A study of the place of offerings in economics at the high school level
by Ellis Lloyd Kaufman

A THESIS Submittted to the Graduate Faculty In partial fulfillment of the requirements for the degree of Doctor of Education at Montana State College
Montana State University
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In the survey of adults, the same questionnaire which had previously been used by the National Council for the Advancement of Secondary Education was given to a selected group. Results of the Council and present surveys were compared in order to discover the similarities and differences of opinion where the adults were classified according to special professions or businesses and where they simply represented a cross section of occupations and age groups.

The analysis of the results of the adult survey indicates a strong opinion on the part of adults that Economies should be taught in high schools. Adults in both the Council and Kaufman surveys agreed rather closely on the course content which they thought necessary for economic competency.

This evidence can be weed by persons involved in curriculum work to consider more critically the advisability of including Economics in the high school curriculum.

# A STUDY OF THE PLACE OF OFFERINGS IN ECONOMICS AT THE HIGH SCHOOL LEVEL

by

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A THESIS

Submitted to the Graduate Faculty

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at

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# BIOGRAPHY

The author was born at Ft. Dodge, Iowa, on May 26, 1902, and was reared at Storm Lake, Iowa. He attended the public schools in Storm Lake where he was graduated from high school in 1920.

His undergraduate college work was taken at Iowa State College where he spent one year and at Buena Vista College, Storm Lake, Iowa, where he spent three years, and was graduated from Buena Vista in 1924. The first year of teaching occurred at Ft. Laramie, Wyoming, and it was followed by a year of newspaper work on a country weekly in Iowa.

One year of teaching at Philip, South Dakota, and three years as superintendent of schools at Cottonwood, South Dakota, were followed by his location in Rapid City, South Dakota. Beginning in the fall of 1930, the author taught in the Social Science department, acting as head of the department, in the Rapid City high school.

Since going to Rapid City, the author taught courses in Economics and Journalism and has had charge of the high school newspaper. Summer employment has been concentrated in construction inspection and in cost analysis of construction, thus giving experience in occupations which are useful in the teaching of Economics.

Summer sessions at the University of Iowa resulted in the degree of Master of Arts with a major in journalism and a minor in business administration.

After spending three summers in the School of Business Administration at the University of Oklahoma, the author enrolled in the School of Education at Montana State College at Bozeman where he completed his work toward the degree of Doctor of Education.

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E.L.K.

## ABSTRACT

The problem upon which this dissertation is based originates in the scarcity of schools which teach Economics in the senior high school. Estimates of McKee and Moulton, the Federal Security Agency, and others, indicate that perhaps fewer than five per cent of the high school students take a course in Economics.

The desire to investigate existing opinion as to whether Economics should be taught in high school led the author to investigate literature which dealt with the teaching of Economics. This was followed with an investigation of relevant opinions using the survey method.

This opinion testing involved a survey of high school students before and after they had taken a course in Economics, a questionnaire to adults to evaluate subject matter to be presented in Economics, and a survey of recognized teachers in the social studies area.

In the survey of adults, the same questionnaire which had previously been used by the National Council for the Advancement of Secondary Education was given to a selected group. Results of the Council and present surveys were compared in order to discover the similarities and differences of opinion where the adults were classified according to special professions or businesses and where they simply represented a cross section of occupations and age groups.

The analysis of the results of the adult survey indicates a strong opinion on the part of adults that Economics should be taught in high schools. Adults in both the Council and Kaufman surveys agreed rather closely on the course content which they thought necessary for economic competency.

This evidence can be used by persons involved in curriculum work to consider more critically the advisability of including Economics in the high school curriculum.

# CHAPTER I

## INTRODUCTION

There is a growing concern that the study of economics at the high school level may have been seriously neglected or relegated to a somewhat unimportant position in a maze of correlated or integrated courses under the sometimes vague title of "Social Studies." This concern comes from a growing realization that an understanding of economics and the principles which underly our economic system are rapidly becoming more important to each citizen in our rapidly changing society.

A cursory examination of high school curricula indicates a relative dearth of formal instruction in economic education, particularly in the form of courses entitled "Economics." If on further examination it is evident that instruction in economics is limited, some examination of the attitudes and opinions of selected groups who are concerned with the nature of our school offerings would be of interest. If it is found that there is a substantial support and interest in adequate economic education on the part of students, parents, and competent observers of the modern scene, then further inquiry and effort should be directed to this end.

### Economic Changes Which Affect Our Daily Living

As background for the study of the problem, one may investigate economic and social factors which affect the daily lives of students and adults.

Economic and social changes which dictate the necessity for changes in high school curricula originate in population changes, changing production

and work habits, and population movements which have accelerated the growth of larger cities, as well as our developing and expanding economy, increased specialization and increased interdependance.

The Research and Policy Committee of the Committee for Economic Development points out:

> Over the past 75 years the population has more than tripled and the labor force has grown even more. This resulted in more total work being done in the society, though the average individual worked many fewer hours than formerly. Nearly three times as much work is now done as in 1880, measured--as it should be--solely by the number of hours worked. Far more important--more and more came to be produced on the average during each hour of work done.[1]

A population estimate of 177 million in the United States by 1960 seems likely. A 16 per cent per decade rate will be sure to raise the 1950 population of 153 million to the new figure for 1960. Our "natural increase" is high. After slowing down to an increase of 9 million in population during the ten depression years of the 1930's, we gained 8 million in the first five years of the 1940's; and then our population increased 12 million in the next five years, giving us a total increase of nearly 20 million for the decade. The 1946-50 rate of increase carried forward into the 1950's.

Since 1950 more people are getting married, they are marrying at an earlier age, and they are having larger families. In addition, the death rate is declining and the average life expectancy is increasing. The present

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[1]Committee for Economic Development, Economic Growth in the United States, Its Past and Future, 711 Fifth Avenue, New York 22, February, 1958, p. 16.

age groupings of population indicate that the number of persons over 65, as well as the proportion they constitute of the total population, will continue to rise over the next twenty to thirty years.[2]

When the United States became a nation, more than nine tenths of the people lived in the country; the cities were small and scattered. Now about two-thirds live in the cities. There are in the nation 168 metropolitan regions containing cities of more than 50,000 population.

From a nation of farmers and country folk we have become a nation of city dwellers. Two out of every three persons live in cities and the near-by suburbs.[3]

This transition from farm to city dwelling was caused by changes in farming methods as well as new demands placed upon American industry and the changing technology of industry. Greater occupational diversification has resulted from population shifts and industrial growth.

In the years between 1870 and 1950 the number of agricultural workers increased 127 per cent. During this time the population was increasing by 378 per cent. Other worker groups showed the following increase: All gainful workers, 460 per cent: Mining, 510 per cent; Manufacturing, 665 per cent; Construction, 497 per cent; and Transportation and Utilities, 734 per cent.[4]

In 1820 out of every 100 people who worked anywhere, 72 worked on

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[2]Carskadon, Thomas R. and Soule, George, USA in New Dimensions, The Macmillan Company, New York, 1957, pp. 8-11.

[3]Ibid., pp. 85-86.

[4]Vennard, Edwin and Winsborough, Robb M., The American Economic System, Row, Peterson and Company, Evanston, Ill., 1953, p. 30.

the farm. Today, out of every 100 gainfully employed persons only 12 work on the farm.[5]

| | 1820 | 1950 |
|---|---|---|
| People working on farms | 2,068,958 | 7,507,000 |
| People working elsewhere | 812,042 | 52,450,000 |
| Total people at work | 2,881,000 | 59,957,000 |

As of March, 1958, the Federal Reserve Bulletin[6] reports the employment situation as follows:

| | |
|---|---|
| Total labor force | 70,158,000 |
| Civilian labor force | 67,510,000 |
| Total employment | 62,311,000 |
| Employed in non-agricultural work | 57,239,000 |
| Agricultural employment | 5,072,000 |

Not only has the total labor force increased but the number of women gainfully employed has shown a decided change. The proportion of married to single women has also increased.

According to Economic Growth:

> Women in greatly increased numbers moved from work at home into industrial, commercial and professional employment. There were over eight times as many women in compensated employment in 1956 as in 1880, and they now constitute almost one-third of the entire labor force. This historic movement is mainly responsible for the fact that the total labor force increased over 300 per cent as compared with a 234 per cent rise in population. Also, it was a great factor in the near-tripling of the total amount of work done in the society while average weekly working hours were declining. In 1956 there were 21.8 million women gainfully employed while in 1880 there were 2.6 million.[7]

Because of industrial and employment changes, competition for jobs

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[5] Ibid., p. 31.

[6] Board of Governors of the Federal Reserve System, Federal Reserve Bulletin, Washington, D. C., March, 1958, p. 350.

[7] Committee for Economic Development, op. cit., p. 30.

has become keener. Specialization in industry has called for more people with technical training as well as for people with broad educational backgrounds. To meet these demands for specialization our comprehensive high schools have moved toward specialization at the same time retaining a central core of cultural universals. It is in this core that Economics will fit.

In 1950 the American people spent just over $10.5 billion for education of all kinds. There were 170,000 schools of all kinds and sizes. Land and buildings, plus equipment, were valued at $16.2 billion. To staff the buildings there were 1.2 million teachers.

Total enrollment in all schools and colleges was more than 31 million--more than three quarters of the population between the ages of 5 and 21. An almost equal number of grown-ups, more than 30 millions, were participating in some form of informal or organized study in adult education.

Educational expenditures per pupil rose from about $20 in 1900 to approximately $250 per pupil in 1950. Operating expenses for all elementary and secondary schools, both public and private, in 1950 were $5.4 billion.[8]

Not only has public school enrollment grown but the length of the school year has expanded. Primary and secondary school enrollment in 1880 was about 9.9 million while in 1956 the enrollment had risen to 32.3 million. During this same period the school year changed from 81 days in 1880 to 160 days in 1956[9].

Among the controlling industrial changes is a reduced work week

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[8]Carskadon and Soule, op. cit., p. 53.

[9]Committee for Economic Development, op. cit., p. 29.

which at present is in the 40-42 hour range. This change has brought more non-work hours, much of which might be classified as leisure time. This, in turn, has changed the consuming habits of Americans so that they are now spending more money on recreational goods and in vacation travel.

To accompany great changes in work habits, population shifts, population growth, and industrial changes, together with the changing pattern of consumer demand, it is apparent that dependence upon a system of income distribution becomes more necessary.

Americans have more money to spend and they spend more. The spending covers a greater variety of goods and services than ever before.

In 1957 the gross national product was $434.4 billion of which $300.6 billion could be classified as disposable personal income.[10]

Making and spending money is all a part of the pattern of individual economic life. With human interests expanding to include greater future security, greater emphasis is being placed upon human welfare areas. The social security act of 1935 has brought the future into sharper focus to the point where younger persons are more conscious of future planning problems.

It is apparent that the wage earning group is increasing steadily and that employment has shifted from agriculture to industry and to the service occupations.

The number of non-farm businesses in the United States is significant of this change. Economic Growth reports:

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[10]Board of Governors of the Federal Reserve System, Federal Reserve Bulletin, Washington, D. C., April, 1957, p. 490.

> The general causative background for growth in American society has been the profit and loss system under which individual enterprises are free to come into existence to compete with others and to grow if they can. In addition to the 4,290,000 non-farm business enterprises in existence in 1956--up from 1,650,000 in 1900--there were more than 3 million commercial farms and half a million professional service enterprises. The separate growth of each one of these 'economic teams' accumulates into the economic growth achieved by the whole economy.[11]

This summary of economic changes in the United States shows clearly that each individual, man or woman, boy or girl, is brought into closer contact with factors which are purely economic in their cultural relationships.

More people work for wages, spending money for consumer goods requires greater emphasis, more stress is being placed upon future security, and life insurance sales are increasing to the point where the American people are the most insured persons in the world.

Our government is rapidly becoming an important factor in our economy. It serves both as a regulator of the economy and as an active consumer and investor. For example the total expenditures of our federal, state, and local government now approximate one fourth of the gross national product. To appreciate and accept the role of government in our economy is vital to each citizen to guide the policy decisions of the future.

Standards of living in the future for each student are becoming more closely related to the kind and degree of training and education received in school. Guidance programs are recognizing this fact and are increasing their services so that they can more effectively assist the student to make a wise

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[11]Committee for Economic Development, op. cit., p. 32.

choice of future plans.

The need for economic competence is greater now than ever before and requires that each person acquire as much information and understanding as possible in order to enjoy what advantages may arise from an understanding of our competitive economic system.

## The Problem

Curriculum builders, however, appear to have been slow to realize that an understanding of the economic relationships is becoming so necessary to the high school student that he should have an opportunity to explore the facts and principles of the economic system in a systematic and logical fashion. It is true that the high school student encounters isolated portions of the study of economics in connection with other courses or integrated courses under the title of "Social Studies." However, it is the purpose of the present investigation to examine the extent of more formal instruction in economics and determine related attitudes and opinions of selected groups who have a direct concern with school curricula.

Specifically, then, the present study seeks answer to the following questions concerning the teaching of economics:

1. What are the opinions of professional economists and leading educators?
2. What are the opinions of high school seniors both before and after taking a course in Economics?
3. What are the opinions of adults who are neither specialists nor professional people working with Economics?
4. What are the opinions of teachers of Economics or the Social Studies?

The answer to the first question will lie in a review of related literature, and answers for each of question two, three and four will be sought by a canvass of opinion from selected samples of each of the three groups.

The study of student attitude was undertaken in order to determine the opinions of those most closely related to the curriculum; to discover whether students consider Economics of great enough importance to be included in the curriculum.

Since there is evidence that professional economists, educators and organized groups believe that Economics should be included in the high school curriculum, the author considered it pertinent to discover whether high school students themselves believed that Economics should be included, either as an elective or as a required course.

The survey of high school seniors which covers the school years of 1956 to 1958, includes the opinions of approximately 500 students in the senior high school in Rapid City, South Dakota, where Economics has been a required course for about twenty years.

The criterion established for the survey of high school students will be the percentage of students who vote "yes" to a group of questions relating directly to the value of Economics at the high school level and relating directly to the question as to whether Economics should be a required subject.

The weight of evidence in the high school survey will depend upon the percentages of students reporting or "voting" "yes" to specific questions. If a majority of students express an opinion it is to be assumed that this is the opinion of the group.

The opinion of adults who were just entering their worklife of experience as well as those who had already undergone considerable experience in the everyday problems of living and contact with the economic relationships involved, is considered to have an important bearing on the problem. Areas of economic subject matter which they considered important as relating to economic competence at once becomes involved. Adult opinions as to the importance of certain areas to be included in a study of Economics should therefore be the result of their experience in living and in their contact with the economic framework of our society. Accumulation of adult opinion as to whether Economics should be taught in high school can have an important bearing on the work of the curriculum maker and consultant who is directly involved with the study course arrangements.

The survey questionnaire presented to adults will be much broader in scope and will emphasize the areas of economic importance and individual topics suggested for study within these areas.

In the adult survey relating to the areas considered necessary for economic competence, both categories and topics, will be weighted on a scale of relative importance ranging from 0 to 4, indicating varying degrees of desirability for economic competence. The "index weights" for each item on the evaluation form will be summed and divided by the number of people who responded to the item. The resulting figure is thus an average ranking by the people surveyed, and is referred to as "ranking" in the tabulations to be presented in later chapters. Both the categories and the topics will be arranged in descending order with the highest rating at the top in order to give the unit rank in importance.

A representative sample of experienced and qualified teachers of Economics and the Social Studies were sent a simple questionnaire consisting of four direct questions. Many responded by additional letter or written comments on the questionnaire, some of which are reported later in the study.

This study, then, will investigate the suggestions of professional persons as expressed in their published opinions and to this will be added the results of an original survey of high school students, another of adults, and one of teachers of Economics and the Social Studies in the senior high school.

# CHAPTER II

## REVIEW OF LITERATURE

An examination of related literature was attempted to ascertain the present status of the teaching of Economics in our public high schools and the proportion of school younsters availing themselves of such instruction. Further study was made of the reasons and need of such instruction in our schools.

### Teaching of Economics in High School

Investigations and status reports on the teaching of high school Economics are quite limited and findings must depend principally upon the work of McKee and Moulton whose investigation relates directly to the number of high school students who are taking Economics. Further, their studies examine the needed content of such instruction.

McKee and Moulton[1] point out that perhaps fewer than 5 per cent of all high school students take the equivalent of a semester course in Economics. Of 500 schools reporting to a survey only 60 per cent of the schools offered Economics, and probably only 20 per cent of the seniors in the reporting schools took Economics.

The above investigators refer to a survey completed by the Federal Security Agency (1951) which showed that only 3.7 per cent of all students in public high school enrolled in courses in Economics.[2]

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[1] McKee, C. W., and Moulton, H. G., A Survey of Economic Education, The Brookings Institution, Washington 6, D. C., 1951, p. 1-2.

[2] Ibid., p. 2.

The preceding figure indicated by the Federal Security Agency may not be as small a percentage as it appears since it could not be expected that all secondary school students would be enrolled in Economics at the same time in any given school year or semester. If the course is given only at the senior class level it is apparent that the percentage of those seniors who enroll in Economics will be higher than the figure given for all students.

As a result of a special questionnaire in connection with their survey sent by McKee and Moulton to state superintendents of public institutions asking "What percentage of students who graduate from high school in your state do you estimate take as much as a semester course in economics?", they comment:

> The answers showed a range of 1 to 95 per cent. However, half of the replies indicated that 10 per cent or less took such a course. Only one fifth claimed as many as 30 per cent of the graduates had taken economics.
>
> Finally, it should be noted that the economics course is commonly offered only in the senior year. Hence students who drop out before the senior year--a substantial proportion of those entering high school--do not get any formal work in economics.
>
> It would appear, therefore, that less than 5 per cent of all high school students take the equivalent of a semester course in economics.[3]

Referring to the students who are taking some Economics in combination courses or "Social Studies" courses, the above authors point out:

> These courses included a wide range of titles, textbooks, and subject matter. A total of 163 different textbooks were mentioned by the 420 schools. The amount of time devoted to economics in these "social studies" courses varies widely. Over

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[3] McKee and Moulton, op. cit., p. 2.

> 100 schools reported that less than 10 per cent of the class time was devoted to economics. Roughly 200 schools reported that somewhere from 25 to 50 per cent of the time was devoted to economics; while as many as 100 schools said that over half the time was spent on the economics section of the course.
>
> Enrollment in these "social studies" classes is much more extensive than in the courses in economics. In numerous states a course of this type is a requirement for graduation. In other states, such a course is recommended by state educational officials. We gather from discussions with high school principals and teachers that in general something like 50 per cent of all high school students are enrolled in such courses. Moreover, the trend is strongly toward these courses rather than straight economics--the argument being that high school students, if they are to become good citizens, should be afforded a broad view of the problems of democracy.[4]

In general, researchers and observers have discovered how few of all high school students either take Economics or have the opportunity of taking such a course.

## Need for Economic Literacy Through Formal Study

Many professional persons, educators, and teachers of Economics, believe that Economics should be given a more important position in the curriculum and that Economics is fundamental in modern living.

McKee and Moulton, following their extensive investigation of the status of economic education, are firmly of the opinion that economic education should be strengthened.

In addition to individuals, organizations such as the Committee for Economic Development and the Joint Council on Economic Education are currently directing a variety of programs toward the reduction of economic

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[4]McKee and Moulton, op. cit., p. 4.

illiteracy of the American adults. They likewise hope to reach the high school student through teacher workshops conducted during the summer in a number of colleges and universities. The Committee for Economic Development conducts a research and educational program which is designed:

> to develop, through objective research and discussion, findings and recommendations for business and public policy which will contribute to the preservation and strengthening of a free society, and to the maintenance of high employment, increasing productivity and living standards, greater economic stability and greater opportunity for all our people.[5]

In 1948, the Committee for Economic Development assisted New York University in sponsoring a national workshop in economic education. The seventy-one teachers and administrators who attended considered the experience so valuable that they formed an independent organization of educators and laymen called the Joint Council on Economic Education.

The Joint Council is governed by a Board of Trustees elected from the teaching profession, business, labor and research organizations. It is a non-profit organization which hopes to improve the quality of economic education through curriculum research, workshops, seminars, in-service training programs, and the preparation of teaching materials.

Finances for the Joint Council come chiefly from the Ford Foundation, the Committee for Economic Development, and the Alfred P. Sloan Foundation, Inc.[6]

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[5]Committee for Economic Development, CED and Economic Education in the Public Schools, 444 Madison Avenue, New York 22, N. Y., 1957, pamphlet.

[6]Joint Council on Economic Education, Answers to Your Questions About the Joint Council on Economic Education, 2 West 46th Street, New York 36, N.Y., 1958, pamphlet.

The Committee for Economic Development in their pamphlet on economic education, previously quoted, report Ernest O. Melby, Dean of the New York University School of Education, in The Journal of Educational Sociology for March, 1950, as saying:

> If the average citizen of the United States makes up his mind on the various economic issues largely in terms of his own self-interest and neglects the facts of our economy with regard to our resources, our productive capacity, our problems of distribution and taxation, unsound economic policies are almost certain to result. Unsound economic policies are policies we cannot afford when our way of life is literally fighting for its survival. It would seem obvious that under these circumstances thorough-going economic education must be provided at every educational level, in elementary and secondary schools as well as in college and in our various programs of adult education.[7]

In the first four years of the activity of the Joint Council on Economic Education, school systems representing 44 states and the Territory of Hawaii were represented by more than 4000 school teachers and administrators in economic education workshops at 22 colleges and universities. This and the resulting organization of continuing regional and community programs have given evidence of the progress in establishing economic education as a major responsibility of the nation's schools.

A recent study conducted by the Scholastic Magazines, Inc., which had just completed a student opinion poll, reported that 60.2 per cent of the high school students said that they needed more knowledge of economics, money, business, and production. Nearly 26 per cent reported that they needed much more information. This means that 86 per cent

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[7]Committee for Economic Development, op. cit., pamphlet.

indicated that they needed either more information or much more information.[8]

Rensselaer Polytechnic Institute also recognizes the need for additional knowledge of economics at the high school level as is evidenced by their sponsorship since 1954 of a series of Industrial Councils. These councils have been sponsored by segments of industry in order to give to high school teachers a better understanding of the organization of the productive forces in the American economy.

To date, there have been four sessions of the Industrial Council, conducted and supported by the automobile manufacturers, electrical manufacturers, the chemical industry, and securities dealers.

It was the privilege of the author to have attended three of these councils, the latter three mentioned. In all three councils it was attempted to give to the teachers a type of background which they were unable to obtain in any other way.

Meeting in two-day sessions, the morning session was devoted to small study groups conducted by a college staff member and a panel of industrialists representing the sponsors. Evening meetings were limited to two or three major talks by industrial leaders.

The net result of the councils was to encourage high school teachers of economics to present as broad a background of information as possible to their students.

John W. Studebaker, former U. S. Commissioner of Education, writing

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[8] Scholastic Magazines, Inc., High School Youth Attitudes, 33 West 42nd Street, New York 36, N. Y., 1959, pamphlet.

in Senior Scholastic, says:

> As we face the complex problems of future years we must not leave to the chance arrangements of an elective system the expectation that our young citizens will be adequately informed concerning the great difficulties in securing our freedoms.
>
> Since we live in a world made dynamic by many economic factors, we cannot leave to chance whether or not pupils learn about supply and demand, inflation and recession, taxation and government expenditures, how the great industries of this nation have developed, and the relation of economic freedom to civil liberties.[9]

Edwin G. Nourse commented on "Persistent Problems of American Economy" in Social Education and a part of his opinion is stated here:

> To guide this study and help interpret this experience, the prospective member of our economic society should not only have the environmental conditioning of his family and those with whom he makes his first small transactions. He should find in his school a place where his spontaneously formulated questions about economic matters will be put in a meaningful context, perhaps, or broken down so as to help him discover for himself the path along which he will need to proceed if he is to get more useful answers to other and more intricate economic problems as he goes along life's path.[10]

Commenting upon the necessity for more economic education, Van B. Jennings in Social Education has this to say:

> Beginning in the thirties, but of even greater significance to economic education in the post-war years, has been the trend toward more personalized economics. This has meant an emphasis on economics for everyday living, not the problems of national and international scope, but the problems of the individual in choosing a vocation, earning a living, purchasing insurance, and providing for retirement. This is truly functional

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[9]Studebaker, John W., Senior Scholastic, Teacher Edition, Volume 71, No. 9, Pittsburgh, Pa., November 8, 1957.

[10]Nourse, Edwin G., Social Education, National Council for the Social Studies, Washington, D. C., November, 1953, p. 297.

> economics for all American youth. Here again, the textbook cannot begin to provide the range of materials needed for effective learning.[11]

To continue the theme that teachers of economics and economists are advocating more and better education on matters economic, Maurice H. Schreiber writes in Social Education:

> Thus far the results of our inquiry have made it clear that we have an overdue debt to pay in time and emphasis to economics in our teaching. We need to reconsider the entire approach to even the insufficient amount of work with the subject in many of our public schools. We need only to read the daily press in order to realize the significance of economics and the need for more understanding of its areas of subject matter if we are to prepare our youngsters for their places in our society with the confidence that they have a reasonable idea of what it is all about. They will be fortunate youngsters who have teachers who can help them take their places in life without dreams of idea perfection in their minds or without the cynicism of resentment in their hearts.[12]

Marion Daugherty of the Illinois Council on Economic Education recently presented a brochure in which sixteen areas or concepts have been outlined as it is suggested that they might be approached in a course of study.[13] Daugherty believed that these concepts were suitable for working into elementary courses and so important that there was departure from the familiar practice somewhat in organizing the material. It was not meant that these units should necessarily be taught as units

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[11] Jennings, Van B., Social Education, National Council for the Social Studies, Washington, D. C., November, 1953, p. 341.

[12] Schreiber, Maurice H., Social Education, National Council for the Social Studies, Washington, D. C., November, 1953, p. 333.

[13] Daugherty, Marion, Economics in the School Curriculum, Illinois Council on Economic Education, Evanston, Ill., 1957, 33 pp.

but Daugherty felt that they should go into the teacher's mind as units.

William C. Bradford, executive director of the Illinois Council on Economic Education, in the foreword to the above study pointed out that one of the greatest problems encountered in the attempt to improve economic understanding was the lack of adequate and relatively simple reference material which is sufficiently comprehensive to aid the classroom teacher in the preparation of study projects. Bradford concludes his foreword with:

> We are happy to have participated in a small way in bringing this piece of work to fruition and hope that it will facilitate the efforts of others in providing a better understanding of our American Economy on the part of our children in our public schools.[14]

To encourage emphasis upon economic education, the Joint Council on Economic Education and the Kazanjian Foundation cooperated to make possible the preparation of a special quarterly issue of the Iowa Business Digest in the Winter of 1957 and provided for mailing to more than 11,000 persons.

In the Digest Floyd A. Bond commented on the growing interest in economics and the desire to get more economics in the secondary school curriculum. He says that:

> The choice for the majority of our youth is to take economics in high school or not at all. Only 20 per cent of the students who enter high school go to college and only a quarter of those take work in this field. Thus, if economics were left to the colleges exclusively, one in twenty, on the

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[14] Ibid., foreword.

average, would receive any formal instruction in the subject.[15]

Among those who are leading in the effort to improve economic understanding through broader public school curricula is Lawrence Senesh, economist for the Joint Council on Economic Education. Writing in the Iowa Business Digest, Senesh says:

> As relationships between people and societies become more complex, as the horizons of knowledge are extended, schools are pressed to incorporate more and more into the curriculum. More science must be taught, more mathematics, more social science. In the latter category, one of the most troublesome areas is economics. Economics was not given much consideration as a subject when the present generation of teachers received their schooling. Even those who are graduated today receive little or no formal training in economics. Such lack of training leaves its mark upon the classes they teach.[16]

Virgil M. Hancher, president of the State University of Iowa, said, in his introduction to the 1957 winter issue of the Iowa Business Digest:

> It is with pleasure that I introduce this special Quarterly number of the Iowa Business Digest to its regular and special readers. I do this because of my belief in the necessity of improved economic understanding, and our dedication to programs for accomplishing that objective.[17]

In summary, the studies and statements on the need for economic literacy and strengthened economic education are convincing and disturbing to the educator. There is ample evidence indicating a dearth of

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[15]Bond, Floyd A., Iowa Business Digest, Bureau of Business Research, State University of Iowa, Iowa City, Iowa, March, 1957, p. 8.

[16]Senesh, Lawrence, Iowa Business Digest, Bureau of Business Research, State University of Iowa, Iowa City, Iowa, March, 1957, p. 25.

[17]Hancher, Virgil M., Iowa Business Digest, Bureau of Business Research. State University of Iowa, Iowa City, Iowa, March, 1957, p. 6.

opportunity for careful instruction in economics in our high schools, yet in contrast, there is increasing interest and concern of citizens and some educators for the inclusion of adequate economic information and instruction in high school courses of study.

This increasing interest arises from a growing recognition and acceptance of the mounting complexity and importance of our economic system to our way of life and the importance of some basic understanding of the operation of this system to the individual citizen.

# CHAPTER III

## OPINIONS OF HIGH SCHOOL STUDENTS CONCERNING THE TEACHING OF ECONOMICS

Since high school students in general are currently given an opportunity to choose approximately one-half of their curriculum, their opinions concerning the curriculum are important to curriculum makers. While a few schools, such as the Rapid City, South Dakota, high school, have required Economics and Sociology, semester subjects to be taken in the senior year, many schools have placed the subjects on the elective list. Other schools have combined economics, sociology, perhaps psychology, and American history into a combination social studies area and have offered the course for one year or perhaps two years.

If Economics is to have value in the curriculum it needs further to be considered by the student to have usefulness to him. He must be able to see the part which the study will take in the general process or orienting the student to both a student and an adult environment.

Students may fret at the thought of a required course for which they see no application. But when students have taken the course and then are willing to testify that it is a course which logically fits into the curriculum pattern as a required course, then those in charge of curriculum making can feel more assurance that Economics should at least be offered as an elective.

In order to seek answer to the question, "What are the opinions of high school seniors regarding Economics?" the acceptance or approval of Economics by students was sought by administering a questionnaire to economics students in the Rapid City, South Dakota, high school at the

beginning of the senior course in Economics and again during the last week of the same course. While the entire list of questions does not have a bearing on this phase of the testing program, several questions contained in the list were considered indicative of the opinion sought.

Questionnaires were administered over a two-year period beginning in 1956 to approximately 500 students. Economics classes were taught by two teachers during this period, each teacher handling from two to three classes each semester, depending upon total enrollment.

Among the questions asked at the beginning of the course which bear on the opinions to be sampled are:

1. Do you have definite ideas concerning the nature of economics?
2. Do you feel that you understand the nature of economics?
3. Do you think that other courses have emphasized economics enough to give you a fair understanding of the course?
4. Do you think that economics may help add background for college work?
5. Do you think economics may give you ideas and facts which may help you in your first job?
6. Do you think economics will be useful to girls as well as to boys?
7. Do you think that economics should be a required subject?

Questions included at the end of the semester which relate directly to the opinions sought were:

1. Have you changed your ideas concerning the nature of economics?
2. Do you feel that you now have a better understanding of the nature of economics?
3. Do you believe that economics has added background material which will help you in your college work?

4. Do you think that economics has given you understanding which will be helpful to you regardless of your occupation?

5. Do you think that economics will be helpful to girls as well as to boys?

6. Do you believe that the freedoms of capitalism are worth protecting?

7. Do you believe that economics should be a required subject?

Students were requested not to affix their names to the papers and to give carefully considered answers. It was explained that the instructor was not interested in any special answer or in connecting any student with any answer. The primary interest was in the pattern of answers to be found and it was further explained to the students that their replies would be of future use in curriculum and course planning.

Cooperation was excellent and the test was undertaken in an atmosphere and manner of careful analysis which was encouraged by the pre-planning. Simple and direct questions were emphasized as it was thought that they would be understood by all students and would tend to reduce ambiguity of answers. While failure of students to understand a question could lead to some error, since the number of students surveyed was so large and since all members of the senior class were included, the possible error was considered to be slight. Students classified themselve only as boys, girls, those planning to attend college, and those planning not to attend college. Their responses on each question were examined and the proportion of "yes" answers were tabulated. Percentages of students answering "yes" to each question are indicated in the tables which follow.

The proportion of "no" answers, while not included in the tabular

data, can be determined readily as 100 per cent minus the percentage of "yes" answers. Indicating only the "yes" answers therefore was sufficient to reveal the pertinent data, yet provided a means for rapid comparisons of question responses.

Tables 1 and 2 contain the questions to be answered and the percentage of students in each classification who answered "yes" to each of the questions. Table 1 lists responses prior to taking a course in Economics and Table 2 the responses after taking the course. The same data is treated in a different way in Tables 3, 4, 5, 6, and 7 wherein responses on each question are compared before and after taking the course.

Table 3 indicates the percentage of students voting "yes" on two related questions. It is evident from the data shown in Table 3 that students were quite indefinite about the exact nature of Economics before they took the course for only a few of them had any fixed ideas concerning the nature of Economics. However, after students had taken the course in Economics, it is indicated in Table 3 that they had changed their ideas of Economics. Seventy-seven per cent are shown to have changed their ideas. In other words, those students who did not have definite ideas about the nature of Economics prior to the course now felt that their ideas had changed.

It is of significance to note that the greater percentage of change occurred in the responses of girls before and after taking instruction in Economics. Girls appeared to change their ideas to a greater extent than did the boys in the sample.

TABLE 1. RESULTS OF STUDENT POLL BEFORE TAKING ECONOMICS

| Questions relating to pre-conceptions | Total | Boys | Girls | To College | Not to College |
|---|---|---|---|---|---|
| | Yes | Yes | Yes | Yes | Yes |
| | (%) | (%) | (%) | (%) | (%) |
| 1. Do you have definite ideas concerning the nature of Economics? | 37.6 | 37.1 | 38.7 | 39.4 | 35.2 |
| 2. Do you feel that you understand the nature of Economics? | 29.0 | 33.6 | 23.5 | 29.1 | 28.7 |
| 3. Do you think that other courses have emphasized Economics enough to give you a fair understanding of the course? | 31.6 | 33.9 | 28.4 | 29.1 | 35.6 |
| 4. Do you think that Economics may help add background for college work? | 95.1 | 94.6 | 95.0 | 94.8 | 94.5 |
| 5. Do you think that Economics may give you ideas and facts which may help you in your first job? | 90.1 | 90.8 | 90.1 | 90.0 | 90.3 |
| 6. Do you think Economics will be useful to girls as well as to boys? | 94.3 | 98.2 | 88.8 | 95.8 | 91.7 |
| 7. Do you think that Economics should be a required subject? | 68.9 | 71.1 | 65.9 | 76.6 | 56.1 |

TABLE 2. RESULTS OF STUDENT POLL AFTER TAKING ECONOMICS

| Questions relating changed conceptions | Total | Boys | Girls | To College | Not to College |
|---|---|---|---|---|---|
| | Yes | Yes | Yes | Yes | Yes |
| | (%) | (%) | (%) | (%) | (%) |
| 1. Have you changed your ideas concerning the nature of Economics? | 77.0 | 74.0 | 80.3 | 76.3 | 78.0 |
| 2. Do you feel that you now have a better understanding of the nature of Economics? | 94.8 | 98.0 | 91.3 | 98.1 | 90.2 |
| 3. Do you believe that Economics has added background material which will help you in college work? | 87.5 | 92.0 | 82.6 | 94.5 | 78.0 |
| 4. Do you think that Economics has given you understandings which will be helpful to you regardless of your occupation? | 95.8 | 96.0 | 95.6 | 98.1 | 92.6 |
| 5. Do you think that Economics will be helpful to girls as well as to boys? | 95.8 | 96.0 | 95.6 | 98.1 | 92.6 |
| 6. Do you believe that the freedoms of capitalism are worth protecting? | 98.9 | 100.0 | 97.8 | 100.0 | 97.5 |
| 7. Do you believe that Economics should be a required subject? | 82.3 | 84.0 | 80.4 | 89.1 | 73.1 |

TABLE 3. OPINION CHANGE ON IDEAS CONCERNING THE NATURE OF ECONOMICS

| Question | Total | Boys | Girls | To College | Not to College |
|---|---|---|---|---|---|
| | Yes | Yes | Yes | Yes | Yes |
| | (%) | (%) | (%) | (%) | (%) |
| (Before Taking) Do you have definite ideas concerning the nature of Economics? | 37.6 | 37.1 | 38.7 | 39.4 | 35.2 |
| (After Taking) Have you changed your ideas concerning the nature of Economics? | 77.0 | 74.0 | 80.3 | 76.3 | 78.0 |
| Percentage point change after taking Economics | 39.4 | 36.9 | 41.6 | 36.9 | 42.8 |

The question posed in Table 4 is an extension of the question given in Table 3. On this question dealing with a student's sense of his understanding of Economics, 29 per cent of all students responding felt they had an understanding of Economics before instruction, with boys revealing a slightly greater assurance of their understanding. After instruction, marked changes were apparent. On the average, 94.8 per cent of the total group of students (in contrast with 29 per cent before instruction) felt they had a better understanding of Economics.

In Table 4 the college group and boys as a group revealed the greatest sense of increase in understanding. Marked difference between college and non-college-bound students is apparent in favor of a stronger increase in feeling of understanding on the part of the college-bound group.

TABLE 4. OPINION CHANGE RELATIVE TO UNDERSTANDING THE NATURE OF ECONOMICS

| Question | Total | Boys | Girls | To College | Not to College |
|---|---|---|---|---|---|
| | Yes | Yes | Yes | Yes | Yes |
| | (%) | (%) | (%) | (%) | (%) |
| (Before Taking) Do you feel that you understand the nature of Economics? | 29.0 | 33.6 | 23.5 | 29.1 | 28.7 |
| (After Taking) Do you feel that you now have a better understanding of the nature of Economics? | 94.8 | 98.0 | 91.3 | 98.1 | 90.2 |
| Percentage point change after taking Economics | 63.8 | 64.4 | 67.8 | 69.0 | 61.5 |

To the question, "Do you think that Economics may help add background for college work?" (see Table 5), 95.1 per cent of all students answered "yes" to the question at the beginning of the course and only 87.5 per cent answered "yes" at the course's end. Sharpest changes in attitude are revealed on the part of the girls and the non-college-bound. Girls who felt that Economics would help in college work dropped 12.4 percentage points, from 95.0 to 82.6, and the non-college-bound group dropped 16.5 percentage points, from 94.5 to 78.0. Since fewer girls than boys go on to college it is probably true that the fact a student does not plan to go to college makes the question somewhat ambiguous since it is obvious that if a youngster does not go to college nothing will contribute or detract from his non-existent college work.

TABLE 5. OPINION CHANGE REGARDING ECONOMICS AS A COLLEGE BACKGROUND COURSE

| Question | Total | Boys | Girls | To College | Not to College |
|---|---|---|---|---|---|
| | Yes | Yes | Yes | Yes | Yes |
| | (%) | (%) | (%) | (%) | (%) |
| (Before Taking) Do you think that Economics may help add background for college work? | 95.1 | 94.6 | 95.0 | 94.8 | 94.5 |
| (After Taking) Do you believe that Economics has added background material which will help you in your college work? | 87.5 | 92.0 | 82.6 | 94.5 | 78.0 |
| Percentage point change after taking Economics | -7.6 | -2.6 | -12.4 | -.3 | -16.5 |

Of those anticipating college it is interesting to note (Table 5) that there was little or no change in the before and after responses to the question.

Before the course was taken students rather uniformly thought that Economics might help them in their first jobs. After the course was completed students were even more certain of the occupational value of the course. Before taking, as indicated in Table 6, 90.1 per cent of the students indicated "yes" to the question while after taking, the "yes" vote increased to 95.8 per cent.

It is significant that after instruction both boys and girls were convinced of the course value relative to any occupation, with 96 per cent of the boys and 95.6 per cent of the girls indicating "yes" answers.

TABLE 6. OPINION CHANGE RELATING TO FIRST JOB USEFULNESS

| Question | Total | Boys | Girls | To College | Not to College |
|---|---|---|---|---|---|
| | Yes | Yes | Yes | Yes | Yes |
| | (%) | (%) | (%) | (%) | (%) |
| (Before Taking) Do you think Economics may give you ideas and facts which may help you in your first job? | 90.1 | 90.8 | 90.1 | 90.0 | 90.3 |
| (After Taking) Do you think that Economics has given you understandings which will be helpful to you regardless of your occupation? | 95.8 | 96.0 | 95.6 | 98.1 | 92.6 |
| Percentage point change after taking Economics | 5.7 | 6.8 | 5.5 | 8.1 | 2.3 |

The college group appeared to be the most influenced as 98.1 per cent indicated "yes" answers after taking the course as opposed to only 90 per cent before taking. All groups, however, showed a strong belief in the value of Economics in any occupation.

Lastly, it should be noted that interpretation of the data in Table 6 should be made rather carefully as any comparisons are clouded by the slight differences in the phrasing of the "before" and "after" questions. The "before" question refers to values relative to "your first job" and the "after" question "helpful...regardless of...occupation". However, there are apparent attitudes and attitude changes revealed in the question responses which are of interest.

It had been an assumption of the author that without a careful presentation of Economics girls might fail to recognize the life-usefulness of the course. To test this hypothesis the question in Table 7 was included in the survey.

TABLE 7. OPINION CHANGE RELATING TO USEFULNESS TO BOYS OR GIRLS

| Question | Total | Boys | Girls | To College | Not to College |
|---|---|---|---|---|---|
| | Yes | Yes | Yes | Yes | Yes |
| | (%) | (%) | (%) | (%) | (%) |
| (Before Taking) Do you think that Economics will be useful to girls as well as to boys? | 94.3 | 98.2 | 88.8 | 95.8 | 91.7 |
| (After Taking) Do you think that Economics will be useful to girls as well as to boys? | 95.8 | 96.0 | 95.6 | 98.1 | 92.6 |
| Percentage point change after taking Economics | 1.5 | -2.2 | 6.8 | 2.3 | .9 |

Regarding whether Economics is considered useful by girls as well as by boys, girls showed the greatest gain in percentage points following the course with an increase of 6.8 points. With 88.8 per cent of the girls responding "yes" to the question before the course and 95.6 per cent after the course was finished, it was evident that exposure to the work in Economics convinced the girls that they, too, were receiving fundamental values.

Totals on the question in Table 7 showed the before vote at 94.3 per cent and the after vote at 95.8 per cent. The college group expressed 98.1 per cent agreement that the course would be useful to both boys and girls.

While the questions discussed above are controlling and important questions for the curriculum maker, the question in Table 8, "Should Economics be a required course?" is one upon which major emphasis must be placed. It was considered valid to assume that if students voted "yes" to this question that they would not only consider that the course should be taught, either as an elective or as a required, but expressed themselves even more strongly to accept the course as a required subject

TABLE 8. OPINION CHANGE REGARDING ECONOMICS AS A REQUIRED COURSE

| Question | Total | Boys | Girls | To College | Not to College |
|---|---|---|---|---|---|
| | Yes | Yes | Yes | Yes | Yes |
| | (%) | (%) | (%) | (%) | (%) |
| (Before Taking) Should Economics be Required? | 68.9 | 71.1 | 65.9 | 76.6 | 56.1 |
| (After Taking) Should Economics be Required? | 82.3 | 84.0 | 80.4 | 89.1 | 73.1 |
| Percentage point gain after taking Economics | 13.4 | 12.9 | 14.5 | 12.5 | 17.0 |

Results of the poll on this question showed 68.9 per cent of the students favoring Economics as a required course, even before they had taken the course, and 82.3 per cent after they had taken the course.

One of the most emphatic and decisive changes in the answers to the question in Table 8 is the change in the opinion of the non-college group. At the beginning of the course 56.1 per cent of the non-college group said the course should be required. On response of students following completion of the course, the favorable opinion increased by 17 percentage points, from 56.1 per cent to 73.1 per cent.

Although they were not an official or formal part of this survey, the comments of many students (nearly 15 per cent of the total group) who responded with a "no", wrote that they thought the course should be taught, but as an elective rather than a required.

With 82.3 per cent of the students indicating that the course should be required and with more than 95 per cent of the students testifying to the value of the course, it appears definite that the curriculum maker can be confident that the course should be included in the senior high school program, at least as an elective and perhaps as a required.

Whether the course should be taught as an independent course or combined with other of the social studies is not a part of this discussion. It is considered by the author that the important thing to the student is that he have access to enough of the organized information in an Economics course to provide an adequate background.

Since between 55 and 60 per cent of the graduating seniors in

Rapid City high school do not go on to college, the change in opinion indicated in Table 8 is considered to be of special importance. The non-college group is the largest numerically and the course needs to be of interest and usefulness to them as well as to the college group, particularly since it is their last opportunity for contact with instruction in Economics.

To return again to Table 2 for a final observation, question number 6, "Do you believe that the freedoms of capitalism are worth protecting?", provides an answer whose significance cannot be escaped. Although no before and after comparison on this question was arranged, nearly 100 per cent of all classifications of students believed that the freedoms of capitalism are worth protecting.

Student responses gathered in this study, in general, reveal that the understanding of the nature of Economics is markedly improved by a formal course in Economics; that Economics instruction in high school is an aid to later college work; that such instruction will be helpful later on on the job; that girls as well as boys will have use for the understanding of Economics; and lastly, that Economics should be offered in high school, at least as an elective and a strong majority favored it as a required.

# CHAPTER IV

## OPINION OF ADULTS CONCERNING TOPICS NECESSARY FOR ECONOMIC COMPETENCE

This phase of the overall study was prompted and stimulated by a study of "Key Understandings in Economics," a publication of the Council for Advancement of Secondary Education.

The Council became interested in the problem of economic literacy when it was recognized that only a small percentage of high school students had been given the opportunity to study economics. Realizing the importance of economics to the adult citizen the Council conducted basic research to determine the areas and topics which competent adults considered necessary for economic literacy.

Economic literacy, according to the Council,

> denoted the possession of that basic equipment in economic understandings and skills needed by the citizen for intelligent and responsible participation in the everyday activities of a modern economy. The principal concern is with those fundamental economic facts, concepts, and relationships that every citizen should command.[1]

The Council proposed to do three things:

1. To derive a list of basic economics topics from suggestions proffered by selected representatives of various economic groups.

2. To validate the items in the list on the basis of the opinion of competent judges as to whether the items are basic or indispensable for economic literacy.

3. To evaluate the list of economic topics on the basis of

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[1]Council for Advancement of Secondary Education, Key Understandings in Economics, 1201 Sixteenth Street, Northwest, Washington 6, D. C., 1956, p. 4.

ratings by competent judges as to their importance for economic literacy.

Following this decision the Council compiled a list of 2,300 names representing the broad grouping of agriculture, business, labor, and education and by letter requested that each person submit a list of ten topics, together with comments and explanations. These topics were to represent areas of economic information which were considered necessary for economic competence.

No attention was paid to the school level at which the topics might be used.

Information from these replies provided the Council with broad categories and sub-topics which were arranged according to frequency of mention in the letters. Fourteen categories containing eighty-eight topics were arranged through a careful coding procedure and then set up for a validation-evaluation procedure.

The evaluation form (included in Appendix A) was then sent to approximately sixteen hundred persons in six classifications. The classifications were Agriculture, Businessmen, Economists, Educators, Labor Representatives, and High School Teachers of Economics.

An evaluation scale (see Figure 1) for each category and topic provided for five levels ranging from "unimportant" to "essential and indispensable". Each person then rated all categories and topics on this scale and the results were tabulated. Categories and topics were rated separately, assuming that the category ranking would then be more accurate.

The fourteen categories were rated and then ranked in descending order according to their rating. The individual topics were also rated and then ranked according to their rating.

As part of the present study it was considered that it would be of interest and importance to conduct a similar evaluation program using adults representing a greater variety of occupations and age levels so that their decision could be compared with the results of the Council evaluation. Therefore the original questionnaire of the Council was submitted to nearly 500 adults representing service clubs, recent high school graduates, and students from three colleges. In the following discussion this survey will be referred to as the Kaufman survey.

In the Kaufman survey the method of determining rating values was taken from the evaluation form in which they were ranked according to a rating scale of items in that form, giving them index ratings ranging from 0 to 4. These "index weights" for each item and category in the evaluation form were simply summed and divided by the number of people who responded to the item.

Through this procedure the "rating index values" as shown in the following tables were arranged.

For example, in Table 9, "Consumer Economics" was given a ranking of 1 since this category was mentioned as being the most important of the fourteen by the largest number of respondents, resulting in an index rating of 3.09. The remaining thirteen categories are ranked accordingly in descending order.

Permission of the Council to reprint their original evaluation

form was granted. The only change in the form was to suggest that the respondent keep in mind the suitability of adopting the topic for use with high school seniors.

Approximately five hundred persons cooperated with the author in this survey. These persons represented all adult age groups including college students at the junior level and above. Occupational diversification was obtained by using replies from members of the Rapid City, South Dakota, Lions Club, the Kiwanis Club, and the Izaak Walton League. Also, a mailing list was made of high school students who had been graduated between the years of 1948 and 1952. The evaluation form, together with a letter of explanation and a request for cooperation, was mailed with a stamped return envelope to this list of graduates.

College students cooperating in the survey consisted of engineering students, teacher education students, graduate and undergraduates in Economics classes, and students concerned with curriculum planning in high schools. Colleges represented were Black Hills Teachers College, South Dakota School of Mines and Technology, and Montana State College.

Evaluation forms were used by classes in economics at the South Dakota School of Mines and Technology, curriculum and economics classes at Montana State College, and economics classes at the Black Hills Teachers College.

Luncheon clubs, the Izaak Walton league, and college classes were visited by the author and an explanation of the purpose of the survey and the method of evaluation was presented. After a request for

cooperation in the study was made, the forms were given to those who would fill them out.

College students were nearly 100 per cent in their cooperation, perhaps because they were given class time in all but one class, in which to complete the questionnaire. Cooperation of other adult groups was considerably less. The author did not visit the class at Black Hills Teachers College but handed the forms to the instructor who in turn presented them to his class.

The fourteen categories and the individual topics were rated on the rating scale, the ratings tabulated, and the ranking thus established. The rating method is illustrated in Figure 1.

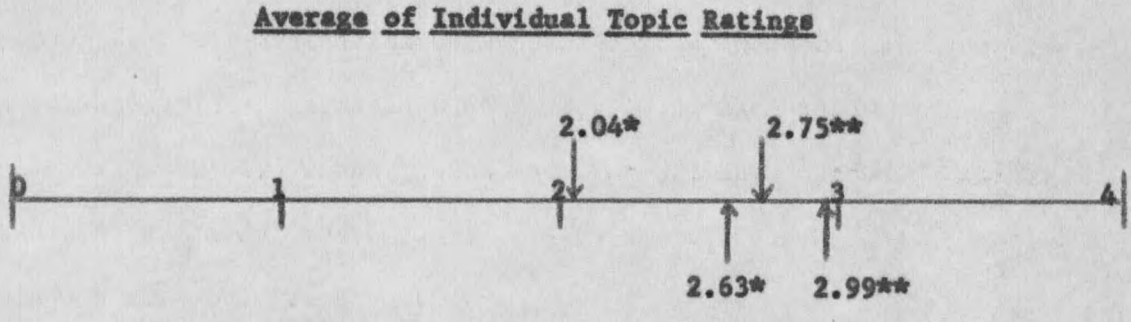


Figure 1. Averages of Individual Topic and Category Ratings in Both the Kaufman and the Council Survey

Since in both the Kaufman study and the Council study the categories and the topics rated well toward "3" on the scale, it can be assumed that all persons considered the information in the "very important" classification.

All ratings measured between "2" and "3" on the scale in terms of averages, thus indicating a substantial agreement in findings between the two studies.

It was pointed out in the Council study that it would be assumed that the category ratings would be higher than the topic ratings for the reason that the broader areas were likely to win more emphatic approval. This same result is borne out in the Kaufman study.

Table 9 indicates the rank and rating of the fourteen categories as they were placed by the persons who cooperated in the Kaufman survey. Since the Council published only the rank and not the ratings of the categories it is impossible to list them here.

It will be noticed in Table 9 that the top ranking category, "Consumer Economics," was given a rating of 3.09 in the Kaufman survey. The lowest rated category is category number XIV, "Economics as a Way of Thinking and Reasoning," which was given a rating of 2.37. The average of the ratings is 2.63, as shown in Figure 1.

The four categories ranked highest in the Kaufman survey appear to be those with which the individual has a considerable contact: "Consumer Economics," "Agriculture," "Production and Marketing....," "The Price System."

The middle rated categories seem to involve the characteristics of

TABLE 9. RANK AND RATING OF THE FOURTEEN CATEGORIES IN THE KAUFMAN SURVEY

| Category Number | Title | Rank | Rating |
|---|---|---|---|
| XIII | Consumer Economics | 1 | 3.09 |
| VII | Agriculture | 2 | 2.77 |
| X | Government Finance | 3 | 2.74 |
| III | Production and Marketing of Goods and Services | 4 | 2.70 |
| IV | The Price System | 5 | 2.68 |
| VI | Industrial Relations | 6 | 2.67 |
| VIII | Money, Credit, Banking | 7 | 2.63 |
| I | Population and Natural Resources | 8 | 2.62 |
| XII | Contrasting Economic Systems | 9 | 2.61 |
| II | Characteristics of Our Modern Economy | 10 | 2.57 |
| V | Nature and Problems of Business Enterprise | 11 | 2.51 |
| IX | Economic Fluctuations | 12 | 2.49 |
| XI | Economics and World Peace | 13 | 2.40 |
| XIV | Economics as a Way of Thinking and Reasoning | 14 | 2.37 |

the economy as the economic system continues to function: "Industrial Relations," "Money and Banking," "Contrasting Economic Systems," and "Characteristics of Our Modern Economy." These seem somewhat to reflect the mechanical operation of the economic system. The four lowest categories are much more remote from the individual's daily contact: "Nature

and Problems of Business Enterprise," "Economic Fluctuations," "Economics and World Peace," and "Economics as a Way of Thinking and Reasoning." Even though these differences can be noted it must be remembered that all fourteen of the categories are given high rank by the respondents.

The comparative ranking of the fourteen categories as they appear in the Kaufman and the Council surveys are listed in Table 10. In examining the comparative ranking of the fourteen categories it is interesting to note that in the Kaufman survey first place ranking was given to Category XIII, "Consumer Economics", whereas the Council survey showed "Consumer Economics" to be in tenth place.

An explanation for the diversity in the ranking of Category XIII can only be speculative but since the Council survey included many professional persons it is possible that they tended to take a more theoretical stand in their choice.

Persons in the Kaufman survey could have been making a more personal application and for that reason, knowing the problems of the consumer, might tend to place consumer problems in first rank.

In both surveys Category XIV, "Economics as a Way of Thinking and Reasoning," was ranked in last position of importance of the fourteen ranked. Category XIV, although ranked in fourteenth place, was still rated between the "important" and "very important" as is shown by the Kaufman rating of 2.37.

TABLE 10. COMPARATIVE RANKING OF THE FOURTEEN CATEGORIES

| | | Kaufman | Council |
|---|---|---|---|
| I. | Population and Natural Resources as They Affect Our Economy | 8 | 13 |
| II. | Characteristics of Our Modern Economy | 10 | 1 |
| III. | The Production and Marketing of Goods and Services | 4 | 4 |
| IV. | The Price System | 5 | 3 |
| V. | Nature and Problems of Business Enterprise | 11 | 11 |
| VI. | Industrial Relations | 6 | 5 |
| VII. | Agriculture | 2 | 9 |
| VIII. | Money, Credit, and Banking | 7 | 12 |
| IX. | Economic Fluctuations | 12 | 7 |
| X. | Government Finance-National, State, Local | 3 | 6 |
| XI. | Economics and World Peace | 13 | 8 |
| XII. | Contrasting Economic Systems | 9 | 2 |
| XIII. | Consumer Economics | 1 | 10 |
| XIV. | Economics as a Way of Thinking and Reasoning | 14 | 14 |

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The four categories ranking highest in their respective surveys are listed as follows:

| Kaufman Survey | | Council Survey | |
|---|---|---|---|
| XIII | Consumer Economics | II | Characteristics of Our Economy |
| VII | Agriculture | XII | Contrasting Economic Systems |
| X | Government Finance | IV | The Price System |
| III | Production and Marketing of Goods and Services | III | Production and Marketing of Goods and Services |

Table 11 indicates the eight highest ranking categories of both surveys and Table 12 shows the ranking of categories where there were no more than four rank positions between surveys for any given category.

In Table 11 it appears that there is relatively close agreement in that categories III, IV, VI, and X stand high in the list of important categories in both surveys.

These four relate to the "Production and Marketing of Goods", the "Price System", "Industrial Relations", and "National, State, and Local Finance."

Of the eight highest ranking categories in the two surveys it can be seen from Table 11 that four of the items appear on both ratings. Table 12 indicates that six of the categories are among those where the ranking is no more than four rank positions apart.

Since in both surveys all of the categories are rated between the "important" and "very important" points, the Kaufman survey appears to support the findings of the Council that all fourteen categories should be included in a course in Economics.

TABLE 11. EIGHT HIGHEST RANKING CATEGORIES IN THE TWO SURVEYS

| | | Kaufman | Council |
|---|---|---|---|
| I. | Population and Natural Resources as They Affect Our Economy | 8 | |
| II. | Characteristics of Our Modern Economy | | 1 |
| III. | The Production and Marketing of Goods and Services | 4 | 4 |
| IV. | The Price System | 5 | 3 |
| V. | Nature and Problems of Business Enterprise | | |
| VI. | Industrial Relations | 6 | 5 |
| VII. | Agriculture | 2 | |
| VIII. | Money, Credit, and Banking | 7 | |
| IX. | Economic Fluctuations | | 7 |
| X. | Government Finance-National, State, Local | 3 | 6 |
| XI. | Economics and World Peace | | 8 |
| XII. | Contrasting Economic Systems | | 2 |
| XIII. | Consumer Economics | 1 | |
| XIV. | Economics as a Way of Thinking and Reasoning | | |

Table 13 shows the comparative rank and rating of individual topics within categories in both surveys. Each topic is identified with its category by showing the category number in parenthesis.

In analyzing the comparative rank and rating of individual topics

TABLE 12. RANKING OF CATEGORIES WHERE THERE ARE NO MORE THAN FOUR POINTS IN RANK DIFFERENCE

| | | Kaufman | Council |
|---|---|---|---|
| I. | Population and Natural Resources As They Affect Our Economy | | |
| II. | Characteristics of Our Modern Economy | | |
| III. | The Production and Marketing of Goods and Services | 4 | 4 |
| IV. | The Price System | 5 | 3 |
| V. | Nature and Problems of Business Enterprise | 11 | 11 |
| VI. | Industrial Relations | 6 | 5 |
| VII. | Agriculture | | |
| VIII. | Money, Credit, and Banking | | |
| IX. | Economic Fluctuations | | |
| X. | Government Finance, National, State, Local | 3 | 6 |
| XI. | Economics and World Peace | | |
| XII. | Contrasting Economic Systems | | |
| XIII. | Consumer Economics | | |
| XIV. | Economics as a Way of Thinking and Reasoning | 14 | 14 |

it can be seen in the Kaufman study that persons interviewed emphasized those topics which were related rather closely to him as a person and a consumer. Even though the topic of personal concern was emphasized, the broader topics relating to the economy were not neglected since a study of

"Capitalism", "Private Property", "The Freedoms Under Capitalism", the forces such as "Competition and Monopoly", and the "Forms of the Business Unit" were placed among the ten most important topics.

Respondents in the Council survey emphasized some of the topics which seemed to be more popular with those who completed the Kaufman survey but they also emphasized the importance of the responsibility of labor and management to each other and to the economy. The Council survey also placed certain items of consumer economics rather low on the list, such as the topic relating to "Consumer Credit and Wise Buying".

When the 88 individual items were compared in rank it was discovered that 25 of the individual items show a variation of more than 22 points in rank position. Of these 25 items, 13 of them were given a higher rank in the Kaufman survey and 12 were given a lower rank.

| Ranked Higher in Kaufman Rating | Ranked Lower in Kaufman Rating |
|---|---|
| 4(XIII-2) | 34(IX-2) |
| 6(XIII-5) | 36(III-6) |
| 9(XIII-6) | 38(X-5) |
| 9(V-1) | 44(XI-1) |
| 14(XIII-1) | 50(II-3) |
| 16(XIII-4) | 56(IX-6) |
| 21(XIII-7) | 60(IV-3) |
| 22(XI-7) | 60(IV-4) |
| 26(XIII-10) | 64(VI-3) |
| 32(XIII-3) | 69(II-7) |
| 32(V-2) | 70(VI-2) |
| 41(XIII-9) | 76(II-6) |
| 59(I-3) | |

Of the 25 items above, the position in rank is indicated followed by the category and item number within the parenthesis. See Appendix for copy of the evaluation form.

TABLE 13. COMPARATIVE RANK AND RATING OF INDIVIDUAL TOPICS

| Individual Topics | KAUFMAN | | COUNCIL | |
|---|---|---|---|---|
| | Rank | Rating | Rank | Rating |
| Production--a source of wealth and the means of satisfying wants (III-1) | 1 | 3.22 | 8 | 3.15 |
| Conservation of natural resources (I-6) | 2 | 3.12 | 17 | 2.97 |
| Taxes and the individual: benefits, responsibilities (X-5) | 3 | 3.02 | 13 | 3.02 |
| Wise buying: consumer protection services, advertising (XIII-2) | 4 | 2.96 | 54 | 2.62 |
| Formation of capital: the importance of savings and investment (III-3) | 5 | 2.90 | 11 | 3.05 |
| Consumer credit: proper use, kinds, sources; etc. (XIII-5) | 6 | 2.89 | 39 | 2.81 |
| Capitalism--and Socialism, Fascism, Communism, others; comparison, (XII-2) | 7 | 2.88 | 7 | 3.16 |
| Foundations of capitalism: private property, freedom, etc. (II-1) | 8 | 2.83 | 1 | 3.50 |
| Mixed nature of our economy: competition and monopoly, etc. (II-2) | 9 | 2.81 | 3 | 3.35 |
| Thrift: saving and investing (XIII-6) | 9 | 2.81 | 41 | 2.79 |
| Forms of private business ownership: single proprietorship, etc. (V-1) | 9 | 2.81 | 53 | 2.66 |
| How commodity prices are determined in a free economy: law of, etc. (IV-1) | 12 | 2.80 | 5 | 3.27 |
| The nature and role of the factors of production: natural resources, (III-2) | 13 | 2.79 | 4 | 3.28 |
| Budgeting: personal, family (XIII-1) | 14 | 2.77 | 52 | 2.67 |
| Principles of taxation and kinds of taxes: amount of, etc. (X-1) | 14 | 2.77 | 10 | 3.07 |
| Using banking facilities (XIII-4) | 16 | 2.75 | 75 | 2.31 |
| Government spending programs, services: war and defense, etc. (X-3) | 17 | 2.74 | 29 | 2.87 |
| Labor legislation; social security, workmen's compensation, etc. (VI-6) | 18 | 2.73 | 22 | 2.91 |
| Responsibility of labor and management to each other, etc. (VI-7) | 19 | 2.72 | 6 | 3.22 |
| Kinds and functions of banks (including Federal Reserve System), etc. (VIII-5) | 19 | 2.72 | 25 | 2.89 |
| Insurance and pensions (XIII-7) | 21 | 2.71 | 49 | 2.71 |
| Maintaining balanced relationship between production, employment, etc. (IX-5) | 22 | 2.70 | 19 | 2.95 |

TABLE 13 (Continued)

| Individual Topics | KAUFMAN | | COUNCIL | |
|---|---|---|---|---|
| | Rank | Rating | Rank | Rating |
| The role of the United Nations (XI-7). . . . . | 22 | 2.70 | 48 | 2.73 |
| Specialization and the resulting inter-dependence of people, etc. (III-7). . . . . | 24 | 2.69 | 33 | 2.85 |
| Governmental restraints on competition: fair trade laws, etc. (IV-5). . . . . | 24 | 2.69 | 23 | 2.90 |
| Credit: kinds, volume (VIII-4). . . . . | 26 | 2.66 | 37 | 2.82 |
| Understanding tax forms, making tax collections (XIII-10). . . . . | 26 | 2.66 | 79 | 2.22 |
| How the prices of the factors of production are determined in a free economy, etc. (IV-2). . . | 28 | 2.64 | 12 | 3.04 |
| The government's efforts to help the farmer: price support program, farm credit agencies, etc. (VII-4). . . . . | 30 | 2.63 | 37 | 2.82 |
| Changing situation of agriculture in our economy; declining percentage of farmers in the total population, mechanization and increased, etc. (VII-1). . . . . | 31 | 2.62 | 20 | 2.94 |
| Wise use of goods and time (XIII-3). . . . . | 32 | 2.59 | 65 | 2.44 |
| Business finance: stocks and bonds, financial statements, etc. (V-2). . . . . | 32 | 2.59 | 65 | 2.42 |
| Changing price levels or the unstable value of money: inflation and deflation, money income, etc. (IX-2). . . . . | 34 | 2.58 | 9 | 3.12 |
| Current problems of the farmer: surpluses, prices (VII-2). . . . . | 34 | 2.58 | 36 | 2.83 |
| The dynamic nature of technology: industrial revolution, science, etc. (III-6). . . . . | 36 | 2.57 | 13 | 3.02 |
| Government regulation of business: anti-trust policy, security and exchange regulation, food and drug acts (V-9). . . . . | 36 | 2.57 | 47 | 2.75 |
| Balanced budgets (desirable or undesirable?); size of the national debt in relation to resources, income (X-4). . . . . | 38 | 2.56 | 42 | 2.78 |
| Taxes and the individual; benefits, responsibilities (X-5). . . . . | 38 | 2.56 | 13 | 3.02 |
| Economics in world politics: world stability, peace (XI-6). . . . . | 38 | 2.56 | 26 | 2.88 |

TABLE 13 (Continued)

| Individual Topics | KAUFMAN | | COUNCIL | |
|---|---|---|---|---|
| | Rank | Rating | Rank | Rating |
| Modern technology and the psychic needs of the worker: sense of belonging, sense of security, feeling of group acceptance, pride in work (VI-4) | 41 | 2.55 | 44 | 2.76 |
| Legal information: property laws, making contracts (XIII-9) | 41 | 2.55 | 85 | 2.11 |
| Problem of scarce resources and unlimited wants: the need for finding the best balance in the utilization of the factors of production; diminishing returns and efficient production (III-4) | 41 | 2.55 | 44 | 2.76 |
| Economic interdependence of peoples: importance of international trade (XI-1) | 44 | 2.51 | 7 | 3.16 |
| Profits and losses in business: insurable and uninsurable risks; causes, results, and extent of business failures (V-7) | 45 | 2.49 | 67 | 2.40 |
| Size and growth of the population (I-1) | 45 | 2.49 | 57 | 2.56 |
| Effects of taxation on incentives to work, to save, to invest (X-2) | 45 | 2.49 | 33 | 2.85 |
| Economic geography: nature and location of natural resources, influence of climate, topography (I-5) | 48 | 2.48 | 63 | 2.48 |
| Need for accurate terminology, definitions, and also for objectivity (XIV-1) | 48 | 2.48 | 37 | 2.82 |
| The American standard of living: distribution of income (II-3) | 50 | 2.47 | 21 | 2.93 |
| Housing: owning vs. renting (XIII-8) | 51 | 2.42 | 71 | 2.35 |
| Development of labor organizations (VI-1) | 52 | 2.40 | 51 | 2.69 |
| The farmer's efforts to help himself: co-operatives, farm organizations, improved methods and management (VII-3) | 52 | 2.40 | 58 | 2.53 |
| Business cycles: their characteristics and causes (IX-3) | 52 | 2.40 | 40 | 2.80 |
| Government aids to business: subsidies, loans, tariffs, information and advice (V-10) | 55 | 2.38 | 61 | 2.49 |
| Influence of political forces on our economy: foundation importance of education (II-4) | 56 | 2.37 | 44 | 2.76 |
| Labor-management practices and their effect on productivity: incentives and restrictive practices (VI-5) | 56 | 2.37 | 26 | 2.88 |

TABLE 13 (Continued)

| Individual Topics | KAUFMAN | | COUNCIL | |
|---|---|---|---|---|
| | Rank | Rating | Rank | Rating |
| Government monetary and fiscal policies as they affect economic stability (IX-6). . . . . | 56 | 2.37 | 15 | 2.99 |
| Optimum population: desirable balance between population and available resources in relation to desired standard of living (I-3). . . . . | 59 | 2.33 | 86 | 2.02 |
| Understanding of commonly used statistical materials, index numbers (XIV-2). . . . . | 60 | 2.32 | 58 | 2.53 |
| What prices do in a free economy: allocation of resources, adjustment of demand and supply to each other (IV-3). . . . . | 60 | 2.32 | 18 | 2.96 |
| Group restraints on competitive price: monopoly prices, managed prices, imperfect competition (IV-4). . . . . | 60 | 2.32 | 29 | 2.87 |
| The extent, areas, and ways in which government regulates or operates business enterprises (V-12). . . . . | 60 | 2.32 | 49 | 2.71 |
| Unemployment (including technological unemployment): individual and social implication (VI-3). . . . . | 64 | 2.31 | 26 | 2.88 |
| Federal and state regulation of banking (VIII-7). | 65 | 2.30 | 79 | 2.22 |
| Middlemen-functions and costs: wholesalers, jobbers, retailers, advertising agencies (III-8). . . . . | 66 | 2.29 | 67 | 2.40 |
| Big business and small business: advantages and disadvantages of each (V-4). . . . . | 66 | 2.29 | 61 | 2.49 |
| Wise buying: consumer protection services, advertising (XIII-2). . . . . | 68 | 2.28 | 54 | 2.62 |
| Importance of ethical values in economic society (II-7). . . . . | 69 | 2.25 | 16 | 2.98 |
| Collective bargaining (VI-2). . . . . | 70 | 2.23 | 31 | 2.86 |
| Composition of population: age, occupation, skills (I-2). . . . . | 71 | 2.21 | 77 | 2.25 |
| Government ownership: TVA, postal system (V-11). | 72 | 2.20 | 64 | 2.47 |
| Attempts to expand world trade and foreign investment: reciprocal trade agreements, etc. (XI-4). . . . . | 73 | 2.19 | 70 | 2.36 |
| Gross national product and national income as indicators of the level of economic well-being (Ix-1). . . . . | 74 | 2.17 | 54 | 2.62 |
| Costs of production: fixed and variable (III-5). | 75 | 2.14 | 73 | 2.33 |

TABLE 13 (Continued)

| Individual Topics | KAUFMAN | | COUNCIL | |
|---|---|---|---|---|
| | Rank | Rating | Rank | Rating |
| Economic growth and progress: evolution of the American economy from colonial times-rising standard of living, dynamic nature of our economy (II-6) | 76 | 2.13 | 33 | 2.85 |
| Monetary standards (VIII-3) | 77 | 2.12 | 84 | 2.13 |
| Trade restrictions: tariffs, quotas, embargoes (XI-3) | 78 | 2.07 | 60 | 2.52 |
| Population movements: immigration, migration, and urbanization (I-4) | 79 | 2.06 | 75 | 2.31 |
| Other credit institutions: Federal Home Loan banks, Commodity Credit Corporation, consumer credit agencies (VIII-6) | 79 | 2.06 | 81 | 2.19 |
| Relation of money and credit to the level of economic activity and prices: equation of exchange (IX-4) | 79 | 2.06 | 56 | 2.60 |
| Public utilities (privately owned) (V-6) | 82 | 1.97 | 82 | 2.17 |
| Business combinations: mergers, holding companies, cartels (V-5) | 83 | 1.93 | 82 | 2.17 |
| Corporate ownership and control: diffusion and concentration (V-3) | 84 | 1.92 | 73 | 2.33 |
| Kinds and functions of money (VIII-2) | 84 | 1.92 | 72 | 2.34 |
| Size and rate of corporate profits (V-8) | 86 | 1.81 | 78 | 2.24 |
| Foreign exchange rates: conversion of currencies (XI-2) | 87 | 1.65 | 87 | 1.74 |
| History (origin) of money (VIII-1) | 88 | 1.29 | 88 | 1.72 |

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In the overall comparison of topic rankings 39 of the 88 individual items were within 10 rank positions of each other. Thus 44.3 per cent of all items were in close agreement as to ranking, again indicating a strong similarity in the two surveys in the emphasis placed upon those items which appear in the general background of economic information.

The following 39 items are identified as to their place ranking and, in the parentheses, by category and topic number.

| | | | |
|---|---|---|---|
| 1 (III-1) | 19 (VIII-5) | 52 (VI-1) | 77 (VIII-3) |
| 3 (X-5) | 22 (IX-5) | 52 (VII-3) | 79 (I-4) |
| 5 (III-3) | 24 (III-7) | 55 (V-10) | 79 (VIII-6) |
| 7 (XII-2) | 24 (IV-5) | 60 (XIV-2) | 82 (V-6) |
| 8 (II-1) | 28 (II-5) | 66 (III-8) | 83 (V-5) |
| 9 (II-2) | 30 (VII-4) | 66 (V-4) | 84 (V-3) |
| 12 (IV-1) | 34 (VII-4) | 71 (I-2) | 86 (V-8) |
| 13 (III-2) | 38 (X-4) | 72 (V-11) | 87 (XI-2) |
| 14 (X-1) | 41 (VI-4) | 73 (XI-4) | 88 (VIII-1) |
| 18 (VI-6) | 41 (III-4) | 75 (III-5) | |

It is significant that all categories except XIII are represented in the list of 39 items of close agreement. This category relates to consumer economics and was emphatically given greater emphasis in the Kaufman survey than it was in the Council Survey.

In summary it should again be pointed out that in both surveys all categories and individual topics were rated "important" and "very

important" with the exception of seven items in the Kaufman survey and two in the Council survey.

Low-rated items in the Kaufman survey were: "Public Utilities", "Business Combinations", "Corporate Ownership", "Kinds and Functions of Money", "Size of Corporate Profits", "Foreign Exchange Rates", and the "History and Origin of Money". Also low-rated in the Council survey were "Foreign Exchange Rates" and "History and Origin of Money".

High-rated topics in the Kaufman survey came from categories III, I, X, and XIII. These topics are: "Production and Marketing of Goods", "Population and Natural Resources", "Government Finance", and "Consumer Economics". The highest rated category was "Consumer Economics" and the topics within this category were consistently rated toward the top of the list in the Kaufman survey.

Results of this survey of adult opinion indicate that adults are in substantial agreement on the importance of major areas of information and specific topics under each of the broader areas of economics. A variety of educational backgrounds and experience levels are represented in the pattern of opinion in the Kaufman survey while the Council survey included persons of generally higher educational and professional level, or specialized businesses. The relatively close agreement in results indicate that many economic problems are common to all persons.

# CHAPTER V

## TEACHER OPINION CONCERNING THE TEACHING OF ECONOMICS IN HIGH SCHOOL

Teacher opinion relative to the status of the teaching of Economics in high school was considered to be of importance and directly related to the central theme of this study. Consequently, a survey of such opinion was made as part of the present study.

In order to obtain a list of experienced and qualified teachers of Economics and the Social Studies, letters were sent to superintendents of public instruction of every state. Several superintendents recommended other authorities to contact in order to obtain teacher names.

Superintendents were requested to recommend teachers from their states who might be willing to respond to a survey. The teachers were chosen to represent towns having populations from 8,000 to 50,000 and high school enrollments representing an "efficient" size of about 250 to 1,000.

From these contacts, more than one hundred teacher names were secured representing every state. Replies to the questionnaire were received from 84 of these teachers in 42 states. The questionnaire mailed to each teacher was simple in form and general in nature since it was considered that a formal check list would not elicit a complete and free expression of opinion. Opinions received in reply were therefore quite informal, undirected, and represented a broad variety.

The following questions were asked:

1. Should Economics be taught in schools and at what grade level?

2. Is Economics taught in your high school?

3. What textbook is used in your school?

4. Would you care to express any other opinion relative to the status of Economics in the curriculum?

From the 84 replies it was found that 66 of the high schools did teach Economics, the majority of them teaching it in the 12th grade, although a few schools admitted both juniors and seniors to the same class. Seventeen schools either taught Economics in a combination course or recommended that it be so taught. Table 14 gives information relative to the status of Economics offerings in the respective high schools.

TABLE 14. REPLIES TO QUESTIONNAIRE REGARDING STATUS OF ECONOMICS IN HIGH SCHOOLS

| No. of Replies | Should Teach | Do Teach | Do Not Teach | Offered in "Social Studies" | Should Be Required | Is Required |
|---|---|---|---|---|---|---|
| 84 | 78 | 66 | 18 | 17 | 11 | 8 |

In indicating the number of schools which do teach Economics, Table 14 also points out other facts relative to the status of Economics. Eighteen schools do not offer Economics and another 17 offer Economics as part of "Social Studies".

Seventy-eight of the replies favored teaching Economics, the majority of them favored it at the 12th grade level, and again, the majority of the teachers believed it should or could be handled as a separate course.

Although it was not requested as an opinion, there were 11 replies

which stated that the course should be required for graduation. Also, there were 8 schools which did require Economics, either as a separate or combined subject, for graduation.

While this sampling of opinion cannot be presumed to be representative of total opinion in American schools, it must be remembered that the teachers concerned were recommended as being experienced and qualified in Economics. The opinions came from nearly every state in the union. Schools which these teachers represented were medium to large and are a sampling of the size which is considered by many educational authorities to be most efficient.

Teacher opinion, then, illustrates the acceptance by social studies teachers that Economics should be taught in high schools. Moreover, about one eighth of these teachers believed that Economics should be required for graduation and about three fourths of the group believed that Economics should be taught as a separate course, rather than as a combination course.

Letters from teachers were too numerous to be included as a part of the Appendix but will be retained in the files of the author. Quotations from the letters, however, will serve to indicate the opinion and emphasis of the writers and are included below.

Raymond Roberts, Curriculum Director for the State Department of Education of Missouri, said with reference to this study:

> I am vitally interested in your undertaking because I feel that the status of Economic Education in our American high schools is a deplorable situation. We are in the process of trying to do something about it in Missouri in connection with the Council on Economic Education. As a result of our interest in Missouri, we

> have concluded that the best way to get Economics taught is through a correlation of this phase of social studies with other subject areas and fields in the curriculum.

Raymond Sparks of Laramie High School, Laramie, Wyoming, reported interest in presenting Economics as a course when he said:

> It is believed that Economics should be taught in Junior and Senior High School. Basic consumer economics should be taught in the eighth grade to give drop-outs some knowledge that will be of benefit for their future. A more difficult course should be given in senior high for college prep pupils. .....We are in the process of revising our complete curriculum. It is under consideration and appears favorable. (that Economics be taught as a separate subject.)

Indicating some of the problems involved in making the course required, Harry Suttle, high school teacher of Economics of Springfield, Missouri, said:

> The need for such a course is great. Credit men in our city would like to have such a course, but students do not elect. The program is so crowded now we can hardly make it required. We offer electives in the social studies in each of the following: World Geography, Sociology, Psychology, and American Heritage.

The degree of crowding in the curriculum was emphasized by Mr. Suttle as he pointed out that even though the course was offered as an elective, only six students chose it last year. The student body numbered 2,300 which indicated a large senior class eligible to take the work.

This situation demonstrates the need for continuous curriculum study with revision in keeping with the current requirements placed upon and educational system.

Expressing the possible results of a combination program, Clayton Farrington of Olympia High School, Olympia, Washington, said:

> We give a compulsory course to all high school seniors called Socio-Economics. Theoretically it is supposed to be one semester of Sociology and one of Economics, but it never works out that way. It is loaded with a lot of other things: three weeks for vocational guidance, one unit on propaganda, one on all the religions of the world, and one on personality. It has become a hodge-podge about which I frankly admit I'm not too sympathetic.

An apparent tendency which has developed in the last few years is to introduce economic concepts in various subjects at all grade levels and to complete the work with a course in Economics at the senior level. Gustave Stoelting, Director of the Secondary Curriculum in the Milwaukee schools, explained their program by saying:

> Instruction in Economics in our Milwaukee schools is a continuous process beginning with the early years of grade school and continuing on through high school. We are, at the present time, preparing a guide for the teaching of Economics which suggests an allocation of concepts and ideas which can be integrated into the regular curriculum at any level in the educational program. As a part of this continuity, we now offer Economics as a twelfth-grade subject, serving as a capstone of learnings in the economics area.

The trend toward including Economics as a senior semester subject was recognized by John P. Dox, chairman of the Missouri state curriculum committee. He wrote:

> I see a trend toward semester Economics at the senior level again--and I am writing as chairman of the Missouri state curriculum committee which is completing its work. As a helping teacher in the Social Studies in our secondary schools (Kansas City), I would like to say that I believe Economics should be taught in high school at the senior level.

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L. C. Maul, of Buffalo, Wyoming, recognized the desirability of teaching Economics as a senior subject but he commented further upon the type of teacher who should be handling the course. He wrote:

> Our major economics course is taught to seniors in their second semester. It is my belief that their maturity as seniors helps them benefit from this course. Our students who go on to college report that they find their high school economics course was very beneficial to them. It is not a required course but usually attracts average or above average persons. However, I am frequently surprised at the progress made by students of very limited ability.
>
> Economics should be taught by mature, experienced teachers. It is best if the teacher has vocational experiences. If the teacher plays the stock market he is more valuable. He is interested and informed about our national economy. Last fall at our teacher's meeting I talked to a teacher in his fourth year of teaching who was shocked to learn that our National banks were not owned by the Federal Government.

That Economics can be a popular course was indicated by Frances Brubaker, of Miller Senior High School, in Macon, Georgia, when he reported that Economics was elected by about 200 seniors each year. Mr. Brubaker also advocated teaching Economics at the senior level as he believed that many students would not get it at all otherwise.

Carl A. Rassler, of Chamberlain High School in Tampa, Florida, reported:

> I believe Economics should be taught in high school. In our situation I do not believe it should be taught as a separate subject. I do believe it should be emphasized in the 9th grade Civics and 12th grade Problems in American Democracy.

However, Mr. Rassler completed his letter by listing subject matter areas in Economics which he thought should be investigated. If all of the areas which he recommended were actually taught, there would be enough

information to more than fill an entire semester of Economics.

Representing the minority opinion that Economics as a separate subject should not have a place in the curriculum, Eunice Johns, Social Studies Chairman for the Wilmington Public Schools, Wilmington, Delaware, said:

> It is my considered belief that Economics as a separate course in the high school has generally been of little use. When it is offered I think it should be given at the 12th grade level. My present approach to the teaching of economics is based on the conviction that economic understanding needs to be developed at all grade levels in many subject areas.

Miss Johns discussed further the areas of economic understanding and referred to the study made by the Joint Council on Economic Education. She also referred to the economic inventory produced recently for the Illinois department of education and a sequence chart used in Southern California.

Again, if all the areas of economic information suggested by Miss Johns and Mr. Rassler for investigation were to be placed in the curriculum the conclusion is inescapable that the material would require not less than one semester of attention at the senior level in high school.

J. S. Anderson of Salina, Kansas, believed that Economics should be taught at the senior level. He concluded his comment by saying:

> How can you solve Economic Problems in problem courses without having a knowledge of the fundamentals in Economics? In other words, I think administrators have gone wild on 'Problems of Democracy' and expect teachers to do a good job teaching them without the knowledge of Economic fundamentals.

From Old Town, Maine, Stora W. Emmett, head of the business edu-

cation department, contributed the idea that Economics was a "growing-up" course. She said:

> It gives students a broader knowledge and understanding of the socio-economic factors which surround them. It also gives them a fairly broad outlook on the over-all economic structure of the community, the state, and the country. It helps to more fully prepare them for life.

That an understanding of capitalism would develop from the study of Economics was expressed by Harold Wilson, principal of the Hot Springs, South Dakota, high school. Economics is a one semester required course in the Hot Springs high school, according to Mr. Wilson.

Mr. Wilson stated:

> People are bound to have a better understanding and appreciation of our capitalistic system through the first hand study and application of the basic principles of economics. I know of no other course that has such a fine opportunity to contribute to the making of better informed people than by the study of Economics.

Economics is offered as a senior course in South High School at Omaha, Nebraska, according to E. J. Kuncel. He says:

> We teach Economics on the senior level and have found it a most beneficial subject for our better students. Primarily our course is directed to college preparatory pupils. My own belief is that we should emphasize the various economic systems in the world today, taxation, labor, production and the importance of the individual effort in a country which seems to be drifting too rapidly away from that phase of life.

Supporting the idea that economic concepts can be introduced in many subjects and at the same time be emphasized as a climactic course in senior high, J. D. Prince, principal of the high school at McComb,

Mississippi, thought that such integration would be the only way in which all students could be reached.

Mr. Prince said that undoubtedly Economics should be taught in high school. He related:

> Economics is ever so much of our daily life that an understanding of economic processes is fundamental. I have heard the expression 'essentials of economic literacy' used several times in connection with this thought. .....I feel the most important areas are: (1) those related to the child in the local area, (2) personal finance, (3) understanding the true nature of the capitalistic system.

John A. Alibesti of Lewiston, Maine, reported:

> I believe wholeheartedly that no high school should be without a pure Economics course. It is my firm belief that the best results can be expected if offered as a senior year subject. If the group is a college group the text should be highly technical and advanced. I like to emphasize that Economics is college accredited and will lead to the correct answering of at least ten questions on the College Entrance Examination that would otherwise go unanswered or incorrectly answered.

Opinions of social science and economics teachers herein expressed indicate that 92.8 per cent of those reporting to the questionnaire favored the teaching of economics. Some of these teachers expressed their reasons for so believing, in written comment form. Their opinion lends weight to the opinions of high school students canvassed earlier in this study that Economics should be taught in high school.

Although it was not an objective of this study that the question relating to how Economics should be taught, that is, whether as a separate subject or a correlated or fused course in "Senior Social Problems" or

under some other title, a number of opinions were volunteered. As is shown in Table 14 the majority believed that a separate course should be taught and the minority favored a combination course.

Representative quotations from opinions of social science teachers have been listed in this chapter. Regardless of opinion as to the methods of handling the course, however, there was unanimity of opinion that economic concepts are important enough to occupy an important place in the high school curriculum.

# CHAPTER VI

# GENERAL SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## General Summary

The present study is directed to an apparent inconsistency between the impact of the growing complexity and importance of our economic system upon the individual citizen and what seems to be a decline of systematic or formal instruction in Economics at the high school level.

A brief overview of the changes taking place in our society as a direct consequence of the action of our economic system and its development and change reveals a startling growth in the importance of the system to the individual. The explosive rate of population increase, the sharp decline in number of agricultural workers and rise of urbanism, the increase in life expectancy and shift in proportions of various age groups, and the soaring total of the army of workers of which nearly one third are women are making heavy impact on the institutions and daily living of our people.

The rising cost of education and growing importance of education to each individual, man or woman, shape our lives in yet another way. The increase in gross national product, added leisure, greater individual spending power and the urgency of planning on the part of the individual and the family is heightened.

The need for economic competence on the part of each individual suggests that each person should acquire as much information and understanding as is possible in order to enjoy what advantages may arise from

an understanding of our competitive economic system.

Against this growing need for understanding is an apparent decline in the number of high schools offering Economics and in the numbers of high school youngsters required or electing to take work in Economics.

The problem thus posed is one of curriculum making and the investigation of this study is pointed to an assessment of status of economics offerings in our schools and a canvas of relevant opinions with regard to the teaching of Economics in our high schools.

Specifically, answer was sought to the following questions:

1. What are the opinions of professional economists and leading educators?
2. What are the opinions of high school seniors both before and after taking a course in Economics?
3. What are the opinions of adults who are neither specialists nor professional people working with Economics?
4. What are the opinions of teachers of Economics or the Social Studies?

The opinions of professional economists and educators were sought in the related texts and periodicals and further opinions sought from samples of the three groups selected for study: high school students, adults and teachers of Economics or the Social Studies.

McKee and Moulton, in reporting on one of the key investigations of the status of instruction in Economics, point out that perhaps fewer than 5 per cent of all high school students take the equivalent of a semester course in Economics. Only 60 per cent of schools canvassed in their study offered Economics and probably only 20 per cent of seniors in these schools took such instruction.

When Economics is offered as a portion of instruction in the "social studies" the amount of time varies from perhaps 10 per cent to as much as 50 per cent of instruction time with a median time a bit over 25 per cent. As many as 50 per cent of all high school youngsters take the social studies. At present there seems to be a trend toward the core type of instruction (Social Studies) and away from formal courses (Economics).

Elsewhere there are encouraging forces and trends in strengthening economics education. The work of the Joint Council for Economic Education and the Committee for Economic Development are directing a variety of programs toward the reduction of economic illiteracy. Another educational program is the annual Industrial Council held at Rensselaer Polytechnic Institute and sponsored by segments of industry to give teachers a better understanding of the organization of the productive forces in the American economy.

Many statements from leading economists and educators are to be found sharply pointing out the growing need for economic understanding on the one hand, and the declining curricular importance of economic education on the other.

High school seniors believed that their economic competence had been increased by taking a course in Economics, they thought that the course would have some usefulness in their job relationship, they agreed that it would furnish background for college work, and they favored Economics as a required course, rather than as an elective.

That Economics should be a required course was the opinion of 82.3 per cent of the high school seniors. Of those students who planned

to attend college, 94.5 per cent felt that Economics had added useful background material. Of the college group, 89.1 per cent believed that Economics should be a required course. The college group was 98.1 per cent in agreement that Economics would be equally useful to both boys and girls.

Exploring the areas of important economic information, the Council for the Advancement of Secondary Education fixed upon fourteen areas which they considered important for economic competence. The fourteen categories are:

1. Population and Natural Resources as They Affect our Economy.
2. Characteristics of Our Modern Economy.
3. The Production and Marketing of Goods and Services.
4. The Price System.
5. Nature and Problems of Business Enterprise.
6. Industrial Relations.
7. Agriculture.
8. Money, Credit, and Banking.
9. Economic Fluctuations.
10. Government Finance--National, State, Local.
11. Economics and World Peace.
12. Contrasting Economic Systems.
13. Consumer Economics.
14. Economics as a Way of Thinking and Reasoning.

Results of a survey of the author (Kaufman Survey) given to over 500 adults revealed data in relative agreement with the finding of the Council and assist further in identifying those areas of greater

importance in economic education. It is these areas of acceptance, then, which adult respondents believe should, for the most part, be included in a high school course in Economics.

The order of importance of these areas relative to economic competency as determined by the author's survey are in substantial agreement with the findings of the Council. Below is the comparison of the six categories highest rated in importance.

| Kaufman Survey | Council Survey |
|---|---|
| 1. Consumer Economics | 1. Characteristics of Our Economy |
| 2. Agriculture | 2. Contrasting Economic Systems |
| 3. Government Finance--National, State, Local | 3. The Price System |
| 4. The Production and Marketing of Goods | 4. The Production and Marketing of Goods |
| 5. The Price System | 5. Industrial Relations |
| 6. Industrial Relations | 6. Government Finance--National, State, Local |

Teachers of Economics and the Social Studies from 42 states were questioned concerning their conception of the importance of Economics in the high school curriculum. The trend in thinking of these teachers is plainly in favor of adding Economics to the curriculum or encouraging more students to be given the opportunity of taking Economics. Of the teachers reporting, 92.8 per cent were in favor of placing Economics in the curriculum. Thirteen per cent were in favor of having it required.

Many teachers in the group which supported the teaching of Economics in high school, reinforced their position with additional comment that the curriculum should be such that more students would have the time

to take the course and should be encouraged to do so.

More than 4,000 teachers and administrators from 44 states have attended the economics workshops conducted by the Joint Council on Economic Education in the first four years of the plan. It is apparent that these teachers by their interest and effort would be somewhat in agreement with the teachers canvassed in the present study.

## Conclusions

On the basis of the investigation attempted within the study, the following conclusions are offered:

1. The need for economic competence and understanding of the principles and operation of our economic system is increasing with the mounting complexity and rate of change in our economic system.

2. Formal instruction in Economics at the high school level is seriously inadequate in terms of offerings and numbers of students taking the work. In the core of economics within social studies, the amount of time normally allocated to economics instruction is inadequate to satisfy the need documented above.

3. In general, high school students believe that Economics should be offered in high school and that it has direct benefit for them in their later education and work. After taking such a course, their opinions are further strengthened in support of such instruction. A substantial majority believed that it should be required.

4. Adults not only supported formal instruction in Economics at the high school level but fixed upon the importance of selected areas of economic competency.

5. Teachers of Economics and the Social Studies overwhelmingly favored the teaching of Economics at the high school level although they preferred it as an elective rather than a required.

## Recommendations

It is the considered opinion of the author that a serious situation exists in the relative dearth of systematic instruction in Economics at the high school level and the mounting need for instruction. The evident support for such instruction on the part of eminent economists and educators, the students themselves, representative adults, and teachers of Economics and the Social Studies, suggests that concerted action is required to rectify the inconsistency between need and instruction.

The author feels that state educational organizations could do much more to recognize the importance of Economics taught at the high school level. The author also believes that national organizations wishing for greater emphasis upon Economics could be working through state educational organizations and also through the various state departments of education.

The growing interest and concern of parents and citizen groups and resulting curriculum conferences in schools throughout the nation offer a fine opportunity to review the need for economic education and its current status. Extension of the work of the Joint Council on Economic Education and the Committee for Economic Development should be made as soon as possible. Development and support of summer and winter teacher institutes similar to that of The Joint Council on Economic Education and the many programs arising in mathematics and the sciences should be sought.

Merely making a course in Economics available and placing it on an

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accredited list may not be adequate in securing more students to take Economics. Students should have a scholastic environment which would provide the time to take the course and the students should be encouraged to take it, if the weight of the accumulated opinion in this study is to be followed.

The author wishes to encourage others to study problems related to that explored in the present study. However, in retrospect he would urge greater care in examining the related literature of the sociologist and psychologist in the construction of rating scales and attitude research. He would suggest greater care in the design of any questionnaires, particularly to invite criticism of any instruments as to intent, content or wording. Perhaps other approaches should follow seeking to determine the degree of understanding of students who have received instruction in economics as compared to those receiving their contacts only casually. Studies are fragmentary and only partially conclusive but the author would encourage continued work on the part of others.

Economic literacy on the part of our citizenry is a vital tool in protecting both our democratic traditions and retaining the vitality of our economic system. The need for this literacy was never more apparent and future investigation and action toward this end is vitally needed.

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# APPENDIX

**Study on Economic Education at the Secondary Level**

**Please Return To:**
**Lloyd Kaufman**
**3839 Riverdell Drive**
**Rapid City, South Dakota**

It would assist me in interpreting the data to have the following information:

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# EVALUATION FORM

## OF

## A COMPOSITE LIST OF BASIC ECONOMIC TOPICS

_____

### *Instructions*

The COMPOSITE LIST of economic topics presented below is derived from the responses of a large number of competent educators, economists, and agriculture, business and labor leaders, each of whom was invited to submit approximately ten topics or concepts which he considered to be basic and indispensable for economic education.

As one of our panel of judges, you are asked to indicate how *important*, or *essential*, or *indispensable* an understanding of the various items on the list is for economic literacy. Please keep in mind the suitability of the topics for school learning at the secondary school level, most likely in the senior year of high school.

A numerical scale appears to the right of each item to be rated; it is to be interpreted as follows:

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Unimportant | Somewhat Important | Important | Very Important | Essential and Indispensable |

We recognize that most of the items in this list of basic economic topics may seem to you important for economic literacy. In view of this, it is hoped that you will exercise careful discrimination in rating them, to the end that items of varying degrees of importance may be differentiated.

These identical topics were used in a survey conducted by the Council for Advancement of Secondary Education. It is planned to compare the local results with those obtained nationally.

OPPOSITE EACH ITEM, PLEASE CIRCLE THE
NUMERAL ON THE SCALE WHICH INDICATES YOUR JUDGMENT.

**PLEASE DO NOT GIVE FRACTIONAL RATINGS.**

---

Since the categories and topics below are not comparable as each category comprehends in content the topics listed under it, we ask that the 14 main categories be rated as a group after the individual topics are rated.

---

***Enumerated examples are illustrative, not all-inclusive.***

| THE COMPOSITE LIST | Weighting Scale | | | | |
|---|---|---|---|---|---|
| ***I. Population and Natural Resources as They Affect Our Economy*** | **0** | **1** | **2** | **3** | **4** |
| 1. Size and growth of the population | 0 | 1 | 2 | 3 | 4 |
| 2. Composition of population: age, occupation, skills | 0 | 1 | 2 | 3 | 4 |
| 3. Optimum population: desirable balance between population and available resources in relation to desired standard of living | 0 | 1 | 2 | 3 | 4 |
| 4. Population movements: immigration, migration, urbanization | 0 | 1 | 2 | 3 | 4 |
| 5. Economic geography: nature and location of natural resources; influence of climate, topography | 0 | 1 | 2 | 3 | 4 |
| 6. Conservation of natural resources | 0 | 1 | 2 | 3 | 4 |
| ***II. Characteristics of Our Modern Economy*** | **0** | **1** | **2** | **3** | **4** |
| 1. Foundations of capitalism: private property, freedom of choice, profit motive, competition, etc. | 0 | 1 | 2 | 3 | 4 |
| 2. Mixed nature of our economy: competition and monopoly; private enterprise and governmental activities—freedom *vs.* control | 0 | 1 | 2 | 3 | 4 |
| 3. The American standard of living: distribution of income | 0 | 1 | 2 | 3 | 4 |
| 4. Influence of political forces on our economy: pressure groups | 0 | 1 | 2 | 3 | 4 |
| 5. Influence of social forces on our economy: foundational importance of education | 0 | 1 | 2 | 3 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| 6. Economic growth and progress: evolution of the American economy from colonial times—rising standard of living, dynamic nature of our economy | 0 | 1 | 2 | 3 | 4 |
| 7. Importance of ethical values in economic society | 0 | 1 | 2 | 3 | 4 |
| ***III. The Production and Marketing of Goods and Services*** | **0** | **1** | **2** | **3** | **4** |
| 1. Production—a source of wealth and the means of satisfying human wants; consumption—the motive for production | 0 | 1 | 2 | 3 | 4 |
| 2. The nature and role of the factors of production: natural resources, labor, capital, management | 0 | 1 | 2 | 3 | 4 |
| 3. Formation of capital: the importance of savings and investment | 0 | 1 | 2 | 3 | 4 |
| 4. Problem of scarce resources and unlimited wants: the need for finding the best balance in the utilization of the factors of production; diminishing returns and efficient production | 0 | 1 | 2 | 3 | 4 |
| 5. Costs of production: fixed and variable | 0 | 1 | 2 | 3 | 4 |
| 6. The dynamic nature of technology (productivity): industrial revolution, science, research, automation | 0 | 1 | 2 | 3 | 4 |
| 7. Specialization and the resulting interdependence of people: regional and occupational division of labor; transportation and communication | 0 | 1 | 2 | 3 | 4 |
| 8. Middlemen—functions and costs: wholesalers, jobbers, retailers, advertisers | 0 | 1 | 2 | 3 | 4 |
| ***IV. The Price System*** | **0** | **1** | **2** | **3** | **4** |
| 1. How commodity prices are determined in a free economy: law of supply and demand | 0 | 1 | 2 | 3 | 4 |
| 2. How the prices of the factors of production are determined in a free economy: rent, interest, wages, profits | 0 | 1 | 2 | 3 | 4 |
| 3. What prices do in a free economy: allocation of resources, adjustment of demand and supply to each other | 0 | 1 | 2 | 3 | 4 |
| 4. Group restraints on competitive price: monopoly prices, managed prices, imperfect competition | 0 | 1 | 2 | 3 | 4 |
| 5. Governmental restraints on competition: fair trade laws; patents; price, wage and rent controls | 0 | 1 | 2 | 3 | 4 |

| *V. Nature and Problems of Business Enterprise* | **0** | **1** | **2** | **3** | **4** |
|---|---|---|---|---|---|
| 1. Forms of private business ownership: single proprietorship, partnership, corporation, cooperatives | 0 | 1 | 2 | 3 | 4 |
| 2. Business finance: stocks and bonds, financial statements, investment banks, security markets | 0 | 1 | 2 | 3 | 4 |
| 3. Corporate ownership and control: diffusion and concentration | 0 | 1 | 2 | 3 | 4 |
| 4. Big business and small business: advantages and disadvantages of each | 0 | 1 | 2 | 3 | 4 |
| 5. Business combinations: mergers, holding companies, cartels | 0 | 1 | 2 | 3 | 4 |
| 6. Public utilities (privately owned) | 0 | 1 | 2 | 3 | 4 |
| 7. Profits and losses in business: insurable and uninsurable risks; causes, results, and extent of business failures | 0 | 1 | 2 | 3 | 4 |
| 8. Size and rate of corporate profits | 0 | 1 | 2 | 3 | 4 |
| 9. Government regulation of business: anti-trust policy, security and exchange regulations, food and drug acts | 0 | 1 | 2 | 3 | 4 |
| 10. Government aids to business: subsidies, loans, tariffs, information and advice | 0 | 1 | 2 | 3 | 4 |
| 11. Government ownership: TVA, postal system | 0 | 1 | 2 | 3 | 4 |
| 12. The extent, areas, and ways in which government regulates or operates business enterprises | 0 | 1 | 2 | 3 | 4 |

| *VI. Industrial Relations* | **0** | **1** | **2** | **3** | **4** |
|---|---|---|---|---|---|
| 1. Development of labor organizations | 0 | 1 | 2 | 3 | 4 |
| 2. Collective bargaining | 0 | 1 | 2 | 3 | 4 |
| 3. Unemployment (including technological unemployment): individual and social implications | 0 | 1 | 2 | 3 | 4 |
| 4. Modern technology and the psychic needs of the worker: sense of belonging, sense of security, feeling of group acceptance, pride in work | 0 | 1 | 2 | 3 | 4 |
| 5. Labor-management practices and their effect on productivity: incentives and restrictive practices | 0 | 1 | 2 | 3 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| 6. Labor legislation: social security, workmen's compensation, unemployment insurance, child labor laws, minimum wage laws, Wagner Act, Taft-Hartley Act, etc. | 0 | 1 | 2 | 3 | 4 |
| 7. Responsibilities of labor and management to each other and to the public | 0 | 1 | 2 | 3 | 4 |
| ***VII. Agriculture*** | **0** | **1** | **2** | **3** | **4** |
| 1. Changing situation of agriculture in our economy: declining percentage of farmers in the total population, mechanization and increased capital requirements, size of farms, scientific farming | 0 | 1 | 2 | 3 | 4 |
| 2. Current problems of the farmer: surpluses, prices | 0 | 1 | 2 | 3 | 4 |
| 3. The farmer's efforts to help himself: cooperatives and other farm organizations, improved methods and management | 0 | 1 | 2 | 3 | 4 |
| 4. The government's efforts to help the farmer: parity program, farm credit agencies, experimental stations, agricultural education | 0 | 1 | 2 | 3 | 4 |
| ***VIII. Money, Credit, and Banking*** | **0** | **1** | **2** | **3** | **4** |
| 1. History (origin) of money | 0 | 1 | 2 | 3 | 4 |
| 2. Kinds and functions of money | 0 | 1 | 2 | 3 | 4 |
| 3. Monetary standards | 0 | 1 | 2 | 3 | 4 |
| 4. Credit: kinds, volume | 0 | 1 | 2 | 3 | 4 |
| 5. Kinds and functions of banks (including Federal Reserve System): how banks increase or decrease the supply of money and credit | 0 | 1 | 2 | 3 | 4 |
| 6. Other credit institutions: Federal Home Loan banks, Commodity Credit Corporation, consumer credit agencies | 0 | 1 | 2 | 3 | 4 |
| 7. Federal and state regulation of banking | 0 | 1 | 2 | 3 | 4 |
| ***IX. Economic Fluctuations*** | **0** | **1** | **2** | **3** | **4** |
| 1. Gross national product and national income as indicators of the level of economic well-being | 0 | 1 | 2 | 3 | 4 |
| 2. Changing price levels or the unstable value of money: inflation and deflation, money income and real income | 0 | 1 | 2 | 3 | 4 |
| 3. Business cycles: their characteristics and causes | 0 | 1 | 2 | 3 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| 4. Relation of money and credit to the level of economic activity and prices: equation of exchange | 0 | 1 | 2 | 3 | 4 |
| 5. Maintaining balanced relationship among production, employment, income, spending, savings, and investment in order to achieve a high level of national income | 0 | 1 | 2 | 3 | 4 |
| 6. Government monetary and fiscal policies as they affect economic stability | 0 | 1 | 2 | 3 | 4 |
| ***X. Government Finance—National, State, Local*** | **0** | **1** | **2** | **3** | **4** |
| 1. Principles of taxation and kinds of taxes; amount of governmental revenue in relation to community income | 0 | 1 | 2 | 3 | 4 |
| 2. Effects of taxation on incentives to work, to save, to invest | 0 | 1 | 2 | 3 | 4 |
| 3. Government spending programs and services: war and defense spending, public education, public housing, conservation, etc. | 0 | 1 | 2 | 3 | 4 |
| 4. Balanced budgets (desirable or undesirable?); size of the national debt in relation to national resources and income | 0 | 1 | 2 | 3 | 4 |
| 5. Taxes and the individual: benefits, responsibilities | 0 | 1 | 2 | 3 | 4 |
| ***XI. Economics and World Peace*** | **0** | **1** | **2** | **3** | **4** |
| 1. Economic interdependence of peoples: importance of international trade | 0 | 1 | 2 | 3 | 4 |
| 2. Foreign exchange rates: conversion of currencies | 0 | 1 | 2 | 3 | 4 |
| 3. Trade restrictions: tariffs, quotas, embargoes | 0 | 1 | 2 | 3 | 4 |
| 4. Attempts to expand world trade and foreign investment: reciprocal trade agreements, simplification of tariff regulations, Export-Import Bank | 0 | 1 | 2 | 3 | 4 |
| 5. Foreign aid: economic, military | 0 | 1 | 2 | 3 | 4 |
| 6. Economics in world politics: world stability, peace | 0 | 1 | 2 | 3 | 4 |
| 7. The role of the United Nations | 0 | 1 | 2 | 3 | 4 |
| ***XII. Contrasting Economic Systems*** | **0** | **1** | **2** | **3** | **4** |
| 1. Capitalism—and Socialism, Fascism, Communism, others; comparison of the American standard of living with those of other countries | 0 | 1 | 2 | 3 | 4 |

| *XIII. Consumer Economics* | 0 | 1 | 2 | 3 |
|---|---|---|---|---|
| 1. Budgeting: personal, family | 0 | 1 | 2 | 3 |
| 2. Wise buying: consumer protection services, advertising | 0 | 1 | 2 | 3 |
| 3. Wise use of goods and time | 0 | 1 | 2 | 3 |
| 4. Using banking facilities | 0 | 1 | 2 | 3 |
| 5. Consumer credit: proper use, kinds (including installment), sources; computation of interest charges, credit rating | 0 | 1 | 2 | 3 |
| 6. Thrift: saving and investing | 0 | 1 | 2 | 3 |
| 7. Insurance and pensions | 0 | 1 | 2 | 3 |
| 8. Housing: owning *vs.* renting | 0 | 1 | 2 | 3 |
| 9. Legal information: property laws, making contracts | 0 | 1 | 2 | 3 |
| 10. Understanding tax forms, making tax calculations | 0 | 1 | 2 | 3 |
| 11. Vocational information: choosing a vocation, getting and holding a job, adapting to economic change | 0 | 1 | 2 | 3 |

| *XIV. Economics as a Way of Thinking and Reasoning* | 0 | 1 | 2 | 3 |
|---|---|---|---|---|
| 1. Need for accurate terminology, definitions, and also for objectivity | 0 | 1 | 2 | 3 |
| 2. Understanding of commonly used statistical materials: index numbers | 0 | 1 | 2 | 3 |

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