

BUSINESS EDUCATION AT NEW YORK UNIVERSITY

THE NEXT GENERATION

(Pending Publication)

DR. KAREN R. GILLESPIE

CHAPTER ONE

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Dr. Karen R. Gillespie

Introduction

Dr. Karen R. Gillespie was the first of the “next four” at New York University. Dr. Herbert Tonne had left for SUNY Albany in 1966; thus another full-time person was needed in the Business Education Department. It turned out to be a long-time professor from the School of Retailing at NYU, Karen Gillespie. Karen had been with the School of Retailing since 1941, making the transition to the School of Education after a quarter century in her previous position. While she only stayed in the School of Education in the Business Education Department until her retirement in 1975, her impact was immediate and significant, as many of the changes that she implemented during this decade have lasted right up to the present day.

Karen was born in Ogden, Utah on November 22, 1909 and died an untimely death on January 2, 1992 at the age of 82. She earned her Bachelor of Arts degree in Speech, English and Arts from the University of Utah in 1930, her Master of Science degree in Retailing from New York University in 1936, and her Ed. D. from Columbia University in 1959. Her dissertation was titled “Education for Potential Retailing Executives.” After earning her bachelor’s degree she began a teaching career by teaching typing, speech, and drama to local high school students in Utah and working as a sales assistant at Paris Department Store in Salt Lake City. Then, upon hearing that the School of Retailing at New York University was offering a scholarship toward a master’s degree in retailing, she and her husband, Francis, moved to New York City to pursue that degree and work in the retail industry in New York. She had excellent experiences in stores ranging from Macy’s to B. Altman and Co., to Abraham and Strauss, Inc., to the Arnold Constable Corporation. She then joined the School of Retailing at NYU February 1, 1941 as an instructor. This was the beginning of a fifty-year association with NYU. Karen rose steadily through the ranks from Instructor, in the Spring of 1941; to Lecturer in the Fall of 1941; to Assistant Professor in 1945; to Associate Professor in 1951; and to Professor in 1959, all at the School of Retailing until the fateful move in 1966 when she moved to the School of Education. She became Department chair of Business Education in 1969 and remained in that role until the mandated age retirement of 65 in 1975. From 1975 until 1992, she was a ‘Super Adjunct’ adjunct professor and Professor Emerita of Business Education at NYU, and she then returned to the newly reorganized Institute of Retail Management at NYU. She remained as its director in a full time role until 1978.

Dr. Karen Gillespie’s contributions to business education are numerous. Her strongest and most lasting have come from her guidance to her students. She took a once-prominent, but then relatively dormant program in business education and led its revitalization. She focused on bringing the non-traditional student into the program, not just the student who was or wanted to be a business teacher. She promoted the innovative alternative Ed. D. program in the field to allow those who wanted to focus on other than typical research projects to develop their works and to succeed. The alternative Ed.D. program included such doctoral research as videos,

development and validation of marketing games, and programmed instruction, among other forms. Those whom she guided to their doctorates have affected business education in a wide swath of the country and the world and been both academically and financially successful. One of her students is known to have heard Karen say that she was a millionaire many times over if you measured and tallied the success of her graduates. It is no surprise that in 1975 she received the Great Teacher Award at New York University, and that she was selected to deliver the Peter L. Agnew Memorial Lecture in 1986 on Business Ethics, the monograph of which completes this chapter.

Karen also contributed to the literature of business education in many ways. She was sole author of the texts—Home Furnishings (1951 - 1957), Creative Supervision (1981 - 1989); co-author of seven editions of Know Your Merchandise (1944 – 1994) and the lead author of four editions of Retail Business Management (1970 – 1994; the fifth edition posthumously, identifying Karen’s lead authorship, in 2009) . She wrote numerous articles for professional publications in the field and authored dozens of book reviews.

In addition to her Great Teacher Award in 1975 referenced earlier, Karen received many other recognitions. In 1973, she was the recipient of the Outstanding Business Educator Award from the Business Education Association (BEA) of Metropolitan New York. Two years later she was recognized by the Business Teachers Association of New York State with its Clinton E. Reed Outstanding Business Educator Award. Alpha Chapter in Puerto Rico gave her the Outstanding Professor Award in 1982, while the American Collegiate Retailing Association presented her with the Hall of Fame Award in 1986. Following her death in 1992, Karen was honored by her induction into the Business Education Hall of Fame in 1998, which is located at the University of Wisconsin, Whitewater. While there were several other testimonies to her career successes, the capstone was in 1991 as a special honoree upon her 50th anniversary of teaching at New York University. In addition to other accolades presented to her at that time, a scholarship was created in her name to benefit business education students at NYU.

Despite these public awards and recognitions, Karen was at heart a very private person. She had a clear separation of her professional and personal lives. Few knew her as an individual outside of the halls of New York University. Her husband, Francis, who worked as an administrator and manager within the retail field, predeceased her, and a son, Robert, was a tennis instructor in Las Vegas. The clearest evidence of this separation of lives was in the final dedication of her estate to New York University for tuition remission scholarships in Business Education. Her life was, in summary, professionally driven, though not in the typical ways. Unlike the First Four at NYU, she did not participate extensively in the standard professional organizations in the field of business education. While Karen was a member of the Home Fashions League, Kappa Delta Pi (an international honorary society in education), the American Association of University Professors, Pi Lambda Theta (an honor society in education), and Delta Pi Epsilon, she was never on the board of the BEA, and she rarely attended conventions of the National Business Education Association unless she was invited to speak. A fitting epitaph for Karen Gillespie was

her attitude toward these professional meetings: if she had something to do there—present or participate actively—she would go, but if the purpose was simply to socialize, she would rather stay home and take care of her students' work.

As befitting her visibility in the fashion field, Karen was always a very fastidious and perfectly groomed petite woman, who 'walked the talk,' according to her former student and friend, Elaine Stone, a Professor of Merchandising and the Director of the Small Business Center at the Fashion Institute of Technology in New York City. Speaking of herself, Elaine wrote, "She took a long-time retail executive and introduced her to the joys of teaching. She showed me how to make use of my experiences to make the learning process more interesting to the student," says Elaine, who is also known for her 'smart apparel and varied hats,' in addition to her three major fashion texts in the field.

Personal and professional grooming was high on Karen's list, and there were also glimpses of Karen's personality beyond her work, but nevertheless attached to it. Dr. Carl Lebowitz, former professor in the School of Retailing and previous dean in NYU's School of Continuing and Professional Studies, reflected on his 50-year association with Karen. Carl "sat across the desk from Karen" for 16 years while both were in the School of Retailing, he then as an administrative assistant to the Dean and Karen as an instructor. When Karen invited Carl to join her in a revision of *Retail Business Management* in the 1970s, they were both invited to the McGraw-Hill offices to discuss the revision plans. Karen noted that Carl's shoes were a bit scuffed and needed a shine, and before she allowed him to visit the editorial offices, he had to stop and get his shoes shined. Such was her attention to detail—and Carl never forgot it! The following meeting went very well and Carl joined the Gillespie authorship team to the present day.

A final personal glimpse into Gillespie's private life occurred when Karen and her husband hosted Herb and Elizabeth Tonne, Arthur and Audrey Rubin, Padmakar Sapre, and Michael Bronner at a reception in her New York City apartment to celebrate Herb's final retirement from SUNY Albany. It was also during this period that an occasional driving visit was made to the Tonne's upstate New Jersey home to share lunch or dinner and business education history conversations.

Her lasting contributions to the Business Education Department at New York University included those whom she hired to assure the continuity of the program. In 1968, she hired Timothy U. Ryals and in 1969 she hired Jean Rockwell Warner Smith, both of whom were doctoral students at the time and who filled temporary needs for full-time faculty. In 1970 she hired Michael Bronner, whose contributions are described in Chapter XX. Her final full-time hiring was a significant one as well when Dr. Padmakar Sapre joined the department. His contributions are described in Chapter i. That two of the next three leaders of business education at NYU were brought in by Karen Gillespie is a lasting testimony to her impact on that program and on the business education profession.

I have the privilege of writing this chapter on the contributions of Dr. Karen Gillespie. She was both my lead doctoral advisor, without whom I would never have finished my degree, and my supervisor during the years that I was an adjunct faculty member in the Business Education program at New York University.

The order of the works presented in this chapter is chronological so that you can see how her writings evolved over the many years of her professional career. They are divided into three phases: pre-School of Education, full-time School of Education, post-School of Education.

Pre-School of Education (1941-1966)

Dr. Gillespie's earliest known publications were the first three editions of A work manual for the study of non-textile apparel accessories, the first and second editions of which were published by the New York University School of Retailing in 1941 and 1943; the third, by Prentice-Hall in 1947. Since all three are currently out of print as well, we cannot read any of her thoughts from these early years. And as most of her other writings prior to 1951 are unavailable at the time of this writing, with the exception of her 1951 book Home Furnishings, we can see her thoughts in the preface to the first edition of that textbook. There is no doubt that her writings, in those early days, emphasized the practical value of an undertaking. What follows is that preface.

There is magic in merchandise facts. No matter how much "eye" appeal" an article of home goods has, the person who knows more intimately the details of the arduous task of obtaining the materials and making them into the product he is purchasing will regard it with greater respect than if he merely purchases its surface attractiveness.

This book is devoted to the retailer and the consumer. It is meant for use wherever information about products for the home are taught and wherever information about home furnishings' merchandise is disseminated to retailers.

These "hidden" values of merchandise, as someone so aptly phrased them, are the theme of this book. Hundreds of students have passed through the author's classes to emerge with a

new appreciation for their possessions merely by studying about the values built into the merchandise.

There are many books on interior decoration, room planning, and arrangement. This book is meant to supplement that knowledge. Here, the emphasis is on knowing and understanding what goes into merchandise to give it the quality the customer is seeking. Facts about the merchandise, how to care for it, and how to understand terms relating to it are explained. It is evident from repeated analyses of selling and copywriting that there is drastic need for more thought given to these elements.

This book has been written for those who are curious about merchandise and interested in learning these little-known facts. For those who study its pages, there will be not only an increased appreciation of their own home furnishings, but, also, they will gain valuable knowledge, which, when properly used in retailing, may even result in additional earnings.

Since each topic covered could easily have an entire book devoted to it, the author has tried to incorporate those points that are important in the merchandise available in today's market. Up-to-date charts and illustrations showing merchandise advertised in current daily news- papers have been included. These are meant for ready reference when purchasing or when training store personnel. Except for the first chapter, virtually every chapter relates to a separate department.

When used in a fifteen-week semester course in home furnishings, the author suggests that approximately three weeks be spent on furniture, one week on rugs, two weeks each on ceramics and glass, two weeks on silverware, one week on clocks and lamps, one week on household utensils, one week on appliances, and one week on plastics. The first chapter may be used as an introduction or as a basis for review of the merchandise studied and to give some idea of the importance of the interior planning and arrangement of the home possessions. This course serves as an excellent introduction to those in the field of interior decoration. (*Home Furnishings, v – vii, 1951.*)

All of her other writings prior to her dissertation, written in 1958, focused on specific retailing topics, as you can see from the chronological bibliography at the end of this chapter.

In 1958, while working at NYU's School of Retailing, she completed her Ed.D. at Teachers College, Columbia University, with her degree conferred in 1959. Its contents are well summarized in the 1959 National Business Education Quarterly's section "Summaries of Studies, Research in Business Education."

Dissertation Title: "Education for Potential Retailing Executives"

Purpose: To determine what education retailing executives believe would be of help to those young people who aspire to be hired and to progress in executive positions in large retail organizations.

Method and Sources: (a) Ten retailing organizations in the New York metropolitan area, having a minimum of 1,000 employees each, were selected to participate in this study. (b) Three senior executives in each of these organizations were interviewed to determine their opinions toward education for potential retailing executives. (c) The executives also rated a total of 86 courses from the fields of liberal arts, business administration, retailing, home economics, and education. (d) To ascertain what education the recently hired executives in these ten organizations had, the background education records were obtained for a sample of the employees hired for beginning executive positions or promoted to executive positions between the years 1950 and 1955, inclusive, and still in the employ of their respective firms.

Summary of Findings: (a) Fifty percent or more of the executives interviewed rated but seven courses out of 86 from the fields of liberal arts, business administration, retailing, home economics, and education as *essential* for potential retailing executives to take: human relations, human relations in retailing; human relations in business; speech; business English; English communication; and economics. (b) The remainder of the courses that 50 percent or more of the executives selected as either *essential* or *desirable* included 32 specialized courses and 11 liberal arts courses. (c) The analyses of a random selection of records, obtained from the 10 organizations, showing the educational background of 511 recently hired employees who had attained executive status revealed that 78 percent of these executives had completed some college work including 56 percent who were college graduates. Analyses of the major studies

listed for 219 of the 288 college graduates revealed that 53.4 percent had majored in business administration studies (including retailing) while almost 40 percent had majored in liberal arts subjects. The remaining 7 percent had majored in education, home economics, or engineering. (*National Business Education Quarterly*, 28:3, 22-23.)

While Karen probably did not know it at that time, her dissertation research provided much of the “food for thought” and the basis for over three dozen doctoral dissertations to follow, which she supervised while directing the Business Education Program in the School of Education.

*Dr. Gillespie always believed in maximizing opportunity and she did this well with her doctoral study in terms of additional publications based upon it. For example, in a 1959 issue of the *The Delta Pi Epsilon Journal*, she wrote a lengthy article stressing the recommendations from her dissertation. In a 1960 issue of the *Journal of Business Education*, she once again summarized her dissertation. Selections from both of these articles follow.*

Colleges, with the cooperation of retailing establishments, began four decades ago to prepare young aspirants to become retailing executives. Thousands of young men and women have received some college education in retailing subjects throughout the intervening years. According to the viewpoints of those executives who hire and promote potential executives, how desirable is such specialized higher education in retailing in preparing young people for positions in the merchandising and/or management divisions of large retail organizations?

For educators who have been assailed during the past years with debates over the relative merits of specialized education versus general education, the implications of these ratings appears to indicate that retailing executives consider that both kinds of education are desirable for potential executives and emphasis might be almost evenly divided between them. (*“Specialized or General Education for Potential Retailing Executives?” *Delta Pi Epsilon Journal*, 1959:2, 8, 17.*)

Interviews with executive of ten large retailing establishments in the New York Metropolitan area indicated that educational achievement was a factor in the initial hiring of potential executives. However, approximately one half of those interviewed considered the

applicant's background at the time of promotion. Participation in extracurricular activities and work experience during school years was considered desirable by over ninety percent of the executives interviewed.

The interest the executives evinced in communication ability emphasizes anew the important role effective speaking and writing should occupy in all phases of the curriculum. (*"Education for Potential Retailing Executives," Journal of Business Education, January, 1960, 35, 187.*)

The connections between the business and academic worlds remained in focus throughout her tenure, as she stressed the need—nay, the demand—that graduates of the academy be well versed in the grounding of the world of work. While this was essential during her years at the School of Retailing, it was a critical to her work with doctoral candidates as well as for a broad range of her students—both undergraduates as well as graduates, too, to which the successes of the cooperative work experience courses attested.

While academic writing appeared to occupy her energies, one of Dr. Gillespie's early articles was a creative one that appeared in 1960. Its tag line was "A fable of a high school that earned the co-operation of business and industry." Here is the gist of that interesting article.

This is the story of a school that we will call Mid City High School and of Mr. Abbott, who was appointed its supervisor of business and vocational education in the fall of 1949.

Mid City is a comprehensive high school in a town of approximately 16,000 people. The business and vocational education department was large, and most students were planning to take jobs upon graduation, but the dropout rate was high. Although the teachers in the department were good, there had never been any real cooperation between the school and the business community.

On his appointment, Mr. Abbott was urged by both the superintendent of schools and the principal to see what he could do to improve things. (*"Putting Democracy to Work in Business Education," Business Education World, October, 1960, 41, 30.*)

The article continues by pointing out four problems that Mr. Abbott discovered.

1. There were no reliable data on the kinds of jobs students got when they left school.
2. Materials and machines in most classrooms were outdated.
3. The textbooks did not meet the needs of the students.
4. Training was entirely in the school building and did not include opportunities for students to work in community offices, stores, and plants. (*Ibid.*)

Mr. Abbott formed a committee comprised of faculty members in the department. This group made four recommendations.

1. That the faculty, in cooperation with business and industry representatives, should form a permanent advisory group to confer on matters of mutual interest regarding the welfare and needs of the young people of the community. This advisory group could consider policies regarding the overall business and vocational curriculum, development of a work-study plan, and replacement of outdated equipment.

2. That the school should develop a public relations program to keep community leaders, parents, students, and others informed of the school's program, its problems, and its progress.

3. That a survey be made of the jobs held by graduates and dropouts over the past two years.

4. That a bibliography be compiled so that additional ideas might be explored. (*Ibid.*)

The article then jumps ten years into the future and indicates what changes have been achieved by taking the four actions recommended ten years earlier. Fourteen items plus the conclusion of the article follow.

1. An annual survey of alumni.
2. An effective work-study program.
3. Better facilities and equipment.
4. Reduction in job turnover of graduates.

5. Specialized training.
6. Guest speakers.
7. An annual open house.
8. A permanent advisory committee.
9. Student profile reports by employers.
10. Speaking invitations for teachers.
11. Effective public relations for the business and vocational programs.
12. Civic understanding of the school programs.
13. Evening classes taught at the high school.
14. Planning for a community college in the city to offer business programs.

The program at Mid City High School is indicative of the kind of community awareness that can be kindled by school administrators and teachers who are willing to make an effort to achieve the appreciation and approbation of business leaders for the school. No school in America that is honestly striving to prepare students to join in the economic life of the community should be without the support of its business and industrial leaders. Wise and capable supervision can do much to achieve this ideal. Mid City High School used one method to accomplish its aims. Any cooperatively planned, democratically developed, enthusiastically supported program could bring as fruitful gains to any high school. (*Op. cit.*, 31, 40-41.)

Dr. Gillespie's interest in the type of research that she did in her doctoral study resurfaced in a talk that she gave for the American Collegiate Retailing Association at the 1962 meeting of the National Retail Merchants Association in New York. This particular presentation foreshadowed similar thoughts that would emerge in the future about business teacher education programs. The talk was then printed as an article in the Spring, 1962 issue of the Journal of Retailing. Excerpts follow.

To study retailing or not to study retailing? That truly is the question the retailing-oriented student ponders as he enters college. The fact to be faced by collegians, both faculty and students, is that many retailers are indifferent to retailing education offered in colleges and universities. These retailers are still devotees of apprentice learning or the “school of hard knocks.” While automating their record keeping, many retailers still prepare their future leaders by outmoded, on-the-job-training programs. Though record keeping is advancing with the technological developments occurring in other businesses, retailing aspirants are discouraged by the time and talent-wasting, outdated methods of apprenticeship training used in many retailing establishments.

For over four decades, collegiate retailing programs have been available to prepare retailing *tyros* for retailing and to speed their progress once they were employed. However, a strange attrition is occurring in these programs. While retailing organizations are mushrooming and expanding, collegiate programs in retailing are dwindling and disappearing. . . . Like all education during the 1950’s, retailing programs were caught in the vortex of progressive criticism. Retailing education was denounced as being too specialized and therefore restrictive in its scope in contrast to the liberal arts course which was characterized as cultural and therefore broadening.

To ascertain the current thinking of retailing executives toward retailing education, a nationwide study was undertaken under the auspices of the New York University School of Retailing on behalf of the American Collegiate Retailing Association. The purpose of this study was to determine what course of studies, in the opinion of senior retailing executives, would best prepare neophyte retailers for this dynamic field.

Questionnaires were mailed in October, 1961 to 302 senior executives in 110 retailing organizations throughout the country. Replies were received from 144 of these senior executives in 36 states (including Hawaii). The replies came from 84 stores in 63 cities in these 36 states.

Selected results follow:

8 percent of senior executives had no formal education beyond high school. 20 percent had some college education. 72 percent were college graduates. 24 percent of the college graduates had some post-bachelor degree.

49 percent of senior executives had a liberal arts degree. 36 percent had a business administration degree. 15 percent had either both or neither.

37 percent of senior executives recommended retailing as the preferred field of college study for prospective retailers. 63 percent did not recommend retailing as the preferred field of study for prospective retailers.

50 percent or more of senior executives rated five specific retailing courses as essential to the new retailer: Merchandising Mathematics; Human Relations; Retail Salesmanship; Retail Buying; and Retail Store Operation.

Among the several conclusions to the study, the following stands out:

In charting a course for collegiate retailing education, what do these findings indicate? What is suggested by the dichotomy between the negative attitudes toward retailing as a field of study and the positive ratings of retailing course-areas as *Essential* knowledge for young people?

Almost two thirds of the senior executives who participated in this study did not recommend retailing as a desirable field of study for potential merchants. Yet these same retailers endorsed individual retailing course areas highly.

Perhaps the merchants have not explored the meaning of their impression that a major in retailing means too narrow a specialization. Perhaps we educators have not made clear that retailing majors spend from two fifths to four fifths of their four-year course in liberal arts work. They study the humanities; social, natural, and physical sciences; and mathematics. The remaining time, from one fifth to three fifths of the program, is devoted to general business studies and the major field of retailing.

Knowledge of this situation should reassure senior retailing executives that a major in retailing provides a cultural base of the liberal arts, plus the opportunity to elect courses in

business administration to enhance a retailing specialization. (*“What Education Do Retailers Recommend for Potential Merchants?” Journal of Retailing, Spring, 1962, 38:1, 1-15.*)

While she did not write an excessive number of articles over the years, the ones that she did write were consistently interesting and varied. In 1963, she addressed the topic of espionage in retailing. The following excerpts from that article show her depth of knowledge of this very critical area.

While the FBI is busy protecting United States citizens, and Interpol is policing international boundaries, while counterspies are ferreting out enemy agents within a country’s borders, retailing sales sleuths are at work uncovering competitors’ secrets and thereby indirectly protecting the American consumer. Yet so skillfully is this sleuthing performed that customers who benefit from it in both price and quality rarely notice that it exists.

Armed with nothing more dangerous than pencil, paper, and a few dollars, skilled spies invade rival retailing establishments. They seek intelligence about advertised products, displays, prices, assortments, stock on hand, groupings of merchandise services, number of customers, and number of salespeople.

Stores of all sizes in all locations investigate their rivals almost daily. Not satisfied, however, with shoppings of these nearby competitors, with market visits, and with reports of their market representatives in buying offices, they extend their sleuthing to other areas.

While stores spy on each other and buying offices spy on stores in market areas, manufacturers and wholesalers also invade stores. These nonretailers seek style stimulation, price and packaging information, and general knowledge about their own and competitors’ products carried on retailers’ shelves. (*“The Role of Espionage in Retailing,” Journal of Retailing, Spring, 1963, 39:1, 7.*)

The article goes on to explain the details of comparison shopping, a polite name for espionage. It then concludes on a very interesting note which explains why this process is of value to the consumer. Dr. Gillespie always looked for the bright, positive side of any action.

What does all this feverish sleuthing, buying, analyzing, and merchandise shuffling accomplish? By investing comparison shoppers with the authority to change prices and to change advertising claims when such actions are indicated and by urging them to ferret out competitors' superior products, stores protect their own reputations and their competitive positions in their communities. Similarly, consumers gain through the efforts of manufacturers, wholesalers, and retailers to compete with one another and to improve their products, services, and prices. Thus, benefits result all along the line from the activities of comparative shoppers – the Mata Haris of merchandise. (*Op. cit.*, 48.)

Dr. Karen Gillespie did not write often about teaching methodology in her years in the School of Retailing nor did she write often for business education yearbooks. She did combine both of these items, however, in the 1964 Business Education Association of New York City Yearbook in the following chapter.

Salesmanship is many things to many people. It is the courtesy of the person behind the counter when you do not know where to find something you seek; it is the help you get when you want to know if a certain product is appropriate for the use intended; it is the reassurance you need when you are debating about the color or the style; it is the advice you need about a solution to a problem; it is the encouragement you need to purchase something out of the ordinary such as a new style or an avant-garde product; it is the patience exhibited by the salesperson when showing a method of using a tool, assembling a product, or teaching a new technique such as rug hooking; it is the explanation of the difference in price between two products; it is the information that enables you to make your purchasing decision wisely.

Can “good salesmanship” be taught in schools? Certainly the basic principles can be taught, and these principles can be applied in the classroom through repeated practice. The fact that experts have never resolved the problem of whether salesmanship is an “art” or a “skill” is indicative, however, of the difficulty inherent in attempting to teach effective salesmanship.

Any subject that has so many facets is a challenge to the teacher for no matter how much is taught, there is still more that needs to be explored and considered. It is to the teachers of salesmanship who agree that certain aspects of selling can be taught that this teaching plan is

directed. (*“Dynamic Dimensions of Salesmanship Today,” BEA of New York Yearbook 25, 40-41.*)

She then goes on to present a lengthy role playing scenario that involves six people: two salespersons, three customers, and a department manager. From the following list of questions posed to the class at the end of the role play, you can see the nature of the six roles.

1. Did the salesperson handle the entire situation courteously? Did he become flustered or annoyed at any point?
2. Did the first customer get good service even though there were constant interruptions?
3. Did the salesperson excuse himself from the customer to answer questions of the other customers, the department manager, and the other salesperson?
4. Was the department manager right in interrupting the salesperson to ask a question about lunch hours? Because he is a supervisor, does he have rights that other people in the store do not have?
5. Should the salesperson from the adjacent department have interrupted the sale to get help with his sales check? (*Op. cit., 46.*)

The article concludes with the following summary.

Students who have had an opportunity to participate in multiple role-playing selling situations report that they consider this to be one of the finest preparations for actual selling in stores. Rarely do they find any real sale to be as hectic as those enacted in the classroom; therefore, they are able to handle complicated events with equanimity and assurance.

Multiple role playing gets the participating students as well as the remaining class members emotionally involved in what is taking place. Learning, therefore, is stimulated.

Any situation which serves to point up a principle of salesmanship is worthy of consideration for multiple role playing and will add a dynamic dimension to the teaching of salesmanship. (*Op. cit., 46-47.*)

In the development of the undergraduate courses, Methods of Teaching Business Subjects, and, specifically, Methods of Teaching Distributive Education, as well as the graduate course, Improvement of Instruction in Collegiate Business Subjects, Karen specifically encouraged role playing exercises to hone these skills. Presentation skills, thinking on one's feet, and reacting quickly to unusual questions or circumstances, she noted, encouraged students to become more effective listeners as well as logical thinkers. In addition, videotapes were often used in the classroom to evaluate and critique student performances in role-playing exercises to enhance both teaching performances and student learning.

Karen was a co-author of two books that lasted for many years through several editions. The first was the textbook Know Your Merchandise of which she was always the second author. The second was Retail Business Management of which she was always the first author. Know Your Merchandise first appeared in 1944 with a second edition in 1953. Neither edition is available for review as of this date, but the third edition in 1964 was found. The preface to this book show such a wonderful picture of the merchandising world at that time that a substantial part is presented here. You can see Karen's personality in the preface, which follows, identifying her as the section's author.

Know Your Merchandise, Third Edition, is a thorough revision of the most widely used textbook on merchandise information. The book is designed for two groups of students: (1) those preparing for careers in retailing and distribution and (2) those seeking guidance and information for intelligent personal buymanship. The latter group includes regular and adult students pursuing homemaking and similar curricula.

In an economy where changes in technology, improvement of existing products, and introduction of completely new products are taking place almost daily, a merchandise text must consider the latest developments. As an example, after fifty years of research, DuPont introduced a new polymeric, or porous polymer plastic, for the manufacture of shoes to be marketed under the trade name of *Corfam*. DuPont has also developed a new resilient nylon "Fiber H" which will be used in women's and girls' hosiery. Both these new developments are mentioned in the revised text.

In addition to a complete up-dating of the previous edition and the expansion of certain units, as well as the introduction of new topics, this third edition has many new photographs and drawings, some of which show step-by-step manufacturing processes.

Labels, advertisements, consumer magazines, radio, and television offer a great deal of product information. But this information must be interpreted – the salesman and the consumer must know what the product really does for the buyer. This book explains in simple language the composition of various products and, more importantly, how these products can be used effectively by the consumer.

PLAN OF THE BOOK

The book has two main divisions: Part I, Textiles, and Part II, Nontextiles. During the preparation of this edition, the authors were fully aware that many teachers would not wish to follow the sequence of organization of the text. In view of this possibility, the authors provided the book with a highly flexible organization. Thus, a teacher may prefer to teach these main parts in reverse order.

Part I, Textiles

The book opens with an introductory chapter entitled “Know Your Merchandise” that discusses the importance of merchandise information to the salesperson and to the consumer, giving the reader the various concepts about buying information. An important feature of the book is presented in this introductory chapter, namely, instruction to the salesperson on how to construct selling sentences. By these sentences, facts are changed from just merchandise information (what the product is) into impressive statements giving advantages to the merchandise (what the product does for the customer).

Following the introductory chapter, the succeeding chapters of Part I present a thorough and interesting discussion of textile information – from the natural fibers of cotton, silk, and wool to the man-made fibers of acrylic through vinyons; their structure, manufacture, and ultimate uses. A chapter on color, line, and design has been added to help the students know and appreciate harmonious combinations in both apparel and home furnishings.

Part II, Nontextiles

Part II is a thorough presentation of the nontextile merchandise usually found in a well-stocked departmentalized store. The plastics chapter now includes the recently developed plastics such as the epoxies, ethylenes, and urethanes. The chapter on rubber has also been expanded to include recent improvements in rubber technology, as well as new units on paint and allied products, and automotive products. Part II also has a new unit on umbrellas in addition to other updating, as well as the recent Federal Trade Commission Guides for Shoe Advertising and Labeling and the Trade Practices Rules for the Household Furniture Industry. (*Know Your Merchandise, Third Edition, v-vi, 1964.*)

The concept of selling sentences is so unique that we should not leave discussion of this book without an example of selling sentences. The following is designed for the "back-to-school" shopping parent.

Technical term: Blucher oxford

Translation of technical term: Shoe that laces. Laces across instep are loose. This oxford has a one-piece tongue.

Salesman's translation of technical term into selling sentences that tells the customer what he wants to know: Because this shoe has loose lace stays, it allows plenty of room for a chubby child's foot. This shoe will never bind the foot but will allow it to be comfortable yet well supported. The one-piece construction of the tongue permits no seams to rub against the instep portion of the foot. The blucher oxford is a popular style for school. (*Op. cit., 7.*)

Karen's attention to detail was obvious from an examination of her writings as well as illustrations and samples gleaned from her research. She acquired a wide range of samples from manufacturers and retailers and used them in her teaching and in her presentations. She brought these samples from the School of Retailing with her to the School of Education where they were well used in various methods classes as noted previously, specifically in the Methods of Teaching Distributive Education. These samples ranged from a display of paint chips and fur pieces to china dishware to fabric samples; many found their way into the new display cabinets in the soon-to-be inaugurated new business education facilities, which opened in 1973. She

indeed was a firm believer in knowing your merchandise and passed this enthusiasm on to her pre- and in-service teachers.

Much of Karen Gillespie's professional writing efforts were as a reviewer of books for the Journal of Retailing. This activity began in 1957 and continued for over two decades. These reviews were very concise, very focused, and very revealing of her expectations that she later applied to her doctoral students' work. A selection of these reviews will be presented in their entirety in the next several pages. As you consider all of them together, you will come to realize the breadth of knowledge that Karen possessed. You can also see from the reviews her complete sense of honesty as they are not all glowing reviews. While some are extremely positive, others are just moderately so.

Book: Salesmanship: Concepts, Management, and Strategy

Author: Willard M. Thompson

Date of Book: 1963

Review: "Salesmanship is a discipline in its own right with problems that must be handled within its own framework. Interdisciplinary contributions supplement salesmanship principles in themselves." This statement on page 161 reflects the philosophy which Dr. Willard M. Thompson expounds in his latest contribution to the literature of salesmanship. Dr. Thompson's introduction of the psychological, sociological, and anthropological concepts that contribute to, but do not substitute for, salesmanship is a step toward relating the social sciences to the field of business. In addition, he explores the need for education and training of salespeople and stresses constantly the importance of the salesman in the American economy.

Dr. Thompson's research into various aspects of sales strategy for both the retailer and the industrialist served as a rich background for the scholastic work he did in amassing information for this text. He interweaves the interdisciplinary topics together with his previous studies and the scholarly contributions of other writers in the field. The result is a thoughtfully prepared,

challenging text that presents many concepts worthy of study and consideration. The use of recorded transactions introduces realism and enlivens the text.

Having previously taught in high school, in junior college, and in several large universities in addition to doing extensive research and writing about salesmanship in industry, Dr. Thompson brings a particularly knowledgeable background to the writing of this book. He is currently professor of business administration at Sacramento State University and president of the Sales Training Services of America, an organization which he founded in 1954. (*Journal of Retailing*, 40:1, 46.)

Book: *The Personal Touch in Interior Decorating*

Author: Betty Pepis

Date of Book: 1964

Review: With the abundance of books on various facets of interior decorating available, a new entrant must offer unique approaches to the subject or impressive ideas to attract readers.

Miss Pepis, formerly Home News Editor of *The New York Times* and Features Editor at *Home and Garden* has the formula., She has written a small, effective, abundantly illustrated book that begins with a cleverly devised test for determining one's taste. She shows how to plan and arrange rooms of various sizes and shapes. She discusses mixing and matching of materials and designs and explains wise buying, illustrating with colorful decorating schemes, and explains furniture and accessories terms. She effectively covers a wide range of related topics.

Well written and easily read, the book is packed with valuable hints. Home furnishings retailers, salesmen, and their customers can benefit by reading and applying the principles discussed.

(*Journal of Retailing*, 41:3, 53.)

Book: *Profitable Fashion Merchandise Coordination*

Karen Gillespie 2011

Author: National Retail Merchants Association

Date of Book: 1965

Review: This report of the proceedings of the 1960 Convention sponsored by the Merchandising Division, The Sales Promotion Division, and the Smaller Stores Division of the N.R.M.A. has been updated, enlarged, and reissued.

Although fashion is a dynamic force, the basic principles of fashion do not change. Thus, the updated remarks by the original panel members which have been appended supply the reader primarily with current applications of the basic principles.

To the initial report also has been added a nineteen-page "Treatise on Fashion Coordination in Home Furnishings" by Jeannette S. Wright. Miss Wright, currently a Home Fashions consultant, was previously Home Fashions Coordinator and Stylist in Home Furnishings, Macy's New York. In her discussion, Miss Wright equates coordination with creative merchandising, explains the role of the home furnishings coordinator in a store, tells how to plan a coordinated program through presenting a single theme, and details how such activities apply to the small home furnishings store.

Since multiline apparel and accessories stores as well as home furnishings stores need these concepts of coordination to keep abreast of the times, owners and managers of such stores will find this book a helpful reference. (*Journal of Retailing*, 41:3, 53-4.)

Book: How to Sell Furniture

Author: Stanley L. Slom

Date of Book: 1965

Review: Revised and enlarged since its first publication in 1963, the new edition of this book contains helpful information for the retail furniture salesman. Discussion of the sizes of furniture stores, the furniture salesman, his need for knowledge, the furniture customer, winning the

customer's confidence, and how to handle customer's complaints are the general topics covered. In addition, materials and construction information are given on case goods, upholstered furniture, metal dinettes, bedding, and dual purpose sleep equipment. A brief section on furniture styles and glossaries completes the text.

Mr. Slom is well acquainted with the furniture industry in his role as furniture editor of *Home Furnishings Daily*, a Fairchild Publication. (*Journal of Retailing*, 41:3, 50.)

Book: How Do You Manage?

Author: Samuel Feinberg

Date of Book: 1965

Review: Samuel Feinberg is known to thousands of retailing executives through his provocative column that appears regularly in *Women's Wear Daily*, a Fairchild publication. His reputation is respected also for fair and accurate reporting after a thorough investigation of the many facets of a situation. Those who have followed his column will find the same type of aggressive, no-stone-left-unturned reporting in his new book, *How Do You Manage?*

It is partly based on his columns and partly on interviews he conducted on these subjects: (1) the search for testing and training of executives; (2) the daily decisions faced by executives; (3) general characteristics that make executives effective. There are also many store anecdotes in which exact names and titles are given.

Written in a pithy, easily readable style, the book presents some run-of-the-mill material, some areas where there is general agreement, and several highly controversial areas where interviewing meant probing many sources using many of the reporter's devices for getting behind the response, "No comment."

In addition to the material from the columns and the results of personal interviews, the book reports on a wide range of business and professional meetings, as well as on many recently published articles and books on management. In writing his book, he has synthesized knowledge

from many sources, all duly credited or substantiated by the many business leaders, psychologists, and professors who have lectured or written about executive leadership and human relations. Typical of his writing is this definition of retailing: “fluid, fast-changing industry, a hectic, even savage arena. It requires frequent rapid decisions involving individual responsibility soon translated into prize or penalty.”

Although this book, understandably, has certain similarities to others that define executives, discuss personality, and other executive traits, or examine the rapidly multiplying tests used to ferret out the valuable “organization man,” it departs from others in discussing such topics as the “Never-Never Land in Which Nobody is Fired,” the “Fiction of No Friction,” the “Double Standard of Ethics,” “Management’s Stake in Mental Health,” “Management Employee Relations in 1999,” and “How Retailers Handle Tensions.”

Mr. Feinberg attributes the success or failure of a business directly to management. What he approves is this: “A psychological setting that stimulates people; a climate that lifts everyone’s morale by providing adequate incentives for initiative, imagination, enthusiasm, and judgment; an atmosphere that forgives errors of commission more than it does errors of omission; an environment in which there is constant communication and follow-through up and down the line of command.”

“These,” he says, “are evidences of leadership that exercises authority without abusing it, that nurtures respect, not fear Only such leaders continue to give good accounts of their companies in an era of shrinking margins and profits.”

There is much in this book that should be mulled over, read, and reread. More than a mere chronicle of the passing scene, it contains many areas for deliberation and consideration. Any retailer would be well advised to read carefully and then ask himself, “How do *I* manage?”

(Journal of Retailing, 41:3, 50-51.)

Book: The Fashionable Savages

Author: John Fairchild

Karen Gillespie 2011

Date of Book: 1965

Review: John Fairchild, head of the European office for Fairchild Publications from 1955 to 1960 and current editor of its famed publication, *Women's Wear Daily*, has written a captivating “in” book about that most elusory of all parts of business fashion. The term, “The Fashionable Savages,” refers to the noted designers who create in the fashion forest, which teems with “little savages,” the mass manufacturers. The “Fashion Goddesses,” the “ins” of fashion for whom the Savages design stand “savagely apart from other women The Fashionable Savages roll the dice and with luck a fashion is made.”

Definitions of fashion intrigue the reader. “Fashion is just a touch of the marvelous,” said famed Christian Dior. “Fashion is not illusion fashion is made to be unfashionable,” said the oldest and best known of the Fashionable Savages, Gabrielle B. Chanel. “Fashion is a natural delight, stronger than pestilence, war, and economic upheaval,” states *Vogue's* Diana Vreeland.

As part of the world of fashion creation, Mr. Fairchild knows personally the Paris designers, the Seventh Avenue creators, and the California fashion leaders. These people, as well as the press, the leaders of fashion, the innovators, and the followers, all play their parts in his book. The intrigues, the gossip, and the philosophy of fashion are exposed. Even espionage is reported in the best undercover manner as reporters and photographers spy from balconies, interpret work-of-mouth reports, or peek at sketches carelessly left around.

The review then goes into detail about the worlds of Paris, Seventh Avenue, and California. This part of the review is not repeated here. It continues and then concludes with the following paragraphs.

A reverse critique, quoting the opinions of noted designers on the fashion editors and reporters, includes comments on such famed persons as *Vogue's* Diana Vreeland, the *Herald Tribune's* Eugenia Sheppard, *Harper's* Nancy White, and *The New York Times's* Pat Peterson and Charlotte Curtis. The author also exposes the power of the press and the wheeling and dealing behind the pages.

The Coty Award, chosen by the top echelon ladies of the press – the award “that is to fashion what the Academy Award is to the film business, what Interpol is to world security” – is exposed for the intrigue and disenchantment that it occasions.

Mr. Fairchild believes in fashion, he believes in women who love the new, the evolutionary, the different. And because he believes that women will go on and on demanding fashion, he believes that creators of fashion, those “Fashionable Savages,” will continue to reign. (*Journal of Retailing*, 42:1, 55-57.)

There were other writings by Dr. Gillespie in her years at the School of Retailing. However, the ones presented here have been selected as examples of her productivity during this and later periods of time. As you can see from her complete chronological bibliography at the end of this chapter, she wrote several publications for the Small Business Administration, among a wide variety of other items, which are out of print today. It is clear that she was a well respected professional in the field of retailing at the end of her first “era” at New York University’s School of Retailing. The second era of her time there is presented next.

The professional results of Karen’s effective teaching, her productive research, and her detailed writings combined to move her up the academic ranks from Instructor/Lecturer in 1941-1945 to Assistant Professor in 1945, to Associate Professor in 1941 and to Professor in 1959 following her dissertation completion. Ever a practical-oriented institution, the School of Retailing focused its attention on field-based relationships and the small full-time faculty size of approximately 20-25 used adjuncts widely and effectively. Promotions and other academic rank did not come quickly; however, once her doctorate was in hand, accompanied by her wide recognition by peers and other academics and her prolific and focused research and writings, Karen moved up the ranks in this competitive environment.

Full-Time School of Education (1966-1975)

Karen’s transition from the School of Retailing to the School of Education was enhanced by her experience in assisting pre-service Business Education students prepare for their teaching careers in developing methods of teaching distributive education subjects (DE), which included

salesmanship, retail organization and management, inventory control, and distribution methods, among other topics, for which she was uniquely qualified.

In 1966 Dr. Herbert A. Tonne, then the Department Chairman of Business Education, invited Karen to join the Department in the School of Education, with the enthusiastic support of then-Dean Walter A. Anderson and Associate Dean Daniel Griffiths, the latter to step into Anderson's shoes when he retired in 1965. The invitation came with two added incentives as both Deans concurred in offering Karen tenure and a full professorship in the School of Education, both of which she carried with her from her former School of Retaining environment. They were not to be disappointed.

Tonne's invitation was made with the knowledge that he was planning to retire from NYU the following year and move to a professorial position at SUNY Albany. Thus, the remaining doctoral students in the Department would need an advisor with Karen's credentials and status in order to complete their dissertation requirements. This gap was filled by Karen eagerly; however, she also recognized that she needed help—thus the hiring of then-doctoral students, Ryles and Warner-Smith, each for a one-year appointment. The three faculty then helped shoulder the teaching and administration burden along with the very capable department secretary, Noreen O'Keefe, all who combined to keep the department on an even keel.

As you might expect, while some of Dr. Gillespie's retail-oriented writing continued into her time in the School of Education, new types also appeared. She now focused on the field of business education and published more and more in the business education periodicals and yearbooks. However, the volume of her published works did decrease during this time period, including fewer book reviews. It is understandable that the number of publications shrank as she dedicated significant time to her doctoral students' work and to the development and redefinition of the newly rejuvenated Business Education Department and its curriculum. That she reduced external publications to allow for time for her students is no surprise, for that is who she was. Despite these introductory remarks, Karen's School of Education era actually begins with more book reviews.

Book: The Dictionary of Interior Design

Author: Martin Pegler

Date of Book: 1966

Review: As knowledge increases and becomes more global in nature, the individual trying to learn is faced with a constant need for carefully detailed and well explained dictionaries. In the field of interior design and decoration, illustrations delineate even more definitively than words. Art and architectural history are the rich sources revitalized with each passing age and serving as inspiration for each new generation. While the literature for interior design and decoration is abundant, a concise compendium of design terms was needed for the horde of professionals, amateurs, and students who are devoted to each creative activity. Mr. Martin Pegler, a member of the National Society of Interior Designers, through laborious and scholarly research, has provided such a one-volume reference.

Do you want to know, for example, who David Roentgen, Grinling Gibbons, Rodrigue Ventura, or Israel Silvestre were, when they lived, and with whom or for they worked? Are you interested in a “nymphaeum?” Have you had occasion to refer to a “banquette,” “febrile,” or “hypocausts?” From Alvar Aalto to Antonio Pietro Zucchi, this dictionary is filled with short, importantly detailed, and frequently illustrated definitions and explanations.

The definitions cover every aspect of design and decorating terminology – design terms from antiquity through the present day, architectural terms, information on artists, designers, and architects, materials, construction, decorations, all placed in juxtaposition to one another alphabetically. Thus one page, for example, covers: Dion, De. Girder, Diorama, Diorite, Dip Seat, Dipteral, Diptych, Directory (Directoire), Discharging Arch, and Dished. Six illustrations on this one page further the understanding of the reader.

Any page, chosen at random, offers a similar rich source of information and illustration. Teachers and students of interior design will delight in the illustrative detail and the cross references that abound throughout the book. Interior decorators and designers will find it a ready, comprehensive reference. With some 3,500 different terms, the book represents literally an unabridged dictionary of decoration terminology. (*Journal of Retailing*, 43:1, 60-1.)

Karen Gillespie 2011

Book: Dear Store: An Affectionate Portrait of Rich's

Author: Celestine Sibley

Date of Book: 1967

Review: Atlanta has had a 100-year love affair with Rich's, and Celestine Sibley has caught the excitement: the bustle, the allure, the drama of this "Dear Store" in her aptly titled story.

A legend in its own time, Rich's represents an historical vignette of Atlanta itself. Born on the rubble of the Civil War, Rich's has grown and prospered with the people of Atlanta, shared their troubles, aided them in time of need, provided for their every whim, and brought magnificent cultural and traditional events to the community.

According to Celestine Sibley, Rich's is more than a retail store. It is also a fashion leader, pacesetter, problem-solver, and entertainment center for a state full of adoring customers – and, indeed, for customers from surrounding states, too. Virtually no problem is too large or too small to be handled by Rich's, the author writes, and there are those who wonder if it is a retail firm or a philanthropic institution. Examples of the civic services this store has rendered the community include: providing clothes and household goods for blocks of people dispossessed by a tragic Atlanta fire, buying thousands of bales of cotton to help stall economic collapse, honoring scrip payments for teachers when the community coffers were empty, advancing money for an Army payroll. Also commonplace are personal services for customers that get executives out of bed in the middle of the night, or that entail the work of specialists hired for just such emergencies.

Miss Sibley pays tribute to the creative people who built this famous firm. Morris Rich, the immigrant who came with his brothers to Atlanta after the Civil War, borrowed \$500 to start a store in a rough-hewn, hastily built structure. Even as a neophyte, he supplied necessities to those left penniless after the Civil War, extending credit and accepting barter instead of cash.

Morris Rich prospered in his business and moved twice to larger quarters. Some of his brothers joined him, and the business flourished. In 1882 a new store opened, hailed by the press as "a

bazaar of fashion . . . emporium of fashion and design.” At the time of the opening, a newspaper story stated that the Rich brothers “rank high as businessmen, a reputation which they have won by fair dealing, attention to business, and discretion in reading the wants of their customers.”

In 1924, still another store opened, called by the newspapers “Rich’s Palace of Commerce.” Two years later, Walter Rich succeeded his uncle as president. The third president was Frank H. Neely, an engineer, who had instituted many new practices in an already flourishing organization. He was succeeded in 1949 by Richard (“Dick”) Rich, grandson of the founder. In 1961, Harold Brockey became the fifth president of Rich’s. Others who have added to the luster of the store include fashion experts, public relations staff members, design and display creators, bridal consultants, engineers, and customer service personnel.

For a drama of retailing, for a history of image building, for a concept of an institution and how it became both participant and leader of a community, Miss Sibley’s encomilum to a “Dear Store” is well worth reading. (*Journal of Retailing*, 43:1, 61-2.)

I could not help but check out what happened to Rich’s after 1968 and learned that after Richard Rich’s sudden death in 1975, Rich’s became part of Federated Department Stores, specifically their Macy’s brand. It survived in various forms until 2005 when the last Rich’s store closed and an era of a “Dear Store” ended. There is one more book review to read before moving on to a different set of Dr. Gillespie’s writings.

Book: Shops and Showrooms: An International Survey

Author: Karl Kaspar, Editor

Date of Book: 1967

Review: Through both English and German text and profuse use of illustrations, the total design concept in specialty shops from New York to Los Angeles and in twenty-four European cities is shown in this fascinating book. The editor has shown that “the search for new techniques in the age-old endeavor to bring goods for sale to man’s notice is unceasing.”

Karen Gillespie 2011

The role of psychologists, sociologists, economists, and management consultants in planning store interiors is a late twentieth-century development. Evaluating the merchant's position in relation to his competitors, the flow of traffic, the layout for maximum efficiency of sales and stock rooms requires this teamwork. The shops are planned to lead customers to the merchandise and to provide each shop with a handsome setting for the merchandise it carries. Spatial treatments, distinctive materials, sophisticated concepts, subtle image-making settings, and exclusivity are all integrated in producing these total design surroundings. The author states: "shop design begins . . . with bringing the merchandise to the eye of the passer-by in the most attractive and comprehensive way possible."

Airline ticket salesrooms, Carnaby Street fashion shops, hairdressing salons, studio shops, electronic company showrooms, shoe shops, book stores, radio and television shops, furniture showrooms, candleshops, perfume shops, and lamp shops are among many others shown in handsome photographs taken from various dramatic and photogenic angles. Unique lighting and unusual fixtures dramatize architectural effects. The whole creates an ambience for the customer which is unmistakably personalized.

For the businessman seeking the development of a decorative, effectively lighted and displayed showroom or shop, this book will provide inspiration. For the student of architectural layout it will provide education. Line drawings and floor plans supplement photographs which show the work of 68 different architects from the United States and Europe. (*Journal of Retailing*, 44:2, 72.)

A very unusual recognition came to Dr. Gillespie in 1969. An article of hers entitled "Challenging Careers in Retailing" was printed in the Journal of Business Education. What made this printing unusual is expressed by the Editor's Note that precedes the article. It reads as follows:

The Women's Program, Department of Commerce of New York State, has several worthy publications which are not distributed widely outside of New York State. Permission has therefore been granted to the Journal of Business Education to reproduce some of these materials from time to time. We hope you will enjoy and benefit from these reprints. (*"Challenging Careers in Retailing" Journal of Business Education, May, 1969, 44,339.*)

Excerpts from the article follow:

Do you like talking to people? Do your friends ever ask your advice or opinions about clothes? Do they ask your advice about furnishing their homes? Do they ask your advice about meal preparations? Do you enjoy browsing through shops looking at the products displayed? Do you enjoy thumbing through magazines to learn decorating ideas, to glean menu suggestions, or to gain fashion tips?

If you answered “yes” to several of these questions, you may find you have a real talent for the world of retailing which offers hundreds of different jobs. Local shops, larger shopping centers and downtown stores all offer many employment advantages for girls and women of all ages from 16 up. (*Ibid.*)

Karen then goes on to list many advantages of careers in retailing, many positions available in that field, and personality characteristics needed for retailing. The article concludes as follows:

In summary, retailing offers positions for the young girl and the woman who wishes to work a limited number of hours or full-time and who wants a job that offers challenge, enjoyment, and substantial remuneration with on-the-job training. (*Ibid.*)

So it can be seen that while Karen moved from the School of Retailing to the School of Education, it was a seamless, rather transparent shift. Her attraction to, and efforts in the retail field served both environments so well that overlap was never an issue.

The year 1970 was highlighted by the production of Dr. Gillespie’s third textbook, Retail Business Management, with coauthor, Joseph Hecht. Unlike Know Your Merchandise, she was the lead author and remained in that role for all of the editions of the textbook. The Preface to the first edition in 1970 gives a fine preview of the contents of the book and once again shows Dr. Gillespie’s depth and breadth of knowledge across the business field. A significant portion of the Preface is presented next.

Retail businesses have undergone significant changes in recent years. The economy in which they operate is different; once product-oriented, it is now market-oriented. The retail

customer has changed: he is more affluent, more selective than ever before. Even the methods retailers use to promote, distribute, and control merchandise are changing: new technology, especially in communications and data processing, has outmoded former methods.

In order to cope with the new problems and situations brought about by these changes, the modern retailer requires a larger, better-trained staff, especially at the managerial level. At present, the need for competent managerial personnel has increased to a point where the traditional sources of manpower are not adequate. A key source of managerial talent is available through the retailing career programs being offered by many two- and four-year colleges. In those programs, students are taught the practical, as well as the theoretical, aspects of retailing. Retailers are increasingly turning to this source to meet their managerial needs.

Retail Business Management was specifically designed for the post-secondary retailing career student. It provides a comprehensive, up-to-date presentation of retailing principles and practices. The material in it has been structured to permit maximum teaching flexibility. The text is primarily intended for use in an introductory course to the entire field of retailing. Relevant chapters in it may be used to introduce courses in any of the specialized activities of retailing such as buying or pricing. Or, it may be used as a final resource – a capstone text – in a retailing course following other courses such as salesmanship, fashion merchandising, advertising, or management.

Behavioral Objectives

Retail Business Management is a performance-oriented text. It equips the retailing student with the facts, skills, and concepts necessary for entry into a management-level position. If he is to succeed in first-line supervisory and mid-management jobs, he must be able to perform certain required tasks. *Retail Business Management*, which was written with these performance requirements in mind, enables the student:

- To identify the classifications of retail business and the laws and governmental activities that affect retailing.
- To sharpen his skills in communications, mathematics, and recordkeeping.
- To help formulate and implement effective merchandise and inventory control plans.

- To develop his decision-making skills, particularly in such areas as buying, pricing, and personnel relations.

Organization

Retail Business Management is organized in twelve major parts which are further subdivided into chapters.

Part One, “The Wide World of Retailing,” discusses the history of retailing, policy development, consumer motivation and change, and the impact of fashion on retailing.

Part Two, “The Organization of Retail Institutions,” investigates the various kinds of retail businesses, their classification by ownership and merchandising category, and their internal organization.

Part Three, “The Personnel Management Function,” deals with the hiring, training, and development of retail personnel.

Part Four, “The Buying Function,” examines the buyer’s job, his sources, and his relations with vendors.

Part Five, “The Merchandising Function,” explains pricing principles and formulas, stock planning, and inventory procedures.

Part Six, “Store Management and Operation Functions,” explores the problems involved in site selection, store planning, and merchandise handling.

Part Seven, “Sales Promotion Functions,” covers each of the tools of promotion, advertising, display, and public relations.

Part Eight, “The Power of Personal Selling,” establishes professional retail selling as a distinct and essential part of a promotion plan.

Part Nine, “Customer Operations Functions,” treats such store services as consumer credit, adjustments, and returns.

Part Ten, “Financial Control Functions,” details the financial aspects of retailing, including recordkeeping, accounting, budgeting, and insurance.

Part Eleven, “Systematic Problem-Solving Techniques,” introduces the student to fact-finding and problem-solving procedures.

Finally, Part Twelve, “Looking Ahead,” discusses new directions in retailing made possible by technological innovation and suggests career opportunities created by these new directions.

(Retail Business Management, v-vi, 1970.)

The Preface continues with a listing of end-of-chapter activities, supporting materials, and acknowledgements. A significant line from the acknowledgements section is the following:

The authors also appreciate the cooperation of students in their classes who read portions of the chapters and responded to many of the end-of-chapter materials. *(Op. cit., vii.)*

One of the really interesting aspects of reviewing an individual’s life works is to place them in historical perspective. The first paragraph following shows “modern” technology in 1970; the other paragraphs show a view of the future from that same period over 40 years ago. That Dr. Gillespie was willing to “stick her neck out” and make predictions shows her character trait of the willingness to take a risk and if wrong, be wrong.

Recording: For data to be easily available and easily used, they must be recorded in some manner. The efficiency and accuracy of this recording is important in all subsequent operations. The data may be recorded on sales checks, on cash register tapes, on invoices, on employee time cards, in ledgers or journals, or by more up-to-date methods of punched tape or punched cards or tags. Data may have to be recorded several different times during processing. *(Op. cit., 546.)*

Background of Tomorrow’s Retailing

. . . let us take a look at the economic, political, and technological environment in which stores are likely to be doing business.

The economy, according to all predictions, will continue to grow. Consumer income will rise; so will prices. But an increase in income will continue to keep ahead of the cost of living

level. In other words, real purchasing power will rise, and there will be an even larger increase in discretionary purchasing power.

The most notable economic phenomenon of the 1950s and 1960s will continue; that is, the steady movement of families out of the lowest income groups into income groups commanding substantial discretionary spending power. *Fortune* has estimated that average family income, which was \$7,500 in 1967, will have risen to \$10,000 (after federal taxes) by 1973. About twelve million families will have incomes of \$15,000 or more. (*Op. cit.*, 559.)

Today's suburban shopping centers were built for the convenience of a car-borne population that declined to cope with the difficulties of traveling into congested urban centers. But people may travel hundreds of miles to the shopping centers of the 1980s, not by automobile but by high-speed rail systems, air-cushion vehicles, even vertical take-off planes. Shopping centers will be at terminals of these rail and air systems. (*Op. cit.*, 561.)

The ultimate in shopping convenience is the "shopping trip" the customer can make without leaving her home. Even with the present equipment, telephone shopping is predictable and economical for stores too, for it enables them to do business over a wide trading area and at times when the store itself is closed. With the coming automation of telephone shopping, the customer's home will be linked to a central distribution depot that will take her orders 24 hours a day. The home equipment will be a Touch-Tone telephone, which will serve as a data communications device. (*Op. cit.*, 565.)

It has been suggested that the department store of the future will operate, probably in a separate wing, a complete service center, out of which it would provide many or all of the following services:

Catering and entertainment service	Pet grooming and pet walkers
Merchandise repairs of all kinds	Gardening
Dry cleaning: apparel, carpets, rugs	Car rentals
Alterations and apparel storage	Art rentals

Theater ticket reservations	Furniture and equipment rentals
Clothing rentals	Travel bureau
Beauty services	Housework
Fuel oil deliveries	Sightseeing guides
Secretarial services	Baby-sitters

Behind this idea is the simple concept that the large store in a central location, with many shoppers going through it, is a convenient and logical place to concentrate the many services that customers buy. (*Op. cit.*, 568.)

Summing Up

The developments outlined here represent a conservative view of the retail developments of tomorrow and are no more than refinements and extensions of what is already known and practiced. They count, in a way, on the ponderous inertia of a complicated economy and society. Should scientists and producers suddenly be seized by impatience and the excitement of making things happen, there would be far greater changes, for the materials of the future are at hand. Writing about the year 2001, one author visualizes houses that can be flown, being made of materials stronger than steel and lighter than aluminum; of “home automats” that would pop cooked meals out of dispensers in less than ten minutes; of computers to carry out all the chores of housekeeping; of data transmission devices that will give homes immediate access to fully automated supermarkets. This is the fantastic world of tomorrow, and retailing, as it has been throughout the history of civilization, will be an important part of it. (*Op. cit.*, 571.)

The foregoing establishes Karen’s dual foci: one foot planted solidly in the content and operation of effective retail practices; the other firmly planted in assisting teachers of retailing—now termed Distributive Education—with a companion text that served as both a content-rich book and one that met the needs of the classroom business instructor and supervisor as a superb instructional guide. Karen’s use of “behavioral objectives” was an innovative approach to instructional planning and evaluation, meshing well with Benjamin Bloom’s and Robert Mager’s work of the mid-1950s and early 1960s. Bloom’s taxonomy and Mager’s behavioral—now

termed “performance”—objectives were integral parts of Karen’s work over her text’s five editions and almost 40 years of its history.

In 1972 Karen’s focus was now firmly centered in what she would term, “traditional” business education. Her attention, while never wavering from accurate and up to date content, shifted to the effective teaching role of the business educator.

Two very focused business education writings appeared, among others, in 1972. Dr. Gillespie served as a section editor for the Business Education Forum that year and wrote the following introduction to that section of the April issue.

Focus on Marketing and Distribution

Projects – what they are, how to create them, how to use them, experiences others have had in using them, and an actual project for students to try – are included in this issue. Make the discovery method of teaching through projects part of your classroom activities, and watch the students enjoy learning.

Projects offer the teacher opportunities to check behavioral objectives of students. Projects offer students a chance to get simulated experiences that can be translated into on-the-job success after graduation. Projects give the student a chance to go into the community and to discover facets of the world of work in a meaningful and directed way.

All of this is delineated in the articles contained in this issue. Those teachers who have used projects will enjoy reading of others’ experiences. Those who have been hesitant about trying them will find added reasons to make projects part of their students’ learning experiences. Those who have not had projects readily available for use will now have one that is ready for assignment or ready for modification and use.

This issue on projects is dedicated to the creative distributive education teacher who always seeks to improve his teaching and to expand the horizons of the world of work for his students. (*Business Education Forum, 26, 17.*)

She also co-authored an article entitled “Processing Data in the Investments Markets” for the 1972 EBTA Yearbook. The article opened as follows:

Money is the lifeblood of American business. Constant infusions of money are necessary to keep the pulse of business functioning and to keep the economy healthy. Rarely are there sufficient profits in a business for needed expansion, for new equipment, or for extensive research to improve the business. Therefore, raising money for capital expenditures from sources other than profits is normally done through the channels of investment banks, investment trusts, and brokerage firms.

Both investment bankers and stock brokers deal in stocks and bonds. Purchase of a *stock* represents ownership of an interest in the business. Purchase of a *bond* represents a loan of money to the selected firm. (*“Processing Data in the Investment Markets,” EBTA Yearbook 45, 37.*)

The article then goes on to describe the stock exchange and then details each of the several front and back office departments in the securities and investments business. After discussing trends in the field, the article concludes with a discussion of careers in the investments field, a discussion in the typical Gillespie pragmatic way.

For those who are interested in the economy of the country; for those who like to keep abreast of the business activities that affect the nation, and, indeed the world; for those who like action, detail, research, and analysis the investment field offers challenge, constant change, and considerable compensation. To prepare for the field, education for business, for business management, and for business analysis and research is desirable. Whether a person is a graduate of a high school, college or graduate school, positions are available for those who have specialties in clerical work; computer programming and analysis; bookkeeping; accounting; auditing; research; report writing; economics; management; and marketing. (*Op. cit., 54.*)

In 1975, her final year as a full-time professor in the Business Education Department, she was a busy writer. New editions came out of both Retail Business Management and Know Your Merchandise. In addition two of her other contributions stand out as significant; both were in business education association yearbooks. The first was a very practical list of competencies for the student teacher that appeared in the 1975 Business Education Association of Metropolitan New York Yearbook. Karen points out the current, at the time, controversy surrounding business teacher preparation programs in terms of their effectiveness and the

movement toward competency-based programs. In fact, the New York State Education Department mandated that all institutions in New York State that prepared teachers have a new competency-based field experience program in place by 1980. In light of this movement and after substantial research, she lists the following competencies for the business student teacher and then goes into depth beyond the set of competencies. The competency-based focus here, derived from her earlier 1970 text philosophy, found its way into methods and graduate classes and student teaching seminars.

While Karen's role never included a fondness for visiting student teachers, leaving that activity for her two earlier faculty hires—Rockwell-Smith and Bronner—she did have a firm orientation of what field work should include. This, of course, was based on her doctoral research, which focused on practical applications of retailing, and strengthened what field based practice should provide; such was the student teaching experience.

Her encouragement of the use of technology to support field-based learning extended to the support of the purchase of a portable (weighing 40 pounds!) reel to reel videotape camera and recording device, which allowed for immediate feedback, evaluation, and analysis during a student teaching or cooperative work-study visit. "What the eye sees, the mind often forgets," she was fond of saying. "The video capture remembers both, for positive as well as corrective actions." This technology, used for about a decade in business education classes as well as in the field, was an invaluable tool for the development and enhancement of effective teaching. The technology was then introduced to the formal student teaching programs of other departments, and Karen's guidelines, published in the BEA Yearbook found their way into student teaching seminars at the school-wide level.

The student teacher should be able to:

1. teach the beginning and advanced subjects in his respective specialty (secretarial science, accounting and bookkeeping, distribution, office procedures, general business, and related topics such as business arithmetic and business law;
2. direct student activities;

3. place students on jobs for cooperative work programs;
4. aid in curriculum development;
5. provide vocational and program guidance;
6. initiate and/or participate in school/community relations;
7. have effective interpersonal relations with students, peers, and administrators;
8. participate in professional organizations and make contributions to those respective organizations;
9. develop and work with business advisory councils;
10. conduct community business surveys to aid in job placement of students and to keep curriculum abreast of community job needs.

Under each of these ten broad classifications, further detail is needed before the competencies can be classified under the headings of *behavior*, *conditions*, and *standards*.

For example, under the first competency mentioned above regarding competencies needed for teaching subject matter in a given specialization, the following might be included:

The student teacher should demonstrate the ability:

- a) to design a unit of study;
- b) to plan an individual lesson;
- c) to select instructional resources such as textbooks and supplementary reading materials;
- d) to choose tools and equipment for the lesson;
- e) to assemble materials to be used by the students during the lesson;

- f) to develop or obtain visual aids, such as assignment sheets, charts, slides, graphs, transparencies, flow charts, flannel board displays, flip charts, and/or motion pictures, if needed to illustrate certain features of the lesson;
- g) to plan for student reaction and interaction during the presentation of the lesson;
- h) to create a flexible lesson plan that could be adjusted to meet some emergency situation or need;
- i) to formulate a system for informal evaluation of students' learning;
- j) to evaluate the performance of students during the lesson;
- k) to check the learning accomplished by the lesson;
- l) to analyze the results of the formal evaluation for diagnostic and remedial purposes;
- m) to interpret the evaluation to the students.

Each of the ten competencies, similarly, would need to be expanded to provide adequate detailed criteria against which to measure the respective student teacher's performance.

("Competencies for the Student Teacher," BEA Yearbook 4, 107-108.)

The article concludes with a series of questions that must be answered in order to implement such a competency-based system. Interestingly, NYU's Business Education program was soon out of the business of preparing beginning teachers, so it was an "academic" issue. And as we all know, competency-based education did become the norm as the years passed. Dr. Gillespie did pose the following eight questions related to competency-based education. While some of the questions were specific to the time and place, others are relevant today. You might think of your own answers to these questions in your present time. Here are eight questions that she raised.

1. How much time will be required to develop the desired competencies?
2. What is the place of the private college and university in this approach to teacher preparation?

3. How will the schools in which the field experience is to be carried out be chosen?
4. How will records be kept of each student's competency attainment?
5. Who will coordinate the committees from the various parties relative to each student teacher's attainment of these competencies?
6. Will the student teacher be able to take advanced courses to improve his or her skills?
7. How often and by whom will competencies be evaluated after the student teacher has received probationary licensing?
8. Will research-validated measures of teacher competency be forthcoming that will effectively insure the relation of the teacher's ability to the learning of the student? (*Op. cit.*, 109-110.)

The other yearbook chapter in 1975 appeared in the NBEA Yearbook and concerned economic thought. Its content shows yet another dimension of the wealth of information possessed by Karen Gillespie. The introduction to the article is shown here, and this worthy article goes on in depth to explore the contributions of each person.

Economists have "shaped and swayed men's minds," stated Heilbroner. He might as well have added that events keep shaping and swaying economists' minds.

Although their ideas on economics have varied greatly, Thorsten A. Veblen, John Maynard Keynes, John Kenneth Galbraith, and Milton Friedman agreed on one concept: that economists' ideas are powerful. A study of their lives and writings reveals another similarity. They were all chroniclers and interpreters of the events and thoughts of their respective times.

The science of economics finds its truths changing, its facts requiring new interpretations, and its concepts being constantly challenged. Economics is a nonstatic science. Just as a truth appears to be solidly founded, that truth becomes evanescent and a new truth emerges that appears to some, for a time, to be most reliable.

Today, economists are wrestling with age-old problems ranging from poverty to affluence, from scarcity to oversupply, from war to peace, and the newer problems from

recession to inflation, population explosion, and pollution. Solutions offered by economists in prior ages are no longer applicable to the complexities of today's world. New economists have emerged whose vision is based on new facts.

No economist of the past or present is safe from his detractors. As economists of the past have been criticized, so those who proclaim new views of the economic scene are denounced by still other economists who see flaws in the perceptions of their contemporaries. In light of this knowledge, the ideas and commentaries of these four renowned, brilliant, and challenging economists are explored. These four came to conclusions that are of concern to business teachers who prepare youth for an uncertain future. Two of these men were born in the latter half of the nineteenth century, and they interpreted problems of earlier decades. Two of them were born in the first few years of the twentieth century and are continuing to interpret today's events. (*"Economic Contributions of Veblen, Keynes, Galbraith, and Friedman," NBEA Yearbook 13, 14.*)

While not a "technophobe" in any sense of the word, Karen encouraged such use as where and when appropriate. She felt strongly that her students should be knowledgeable about history "less we commit the same mistakes again." (Santayana) thus, bring the concept of the "worldly economic philosophers' into play in Puerto Rico in the Evaluation of Current Literature course was very strong in her mind. Karen felt that our graduate students on that island were not sufficiently exposed in their background content to these great economic thinkers and encouraged Professor Bronner to expand this reach and personalize the thinking in his Puerto Rico assignments in his course. Again, the technology served to support this, as a unique (at that time) conference call was set up during his class in Puerto Rico to the author Robert Heilbroner on Long Island so that students could actually chat with the author . . .and internalize the writings of this assignment. Karen was delighted with the results and, of course, with the enhanced recognition of Business Education and her deeply-felt philosophy.

Technology, while noted previously, was further expanded in Puerto Rico as she encouraged—and succeeded—in bringing 'slow-scan' television to distant venues. Slow-scan television, a primitive form of black and white TV that was not full-motion, did allow face to face communications to further enhance 'distant learning' instruction. This technology, too, was

later picked up by the School, notably in Higher Education and Educational Administration programs where proposal reviews and collaborative learning over distances was enhanced. Again, Karen was delighted with the results.

Karen was, as you've read earlier, a private person overall; however, her 'public persona' showed through, as in 1968 she was elected by her peers to the NYU Faculty Senate, as a representative from the School of Education. She moved quickly through the ranks of this 50-person university-wide body, to the position of Faculty Secretary (remember, Karen taught typing—and perhaps shorthand—in her early years in Utah. She once said that she rarely used these skills in public, not wanting to be categorized as a 'secretarial teacher,' rather than a business person in her own right. And it worked!)

Karen also served as the chair of the influential Committee on Committees, which created/established the working roles for the Senate. The Faculty Senate was one of the three arms of NYU governance, advising—in somewhat strong terms—the President and members of his central administration. The other two arms were the Dean's and Student Senate groups, both of which were important bodies for the advise and consent purposes in NYU administration.

It should also be mentioned here that during two separate collective bargaining efforts to vote in a union for the NYU faculty in the early 1970s, Karen worked behind the scenes with a small (n=25) group of faculty—at all levels; with and without tenure—called the Faculty Committee for Self-Governance (FCSG). She felt strongly that collective bargaining—especially a union, which was a part of the auto industry (!)—was neither in the best interests nor seen as a positive role for the NYU faculty. She had experiences in the business arena that bolstered her feeling that self-governance was to be desired over a collective bargaining contract. Her efforts—and those of the FCSG—were consistent with this philosophy and, in fact, prevailed. To this day, NYU faculty do not have a collective bargaining contract, with each faculty member an 'independent contractor,' who is self-managed. The NLRB has supported this position to the present time.

Karen's professional roles also extended to the organization she sponsored and loved, namely Alpha Chapter of Delta Pi Epsilon. When Dr. Tonne left for Albany, the role of Sponsor of Alpha Chapter became hers. Alpha Chapter of DPE, of course, was the first chapter in the

U.S. and led the way for over 100 other national chapters to emulate. Its leadership roster contains the names of leading business educators throughout the country, and Karen 'raised the bar' for Alpha's officers to meet. Alpha was also the largest chapter in the country with over 300 active members and an agenda packed with professional events, networking meetings, and social activities. Notable among them was Karen's encouragement of our Puerto Rico graduate students to form an 'Alpha in Puerto Rico' chapter, which engaged them in similar activities on that island. When these students came to NYU to complete their graduate work in the summers, Alpha events fostered this cooperation by hosting seminars, summer conferences, and even eagerly-sought after picnic invitations. Karen was often invited—and attended—meetings in Puerto Rico, which culminated in the formal initiation of a new DPE chapter—Delta Iota—on the island in 1995.

Thus ends the second part of Dr. Karen Gillespie's writings as her retirement from a full-time role in the School of Education became mandatory and her role changed. With rare exception in the next phase of her career, business education writings were concluded, and she went back to her roots in writing for the field of retailing. But the maturity level of her contributions reached new heights, as you will see in the next part of this chapter.

Post-School of Education (1975-1992)

It should be noted here—and boldly, too—that Karen's 'retirement' at 65 in 1975—due to the then-prevailing university age-limiting requirements—did not significantly change her teaching role in Business Education. She continued to advise her doctoral students (n=8); she continued to teach one or two graduate courses each semester as a 'super adjunct' from 1975 to 1992; and she continued to write extensively and conduct research in both business and educational settings long after her return to as the Director in the newly reconstituted Institute of Retail Management, under the umbrella of the Stern School of Business.

Karen continued to write over the next several years, not really slowing down for another decade. She immediately went back to the book reviews that she had done for so long for the

Journal of Retailing. *Notice the difference in the depth and length of these reviews as we look at three of them from the 1976-1977 period.*

Book: Management's Challenge: The People Problem

Author: Samuel Feinberg

Date of Book: 1976

Review: Sam Feinberg's following – and he has captured the attention of most of retailing's executive corps through more than 25 years as Fairchild's "From Where I Sit" columnist, in *Woman's Wear Daily* – will find his newest book filled with information, both familiar and unfamiliar. Using his inimitable staccato writing style, Mr. Feinberg includes many concerns no so openly attacked by other management writers. "Top Executives: Heroes One Year; Bums the Next," he proclaims as the heading of one section. Another announces, "Every Manager is Pygmalion." Chapter 4 is devoted to "Everybody is Somebody's Subordinate," a title guaranteed to make some executives wince.

One chapter concerns social awareness and includes frank looks at minority hiring and promotional tokenism, and "outwomaneuvering men" in the climb to executive heights.

How is your physical health? An entire chapter is devoted to this important topic. Chapters follow on "Emotional Health," "Stress and Distress," "The Midlife Crisis," and "Hard Core Problems." These are concerns every executive has had to face with superordinates, with subordinates, or, in some cases, with self.

Since all of the articles are based on interviews with leading persons, or on reports of conferences, surveys, or research, the reader gets a bonus – the information about the area discussed and insight into the thinking of one or more executives on that particular problem.

Unlike many writers on management, Sam Feinberg includes interviews with, or reports about, many retailers: William M. Batten of J. C. Penney Co.; Ralph Lazarus and Harold Krensky of Federated Department Stores; David E. Babcock and Stanley J. Goodman of the May

Department Stores Co; Edward William Carter of Carter Hawley Stores (formerly Broadway-Hale); Thomas M. Macioce of Allied Stores Corp.; Harry B. Cunningham of S. S. Kresge Co.; Robert Sakowitz of Sakowitz; and personnel executives such as R. E. Barmeier, Charles F. Bacon, Ray J. Graham, Winfield Firman, and William C. Ashley of Sears, Roebuck & Co.; Henry T. Emmons, R.H. Macy & Co., consumer affairs executive Julia M. Lee, formerly of Woodward & Lothrop; consumer and employee relations senior vice president G. G. Michelson, Macy's New York; buyer Gloria Hartley of Alexanders; and buyer Jacqueline Krygar, Family Fashions by Avon.

Mr. Feinberg also writes about some of retailing's women who have held chairman and presidential posts now and in the past: Hortense M. Oldum, Bonwit Teller; Beatrice Fox Auerbach, G. Fox & Co.; D. D. Brown, Brown, Dunkin Co.; Dorothy Shaver, Lord & Taylor; Marion Armstrong, Weinstock, Lubin; Margaret Gollan Jelleff, Frank R. Jelleff; Geraldine Stutz, Henni Bendel; Mildred Custin, Bonwit Teller; Margaret Scarborough Wilson, Scarborough's; Mary Helen Byck, Byck's; and Barbara H. Freed, Flah's.

In addition to interviews with retailers and reviews of many noted retailing persons, the author of *Management's Challenge* quotes many leading authorities from other large industrial firms, professors of management from various colleges, and leading researchers who have sought to understand human behavior. Feinberg delves into the hard core problems of alcoholism and drug addiction and also into the social problems of retirement, firing, and outplacement. The newer insights into human behavior are not neglected, for an entire chapter is devoted to Transactional Analysis, Transcendental Meditation, Assertiveness Training, Primal Therapy, Shared Participation, and the questions of Sex Partnership in Business.

This book will not read in one sitting or even in one week. Rather, it will be referred to for the information that each section contains. One will then want to ponder on that information and inculcate it into one's thinking and frame of reference. Some chapters provide self inventories, others report results of surveys, and some give the conclusion of extensive research. All of the book is a compilation by a knowledgeable analyzer of the management scene who knows his audience and what that audience both seeks and needs.

The book's 14 chapters are each subdivided into from four to twelve parts, and each part may be read without relation to other parts if one so desires. Thus the book may be used for different areas of concern as needed. It also serves as a ready reference on management's problems and concerns.

Unfortunately, the editors did not provide an index. A book as full of ideas and concepts as this one will undoubtedly be referred to often. Without an index, each reader will spend a good deal of time searching for that gem of an idea that one wants to read again! (*Journal of Retailing*, 52:4, 87-89.)

Book: Retail Merchandising: Principles and Applications

Author: Ralph D. Shipp

Date of Book: 1976

Review: As information proliferates, textbook authors are faced with decisions about which facts to incorporate. Textbooks in retailing are generally of two types: those that attempt to give an overview of the field – a task that becomes more difficult each year – and those that segment the field and appeal to those teaching in or studying in a particular area. This textbook, authored by a member of the faculty at Nassau Community College in Garden City, New York, is of the second type.

The text, addressed primarily to two-year college students, covers the areas of buying and merchandising and focuses primarily on the buying of fashion merchandise although examples of other types of buying are given. Of the 15 chapters in the text, 13 are devoted to some phase of the arithmetical, accounting, and recordkeeping knowledge needed by those who buy goods. One chapter explains the organization for merchandising in department stores, and one explains the computer and its role in aiding the buyer and merchandiser.

Woven into the 15 chapters are factors concerning the many ramifications of fashion: the differences between buying fashion in domestic and foreign markets; negotiating with vendors; planning for buying; the five "rights" for good buying and merchandising; executive

compensation; and the opportunities in the field. The book, however, is mainly concerned with “how to” perform the mathematics that buyers and merchandisers must do.

The author has obviously had experience in teaching the mathematical ideas to students who learned best if those concepts were carefully explained and graphically shown. He uses formulas in “boxes” that are constructed to show the missing information and to simplify the learning of the material. He further uses the good instructional technique to giving the formula, illustrating it, and then providing an exercise that test’s the student’s understanding. This technique, while an excellent teaching device, tends to chop up the text. However, for the teacher who is attempting to have students learn these methods of figuring, the lines across the text separating the exercise may be of little concern.

The author has placed at the beginning of each chapter its five key points. A chapter summary, questions for review, a discussion question, problems for review, and one or two case problems are included at the end of each chapter. These give the teacher ample opportunity to review the materials covered in the chapter. Completing the text are a glossary of merchandising terms, an index, and three appendices: a list of fractions and their corresponding percentages; a list of cost markups and their retail markup counterparts; and a simplified table of mathematical formulas for easy reference.

The text is readable, presented logically, and it incorporates good teaching methods. For the students studying department store buying and merchandising, this is a desirable addition to the classroom or the library. (*Journal of Retailing*, 52:4, 90-91.)

Book: Fashion Business: It’s All Yours

Author: Estelle Hamburger

Date of Book: 1976

Review: To know Estelle Hamburger is to know the first lady of the fashion consulting-advertising-publishing-lecturing-advising business. A dynamo, even age has not slowed her pace nor lessened her perspective of this volatile industry. A book by this great lady that brings

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her into your home or office is a welcome treat. No facet of the fashion business is untouched by her pen. Those in fashion, those aspiring to enter it, and those who have left it will find intriguing material within the pages of her book. That the author writes as she speaks is evident from the first page. The rapid fire jargon of the field overflows onto the pages of the book, and reading is a voyage with her into the intriguing world of fashion that she so obviously loves.

The topics she covers are as varied as her own career that began in Macy's "sub-basement" and moved through their advertising department, then Franklin Simon's, to publicity director at Bonwit Teller and later at Sterns, to Vice-President at Jay Thorpe and finally to her own business that she headed for 35 years.

She begins the book with the customer's statement, "That's just what I want" and shows how this final approval applied to denims and denimania, dresses, suits, coats, and accessories. She explores shopping, shopping centers, shopping cities, and stores such as Bloomingdale's, Saks Fifth Avenue, Altman's, Ohrbach's, Macy's, and Lord & Taylor. The media come in for their share of attention as she discussed mass communications through newspapers, consumer magazines, direct mail, radio, and television.

Another section, she entitles: "Stores Are So Exciting," and then proceeds to explicate her thesis by showing the drama of window displays, fashion shows, store events, Christmas activities, and publicity that is "news in words, pictures, space, time, sight, movement."

Next, a trip behind the scenes in the world of fashion design and designs takes us from "conception to collection." Moving to the manufacturer, we are shown the intriguing details of making dresses, coats and suits, furs, sportswear, and bridal outfits. We are even given a peek at that singing group, the International Ladies Garment Workers Union. Infant's, children's, and teenagers' clothes and their place in the fashion story are also included. Fashion fabrics in both manufactured and home-sewn garments are explored. Accessories allow the author to range broadly with head to feet items and to show "infinite variety," "fashion direction," and the "opportunities unlimited" for those with adventurous minds, skillful hands, imagination, and enthusiasm. The beauty business that has captured the people of America including the Beautiful Blacks and men is capsuled in the book.

Fashion on the international scene – in Florence, Milan, Paris – in trade fairs that include Scandinavian, Israeli, Irish, Italian, and Canadian showings, and the impact of Asia, including China, Hong Kong, Taipei, Bangkok, Japan, and India – is offered as part of the fashion panorama.

After exposing the reader to this feast of fashion, the Dean of Fashion turns to “Learning in the Fashion Business” that she warns “cannot be lonely, silent, or secret.” The parts of the fashion world that are reserved for the fashion trade are examined – the publications, the conventions, the market weeks, and buying offices.

Moving to the 1975 International Women’s Year, Estelle Hamburger shows the brilliant achievements by women who have created businesses, headed public relations firms, and generally been employed in the “mosaic of the fashion industries.” Learning for earning, she explains, is “vitalized by response to the ever-changing interaction of people, events, creative minds, innovative acts, prevailing social attitudes, and the ways in which the synthesis of all these generate reaction and response.” Schools that offer courses for the fashion tyros are detailed by her.

Estelle Hamburger ends her love affair with fashion with accolades for the country that makes such creativity possible. One closes her book with a feeling that she has sent her special fashion love message to each individual reader and that it is, in fact, “All Yours.” (*Journal of Retailing*, 53:2, 89-90.)

Karen’s return to the retail field offered her yet more opportunities to outreach, which she grabbed enthusiastically with both hands. She served on Governor Rockefeller’s State Women’s Council in New York City and in Albany; she made major contributions as a member of the board of Arnold Constable; she consulted with the school, Fashion Institute of Technology faculty, often including them in NYU events and activities.

In her new role as Director of the Institute of Retail Management, she undertook a research study in 1977 that was actually updated seven years later, so it stands as one of her published longitudinal studies. Not surprisingly, the focus of the study was the status of women. Excerpts follow.

Whether serving on the board of directors, sitting on the dais at an annual convention, occupying a position in upper management, or owning a firm that does a substantial volume of business, women top-executives are seldom found in large department and specialty stores. Further, their ranks proportionately have been reduced at almost every managerial level in these stores over the past thirty years. These findings emerged from a recent research study compared with a previous study.

Background of the Study

A scrutiny of the 1976 annual reports of eight leading department stores and mass merchandising chains with total sales volume of 42.5 billion dollars reveals that women play a small part in the top echelons of these retailing giants. These firms that together named 134 directors have four women in their collective rosters, or 3.0 percent. . . . According to these same reports, of the 389 officers and divisional officers included, ten women are listed representing 2.6 percent. (*“The Status of Women in Department and Specialty Stores: A Survey.” Journal of Retailing, Winter, 1977-1978, 53:4,17.*)

Dr. Gillespie goes on to detail the methodology of the research that she carried out based on these dismal statistics. From the 1976 Directory of Department Stores she selected 320 stores for further analysis based on criteria that were developed. The results were not surprising.

Of those men and women listed as top executives in these retailing firms, 2,185 held positions as chairman of the board, vice chairman, senior executive officer, executive vice president, president, general manager, secretary or treasurer, or vice president of a major division or subdivision in a retailing firm. Of those 2,185 persons, only 82 were women for a meager 3.75% of the total. (*Op.cit., 21.*)

Three implications of the study and its conclusion follow.

Implications of the Study

If women are not achieving increased executive or managerial status in retailing, the field where their talents are both sought and appreciated, the question, in this day of the spotlight on women, is “Why?”

Several answers appear to be reasonable:

1. Discussions of the author with women in retailing over the past two years suggest that they are quite satisfied with the job they hold once they have achieved the level of buyer, or similar status position within a store.
2. Women, whether single, married, or divorced, may have no more family responsibilities than men. However, many apparently do not want to dedicate their entire time to their jobs as many men do.
3. Women, in spite of the opportunities for equal education in this country, do not seek education comparable to that which men achieve. According to the 1976-1977 *Yearbook of Higher Education*, only 44 percent of all bachelor's degrees are awarded to women versus 56 percent to men, 41 percent of all master's degrees versus 59 percent to men, and a mere 18 percent of all doctoral degrees versus 82 percent to men. (*Op. cit.*, 30-31.)

Conclusion

This study shows that, for whatever reason, women are not attaining parity with men in managerial-level jobs in large retailing department and specialty stores in capacities other than buyer. Subsequent studies might investigate the exact relationship between positions held and the education received by both men and women before entry into the retail field. (*Op. cit.*, 32.)

Karen was never hesitant to take on a large-scale task, as evidenced by the study that you have just read and by the next item, a major bibliography of retailing sources that she spearheaded in her director role at the Institute of Retail Management. It is an extremely thorough work, as you will see from the two paragraphs selected. She was a role model for her doctoral students and did "walk the talk," expecting no less from herself than she did from them.

A bibliography entails a great deal of detail work. First, the publishers of an earlier 1966 bibliography were contacted to determine which titles were in print, which had been updated, and what new titles had been added. References were examined for additional titles. Government agencies and retailing and retailing-related associations were contacted for lists of their books and pamphlets. Publications were searched for missing titles. For this bibliography,

with few exceptions, only books and pamphlets published since 1960 were included. Some books listed under History and Biography, and a few other books that are commonly used as references, were added even though they were published before 1960.

Over 700 entries were then assembled into a preliminary bibliography and submitted to the Board of Editors for analysis. Additional entries bringing the total to nearly 900, suggestions for regroupings, and editorial changes were made by these editors. . . . Following the work by the editors, the entire bibliography was restructured and retyped ready for publication. (*Retailing Bibliography, 1960-1978, v.*)

The final product listed the entries into twenty-one categories as follows:

- I. Accounting
- II. Advertising, Display, Promotion, Public Relations, and Publicity
- III. Buying and Merchandising
- IV. Career Opportunities
- V. Case Books
- VI. Channels of Distribution
- VII. Computers
- VIII. Consumers and Consumer Behavior
- IX. Credit
- X. Executive Leadership and Supervision
- XI. Fashion, Men's Wear, Home Furnishings, and Merchandise Information
- XII. History and Biography
- XIII. Legal Aspects

XIV. Location and Site Selection

XV. Marketing

XVI. Personnel and Training

XVII. Principles of Retailing

XVIII. Salesmanship

XIX. Shopping Centers and Malls

XX. Store Operations, Organization, and Protection

XXI. Types of Retailing

The final book review that could be located was written in 1978 and published the next year. It is included here because it was the last one. Fittingly, the book itself concerns 100 years of books in the marketing field.

Book: A Century of Marketing: 33 Landmark Books

Editors: Henry Assael and Larry Rosenberg

Date of Book: 1978

Review: This team of well-known marketing professors has selected thirty-three books that provide the reader with a continuum of marketing thought from 1869 through 1960. The books selected for this collection are those that reflect the ideas and concepts of the leading marketing experts of their respective eras. Included are such well-known authors as C. C. Parlin, “one of the earlier pioneers in the infant science of marketing and unquestionably the first to apply orderly fact-finding to problems in the field of advertising;” L. D. H. Weld, another pioneer in marketing, who first defined marketing as an “integrated set of activities;” Wroe Anderson, who

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presented a theory of marketing; Helen Sorenson, a specialist in the consumer movement; Walter Dill Scott, who showed the relation of psychology to advertising; Samuel Hough Terry who pioneered in the analysis of retailing; Paul H. Nystrom who analysed the economics of retailing; and Leverett S. Lyons who examined personal selling.

Compilations of marketing thought as expressed in *The Journal of Marketing*, *The National Marketing Reviews*, *Business Statistics*, *Harvard Business Review*, *The American Marketing Journal*, *Handbook of Business Administration*, *The Arena*, *The Atlantic Monthly*, *Readings in Marketing*, *Journal of Retailing*, *Printers' Ink*, among others, are also part of this collection.

The thirty-three texts are divided into eight sections: General Marketing; Social Issues in Marketing; Advertising; Marketing Research; Retailing and Wholesaling; Selling and Sales Management; International Marketing; and Industrial Marketing.

The publishers are making the collection available as a single purchase, and the publications are also available individually. For the marketing specialist, a series of this type provides the basic thinking that brought the marketing field to the level of sophistication that it enjoys today. Having these references available and being able to trace the emerging concepts provides the educator with an invaluable background for teaching or writing about marketing. (*Journal of Retailing*, 54:2, 81-82.)

The year 1981 marked the publication of the first edition of Karen's final textbook, Creative Supervision. Before we look at parts of this text, let's put it in perspective with the other three texts that she authored. The first, Know Your Merchandise, appeared in 1944 and had gone through seven editions. But Dr. Gillespie was always the second author on this book, as her long-time colleague in the School of Retailing, Dr. Isabelle Wingate was always the first author. The second, Home Furnishings, had its first edition in 1951 and went through only a second edition. Dr. Gillespie was the sole author on this book. The third, Retail Business Management, was a co-authored book with Dr. Joseph Hecht, and Dr. Gillespie was always the lead author, from 1970 right through its five editions. The fourth is Creative Supervision, a single author book that was first published in 1981 and had two editions. In addition to these texts, Dr. Gillespie authored or co-authored a number of ancillary materials for the texts,

including work manuals, lab books, and case books. Here now are some selections from Creative Supervision.

Preface

Supervision is a pervasive force in every type of enterprise. It exists in the home, in the school, in the workplace, in professional organizations, in churches, and even in informal groups. Everyone at some point has been supervised, and few people escape taking on the role of supervision. Some have supervisory roles while in school (student government, for example) and later in their careers. Parents have supervisory roles, as do teachers, government officials, church leaders, and organizers of special events – social and professional. Every manager, every owner of an enterprise, has supervisory responsibilities.

Because supervision affects everyone's life, we must know what it is: its background and development, its requirements, its effective implementation, its limits, and its future. These are the central issues that are examined in this book, revealing creative and productive ways of supervision. Unlike most books on supervision, which largely pertain to blue-collar workers, *Creative Supervision* addresses white-collar workers, although the principles discussed are applicable to the blue-collar fields. (*Creative Supervision*, v, 1981.)

In a rare personal touch, she acknowledges her family in the concluding lines of the Preface.

I would like to dedicate *Creative Supervision* to my husband, Francis, for his patience and understanding of the enormous work needed and for sharing his own many experiences as a manager-supervisor, and to my son, Robert, for his equal patience and understanding. (*Ibid.*, vii.)

Although it was 30 years before the date of this writing, much of the concluding chapter could well have been written today. Here are two paragraphs selected from it.

People in the United States, which has an unusually high standard of living, have during the past decades begun to compete more strongly for the world's supply of goods. Other nations, their financial coffers swelled by oil money and by payments for their lower labor-cost products

(such as automobiles and electronic goods), have been able to purchase large amounts of goods in world markets. This purchasing ability combined with the lowered productivity in the United States and the greatly increased energy prices has resulted in an inflation rate that has changed the ratio of spendable income to costs. In the United States, the cost of imports has been greater than that of exports for years, making dollars worth less in foreign countries and adding to our inflation rate. Conversely, real estate, products, and travel in the United States have been a bargain for foreign visitors.

All of these technological and economic changes have an effect on the white-collar field. Moreover, the future is likely to see increasing automation, larger and more complex enterprises, increasing foreign-job opportunities, more government regulation, changing work hours, a growing and changing population, more minorities and women in the work force, better education of employees, increasing use of matrix organization, and more employee participation in management. Projecting these anticipated changes into the twenty-first century shows that the supervisor's job will change and grow in importance and that beneficial effects will emerge from the increased interaction of employees within a firm. (*Op. cit.*, 365.)

Dr. Gillespie's other major project in 1981 was as co-author of the opening chapter of Early Leaders in Business Education at New York University with Dr. Padmakar Sapre. The chapter presented the history of the Business Education program at NYU from 1913 to 1980. Dr. Sapre gives Dr. Gillespie credit for much of their joint work. Little did Karen know that some 30 years later, there would be a full chapter about her life and works in the sequel to the Early Leaders book.

In 1984, with the assistance of two colleagues, Myron Gable and Martin Topol, she carried out a follow up study to the 1977-78 survey of the status of women in department store retailing. The study replicated the earlier study and considered several other variables. The most significant findings follow.

Overall, few women have been able to reach higher-level positions in retailing. There are few presidents, chair people of boards, or senior or executive vice-presidents. Women, however, have made inroads in specific categories of upper-management positions. They represent 86 percent of fashion directors; 53 percent of those in charge of training, benefits, and other aspects

of personnel management; and 51 percent of those responsible for advertising. They have also been successful in reaching such top positions as vice presidents in charge of personnel (38 percent), publicity and sales promotion (31 percent), and display (26 percent). . . . The results clearly indicate that females have succeeded in achieving entry-level management positions; a sizeable segment has achieved middle-management status; and only a small percentage has attained upper-level positions. Males still dominate at the top levels. (*"The Current Status of Women in Department Store Retailing: An Update,"* *Journal of Retailing*, 60:2, 90, 92.)

In the final decade of her life, most of Dr. Karen Gillespie's writings were revisions of her books with the exception of a spurt of three articles in 1987 that are not available at this writing. The capstone document of her career, however, was produced in 1986 on the occasion of the Golden Anniversary year of Alpha Chapter of Delta Pi Epsilon. It is the text of her 1986 Peter. L. Agnew Lecture, a brilliant speech on Business Ethics. As a fitting conclusion to her body of writing, the entire text of that document is shown here in the following pages.

BUSINESS ETHICS

The subject of business ethics is steeped in controversy. Ideas about it range on a continuum from the stated beliefs of some that no such concept as business ethics exists, to those who believe that business knows no ethics, to those who think firmly that business itself is an ethical activity.

Analysis and exploration of this topic show the abysmal violations of ethical standards that have occurred during the recent past:

The misuse and abuse through incorrect dilution of infant formulas resulted in malnutrition for hundreds of third world infants.

E.F. Hutton's case involving some divisions' successful capturing of millions of dollars through illegal check over drafting that harmed both banks and their depositors.

Methyl alcohol-tainted wine bottled in Italy caused illness and death among some Italian wine drinkers.

Some Lockheed executives paid off Japanese officials to obtain sales of the TriStar.

Hooker Chemical illegally dumped waste into Love Canal. Years later, this resulted in the illness of children and the need to move citizens from their homes in that area.

Ford Motor Co. placed the gas tank on early models of the Pinto car in such a position that serious explosions occurred in rear-end accidents.

General Dynamics overcharged the Pentagon for such things as wrenches at \$9,609 each, a country club initial fee for an executive at \$18,000, and gifts to Admiral Hyman Rickover totaling \$67,000 – all charges that U.S. citizens had to bear.

Amitai Etzoini, University Professor at George Washington University, wrote a book entitled *Capital Corruption*. In it, he stated that roughly two-thirds of the 500 largest corporations have been involved to some extent in illegal behavior over the past ten years. Price fixing, overcharging, bribery, fraud and deception, and patent infringements (Kodak just had to withdraw its instant camera from the market for that reason) are examples of unethical actions by these firms. [1] These and hundreds more such incidents reveal the need for consideration by business firms of their ethical accountability. Money vs. morality appears to be the question being raised.

Guy de Rothschild in his recent book explains in the chapter, “Much Ado About Money,” that “Everyone has some; no one has enough. People despise it when they lack it, yet they welcome it with open arms. . . . Lifeblood of the economy, source of all activity, key to success, symbol of strength, it is the essence of power. . . . Created as a convenience, it is burdened with our emotions, it is a means, but it has become an end.” [2]

Many people, unfortunately, choose money over morals when the two are in conflict.

The Basis of Our Moral Code

The word ethics comes from the Greek *ethos*, meaning character. The standard definition of ethics (a plural noun construed as singular) refers to ethics as the study of standards of conduct and moral judgment. This means: what is right and what is wrong in conduct.

H.A. Overstreet said “Man is a creature of moral law.” [3] Will Durant opined “All moral conceptions revolve around the good of the whole.” [4] Our Western standards of ethics have been derived from many sources. Some have been drawn from the Old Testament, which Overstreet believed was the symbol of revelation to man of his own uniquely human nature. [5] The Ten Commandments, originating, according to Biblical history, through Moses’ relationship to God in the thirteenth century B.C., exhorted people not to kill, not to steal, not to lie, and not

to covet one's neighbor's possessions. These tenets are observed in the moral standards throughout the Western world. Even psychologists today believe that sound mental health is related to our ability to be concerned about others' welfare.

In 400 B.C., Plato explained that a society of just men would be a highly harmonious and efficient group. He believed that justice is an order and beauty; evil is disharmony. All moral conceptions revolve around the good of the whole. Morality begins with association, interdependence, and organization. Life in society requires the concession of some part of the individual's sovereignty to the common order. Ultimately, the norm of conduct becomes the welfare of the group. [6]

One of the interpretations of the Ten Commandments and the concepts of Plato that has captured the interest of many people is the Golden Rule. Attributed both by Matthew and Luke to Jesus, the New Testament shows it, "As ye would that men should do to you, do ye to them likewise," [7] Interestingly, Anwar as-Sadat shortly before his untimely death, said "There is no happiness for people at the expense of other people." [8]

From these and many other sources, we have established that ethics shows that:

Honesty is the best policy.

The good of the people is the supreme law. (*Salus Populi Supreme Lex Est*).

Use own so the other is not damaged. (*Sic Utere Tuo ut Alienum Non Laedus*).

Herbert A. Tonne, Professor Emeritus of Business Education from New York University, in his treatise, *The Human Dilemma*, questioned the value of these values since absolutes about them do not exist. He summarized his examination of these concepts by stating, "All our values are composed of biased opinions and ill-digested conveniences." [9] He further explained that situations will often arise in which applying ethical principles to specific problems will be difficult. [10]

Thus, ethics and moral principles involve both the conduct of the individual and the obligations and duties that a particular society requires of its members. [11] Living up to these moral standards requires self-sacrifice in many instances.

Business and Its Ethical Responsibilities

What consideration is given to ethics and moral principles in relation to business? Surprisingly, the very concept of socially responsible business has existed since the time of the

ancient Greeks. The proper duty of business people was to earn a livelihood and help their neighbors. Money at the time was a means to an end, and trade was to be performed honestly and well. [12]

In the mid-nineteenth century, Nietzsche saw the business person quite differently. He believed mercantile morality to be nothing but a refinement of piratical morality – buying in the cheapest market and selling in the dearest. [13] Instead of laissez-faire (being let alone), these business people needed supervision and control. He went so far as to advocate that trade, which resulted in large fortunes, should be kept out of the hands of private persons and companies and that those merchants who have too much should be looked upon as “types fraught with danger to the community.” [14]

One of today’s most respected economists, Nobel Prize winner Milton Friedman, argued that corporations have only one social obligation: to maximize profits within the constraints of law and custom. [15]

Peter F. Drucker stated that there is not a separate ethic of business nor is one needed. People should not cheat, steal, lie, bribe, or take bribes. No one acquires exemption from ordinary rules of personal behavior because of his or her work or job. Managers are members of a leadership group. As such, a manager stands under the demands of professional ethics – the demands of an ethic of responsibility. This was spelled out 2,500 years ago in the Hippocratic oath of the Greek physician: “primum non nocere – Above all, not knowingly to do harm.” Drucker emphasized that plain, everyday honesty is expected of everyone. [16]

Some present-day business people view business’s ethical role as a positive one. Reginald H. Jones, former CEO of General Electric, stated, “Public policy and social issues are no longer adjuncts of business planning. They are the mainstream of it.” [17]

Donald V. Seibert, CEO and Chairman of J.C. Penney Co., said “During the four decades I have been in business, I have found that the corporate world is filled with businessmen who want to do what is right, not with Scrooges who delight in exploiting widows and orphans. . . . In the long run, the best business decision is that which is founded on the most ethical judgments.” [18]

Robert Solomon and Kristine Hanson, business writers, believe that business is a way of life that is at its very foundation ethical. The business person takes contracts seriously, pays

one's debts, and comes to a mutual agreement about what is fair exchange. "Business is itself an ethic – defined by ethics and made possible by ethics." [19]

But do some people rationalize their ethical conduct? A car thief was asked why he did such an unethical thing as steal cars. He replied, "What I do is good for everybody; I create work. I hire men to deliver cars, work on numbers, paint them, give them paper, maybe drive them out of state, and find customers. That's all good for the economy. I help people get what they could not otherwise afford. I save a guy who wants a Cadillac several thousands of dollars. Now he's happy. The guy whose car was stolen gets a nice new car from the Cadillac Company. So they're happy because they sold another Cadillac. The insurance company is the only one that doesn't do so good, but they are so big nobody cares. They got a budget for this sort of thing anyway. Come on now – who am I really hurting?" [20]

This rationalization of one's unethical acts is often the attitude of those who try to cheat others. If everyone reacted in this way, maintaining law and order and doing business in an equitable manner would soon become impossible. Immanuel Kant, considered to be one of the greatest eighteenth century philosophers, noted that certain questionable or nonethical behavior, if adopted by all, would make social life impracticable or hopeless. "If I lie and everyone else lies," he said, "then there would be no promises at all. Hence I must not lie – even if it is to my advantage. The only thing unqualifiedly good in this world is a good will – the will to follow the moral law, regardless of profit or loss for ourselves. Morality is not how we make ourselves happy, but how we make ourselves worthy of happiness." [21]

Business is a part of society. As a significant part, it reflects the mores and ethics of that society. Business has a number of problems that it has to address that involve analysis of ethical considerations. Business must look at its relation to each of its many publics: employees, suppliers, customers, shareholders, competitors, and the community in which it operates. It must also consider ethics under the rubric of the products and services it creates as well as the advertising and public relations it uses. Like government, business on occasion is also subject to "whistleblowing" by insiders.

Among the vast number of topics to be considered under the rubric of business ethics, four are discussed here: competition, product safety, advertising, and whistleblowing. Competition is a factor that all businesses have to face. Similarly, many businesses make products that must be safe to use in the manner intended. Most businesses also advertise their

products or services. Many have employees who observe wrongdoing and inform outsiders when they are dissatisfied with their firm's handling of specific matters.

Competition

Peter F. Drucker explained that to know what business is, we must start with its purpose. He insisted that making a profit is not its purpose – rather, the purpose is to create a customer. Markets are created by business people. Customers do not know that they want copying machines or computers, for example, until they are available. Business creates the wants by innovation, by providing credit, by advertising, and/or by salesmanship. [22]

Because the purpose of business is to create a customer, the business has two basic functions: marketing and innovation. These produce results. All other phases of business produce costs. A business enterprise exists best in an expanding economy. Business is a specific organ of growth, expansion, and change. [23]

Business is competitive in both marketing and innovation – the two functions Drucker accepts as basic to its existence. Thus, competition results in problems for all those who compete. One result of competition is known as a “zero-sum-game,” in which one opponent gains and the other loses – as in gaining a share of market. For example, a scramble for customers to be wooed from AT&T, as a result of the legal breakup of that former monopoly, occurred by such companies as MCI, Sprint, and several other firms. “Not knowingly to do harm” would be a difficult ethic to be observed by these competitors.

By its very nature, business is a competitive activity. Business people are applauded who invent a new product; bring a newer, better, or less expensive version of something to market; or offer a service that is needed or wanted by the community. Through competition in business, products and services are made better or more readily available or less expensive or more attractive for the public. Living in accordance with the ethic “not knowingly to do harm” to other competitors, might effectively stop all competition and grind our economy to a slow walk. Winners may harm others only slightly by diminishing their earnings (as NBC recently did to CBS and ABC by winning the ratings war among them), or sometimes competition may put less able firms into bankruptcy. Conversely, if firms stimulate their competition to aggressive action, they may help the competition to improve in ways that will make that competitor even more successful than that firm was before the competitive battle occurred. Coca Cola's introducing of

a new Coke in competition with Pepsi-Cola and then rejuvenating its previously abandoned product by calling it Coke classic is an example of such stimulation.

Competition, therefore, may be an agent for good, both for the public and even for the competing firms. It may also do considerable harm to competitors who cannot meet and beat the aggressor in the battle for share of market. In general, competition that aids the consumer is considered beneficial even if it does harm to losing competitors.

Product Safety

Product safety is an important consideration for the ethics-minded producer. Some manufacturers have on occasion made products that are not safe to use as intended. Some manufacturers, knowingly or unknowingly, have done a great deal of harm with some of their products. Asbestos fibers, long thought to be the ideal material to avoid fires when used as insulation in homes, offices, schools, and in electrical products, are now known to irritate lungs and to cause cancer some 20 years after people have had prolonged exposure to them. Similarly, tobacco has been found to have dangerous results after years of use. In addition, some manufacturers have not protected foods sufficiently during processing. In 1986, for example, metal fillings were found boxed in dry cereal.

Fifty years ago, cosmetic manufacturers were not always so concerned about safety. With impunity, they could claim practically magical powers for their products. After a brand of mascara adulterated with a dangerous dye blinded many young women and a hair remover made with a poison used to exterminate rats not only effectively removed hair from the spot where it was applied but also from the rest of the body and in addition left its victims maimed for life, the Federal Food, Drug, and Cosmetic Act was passed in 1938. [24] This act has been updated many times since then to assure users of the safety of cosmetics, foods, and drugs. Similarly, laws today protect consumers from mislabeling of textiles, leathers, furs, household appliances, furniture, metal goods, and flammable materials. Customers are also protected by laws from unsubstantiated low-price claims, from fraudulent credit charges, from signing contracts without any recourse to cancellation within a reasonable period of time, and from assurance that warranties and guarantees must be observed.

The fact that laws rather than just the ethics of the firms are needed to protect the public indicates that ethical standards are often not enough to guard our safety. As we move more

completely into the computer age of the uses of advanced technology, new measures for protection are also needed.

Advertising

Advertising is another area of concern for all Americans. Laws exist to protect consumers and other firms from false and misleading statements. Agencies, such as the Center for Science in the Public Interest and the National Advertising Division of the Better Business Bureau, have also been formed to act when the Federal Trade Commission moves too slowly in prosecuting faulty advertising. Recently, several cases have gone into state courts that are less sympathetic to advertisers than the FTC has proved to be. Some of these recent cases include:

McDonald's McNuggets which were advertised as made from whole breasts and thighs of chicken but also contained processed chicken skin and were fried in highly saturated beef fat.

The Weider Health and Fitness Company that was forced to reimburse thousands of customers who bought its "muscle building pills."

Jartran, Inc., which claimed it had newer, easier-to-drive trucks than U-Haul. Jartran was sued in court and had to pay both punitive damages and compensation to U-Haul for its losses due to that misrepresentation.

Johnson & Johnson, producer of Tylenol, who was sued by American Home Products, producer of Advil, for Johnson & Johnson's claims that Advil causes stomach irritation.

General Foods whose advertisements for sugar-coated cereals intimated that children could live large playhouses after eating those cereals. "Children," a California class action suit claimed, "are uniquely susceptible to such advertising." [25]

Apparently the elderly, as well as children, are easily duped by misleading advertising. A 1984 House subcommittee investigating health fraud estimated that elderly Americans spent \$10 billion on miracle cures for cancer that do not cure, wonder diets that do not lead to weight loss, and arthritic formulas that do not ease arthritic pain. [26] Arthritis is incurable, but quacks market such dangerous things as steroids and snake venom and also such harmless products as lemon juice and milk. For these, they use such words and phrases as "breakthrough," "miracle cure," and "special, secret formula." Such terms should alert customers to quackery, but they obviously do not. [27]

Sometimes misrepresentation is more subtle. When the Coca-Cola Company announced its casual all-American clothing line, it turned out the its licensee, Murjani International, Ltd., was producing the clothing overseas. [28]

Alfin Fragrances Inc. was sued for fraudulent advertising. It introduced Glycel as a product to help cell renewal and skin rejuvenation and hired Dr. Christian Barnard, the famous heart surgeon, to promote it. Alfin claimed Barnard discovered GSL, the effective ingredient in Glycel, which the suit claims he didn't. Alfin claimed also that the company had a patent for Glycel, which the suit says it doesn't, and Alfin said it has scientific evidence to support the product claims, which the suit says it doesn't. [29]

One of the newest trends in fashion advertising avoids any claims for product superiority or quality – rather, this advertising concept sells romance. A young model's cleavage, a girl tossed over a half-nude man's shoulder, and other sexually suggestive poses are used in advertising name-brand clothes, perfumes, cosmetics, and accessories. Calvin Klein's ads showing almost nude bodies publicizing underwear were judged the year's most popular ones in a national survey for *Adweek* magazine. Klein said they were designed to stand out and command attention among the 700 other *Vogue Magazine* advertisements. [30]

Would the consumer respond just to factual, honest advertising? Do advertisers have a license to add vision and dreams to their advertisements? Puffery, which is bragging carefully to achieve a special effect, is considered legal. Advertisers have to tread a thin line, however, between puffery and misrepresentation. In one study, 60 percent of consumers were found to believe the puffery used in the advertisements they read. [31]

Advertising, however, is only unethical if it is false and misleading. When an electric shaver advertisement says, for example, "You can't get any closer," does that imply the company has researched all types of shaving equipment before it could make such a statement? Or does the consumer interpret that statement as puffery? Advertisers also tend to use many technical terms that confuse customers. For example, not many customers know the meanings of such technical terms as "perfect diamond," "deep-buff leather," "18.8 stainless steel," and "14 K rolled gold."

Whistleblowing

One other business problem presents a serious dilemma. Should those inside an organization report on the wrongdoing that occurs, or should insiders wait until some outside person or organization sues to reveal this wrongdoing? The insider who resolves to reveal wrongdoing, known as a whistleblower, has a particularly difficult decision to make. Should he or she report on a situation that is or could be harmful to others?

To many people, the act of whistleblowing violates allegiance to colleagues and/or superiors. In fact, whistleblowers are often viewed as being disloyal to the organization and its executives. Such words as traitors, squealers, disgruntled workers, and self-seekers are used as labels for whistleblowers. The person who is aware of wrongdoing in a firm has to decide whether to resign in protest or to stay on the job and fight to right the wrong – and in so doing risk being fired.

An example of whistleblowing took place at the Long Island Lighting Company's (LILCO) drill for emergency evacuation. Frank Petrone, an official of the Federal Emergency Management Agency, said that on the basis of the drill run by LILCO on February 13, 1986, he could not "give reasonable assurance that public health and safety" would be protected in the event of an accident at the plant. The head of the agency in Washington asked him to delete his conclusions from the report that was to be issued soon. Mr. Petrone chose to resign rather than delete his statement. He objected to the test evacuation procedure that did not have the participation of local police, fire, and medical services. In the February 13 drill, LILCO officials played all those roles. Governor Cuomo applauded Petrone's stand, but that did not change his job status. [32]

To report or not to report on wrongdoing – that is the question. One young lady working in a remote branch office of a large firm faced such a dilemma. Her boss, who promoted her last year, has taken to returning from lengthy lunch hours in an advanced state of inebriation. The workers in this branch office have begun to be careless in their work, and customers are disregarded. Morale among workers worsens daily. Should this young woman "blow the whistle" on her boss or not?

One whistleblower sounded the ethical answer for all people. Marie Ragghianti exposed corruption at the highest levels of Tennessee's political power structure. When she did so, she quoted Edmund Burke's lines: "The only thing necessary for the triumph of evil, is for good men to do nothing." [33]

Business Ethics Research Findings

How are these business ethical dilemmas viewed by the public? Do business people just reflect what Americans are doing? Are people at large considered to be more honest than business people? According to some recent studies, neither comes out too well. A CBS-New York Times poll, reported June 9, 1985, showed that 55 percent of the public thinks executives are dishonest. [34] However, in a study of people's confidence in major corporations when contrasted with their confidence in labor unions and Congress, major corporations rated a 22 percent confidence vote, but Congress and labor unions only received a 15 percent vote for trustworthiness. [35]

Alexander Austin, director of the Higher Education Research Institute at the University of California at Los Angeles, found, in his annual survey of some 250,000 college freshmen, that "young people are less concerned with altruism, with helping society, and more concerned with making money and getting power and status than in the past." [36] They appear to have chosen money over morals.

In studies of the ethical standards of college students vs. managers, results showed relatively little difference. But when differences were present, the business ethics of the present managers were higher than those of the managers-to-be. [37]

Statistics show that, as far as the general public and employees are concerned, \$170 billion yearly in money, products, and time is stolen from businesses. [38]

Other studies indicate that ethical standards do vary among companies and groups of companies. Generally, large companies are more ethical than small ones. The most ethical companies proved to be those in banking, investments, and insurance. The least ethical were those in advertising, construction, and the garment industries. [39]

Establishing Ethical Standards in Business

Companies vary in their attention to ethics, but most have some standards that they observe. A 1980 study by the Opinion Center for Ethics stated that three-fourths of the companies reported that they had written codes for ethics and 92 percent of those stated that the codes were updated periodically. [40] Another research study reported that 100 of the Fortune 500 companies indicated they have penalties in their firms for a variety of ethical offenses. In

four-fifths of the companies responding, dismissal of people had occurred for offenses that resulted from bribes, accepting gifts, conflicts of interest, price fixing, and falsifications of records. [41]

The Ethics Resource Center in Washington, DC, reported that it is helping businesses such as E. F. Hutton and General Dynamics to rehabilitate their battered images. The ethical programs established in these firms generally instruct employees to be loyal, law-abiding, honest, and trustworthy. At General Dynamics, the new ethics code contains a “squeal clause” that rewards employees who blow the whistle on coworkers who violate the guidelines. Such codes, however, need commitments from upper-level management. Bentley College’s Center for Business Ethics found that only 14 percent of companies with formal ethics policies had ethics committees and only 1 percent had panels that sat in judgment on violators. [42]

These ethical policy development programs are a step in the direction of convincing employees the firm wants to be honest in all business dealings. After the employees are convinced, the public must next observe the results of these policies at work.

What is the Role of Business Educators in Ethics for Business?

Should business educators be concerned about ethical standards in business? Should business educators incorporate readings and discussions on business ethics in business classrooms? This is a dilemma that many business educators face.

The author of a recent article devoted to ethics education stated, “Ethics education can help people to begin to think about ethics differently. It can raise awareness and help people to become more comfortable with ethical issues. However, the awakening is slow and must be constantly reinforced.” [43]

Nearly two-thirds of the people responding to a Gallup poll said that “not enough attention was being devoted in the public schools to developing students’ moral and ethical character.” [44] Of those polled, “Seventy percent said they would favor instruction in the schools that would deal with values and ethical behavior.” [45]

In spite of these views, however, ethics is not a common topic in the texts used in business courses. Examination of texts for general business, management, marketing, accounting, secretarial studies, and office management for both high school and college courses revealed that only two of them had a reference to ethics in the index. One of the college texts had a two-line reference to the subject and the other devoted two pages to the importance of

ethics in business. One accounting course, auditing, does spend considerable time on ethical matters as they pertain to audits. However, other considerations about ethics are not discussed in those texts.

Although basic texts contain little if any discussion of ethics, special business ethics texts – both case study and discussion – are entirely devoted to ethics in business. Many articles in professional journals also consider this topic important enough to address frequently.

Course offerings in high schools list no separate courses on business ethics. With the difficult scheduling problems that most high schools have finding time to include even basic business courses, such lack is understandable. Even in prestigious college and university schools of business, business ethics, if it is offered at all, is usually offered only as an elective. A few colleges offer a required course on the social understandings in business that devotes some time to the consideration of ethics. Ethics, however, appears to be a low-priority topic among those who plan the education of managers-to-be.

James M. Hester [former President of New York University] stated, “Organizations express the characteristics of their leaders, who, in turn, are educated increasingly in universities. We have a responsibility to sensitize future organizational leaders to the socially responsible manner in which their influence can be used.” [46]

With the limitations imposed on them by texts that contain little or no information on ethics and few if any courses offered on the subject, what can business educators do to impart these important concepts in their classes? Do business educators have the responsibility to make business managers and leaders more ethically minded than present ones are? Should business educators inspire young people to improve on the ethical practices of the present generation of business managers?

If business educators believe that they have an important challenge to introduce ethical standards for business into their course work, then those educators should include ethics whenever business situations under discussion involve such moral values. In addition to the routine or creative answers sought for cases and problems, the discussion should also examine the ethical components that need to be considered. These ethical dimensions should be isolated, and a determination made if the actions to be taken would infringe on anyone’s rights. Alternatives should be discussed and evaluated to see if any law exists against those conclusions.

If not, do they violate any moral value? A final question can be posed: How does the proposed action make the company look to its shareholders, customers, employees, and suppliers?

If this type of analysis were to be included in class decision making and in solving questions presented in texts, young people ready to enter the world of work might be better prepared to approach business activities with an awareness of ethical conduct.

Conclusion

This discussion on business ethics is indeed just the tip of the iceberg. The topics considered here (competition, product safety, advertising, whistleblowing, and ethics education) are only a small part of a broad subject. There are many other topics, and they all exist in an environment where people's values and standards are constantly changing. Research studies undoubtedly will continue to reveal the need for more interest. For business educators, the immediate concern is how to infuse ethical considerations into the curriculum in business courses. Awakening students to the importance of this issue will take time; and after awakening occurs, constant reinforcement will be needed if ethical education is to make any subsequent impact on business itself

Chester Barnard spelling out the need "to have the moral factor find its concrete expression" through the executive. The strength of an organization depends upon the quality of leadership and that quality derives from the breadth of the morality upon which it rests. [47]

Teachers of the business leaders of the future might wish to borrow one of the most famous phrases from Shakespeare's *Hamlet*. Polonius gave his son Laertes advice as he ventured out into the world. "This above all: to thine own self be true. And it must follow as the night the day. Thou canst not then be false to any man."

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One always wonders about one's legacy. What will result from one's writings after one is no longer active in the field or on this earth. Perhaps a very appropriate answer to those of Karen occurred in 2009, 17 years after her passing. A new edition of Retail Business Management with her name as lead author was published. Her legacy lives on.

Karen Gillespie's Chronological Bibliography

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