

AN ANALYSIS OF THE DIRECT AND SELECTED INDIRECT
SUPPORT OF ECONOMIC EDUCATION IN OKLAHOMA

by

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CHAPTER I

INTRODUCTION

Economic education enjoys a recognized, if not established, position in the public school curriculum across the United States. This has not always been so. Though the economic education movement may owe its beginnings to the "muckrakers" of the late nineteenth and early twentieth centuries, it did not gain momentum until the "roaring twenties" gave way to the depression years of the thirties. Examples of publications of this era would include such titles as Your Money's Worth (Chase and Schlink, 1927), that were decidedly consumer oriented in nature. This continued through the 1930's.

In 1941, the Educational Policies Commission of the National Education Association brought to the attention of national educators the importance of the inclusion of consumer education in the public school curriculum. True economics education that incorporated economic concepts to aid in personal analysis would not enter the curriculum until the end of World War II when the spectre of another depression goaded the first attempts to understand the economy and its fluctuations in order to prevent another such disaster. This is not to lessen the impact or contribution of such groups as the Consumer Education Association, the American Home Economics Association, and Consumer Research Incorporated, among others, but to point out the recency of inclusion of economics concepts as part of the overall curriculum in school systems across the United States.

In 1948, the Committee for Economic Development, concerned with the prospect of returning to the prewar economic doldrums and bolstered with the recent developments in economic thinking stating that cyclical patterns leading to the depression might be avoided with careful planning and government intervention, funded a pilot workshop to see what could be done to prevent such a reoccurrence. Included in this meeting were representatives from education, business, agriculture, and government. Out of this meeting, and largely through the efforts of Dr. Melby, then Dean of the New York University School of Education, and many others, the Joint Council on Economic Education was born. It was first funded in 1949 through the combined efforts of business, labor, and agriculture. For the first time, the inclusion of economic concepts into the curriculum was seen as a primary goal, not a related sideline.

During the 1950's, the major thrust of economic education was to identify the concepts and content to be included in the curriculum and to develop the educational processes by which it would be administered. The publication of American Capitalism (Galbraith 1952), in which a balance of power between business and the individual was seen as the basis for economic success, lent credence to the growing movement. In 1954, another major step for the inclusion of economic education into the curriculum was taken when the Council for the Advancement of Secondary Education was organized. One of the Council's first tasks was to define economic concepts that would be important to all American citizens. After a long study, terms that had been deemed important were worked into an outline of categories and subheadings. (see the CASE study 1956) While other states had held local and state workshops, the first workshop to be held in Oklahoma was in Tulsa in 1954.

A more professional status was assumed by the economic education movement during the 1960's largely due to the 1961 Task Force on Economic Education. Through the results of this report and the continued efforts to give purpose to the program, the Developmental Economic Education Program (DEEP) was started in 1964. For the first time, a specific guideline was available for the implementation of economic education into the curriculum. A detailed schematic for improvisation and integration of economic concepts into the public school curriculum was developed. Part of the plan involved setting up centers for economic education such as now exist at five universities in Oklahoma.

The goal of the 1970's was to get schools to cooperate and affiliate with the aforementioned centers established across the United States. The centers would serve the schools by training teachers, distributing and developing materials, and advising on program implementation. There are now about 700 schools affiliated with state centers, and Joint Council on Economic Education materials are used by one-quarter of all U.S. students.

Other groups also continued to make progress and contribution to economic education (or consumer education) and to develop materials and programs to be used by the various agencies and institutions that have education as their function. The number and variety of these programs are too numerous and diversified to mention here, but have been chronicled and documented by others. (Millington, 1964; Hearn, 1980; Yankelovich, Skelly, and White, 1981)

The Economic Education Act of 1974 (Oklahoma S.B.#499) was designed to ensure that students in Oklahoma would have a positive understanding of the American economy. In addition to the goal of basic economic

understanding, it was also desired that students graduate with citizenship competencies needed by the individual to effectively perform his decision making roles as a consumer and worker making career choices and a voter on personal and societal economics issues. Both goals are from the original 1974 act. As an outgrowth of this act, thousands of teachers throughout Oklahoma received additional training to upgrade their skills to help make the act a success. In 1981, the law lost its teeth. The "shall be taught" became "may be taught" and the goal of economic literacy for Oklahoma students was relaxed. This lack of impetus did not diminish the need for economic education, nor did it keep many of the schools and institutions connected with them from continuing the process of giving students the understanding of economic concepts they need to enter the future. What it did do was take away the focus and guidelines surrounding economic education. In the four years since the easing of the 1974 mandate, an observer can no longer be certain what forms and under what aegis economic education is now being administered. This brings us to the problem of this study.

Statement of the Problem

Oklahoma law (S.B.#499) mandating economic education served a worthwhile purpose in that it brought a wide variety of responses to solving the requirement that economic education be taught. There has been a loss of focus since the changing of the wording of the original law. It is now unclear what groups or organizations are involved in economic education and what numbers of Oklahoma students are being served by these groups. The problem is to determine the support of economic education in Oklahoma, who supports it, and how and in what forms

forms that support is delivered.

Purpose and Objectives

The purpose of this study is to investigate what is currently being done to aid economic education in the state of Oklahoma. Beyond this primary goal other objectives are as follows:

1. To identify and contact groups or agencies involved in the dissemination of economic education or related concepts.
2. To identify the modes, goals or objectives practiced by these agencies.
3. To identify the economic concepts deemed important by these agencies and, while keeping in sight the major function or purpose of the agency, determine the correlation of these concepts with those advocated by the Joint Council on Economic Education.
4. To identify the approximate student numbers served by these groups.
5. To review the practices and policies of the groups and agencies involved in economic education and to recommend a strategy for cooperation between them that will best achieve the goals of economic efficiency and delivery of economic education to Oklahoma students.

Assumptions and Delimitations

Assumptions are as follows:

1. Since 22 states have laws requiring or advocating economic education, and all 50 states have councils affiliated with the Joint Council on Economic Education, the value and need for economic education in the curriculum is deemed as clear.

2. It is assumed that all economic education organizations that will be contacted in the study believe some aspects of economic education or related concepts to be important to Oklahoma students.

3. It is assumed that all responses in questionnaires and conversations with the various organizations will be accurate to the best knowledge of the respondents.

Delimitations are as follows:

1. The study will deal with the agents of economic education involved in direct and indirect support of that goal. Included are teacher training and workshops, curriculum development or design or other means of aiding and supporting the instruction or administration of economic education. It is not intended that each classroom teacher or school be contacted.

2. College and university courses, outside of teacher training or workshops, will not be considered. The primary focus of this study is economic education assistance given to elementary and secondary schools and the training of those teachers involved at these levels.

Definitions

Economic Education: instruction in the facts, concepts, principles, theories, issues, and problems of economics to provide the student with an objective non-political set of analytical tools which can be applied to economic issues at a personal and societal level.
(Trujillo, 1977)

Consumer Education: an effort to impart the skills and understandings that will prepare consumers to participate intelligently in the marketplace and the economy. It educates people to recognize market alternatives and make rational choices in light of their personal values, their citizenship responsibilities, and social, economic, and ecological considerations. (Office of Consumer's Education, U.S. Office of Education)

Career Education: that part of the curriculum which advises and allows students to become informed as to the career opportunities that will enable them to become productive members of society. This includes all parts of the curriculum that prepare the student for his career.

Direct Support: those agencies or organizations that are involved in teacher training, workshop presentation, curriculum development and implementation, or other action that directly interacts with the teacher or student involved in economic education. This activity should also be seen as the major purpose or function of that organization.

Indirect Support: those agencies or organizations that are involved in economic education by such means that would be seen supportive to the principles and practices of economic education but not involved in student contact or teacher training as their primary purpose. Such activities might include preparation and distribution of materials and other basic support activities (speakers, source people, etc.).

CHAPTER II

REVIEW OF RELATED LITERATURE

There is a dearth of related literature surrounding support of economic education. To date, as far as the researcher has been able to ascertain, the study done in 1983 by Howard Yeargan at Southwest Texas State University, is the only study done to assess the support of economic education. Because of the limited related literature that deals directly with the problem chosen by the researcher, it was necessary to investigate studies that considered economic education curriculum content and classroom teacher activity. While these studies are also few in number and not directly related to the study to be considered, they do provide some guidelines as to people surveyed, questions asked and additional sources of direct and indirect support for economic education. Most of these studies are state studies designed to provide specific information to be used in that state, and few have application on a national level. The only study done in Oklahoma in recent years that relates to economic education was done by Hearn in 1981. In this study, she measures the effect of the 1974 Oklahoma Education Act. The work deals primarily with classroom applications of consumer education concepts but the results pertinent to consumer education and related concept implementation may be considered relevant to economic education as the two are related topics. Unfortunately, just after the study was completed the state enacted a change in the wording of the act so economic or consumer education was now a curriculum option. In addition

to the Yeargan study and the related state studies, a section will be devoted to a national study titled National Survey of Economic Education (Yankelovich, Skelly, and White, 1981). It represents the most recent definitive national survey considering questions surrounding what is being done in economic education in grades six through twelve. It has much to say about the changing nature of support for economic education.

The Yeargan Study

The Yeargan study, done in 1984, had as goals to establish what occurred in ". . .economic education in the state of Texas during 1983. What agencies were involved in economic education? How were they involved? What resources were devoted to economic education in 1983?" The limitations of this study were such that an individual school by school analysis was not undertaken. Instead, the study concentrated on an analysis of agency activity and development of a classification system that allowed the researcher to classify types of agency, extent of involvement in, and resources committed to economic education. Types of agency were divided into the following categories:

- Affiliated University Programs
- Independent University Centers or Chairs
- Other University Programs
- Non-University Programs (Yeargan 1984)

These categories were chosen not only for classification purposes but also to delineate national, regional, or local levels of involvement and commitment to economic education. Further divisions of each category included programs for teachers and programs for students. Programs for other groups were too diverse to account for in a manner that was accurate and expedient and would take into considerations the limitations of the study.

Programs for teachers were further subdivided into credit and in-service programs. Only those programs associated with colleges and universities granted course credit.

The other programs were in-service, which gave no credit to participants. These programs occurred in many shapes and sizes from a workshop of a few hours to multi-day presentations.

Time of year offered and location of each was also noted to establish where teachers might obtain accessibility to such programs. In all, between 4,000 and 6,000 teachers received training in economic education through regular courses or some type of workshop presentation during the year of the study. There were 122 programs offered as workshops, training programs, or regular courses during 1983. (Yeargan, 1983)

Programs for students was the other major division of programs surveyed. Of all the programs surveyed, Junior Achievement had the majority of student participation with almost ninety-three percent of the total of 42,820 students involved in programs sponsored or connected with the agencies polled. It must be noted that Yeargan omitted from his study the efforts of the Chambers of Commerce. With over 280 Chambers of Commerce in Texas, he admits there are more students involved in economic education than his study would indicate. If classroom activities were considered, this number would be much higher. However, the limitations of the study did not allow these two areas to be included in the survey. It should be noted that Yeargan plans to do additional research in the area to fill in these gaps.

The other major question addressed by Yeargan was that of the amount of resources devoted to economic education. As the data for this part of the study was incomplete, the resource allocations by the three major

groups could not be obtained. These groups were Junior Achievement, the Chambers of Commerce, and the Texas Bureau of Economic Understanding. As these agencies are major contributors to programs involving economic education, this represents a sizeable omission in the dollar amounts spent. Nonetheless, a total expenditure of almost \$990,000 was spent by the groups that did respond. If resources of the three omitted groups were included in the total, a figure in excess of \$1,000,000 would result. This figure consists of only private monies. If public expenditures were also included, the total of monies spent for economic education would be almost \$2,000,000.

No less important are the human resources involved in economic education. In addition to the three previously mentioned groups, a fourth, the Fisher Institute, did not report personnel. The full-time equivalents employed by the other agencies number twenty-three. This number includes professional and clerical workers. If accurate numbers for the other agencies are added, the figure becomes much larger. And, as Yeargan concludes, if the total human resources involved in the classroom where most of the economic education activity takes place were included, the total account of human resources involved in economic education in Texas grows still larger.

In his conclusions, Yeargan reiterates the shortcomings and exclusions of his study. Though the numbers indicate expenditures of between \$1,000,000 and \$2,000,000, and training for perhaps as many as 6,000 teachers seems to be impressive; it is his opinion that this effort represents an amount far short of the need. He is quick to point out the cursory and short term nature of the bulk of the training available to teachers. Further, the 42,000 students involved in the programs surveyed

represents only a small part of the total student population in Texas. It is his conclusion that economic education has a great deal left to do in Texas.

National Studies on Economic Education

Periodically, national surveys have been done to assess the condition of economic education in school systems across the United States. The most recent of these was the National Survey of Economic Education done in 1981. The research was funded by the Phillips Petroleum Company, initiated, supervised, and directed by a panel of economic education experts chosen from a variety of backgrounds and occupations, and tabulated by Yankelovich, Skelly, and White Inc. The sample could have included all junior and senior high schools in the United States. For this survey, sixth grade was included in the definition as most of the schools indicated this grade level was included at the middle-school level. Five hundred schools participated in the study. Additional questionnaires were left in other schools to be self-administered and 273 of these were returned. A total of 510 personal interviews were done from the sample population to give a total of 783 schools included in the survey.

The questionnaire was quite extensive and covered a wide variety of areas. Some of the areas were covered in previous studies and some were added because of the results of previous studies. Among the questions and areas investigated in the questionnaire were:

1. Economics as a portion of the teacher's total teaching load; was it a primary or secondary responsibility?
2. Number of students studying economics; which students study economics?

3. Different foci and goals for economic education?
4. When is economics first introduced in the school?
5. Whether economics is required or an elective; is it mandated?
6. Is economics taught as a separate subject or as part of another subject; in which classes is it taught?
7. What exactly is the teacher teaching in economics class in terms of specific topics?
8. The teachers' evaluations of the quantity and quality of teaching aids and materials in economic education.
9. What teaching aids the teacher is using and how they are obtained?
10. Additional teaching aids and training teachers would like to have.
11. Demographic profile and teaching experience.
(Yankelovich, Skelly, and White, 1981)

The findings of the study show some marked changes have taken place in economic education since the early 1970's. Many of the early studies (Healey, 1965, Nelson, 1971) showed students were more apt to remember concepts when they perceived information gained to be useful in their own lives. These studies also showed economic education of the 1970's to be of an issue oriented nature rather than that of a personal application nature. The 1981 study has indicated a reversal of that early trend, at least in some cases. Many economic education teachers polled in the recent survey indicate they are more involved in teaching students personal survival skills than those teachers of previous years. The college level training and the demographic composition of teachers involved in teaching economics revealed most are over 35, white, male, and a majority now have masters degrees. Two-thirds have been teaching for ten years or more. Junior high teachers are likely to be women and

less likely to have had courses in economics or economic methods courses. There are other changes since 1967 that point out differences in the training of teachers of economics. A study by Dawson (1967) indicated less than half of all social studies who were teaching economics had even taken a course in economics. Further, few had had courses that taught how to teach economics. There has been quite a change from this pattern over the last ten years. The training and professional involvement of economics teachers has risen substantially as witnessed by the 1981 study. Now, over 80% of teachers of economics have had economics at the undergraduate or graduate level; and 30% have had classes that teach them how to teach economics.

An important result for those interested in the support of economic education are the findings that 84% of the teachers surveyed get their own curriculum materials in a highly personal manner that involves much improvisation on their parts. Teachers also report that although there are more materials available than before, but there are fewer materials available for economics than for other disciplines. Over 80% of the junior high teachers felt there were additional materials, such as films, games and simulations, available for use that they would like to use but were not able to get. Additional training in subject matter or methods were two responses to questions of need, but the desired delivery method of this training has changed from that of earlier years. Teachers now indicate they would prefer to have inservice workshops rather than regular course offerings of graduate or continuing education nature. This is an important difference from teachers of ten years ago and reflects the higher level of education of present teachers. As an additional clarification, the results of those polled seems to indicate that current training tends to diminish the demand found in earlier studies for

training in concepts and how to teach them. The study indicates current teacher training now covers economic concepts and how to teach them. The earlier studies indicate teachers had not received this type of training.

Teachers perceive that additional research is needed in areas that would enable them to do a better job. They would like to know what students are learning, what content is needed as opposed to what is being taught, and how training aids and materials can be improved. The last area is of critical need as teachers indicate there is little description or evaluation of training aids or materials available nor is there any standard criteria for evaluating them. A related issue is that of budget and library resources and how they might affect teachers use of materials and, in turn, classroom effectiveness. A final note is that there is no national standard for evaluating teacher understanding of economic concepts. Such standards would aid teacher assessment of needs and capabilities. (Researcher note: JCEE guidelines exist for teacher knowledge evaluation and for student knowledge evaluation.)

Conclusions from the Study

Although National Survey of Economic Education 1981 centers on the classroom and teacher training, there are factors that can be used in a study of the support of economic education. There has been a change in the nature of economic education represented in this study that may help explain the current nature of support for economic education. While much of the study of economics and related concepts was issue oriented in the early 1970's, it appears that the present delivery in the classroom is more of a personal application nature. Previous years' classes dealt more with economic theory; current classes are more appli-

cation oriented or a strong mixture of the methods. This may indicate a movement to give the student analytical skills that enable him to make decisions rather than focus on events centering on economic behavior. It is possible that the support groups who offered assistance to economic education when it was of an issue oriented nature may not be the groups who offer assistance in a program more aligned to personal use analytical skills. This may mean that teachers and those who train them will have to look for other sources of support. There has also been a change in the delivery of the programs and the profiles of teachers who teach them. More states have mandatory requirements for economic or consumer education.

There has been a growth in numbers of consumer economics courses, and economic concepts are now taught by a variety of teachers. There is some growth in the number of economics classes taught by business education teachers and a reduction in those taught by social studies teachers. One should not assume that this indicates a transfer from one group to the other. The real growth has been in the "other class" area that includes classes such as home economics but are not clearly specified in the study. Teachers are better prepared to teach economics related classes or concepts. They do not require the traditional post graduate classes or course offerings but seek training in in-service programs. These observations are beneficial to those trying to study or design programs, training and materials supporting economic education.

State Studies of Economic Education

Several state level studies were chosen to provide the researcher with information about the general purposes and objectives of studies

within specific states. Perhaps the most thorough investigations are the studies done in 1966 and 1974 by Milton S. Baum concerning economic education in California.

The first, done in 1966, was titled Economic Education in California Public Schools. The goal of the study was to determine the extent of economic education in public schools grades K-12. The objective was to provide recommendations to strengthen programs already in progress across the state and to provide guidelines for areas that needed to be improved. The survey included a sample of elementary and secondary school districts in California. Specific questions checked teacher preparation to teach economics by asking if those involved in economic education had college courses in economics or economics methods courses. Further questions asked if schools offered a grade twelve economics course, and if so, how many students took it. Other questions covered economics courses at different grade levels, and teacher training by in-service or other means.

Among Baum's findings:

1. Forty percent of elementary schools offer economics.
2. Forty-one percent of schools offered in-service training for elementary teachers.
3. Forty-seven percent of elementary teachers had no training in economics.
4. Fifty-six percent of high school teachers had less than three hours of economics in college.
5. Fewer than thirty-three percent of the high schools offered a grade twelve economics course.
6. Over ninety percent of high school seniors in California do not take a high school class in economics.
7. Sixteen percent of high schools offered an economics course below twelfth grade level.
8. High school teachers had little or no economics training.
(Baum, 1966)

Overall recommendations were that California schools needed to expand economics courses and broaden their appeal at both the elementary and secondary levels. He encouraged and suggested that institutions in California offer more extensive training in economics and outlined the following recommendations that would provide for the most effective instruction of economics education on all grade levels.

A. For all teachers K-12:

The basic course, three semester credit hours, stressing:

1. Economic reasoning
2. Basic concepts and models
3. Applications to problem and policy situations

Plus a "classroom laboratory" course in teaching economics.

B. For all social studies teachers, grades 7-11:

A three-course sequence in economics -- 9 semester hours

- | | |
|---|------------------|
| 1. The basic course | 3 semester hours |
| 2. Contrasting Economic Systems | 3 semester hours |
| 3. An elective, preferably an advanced course | 3 semester hours |

C. For all teachers of grade 12 semester courses in economic:

A minor in economics ----- 21 semester hours

- | | |
|---------------------------------------|------------------|
| 1. The basic course | 3 semester hours |
| 2. Contrasting economic systems | 3 semester hours |
| 3. Macro-economics and Policy | 3 semester hours |
| 4. Micro-economics and Policy | 3 semester hours |
| 5. Quantitative methods | 3 semester hours |
| 6. Two electives in economic problems | 6 semester hours |

If teachers take the laboratory course one hour needs to be added to all totals giving 4, 10, and 22 hours respectively. (Baum, 1966)

Baum's second study, entitled Economic Education in California Junior and Senior High Schools, was done in 1974. This study is, in some ways, a followup on the 1967 study but also investigates new areas of need discovered in that study. It is not a longitudinal study but

some comparisons can be made with the results of the 1967 study that indicate changes have taken place in the eight years between the two studies.

A major difference in the two studies is in the groups polled to gather information. The 1967 study surveyed a sample of all schools in California, the 1974 study surveyed junior and senior high school principals in the state. Of 1300 questionnaires mailed out, almost 500 were returned. Just as the group surveyed changed since 1967, so had the nature of the questions. There is not a longitudinal connection between the two studies but there is a basis for comparison because of questions contained in both. It must be pointed out that without the early study, there would not have been a base for the 1974 study. More specific questions concerning possible exposure of economics concepts in a variety of subjects in the 1974 study helped pinpoint student contact hours in economic education. This type of questioning gave clarification to the growth and direction of economic education that the 1967 study lacked. It was possible to gain this information by surveying administrators and the failure to use the same sample group should not be seen as a limitation. A comparison of questions common to both studies shows patterns of change and growth in economic education:

Types of courses	Number and Percentage of Schools Offering Course	
	1974	1967
Consumer Economics	139 (54.5%)	45 (21.1%)
General Economics	68 (26.7%)	99 (46.5%)
Equally divided	48 (18.8%)	69 (32.4%)
Totals (Baum, 1974)	255 (100%)	213 (100%)

A comparison of the 1967 and 1974 studies shows a decrease in the number of schools offering a general economics course and an increase in schools offering a consumer economics course. Courses offered that have a balance between the two also show a decrease. It may be inferred that that more emphasis has been placed on individual skills rather than economic concepts, but this is not an area investigated in the study. A more startling figure is the number of students enrolled in a general economics course dropped from 32,567 in 1967 to 4,233 in 1974. (Baum, 1974) This may be due to the recently published California High School Requirements that list Consumer Economics as a requirement.

Another area of comparison is that of the economics training of those teachers involved in economic education. It would appear that teachers are now better trained as the study reveals the following:

College Economics	Teachers Taking Courses	
	1974	1967
No College Economics	13.8%	27.5%
Less than 6 units	42.7%	53.5%
Less than 20 units (Baum, 1966)	86.8%	89.01%

Though teachers are much better schooled in the basic economics courses, if one compares the hours with those recommended by Baum in 1967 the preparation is inadequate according to the standards set in that study.

Baum concludes some improvements have been made in the formal economic education of teachers of economics and related subjects. Not

surprisingly, he cites the need for further improvements. He points out that the actual number of students taking an economics course in California had declined. There had been a growth in the offering of consumer economics courses. The numbers of business education and home economics teachers in economic education had increased. His final recommendations reiterate those in his 1967 study; stronger certification requirements are needed for those involved in economic education.

The only state study done recently in Oklahoma years was done in 1981 by Evelyn Hearn. The purpose of this study was to assess the status of consumer education programs in the secondary schools of Oklahoma and to determine what effect the Oklahoma Economic Education Act of 1974 has had on the development of these programs. The goals were to allow administrators and curriculum directors to assess the current programs and to plan for the future based on the results of the study. (Hearn, 1981) Unfortunately, after the study was completed the wording in the law was changed so that economic or consumer education became an elective rather than a required course. The study sampled 58 randomly selected schools (from a possible total of 492 secondary schools) with equal numbers of urban and rural schools selected. A telephone survey was done after designated representatives were selected from each school. This survey technique insured a total response from all participants.

Among the findings were that only 20 percent of Oklahoma students were involved in consumer education classes. Consequently, she concludes the Oklahoma Economic Education Act had little or no effect on the initiation and institution of classes in consumer education. Another finding was that although content differed little across the state geographically, there was a great deal of difference in whether

or not the class was offered if size of the schools was considered. The small schools did not offer courses in consumer education. A list of consumer education concepts developed by G. R. Trujillo. (Trujillo, 1977) was used to determine if the concepts were included in the course or the textbook used in the course taught by those surveyed in the study. A list of these concepts is included in the Appendix of that study. (Researcher note: the 1974 law did not require that separate classes for economic or consumer education be established, a fact overlooked by Hearn in her study).

Policy of the Joint Council on Economic Education

A review of literature would not be complete without citing the policy of the Joint Council on Economic Education toward achieving a balance of support from all groups supportive of the goals of economic education. From the earliest beginnings of the Joint Council in 1949, support for economic education was sought from a broad base of education, business, labor, and agriculture. A goal of the Joint Council and its affiliated centers was ". . . to bring together the varied resources to be found in any community so that all, working together, may agree upon and underwrite a dynamic, objective program for economic education." (Joint Council on Economic Education, 1962) This policy has been at the forefront of JCEE programs design and implementation. For example, the Developmental Economic Education Program encourages integration of economic concepts in all subjects. All DEEP community advisory boards are made up of interested people from the community as well as educators. It has been this type of support on the national and local levels that allowed the Joint Council to develop unbiased, objective programs since

its inception. The intent of all JCEE programs has been to receive support from a broad variety of groups, agencies, and organizations.

Summary of Review of Literature

The Yeargan study is the only study of support of economic education that the researcher was able to locate. It has been used as a basis for many of the areas of investigation to be considered in this study. The classification system used in that study has been modified for use in the study to be undertaken here. Studies concerning national and state economic education had less direct relevance but were useful in identifying trends in economic education as well as identifying groups, agencies or organizations involved in the support of economic education or related concepts. Studies dealing with subject matter, teacher education, classroom offerings, and/or educational requirements serve to guide a study in the support of economic education.

CHAPTER III

METHODOLOGY

This is a study of the sources of support for economic education in the state of Oklahoma. To clarify what groups, agencies or organizations are involved in economic education and to allow the results of the study to be used in an efficient mannner, it was necessary to develop a classification system that allows access to the information.

Classification System

The basis for the classification system was developed by Howard Yeargan in a 1983 study done in Texas. With some additions and modifications, a similar system is used here. The system follows:

I. Direct Support Programs

1. Affiliated University Programs
2. Independent University Centers or Chairs
3. Other University Programs
4. Affiliated Independent Programs
5. Independent Programs

II. Indirect Programs

This classification system allowed the various agencies, groups, and organizations to be separated according to major or primary goals and functions and still assess the contribution to economic education. Furthermore, this system allows those using the information to find the organization pertinent to their need. A brief description follows.

I. Direct Support Programs

1. Affiliated University Programs

Affiliated University Programs are those that are delivered by or associated with colleges or universities. They may be national, regional, or state in scope, but are administered through a university or college. Programs that are found in only one college or university will fall into other categories.

2. Independent University Centers or Chairs

Some institutions have a chair or center devoted to economic education, free enterprise, consumer studies or related topics. Programs, materials or other types of support to economic education may be disseminated by these organizations.

3. Other University Programs

Other University Programs are those attached to colleges or universities but are found at that institution only. They may or may not be connected with the institution's educational programs, but must be related to economic education in scope or content.

4. Affiliated Independent Programs

Affiliated Independent Programs are those programs that are not associated with universities or colleges. They may be national, regional, or state in scope but are not connected with universities or colleges. They may be profit or nonprofit.

5. Independent Programs

Independent Programs may be public or private, profit or nonprofit, but are not associated with any other programs. They must be primarily economic education oriented in nature.

II. Indirect Support for Economic Education

The category of indirect support was more difficult to define. Many organizations are involved in economic education to some extent. However, if every group with peripheral connection to economic education were included, not only would the limitations of the study be exceeded, but there would be doubt as to the value of inclusion of all groups. It was therefore decided that a set of criteria needed to be developed for selecting groups as indirect supporters of economic education. The criteria enabled distinctions to be made in each individual case and were not meant to be used as absolute guidelines. It is expected that some groups excluded from consideration during the study might be included in the future because they would then meet the criteria. The criteria are:

1. Materials available for economic education
2. Leadership in economic education
3. Commitment to economic education
4. Resources devoted to economic education

A brief explanation is useful to understand the considerations used.

1. Materials for Economic Education

The materials for economic education are any and all materials that are assumed to be related to economic education or specific topics and concepts in economic education. In deciding whether a particular agency purchased the materials for distribution or had a more direct involvement in the production of these materials, it was decided that an agency or an organization must have more than a "purchase and distribution only" involvement in materials for economic education. It is one thing to commission the development of materials related to economic education,

but it is quite another to purchase materials already developed. There must be an active role in that development.

2. Leadership in Economic Education

Leadership in economic education does not assume that an organization must be in the forefront of the field but it does indicate a level of activity, guidance, and direction that represents a measurable influence. Leadership might include pioneering organizational involvement in economic education. It might also represent staff or personnel involvement that induces others to participate. Initiation of activities, attitudes or involvement in economic education would also be included in this criterion. Leadership should also be of a continual nature but may take a variety of forms.

3. Commitment to Economic Education

Commitment to economic education is also an important factor. Past, present, and future involvement in economic education is the measure of commitment. Type of commitment should also be a criterion considered. There are various types of commitment to economic education and some types may be more important than others. Rather it is the intensity of commitment that makes the difference. Any organization included in the category of indirect support must be judged as having a history of commitment to economic education.

4. Resources Devoted to Economic Education

Resources devoted to economic education is also a consideration that has several dimensions. Money or fiscal resources devoted to economic education is only one type of involvement. It is important, but the organization may have staff who work in a department with major responsibility to economic education or related duties. Staff involvement in

ganization may have staff who work in a department with major responsibility to economic education or related duties. Staff involvement in economic education may represent a major resource commitment, but it must go hand in hand with a philosophical commitment by the organization to support economic education rather than the interest of individuals who happen to work for an organization just "showing an interest" in economic education. The decision to include will be based on a case by case analysis.

There are other possibilities for consideration as necessary criteria for inclusion as an agency, group, or organization involved in economic education. Interaction and communication with others about economic education may be a necessary but not essential consideration. It was necessary for the researcher to consider each case individually and, likewise, any person duplicating this study would have to develop their own criteria. It was left to the judgment of the researcher to determine whether or not an organization should be included in the indirect support category based on the criteria that have been described herein.

Collection of Agencies, Groups, and Organizations to be Included in the Study

The limitations of the study did not permit contact with public or private schools or individual teachers except where such contact was coincidental to the study. This was a design factor in the study and was not meant to lessen the impact or importance of these groups.

The researcher started with a lengthy, detailed inventory of agencies, groups, and organizations that had been accumulated by the Oklahoma Council on Economic Education over a number of years. In addition,

contacts were discovered through a review of literature, personal recommendations, and contacts with national organizations. Among these organizations were the Joint Council On Economic Education, The National Association of Economic Educators, The American Council on Consumer Interests, and the National Coalition on Consumer Education. During the interview process, other groups were found that were not initially considered.

Comparison of Programs

Organizations within each division of the classification system have programs or materials with a wide variety of end uses. Some programs are designed for classroom use. Some organizations provide only materials or training for teachers' use in the classroom. Some programs are designed to complement the classroom or to provide student recognition or exposure to economic education concepts. Some do all the above and more. To compare all programs in the same manner would not be meaningful or fair to the organizations involved. All programs surveyed have been described as fully as possible in a length that is commensurate with the goals and purposes of this study. Programs have been compared, where possible, with the outline of economic education concepts found in the Joint Council on Economic Education curriculum guide. (JCEE, Master Curriculum Guide, 1977, 1984) This allowed program content to be compared with known standards. Where possible, program implementation was observed to get an idea about the contact group, materials, and teacher preparation. Teacher training in these programs was also observed to the extent possible and evaluation of that is included. All programs were evaluated from the standpoint of coverage of economic education concepts and the commitment of the organization to those concepts or related

topics. Some programs covered only a few of the concepts, some covered them all. Due to the nature of the organizations surveyed it was not expected all concepts would be contained in the materials or programs, nor is it a condemnation of programs that do not cover all the concepts. The evaluation is done to assess program need and to allow integration between existing programs. It was also expected that due to the nature of some programs, a "bias" might be built into those programs. This "bias" might be explained by the purpose or goal of the agency or organization involved. If, for example, the agency was involved in credit and use of credit, it might be expected that many of the concepts would be related to this subject. If objectivity were maintained, there would be no problem with this bias. If objectivity were not maintained, there might be some question as to the nature of the "bias" in such a program. Where possible the bias has been noted and evaluated from a standpoint of objectivity.

It is intended that with the results of this survey, those needing assistance in or information about economic education will be able to find it quickly and contact the organization that can best fill that need. It is further intended that cooperation between organizations will be an outgrowth of this research and that "economic efficiency" in presentation of related programs will be attained where possible.

CHAPTER IV.

ANALYSIS OF DATA

The purpose of this study was to identify the support of economic education in Oklahoma. Toward that end, a classification system was developed so information gathered could be analyzed and categorized in a manageable fashion. This classification system has allowed assignment of organizations to categories delineated by major purpose and goal. The classification system and the organizations within each category can be found in the appendix. A description follows.

Direct Support Programs

1. Affiliated University Programs

The Oklahoma Council on Economic Education

The Oklahoma Council on Economic Education (hereafter known as OCEE) was established in 1954. OCEE is affiliated with the Joint Council on Economic Education and is located at Oklahoma State University. The Executive Vice President is also the Center Director at Oklahoma State University. Four centers affiliated with OCEE are located at various universities in Oklahoma. The center locations are:

Oklahoma State University, Stillwater

University of Oklahoma, Norman

Northeastern Oklahoma State University, Tahlequah

Central State University, Edmond

The major goal of promoting and implementing economic education wherever possible is accomplished by various methods. Among these are:

- I. On-Campus Programs
 - A. Credit Courses and Programs
 - B. Non-Credit Programs and Workshops
- II. Off-Campus Programs
 - A. Workshops and Training Sessions
 - B. Economics Course Conference
 - C. OCEE Annual Meeting
 - D. Other Programs
- III. Materials and Program Assistance
 - A. DEEP Program
 - B. OCEE Library
 - C. JCEE Publications
 - D. Newsletter and Catalog of Services
- IV. Centers for Economic Education Programs

A brief explanation of these methods follows.

On-Campus Programs

The Oklahoma Council on Economic Education offers credit and non-credit programs through the Center for Economic Education at Oklahoma State University. Credit courses are offered which enable teachers to learn more about basic economic skills and concepts and methods of incorporating and implementing them into their classrooms.

In addition, non-credit workshops are held at various times throughout the year to provide training in the use of new materials and methods to center directors, school administrators, teachers and others. As examples, a recent workshop was held to familiarize teachers with the Tax Whys film series and a Clergy Conference is held at regular intervals to allow discussion of economic topics and concerns by clergy from all parts of Oklahoma. This conference allows clergy to return to their ministries with a better appreciation of economic constraints and problems.

Off-Campus Programs

Off-Campus programs are designed to take OCEE programs and training directly to the user. This represents not only an efficient use of resources, but allows OCEE staff to individually meet the needs and program considerations of cooperating school districts. This allows the cooperating teachers to remain in their familiar surroundings and to learn to make the best use of their facilities.

The Economics Course Conference is held in the fall each year to encourage and promote innovative ideas in teaching economics. During this meeting, teachers and administrators also hear speakers on a variety of topics ranging from current economic problems and concerns to the latest classroom teaching techniques. Teachers are also urged to achieve recognition through \$'s for Oklahoma Teachers and the National Awards Program for Teaching Economics. These programs provide incentives for teachers to improve their skills and classroom instruction by providing recognition for outstanding success in teaching economics.

The OCEE Annual Meeting is held each year to allow all cooperating teachers, school systems personnel, and OCEE staff an opportunity to gather informally to discuss strategies and to recognize outstanding contributors to economic education. Awards winners are lauded and those sponsors who have made outstanding contributions to economic education are also honored at this time. The meeting is the one time each year that all those connected with OCEE or interested in economic education can get together and reaffirm their commitment to the purpose of economic education.

Materials and Program Assistance

Perhaps the most important contribution made by the Oklahoma Council

on Economic Education in that made between OCEE and independent school districts under the Developmental Economic Education Program (DEEP). Under this program, schools are urged to join in a partnership with OCEE and the Joint Council on Economic Education to promote and implement economic education in their curriculum. The shape and style of each "cooperating school system" may be somewhat different as long as it falls under the broad guidelines established by JCEE and OCEE. Cooperating schools have free access to all OCEE materials and services. The DEEP program has been very successful in getting economic concepts in curricular programs across Oklahoma.

All school systems are encouraged to use the OCEE materials and services. Some of these services include audiovisual and printed materials, as well as training by the OCEE staff. OCEE also serves as a clearinghouse for publications of interest to those in economic education or related disciplines. The Catalog of Services, an OCEE publication, details the library offerings and services available from OCEE.

Other publications of special note are those from the Joint Council on Economic Education. All are available from OCEE and its affiliated centers and are listed in the JCEE publication, Checklist. While OCEE and JCEE have no specific classroom programs designed to be adopted into the classroom, the JCEE publications offer the classroom teacher unique materials to complement existing textbooks. They may be used by themselves as classroom guides or resource materials. Some of the more widely used publications are the Master Curriculum Guide and the various grade level guides. The grade level guides are especially useful as they allow the classroom teacher to use materials designed specifically for use at their grade level. When used in conjunction with the Master Curri-

culum Guide, the grade level guides and other JCEE publications offer the teacher a complete program for use in the classroom.

OCEE publishes a bi-monthly newsletter to provide further information about news and happenings in economic education. Readers are asked and encouraged to contribute their own ideas and successful classroom experiences. In addition, OCEE staff have prepared state level curriculum guides and assisted in the development of local grade level guides as well as other materials in a statewide curriculum development effort.

Centers for Economic Education Programs

In addition to OCEE programs, the individual Centers for Economic Education have their own programs. All offer credit and non-credit workshops on their individual campuses. Each has special offerings for those economic educators in their geographic service areas. Center directors cooperate with local school systems in planning and implementing economic education programs from OCEE but also from other sources. For example, Central State University offers all Oklahoma high schools an opportunity to use the Stock Market Game, a nationally sponsored activity. Without Centers for Economic Education located at Northeastern Oklahoma State University, Central State University, the University of Tulsa, and the University of Oklahoma, OCEE and the Oklahoma State University Center would be hardpressed to provide economic education for all of Oklahoma.

Oklahoma City University

Oklahoma City University has sponsored the Taft Institute for Two Party Government for seventeen years. The 1984 Seminar was attended by twenty-eight teachers from all sections of Oklahoma. The two-week

program is designed to give teachers experience about the two party system and how it enables the American government system to work. The program consists of a variety of presenters with a broad background of skills represented. Many speakers are elected officials in various levels of local, state, and federal government. Other speakers give tips for successful classroom implementation of the concepts and ideas covered.

Evaluation of Oklahoma City University Programs

Though the Taft Seminar does not stress economics, there can be little doubt of the impact the political system has on the American economic system. The basis for the two party system is choice, an economic principle of utmost importance to economic education. The opportunity is present for representatives from economic education agencies to appear on the program and cover economics and politics and the interaction between the two forces. In fact, it is likely that the topic has already been broached by a number of speakers and the connection needs to be reinforced by those involved in economic education, a topic of interest to teachers and students.

2. Independent University Centers or Chairs

Oklahoma Christian College

Oklahoma Christian College is the location of Enterprise Square though Enterprise Square is not part of O.C.C. This center is dedicated to free enterprise and has been built through private donations. Inside Enterprise Square are exhibits and displays that explain free enterprise and the American economic system to all ages. Enterprise Square is set up as a tour in which a visitor not acquainted with the free enterprise system can learn about it through observation and participation. There

are many interactive displays throughout the building. There is an admission charge but special school rates are available.

Oklahoma Christian College also holds Free Enterprise workshops through the economics and political science departments. Recent workshops have included such topics as comparative economic systems and economic problems facing the world. A variety of speakers and panels present the material at these workshops. There are scholarships available and college credit is given to those who attend.

Evaluation of Oklahoma Christian College Programs

Enterprise Square is a unique exhibit. There is no other center in Oklahoma that offers as many interactive displays and exhibits concerning economic education and related topics. There are exhibits for all ages though the theme of Enterprise Square is aimed primarily at those of school age. Much of the construction of Enterprise Square was financed through private industry donations and the themes of exhibits reflect this influence. The treatment of socialism and communism provides little distinction between the two economic systems. This is an inaccurate and misleading misrepresentation not in character with the other exhibits. This does illustrate the bias of the exhibits toward free enterprise and is not meant to be a condemnation of Enterprise Square. Enterprise Square is a most worthwhile resource for those interested in economic education because of the remarkable special effects and displays. The interactive exhibits allow visitors time to explore any areas of free enterprise they wish to learn more about.

The workshops and courses at Oklahoma Christian College offer teachers a chance to explore additional courses related to economic education. The themes of the course offerings usually change yearly.

Oral Roberts University Free Enterprise Chair

The Free Enterprise Chair at Oral Roberts University is held by Dr. Eugene Swaringen. Part of the mission of the chair is to bring speakers to the university to discuss various topics and issues pertaining to the free enterprise system. Both the students of Oral Roberts University and the residents of Tulsa benefit from this aspect. There are also courses available to Oral Roberts students because of the Free Enterprise Chair Program. These courses range from Entrepreneurship to a course in Business Ethics. There is also a teacher certification program for undergraduates and those in continuing education. In all, there are forty programs associated with the Chair of Free Enterprise.

Evaluation of Oral Roberts Programs

Most of the activity of the Free Enterprise Chair at Oral Roberts University takes place on the campus of O.R.U. Some of the Chair's programs are continuing education in nature and are the only programs of this type in Tulsa. Most of the other programs are O.R.U. student oriented.

Tulsa University Bovaird Chair

The Bovaird Chair of Free Enterprise was announced in the fall of 1984. As yet, no programs are being carried out at the University of Tulsa through the Bovaird Chair. Development of programs is currently underway and the first should be offered in the fall of 1985. Programs will include not only coursework related to free enterprise and economic education, but will also involve speakers and other programs in which the community of Tulsa will be involved.

The Center for Consumer Studies

The Center for Consumer Studies at Oklahoma State University was

founded in 1977 as part of the Department of Housing, Interior Design and Consumer Resources and University Extension. The director of the Center is Dr. William Johnston. The Objectives of the Center include:

1. to assist consumers from all backgrounds and from all socio-economic strata to improve their improve their ability to serve as self-advocates in all phases of our economy
2. to study the issues and trends which affect the marketplace and the seller-buyer relationship
3. to affect public policy at the state and national levels as it relates to consumer issues and trends
4. to support and enhance the graduate and undergraduate resident programs in Oklahoma State University
5. to establish and maintain local, regional, national, and international visibility for the center and its services

The Center uses several means to accomplish the objectives stated above.

Some of these methods are:

- I. Off-Campus Programs
 - A. Extension Services
 - B. Credit and Noncredit Programs
 - C. Tours
- II. On-Campus Programs
 - A. Classes
 - B. Internship Programs
 - C. Resource Center
- III. Mid American Conference
- IV. Affiliate Networks

A brief explanation of these programs follows.

Off-Campus Programs

As the state land grant institution, Oklahoma State University is the center of the Home Economics Program. Each county has an extension agent, and part of that agents' responsibilities consists of consumer economics related duties. Courses and demonstrations through local ex-

tension programs are not directed through the Center, but do represent a medium for programs to be delivered to Oklahoma residents. The Center does make programs available through the extension centers.

Another-off campus program (sometimes on campus) are the courses, both graduate and undergraduate, made available to military personnel based in Oklahoma. While cutbacks in the payment for courses taken have diminished the numbers enrolled in Center courses, there is a large audience for the on-base programs. One of the most successful programs is the masters degree program at Tinker AFB.

In addition to credit courses, non-credit courses are offered in communities across the state. Examples of these programs include those for the Cherokee Nation and the Community Action Program in Tulsa.

Other off-campus programs include both national and international tours. These tours expose students and other interested participants to consumer programs in the United States and abroad. The idea of these tours is to give an opportunity to contrast as many different consumer programs as possible.

The Mid American Conference represents unique opportunities for participants from education, government, and business to gather to discuss consumer issues, problems, and strategies. Held each fall for the last eight years, the conference represents a forum in which interaction among a wide variety of individuals and organizations is possible. Many organizations participate and sponsor the Mid American Conference. Scholarships are made available by many of these sponsors so that students can attend the conference at little or no expense to themselves. Each year about fifty students are able to attend in this manner.

On-Campus Programs

On-campus graduate and undergraduate programs in Consumer Studies are designed to allow integration of consumer concepts and theory into the classroom covering a wide variety of topics. Part of the on-campus classwork can be a non-thesis option for masters students that allows them to leave the campus and take internship jobs in corporations and government agencies. This is part of a national program to give practical experience and on-the-job training to those interested in consumer related careers. Many of the internees have found jobs during their period of tenure at the cooperating institution.

The Center for Consumer Studies also offers use of a variety of materials and equipment in the Center workrooms. There are over 8000 publications and audiovisual materials available for use either at the Center or on a loan basis. Facilities are also available for meetings and group discussions. The Center also serves as meeting place for the student chapter of the American Council on Consumer Interests.

To maintain its programs, to allow for constant updating, and to be sure that information and materials used by the Center are current, the Center belongs to a national and international network of agencies and associations. Members of the Center staff also attend conferences and meetings to maintain contact with the latest developments in the field.

Evaluation of Center Programs

The emphasis of all Center programs is decidedly consumer oriented. This is not to say that the programs are of a microeconomic approach, but that the programs devote most of their energy to maximization of individual utility at the expense of consideration of greater market forces. Concepts such as imperfect information and transaction costs

are used to point out the disadvantage the individual faces as he enters the market. Counteraction of disadvantages is advocated by strength in consumer numbers and by increasing individual knowledge. This is not meant as a condemnation of the Center programs, but to point out the comparative strengths of the programs. It is to the credit of the Center that this area of economic education is emphasized. It also should be noted that a high degree of cooperation and involvement exists between the Consumer Studies and Center staff and the business community by virtue of research and the internship programs. There is the possibility that cooperation between agencies and organizations placing more emphasis on the macroeconomic approach would result in enhanced programs for both. An analysis of consumer problems and a solution to those programs based on individual strategies as well as an understanding of the overall economic system and its innerworkings will result in a complete education to the benefit of Oklahoma students. The Center for Consumer Studies staff has indicated a willingness and desire to cooperate with other organizations in economic and consumer education to achieve this goal. The opportunity to make use of their well established networks and contacts would strengthen education opportunities in Oklahoma.

3. Other University Programs

Oklahoma Consumer Education Associates Network

The Oklahoma Consumer Education Associates Network (hereafter known as OCEAN) is located at the University of Oklahoma and was begun to give Oklahomans interested in consumer education a network by which they could communicate what was going on in the field throughout Oklahoma and the United States. OCEAN is part of a nationwide network of groups interested in consumer education and consumer action activities. The goals

and objectives of OCEAN are:

1. To encourage consumer education in business and government and to assist business and government in programs accomplishing this.
2. To promote consumer awareness in the marketplace through the combined efforts of business government, and education.
3. To establish a "clearing house" of information and resources available to business and educators.
(OCEAN brochure p.1)

OCEAN is supported by the State Departments of Home Economics and Business Education and the Center for Consumer Studies at Oklahoma State University. Meetings have been held to consolidate plans for workshops and training sessions for Oklahoma teachers and those persons interested in consumer education. Several workshops in consumer education have been held across the state with representatives from a variety of groups participating.

Evaluation of OCEAN Programs

OCEAN has not had established programs. It is a network of consumer education personnel and consumer advocates. Most of what OCEAN has done has been of an advocacy nature supportive of consumer education. OCEAN is willing to cooperate with other organizations to achieve the goals of economic and consumer education for Oklahoma citizens.

Southeastern Oklahoma State University

Southeastern Oklahoma State University is indirectly affiliated with the Oklahoma Council on Economic Education. Through the efforts of SEOSU, programs have been started and much support given to the implementation of economic education. SEOSU has planned several computer workshops that teaches computer skills using economic concepts. SEOSU has been supportive of DEEP projects started by OCEE.

4. Affiliated Independent Programs

Junior Achievement

Junior Achievement has, as its goal, direct contact with students to achieve the purpose of economic education. Junior Achievement (here after referred to as JA) is divided into two "franchised" districts in Oklahoma: Tulsa and Oklahoma City. Each city has surrounding counties included in the "franchise" area. Any activity in outlying areas must be done with the approval of the national headquarters. All programs are developed on the national level but are implemented in the local franchise areas.

Junior Achievement Programs

JA has five programs for students that deal with economic education and related concepts. These programs are for grade six through college. The programs and a brief description follow.

1. Applied Management
2. Applied Economics
3. J.A. High School
4. Project Business
5. Business Basics

Applied Management

Applied Management is a college level program. College students earn credit by serving as advisors in the JA High School program. Their responsibilities are to advise and guide high school students as they learn about business through the formation of their own companies.

Applied Economics

Applied Economics is a relatively new approach for J.A. to teach economics to high school students. It is a credit, one semester course.

The first part of the course is a nine week session in which students form a company, elect officers, market a product, pay wages, and, finally, liquidate their company and distribute any profits to their stockholders. This is a management simulation through use of micro-computers and introduces students to the dilemmas encountered in the management of a business and in marketing products. Finally, students use a case study approach to learn about the roles of business, government, labor, and the citizen as consumer while investigating the American economy and how it works. The Applied Economics program uses teachers and consultants from business to teach the semester course. The text for the course is provided by Junior Achievement.

JA High School

JA High School, the traditional program most familiar, has been a part of JA for many years. During a period of fifteen weeks, students begin and end a company. Students go through all the steps necessary to capitalize, organize, manage, market, distribute a product, pay wages and dividends; in short, all the processes necessary for any company. Economic concepts are introduced as they are encountered through the course. An advisor from business aids the students in solving problems they encounter and guiding them where necessary.

Project Business

Project Business is a program designed to reach eighth graders. It was begun in 1971, but received added impetus from a grant given by the Kellogg Foundation in 1976. Project Business is implemented by using a combination of classroom teachers and volunteer consultants. The teacher is responsible for covering material prior to the classroom visit by the consultant, and the consultant brings first-hand experience and a new

face into the classroom. Project Business exposes students to a variety of economic concepts ranging from the nature of economics and different economic systems to supply and demand and career exploration. The involvement of the business volunteer allows students exposure to a real-world experience in the business community rather than only economic theory.

Business Basics

Business Basics is a course for fifth and sixth graders. High school students who have done well in other JA programs spend four days a semester explaining economic concepts and helping the teacher with activities related to these topics.

Materials Used by Junior Achievement

The materials used by JA vary according to the program. The Applied Economics and Project Business programs have texts that are designed to be used with those programs. The other programs have manuals or teacher instruction books and other aids to be used in preparation and in the classroom.

In Applied Economics, a text of almost 350 pages is used to implement the three-part program. It contains a variety of economic concepts to be integrated in the semester-long program. The goal of the text is to give students a combination of concepts with reinforcement based on application through the Applied Economics course.

The Project Business manual is used by the consultant as a basic guide and primer for the course. The consultant is not expected to be a teacher, and the manual helps give some of the skills necessary to succeed in the classroom. It provides activities and guidelines for the seven interrelated business topics included in the course. The classroom

seven interrelated business topics included in the course. The classroom teacher also gets a copy of the manual to coordinate his/her efforts in the regular classroom with those of the consultant. This "common ground" between teacher and consultant assures some measure of coordination between the two.

Junior Achievement also provides classroom computers for use in Applied Economics. Software is also provided for the management simulation part of the course and teachers are given training in the use of the computers and software. Classroom aids and materials are provided for use in the Business Basics program for elementary students. All consultants attend training meetings and workshops designed to familiarize them with the implementation of the programs and goals of J.A.

Evaluation of Junior Achievement Programs

Junior Achievement is endorsed and supported by the business community and its programs reflect that involvement. Though the programs and funding of J.A. are from the private sector, an effort has been made to present objective programs. Perhaps the Applied Economics program is the most successful in this respect as it uses a majority of the economic concepts chosen to evaluate student programs. Other J.A. programs may be less objective as they are, by design and implementation, more business oriented in nature. This is particularly true of the Basic Business program as it is taught by business persons. This is not to be seen as a condemnation of the program since it is the business person who pays for the program and is responsible for the presentations made in class. There is ample opportunity for the teacher to present other views, and J.A. attempts to insure quality control through its training and followup sessions. There is no denying, however, that the funding sources of the

Junior Achievement programs does influence the message, and, since the majority of J.A. funds come from business sources, the message is business oriented in nature.

The nature and scope of the Junior Achievement programs offer great opportunities for cooperation with other agencies and organizations involved in economic education. Training of the teachers and business people involved in program delivery, use of materials, and information developed by other organizations to complement and enhance J.A. programs are among the numerous possibilities open for cooperation between J.A. and other programs. It is likely that this cooperation would enhance the economic education opportunities for students as Junior Achievement involves more students in the purpose of economic education than any other organization in Oklahoma. Because J.A. is involved with business, others can benefit from an association with them.

Vocational Programs

Among the Affiliated Independent Programs are the vocational student organizations offered in high schools (and in some colleges) across Oklahoma. Among these nationally affiliated programs are:

Future Business Leaders of America

Distributive Education Clubs of America

Future Homemakers of America and Home Economics Related Occupations

Future Farmers of America

Vocational Agriculture

Health Occupations Student Association

4H Clubs

American Industrial Arts Student Association

Vocational Industrial Clubs of America

Though each club has a different area of vocational specialization, each has the same basic goals for its members. All include leadership development, self-awareness development, peer relationship skills, community awareness, and vocational training skills. Each club has curricular and extra curricular activities for students. The state supervisor of each organization was given a questionnaire concerning activities related to economic education. A list of economic concepts was included to measure the extent of the concepts' inclusion in each program. This was done to enable the researcher to categorize possible areas of cooperation that might exist, acknowledging that economic education is perhaps a secondary or by-product function of the organization's purpose or goal. Analysis of the results of the questionnaires will allow interested parties an opening for promotion of cooperation and communication between the various agencies, groups, and organizations involved in economic education or related fields. Charts graphing the inclusion of economic concepts in various vocational programs are found in the appendix of this document. Also located in the appendix is a matrix detailing the activities, programs, and funding sources of each organization

The Hugh O'Brian Youth Foundation

The Hugh O'Brian Youth Foundation (HOBY) conducts yearly Leadership Seminars at the State and International level for high school sophomores. The purpose of the program is to "give young leaders a better understanding and appreciation of our economic system, our democratic process, and to encourage their active participation in designing the world of tomorrow." More than 7,000 schools are involved in the foundation and the selection process to decide the delegates to the international semi-

nar. Each state sends a male and female representative chosen from the state seminars. The 1984 theme of the twenty-six-year-old program was "The American Incentive System." There is no cost to the participating schools or to the students.

The International Seminar features many of America's business, education, and government leaders who exchange views and ideas with the HOBY delegates. They do not give speeches to the delegates, but rather work in small groups to facilitate understanding and communication between students and leaders. Participation in the HOBY program is supported by such groups as The Joint Council on Economic Education, the Chamber of Commerce, and the National Association of Secondary School Principals. Corporate support for the program is just as widespread.

Evaluation of HOBY Programs

The HOBY program is an underutilized reward system for sophomore students in Oklahoma. Little publicity has been given the program by organizations connected with economic education. The HOBY Seminars could be a valuable incentive program for Oklahoma students and a real plus for the delivery and expansion of economic education to students in the state. Due to the broad nature of the HOBY Program, many subjects and disciplines could be included in the contest.

5. Independent Programs

The Oklahoma Farm Bureau

The Oklahoma Farm Bureau has long supplied materials and classroom aids that describe the contribution and importance of agriculture in Oklahoma and the nation. To complement this indirect support, a new program called "Oklahoma Agriculture in the Classroom" has been implemented

into grades four through six. An Agriculture in the Classroom Foundation has been set up to plan, instrument and administer the program; but the incorporation has not yet been approved by the state. Once the incorporation is complete, implementation and integration in the schools can take place. A curriculum committee has met several times to help design the program. Agriculture in the Classroom will enter schools as early as Fall 1985. It has taken two years to get the program operational.

Evaluation of Oklahoma Farm Bureau Programs

Most of the Oklahoma Farm Bureau programs have involved providing materials and staff assistance in classroom and workshop presentations. The new programs promise to expand the message of the Oklahoma Farm Bureau directly to the classroom. The Farm Bureau has sought the assistance and aid of many organizations to develop the program and insure its success. They plan to continue to ask other organizations to aid in refining "Agriculture in the Classroom" and to train teachers in classroom implementation of the program. Great opportunity exists for cooperation and input between the Oklahoma Farm Bureau and other organizations and agencies involved in economic education.

Oklahomans for Energy and Jobs

Oklahomans for Energy and Jobs Incorporated is an organization promoting energy awareness for all Oklahoma citizens. Part of this advocacy program is delivered by the Oklahoma Energy Education Foundation formed as the educational arm of Oklahomans for Energy and Jobs. The purpose is to reach schools and students and inform them of the importance of energy to Oklahoma's economy. In the five Governor's Energy Awareness Conferences, high school junior honors students learned about energy problems and futures that concern Oklahoma and, at the same time, met

leaders who help plan and effect changes in those problems and futures. A variety of sponsors from government and business make the programs of speakers and panel discussions possible.

Another program supported by the Oklahomans for Energy and Jobs is Energy Awareness Day. This nationally observed program is designed to draw attention to a variety of energy topics pertinent to the U.S. economy. Each year a different theme is used so that various issues relating to energy use, supply, demand and conservation may be accentuated. Teachers are encouraged to use the theme in their classroom discussions and projects about energy.

Evaluation of Oklahomans for Energy and Jobs Programs

The Governor's Energy Awareness Conference and Energy Awareness Day, as well as the other programs supported by Oklahomans for Jobs and Energy, offer potential for involvement for all agencies and organizations involved in economic education. Promotion and participation by adults and students in these underutilized programs would benefit all involved. Oklahomans for Energy and Jobs is searching for ways to broaden its audience and improve delivery of its programs. Opportunities exist for cooperation with this organization.

Indirect Support Programs

Oklahoma Chambers of Commerce

The Oklahoma Chambers of Commerce have long been supportive of economic education. Most of the support has been indirect in nature as the classroom programs are no longer offered. Lobbying by the State Chamber and its members have enabled the Oklahoma Council on Economic Education to receive funds appropriated by the state legislature for distribution

to schools and programs in economic education. Much of this money has been used to train teachers and provide materials throughout the state. Due to funding constraints these funds are no longer made available despite continued efforts by the Chamber. The Chamber continues to be active in economic education in other ways. Some of these methods of support are described in the following paragraphs.

Under the Adopt-A-School Program, businesses are encouraged to "adopt" individual schools in however and in whatever manner they choose. Most of these programs do not involve direct participation between the personnel of the sponsoring business and the adopted school or its students. This support is usually of an incentive nature that encourages students to attend school, join reading programs, strive for good citizenship awards, or work on other plans that promote achievement or excellence. This is not the pattern of all the "adopting" businesses. Sponsors encourage active employee involvement in the schools. As an example, AMOCO scientists coach students in chemistry and physics in Tulsa and American Fidelity Companies stages mock interviews and critiques for students in Oklahoma City. There are other programs that represent this higher level of participation in the Adopt-A-School Program. No program currently emphasizes economic education, but there are plans to promote this type of involvement by cooperating businesses.

The Chamber is also supportive of Junior Achievement programs and has served as coordinator between J.A., cooperating schools and businessmen in Project Business. The Applied Economics program has also received support from the Chamber.

The Chamber provides speakers and some classroom materials relevant to economic education. This is in keeping with the high level of Chamber

of Commerce involvement in economic education.

Evaluation of Chamber of Commerce Programs

The Chamber of Commerce does an admirable job of supporting a wide variety of economic education related programs and organizations at the state and local levels. Adequate staff does not exist in many of the smaller offices to allow personnel to devote energies to specific education projects. Smaller Chambers do not have the luxury of extra staff. There could be increased involvement in groups supportive of economic education if the Chambers across the state would assume a role in coordination and facilitation among the various groups involved in economic education. By maintaining a line of communication between the Chambers and agencies or organizations involved in economic education, the Chambers could serve as an intermediary and reference point for all groups. The Chamber could act as a potential meeting place for exchange of information between groups and organizations in economic education. This might facilitate establishment of a network. It would not be necessary for the Chambers to become too involved in the process. In fact, some groups might be relieved if the Chamber did not take an active role in economic education activity besides planning and implementation of a network system. It is definitely in keeping with the purposes of the Chamber of Commerce to promote economic education, and help in establishing a network would be a major step in promoting cooperation between groups involved in economic education. It is up to the agencies and organizations involved in economic education to seek and promote this type of participation by the Oklahoma Chamber of Commerce. This also represents a natural outgrowth of the Chambers' present involvement in economic education.

State Department of Consumer Credit

The State Department of Consumer Credit has supported economic education for a number of years. Many students have benefited from classroom materials distributed and developed by the department. Staff members have taken an active role in workshop presentations to teachers and students alike. Various staff have also served in advisory capacities to groups involved in consumer and economic education. This participation has proven to be invaluable in detecting need and to guide in planning and expanding programs.

Evaluation of State Department of Consumer Education Programs

Due to the indirect nature of most State Department of Consumer Credit Programs, most of the programs deal with distribution of materials to students, teachers, and organizations across Oklahoma. The willingness of the staff to contribute wherever and whenever possible makes the Department a valuable asset to economic education in the state. Given the specific nature and aims of the State Department of Consumer Education, the services they provide fill an important niche in consumer and economic education. The staff members of the department have shown a willingness to cooperate and promote economic education at all levels.

Phillips Petroleum

Phillips Petroleum provides materials and other indirect aid to economic education. The Phillips' American Enterprise film series has long been one of the most requested methods used for discussing the basic factors of production and how they have influenced and directed American economic development. Besides the film series, Phillips makes energy related materials available for classroom use. Grants and contributions from Phillips have allowed various projects in economic education to be

carried out by a variety of groups and agencies. Phillips has also encouraged its personnel to become involved as resource and advisory members of organizations and groups involved in economic education. The Phillips Foundation has made contingency plans to support the adoption of Junior Achievement's Applied Economics program on a statewide basis.

Evaluation of Phillips Petroleum's Support

In spite of lean years in the oil industry, Phillips Petroleum has remained an active participant in the delivery and support of economic education. Programs such as the American Enterprise film series have been viewed by a wide variety of audiences. The quality of the films and the support they lend to the explanation of economic concepts is very good. Phillips' personnel have been willing participants in conveying economic education concepts to schools, teachers, and other organizations. They have also been willing to serve as advisory members to agencies and organizations in economic education. It is hoped that the broad support for a variety of groups involved in economic education will continue to be a Phillips trademark.

AMOCO

AMOCO has made available grants and materials to support economic education. The grants have made possible Economics of Energy Workshops to science and social studies teachers in Oklahoma City and Tulsa. Printed materials and audiovisual aids concerning energy related economic topics have also been developed and distributed by AMOCO. AMOCO personnel have been willing participants in workshops training teachers about economic education concepts.

Evaluation of AMOCO Support

It is hoped that AMOCO will maintain its involvement and support

for economic education and will be encouraged to expand its future efforts in the area. The funding for workshops represents private support for training teachers that is an example for other organizations to follow. In this manner, teachers gain information about a valuable resource, and AMOCO is sure that a message it thinks is important gets the attention of students and teachers. Grants also allow agencies and organizations in economic education to mix a variety of related concepts with the program. In the case of the Energy Workshops, it represents training the teachers wouldn't have received without private sector help.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

A summary of this study and recommendations to those involved in economic education are found in this chapter. Further findings and tables are contained in the appendix.

Summary

Purpose of the Study

The purpose of the study was to determine the agencies, groups, and organizations that support economic education in Oklahoma. This information will enable those interested and involved in economic education to assess possible areas for cooperation among these supporters of economic education and to determine the most efficient manner to deliver and implement economic education.

Methods and Procedures

A list of possible supporters of economic education was compiled by using the contacts of the Oklahoma Council on Economic Education (OCEE) as well as other sources. Once the list was compiled, contact was made with each organization to determine its current involvement in economic education. It was then necessary to develop a classification system due to the wide range of organizations and the variety of activities in which they were involved.

Each organization included in the classification system was interviewed on a person to person basis. This was done for several reasons. The major reason for the person-to-person interview technique was to establish contact with new organizations, renew old contacts, and to offer cooperation between the OCEE and the organizations contacted. Secondary reasons included explanation of the purpose of the study and the questionnaires used in the investigation. Where necessary, followup interviews were held. In some cases, telephone interviews were used once contact had been made.

The classification system was developed to separate the organizations interviewed by major goal and purpose, affiliation, and location. Parameters and criterion were developed by the researcher and the OCEE staff. A debt of gratitude is owed to Howard Yeargan's work which served as the basis for the classification system developed. Much was changed from that system as the goals of the study and the circumstances in Oklahoma were different from those surveyed in the Yeargan effort. The classification system will enable those using the study to quickly ascertain much information about each organization. In addition, an activity and program matrix was developed to further clarify the programs and activities of each organization within the classification system. The classification system and the matrix are included in the appendix of this study.

In addition to the classification system, those organizations that had student programs were given an additional questionnaire to make the preparation of a profile of goals and activities, as well as to assess the inclusion of basic economic concepts in their respective programs. This was done not as an evaluation of programs with respect

to economic content, but to uncover possible areas for cooperation where complementary programs existed.

Each group, agency or organization included in the study was profiled and evaluated. It was necessary to be subjective as no technique could be found or developed that would objectively evaluate the programs and support of economic education and that would accomplish the goals of the study. The intent of the researcher was to be as objective as possible while keeping in mind the goals and objectives set forth in the study yet serving to promote cooperation among organizations involved in economic education. The objectives of the Oklahoma Council on Economic Education and the Joint Council on Economic Education are to promote, aid, and implement economic education as objectively as possible. In consideration of these facts and in reviewing the results of the study, it is the opinion of the researcher that the value and importance of this work is not diminished by the subjective evaluation techniques used.

Recommendations

The recommendations of the researcher are as follows.

1. A goal of all organizations involved in economic education is to establish among themselves a means of communication and cooperation among all groups providing economic education. At the least, the cooperation should be of an informal nature whereby there is an awareness of the complementary nature of many of the programs. This would enable user and purveyor alike to benefit from cooperation and shared resources. At the other extreme, an economic education council consisting of all interested parties could be formed. Whatever forum is chosen, the estab-

lishment of some avenue of communication and cooperation between the organizations involved in economic education would benefit all parties. This would enhance the opportunities for implementing and improving the delivery of economic education and related topics in Oklahoma. Willingness to participate in such a cooperative undertaking was voiced by almost all those organizations participating in the study.

2. This study should not be a one-time effort. It will be necessary to continually update and revise the findings to remain current with the entry and exit of programs and organizations involved in economic education. There are new programs under development that will change the players and the game. The state of economic education is dynamic and cannot be expected to remain unchanged. At least, the findings should be revised and updated once a year.

3. Many of the programs described in the findings are of a complementary nature. At present only minimal effort is being made at cooperation and integration of programs and services. This should not be construed as an effort to bring all programs under one aegis. It is an observation that shared resources will be more efficient and effective in providing economic education. The chance for this type of cooperation will be enhanced if the first recommendation is followed.

4. It is apparent that economics and related courses are not included as a general curriculum requirement in Oklahoma schools. Additional studies need to be done to ascertain the number of economics and related courses taught in Oklahoma. Consideration might also be given to teacher training and preparation for instruction who will teach in the economic education area. Surveys could also find the infusion and inclusion of economic concepts in other courses.

5. The Oklahoma Council on Economic Education should encourage the repetition of this investigation in other states. Further refinement of the methods and procedures might be obtained, and all states would benefit from the additional knowledge. Communication between the Joint Council on Economic Education and its affiliated Councils and Centers with the information gathered will enhance economic education efforts across the United States. It is also possible that new resources and contacts might be discovered during such studies. The information will make implementation of educational programs such as DEEP more feasible because of the understanding of support systems and complementary programs available.

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APPENDIXES

APPENDIX A
ECONOMIC EDUCATION ORGANIZATION OUTLINE

ECONOMIC EDUCATION
ORGANIZATION OUTLINE

CATEGORY	NAME	LOCATION
AFFILIATED UNIVERSITY PROGRAMS		
	Oklahoma Council on Economic Education (affiliated with the Joint Council on Economic Education)	Oklahoma State University
	Centers located at:	University of Oklahoma Central State University Noutheastern Oklahoma State Oklahoma State University
	Oklahoma City University	Oklahoma City
	Taft Institute on Two Party Government	
INDEPENDENT UNIVERSITY CENTERS OR CHAIRS		
	Oklahoma Christian College	Edmond, Oklahoma
	Enterprise Square and Free Enterprise Workshops	
	Oral Roberts University	Tulsa, Oklahoma
	Chair of Free Enterprise	
	University of Tulsa	Tulsa, Oklahoma
	Bovaird Chair	
	Center For Consumer Studies	Oklahoma State University Stillwater, Oklahoma
OTHER UNIVERSITY PROGRAMS		
	University of Oklahoma	Norman, Oklahoma
	OCEAN (Oklahoma Consumer Education Associates Network)	
	Southeastern Oklahoma State University	Durant, Oklahoma
	Computer workshops in economic education	

AFFILIATED INDEPENDENT
PROGRAMS

Vocational Education Programs

FBLA (Future Business Leaders of America)

DECA (Distributive Education Clubs of America)

FHA (Future Homemakers of America)

FFA (Future Farmers of America)

VICA (Vocational Industrial Clubs of America)

4H

AIASA (American Industrial Arts Student Association)

HOSA (Health Occupations Student Association)

Hugh O'Brian Youth Foundation

Junior Achievement

Project Business (junior high)

Applied Economics (high school)

J.A. High School

Applied Management (college program)

INDEPENDENT PROGRAMS

Oklahoma Farm Bureau

Oklahoma for Energy and Jobs

INDIRECT SUPPORT

AMOCO

Phillips Petroleum

Oklahoma Consumer Finance Association

State Department of Consumer Credit

Oklahoma Chambers of Commerce

APPENDIX B
ORGANIZATION ACTIVITY MATRIX

ACTIVITY	Teacher Programs	Student Programs	Time Program Offered	Affiliated Programs	Awards Programs	Related Assoc.	Funding	Teacher Program Cost	Student Program Cost	Materials for Ec.Ed. level	Notes cost?
ORGANIZATION	cr. ncr.	el. md. hs. co. ad.	sch. other	st. nat.	lo.st.na.scho.	st. nat.	pub. pri.	fr. oth.	fr. oth.	e.ms.hs.oth.	yes

<u>Affil. Univ.</u>											
OCEE	x	x	see note	x	x	x	x	x	x	x	x
OSU	x	x		x	x	x	x	x	x	x	x
MBosu	x	x		x	x	x	x	x	x	x	x
CSU	x	x		x	x	x	x	x	x	x	x
OU	x	x		x	x	x	x	x	x	x	x
<u>Ind. Univ. Cen. or Chairs</u>											
Ok. Cr. Col.	x		see note	x	x	x			x	x	see note
Oral Rob.Un.								x		x	see note
Univ. Tulsa			The Bovaird Chair has just been funded						x		see note
Gen.for Cons. Studies	x	x		x	x	x	x	x	x	x	x
<u>Other Univ. Progs.</u>											
OCEAN	x			x		x		x	x	x	see note
SEOSU	x	x		x	x	x	x	x	x	x	see note
<u>Affil. Ind. Progs.</u>											
Jun. Achiev.	x	x	x	x	x	x			x	x	x
FBLA	see notes										10
DECA		x	x		x	x	x	x	x	x	x
VICA		x		x	x	x	x	x	x	x	x
HOSA	see notes										13
FPA	x	x	x	x	x	x	x	x	x	x	x
FHA	x	x	x	x	x	x	x	x	x	x	x
AISIA		x		x	x	x	x	x	x	x	x
4H	x	x	x	x	x	x	x	x	x	x	x
Hugh O'Brian		x		x	x	x	x	x	x	x	x
<u>Indep. Progs.</u>											
OK Farm Bur.						x		x	x		x
Oklahomans En. & Jobs								x		x	x
<u>Indir. Progs.</u>											
Cham.of Comm.						x	x			x	x
Ok.Cons.Fin.				x	x			x		x	x
Phillips Pet.								x		x	x
AMOCO								x		x	x
St.Dept'.C.Cr.				x	x			x		x	x

Matrix Notesheet

1. The Oklahoma Council on Economic Education does not offer programs directly to students but does have programs for students that are carried out by teachers. Some of the affiliated centers offer student programs such as the "Stockmarket Game" through the Central State Center.
2. Adjacent to Oklahoma Christian College is Enterprise Square. Enterprise Square is a complex designed to explain the free enterprise system to age groups. Some of the games and computer software are for sale at the Enterprise Square bookstore. There is an admission charge to enter Enterprise Square.
3. Oklahoma Christian College offers credit and non-credit classes for teachers on economic education related topics. Classes for undergraduates are also offered.
4. Oral Roberts University has a Chair of Free Enterprise. Students and the community benefit from programs and speakers brought to O.R.U. via the Chair of Free Enterprise.
5. The Bovaird Chair has been recently announced and funded. Programs are still in the development stage.
6. The Center for Consumer Studies offers adult and graduate programs through extension centers, military bases, and at the Oklahoma State Campus. Other undergraduate and graduate programs offered have student cost based on tuition. The Center has loan and small cost materials available for use and loan.
7. OCEAN (Oklahoma Consumer Education Associates Network) is a three year old organization designed to allow communication and interchange between educators and those parties interested in consumer education. There are no regularly scheduled programs.
8. Southeastern Oklahoma State University is indirectly affiliated with the Oklahoma Council. SEOSU is not an affiliated Center but has helped OCEE carry out programs in southern Oklahoma.
9. Junior Achievement programs are provided by business and industry on a sponsorship basis but there is not a cost to the student. J.A. provides materials and some training to "cooperating" businesspeople who deliver programs.
10. Future Business Leaders of America did not cooperate with the study.
11. There are membership dues and some student costs associated with DECA programs. DECA is publicly and privately funded. Private funds are given for awards and some programs.
12. VICA has some membership dues associated with the program. Private funding contributes to VICA award programs.

13. Health Occupations Student Association did not cooperate with the study.
14. Future Farmers of America has membership dues. Several new programs are near the implementation stage for elementary and junior high school students. Some of the award money comes from private sources.
15. FHA/HERO gets some of the awards program from private sources. There may be a membership cost with some FHA/HERO programs.
16. Allied and Industrial Arts Student Association receives awards support from private sources. There may be membership costs associated with AIASA.
17. 4H has new programs that deal with economic and consumer education. 4H receives awards contributions from private sources. There may be membership costs associated with 4H.
18. The Hugh O'Brian Youth Foundation offers an awards program for high school sophomores.
19. The Oklahoma Farm Bureau provides materials and speakers for programs.
20. Oklahomans for Energy and Jobs is a relatively new program. Chief support for economic education has been in Energy Awareness Day and to provide speakers for workshops.
21. The Oklahoma Chambers of Commerce provide financial support, speakers and materials for economic education. The Chamber supports a wide variety of economic education related activities and agencies.
22. The Oklahoma Consumer Finance Association has provided speakers for teacher and student workshops. OCFA also provides financial support for economic education.
23. Phillips Petroleum has provided materials (audiovisual and printed) and financial support for economic education. Phillips personnel serve on advisory boards and as speakers.
24. AMOCO has provided materials and grants to economic education. AMOCO personnel have served as speakers for workshops.
25. The State Department of Consumer Credit has done numerous presentations to students and teachers. Staff serve on advisory boards of economic education organizations.

APPENDIX C
BASIC ECONOMIC CONCEPT MATRIX

Concept	Basic Economic Concepts Checklist								
	Agency								
	FBLA	DECA	FHA	FFA	VICA	4H	AIASA	HOSA	J.A.
scarcity	*	x	o	o	o	x	o	*	x
opportunity cost	*	x	o	x	o	o	o	*	x
economic systems									
tradition	*	x	x	o	o	x	x	*	x
command	*	x	o	o	o	o	x	*	x
market	*	x	o	x	o	x	x	*	x
mixed economy	*	x	o	x	o	o	o	*	x
communism	*	x	o	o	o	o	o	*	x
socialism	*	x	o	o	o	o	o	*	x
capitalism or									
free enterprise	*	x	x	x	o	x	o	*	x
productive resources	*	x	o	x	x	x	x	*	x
human resources	*	x	x	x	o	x	o	*	x
natural resources	*	x	x	x	o	x	o	*	x
capital resources	*	x	x	x	o	o	o	*	x
productivity	*	x	o	x	x	x	x	*	x
specialization	*	x	o	x	o	x	x	*	x
division of labor	*	x	o	o	x	x	o	*	x
investment	*	x	x	o	o	o	o	*	x
technological change	*	x	x	o	x	o	o	*	x
government regulation	*	x	x	x	o	o	o	*	x
banks	*	x	x	x	o	o	x	*	x
labor unions	*	x	x	o	x	o	o	*	x
cooperatives	*	x	x	x	o	x	o	*	x
government agencies	*	x	x	x	o	x	o	*	x
exchange for profit	*	x	o	o	o	o	x	*	x
barter	*	x	x	o	o	x	o	*	x
money	*	x	x	x	o	x	o	*	x
interdependence	*	x	x	x	o	o	o	*	x
markets	*	x	x	x	o	x	x	*	x
prices	*	x	x	x	o	x	x	*	x
price structure	*	x	x	o	o	o	x	*	x
use of incentives									
in the market----	*	x	o	x	o	x	x	*	x
price stability	*	x	x	o	o	o	o	*	x
rationing	*	x	x	o	o	x	x	*	x
circular flow	*	x	x	o	o	o	o	*	x
supply	*	x	x	x	x	x	x	*	x
demand	*	x	x	x	x	x	x	*	x
equilibrium point	*	x	o	x	o	o	o	*	x
competition	*	x	x	x	x	x	x	*	x
oligopoly	*	x	o	o	o	o	o	*	x
monopoly	*	x	x	o	o	o	o	*	x
monopolistic									
competition-----	*	x	x	o	o	o	x	*	x
wages and salaries	*	x	x	o	x	x	x	*	x
rent	*	x	x	o	o	o	o	*	x
transfer payments	*	x	x	o	o	o	o	*	x

* -indicates no response to questionnaire o -indicates concept no covered
x -indicates concept covered # 4H had no curriculum specialist at time of
the survey

Concept	Agency									
	FBLA	DECA	FHA	FFA	VICA	4H	AIASA	HOSA	J.A.	
inadequate										
competition-----	*	x	o	o	o	o	o	*	x	
inadequate										
knowledge-----	*	x	o	x	o	o	x	*	x	
resource immobility	*	x	o	o	o	x	o	*	x	
externalities	*	x	x	o	o	o	o	*	x	
public goods	*	x	x	x	o	x	o	*	x	
personal taxation	*	x	x	o	o	o	o	*	x	
government as										
referee-----	*	x	x	o	o	o	o	*	x	
government as										
protector-----	*	x	x	o	o	o	o	*	x	
Gross National										
Product-----	*	x	o	o	o	o	x	*	x	
current prices	*	x	x	x	o	o	o	*	x	
constant prices	*	x	o	o	o	o	o	*	x	
economic growth	*	x	x	o	o	o	o	*	x	
unemployment	*	x	x	x	o	x	x	*	x	
labor force	*	x	x	o	o	x	x	*	x	
employment rate	*	x	x	x	o	o	x	*	x	
frictional										
unemployment----	*	x	o	o	o	o	o	*	x	
structural										
unemployment----	*	x	o	o	o	o	o	*	x	
cyclical										
unemployment----	*	x	o	o	o	o	o	*	x	
inflation	*	x	x	x	o	o	x	*	x	
deflation	*	x	x	o	o	o	x	*	x	
demand-pull inflation	*	x	o	o	o	o	o	*	x	
cost-push inflation	*	x	o	o	o	o	o	*	x	
supply of money	*	x	x	o	o	o	o	*	x	
control of the										
money supply----	*	x	x	x	o	o	o	*	x	
taxation	*	x	x	x	o	o	o	*	x	
government										
expenditures----	*	x	o	x	o	x	o	*	x	
absolute advantage	*	x	o	x	o	o	o	*	x	
comparative advantage	*	x	o	o	o	o	o	*	x	
barriers to trade	*	x	o	x	o	x	o	*	x	
developing countries	*	x	o	x	o	x	o	*	x	
use of:										
tables	*	x	x	x	o	x	o	*	x	
graphs	*	x	x	x	o	x	o	*	x	
charts	*	x	x	x	o	x	o	*	x	
ratios	*	x	x	x	x	o	x	*	x	
percentages	*	x	x	x	x	x	x	*	x	
indexes	*	x	o	x	o	x	o	*	x	
Consumer Price Index	*	x	x	x	o	o	o	*	x	
averages	*	x	x	x	x	x	o	*	x	

APPENDIX D
ORGANIZATION QUESTIONNAIRE

STUDENT ORGANIZATION QUESTIONNAIRE
OCEE SURVEY -- FALL 1984

Organization or agency _____

Please examine the economic concepts on the attached sheets. Which of these concepts do you think your organization explains or uses as part of or in conjunction with your student program. Please indicate by checking the appropriate concepts on the list.

Does your organization have a particular emphasis in its program that might cover certain areas of economics more than others? By this we mean, for example, consumer behavior, agricultural economics, supply and demand for specific commodities or services and other topics that might involve specific segments of economics but not involve an overall picture of economics. If yes, please give a brief explanation of your organization's special nature or purpose.

yes _____ no _____ Please use the space below to describe the specific nature or purpose of your organization.

What is the approximate number of students in your organization? _____

What is the approximate number of chapters, classes, branches, etc. of your organization?

What are the grade levels of programs? _____

What are the approximate number of student contact hours per week? _____

Are these contact hours during or after school (or both)? _____

BASIC ECONOMIC CONCEPTS LIST

FUNDAMENTAL CONCEPTS

- scarcity
- opportunity cost and trade offs
- productivity
- ECONOMIC SYSTEMS
 - tradition
 - command
 - market
 - mixed economy
 - communism
 - socialism
 - capitalism (free enterprise)
- PRODUCTIVE RESOURCES
 - productive resources
 - human resources
 - capital resources
 - natural resources
- PRODUCTIVITY
 - productivity
 - specialization
 - division of labor
 - investment
 - technological change
 - government intervention or regulation and its effects on productivity
- ECONOMIC INSTITUTIONS
 - banks
 - labor unions
 - cooperatives
 - government agencies
- EXCHANGE, MONEY AND INTERDEPENDENCE
 - exchange as means of gain or profit
 - barter
 - money (all forms of money and financial institutions)
 - interdependence of markets (end of self-sufficiency)

MICROECONOMIC CONCEPTS

- MARKETS AND PRICES
 - markets (for goods and services)
 - prices
 - price structure
 - use of incentives in the market
 - price stability
 - rationing
 - the circular flow of resources, goods, services, and money payments
- SUPPLY AND DEMAND
 - supply
 - demand
 - equilibrium point
- COMPETITION AND MARKET STRUCTURE
 - competition
 - oligopoly
 - monopoly
 - monopolistic competition
- INCOME DISTRIBUTION
 - wages and salaries
 - rent
 - transfer payments

MARKET FAILURES

- ___ inadequate competition
- ___ inadequate knowledge
- ___ resource immobility (workers may not be able to move etc.)
- ___ externalities (negative side of production or consumption
pollution for example)
- ___ public goods (goods or services available to all--national
defense, street lights, all pay and all benefit)
- ___ response to market failure (laws or other public policy
to prevent or control market failure)

ROLE OF GOVERNMENT

- ___ personal taxation
- ___ government as referee (legal services)
- ___ government as protector of individual rights

MACROECONOMIC CONCEPTS

- ___ Gross National Product
- ___ current prices
- ___ constant prices
- ___ economic growth

UNEMPLOYMENT

- ___ unemployment
- ___ labor force
- ___ employment rate
- ___ frictional unemployment (those between jobs)
- ___ structural unemployment (those chronically unemployable)
- ___ cyclical unemployment (associated with changes in the economy)

INFLATION AND DEFLATION

- ___ inflation
- ___ deflation
- ___ demand-pull inflation
- ___ cost-push inflation

MONETARY POLICY

- ___ supply of money
- ___ control of the money supply

FISCAL POLICY

- ___ taxation (types and uses)
- ___ government expenditures

INTERNATIONAL ECONOMIC CONCEPTS

- ___ absolute advantage
- ___ comparative advantage
- ___ barriers to trade (tariffs, quotas, or government restriction)
- ___ less developed countries and trade or labor problems

MEASUREMENT CONCEPTS OR METHODS

- ___ tables
- ___ graphs
- ___ charts

RATIOS AND PERCENTAGES

- ___ ratios
- ___ percentages
- ___ indexes
- ___ Consumer Price Index
- ___ averages

VITA *2*

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