DOCUMENT RESUME

ED 065 418 SO 003 771

AUTHOR Horton, Robert V.
TITLE A Plea for a Fourth Tradition - and for Economics. Paper Number 352.
INSTITUTION Purdue Univ., Lafayette, Ind. Herman C. Krannert Graduate School of Industrial Administration.
PUB DATE May 72
NOTE 26p.

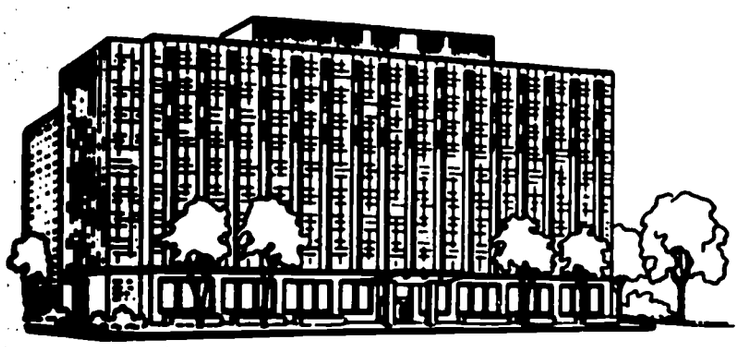
EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Concept Teaching; *Economic Education; Economics; *Educational Methods; *Inquiry Training; Problem Solving; Social Sciences; *Social Studies

ABSTRACT

This paper was written in response to an article entitled "Defining the Social Studies: An Explanation of the Three Traditions" by James L. Barth and S. Samuel Shermis. The three positions portray social studies as citizenship transmission; as social science; and as reflective inquiry. These authors favor the latter position, defined as a process of decision making as to significant social problems perceived by students to be of considerable concern to them. An alternative position is proposed in this paper, namely, that the structure of economics should be an important organizing vehicle in the social studies and presents a case for a fourth tradition. The structure of a discipline should be defined as the interrelationships of its important concepts and the concepts of science as a tool for repetitive assistance to a reflective inquirer. Problems for inquiry must be selected and organized so as to lead to an understanding of such a structure. The paper concludes with a further detailing of the case for economics education, pointing out the essential nature of the need for more citizens to understand and apply economic concepts in individual, business, political, and societal matters. (Author/SJM)

HERMAN C. KRANNERT GRADUATE SCHOOL OF INDUSTRIAL ADMINISTRATION

Purdue University
Lafayette, Indiana



INSTITUTE FOR RESEARCH
IN THE BEHAVIORAL, ECONOMIC,
AND MANAGEMENT SCIENCES

A PLEA FOR A FOURTH TRADITION
- AND FOR ECONOMICS

by

Robert V. Horton

Paper No. 352 - May 1972

Institute for Research in the
BEHAVIORAL, ECONOMIC, and
MANAGEMENT SCIENCES

HERMAN C. KRANNERT GRADUATE SCHOOL
OF INDUSTRIAL ADMINISTRATION

Purdue University
Lafayette, Indiana

A PLEA FOR A FOURTH TRADITION - AND FOR ECONOMICS

by

Robert V. Horton*

In the editorial preface to the article "Defining the Social Studies: An Exploration of Three Traditions," by James L. Barth and S. Samuel Shermis, which appeared in the November 1970 issue of Social Education (pp. 743-751), readers are asked: Where do you stand? Which of the three positions is closest to your own: social studies as citizenship transmission; social studies as social science; or social studies as reflective inquiry?

Professors Barth and Shermis[1] present an informative and cogent plea for conceptual clarity in choosing what the social studies should be (p. 751), for identification of the premises underlying that choice (p. 751), and for definition (p. 743). A reading between the lines in the light of further knowledge of their views suggests that their own highly-favored choice would be for student involvement and for social studies as reflective inquiry. All of these B and S views are fully accepted here, in the belief that they promise both more meaningful education and better learning.

---

*Robert V. Horton is Associate Professor of Economics at Purdue University and Chairman of the Economics Education Committee of its Krannert Graduate School of Industrial Administration and School of Industrial Management.

This paper has benefited from suggestions of associates at Purdue University: Professors Dennis J. Weidenaar and Peter V. Harrington of the Krannert School and Professors James L. Barth and S. Samuel Shermis of the Department of Education. Unfortunately, nevertheless, it is to be presumed that they do not unanimously concur with all that is here presented.

[1]Hereinafter "B and S", with page numbers in parentheses within the text of this paper referring to page numbers in their article.

Reflective inquiry, identified by B and S as the process of decision making as to significant social problems perceived by students to be of considerable concern to them (pp. 748-9), or as the sensing and identifying of significant problems and the serious and consecutive search for satisfactory answers (p. 743), is thus to be preferred to the other two traditions. Reflective inquiry should, in this writer's view, be the primary organizer in the social studies, and it should therefore take precedence, in a significant sense, over course content as ordinarily conceived.

But is an absolute purity of approach - just from among these three traditions - either essential or even desirable? Were our predecessors entirely lacking in wisdom in their alternative approaches to the social studies? More constructively, perhaps, might we not ask if it is not possible to achieve coneptual clarity, identification of premises, definition, and student involvement on a basis different from any of the three specified by B and S, a basis which might be even more valuable to our students? Might we not create an even more persuasive fourth tradition?

This particular response to B and S has an important, but much more restricted, purpose, although hopefully it may also contribute to the building of such a promising fourth tradition. The purpose here is solely to argue that in the realm of economics, at least, as a part of the social studies the B and S conclusion is inadequate. This paper therefore suggests as an alternative that the structure of economics (or of other social sciences), defined differently than by B and S (p. 748), should also be an important collateral, organizing vehicle in the social

studies. With its purpose thus limited, this paper ignores whatever arguments may be made for social studies as citizenship transmission and whatever arguments similar to those made here in the case of economics may also be made for other sciences. It is not denied that some such arguments may have substance, although it may well be that the argument in the case of economics is both the most persuasive and the most far reaching.

This paper, then, now proceeds to present the case for such a fourth tradition, using on occasion illustrations from the field of economics. It concludes with a further detailing of the case for economics education, organized as reflective inquiry in the B and S sense, but with regard, too, to the structure of economics, defined differently than by B and S and so as to mean the important concepts of the science, and their interrelationships, for repetitive assistance to the reflective inquirer.

The Case for a Future Fourth Tradition

Teaching social studies as social science is described by B and S in their article (p. 746) as transmitting to the young in a simplified version a body of knowledge created by social scientists. The purpose in this tradition is stated (p. 747) as simply to acquire knowledge, a purpose claimed by its advocates to be both self-justifying and self-validating. It is to teach the structure of knowledge of a particular discipline -- to make the student, for example, a junior historian or a quasi-political scientist (pp. 747-748).

No doubt such purposes have been a tradition in the social studies, and economists have themselves been contributors to it. But that is not the whole story. Lawrence Senesh, for example, must have been shocked to read that such have been his purposes in his Our Working World[2] publications for the elementary schools, much as he has emphasized in his work the structures of knowledge of the various social sciences. The 1963-64 Resource Unit for Our Working World in its opening "Overview of the Program" (p. 1) emphasizes, on the contary, the child's desire for answers to his questions, the confusion created by dumping quantities of unrelated information upon him, and the importance of his discovery of the relation between events and ideas, so that, of all things, he will enjoy inquiry! (The emphasis is added.) There is obviously something quite different here from what B and S describe as the tradition of social studies as social science.

Not only the Senesh materials, but many others also, are not directed to the goal of knowledge for its own sake nor of teaching the mode of inquiry of the various social sciences (as B and S claim, pp. 747-748). On the contrary, these materials recognize the need to identify problems of interest and significance to the learner, to apply much of the reflective inquiry process so well delineated by B and S, to aid the learner to distinguish value judgments from science, and to aid him to reach more rational choises as to these problems.

---

[2]Lawrence Senesh, Our Working World: Families at Work (1964), Neighbors at Work (1965), and Cities at Work (1966, 1967), with their respective Resource Units (1963, 1964), (1965), and (1966, 1967) (Chicago: Science Research Associates).

Their creators may, however, believe, contrary to B and S, that in pursuing social studies as reflective inquiry the simpler, important findings of the social sciences must nevertheless be included as essential elements.[3] This would not be for the purpose of teaching the structures themselves of the social sciences, nor of their methods of inquiry, in the B and S sense, but for the purpose of providing tools, and an integrated approach, for better, or at least more rational, reflective inquiry. Why in the pursuit of reflective inquiry should the hard-earned, but well-established findings of social scientists which bear upon a problem be obscured? Such obscuration would itself impede the reflective inquiry, but more importantly the learning of tools, which at least in economics, have wide transfer applications to other problems. For this reason, such elements of a social science should be learned as tools by the student. He should, moreover, learn to recognize the applicability of a tool or tools to a problem and learn to make proper applications. Finally, he should learn to distinguish in his reflective inquiry the important differences between his and society's goals and values and the scientific findings of the discipline itself.

---

[3] Professor Shermis has orally referred to such an approach as "controlled inquiry," but he may have meant both more and less than is recommended in this paper. Both he and Professor Barth of course include the pertinent findings of the social sciences as data in a particular reflective inquiry, but there is no recognition by them, as this writer sees it, that structure as redefined here is an essential element, too, for effective social studies education. There are to B and S no particular findings of the sciences which are so basic that they must be learned. The result of such an approach could be likened to that from reflective inquiry in the field of mathematics if there were no learning there that in most circumstances two plus two is to be taken as equal to four, or better, that given a part and its proportion of the whole, one may determine the whole by division of the part by the proportion.

Another failing of the social studies as reflective inquiry in the B and S specification arises from their definition of structure of a discipline (p. 748) as its important concepts and the means by which inquirers gain knowledge about these concepts. For the creation of an even better fourth tradition, structure should, in contrast, be defined as the important concepts of science for repetitive assistance to a reflective inquirer.

Moreover, this "structure" should be interpreted more literally to include the interrelationships of these concepts within the discipline. Senesh[4] has put great emphasis upon such interrelationships in establishing the structures of a number of the social sciences for his materials. Lovenstein[5] has used different organizers, but still with the purpose of emphasizing interrelationships within the structure of economics.

Absent such organizers, a student could complete his social studies without any real understanding of the meaning of economics, at least. Its essence lies importantly in the interrelationship of the scarcities of resources relative to our wants and goals,[6] as both Senesh and

---

[4]In addition to the Senesh materials themselves, see Irving Morrissett, Ed., Concepts and Structure in the New Social Science Curricula (West Lafayette, Ind.: Social Science Education Consortium, 1966).

[5]Meno Lovenstein et al., Development of Economics Curricular Materials for Secondary Schools (Columbus: The Ohio State University Research Foundation, 1966). His organizers (p. 41) are scarcity, flows, and systems.

[6]Lionel Robbins, An Essay on the Nature and Significance of Economic Science (London: Macmillan, 1962) even defines economics (p. 16) as "the science which studies human behavior as a relationship between ends (desires and goals) and scarce means (resources) which have alternative uses." (Parenthetical specifications are added.)

Lovenstein emphasize in their structures. The choice-making of reflective inquiry, so emphasized by B and S (pp. 748-749), would leave no problem for reflective inquiry as to the use of resources in a world which had no such scarcities.

The importance of this more literally interpreted structure can also be illustrated by pointing out that without an understanding of the flows of goods and services in an economic system, and the inter-related flows of money in the opposite direction, which Lovenstein emphasizes, the realities of any modern economic world might never be grasped by the student. This could remain true however often he may have applied economic concepts, supply and demand curves for example, in his reflective inquiry as to many problems. These examples illustrate why such a structure of economics, at least, must not be ignored in the social studies.

The fourth tradition, therefore, would require that the problems considered in reflective inquiry must be selected and organized so as to lead to an understanding of such a structure. It would not mean that such understanding would precede reflective inquiry. However, in contrast with the B and S interpretation (p. 744), there might be a set of sequential content and there would be a set of prescribed content, but all to be learned in reflective inquiry settings.

Such a structure as to the appropriate important concepts of a discipline also assists the student in learning both their importance and their meaning and in retaining what he learns. Meaningful

learning is not, as both Morrissett[7] and B and S[8] recognize, just a collection of unrelated bits of knowledge, but this conclusion argues not only for it to be relevant to a problem, as B and S recognize, or to various problems as noted above, but also for its organization, more literally, into a structure emphasizing interrelationships, in order to create better understanding and learning in the social studies.[9]

Perhaps B and S would continue to argue that such eclecticism from among their three traditions as is here suggested offends their requirement of conceptual clarity (p. 751) -- or even worse becomes "an indiscriminate mixing" of two of their three traditions (p. 751). But a rationale and general objectives for such a new tradition have been suggested above, and hopefully there results a "coherent theory" (which) does not come from (such) an indiscriminate mixing of -- traditions which define purpose, content, and method differently (B and S, p. 751).

---

[7]Morrissett, op, cit., pp. 4-5, e.g., includes the statement: "It is the essence of theory that it organizes and simplifies the profusion of facts in the world."

[8]"...information is simply facts unrelated to any purpose of (or?) context. Data, on the other hand, is ... whatever is needed to solve a problem." (Band S., p. 750).

[9]Jerome Bruner, The Process of Education (New York: Vintage Books, 1960). Morrissett, op. cit., pp. 5-6, sees as a major theme of that Bruner publication: " ... education should make much greater use of the structure of a discipline," with a principle reason: "it simplifies the process of learning," and "in four ways: it makes a subject more comprehensible, it facilitates memory..., it contributes to transfer ..., and it facilitates intuitive thinking."

This quotation omits reference, of course, to the important questions discussed in this paper of what such a structure should be and of whether it merits learning by the student.

Senesh materials illustrate actual, successful applications of the position taken in this paper, on the basis of reflective inquiry and structures of knowledge of the various social sciences useful to the learner.

In summary, then, the suggested fourth tradition would be to redefine structure as the important concepts of science for repetitive assistance to a reflective inquirer, with emphasis upon the inter-relationships of such concepts, and then in settings of reflective inquiry by students, to arrange that such structure be learned.

But such efforts may not yet be able to achieve in the social studies all that has been implied above for an effective fourth tradition. Among other things excellent and constantly updated materials and teacher aids would be required -- as they would be also, however, for meaningful reflective inquiry as recommended by B and S. Even more critical, in both cases, would be the requirment that teachers be of quite exceptional abilities and training.

As a result, a specific course in reflective inquiry, but also in economics itself, may for many years still be required, even though, of course, problems in the real world do not appear as solely economic problems or solely problems in any other single social science. This paper, concludes, therefore, with a rationale as to why economics is important enough to justify such special attention, that is, to justify such special application to economics of time and resources, both of the learners and of the schools, notwithstanding the many demands upon them. This rationale may also illustrate and fortify some of the arguments just concluded for the future fourth tradition suggested.

The Special Case for Economics

Economic activities and decisions obviously occupy extremely large portions of our individual lives. We work, we acquire and sell property, we spend, we save, all in an economic world. Economics activities of others, occupying similarly large portions of their lives, surround us. Moreover, business firms, both small and gigantic, governments, and foreigners are all largely so engaged. We as individuals also share in forming social opinions and in making political decisions which ordinarily have a substantial economic content and almost never have none.

Without an understanding of economics, which considers these matters from a social point of view, we come to fear the economic world, just as our forefathers, not understanding, feared lightning and thunder. We may still fear lightning and thunder today, but somewhat less, because we have come to understand them, and we certainly do not make burnt offerings to the gods to escape their terrors -- we put up lightning rods!

With this lack of understanding of economics we develop funny opinions as to economic matters -- funny peculiar, that is, not funny ha-ha. And we do very peculiar, unwise things. Moreover, we participate in unwise decisions in the political arena where the economic aspects of these decisions are ordinarily so predominant.

We have these strange opinions and take these strange actions because we do not understand. As a result, the general social interest is not served either by many of our personal actions or by our political decisions. In political decisions we tend to accept the

common sense of the urgings of those strong minorities which have axes to grind. More generally, we tend to believe, for example, that if each of us had more money, we would each be better off -- a belief that is plain wrong, common sense though it may be.

For just this reason - our common sense leads us astray in economics - we need economics education. The fallacies of composition and of the incomplete argument wreak havoc in our common sense reasoning as to economic matters -- these fallacies even seem themselves to be common sense. Two further examples of illiteracy in economics should establish the point.

A few years back a poll was taken of public attitudes toward government programs. It showed, for example, that 70% of those polled thought the government should spend more for help for older people, but that the 70% fell to only 34%, if taxes were to be raised for the purpose[10] -- a difference of 36%, or more than half. This result clearly establishes the economic illiteracy of the 36%, unless its members presumed that unemployment of resources existed at the time or they proposed inflation or the reduction of other governmental programs -- all very doubtful possibilities, it would seem. And so it seemed to another commentator, who said, "... this is the way to get some impression of how the citizenry evaluates benefits relative to costs."[11] Enough as to the economic illiteracy of the citizenry generally. How about that of one of our leaders of thought?

---

[10]Eva Miller, "Public Attitudes Toward Fiscal Programs." Quarterly Journal of Economics (May, 1963), p. 215.

[11]Paul W. McCracken, "Tax Policy and Sustainable Economic Growth," in Proceedings of a Symposium on Federal Taxation (New York: The American Bankers Association, 1965), p. 20.

The New York Times of May 1, 1966, in an editorial, commented on the need for federal legislation to require manufacturers to observe safety standards in making automobiles. It said, "... projects such as a crashproof car are desirable. As for the concept of balancing costs versus benefits ... this seems a fallacious approach. How arrive at a true balance when human lives are at issue?[12] Does The New York Times mean that we should not prefer, for example, an alternative which at the same cost would save twice as many lives?

With these comments and illustrations it would seem that the need for training in economics is established and that structure, including such concepts as scarcity, choice, and inevitable costs, is a necessary tool to that end. Moreover, students should be trained to see economics in phenomena that are of concern to them and to apply simple economic analysis to help them reach more rational conclusions. As a specific matter, moreover, they should learn how the economic questions (What shall be produced? How shall it be produced? For whom shall it be produced? and How much shall be produced?) are answered in a market economy as well as in a command economy. This is the basic, inherent problem of any economic society, and it cannot be avoided, either now or in the future so long as relative scarcity may exist.

Nevertheless, the question may still be raised as to why economics, important as it may be, must be taught in the schools. The answer is

---

[12]Item used in John G. Maher, What is Economics? (New York: Wiley, 1969), p. 13.

clear. A large proportion (more than 90% about 1962) of our children finish eighth grade, and more than 65% then completed four years of high school. But only 43% went on to college; only 10% completed a four-year college course, and only one-quarter of this group studied economics.[13] Obviously, even with any reasonably to be expected increases, only a small proportion of Americans will receive any systematic educational training in economics unless they receive it in their school years and before their college years. Economics may not have the claim upon school time and resources that does any of the three R's, but beyond them, for the reasons stated above, what other field of learning can approach economics in significance?

Let us no longer tolerate the often repeated remark that although the economic productivity of America may be the eighth wonder of the world, the ninth is surely how little Americans understand it.

---

[13] Economic Literacy for Americans (New York: The Committee for Economic Development, 1962), pp. 11-12.

10-1-71

The following is a listing of Institute Papers which are still in supply. Copies may be obtained from the Secretary of the Institute Paper and Reprint Series, Krannert Graduate School of Industrial Administration, Purdue University, Lafayette, Indiana 47907.

Paper No.	Title and Author(s)
83	A CLASS OF UTILITY FUNCTIONS ADMITTING TYRNI'S HOMOGENEOUS SAVING FUNCTION, Peter Jason Kalman.
84	PROFESSOR PEARCE'S ASSUMPTIONS AND THE NONEXISTENCE OF A UTILITY FUNCTION, Peter Jason Kalman.
101	CLASSIFICATION OF INVESTMENT SECURITIES USING MULTIPLE DISCRIMANANT ANALYSIS, Keith V. Smith
111	AN APPLICATION OF MULTIPLE DISCRIMINANT ANALYSIS, Ronald Kochems.
113	A STUDY OF PERFORMANCE IN A BUSINESS GAME--REPORT I., R. K. James, W. H. Starbuck and D. C. King.
123	A NOTE ON KONDRATIEFF CYCLES IN PREWAR JAPAN, Charles R. Keen.
124	THE DUALITY IN NATURE OF OFFERINGS OF ADDITIONAL COMMON STOCK BY MEANS OF "RIGHTS," Robert V. Horton.
134	A CALCULUS PROOF OF THE UNBIASEDNESS OF COMPETITIVE EQUILIBRIUM, Mohammed A. El-Hodiri.
136	HONESTY, DECEIT AND TIMING IN THE DISPLAY OF INTENTIONS, Marc Pilisuk, J. Alan Winter, Reuben Chapman and Neil Hass.
138	BOREDOM VS. COGNITIVE REAPPRAISAL IN THE DEVELOPMENT OF COOPERATIVE STRATEGY, Marc Pilisuk, Paul Skolnick, Kenneth Thomas and Reuban Chapman.
139	AN INVESTIGATION OF THE RANDOM WALK HYPOTHESIS AS AN EXPLANATION OF THE BEHAVIOR OF ECONOMIC TIME SERIES, John A. Eisele, Robert Burr Porter and Kenneth C. Young.
144	ON IMPLICATIONS OF PRODUCTIVITY COEFFICIENTS AND EMPIRICAL RATIOS, Harry Schimmler.
147	DEPTH, CENTRALITY AND TOLERANCE IN COGNITIVE CONSISTENCY, Marc Pilisuk.
148	THE GENERAL INCONGRUITY ADAPTATION LEVEL (GIAL) HYPOTHESIS--II. INCONGRUITY MOTIVATION TO AFFECT, COGNITION, AND ACTIVATION-AROUSAL THEORY, Michael J. Driver and Siegfried Streufert.

Paper No.	Title and Author(s)
151	SOME DETERMINANTS OF FEELINGS OF GRATITUDE, Abraham Tesser, Robert D. Gatewood and Michael Driver.
153	THE ENFIELD ARSENAL IN THEORY AND HISTORY, Edward Ames and Natham Rosenberg.
154	HEROES AND HOPLESSNESS IN A TOTAL INSTITUTION: ANOMIE THEORY APPLIED TO A COLIECTIVE DISTURBANCE, Robert Perrucci.
155	REGIONAL ALLOCATION OF INVESTMENT: A FURTHER ANALYSIS, Akira Takayama.
158	TWO CLASSICAL MONETARY MODELS, Cliff Lloyd.
160	PRINCIPLES OF CHOICE AND PREFERENCE, S. N. Afriat.
161	THE PURCHASING POWER PARITY THEORY: IN DEFENSE OF GUSTAV CASSEL AS A MODERN THEORIST, James M. Holmes.
162	HOW CHARLIE ESTIMATES RUN-TIME, John M. Dutton and William H. Starbuck.
163	PER CAPITAL CONSUMPTION AND GROWTH: A FURTHER ANALYSIS, Akira Takayama.
164	THE PROBABILITY OF A CYCLICAL MAJORITY, Frank De Meyer and Charles R. Plott.
165	CREATIVITY, COMPLEXITY THEORY AND INCONGRUITY ADAPTATION, Siegfried Streufert and Michael J. Driver.
166	THE CLASSROOM ECONOMY: RULES, RESULTS, REFLECTIONS, John A. Carlson.
167	AN ACTIVITY MODEL OF THE FIRM UNDER RISK, Carl R. Adams.
168	INTERACTION PATTERNS IN INTERPERSONAL COMMUNICATION, Charles W. King and John O. Summers.
169	TAXES AND SHARE VALUATION IN COMPETITIVE MARKETS, Vernon L. Smith.
171	PROGRAMMING, PARETO OPTIMUM AND THE EXISTENCE OF COMPETITIVE EQUILIBRIA, Akira Takayama and Mohamed El-Hodiri.
173	REGRESSION AND PROJECTION, S. N. Afriat.

Paper No.	Title and Author(s)
177	DYNAMICS OF DECISION-MAKING BEHAVIOR: THEORY, AND APPLICATION TO FOUR EXPERIMENTAL LABORATORY PROBLEMS, John M. Dutton and E. Olsen.
178	ON THE STRUCTURE OF OPTIMAL GROWTH PROBLEM, Akira Takayama.
179	OPTIMAL INSURANCE COVERAGE, Vernon L. Smith.
180	A NEW APPROACH TO DISCRETE MATHEMATICAL PROGRAMMING, G. W. Graves and A. B. Whinston.
181	EXPERIMENTING WITH THE ARMS RACE, Marc Pilisuk and Paul Skolnick.
184	THIRD PARTY ROLES IN INTERDEPARTMENTAL CONFLICTS, Richard E. Walton.
186	REGIONAL ALLOCATION OF INVESTMENT: CORREGENDUM, Akira Takayama.
187	A SUGGESTED NEW MONETARY SYSTEM: THE GOLD VALUE STANDARD, Robert V. Horton.
193	MULTI-COMMODITY NETWORK FLOWS WITH MULTIPLE SOURCES AND SINKS, B. Rothchild and A. Whinston.
195	A TAXONOMY OF MAGAZINE READERSHIP APPLIED TO PROBLEMS IN MARKETING STRATEGY AND MEDIA SELECTION, E. A. Pessemier and D. J. Tigert.
198	OPTIMAL DISPOSAL POLICIES, Carl Adams.
199	AN EXPERIMENT TESTING THE PREDICTIVE VALIDITY OF HIS SAVAGE - VON NEUMAN AXIOMS OF PROBABILITY, Lawrence S. Zudak.
202	SOME FORMULAS ENCOUNTERED IN THE DEDUCTIVE ANALYSIS OF THIRD-ORDER AUTOGRESSION PROCESS, R. L. Basmann and R. J. Rohr.
214	RECIPROCITY, EQUIVALENCE, NORMATIVE BEHAVIOR AND THE EXISTENCE OF SOCIAL PRICES, Kathryn and Cliff Lloyd.
215	A CONVERGENT PARETO-SATISFACTORY NON-TATONNEMENT ADJUSTMENT PROCESS FOR A CLASS OF UNSELFISH EXCHANGE ENVIRONMENTS, John O. Ledyard.
216	FEDERALIZATION VS. A UNIFORM STATE CODE FOR WORKMEN'S COMPENSATION, Phillip J. Scaletta, Jr.

Paper No.	Title and Author(s)
217	ON A "CONCAVE" CONTRACT CURVE, Akira Takayama.
218	THE EFFECTS OF FISCAL AND MONETARY POLICIES UNDER FLEXIBLE AND FIXED EXCHANGE RATES, Akira Takayama.
219	A MATCHING THEOREM FOR GRAPHS, D. Kleitman, A. Martin-Lof, B. Rothchild and A. Whinston.
221	USING LABORATORY BRAND PREFERENCE SCALES TO PREDICT CONSUMER BRAND PURCHASES, E. Pessemier, P. Burger, R. Teach and D. Tigert.
224	GENERALIZED OPINION LEADERSHIP IN CONSUMER PRODUCTS: SOME PRELIMINARY FINDINGS, Charles W. King and John O. Summers.
226	THE FIRM AS AN AUTOMATION - I., Edward Ames.
227	SECOND-BEST SOLUTIONS, PEAK-LOADS AND MARGINAL COST PRICE POLICIES FOR PUBLIC UTILITIES, Robert A. Meyer, Jr.
228	EQUIPMENT REPLACEMENT UNDER UNCERTAINTY, Robert A. Meyer, Jr.
230	SELLING COMPETITION AND THE THEORY OF OLIGOPOLY, A. Cotta.
231	A COMMODITY THEORY ANALYSIS OF PERSUASION, Howard L. Fromkin and Timothy C. Brock.
232	A FLEXIBLE TREE SEARCH METHOD FOR INTEGER PROGRAMMING PROBLEMS, Ph. Tuan Nghiem.
233	ECONOMIC EFFECTS OF UNIFORM CONSUMER CREDIT CODE: A COMMENT, David C. Ewert.
234	OPTIMAL ADVERTISING EXPENDITURE IMPLICATIONS OF A SIMULTANEOUS-EQUATION REGRESSION ANALYSIS, Leonard J. Parsons and Frank M. Bass.
236	TRADE CREDIT MANAGEMENT: SELECTION OF ACCOUNTS RECEIVABLE USING A STATISTICAL MODEL, David C. Ewert.
237	OPPOSITION OF PREFERENCES AND THE THEORY OF PUBLIC GOODS, Robert A. Meyer, Jr.
238	THE TAXATION OF RESTRICTED STOCK COMPENSATION PLANS, G. W. Hettenhouse and Wilbur G. Lewellen.

Paper No.	Title and Author(s)
239	DECOMPOSABIE REGRESSION MODELS IN THE ANALYSIS OF MARKET POTENTIALS, Frank M. Bass.
241	OPPORTUNITY COSTS AND MODELS OF SCHOOLING IN THE NINETEENTH CENTURY, Lewis Solmon.
242	ESTIMATING FREQUENCY FUNCTIONS FROM LIMITED DATA, Keith C. Brown.
246	ON OPTIMAL CAPITAL ACCUMULATION IN THE PASINETTI MODEL OF GROWTH, S. C. Hu.
247	MODELS FOR NEW-PRODUCT DECISIONS, Edgar A. Pessemier.
250	MONEY, INTEREST AND POLICY, P. H. Hendershott and George Horwich.
251	ON THE PEAK-LOAD PROBLEM, Akira Takayama.
252	A STUDY OF ATTITUDE THEORY AND BRAND PREFERENCE, Frank M. Bass and W. Wayne Talarzyk.
253	A NOTE ON TECHNICAL PROGRESS, INVESTMENT, AND OPTIMAL GROWTH, Sheng Cheng Hu.
254	MANUFACTURERS' SALES AND INVENTORY ANTICIPATIONS: THE OBE COMPUTATIONAL PROCEDURES, John A. Carlson.
255	THE APPLICATION OF THE HIRSCH-DANTZIG "FIXED CHARGE" ALGORITHM TO PROFIT PLANNING: A FORMAL STATEMENT OF PRODUCT PROBITABILITY ANALYSIS, Roger Groves, Rene Manes and Robert Sorenson.
256	TWO ALGORITHMS FOR INTEGER OPTIMIZATION, Edna Loehman, Tuan Ph. Nghiem and Andrew Whinston.
258	COMMODITY EXPORTS FROM THE BRITISH NORTH AMERICAN COLONIES TO OVERSEAS AREAS, 1768-1772: MAGNITUDES AND PATTERNS OF TRADE, James Shepherd.
260	AGE-DEPENDENT UTILITY IN THE LIFETIME ALLOCATION PROBLEM, Kenneth Avio.
261	AFFECTIVE AND VALUATIONAL CONSEQUENCES OF SELF-PERCEIVED UNIQUENESS DEPRIVATION: I. HYPOTHESES AND METHODOLOGICAL PRESCRIPTIONS, Howard Fromkin.

Paper No.	Title and Author(s)
262	AFFECTIVE AND VALUATIONAL CONSEQUENCES OF SELF-PERCEIVED UNIQUENESS DEPRIVATION: II. EXPERIMENTALLY AROUSED FEELINGS OF SELF PERCEIVED SIMILARITY AS AN UNDESIRABLE AFFECTIVE STATE, Howard Fromkin.
263	AFFECTIVE AND VALUATIONAL CONSEQUENCES OF SELF-PERCEIVED UNIQUENESS DEPRIVATION: III. THE EFFECTS OF EXPERIMENTALLY AROUSED FEELINGS OF SELF PERCEIVED SIMILARITY UPON VALUATION OF UNAVAILABLE AND NOVEL EXPERIENCES, Howard Fromkin.
264	AIR POLLUTION AND HOUSING: SOME FINDINGS, Robert J. Anderson, Jr. and Thomas D. Crocker.
265	APPLICATION OF REGRESSION MODELS IN MARKETING: TESTING VERSUS FORECASTING, Frank M. Bass.
267	A LINEAR PROGRAMMING APPROACH TO AIRPORT CONGESTION, Donald W. Kiefer.
268	ON PARETO OPTIMA AND COMPETITIVE EQUILIBRIA, PART I. RELATIONSHIP AMONG EQUILIBRIA AND OPTIMA, James C. Moore.
269	ON PARETO OPTIMA AND COMPETITIVE EQUILIBRIA, PART II. THE EXISTENCE OF EQUILIBRIA AND OPTIMA, James C. Moore.
270	COMMODITY IMPORTS INTO THE BRITISH NORTH AMERICAN COLONIES FROM SOUTHERN EUROPE AND THE WEST INDIES, 1768-1772, James F. Shepherd.
271	A COMPARISON OF THREE MULTI-PRODUCT, MULTI-FACILITY BATCH SCHEDULING HEURISTICS, David R. Denzler.
272	A REPRESENTATION OF INTEGER POINTS IN POLYHEDRAL CONE, Ph. Tuan Nghiem.
273	LINE OF BUSINESS REPORTING - A METHODOLOGY FOR ESTIMATING BENEFITS, Russell M. Barefield.
274	MARKETING APPLICATIONS OF SELF-DESIGNATED OCCUPATION SKILL VARIABLES, E. A. Pessemier and D. J. Tigert.
275	THE FULL-EMPLOYMENT INTEREST RATE AND THE NEUTRALIZED MONEY STOCK, Patric H. Hendershott.
276	SOME APPLICATIONS OF THE CHANGE OF BASE TECHNIQUE IN INTEGER PROGRAMMING, Ph. Tuan Nghiem.

Paper No.	Title and Author(s)
277	A WELFARE FUNCTION USING "RELATIVE INTENSITY" OF PREFERENCE, Frank DeMeyer and Charles R. Plott.
278	COMPLEX DECISION MAKING IN THE TRUEL: EFFECTS OF THIRD PARTY INTERVENTION, Siegfried Streufert and Howard L. Fromkin.
279	RACE AND COMPETENCE AS DETERMINANTS OF ACCEPTANCE OF NEW-COMERS IN SUCCESS AND FAILURE WORK GROUPS, Howard L. Fromkin, Richard J. Klimoski, and Michael F. Flanagan.
280	LEADERSHIP, POWER AND INFLUENCE, Donald C. King and Bernard B. Bass.
281	RECENT RESULTS IN THE THEORY OF VOTING, Charles R. Plott.
282	DISAGGREGATION OF ANALYSIS OF VARIANCE FOR PAIRED COMPARISONS: AN APPLICATION TO A MARKETING EXPERIMENT, Edgar A. Pessemier and Richard D. Teach.
283	MARKET RESPONSE TO INNOVATION, Further Applications of the Bass New Product Growth Model, John V. Nevers.
284	PROFESSIONALISM, UNIONISM, AND COLLECTIVE NEGOTIATION: TEACHER NEGOTIATIONS EXPERIENCE IN CALIFORNIA, James A. Craft.
285	A FREQUENCY DOMAIN TEST OF THE DISTURBANCE TERM IN LINEAR REGRESSION MODELS, Thomas F. Cargill and Robert A. Meyer.
286	EVALUATING ALTERNATIVE PROPOSALS AND SOURCES OF NEW INFORMATION, Edgar A. Pessemier.
287	A MULTIVARIATE REGRESSION ANALYSIS OF THE RESPONSES OF COMPETING BRANDS TO ADVERTISING, Frank M. Bass and Neil E. Beckwith.
288	ASSESSING REGULATORY ALTERNATIVES FOR THE NATURAL GAS PRODUCING INDUSTRY, Keith C. Brown.
289	TESTING AN ADAPTIVE INVENTORY CONTROL MODEL, D. Clay Whybark.
290	CONSERVATISM IN INFORMATION PROCESSING IN MANAGEMENT INFORMATION SYSTEMS, Richard O. Mason and Herbert Moskowitz.
291	THE LABOR ASSIGNMENT DECISION: AN APPLICATION OF WORK FLOW STRUCTURE INFORMATION, William K. Holstein and William L. Berry.

Paper No.	Title and Author(s)
294	AN EFFICIENT BRANCH AND BOUND AIGORITHM FOR THE WAREHOUSE LOCATION PROBIEM, Basheer M. Khumawala.
295	THE INTERACTION OF GROUP SIZE AND TASK STRUCTURE IN AN INDUSTRIAL ORGANIZATION, Robert C. Cummins and Donald C. King.
296	PROJECT AND PROGRAM DECISIONS IN RESEARCH AND DEVELOPMENT, Edgar A. Pessemier and Norman R. Baker.
297	DATA QUALITY IN MARKETING INFORMATION SYSTEMS, E. A. Pessemier.
298	SEGMENTING CONSUMER MARKETS WITH ACTIVITY AND ATTITUDE MEASURES, Thomas Hustad and Edgar Pessemier.
299	R & D MANAGERS' CHOICES OF DEVELOPMENT POLICIES IN SIMULATED R & D ENVIRONMENTS, Herbert Moskowitz.
300	DILUTION AND COUNTER-CILUTION IN REPORTING FOR DEFERRED EQUITY, Charles A. Tritschler.
301	A METHODOLOGY FOR THE DESIGN AND OPTIMIZATION OF INFORMATION PROCESSING SYSTEMS, J. F. Nunamaker, Jr.
303	ON PRODUCTION FUNCTIONS AND ELASTICITY OF SUBSTITUTION, K. R. Kadiyala.
304	AN EXPERIMENTAL INVESTIGATION OF DECISION MAKING IN A SIMULATED RESEARCH AND DEVELOPMENT ENVIRONMENT, Herbert Moskowitz.
305	A NOTE ON MONEY AND GROWTH, Akira Takayama.
307	AN EXPERIMENTAL STUDY OF RELATIONSHIPS BETWEEN ATTITUDES, BRAND PREFERENCE AND CHOICE, Frank M. Bass, Edgar A. Pessemier and Donald R. Lehmann.
308	MULTIDIMENSIONAL AND UNIDIMENSIONAL METRIC SCALING OF PREFERENCE FOR JOB DESCRIPTIONS, Raymond E. Hill and Edgar A. Pessemier.
309	WAGES AND HOURS AS SIGNIFICANT ISSUES IN COLLECTIVE BARGAINING, Paul V. Johnson.
310	THE EFFECT OF AGGREGATION IN STANDARD COST REPORTS ON DECISION MAKING SUCCESS, Russell M. Barefield.

Paper No.	Title and Author(s)
311	AN EFFICIENT HEURISTIC ALGORITHM FOR THE WAREHOUSE LOCATION PROBLEM, Basheer M. Khumawala.
312	REACTIONS TO LEADERSHIP STYLE AS A FUNCTION OF PERSONALITY VARIABLES, M. H. Rucker and D. C. King.
313	FIRE FIGHTER STRATEGY IN WAGE NEGOTIATIONS, James A. Craft.
314	TESTING DISTRIBUTED LAG MODELS OF ADVERTISING EFFECT - AN ANALYSIS OF DIETARY WEIGHT CONTROL PRODUCT DATA, Frank M. Bass and Darrall G. Clarke.
315	NEGROES IN LARGE MUNICIPAL FIRE DEPARTMENTS: A LABOR MARKET ANALYSIS, James A. Craft.
316	AN EMPIRICAL INVESTIGATION OF THE RELIABILITY AND STABILITY OF SELECTED ACTIVITY AND ATTITUDE MEASURES, Edgar Pessemier and Albert Bruno.
317	BEHAVIOR OF THE FIRM UNDER REGULATORY CONSTRAINT: CLARIFICATIONS, Mohamed El-Hodiri and Akira Takayama.
318	MEASURING STIMULUS ATTRIBUTES TO PREDICT INDIVIDUAL PREFERENCE AND CHOICE, E. A. Pessemier.
319	THE IMPACT OF ERRONEOUS STANDARDS AND VARYING ENVIRONMENTAL CONDITIONS ON THE SETTING OF DECISION CRITERIA, Russell M. Barefield.
320	DEPRECIATION POLICY AND THE BEHAVIOR OF CORPORATE PROFITS, Russell M. Barefield and Eugene E. Comiskey.
321	LABORATORY RESEARCH AND THE ORGANIZATION: GENERALIZING FROM LAB TO LIFE, Howard L. Fromkin and Thomas M. Ostrom.
322	LOT SIZING PROCEDURES FOR REQUIREMENTS PLANNING SYSTEMS: A FRAMEWORK FOR ANALYSIS, William L. Berry.
323	EXTENSION AND TESTS OF ALTERNATIVE APPROACHES TO MARKET SEGMENTATION, William L. Wilkie.
324	MARKET SEGMENTATION RESEARCH: A CONCEPTUAL ANALYSIS, William L. Wilkie.
325	A DYNAMIC AND PARAMETRIC LINEAR PROGRAMMING APPROACH FOR ANALYZING DECISION TREES IN NORMAL FORM, Herbert Moskowitz.

Paper No.	Title and Author(s)
326	PRIORITY SCHEDULING AND INVENTORY CONTROL IN JOB LOT MANUFACTURING SYSTEMS, William L. Berry.
328	THE EXPECTED RATE OF INFLATION BEFORE AND AFTER 1966: A CRITIQUE OF THE ANDERSEN-CARLSON EQUATION, Patric H. Hendershott.
329	SCHEDULING SHIPMENTS UNDER CONDITIONS OF FREIGHT BREAKS AND QUANTITY DISCOUNTS, D. Clay Whybark.
330	A FURTHER PROBLEM IN LEAD-LAG DETECTION, Robert A. Meyer, Jr.
331	COMPUTER EDUCATION AND OPERATIONS MANAGEMENT, W. L. Berry and D. Clay Whybark.
332	THE SMOOTHING HYPOTHESIS: AN ALTERNATIVE TEST, Russell M. Barefield and Eugene E. Comiskey.
333	CONSERVATISM IN GROUP INFORMATION PROCESSING BEHAVIOR UNDER VARYING MANAGEMENT INFORMATION SYSTEMS, Herbert Moskowitz.
334	PRIMACY EFFECTS IN INFORMATION PROCESSING BEHAVIOR - THE INDIVIDUAL VERSUS THE GROUP, Herbert Moskowitz.
335	ADAPTIVE FORECASTING TECHNIQUES, Stephen D. Roberts and D. Clay Whybark.
336	VEHICLE ROUTING FROM CENTRAL FACILITIES, Brian F. O'Neil, and D. Clay Whybark.
337	A SINGLE-MACHINE MULTI-PRODUCT SCHEDULING HEURISTIC, C. Loren Doll.
338	PLANNED RENEGOTIATION: A NORMSETTING OD INTERVENTION, John J. Sherwood.
339	UNEXPLAINED VARIANCE IN STUDIES OF CONSUMER BEHAVIOR, Frank M. Bass.
340	THE PRODUCTION FUNCTION AS A MODEL OF THE REQUIREMENTS OF THE INFANTRY SERGEANT'S ROLE, Richard C. Roistacher and John J. Sherwood.
341	SELECTING EXPONENTIAL SMOOTHING MODEL PARAMETERS: AN APPLICATION OF PATTERN SEARCH, William L. Berry and Friedhelm W. Bliemel.
342	AN INTEGRATED EXAMINATION OF MEDIA APPROACHES TO MARKET SEGMENTATION, Albert Bruno, Thomas Hustad & Edgar Pessemier.

Paper No.	Title and Author(s)
343	LABORATORY EXPERIMENTATION, Howard L. Fromkin and Siegfried Struefert.
344	REVERSAL OF THE ATTITUDE SIMILARITY-ATTRACTION EFFECT BY UNIQUENESS DEPRIVATION, Howard L. Fromkin, Robert L. Dipboye and Marilyn Pyle.
345	WILL THE REAL CONSUMER-ACTIVIST PLEASE STAND UP: An Examination of Consumers' Opinions About Marketing Practices and their Relationship to Individual Attitudes and Behavior, Thomas P. Hustad and Edgar A. Pessemier.
346	MULTI-ATTRIBUTE MODELS FOR PREDICTING INDIVIDUAL PREFERENCE AND CHOICE, Edgar A. Pessemier.
347	THE VALUE OF INFORMATION IN AGGREGATE PRODUCTION PLANNING - A BEHAVIORAL EXPERIMENT, Herbert Moskowitz.
348	A MEASUREMENT AND COMPOSITION MODEL FOR INDIVIDUAL CHOICE AMONG SOCIAL ALTERNATIVES, Edgar A. Pessemier.
349	THE NEOCLASSICAL THEORY OF INVESTMENT AND ADJUSTMENT COSTS, Akira Takayama.
350	D. Clay Whybark and Basheer M. Khumawala, A SURVEY OF FACILITY LOCATION METHODS.
351	Martin Patchen, THE LOCUS AND BASIS OF INFLUENCE ON ORGANIZATIONAL DECISIONS.