sampling of others, so a fairly complete cross-section of such schools is represented. Also, traditional academic programs in four-year colleges and universities have not been included in the profiles above, because they fit more neatly into what has been discussed elsewhere in this book. That does not mean, however, that none of them offer portfolio development programs. Admittedly few do, but there are some very strong exceptions.

The University of Texas, for example, has had a highly regarded portfolio program for more than three decades. Its creative students continue to win dozens of awards every year. We profiled that program in chapter 7. Deborah Morrison, who supervised the creative program at The University of Texas for nearly twenty years, moved to the University of Oregon in 2005 to head up a portfolio program there, and it already is bearing fruit. Patty Alvey, who was a student of Morrison also worked and taught in the Texas program, moved to the VCU Adcenter as its head and then moved to Southern Methodist University to lead that program. The result is that SMU now is making a mark as a school for portfolio development. These are not the only traditional schools with portfolio development. Syracuse University, the University of Illinois, and others offer some form of portfolio courses without extensive portfolio programs, like the University of North Texas. But these illustrate the fact that such schools do offer creative programs, while at the same time showing how incestuous these programs can be.

Agency-Based Programs

Over the years there have been many in-house training programs run by advertising agencies. Many employees have come from educational backgrounds other than advertising, so large agencies, in

particular, felt a need to bring them up the learning curve in the first weeks or months of their employment. In some cases, for example, the agency might have new employees work their job during the day and participate in special training seminars in the evening or on weekends. Sometimes these are project-oriented programs, not unlike a “campaigns course” in a university advertising program, where students analyze a client problem and develop an advertising campaign to address that problem. For example one agency, Ogilvy & Mather Worldwide, created a program it called “Ogilvy Young Guns.”

Even small agencies have followed suit. Sossaman & Associates in Memphis became so disenchanted with the supply of talent that it decided to train its own. It opened the “Launching Pad” in 2001. This was an apprenticeship program to retrain people from other disciplines (Stamler 2000).

We are singling out one initiative here for special mention. It is unique in several ways, and clearly breaks new ground for agency-supported educational programs. It is simply called “12,” though it also is known as “W+K12.”

W+K12

[<http://www.wk12.com/>]

In the words of the folks at the Wieden + Kennedy agency, “12 is an experiment disguised as an advertising school housed in the W+K headquarters in Portland, OR.” It also states:

W+K12 is a creative school located in the Portland, Oregon headquarters of advertising agency Wieden+Kennedy. W+K12 is a mini-agency. Its designers, writers and strategic thinkers collaborate on client projects under the guidance of a Creative Director and a Managing Director. W+K12 is an experiment, discovering ways to create together and serving as a laboratory for the advertising industry’s best practices and newest thinking. Its students practice work/theory on existing and new W+K clients.

12 was the brain-child of renowned advertising creative, Jelly Helm. The idea took shape in 2003, during a lunch Helm had with Dan Wieden, of W+K. Helm would form an in-house advertising school, accepting only a small hand-selected group of promising stu-

dents. In the end, that small group numbered just 12 admittees, and the program was designed to run 13 months per group. Class began in 2004. Jelly had spent time between 1997 and 2001 working at the Martin Agency in Virginia as Senior VP/Group Creative Director, while simultaneously serving as Associate Professor for the VCU Ad-center, so he had some idea of where to begin (Anderson 2003). Helm was a graduate of the Atlanta Portfolio Center.

Students pay tuition to be a part of the select class of 12 (\$13,000, in 2004). And students work for real clients, rather than the hypothetical situations in many advertising programs, so that there is real accountability. In fact, the clients pay fees to W+K for the work, though at a price significantly less than the usual W+K fees. The purported purpose of the school, though, is not to make money – it is in fact a not-for-profit educational institution – but to act as an experimental lab. Agency employees, then, become a resource for these students. In its very first year W+K12 received 1,300 applications. In 2008 the program began its fifth year of operation.

Conclusion

One thing that sets almost all of these programs apart from the traditional academic programs is significant reliance on advertising practitioners, often teaching part-time. This is a sharp contrast to the heavy emphasis on doctoral credentials found in most of the traditional programs, where industry experience tends to be a secondary, rather than primary, qualification for teaching.

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ONLINE & OTHER TYPES OF ADVERTISING EDUCATION

Online Advertising Education

Little has been written about advertising courses or degrees that are offered online. In 2002, two LSU faculty members, Billy I. Ross and Nicole Smith Dahmen surveyed all of the journalism and mass communications programs to find what was being offered in online courses and degrees. At that time the survey of about 500 programs found that only 37 schools were offering online JMC courses/ degrees. Of those schools, only 10 offered advertising courses. There was no attempt to study online advertising courses/ degrees. Also, no known study was made about online advertising education in schools of business. The LSU study led to the establishment of a website, www.lsu.edu/jmconline, which continues with annual updates.

The present status

For this book, the 2007 update of the website has been used to see what online advertising education exists in those schools. Separate e-mail contacts were made to business schools that are listed with advertising courses/degrees in the 2007 edition of *Where shall I go to study advertising and public relations?*

From the current study of JMC schools it was found that 63 colleges and universities are now offering journalism or mass communication courses and/or degrees. Of that number, only ten offer advertising courses. West Virginia University's Perley Issac Reed School of Journalism offer the most courses, 16 under the heading of Integrated Marketing Communication, followed by the University of Nebraska, 5, and the University of Missouri, 2. The University of

North Texas offers both undergraduate and graduate courses in on-line interactive advertising (Busby 2008) while Drake University offered Internet Advertising online as needed (Pisarski 2008). The other five schools, each offer only one course: University of Texas, University of Southern Indiana, University of Missouri - St. Louis, East Tennessee State University and West Texas A&M University.

None of the ten universities offer online undergraduate degrees in advertising. Three of the universities offer master's degrees. However, only two of the schools, offer master's degrees in advertising. One school, the University of Memphis offers an online degree which is a general journalism degree that's not designed to be a skills-based degree (Utt 2008). In the master's program there is only one advertising course, Advanced Advertising Practices, listed in the curriculum (Internet).

Schools with Online Degree Programs

Only two of the schools that were surveyed offer online degrees in advertising programs. None of the schools offer a Bachelor's degree while two offer Master's degrees online.

Although not specifically listed as advertising, the University of Missouri's School of Journalism offers the Master's Degree in Strategic Communication and the Perley Isaac Reed School of Journalism offers the Master's Degree in Integrated Marketing Communications. Both programs are spelled out on websites (<http://journalism.missouri.edu/graduate/online/learn-anywhere.html>) and (<http://wvu.edu/PrintableVersion>).

West Virginia University

The online program was started in 2001 as a certificate program and was expanded in 2003 with an incoming class of 17 students. By 2005 there were 75 students and by 2008 the enrollment had increased to 190 students (Mazera 2008).

The promotional information shown on the website reads "The WVU Program at a Glance":

- * Flexible for working professionals
- * Excellence in online instruction since 2001
- * Offered by a reputable, traditional institution
- * First degree of its kind offered online
- * Earn your master's degree in two years
- * Courses taught by seasoned industry experts

- * Most IMC students work full-time while completing their degree
- * Access to a worldwide community of marketing communications professionals

The program is spelled out on the website showing there are two tracks for the degree: Teaching-Research Track and Professional Tract. All students in the program are required to take:

JRL 600 Introduction to Graduate Studies (no credit);
 JRL 604 Mass Media and Society (3 hr);
 JRL 620 Advanced Journalistic Writing and Research (3 hr) and
 JRL 601 Research Methods (3 hr)

The candidate for the master's degree will pass an oral examination on the thesis or professional project. The degree is completed online and there is no requirement for a student to visit the campus (*ibid*).

When discussing problems and opportunities, Mazera stated that, "Online resources are advancing quickly, but it's a lot of work launching and building a viable program. While there are certainly obvious advantages to developing this type of program, there are many misconceptions that exist which create some significant hurdles. One of the main ones relates to faculty expectations of the requirements on their time to successfully run a course online. Most of our instructors actually believe it's harder to run an online course than one on the ground - and this is because there is an immediacy to the courses that is driven by the nature of the medium upon which they are delivered. This isn't a correspondence type of environment - students demand significant involvement from instructors (*ibid*).

With regards to undergraduate online courses or programs, WVU has both the advertising and PR programs offered online as minors during the summer, but majors continue to complete the majority of their coursework in the classroom.

The University of Missouri

The website of the Missouri master's degree program in Strategic Communication promotes the program with the opening:

With chaotic work schedules, family commitments and other time constraints, there are many impediments to pursuing a

graduate degree. However, the Missouri School of Journalism School of Journalism has a solution for you.

Attend online courses that combine the credibility of the Missouri School of Journalism with the convenience of using the Web... the School has always been on the cutting edge, and that innovative spirit continues in its highly regarded online master's program. Master's degrees in media management and strategic communication are available (Internet).

In the online model for the Strategic Communication program the website states that the “program is based on five principles: strategic planning, technology, relationship building, a global/multicultural perspective and a communication toolbox.”

The specific program includes:

Program Core: 16-18 Credits

- * JOURN 8000 Mass Media Seminar (3 credits)
- * JOURN 8080 Media Ethics (3 credits)
- * JOURN 8006 Quantitative Research Methods
Or JOURN 8008 Qualitative Research Methods (3 credits)

Strategic Communication Core: 18 Credits

- * JOURN 7736 Economics and Finance of the Media (3 credits)
- * JOURN 7978 Media Management and Leadership (3 credits)
- * JOURN 8018 Strategic Communications Research (3 credits)
- * JOURN 8020 Principles and Tools in Strategic Communication Planning (3 credits)
- * JOURN 8058 Communication in Media Organizations (3 credits)
- * JOURN 8070 Professional Seminar (2-3 credits) Can be repeated: Attendance for one hour seminar on campus is required

Capstone Level: 10 Credits

- * Professional Project: JOURN 8098 MA Project Seminar (1 credit) and JOURN 8190 Area Problem in Journalism (9 credits)
- * Thesis: JOURN 8100 MA Thesis Seminar (1 credit) and JOURN 8090

Research in Journalism (9credits)

Total Required for Graduation: 37 credits

How do the students evaluate the instructor and the program? One student wrote “As a distance online student, it is especially meaningful to me that she is highly responsive. I never go more than a day (if that) without getting a response from her to a question I've e-mailed, and she has provided a high level of individual attention that you often don't get in an on-campus classroom. I am learning a lot and feeling challenged, which was what I was seeking when I chose the program.”

Advertising Education at Junior College/Community Colleges (JC/CC)

Little has been written about Junior College or Community College's programs for advertising education. Yet, there is far more than realized, especially advertising art programs. But there's more to be reported in this study.

JC/CC programs for advertising education are taking place in three different academy areas: business or marketing, journalism or mass communications and art. Programs in both business/marketing (B/M) and in journalism/mass communication (J/MC) are a part of the school's associate degree programs with only one or two basic advertising courses. In the advertising art programs the number of courses may range to six or more.

Advertising Art

On the website, <http://www.universities.com>, there are about 300 JC/CC schools that offer the associate degree in "Commercial and Advertising Art." The programs are offered in nearly every state. The preface for the listing reads:

Associate degrees in Commercial and Advertising Art: A program in the applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via illustrations and other forms of digital or printed media. Includes instruction in concept design, layout, paste-up, and techniques such as engraving, etching, silkscreen, lithography, offset, drawing and cartooning, painting, collage, and computer graphics (website).

Most of the schools listed are community colleges, along with a few art institutes, art academies, and technical schools. There are also some regular senior colleges listed.

One the schools listed is Central Piedmont Community College. The program is titled "Advertising + Graphic Design." The school is located in Charlotte, NC. The program chair, Kenn Compton, says that the school's program is typical of other community college programs.

Compton spent nearly 30 years working as a professional graphic designer before joining the full-time faculty in the fall of

2006. In addition to the regular faculty, the program has an advisory committee that holds the program in high regard.

As are problems for other community colleges there is the problem of the amount of transfer credit to four-year schools. In many of the community colleges there are agreements as to which of their courses would transfer. This holds true for transfer credit for advertising programs in business or journalism colleges.

Compton explains his program as having “one pure advertising course, Advertising Copywriting, in his program that focuses on the development of campaign concepts, supporting headlines and body text, and story boarding. We also have four studio courses which we are beginning to give a specific focus to: Design 1 covers the basics, Design 2 deals with identity/branding and beginning next semester, we are devoting Design 3 to advertising” (Compton 2008).

Journalism/Mass Communications (JC/CC)

JC/CC schools have the same transfer problems that are found in other two-year schools. In most cases a student wanting to transfer journalism credits from the community college to a four-year school will be limited from 12 to 18 hours, usually with only one specific course in advertising.

Beverly Bailey, Tulsa Community College and president of the Community College Journalism Association (CCJA), reports that her school “offers a 2-year transfer degree Journalism and Mass Communication with specialization in Advertising. We have articulation agreements with 4-year schools across the state” (Bailey 2008).

Other JC/CC schools have made similar agreements with local, regional and state four-year schools. In fact, in some state journalism and mass communications organizations and JC/CC colleges have established guidelines for transfer credit.

John R. Sparks, professor and chair of the Journalism program at South Plains College, Levelland, TX, reported the associate degree program for advertising. It reads: “The following curriculum is designed for students preparing to transfer to a university to complete a baccalaureate degree in advertising” (Sparks 2008).

COMM 1307	Introduction to Mass Communications
COMM 1335	Television Production
COMM 2327	Principles of Advertising
COMM 2330	Introduction to Public Relations
COMM 1337	TV Production II

COMM 2305	Editing and Layout
COMM 2339	Writing for Radio and TV
COMM 1129 & 1130	Publications 1129-1130

The rest of the courses for the Associate of Arts degree are required general education courses.

Business/Marketing

An example of how advertising fits into a marketing program is found at Joliet Junior College, Joliet, IL. The advertising course is a part of the two-year Associate in Applied Science Degree in Marketing Management.

Wayne Gawlik, Advisor for Marketing and Management Programs, provided the requirements for the concentration in Marketing Management (Gawlik 2008). As is found in many other business programs, advertising is usually limited to one course for transfer purposes. Those required business courses that are required for the Associate degree include:

ACCY 101	Accounting I
ADV 101	Principles of Advertising
BLAW 101	Business Law I
BUS 111	Principles of Business Communications
MGMT 101	Principles of Marketing
MKTG 101	Marketing
RET 107	Retail Management
SALE 101	Sales

A more specific program designed for students interested in advertising was reported in Lane Community College's Marketing and Public Relations program. Specific information and courses required were not provided.

High School for Innovation in Advertising and Media

Brooklyn, NY - Three high schools had been targeted for closing in Brooklyn, and Brooklyn's Borough President, Mary Markowitz, saw it as an opportunity (Monahan 2008). She pushed to restructure one of those schools into a high school specializing in advertising. "The advertising mecca of the world has always been just a subway ride from Brooklyn, but unfortunately that career track has long by-

passed our black and Latino communities,” she noted. According to Markowitz, “This school will go a long way in preparing our very talented and creative communities of color for exciting and very lucrative careers in advertising and marketing” (McCains 2008).

Markowitz's office contributed \$2 million toward making this happen. The school also is backed by a partnership including the American Association of Advertising Agencies, Interpublic Group, Virtual Enterprises, Microsoft, and VCU Brandcenter director Rick Boyko. Boyko will lead an advisory board in developing the curriculum (McCains 2008).

I.A.M. High School opened in September 2008, with 108 ninth-graders. As students progress through the grades, and more students enter behind them, the school is predicted to reach an enrollment of 425-450. Adaleza Michelena, a curriculum developer, will serve as its interim principal. Her plans include running students through classes and workshops in their first two years, to learn about advertising, and then to put them into internships in their junior year. The senior year might include working in an in-house advertising agency.

Other types of advertising education not reported

Although many types of advertising educational programs were discussed for universities, community colleges including advertising art, and now high schools, there are still other types that should be recognized. For many years, advertising, marketing and sales associations have taught courses for their members and in some cases for the general public. Many college teachers taught these courses as a service to the organization and the profession.

Correspondence courses, one of the oldest sources of advertising education, still exists at many colleges and universities. In studying this type, a problem exists because the title of the source has been changed in many cases to Division of Distant Learning which incorporates, online, correspondence and what is still called Extension Departments. This would be an interesting extension of the study of advertising education.

On the website of Universities.com there is a list at the end of the listing of Associate degrees in Commercial and Advertising Art that is titled: "Featured Distance Learning Colleges and Universities."

The first school listed is the University of Phoenix, considered as the largest of all the distance education schools that offers online Ph.D., MA and BA degrees. In addition to online courses the school has added regular courses in many markets.

Other schools listed in this section include Walden University, Capella University, University of Maryland University College, Liberty University Online, Northcentral University, Ashford University, and the University of Maryland University College - Graduate School. And, there are many others still not included.

Conclusion

The facets of advertising education have gone in many directions during the century. It has gone from trade schools to high schools, to two-year community colleges, to senior colleges, to graduate education, to portfolio schools, to online courses/degrees, and to extension/correspondence courses. Even with all these types of advertising education we have still not covered courses being offered by advertising, marketing and sales organizations. Nor have we adequately included more about other aspects of extension education with courses in advertising.

In the beginning of this book many topics covered the first half of the century where colleges and universities picked up advertising education from the trade and correspondence schools. As we are ending the first century we find the use of the Internet for online advertising education and developed programs in community colleges - especially advertising art - and now, high schools.

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**The Best Advertising Course Ever Written
Will Be the Leading Feature of the**

BUSINESS ARENA

10c a Year

during 1905. And we will tell you why it is the best. It was written by a man who not only knows advertising in all its branches, but who knows, too, how to impart to others what he knows. Because written by an intensely practical man who is, in addition, a keen student and careful investigator, a man who studies advertising conditions, finds out whether profitable or not, and why. All this he tells you. Thus you get experience plus up-to-dateness—a winning combination.

There will be 50 or more lessons on ad-writing, designing, illustrating, retail, mail-order and general advertising principles, type, printers' marks, proof-reading, how to buy space, ad department, card systems, book-keeping and management, the human nature of it, how to influence others, etc., etc.

Another feature will be a series of splendid schemes—money makers. The "Yankee Prize Scheme," a winner, was the first. The "Giant Canvassing Scheme," the broadest, fiercest, most daring ever published—an eye-opener and idea producer for the mail-order man and general advertiser alike, will be the second.

Other things galore, too, on advertising, mail-order business, card-writing, window displays, the little store, correct English, etc. All for a dime—one smoke. Send the dime right now. You can't afford to miss a number. No samples.

FREE—With every subscription, as long as they last, a copy of the December number, containing great Yankee Prize Scheme, best ever published, so say experienced advertisers. Send now.

THE BUSINESS ARENA
127 Haverhill St. Lawrence, Mass.

From *The Advertising World* (1905)

THOROUGH instruction in all branches of advertising writing, designing and management. 52 weeks, with personal criticism of your work. Indorsed by business men. Send 10 cents for a sample copy of "Lewis-Phila." E. ST. ELMO LEWIS, 518 Walnut St., Phila.

**WE CAN TEACH YOU
ADWRITING!**

Our graduates are making money, and with no previous experience (outside of our instruction). Our mail course is perfect. Send for free facts. PAGE DAVIS CO. (Inc.), Suite 4, 167 Adams St., Chicago.

From *Printers' Ink Monthly* (1901)

ILLUSTRATING —————
CARTOONING —————
LAW —————
PHARMACY —————
JOURNALISM —————
AD WRITING —————
BANKING —————
BOOKKEEPING —————



STENOGRAPHY, STORY WRITING, LETTER WRITING, PENMANSHIP, PREPARATORY, MECHANICAL AND ELECTRICAL ENGINEERING, MEDICINE, NURSING and ARCHITECTURE—TAUGHT BY MAIL. Students' pay increased. Positions for Graduates. 40,000 placed. Books free. Original Schools. Write now for free copy "Profits of Knowing How." State course desired.

CHEAPEST AND QUICKEST PLAN
NATIONAL CORRESPONDENCE SCHOOLS,
27 North Pa. St., INDIANAPOLIS, U. S. A.

From *McClure's* magazine (1903-04)

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AD EDUCATION PROS & CONS

Over the course of advertising's first century, relatively little has appeared in the trade press regarding advertising education. But in the late 1970s a series of articles and letters appeared in *Advertising Age* magazine, representing a back and forth between academics and practitioners. This exchange vividly illustrates the advances made by ad education in its first 70 years, while at the same time demonstrating the ongoing debate about its relative worth as an educational endeavor. With the very kind permission of Jonah Bloom, the current Editor of *Advertising Age*, that exchange is presented below in its entirety.

[The following appeared in ADVERTISING AGE Aug. 16, 1976, p. 45, and is reprinted by permission.]

Why I won't teach advertising

Arthur J. Kover

Graduate School of Business,
Cornell University

There has been a lot of flap in the trade press about how badly college courses in advertising prepare students for the business. I agree. I think that college or graduate school advertising programs are bunkum.

The problem with formal programs in advertising is that they portray a world that doesn't exist. Because the training is mostly structured classroom work, the students learn about a business they think is neat and tidy. Of course, advertising is neither of these things. It is messy. There is lots of hassling. Even the simplest novelty has to be picked over and probably compromised with other agency people and with clients. Ordinary "easy" work must be coordinated with people who are not good at being coordinated.

But my criticism of college programs is that they teach students about the advertising business (the few examples of campaigns that worked, the ideal agency

structure as the Four A's would like it to be, clients who are rational), while pretending to teach these students *how* to be advertising people. In my mind, that is the crux of the problem.

Arthur Stinchcombe (a good sociologist) once distinguished between bureaucratic organizations and craft organizations. Bureaucratic organizations, he noted, handle routine work; jobs are carefully defined; they have a rigid hierarchy. On the other hand, he said that craft organizations often turn out unique and personal work; people working in them must have a lot more latitude; the organization is much looser. Obviously, agencies are fairly sloppy business organizations. The people who work in agencies combined the traditional skills of craftsmen with the subtle ones of negotiators.

Experience is the Only Valid Teacher

How can this be learned in the classroom? I don't think that it can. In fact, the only place that a person can master advertising is in the business itself, through an apprenticeship. Experience is the proper teacher for the intricacies of this craft.

Advertising people know this is true. Most of them complain that their new MBAs have to unlearn the stuff they picked up in school. Some of the older ones hearken to the romantic days when kids working in the mailroom became superstars, or when boys got jobs just out of high school and eventually became agency presidents. That apprenticeship system worked.

Now, of course, it is necessary to be certified to get a decent starting job in advertising. One agency for which I worked would hire only Harvard MBAs for assistant account executive jobs. Now, this formal certification does indicate that the person may have some sort of ability (if only dogged persistence), but it does not indicate that his or her training is of any direct use.

Why the need for formal academic certification? One possible reason is that we delude ourselves into believing that advertising is a profession. The thinking: Get more people with degrees and magically we *are* a profession. Of course, advertising is not a profession; it probably never will be. It remains a craft in which the output and interrelations of a group of individuals produce work that is idiosyncratic.

Set Up On-the-Job Training

What can colleges do, if people in the business insist that our recruits have degrees? One thing is to continue to teach students *about* advertising – its history, organizational structure, financial structure, something about psychology; marketing, finance, and accounting. Colleges can set up training programs, perhaps with summer internships or one-year appointments to agencies (for credit). They can try to get active advertising people to teach (and gracefully put out to pasture all the retirees who think that sharing war stories with students is training). These colleges can also be more honest about the limitations of what they teach. Then, when the students are hired by agencies, both they and the agencies will know that the real training is about to begin.

As a professor, I will not pretend to train people for advertising. Nor will I teach courses in “how-to” advertising. I will, on occasion, teach something about how agencies are organized and how agency people get along (or, don't get along) with clients. I will ask current practitioners in the business to spend time with stu-

dents to give them some feeling for the current state of the business. I will, in brief, discuss the background against which the advertising business falls. Yet, as long as I am an academic, I will not pretend to teach students how to be advertising people or how to do advertising. That is the task of agencies themselves or perhaps some other kind of institution than a university.

Professors please note.

Dr. Kover has served as vp/manager of research at Foote, Cone & Belding and as vp/associate research director at Benton & Bowles. He presently teaches organizational behavior at Cornell.

[The following appeared in ADVERTISING AGE on Sept. 27, 1976, p. 47, and is reprinted by permission.]

Faculty admen lambast ad prof who 'won't teach advertising'

How can you best prepare students for careers in advertising? Do you steer them toward great books, expose them to the great minds of the past in philosophy, history and government? Do you encourage them to get some retail selling experience? Or do you try to teach them how to do advertising? Arthur J. Kover of the Graduate School of Business at Cornell University believes that college advertising programs that attempt the latter are no good. Mr. Kover, a former research head at Foote, Cone & Belding and Benton & Bowles, said so in an article in Advertising Age. It drew vigorous dissent from faculty admen, whose comments are excerpted below.

Students who can best adapt to ad world need ad courses

After reading Prof. Arthur J. Kover's article (AA, Aug. 16, P. 45), titled "Why I won't teach advertising," my first reaction is: Who asked you?

Prof. Kover seems to find students who take college advertising courses badly prepared for the business. This is presumably caused by faculty teaching students "about" the business while "pretending" to teach them *how* to be advertising people without the "real world" experiences in negotiation, compromise, servility and so on.

If one overlooks the rampant generalization of such assumptions, what conclusion does he come to? Simply that future advertising practitioners are presumably better off serving an apprenticeship, thus learning from the only "valid teacher" — experience.

But the students who can best adapt to the needs of the advertising world are those who understand something about several key areas:

- The nature and organization of advertising (its evolution, institutions, functions, constraints).
- The nature of persuasive communications.
- Mass media as advertising vehicles. Why have our media developed as they have? Where are they likely to go? What potentials and limitations do they have?
- The advertising research function. Why do we know so little about why and how advertising "works"? What strategies and techniques are available to get information?

- The interrelation of the advertising functions. Putting the advertising function in its proper place with other elements of the marketing mix.
- The nature of advertising in contemporary society. how do we understand the supporters and critics of advertising unless we examine their premises?

If I were an employer, Prof. Kover, I would be inclined to place my long-range investments in a young person with that kind of background, rather than rely on the narrow view of the apprentice.

A good professor is a conduit of that broader understanding, not a prisoner of events.

Don't teach advertising, Dr. Kover.

Kim Rotzoll,
Associate Professor,
College of Communications,
University of Illinois, Urbana, Ill.

Today's agency function is ad making, not teaching

Dr. Kover says he will not pretend to teach students "how to do advertising. That is the task of agencies themselves or perhaps some other kind of institution than a university."

But why should it be? A university exists to teach. An advertising agency exists to make money. Teaching, in an agency, would always be ancillary to that. No advertising agency worth its commissions would want to be known as a great teaching institution.

The very best place to teach advertising, as well as to teach about it, is the university. That is what a university (or college) is for. It has people whose profession it is to teach, fulltime. It might be said by someone (uncharitably) that there are some out-of-touch, lazy advertising teachers around, but that is a useful argument only after it is proved that such incompetents are found only in academic advertising departments and never in other university departments or in advertising agencies or client companies.

I like to teach advertising. I think it is an interesting and important thing to do. I take pride in my creative courses and like to think the students benefit from them. (As will all teachers, I will refer you to my successful former students. Some of us must have had some failures along the line somewhere, but their names seem to filter farther down in the sea of memory.)

I believe that those who learn their lessons well are much better equipped for success in advertising than they would otherwise be. By advertising I include, of course, professional copywriting, but I refer to the entire business of advertising.

In fact, a case might be made that those who are going to benefit the most from university level courses in creativity as it pertains to advertising may well be those who will never try to write another ad or television commercial in their entire career. They will spend their careers judging, reacting to, or making a living in connection with other people's creative work.

They will be better account executives, researchers, media planners, brand managers or just plain consumers because they have studied and tried to create honest, effective, memorable, tasteful, persuasive advertising in an academic course taught by an experienced advertising teacher.

Edward C. Stephens,
Chairman, Department of Advertising,
School of Public Communications,
Syracuse University.

We train our doctors for practice; why not admen?

Arthur Kover says that “the people who work in agencies combine the traditional skills of craftsmen with the subtle ones of negotiators.” Why single out just the people who work in agencies? This happens in many different types of businesses. Also, what about the millions of people who work in advertising who are not employed at the agency level? Is the advertising agency the only place where advertising is conceived and executed?

What Dr. Kover is looking for is a college advertising program for those who work in *agencies*. Most advertising professors teach advertising, per se, whether this skill is practiced at the client or agency level. The in-fighting that goes on at all levels of advertising goes on in other businesses, too. The “subtle skills of negotiators” is an “art form” that is practiced at all levels of society and business.

To be sure, experience is most important of all. But that is not to say that teaching the fundamentals of a subject like advertising is wrong and impossible. I have had 41 years of experience in advertising and only 11 years of teaching it, on a parttime basis. I find each element (teaching and practice) important.

We turn out doctors who spend years in colleges and universities to learn about medicine. Is what they have learned meaningless until they do practice? The practice is to gain experience, to put their learning to good use.

Another one of Prof. Kover’s “sore points” is that the “training is mostly structured classroom work [where] the students learn about a business they think is neat and tidy. Advertising is neither of these things. It is messy.” So, what else is new? Is it better to bring a student into this messy advertising environment with some background or let him duck the brickbats with no training? The “neat and tidy” results of millions of business decisions are the result of turmoil and other “messy” transitional periods. With some classroom background in advertising, the successful people in it (at client and agency levels) learn to fight back, win their own points, contribute to the best possible end result.

I will not be able to teach the subtleties of advertising – how to become a good negotiator, how to get along with clients and agencies, how to best use the various talent teams that make up the total internal and external advertising staffs, etc. But I can and will teach the principles of advertising, even if Dr. Kover won’t.

What advertising doesn’t need is to have active and retired members of the business who won’t speak up for it, especially in a classroom. Young people have enough cockeyed ideas about what’s wrong with advertising and marketing without having knowledgeable people back off from their responsibility.

Carl B. Luginbaur,
General Advertising Manager, Heywood-Wakefield Co., and

School polishes adman?

No, but it's a fast start

Our educational system teaches advertising fundamentals not only to those comparatively few who choose advertising as a career, but most important, to *all* students of business in universities and colleges.

Most such institutions try to prepare their business students by providing such necessary courses as accounting, economics, supervision, business law, data processing, etc. But some colleges and universities fail to require academic training in salesmanship and advertising. Students who follow such a curriculum get into the business world and flounder around, wasting valuable time, learning salesmanship and advertising through discouraging experiences. They need experience, but why not from a solid foundation of basics in the subject?

Dr. Kover is right – universities will never be able to produce polished account executives, copywriters, creative directors, media directors, or even business administrators. Experience must become a part of the learning process. But, I believe *qualified* educators can provide advertising or business students with basic information and experiences that become tools that will be helpful in understanding their chosen careers more fully and help make their work satisfying.

William C. Marz,

Advertising Instructor,

Oxnard and Moorpark Colleges,

Ventury County Community College District,

Camarillo, Cal.

Experience best teacher?

Okay, but prepare for it

Prof. Kover suggests the establishment of internships in advertising agencies and the recruiting of active professionals to teach. These are excellent suggestions *for* teaching advertising.

What, then, are his reasons for not doing it? One of the problems, he says, is that students come out of the classroom thinking that the advertising business is “neat and tidy,” an opinion I cannot share. They certainly don’t walk out of my classroom thinking that. In fact, I know of very few individuals in or out of the classroom who have this view of advertising.

Another of his reasons for not teaching the subject is that “experience is the proper teacher for the intricacies of this craft.” Even if we accept this statement as absolute – that is, that only experience acquired inside an agency is valid – isn’t it better to face this experience knowing the difference between an account executive and a traffic manager or having some idea of how to use SRDS [Standard Rate & Data Service] and other research tools?

I teach advertising because it feels good when a student tells me he has been encouraged to seek a career in advertising now that he understands the business a

little better; or when a student tells me his job interview went well because he felt comfortable talking about advertising.

Irving Weingarten,
Assistant Professor, Communication,
New York Institute of Technology.

Education for advertising?

It works; look at grads

I don't agree with Arthur Kover's harsh evaluation that college advertising courses and programs are bunkum. He *is* teaching advertising, for his article identifies him as presently teaching organizational behavior at Cornell. The behavioral sciences are part and parcel of the world of advertising. They deal with people and how they react to the world in which they live.

While I have spent "only" ten years in the college teaching field handling courses in advertising, retailing and business management, those years were preceded by more than a quarter of a century in the so-called "real" advertising world. So I am well aware of the hassling and head-knocking that take place between client and agency. The young college grads – so eager, so willing, so anxious to enter advertising – will have ample time to discover the battleground with its infighting, quarreling and mud-slinging.

But permit the students to get the kind of education that will, at least, help them to distinguish between different printing processes, understanding how a tv commercial is created, see how Starch readership studies are prepared, and learn the "secrets" of writing sales-building ads. Blend in the history of advertising, its social and economic impact, and then the young man or woman is adequately equipped with the right tools for their first ad job.

It works. I've seen it happen.

Nathan Weinstock,
Department of Business Administration,
Orange County Community College,
Middletown, N.Y.

[The following appeared in ADVERTISING AGE on Feb. 7, 1977, p. 59, and is reprinted by permission.]

What's the best training for admen? Ad chiefs differ

By Merle Kingman

Features Editor

Most advertising directors with big national ad budgets and most agency presidents believe that a college degree in advertising is very helpful preparation for an ad career. But some of these admen believe that a liberal arts degree is even better, and a vociferous minority finds a degree in advertising largely useless.

Those are the findings of an ADVERTISING AGE study. It all came about after AA published a Features article headed, "Why I won't teach advertising" (AA, Aug. 16, P. 45) by Arthur J. Kover, Graduate School of Business, Cornell University, who wrote, "There has been a lot of flap about how badly college courses in

advertising prepare students for the business. I agree. I think that college or graduate school advertising programs are bunkhum.”

Dr. Kover’s assertions drew irate rebuttals from college teachers of advertising who, although sincere, had an ax to grind (AA, Sept. 27, P. 47). So, to find out what the feeling is among major advertising employers, AA Features surveyed 80 heads of agencies and corporate advertising departments by mail. The survey drew a 68% response, indicating that these executives take the subject seriously. The corporate ad chiefs were all with major national advertisers and most of the agency heads were with the largest agencies, since these employ the largest numbers, although several medium and smaller agencies were included for a cross section.

56% Find Ad Curricula Very Helpful

These admen were asked how important is a college degree in advertising as preparation for an ad career – “very helpful,” “moderately helpful” or “largely useless.” More than 56% said “very helpful” and 30% said “moderately helpful,” although some admen in these groups believed a liberal arts degree was better or otherwise qualified their votes. And 13% voted an ad degree “largely useless.” One ad chief offered his comments but didn’t “vote.”

Some of the nation’s largest advertisers lined up in support of college ad majors. **R. B. Funkhouser**, director of advertising at Carnation Co., Los Angeles, said: “A college degree applicant with an advertising major is much better prepared to go right to work productively than one without.” In agreement, **J. P. Kelley**, director of advertising of Goodyear Tire & Rubber Co., Akron, maintained: “Unless you have some knowledge of one of the crafts involved in advertising, I don’t know how you would get started today without such a college degree.” **H. Lloyd Taylor**, director of advertising, Du Pont, Wilmington, Del., even named schools he favored, recommending a “major in advertising such as is offered at the University of Missouri, University of Illinois and Penn State.”

Some things an ad degree has going for the graduate were analyzed by **William A. Marsteller**, chairman, executive committee, Marsteller Inc., New York: “A college degree in advertising tells us several things. First, that the student has made a choice and is interested in advertising. These students generally know the terminology. they may or may not be very skilled in advertising crafts, but they start with some knowledge that non-advertising students do not have.”

James S. Fish, vp-consumer communications and marketing services, General Mills, Minneapolis, stressed: “Much of the necessary technical background (writing, typography, communications, technologies, sociology, psychology, etc.) can be learned in a good university. We don’t hire enough of these young, eager, *trained* people.”

‘Well Rounded Grad We Can Teach’

But blunt dissent came from **Thomas J. Gallagher**, president of Doyle Dane Bernbach, New York, who asserted: “The best way to learn about advertising is on the job. A liberal arts degree is much more useful to a young recruit than is a degree in advertising. It makes him much more of a rounded person and we contend that we can always teach the intelligent and committed about advertising here.”

In addition to Mr. Gallagher, others who voted an ad degree largely useless included **Robert Maitland**, director of advertising, Pan American World Airways, New York, who preferred “the study of (1) the English language, (2) society, (3) history, (4) geography and (5) ethics,” and **David B. McCall**, chairman, McCaffrey & McCall, New York, who “would far rather hire people with liberal arts training.”

Said Mr. McCall, “We try to hire several young men and women each year who have no experience and train them in copy, the art department or in account management. We find that, on the whole, they work out well and are a refreshing factor for us all.

“Art school is essential for art directors. Research people need a thorough grounding in math and statistics. God only knows what makes a writer, but probably a good, sound liberal arts background helps. Account people are best trained in the businesses which they hope to serve in an agency.”

No ‘Vocational Training’ in Ad Biz

Another dissenter, this time representing a smaller agency, was **Sidney Clayton**, Sidney Clayton Associates, Chicago. “An advertising curriculum, unlike an engineering, science or professional curriculum, does not educate people in the art and science of its subject,” he asserted. “Advertising is as much a product of synthesizing something out of nothing as it is a process of following a prescribed series of steps which are relevant to one of the hard sciences.

“I don’t think advertising lends itself to ‘vocational training’ even at the college level. A good advertising person is well rounded in literature, art, economics, statistics, psychology and the sciences. He has to be able to call on a host of personal resources to communicate effectively with clarity, impact and memorability.”

A substantial share of admen, despite finding ad curricula “very helpful,” made it clear that they placed equal or superior value on liberal arts. After voting an ad major very helpful, **Thomas B. Adams**, chairman, Campbell-Ewald Co., Detroit, declared: “The best educational background is a liberal arts degree or experience in some category of the commercial communications business.” Also in the “very helpful” category were **Carl W. Nichols Jr.**, chairman, Cunningham & Walsh, New York, who saw the best background as “journalism and/or broad liberal arts, with heavy emphasis on English, history and the social sciences,” and **S. C. (“Bud”) Sawyer**, manager of media, Borden Inc., New York, who commented: “I know of several eminently successful advertising people who never completed college, but generally a liberal arts education will help to provide a wide range of knowledge which a person in advertising needs.”

Agreeing with Bud Sawyer that talented people sometimes can get their education outside college, John R. Landan, president, Koehl, Landis & Landan, New York, commented: “A non-related liberal arts degree can be helpful only to the extent to which it can enhance an over-all education. However, any person with the drive and intelligence should not be ruled out for lack of said degree. The best educational experience is one which provides the broadest exposure to a wide range of subject areas, *i.e.*, liberal arts.”

Accent on English Lit

Many with no bias against a major in advertising, voting it “moderately helpful,” nevertheless came out strongly for liberal arts as just as good or better. They

especially favored English courses.

Among such admen was **K. C. Esty**, general merchandising/advertising manager, Mobil Oil Corp., New York, who insisted: "A liberal arts education is much more helpful than a degree in advertising. The best background is liberal arts with emphasis in English and some experience in selling." **Robert E. Jacoby**, chairman and president, Ted Bates & Co., New York, said: "We have found that a B.A. in English literature, psychology or humanities is more valuable. Or straight business courses such as economics, statistics, etc." **Al Ries**, chairman, Ries Cappiello Colwell, New York, seconded that: "The best educational background is the classic subjects: English, math, history, physics – not marketing or advertising subjects."

Edward N. Ney, president, Young & Rubicam, New York, who endorsed liberal arts as the best ad training, stressed that it "is good for the discipline, and an occasional inspired teacher who will create curiosity."

One point that came out clearly in many of the comments was that curricula both in advertising and in liberal arts are important in developing the ability to think and work.

Edward B. Wilson II, chairman, J. Walter Thompson Co., New York, emphasized: "Good advertising comes from all kinds of background. Any educational discipline that teaches an individual to think, to organize those thoughts and to articulate the results verbally and in writing is good background."

T. E. Voss, vp of advertising, Polaroid Corp. Cambridge, Mass., maintained: "A college degree is a symbol of experience, maturity and a flexible mind. The best educational background is writing and development of the ability to communicate." **Lee Coit**, president, Coit/Petzold, Portland, Ore., who found either an ad major or liberal arts okay, said: "The main thing is for the student to learn to think and organize." **John de Garmo**, chairman, de Garmo Inc, New York, echoed that: "The ad degree is helpful, not because of the subject but because to achieve a degree requires the ability to think." Said **George H. Gruenwald**, president, Campbell-Mithun, Minneapolis: "The attainment of a college degree in itself is evidence of an individual's ability to learn and of his ambition level."

Describing an ad degree as "not particularly helpful," **Robert L. Christiansen**, president, Cramer-Krasselt, Milwaukee, commented: "What counts is the four or more years of developing the perspective and the sense of accountability that comes with the experience of living away from home in a reasonably demanding environment. College provides the opportunity to explore many points of view, the chance to make mistakes and to learn from them in a totally personal – and sometimes painful – way. It offers the chance to test concepts and to appreciate the successes and failures of the past. Above all, it should help develop skills in communication."

Ad Jobs Take Different Training

Another point often made: Different training is required for different types of ad jobs – writers, artists, account men, etc. For example, **Eugene H. Kummel**, chairman, McCann-Erickson, New York, recommended "for a marketing man, two years at a graduate business school, plus work in a supermarket. For a writer, a liberal arts program, with as much writing as can be crammed into four years."

Such differentiation also was made by Joseph Basso, president, Basso-Boatman, Newport Beach, Cal., who was one of those deeming an ad degree largely useless. "Advertising graduates? I would trade them all for a candidate with a marketing degree," he averred. "The best background: For an artist, Art Center School. For account people, marketing with selling experience. For copywriters, experience in on of California's mental hospitals!"

Hire Graduates? 75% Say Yes

The second of three questions asked by AA in its survey was: For an advertising job, do you ever hire young people fresh out of college? Some 75% said yes, 25% said no.

Most of the no's were medium or small agencies, and therein lies a contradiction. Some of the big national advertisers who do little or no hiring of college grads suggested small agencies as good places to start, but smaller agencies generally said no, thanks.

William M. Claggett, vp and director of communications and marketing services, consumer products division, Ralston Purina Co., St. Louis, voted yes as to hiring college grads, then added, "but seldom." He suggested: "A small advertising agency sometimes offers excellent training since it offers opportunity to perform a wide spectrum of advertising tasks."

But the smaller agencies made such comments as these (with vote in parentheses):

(No.) "We're small. I'm afraid we must let someone else do the job training." – William S. Kolb, president, Kolb/Tookey & Associates, Chicago.

(No.) "We find they almost never understand business. But we do have an intern program with a local college – and it's successful" – Mr. Basso at Basso/Boatman.

(Yes.) "Never successfully. A smaller agency has little opportunity to train people properly. Less demanding jobs with media are more effective for good background" – Mr. Coit of Coit/Petzold.

(Yes.) "But not as many as we wish. It is not realistic for an agency of our size to assume responsibility of training more than our share of tomorrow's ad leaders" – Mr. Christiansen of Cramer-Krasselt.

(No.) "Small agencies cannot afford the high cost. In a small shop, each individual has to contribute and there is little time or money to train a newcomer" – Mr. Clayton of Sidney Clayton Associates.

These College Grads Couldn't Spell

Finally, "yes, but" was the vote of Leo P. Bott Jr. of Leo P. Bott Jr. Advertising, Chicago, who said: "We've employed quite a few young men 'fresh out of college,' intending to train them. But we had to let them go. Had they marked talent for writing distinctive copy, we would have condoned their common fault: Each of them misspelled numerous simple everyday words, creating a dangerous situation. (One couldn't spell his telephone exchange correctly, and he had been on his college newspaper!)

"Many college graduates want a career in advertising as the easy, quick and glamorous route to success. We probably got the negative end of the law of averages – the misfits. None showed any particular creativity in the several weeks em-

ployed. I can't recall a single spark of originality, a good headline or a practical idea presented."

These comments accented the need for talent, without which no ad courses or English literature will be much help, as various ad chiefs made clear. **Shepard Kurnit**, chairman of DKG Inc., New York, who hires new college grads "very rarely," feels that it "takes too long to train them up to skillful participation, so we depend on the larger agencies for that 'first job' educational experience," adding, "We have to be open to that rare, possibly uneducated, gifted person who can still make the greatest contribution through sheer talent, guts or understanding of people. That talent can come from anywhere."

John S. Sugg, chairman, Cole & Weber, Seattle, put it this way: "That degree in advertising may be helpful in getting the initial interview. After that, it's a matter of the individual." Louis E. Reinhold, president, Richmond Advertising/-Reinhold Associates, New York, who found an ad curriculum "moderately helpful," felt that the degree should be accompanied by "most importantly, talent. Talent will surface and will be recognized. All else will be learned on the job."

'Let Someone Else Train Them'

The smaller agencies were not alone in shunning the college graduate. Some hardly small shops were in the ranks, too. **Jerry Della Femina**, president, Della Femina, Travisano & Partners, maintained: "An ad degree is not a substitute for on-the-job training. At best, it provides a student with fundamental training. Hire 'em? No, we wait for other agencies to do the training." At de Garmo Inc., Mr. de Garmo ventured: "We simply require experience, limited though it may be."

Some heads of big corporate ad departments also turn thumbs down on graduates. **Gail Smith**, general director of advertising/merchandising, General Motors, Detroit revealed that GM does not hire such young people "for direct advertising assignment. Usually we start them in the field for practical distribution experience." **Roy Bergold**, director of advertising/promotion, McDonald's Corp., Oak Brook, Ill., replied, "Usually not. They need two years of experience to handle our type of jobs."

Among the majority of agency and corporate ad chiefs who do hire graduates fresh out of college, many expressed enthusiasm. At JWT, Mr. Wilson said: "We hired 19 in 1976." **Blair Vedder Jr.**, president, Needham, Harper & Steers, Chicago, commented: "Many, if not most, of our best people (and those in other agencies) started 'fresh out of college.'"

At Goodyear, Mr. Kelly said the company not only hires grads, but "we have helped some of them get through college, then moved them into the advertising department."

Journalism schools with top ad departments can look warmly at Marsteller Inc. Mr. Marsteller reported: "We recruit at colleges every year and hire anywhere from six to 12 trainees primarily for our New York and Chicago offices. We concentrate our recruiting activities in the journalism schools, advertising departments and colleges of communications at perhaps the eight or ten colleges we believe do the best job of preparation."

Besides JWT, Needham and Marsteller, other big agencies reporting training programs included Ted Bates & Co., Bozell & Jacobs International, Campbell-Ewald, Campbell-Mithun, Cunningham & Walsh and Doyle Dane Bernbach. At

McCann-Erickson, Mr. Kummel reported that, after a five-year hiatus, McCann is rejuvenating a training program for “a limited number right out of college.”

Stanley H. Katz, president, Leber Katz Partners, New York, credited a training program with “a high degree of success in the past four or five years” and he tacked on this advice to ad career aspirants:

1. “Complete your undergraduate studies.
2. “If possible, in your senior year, get an internship (for credit, if available) with a local tv or radio station, newspaper or publication.
3. “If you can afford it, go right on to your MBA program.
4. “If you can’t, get a marketing job (at any level, no matter how lowly) in industry (if you can complete your MBA program at night).”

Selling Experience Gets Top Nod

AA’s final question was: What do you feel is the best educational or work background for an ad career?

Most ad chiefs urged a combination of background factors, and the element most often included was selling experience, as in these comments.

“Salesman, preferably door to door” – Mr. Della Femina.

“Liberal arts with a strong dose of economics; selling – field sales or retail” –

Stuart B. Upson, chairman, Dancer-Fitzgerald-Sample, New York.

“Sales; research; retailing” – Mr. de Garmo of de Garmo Inc.

“Sales is the best background, face to face. Learn how people think and what motivates them. If you can make a good sales approach in person, it is the basis for a good advertising campaign” – Mr. Coit of Coit/Petzold.

“Selling at retail; mail order writing” – **Frank Vos**, chairman/chief executive officer, Altman, Vos & Reichberg, New York.

“Package goods salesman, retail salesperson, magazine or newspaper writer or art director” – Mr. Jacoby of Ted Bates.

“Ad major with heavy emphasis on marketing and business courses. Sales and people-related job experiences” – Mr. Gruenwald of Campbell-Mithun.

“Liberal arts education, retailing experience” – **George B. Bernard**, chairman/chief executive, Aitkin-Kynett, Philadelphia.

“Two years of liberal arts, two years ad major, grad school if possible and plenty of work in selling or related fields while getting the education” – Mr. Fish of General Mills.

Carl Ally Suggests Travel

As a way to help know what makes people tick, travel was recommended by some admen. **Carl Ally**, chief executive officer, Carl Ally Inc., New York, suggested “liberal arts and travel, both demographic and geographic.” Mr. Ney of Y&R pushed for “liberal arts education, then as many jobs as possible dealing directly with people (get out in front). Travel as far as possible, spending time in varied places ranging from the Metropolitan to the A&P – talk with people.”

Other ad heads urged writing as part of the mix – like **W. B. Doner**, chairman, executive committee, W. B. Doner & Co., Southfield, Mich., who cited “writing and art/design,” and Mr. Voss of Polaroid, who listed “writing and the ability to communicate.”

Writing experience often was coupled with selling. **Henry W. Eisner**, president, Eisner & Associates, Baltimore, endorsed “practical experience in writing, and retailing in some form,” while Mr. Marsteller stressed: “Any selling experience counts most, but we also like work experience in any kind of writing.”

G. Andre Delaporte, chairman, G. Andre Delport Inc., Syracuse, N. Y. suggested “working with and understanding the media – tv stations, publishers, etc.”

As best background for agency management, “marketing, market research and accounting” were recommended by **Daniel E. Switzer**, president, Kloppenburg, Switzer & Teich, Milwaukee.

The Adman Is a Generalist

Whether favoring liberal arts, ad courses or a business/marketing major, ad executives had some thoughtful comments on what the business needs in young people. Mr. Clayton of Sidney Clayton Associates, who favored liberal arts, observed: “An advertising person is a generalist; there is no substitute for a vast panorama of personal experiences on which one can draw to communicate ideas.”

Charles D. Peebler, chairman/president, Bozell & Jacobs International, New York, declared: “You need as broad a background as possible. Advertising courses are fine, but you need business and liberal arts, as well.”

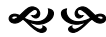
“Most important to us is the desire, the dedication, the willingness to roll up your sleeves and go to work. We believe in the concept of not only trying to out-think the competition, but outworking them.”

At Cramer-Krasselt, Mr. Christiansen concluded: “The best educational background is one of breadth and scope. It doesn’t matter so much what a student’s major is, as long as it is augmented by a variety of courses in different departments. The goal of a college career should be to stretch minds and build awareness. Most importantly, the student should learn how to communicate what he knows and where to go for the knowledge he lacks.”

Probably that comment sums up as well as any the consensus among the advertising heads AA surveyed. The results offered something for everyone, with a body of exponents for advertising curricula, liberal arts and business/marketing programs. Prof. Kover notwithstanding, only a small minority looked upon the advertising curriculum as a linker. But for ad students particularly, the watchwords were: Take care what school you choose.



From *McClure's* magazine (1900)



AROUND THE WORLD

The principal domain of this book is advertising education in the United States. Most of this field's history, in fact, comes from the U.S. Some mention of programs around the world, though, is essential. We do not, after all, live in isolation. And never in history has that been more true than it is today. For example, many of the faculty in programs around the world are graduates of U.S. programs. Likewise, many faculty in U.S. programs have immigrated from other countries. Most professional academic conferences in this field today draw attendees from all over the world.

If we had attempted to survey advertising programs outside of the U.S. in 1970, well into this first century, it is likely we would have come up almost empty-handed. By 2008, though, it is quite a different story. There are far too many schools even to mention here. There are about 195 countries, and some of them have dozens or even hundreds of schools that now teach advertising. Consequently, we confine ourselves to offering a few examples. We do not intend to represent these as the best or most prestigious programs, though some or all might be, rather they are presented as a small sample of what is available on a global level.

Africa

AAA School of Advertising

Johannesburg, Cape Town, and Mauritius, South Africa

[<http://www.aaaschool.co.za/>]

The South African Association of Advertising Agencies (AAA) in 1986 approved a program of on-the-job training for students of the Boston House College of Advertising, in Cape Town. Three

years later the College was offered for sale to the AAA. Advertising agencies, members of the AAA, contributed funding for that purchase, and on January 1, 1990, the college's name changed to the AAA School of Advertising.

A second campus was opened in Johannesburg that same year. At that time students took courses in creative, copywriting, and marketing for one year, followed by a year in an internship. It changed to a two-year diploma program in the mid-1990s, and to a 3-year program in 1999.

Before 2005 private higher education institutions in South Africa were prohibited from conferring degrees. When that changed, the school began a Bachelor of Arts (Creative Brand Communication) with specialization in Art Direction or Graphic Design, and a Bachelor of Arts (Marketing Communication with specializations in Account Management, Brand Management, or Media Management). In addition, the three-year diploma courses were retained: Diploma in Copywriting, Diploma in Marketing Communication, and Diploma in Visual Communication.

The AAA School of Advertising, in 2008, is the only academic institution accredited by the International Advertising Association in sub-Saharan Africa. It serves about 600 full-time students each year.

China

China is a particularly interesting country to observe when considering the growth of advertising education around the world. A Communist country where advertising tends not to thrive, it nonetheless began advertising education with Xiamen University, in 1983. A decade later there were just 13 schools offering such programs. After nearly a quarter century, in this single country an estimated 322 colleges teach advertising. Of those, 235 (73%) are undergraduate programs and 87 (27%) are vocational schools. And 29 of the undergraduate schools are included in the Chinese government's "985 Project," an initiative to advance the country's top universities, accounting for 76% of the schools included in the project. In Shanghai, alone, 24 colleges offer advertising programs. At this time, Tibet is the only province in the country with no such programs. There also are graduate programs associated with some of the undergraduate

schools. Masters programs are on the rise, and a small number of doctoral students also are being trained in the field (Huang 2008).

Fudan University

Shanghai, China

[<http://www.fudan.edu.cn/>]

An Advertising Department was opened at Fudan University in 1994, with Professor Shi'an Cheng as its primary founder. Professor Cheng is an advocate of balancing theory and practice, and brought that philosophy to this new Department. The Department is located in the university's School of Journalism, like most such programs in China.

In the early 1990s, Shanghai was undergoing an economic transformation that included opening its borders to the outside world. As a result, international advertising agencies were flooding into China, which brought with it a demand for a skilled workforce. This was the force that drove the creation of this new department (Cheng 2008). Fudan, as a top-tier university, was ideally positioned for this relatively new field of training.

As the program was being conceived, the faculty looked to foreign universities for ideas, especially to the United States. As a result, the program trains students in economics, competitive analysis, consumer insight, product positioning, planning, creative, and more, embracing all aspects of marketing communication. Students also are required to complete an internship (Cheng 2008).

Recent rankings place Fudan's program at the top, among advertising programs throughout China. Some of the undergraduate students go on to attend graduate programs in the U.S., but in 2004 the Department began offering a Master of Advertising. It remains the only program in China to offer a Masters degree specifically in advertising. The very next year, 2005, it started offering a doctorate in Mass Communications with an advertising orientation.

Hong Kong

Hong Kong Baptist University

Kowloon, Hong Kong
[<http://www.hkbu.edu.hk/>]

Though obviously now a part of China, for many years Hong Kong stood as a separate country that embraced a free market economy. Given that important distinction, it is worth noting that advertising education in Hong Kong preceded that of the rest of China. It began in 1968 when a Department of Communication was created at the Hong Kong Baptist University (HKBU), making 2008 its 40th Anniversary. The Department at that time boasted three majors: Journalism, Radio-Television, and Public Relations and Advertising (PRA). The PRA program was created under the direction of Professor Timothy Yu, a former student of Wilbur Schramm at Stanford University. The Department was not authorized to confer degrees until 1987, and in 1991 it was reorganized into a School. The School had three departments: Journalism, Communication Studies, and Cinema and Television. Public Relations and Advertising were placed in the Department of Communication Studies (Leung & Lee 2005). Dr. Ernest Martin was a key player in the 1990s, as the Department added programs in Organizational Communication and Digital Graphic Communication. During this time the PRA program was accredited by the International Advertising Association. The School also added a Master of Arts program in Integrated Communication Management, under the direction of Dr. Kara Chan.

Chinese University of Hong Kong

Shatin, Hong Kong
[<http://www.cuhk.edu.hk/>]

The Chinese University of Hong Kong (CUHK) is the second oldest university in Hong Kong. In 1957 the New Asia College, Chung Chi College, and United College were established by the Hong Kong Chinese Higher Education Association, and in 1963 the three colleges were combined to form CUHK. A fourth college has since been added. As of 2008 CUHK continues to be the only university in Hong Kong to have multiple colleges.

Advertising began at CUHK in 1975, when the university was just 12 years old. At that time the Department of Journalism began offering a concentration in Public Relations and Advertising. This concentration, too, was the creation of Professor Timothy Yu, after he moved to CUHK from HKBU. As of 2005 these are the only two universities in Hong Kong to offer full advertising programs, although others offer at least a course in the subject (Leung & Lee 2005).

Japan

According to the Nikkei Research Institute, universities in Japan as of 1993 offered a total of 349 courses that involved some advertising content. By 2006 that number had blossomed to 2128. In fact, the courses where advertising was the *primary* focus increased from 192 to 549 during that same period. Clearly advertising, as a subject, was gaining a presence at universities. Meanwhile, though, as of 2002 no university in Japan offered a separate Department of Advertising. Most advertising courses are situated in schools of commerce or business administration (31.4%), with art or design schools accounting for 18.6%, followed by economics (10.1%), sociology (9%), information management (5.3%), and human sciences (4.3%), with schools of communication offering a mere 3.2% (Shimamura et al. 2002).

Waseda University

Tokyo, Japan

[<http://www.waseda.jp/>]

Waseda University (WU) was founded in 1882 as Tokyo Senmon Gakko (College), but received its current name in 1902, upon obtaining full university status. It is a member of “Universitas 21,” which is an international coalition of top research universities. A school of commerce was added to the University in 1920.

This school offered its first advertising course in about 1953, taught by Dr. Tasaburo Kobayashi, in the management area. “Marketing,” as a distinct concept, was not a part of Japanese universities at that time. American advertising books, like Walter Dill Scott’s,

The Psychology of Advertising, served as study material for these early students of advertising (Shimamura et al. 2002).

The School of Commerce was the sole domain for advertising education at Waseda until 1966, when the School of Social Sciences began offering courses under the direction of Mr. Toshio Yamaki. The School of Education soon began offering a course in Public Relations, taught by Dr. Yasuhiko Kobayashi, while in the School of Literature Professor Hiroshi Uduki started offering a copywriting class (Shimamura et al. 2002).

By 2008 the School of Commerce was offering four courses and two seminars in advertising each year taught by Professors Kazue Shimamura and Akihiro Kamei, former president of the Japan Academy of Advertising, making this one of the more extensive programs in Japan. Approximately 200 students take each of the four courses in any given year, for a total of 800 students. The School of Commerce has approximately 5000 students enrolled at this time. It does not have a separate department of advertising or marketing.

Aoyama Gakuin University

Tokyo, Japan

[<http://www.aoyama.ac.jp/>]

Aoyama Gakuin University (AKU) is a part of an educational institute that dates back to 1874, when Methodist missionaries established three small schools. Over time it became a seminary, then a technical-professional school, and in 1949 officially became a comprehensive university. Today it is accredited by the Japanese University Association and is a member of the Japan Association of Private Colleges and Universities.

The Department of Management in the School of Commerce (now the School of Business Administration) at AKU was established in 1966. Advertising was first taught in 1972, by Yasuhiko Kobayashi (Shimamura et al. 2002). Dr. Y. Kobayashi subsequently trained at the University of Illinois under Charles Sandage and Kim Rotzoll (1977-79), and later spent time as a visiting professor at Northwestern University (1999) and Università Cattolica del Sacro Cuore, Milan. Aoyama Gakuin opened its graduate school of business in 2006, offering the first integrated marketing communication course in Japan. Other courses include advertising creative, media, direct mar-

keting, brand advertising, and consumer behavior. In 2008 the school offers ten advertising courses taught by four faculty, with about 500 students taking those courses each year.

Korea

Chung-Ang University

Seoul, Korea

[<http://www.cauic.com/>]

Chung-Ang University (CAU) began as a Methodist church kindergarten in 1918. It evolved over the years and was finally accredited as a college in 1948, and as a university in 1953.

The CAU advertising and public relations program is the oldest in South Korea. It was first established in 1974. For Korea, the field of advertising was in its infancy at that time, and many of the agencies that developed were little more than departments of one manufacturer or another. The CAU advertising program was begun to provide workers for this new industry. Between 1974 and 1980, about 150 advertising and public relations majors graduated, and many of them have become leaders in today's industry.

From 1981 until 1988 the program was merged into the university's Journalism program, as the result of a new government policy. But in 1989 that policy was withdrawn and the program reopened. By 1990 the Korean advertising/public relations industry was ranked 11th in the world, putting the CAU program in an ideal position. Since 1989 the program has graduated nearly 1000 students, and in 2008 more than 250 undergraduate, 40 masters, and 20 doctoral students are enrolled.

Russia

Advertising education in Russia began in a small town in the far South of the country, Rostov-on-Don. It began in a private school, the South Russia Humanitarian University, in 1994. Another privately owned school, the Moscow Humanitarian Academy, began offering a full five-year "specialist in advertising" program the very next year. Federal standards were set in 1996 for education in adver-

tising, and over the next few years a handful of regional universities added both core and special programs in advertising to their curricula. By 1999 there probably were fewer than ten programs in the country. Between 2002 and 2006 the number of schools offering advertising in a core program with a “specialist” degree expanded greatly. By 2008 there were approximately 135 such programs. The “core” and “specialist” designations are terminology used until transitioning to a new system in 2010. In that year these programs are expected to begin offering “Bachelors” and “Masters” degrees in advertising.

International Institute of Advertising

Moscow, Russia
[<http://www.ii.a.ru/>]

The International Institute of Advertising (IIA) was founded in 1999 as a privately owned school. Its purpose was to build a special university-level education program to support the advertising and marketing communication industry in Russia, as well as internationally. In 2005 the Institute was accredited both by the Ministry of Education and Science of the Russian Federation, and by the International Advertising Association. Numerous multi-national advertising agencies have partnered with IIA to help build a qualified workforce in Russia.

The Institute, in Spring 2008, had 134 full-time (five-year) students, 210 part-time (six-year) students, 99 working on specialties other than advertising, and 132 correspondence/distance learning students. Faculty include 5 full-time with Ph.D degrees, five full-time with “specialist” degree, 14 part-time with Ph.D degrees, seven part-time with “specialist” degree, and 23 visiting practitioners.

Sweden

Beckmans College of Design

Stockholm, Sweden
[<http://www.beckmans.se/>]

Advertising education in Sweden began at Beckmans College in

1939, then known as the Anders Beckman's School. The school was established that year by Anders Beckman, a leading advertising illustrator and exhibition designer. Beckman was a leader in the creative culture of the time. His inspiration for the college struck him while working on the World's Fair in New York. From this he developed the concept for a three-year practical and theoretical school that admitted students based on their creative portfolio of work. By 2008 the College offered programs in advertising and graphic design, fashion, and product design. Beckmans is essentially a portfolio school that is recognized as an undergraduate program. It offers classes in color & design, theory, illustration, marketing & communication, and more. The College has plans to offer a Master's degree program in the near future.

Berghs School of Communication

Stockholm, Sweden

[<http://www.berghs.se/>]

Though not quite the oldest in the country, the Berghs School was established in 1941 by Gösta Bergh, at a time when Europe was being torn apart by war. Advertising was one of its original offerings, besides illustration or croquis which have since been dropped from the curriculum. The School began with just a dozen students. By 2008 it had grown to accommodating about 5000 students (including working media professionals) each year, with about 200 full-time students. School officials estimate that approximately 70 percent of practitioners in Sweden's advertising agencies have been educated at this School.

Berghs is a private school with educational programs now focusing on four areas: advertising, media, public relations, and design. It reaches beyond just the art and copy aspects of advertising. Newer technologies have led to offering courses in such things as computer animation and interactive communication. It adheres to a philosophy of integrated communications that reaches back more than six decades, blending strategic, creative, and production work into a unitary end-product. And all full-time students work with students from other disciplines on joint projects.

In addition to courses in the full-time program, Berghs offers a range of shorter courses. It also provides online courses, intensive

courses, executive courses, and even commissioned corporate courses, in either English or Swedish. Course offerings include journalism, copywriting, graphic design, advertising, illustration, public relations, professional writing, branding, direct marketing, media strategy, scriptwriting, and more. The school employs ten permanent teachers, but has about 900 additional lecturers, teachers and supervisors every academic year, around 80 percent of whom are working practitioners.

Conclusion

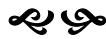
There are dozens, if not hundreds, of schools that we wish we could include here. It would take too much space and too much time to do them all justice. Each country and each school, as is evident here, has its own unique history. What barely is visible here, though, is the culture, the circumstances, and the dynamics that led to the birth of advertising education in these different parts of the world. Clearly, there is much more to write about the history of advertising education than we have captured here.

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From *Century* magazine (1904)



LOOKING BACK

Between us, we have spent a good many years studying advertising education, past and present. Some of our thinking has coalesced in the development of this book. What follows are our conclusions; our opinions. And one of the major issues we have seen is the ongoing debate throughout the past century concerning whether or not advertising education has any real value.

The Value of Advertising Education

In the early 1990s a group of university advertising students visited a major advertising agency in New York. A Vice President of Media graciously took the time to speak to them. At one point a student asked him about what he values when hiring those fresh out of college. He responded, “I don’t have an advertising degree and, frankly, I would never hire anyone with an advertising degree.” (Probably not the most politic thing to say to that particular audience.)

It should be noted that this same gentleman bragged to the students about a media buy he had supervised that put a fruity alcoholic beverage’s billboard across from a high school since, he boasted, he had discovered the drink appealed to high school students. His judgment, then, might be sub-optimal. Nonetheless, his attitude toward advertising education is not all that unique among practitioners today, nor was it yesterday.

Ferber and Dunbaugh (1957), half a century ago recounted:

Conversations and correspondence with agency and media men indicate an undercurrent of distrust in the effectiveness of adver-

tising courses in universities. At the 1956 Advertising Federation of America convention in Philadelphia, professional advertising men spoke almost contemptuously of present-day advertising education, claiming it to be abstract and cloud-built, not in tune with reality.

Steuart Britt (1963), a few years later, reflected:

The contemporary advertising educator is caught between two different groups – both pretty much opposed to education in advertising. One group consists of *practitioners* of advertising, most of whom do not believe in advertising education. The other group is made up of *professors* of subjects other than advertising or related disciplines, who also do not believe very much in education in advertising.

In like manner, Quentin Schultze (1982) declared:

The major trade journal, *Advertising Age*, has frequently printed letters and editorials from disgruntled agency personnel complaining that colleges generally do a poor job of preparing students for advertising careers, and many practitioners today would no doubt agree with Claude Hopkins, who wrote in 1927 that he was ‘exasperated’ because the courses offered were ‘so misleading, so impractical.’

Most of those who question the merits of ad education believe hands-on experience is the only worthwhile training. This echoes the sentiments about journalism education in the 1800s, mentioned in Chapter 1: “There is but one school of journalism and that is a well-conducted newspaper office.” Old attitudes remain. But there is a learning curve, and a well-crafted college education can help prospective employees climb that slope. It also can help students look beyond the confines of a single job, in preparation for the job of tomorrow. Education *done well* can train students’ thinking as well as their knowledge.

In the late 1990s the president of a major advertising organization, addressing a large audience of advertising professionals, spoke disparagingly about advertising programs and declared that agencies could do all the training they need. A member of the organization’s board, president of a large ad agency, said something like, “I guess you wouldn’t be interested in me, then, since I was a university advertising major.” Open mouth, insert foot.

College and university advertising programs have accomplished more than some practitioners believe. The list of a small sample of graduates from these programs presented in Chapter 10 is ample proof. In fact, a survey of agency professionals several years ago discovered that about a third had degrees in business or marketing (often including some ad education), another 23 percent in journalism, mass communication or advertising, and just 27 percent had degrees in fine arts or the humanities (Donnelly 1992). So the idea that this industry is peopled with history and literature graduates is no longer quite as true as it was in the early 20th century. Though many professionals do not recognize this fact, the evidence is in: advertising education has value.

The reality is that so long as even that many in this industry have no formal advertising education, it is quite natural that they may feel they are living proof advertising education is unnecessary, or even undesirable. As Donnelly (1992) states, "It is not unusual for advertising practitioners to delight in pointing out that most of their peers have nonadvertising degrees." And those who feel the school of hard knocks trumps advertising education will continue to hire bright-but-untrained employees in their own image, who likely will perpetuate these attitudes. The puzzle for educators is figuring how to break this cycle.

Progress most certainly has been made. And the more professional successes by ad grads, the more they will be sought by employers. This undoubtedly mirrors the experience of virtually every profession, but it is a slow process that already has taken a century in this profession. At such time when major employers (e.g., advertising agencies) refuse to hire any but those with advertising diplomas and certificates, we finally will know that ad education has matured.

In the meantime, we continue to struggle with how best to approach this educational endeavor. Since the beginning, the most fundamental difference of opinion revolves around how practical, or hands-on, a program should be.

Type of Training

In spite of protests to the contrary, many professionals truly value advertising education, they simply distrust the sort provided by

universities. This may explain why we find agencies establishing their own training programs. Some of those, like W+K12 (see Chapter 14), go beyond a mere weekly lecture to try to act as a “school.” Lowe Lintas’ training program (Salvosa 2001) is another example that, in many ways, emulates universities with its own “semesters” and multiple classes for the employees/students. Like most of the Portfolio programs, these approaches rely principally on working professionals as their faculty. And they are almost entirely hands-on.

Of course, their potential weakness is that agencies tend to teach advertising as it is practiced *at that agency*, without respect to how it is done elsewhere in the industry. If the agency is outstanding the education may be fabulous, but if the agency is poor its “students” may learn bad habits. By contrast, if done properly, a university or independent advertising program can observe the industry and cherry-pick the best practices from a variety of businesses. It also can pick the best teachers from a larger pool of talent.

But probably the most important consideration is that few agencies can afford such in-house programs. And in times of financial stress, even the large agencies cut those programs. Outside of agencies, other advertising-related businesses are unlikely to have genuine training programs. University and Portfolio programs, then, are important to most of these companies.

The Portfolio programs are highly valued by many agencies, in part because they most closely emulate the “applied” approach found in the agency programs. They are taught by practitioners, and tend to emphasize development of a creative portfolio and the creative thought process. In some respects these are modern, and much advanced, versions of the original advertising training offered in the 1890s, where a copywriter or art director would offer lessons at a price. Most of that advancement occurred between the late 1960s and early 1990s. The result is that those programs have become a critically important source of talent for the industry. The principal limitation of most such programs is that they do not teach the entire spectrum of advertising skills. Researchers, account planners, media planners, and account executives must find other means of learning.

The university programs generally take a different tact. They typically try to be a training ground for everyone in the advertising field, from copy to media, so their approach is broader. This, too, is in accord with the perceived needs of the profession. While practitioners extol the benefits of practical training, they also hail the need

for a “liberal arts” education. Burton (1955, p. 15) notes, “Since advertising requires so many facets of knowledge, no one can ever tell in advance just which subject will ultimately prove most valuable to him. For this reason, a wide liberal arts background is desirable in addition to the specialized background.” And, of course, accredited universities always require students to take subjects that are outside their desired field. A four-year degree might require 120 or more hours of study, yet allow only about one quarter of those to be in the student’s major, so virtually all of them have a liberal arts foundation.

Even within that structure, however, some programs are more applied than others. Kim Rotzoll, former Dean of Communications at the University of Illinois, used to say that his program did not train students for their first job, but rather for their last job. His point was that he believed in training students to think rather than training them to do today’s job, so they are prepared for advancement in their career. As shown in Chapter 9, Illinois’ program was perceived differently from some other programs, like Syracuse, seen as more “professional” in orientation.

This theory-versus-practice debate, too, reaches back to a time before the 1828 Yale Report, long before the advent of advertising education. At one time colleges despised applied education, instead embracing religion and the classics, but today they teach architecture and accounting and computer programming and all manner of skills. Yet there continue to be many in education who feel that teaching skills is to diminish the stature of a program.

As a consequence, there is no unified approach to advertising education. In that sense it has progressed little in the past century. But the theory/practice debate is not the only reason for this lack of unity. The differing locations of the programs also contribute.

Communication or Business?

More than any other single event in the past century, the Ford Foundation and Carnegie Foundation reports mentioned in Chapter 2 had a profound impact on advertising education. It did this primarily by nudging it out of business schools and, in most cases, giving communication/journalism programs sole custody.

The irony, of course, was that the reports criticized business programs from being too applied, leading to advertising being jettisoned, yet today business schools tend to embrace applied education. And business schools are thriving with today's approach while communication-based advertising programs generally find themselves short of resources, and faculty pay is thousands of dollars below their peers in business school marketing programs. Financially, marketing programs are poised to take over advertising education, if they choose, and projected shortages of marketing faculty might provide the incentive to hire away the best educators in communication-based advertising programs. One of the early teachers of advertising, George Hotchkiss, in 1925 put it this way:

[T]o regard advertising permanently as a function of journalism would seem to me unwise ... The college may well give some instruction in advertising as applied economics, psychology and English composition. But college traditions make it likely that such instruction will be in the hands of those whose interest in the subject is purely academic and theoretical. The best place for teaching the practice of advertising is the school of commerce or business administration (Schultze 1982).

The potential weakness of that outcome is in the “creative” side of advertising. Art direction and copywriting simply do not fit comfortably in most business schools, which is why many of the portfolio programs are more closely associated with art schools. This could lead to an even greater division between teaching account management and strategic planning versus teaching creative conceiving and design. It could result in part of advertising being taught in business and another part being relegated to portfolio schools, with no educational coordination between the two. But even that becomes complicated in a world of ever-increasing convergence of communication media.

Convergence and Divergence

When the 20th Century began, it was fairly simple for advertisers to select media. The choices were few. Not only have the sheer numbers expanded exponentially, but the technologies have grown with similar enthusiasm. And where advertising was once easy to

recognize and describe, it now is difficult even to define (Richards & Curran 2002). Rather than talk in terms of “advertising,” we now frequently use a more encompassing term, “marketing communication.” This is why toward the end of the century we saw some advertising programs change their names, and the term “integrated marketing communication” or IMC became the vogue.

The result is that many advertising curricula are expanding. They now encompass not only print and broadcast, but e-commerce (“electronic,” e.g., computers) and m-commerce (“mobile,” e.g., telephones). And because those technologies blur traditional lines, the curricula also entail direct marketing, sales promotion, public relations, and so forth.

Because they are claiming ownership to bigger and bigger pieces of the marketing mix, it should be even more attractive for marketing programs to pull advertising back into business schools. At the same time, these programs are laying claim to more and more forms of communication, which *should* make them more important and more valuable to communication schools.

But communication schools and colleges almost invariably began as journalism schools and – this is a part of the story we did not address in the preceding pages – a large number of journalism academics never have wholly embraced advertising as a subject area. They see journalism as a higher calling than advertising, because the former involves *informing* the public while the latter involves *persuading* them. Advertising also is seen by some as less honest. Ben Bagdikian, Dean of the University of California-Berkeley Graduate School of Journalism, made his opinion clear:

Not only do we not teach public relations and advertising, but we believe they have no place in a journalism school. We think that journalism is more than technique. It should be governed by an inflexible principle presenting the truth about any subject insofar as that is possible (Stein 1988).

For this reason, some communication schools have dropped, or never offered, advertising courses. Others offer the courses, because students want them, but financially starve them.

This helps to explain why advertising programs that are separate departments, rather than sequences or concentrations, tend to thrive. A few years ago a simple meta-analysis of rankings was done (Richards 2004). There had been seven rankings of advertising pro-

grams in the previous dozen years, and this analysis found ten schools had been mentioned in more than one as a top program: Florida, Georgia, Illinois, Michigan State, Missouri, North Carolina, Northwestern, Syracuse, Tennessee, and Texas. Nine out of the ten were stand-alone departments, under the thumb of neither journalism nor marketing. North Carolina was the sole exception. It also should be noted that every one of those ten programs is located in a school of communication, suggesting that the best location for these programs might not be in business.

Conclusion

These are unresolved issues. And there are more, because the programs and the discipline are in constant flux. For example, at the beginning of this past century the advertising programs were almost exclusively mens' clubs, but today there are about twice as many female as male students. In part this may be driven by flagging salaries in the industry, at least at the entry level, and low salaries can have a profound impact on whether a business or communication school wants to house a program. It also affects the amount of financial support that can be expected from industry.

But the industry, too, has experienced notable changes. In the last decade of this past century the Internet ushered in exciting opportunities and profound problems for advertising, and those changes created aftershocks in the educational process. Those issues likewise are ongoing.

The next century will bring immense change to advertising education, as educators attempt to resolve some of these issues, as well as those yet to arise. But every discipline grows and evolves. The purpose of this book is make certain that the contributions of all the wonderful educators who worked to establish this as a legitimate field of study are not forgotten. Thousands have taught advertising courses over these years, and some dedicated their entire professional (and sometimes personal) lives to their students. In Chapter 3 we listed some of them, but we truly wish we could list them all. The current state of advertising education rests squarely on their shoulders.

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ADVERTISING INSTRUCTION

From *McClure's* magazine (1903-04)

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From *Associated Advertising* magazine (1916)

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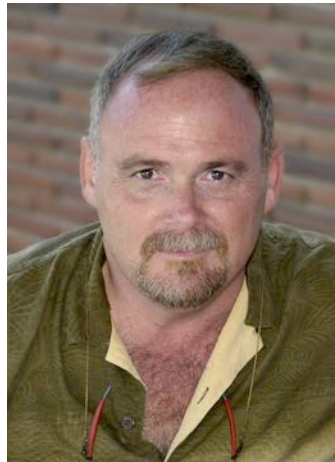
Billy I. Ross

Bill was one of the founders and the 2nd President of the American Academy of Advertising in 1960. He also has served as Chairman of the National Council of Alpha Delta Sigma (1967-69), President of the Lubbock Advertising Federation (1968-69), President of the American Society of Journalism School Administrators (1976-77), President of Kappa Tau Alpha national honorary journalism society (1984-86), as well as chairman, president, or board member of several other organizations. He is in the Texas Tech University Mass Communications Hall of Fame, as well as in the Louisiana State University, Manship School of Mass Communication Hall of Fame. Having taught at both of those schools (and a couple of other schools) for many years, Bill also was Chair of the Department of Mass Communications at Texas Tech from 1970 to 1987. He has been teaching since the 1950s and writing about advertising education since the 1960s. He has published 8 other books and numerous articles and book chapters. Dr. Ross holds a Ph.D from Southern Illinois University, and also is a retired Colonel in the U.S. Army and a recipient of the “Legion of Merit.”



Jef I. Richards

Jef, following in Bill's footsteps, became the 45th President of the American Academy of Advertising in 2008, it's 50th Anniversary. He has worked as a photographer, a sign language interpreter, a lawyer, and an advertising professor. For the past two decades he has taught in The University of Texas Advertising Department, serving as its Chair from 1998 to 2002. He is on the Board of Directors of the Advertising Educational Foundation, and on the Editorial Boards of the *Journal of Public Policy & Marketing*, the *Journal of Advertising*, the *Journal of Interactive Advertising*, the *Journal of Current Issues and Research in Advertising*, the *Journal of Consumer Affairs*, the *International Journal of Electronic Business*, and the *Advertising & Society Review*, as well as being an associate editor of the *International Journal of Internet Marketing & Advertising*. He is author or co-author of two other books and more than 50 articles and book chapters. Dr. Richards holds a Ph.D. from the University of Wisconsin, and a J.D. from Indiana University. And his middle name starts with the same initial as Bill's.



Copy Editors

Alan D. Fletcher

Alan actually knew how to write, so he was drafted to copy edit this volume. He also edited our previous book, so he was experienced at making us look good. Besides, he was the 21st President of the American Academy of Advertising (1983). He also served as Chair of the Association for Education in Journalism & Mass Communication's Advertising Division (1975), and Chair of the American Advertising Federation's Academic Division (1984-85). He spent 20 years of his life teaching, at Louisiana State University, where he served as head of the Advertising program. He also taught at various other universities, including the Universities of Illinois, Georgia, and Tennessee, as well as Illinois State. Besides authoring several articles, he was senior author of *Fundamentals of Advertising Research* and *Problems and Practices in Advertising Research*. Alan's Ph.D was from the University of Illinois (1969).



Joseph R. Pisani

Joe was the 40th President of the American Academy of Advertising. He also served as president of the Gainesville Advertising Federation (1995), and was recipient of the American Advertising Federation's Silver Medal. At one time Joe was a practitioner, with an advertising and public relations firm in Houston, Texas. But he taught at the University of Texas, the University of Kentucky, and even spent five years in the College of Business at the University of Maryland. But he spent 32 years of his career as part of the advertising faculty at the University of Florida, 19 of those as department Chair. Joe holds a Ph.D in Economics and Business Administration from the University of Maryland, College Park (1972).

