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GRADUATE COLLEGE

A STUDY OF ECONOMIC EDUCATION IN THE SECONDARY SCHOOLS OF THE NORTH CENTRAL REGION

A DISSERTATION

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degree of

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BY

RODNEY M. MITCHELL

Norman, Oklahoma

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A STUDY OF ECONOMIC EDUCATION IN THE SECONDARY

SCHOOLS OF THE NORTH CENTRAL REGION

APPROVED BY

Mary Clare Petty

Paul A. Brinker

[illegible]

A. J. Kandmashir

DISSERTATION COMMITTEE

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CHAPTER I

THE PLAN OF THE STUDY

This study was concerned with the determination and evaluation of economic education in secondary schools and was based on an assumption that economics should constitute a basic part of the education of all young people. A second assumption basic to the study was that it is the duty of the secondary school social studies program to prepare each young person to meet his responsibilities as a citizen who knows how to take an active part in activities of economic significance on both the personal and social levels.

The importance of having a well educated citizenry was stressed by John Stuart Mill in Chapter II of his Representative Government:

> If we ask ourselves on what causes and conditions good government in all its senses, from the humblest to the most exalted, depends, we find that the principal of them, the one which transcends all others, is the qualities of the human beings composing the society over which the government is exercised.[1]

In like manner, John Dewey expressed the view that individuals in a society should be educated in such a way that their use of native capacities in occupations has social meaning. Concerning what he referred to as "social efficiency," Dewey said:

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[1]John S. Mill, "Criterion of a Good Form of Government," Considerations on Representative Government (New York: Henry Holt and Co., 1882), pp. 37-38.

> Persons cannot live without means of subsistence: the ways in which these means are employed and consumed have a profound influence upon all the relationships of persons to one another. . . . No scheme of education can afford to neglect such basic considerations. Yet in the name of higher education and more spiritual ideals, the arrangements for higher education have not only neglected them, but looked at them with scorn as beneath the level of educative concern.[2]

The need for providing youth with an adequate economic education is meeting with increasing interest from educators. Although a number of recent studies have been made which take into consideration some elements included in this particular study, there has been no investigation into the recent developments in the study of economics in the secondary schools which has concentrated on the specific aspects pursued in this undertaking.

Need for the Study

Although the importance of economic education has been recognized, professional literature supports the contention that there is a need for further study concerning economic education in the secondary school and raises questions such as the following:

1. What should be the position of economic education in the secondary school?
2. What are criteria for evaluating secondary school programs in economic education?
3. What might be done to improve the position of economic education in the secondary school?
4. What is the present position of secondary school programs in economic education?

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[2]John Dewey, "Natural Development and Social Efficiency as Aims," Democracy and Education (New York: The Macmillan Company, 1931), p. 139.

5. What are the current trends in economic education in the secondary schools?

Statement of the Problem

The problem of this study was the determination and evaluation of programs of economic education in the secondary schools in the North Central Region.[3] More specifically, the study involved the following sub-problems:

1. Establishing criteria for the evaluation of programs of economic education;

2. Developing an instrument, based upon the established criteria, for determining current practices in economic education;

3. Determining, through the use of the instrument, current practices and problems arising in the development of economic education programs in the secondary schools;

4. Evaluating the practices through the use of the criteria established.

Major Assumptions

The following assumptions were basic to this study:

1. That there is a need for economics to be taught in the secondary schools and a need for the current study to be made concerning economic education in the secondary schools;

2. That current practices in secondary economic education can be appropriately determined through the use of a questionnaire administered to educators in secondary schools;

3. That existing professional literature does not give an adequate basis for the development of criteria for evaluative practices in economic education;

4. That opinions of selected economists and secondary educators give a defensible basis for developing an evaluative instrument.

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[3] U.S. Bureau of the Census, U.S. Census of Population and Housing: 1960 Geographic Identification Code Scheme (Washington, D.C.: 1961), p. V.

Limitations of the Study

This study was limited by the assumptions. Furthermore, this study dealt only with those 511 secondary public schools which are located in cities having populations of 10,000 and above and which are located in the North Central Region.

Definition of Terms

Secondary Schools -- those public schools which include grades 9-12.

North Central Region -- the twelve states including: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Secondary Educator -- any faculty member of an institution of higher learning in the North Central Region with a teaching specialization in secondary education.

Economist -- any faculty member in a department of economics in an institution of higher learning in the North Central Region.

Institutions of Higher Learning -- the sixty-seven colleges and universities with programs of teacher training located in the North Central Region.[4]

Economic Education -- all education that is aimed at increasing the individual's understanding, knowledge, and appreciation of the economic structure of modern life.[5]

Methods and Procedures

For gathering information concerning recent changes in practices in economic education in the secondary school, current trends in curriculum design and development, and prevailing attitudes toward economic

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[4]United States Department of Health, Education and Welfare, Education Directory, 1964-1965, Part 3, Higher Education (Washington, D. C.: United States Government Printing Office), p. 8.

[5]Carter V. Good (editor), Dictionary of Education (New York: McGraw-Hill Book Co., Inc., 1959), p. 190.

education which have implications for the future, the opinionaire and the questionnaire proved to be most helpful.[6]

Review of the Literature

The review of the literature aided the development of perspective. The evolution, methodology and definition of the discipline of economics were discussed as these are treated by noted social scientists in the field. An investigation and analysis of available, related literature has been made, and these sources have served as a basis for further study of the problem of offering courses in economics at the secondary level. It was found, however, that existing literature does not offer adequate criteria for determining what practices in economic education in the secondary schools should be.

Development of Criteria

The development of criteria included the following steps:

1. Development of an opinionaire which was sent to professional economists and secondary educators in order to establish criteria for evaluating programs of economic education in the secondary schools;

2. Distribution of the opinionaire to chairmen of departments of economics and departments of education in the sixty-seven institutions of higher learning which are in the region; with the request that they be distributed to individuals best qualified to supply the needed information.

3. Acquisition of information and opinions from economists and secondary educators and tabulation of responses;

4. Interpretation and evaluation of information which was used in developing an evaluative criteria for studying economic education in the secondary schools.

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[6]Katherine Gordon Capt, "The Questionnaire and Other Reporting Forms As Aids in Field Exploration," Pauline V. Young, Scientific Social Surveys and Research (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1950), p. 180.

Development of an Instrument to Study Curriculum

The development of an instrument to study curriculum included:

1. Determination of criteria to aid in the development of an instrument to determine current trends and practices in secondary social studies curriculums;

2. Development of a questionnaire based upon the criteria established through review of the literature and through the evaluation of the responses of economists and educators received from the opinionaire.

Determination of Practices

The determination of practices in secondary schools involved the following steps:

1. Distribution of the questionnaire to directors of social studies curriculums in secondary schools included in this study;

2. Compilation of responses to the questionnaire which had been sent to directors of secondary social studies curriculums;

3. Interpretation and evaluation of information received;

4. Consideration of the major areas of emphasis in secondary social studies curriculums;

5. Determination of the present trends in curriculum planning concerning the inclusion of economics in the secondary social studies curriculums.

Interpretation and Evaluation of Practices and Trends

The interpretation and evaluation of practices and trends in curriculum planning of the secondary social studies curriculum included:

1. Evaluation of existing practices through the use of the previously established criteria;

2. Examination of responses to the opinionaire and the questionnaire to determine if there existed lines of agreement concerning the teaching of economics in the secondary schools;

3. Identification of problems which are associated with the development of programs of economic education;

4. Determination of the areas which should receive major emphasis in planning the economic education program;

5. Consideration of trends in course content changes and in types of courses added during the past ten years in the light of implications concerning the future development of economic education.

Organization

A study of the historical background, available research and literature related to the subject is presented in Chapter II of this paper. Chapter III presents opinions of higher education respondents concerning what should be the structure and nature of the secondary school economics course. This chapter also includes these respondents' considered opinions concerning implications relative to the improvement of present and future programs in secondary school economics. Responses to the secondary questionnaire concerning the number and types of economics courses presently being offered in the secondary schools in this region are presented in Chapter IV. Included in Chapter V are the responses of secondary curriculum directors reporting the trends in economics since 1955. This chapter also includes directors' opinions concerning what the course in secondary school economics should be. Chapter VI presents an evaluation of established criteria and current practices in economic education and a summary of the study, conclusions, and recommendations.

CHAPTER II

HISTORICAL BACKGROUND AND REVIEW OF THE LITERATURE

The recognition of the need for an adequate economic education is not particularly, a contemporary innovation. This idea was being expressed by leading educators even before the turn of the century.[7] According to Agnew O. Roorbach in his book, The Development of the Social Studies in American Secondary Education Before 1861, economics was being offered in a limited number of secondary schools. This course was commonly known as "political economy." Roorbach noted that political economy was usually taught together with logic, mental and moral philosophy, civics and religious education prior to the Civil War. During this period in American education, the curriculum tended to be almost entirely classical in nature, and if economics was taught at all, it was limited to a three months' term.[8]

A reviewer of early economics textbooks expressed the opinion that many teachers were ill prepared and taught verbatum from the textbooks.

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[7]Frank H. Dixon, "The Teaching of Economics in the Secondary Schools," The Third Yearbook of the National Herbart Society (for the Scientific Study of Teaching) (ed. Charles A. McMurry) (Chicago: The University of Chicago Press, 1897), p. 135.

[8]Agnew O. Roorbach, The Development of the Social Studies in American Secondary Education Before 1861 (Philadelphia: The University of Pennsylvania Press, 1937), p. 221.

The texts were so poorly written that young people avoided the subject whenever possible.[9]

Tryon suggested that "prior to 1892, the interest of the [National Education] Association in the social sciences in the schools never materialized in anything other than mere reports and verbal recommendations. In this year, however, a step toward more concrete results was taken."[10] On July 9, 1892, a Committee on Secondary School Studies convened and the Committee of Ten was appointed during the meeting of the National Education Association.[11] One of the subjects to be discussed and examined by this Committee was political economy.[12]

Commenting on the report of the Committee of Ten, Dixon stated that, at this time, "only about one-twentieth of the high schools" were offering a course in economics. He indicated that the courses were not proving to be successful because a great majority of the teachers had had little or no training in the field of economics; therefore, they were unaware of the importance of the discipline and were teaching the subject in a dry and uninteresting manner.[13]

As a result of the influence of the recommendations of the Committee of Ten, educators living in the late nineteenth century and early twentieth century began to develop a broader outlook on the purposes of

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[9]Rolla Tryon, The Social Sciences as School Subjects (New York: Charles Scribner's Sons, 1935), p. 345.

[10]Ibid., p. 6.

[11]National Education Association, "Report of the Committee on Secondary School Studies," Report of Committee of Ten (Washington, D.C., Government Printing Office, 1893), p. 1.

[12]Ibid., p. 5.

[13]Dixon, op. cit., p. 128.

education in the secondary school. The recommendations of the Committee were thought to have had a decided effect on encouraging new interest in the study of economics in the early twentieth century. The Committee expressed the desire to encourage a broader outlook, stating, "In making these recommendations the Conference [intends] . . . that emphasis be laid on vital topics, and that less time be devoted to controverted subjects and unsettled ideas."[14] Vital topics were considered to be economic problems which were related to government and politics, as well as others. A part of this broadening in outlook was reflected in the tendency of educators to advocate a more extended and rational teaching of economics in the secondary school.

Reflecting the increasing interest in economics, educators began conducting studies to determine various aspects of economic education programs in the secondary schools. In 1912, one leading educator conducted such a study. John Haynes indicated that there had been a large increase in the number of courses being offered in the secondary schools since the Report of the Committee of Ten had been made. He concluded, however, that "on the whole the increase in the teaching of economics has been slower than it ought to have been."[15] According to responses to Haynes' questionnaire, two of the primary reasons why the teaching of economics had not increased at a more rapid rate was that there were few teachers who felt prepared to teach the course and that proper textbooks were nonexistent.[16]

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[14]NEA, Report of Committee of Ten, op. cit., p. 182.

[15]John Haynes, Economics in the Secondary School (Boston: Houghton Mifflin Company, 1914), p. 22.

[16]Ibid., p. 26.

Between the years 1900-1920, a major change took place in the texts and in contemporary thought concerning the matter of economics. There grew to be an interest in the social aspects of economic activities and the course began to change from a dull dry subject to a dynamic, and yet practical subject. As a result of this dramatic change a greater number of schools began offering courses in economics. From 1920 to 1930, economics became an accepted secondary school discipline; textbooks were revised and there developed considerable diversity in subject matter included in the economics course.[17]

If the thirties saw no other innovations, they viewed a nation which had suddenly become aware of the importance of economic education for the citizens of a democracy. The depression emphasized the need for individual understanding of economic issues, personal as well as social. It was not until this period that educators began to become interested in educating young people in the area of consumer spending. Effective consumer spending requires such necessary skills as the wise management of money, the selection of the best quality for the lowest possible price, and the critical interpretation of advertising. Educators and the general public were becoming aware that not only must each citizen be educated in such a way that he is able to attend to his personal needs, he must also be well informed so that he can vote wisely on political and social welfare issues which involve questions of economic import.[18]

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[17]Tryon, op. cit., pp. 361-373.

[18]National Education Association, Consumer Education in Your School, Consumer Education Study (Washington, D. C.: National Education Association, 1947), pp. 10-15.

Increasing interest on the part of the public reinforced the efforts of educational groups to improve the country's economic understanding of current problems.

From the early twenties until about 1951, the number of separate courses did not increase to any great extent, but according to Fraser and West, "there has been a great increase in the time devoted to economic topics in history, geography, civics, and social problems courses. Treatment of these topics has shifted from the teaching of economic theory in a relatively abstract fashion to study of contemporary economic problems. The problem-centered approach is defended as making economic information more learnable for high school students."[19]

During the recent years past, the Joint Council on Economic Education and the Council for Advancement of Secondary Education have continued in their research to identify basic economic concepts that should be taught in the secondary school economics program. Earl S. Johnson, professor of Social Science at the University of Chicago, pointed out the need for this development of economic concepts through the critical evaluation of choices of economic goods and activities.[20] This, again, is the problem solving approach to economic education. Lenard Silk emphasized the need for an effective approach to the teaching of economics, and he pointed out the apparent failure of educators to do an

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[19]Dorothy McClure Fraser and Edith West, Social Studies in the Secondary Schools, Curriculum and Methods (New York: The Ronald Press Company, 1961), p. 395.

[20]Earl S. Johnson, "The Perspective of Unlimited Wants and Scarce Means: Economics," Theory and Practice of the Social Sciences (New York: The Macmillan Company, 1956), pp. 392-393.

effective job of teaching economic concepts in the recent past. He said, "Whether the substance of what economists have been trying to teach is correct or incorrect, they have not succeeded in teaching it to many people."[21]

Silk stressed his point referring to polls and surveys which were made concerning the President's tax proposals, and he emphasized the fact that, although economists have been attempting, since the Great Depression, to teach that it is not necessary to have an annually balancing budget, most of the businessmen, who should be more informed on fiscal policy than other less active members of the economic community, had not learned this lesson at all. On the contrary, they would agree to a tax cut, Silk related, only if there were a comparable cut in government spending. This is, of course, contrary to the aforementioned concept which had been a part of the economics curriculum for some thirty years.[22] Silk's article pointed out the difficulty in simplifying the study of economics to the isolation of a few basic concepts and the teaching of these as unchangeable truths.

A majority of those who are concerned with the current problem of effective economic education agree, at least in a general manner, upon the aims of economic education. "Ideally, economic education should result in economic literacy and effective action. The former can be tested

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[21]Lenard S. Silk, "Efficiency in the Teaching of Economics: The Product," American Economic Review, Vol. LIV (May, 1964), p. 595.

[22]Ibid., pp. 596-597.

by means well known to teachers; the latter may be more difficult to test, but it promotes the welfare and the happiness of the individual and others in the groups in which they belong."[23]

The aims and effectiveness of economic education have been a major concern of the Joint Council on Economic Education. In his recent article, George L. Fersh, Associate Director of the Joint Council on Economic Education, suggested ten areas of concern which he felt must be included in a sound economic education program. These were:

1. Optimum use of human, natural and capital resources.
2. Relative importance of production satisfactions.
3. Relative importance of consumption satisfactions.
4. Government in the economy.
5. Relative importance of growth and stability.
6. Relative importance of freedom and security.
7. Size and power of organizations in the economy.
8. Science and technology in the economy.
9. Interstate economic relationships.
10. International economic relationships.[24]

According to Fersh, the foremost problem to be solved by the Council is the improvement of the backgrounds of teachers who are inadequately prepared to teach economics. The Joint Council has suggested that workshops in economic education be offered in colleges and universities throughout the nation in order to overcome this inadequacy. Most workshops are designed to last three weeks with equal amounts of time devoted to the content of economics and the methods of presenting this information at each level. In the decade which has passed since this

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[23]William M. Polishock, "Economic Education Through Separate Courses," The American Business Education Yearbook, Vol. 15, 1958, p. 160.

[24]George L. Fersh, "Economic Education," Educational Leadership (Journal of The Association for Supervision and Curriculum Development), National Education Association, Vol. 18, No. 7 (April, 1961), pp. 502-505.

movement began, 14,000 classroom teachers have taken advantage of this much needed in-service education which has been offered by colleges and universities throughout the nation.[25]

The lack of adequately trained teachers and well planned curriculum is emphasized by the fact that most students must wait until they are in college before they are able to have any formal training in economics. This is important in considering the future of a democracy because we know that many students who graduate from high school do not go on to college. Concerning this problem, the Report on the National Task Force on Economic Education, sponsored jointly by the American Economic Association and the Committee for Economic Development, stated: "If our citizens of tomorrow are to achieve the desired minimum economic understanding, most of them must get it in the schools. It is no good to say that they can wait until college, for less than half of them go on to college, and most of those do not study economics when they get there. Thus most of our youth must rely on the high schools for the economics they are to learn."[26]

According to recent studies, approximately ten million pupils were attending high school in the early 1960's.[27] It has been estimated that five per cent or fewer high school students will have had a secondary

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[25]George L. Fersh, "The Joint Council's Decade in Economic Education," School and Society, Vol. 87 (January, 1959), p. 47.

[26]Committee for Economic Development, Economic Education in the Schools, Report of the National Task Force on Economic Education (New York: Committee for Economic Development, 1961), p. 8.

[27]G. L. Bach, "Economics in the High Schools: The Responsibility of the Profession," American Economic Review, Vol. LI, No. 2 (May, 1961), p. 579.

school course in economics before they graduate.[28] If forty per cent of the ten million high school students enroll in college, and, continuing according to the present trend, one-fourth of those students enroll in at least one course in economics, there will be only ten to fifteen per cent of all the young voting citizens who have ever had any training in economics.[29]

In college, economics is offered mostly as an elective, and this course is not so widely elected as are courses in which students have had previous exposure during their pre-college training. If the previous exposure was an unhappy experience for the high school student, and there is evidence that this is a good possibility considering many existing courses,[30] the student will, like the student who is unacquainted with the discipline, be likely to avoid the college offerings in the area of economics.

It is necessary to reemphasize the fact that not all high school students go to college; therefore, the level of preparation of the citizenry in economics is far below the level of preparation which is considered essential to the making of wise decisions in other areas of social living. In ethics, we study laws which govern human behavior in order to practice them if they prove to be good for human relations and

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[28] M. C. Olson and E. L. Swearingen, "Business and Economic Education for the Academically Talented Student," National Education Association Journal, Vol. 51 (April, 1962), pp. 42-44.

[29] Bach, loc. cit.

[30] Bernard F. Haley, "The Teaching of Economics, The Content of the Introductory Course," American Economic Review, Vol. LIII, No. 2 (May, 1962), p. 475.

to change them if they prove to be bad for human relations.[31] It is reasonable to assume that the purpose of studying economics is to improve the economic order. John Kenneth Galbraith emphasized the importance of social cognizance regarding economic consciousness: "A society has one higher task than to consider its goals, to reflect on its pursuits of happiness and harmony and its success in expelling pain, tension, sorrow and the ubiquitous curse of ignorance. . . . It must also, so far as possible, insure its own survival."[32]

The primary reason for concern about economic literacy is that each man, woman and child needs to become aware of the relationship of economics to the social problems about which Galbraith spoke. "Primarily, the abolition of economic illiteracy among all groups is a question of seeing relationships."[33] Critics of modern day economic education feel that unless there is a drastic change made in textbooks, it will be almost impossible for high school teachers to teach economics in such a way that the students learn to relate economic problems to social circumstances,[34] but in the last analysis, they agree that it is imperative that high school teachers become more aware of basic economic relationships.[35]

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[31]Vincent Edward Smith, The School Examined: Its Aim and Content (Milwaukee: The Bruce Publishing Company, 1960), p. 217.

[32]John K. Galbraith, The Affluent Society (Boston: Houghton Mifflin Company, 1960), p. 351.

[33]Herbert A. Tonne, Consumer Education in the Schools (New York: Prentice-Hall, Inc.), 1941, p. 42.

[34]"Textbooks in Economics," American Economic Review, Vol. LII, No. 1, Part 2 (March, 1963), pp. 25-27.

[35]Paul R. Olson, "Economic Education: Challenge to our Profession, This is Economics in the Schools," American Economic Review, Vol. LI, No. 2 (May, 1951), pp. 564-578.

In his unpublished dissertation entitled "A Study of the Attitudes and Opinions of Administrators, Teachers of Business and Teachers of Social Studies Toward the Place of Economics in the Secondary School," Alexander Pomnichowski discussed the importance of the views of those who are directly involved in alleviating the problem of economic illiteracy.[36] In addition to public school teachers and administrators, "economists have. . . a critical role to play in helping to bring into being a better-informed citizenry, competent to reason for itself and to act sensibly on important private and public matters."[37] In his article, "Elementary Economic Education," George Stigler agreed that economists have a major responsibility to further the cause of improving economic education in the secondary schools. He felt that economists must not accept the work of the Task Force as a release from responsibility. He said concerning this, "the economists composing the Task Force are leaders in American economics, of unquestionable competence and integrity. But they do not monopolize these virtues. . ."[38] Stigler did, however, agree that the Task Force offers an approach which is better than the one which currently prevails. He said,

> If there is not an authoritative professional influence on high school instruction in economics, what other sources of influence will prevail? The answer is a strange medley of (1) teachers and school administrators long on pedogogy and

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[36]Alexander Pomnichowski, "A Study of the Attitudes and Opinions of Administrators, Teachers of Business and Teachers of Social Studies Toward the Place of Economics in the Secondary School," Doctoral Dissertation (The University of Michigan, 1961).

[37]Silk, op. cit., p. 603.

[38]George J. Stigler, "Elementary Economic Education," American Economic Review, Vol. LIII, No. 2 (May, 1963), p. 653.

> short on economics, (2) special interest groups who flood our schools with variously slanted materials and (3) a rearguard of textbook salesmen and opinionated local school board members. And has not this strange and not always open competition led to a generally unsatisfactory neglect and/or treatment of economics in the high school?[39]

Another development in the movement to improve basic understandings of economic principles and combat economic illiteracy has been the educational television series, "The American Economy," which was offered in 1962-1963, and was taught by John R. Coleman, Carnegie Institute of Technology. This series was greeted with a great amount of enthusiasm and many authorities believe that a program such as this one might be a significant aid for teaching economics. Students, teachers, and the general public have the opportunity, through this kind of instruction, to improve their abilities to analyze and relate the functions of our economy with social and political happenings. There are however, limitations to televised instruction which prevent its being used as an exclusive method of presentation, but it is hoped that the enthusiasm which has been created by this fresh approach to economic education will encourage schools and communities to become more aware of the need for providing much needed instruction in economic education for all future citizens.[40]

Summary

This chapter included information concerning early attempts to include some form of economic education content in programs on the

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[39] Ibid.

[40] John R. Coleman, "Economic Education, Economic Literacy: What Role for Television?," American Economic Review, Vol. LIII, No. 2 (May, 1963), pp. 645-652.

secondary level. Developments in economic education from the years immediately preceding the early 1900's to the present time have been discussed. In addition, more recent studies and programs in economic education have been related and examined. Literature reviewed in this chapter helps to support the contention that there is a need for research regarding the status of economic education in the secondary school.

CHAPTER III

OPINIONS OF HIGHER EDUCATION RESPONDENTS

This chapter reports opinions of economists and educators concerning the inclusion of economics courses on the secondary level. In order to establish criteria to be used in evaluating secondary school economics programs, an opinionaire was sent to the chairmen of departments of education and economics in those institutions of higher learning that are state supported and involved in teacher training. Each department chairman was requested to refer the opinionaire to a member of the faculty who was best qualified to respond. The opinionaire was designed to gather information concerning preferences of economists and educators for types of courses and opinions concerning the past, present and future status of economics in the secondary school. A copy of the opinionaire is included in Appendix A on page 122.

Only those institutions of higher learning which were in the 12 states constituting the North Central Region were contacted. A total of 134 opinionaires were distributed to these institutions. A total of 101 or 75.4% of the opinionaires were returned. Of the 101 opinionaires returned, 53 were received from departments of economics, and 48 were received from departments of education. For additional information concerning opinionaires mailed and returned, see Table 1 on page 22.

Responses of economists and educators were tabulated separately and then combined for the purpose of interpretation. In answering

questions I-III of the opinionaire, the respondents expressed their views on the following: Should economics be taught as an independent course or as an integral part of other social studies courses? Should the economics course be required or elective, and at which grade level should the course be taught? What should be the major areas of emphasis in content of an economics course offered on the secondary level?

TABLE 1

OPINIONAIRES MAILED AND RETURNED

Opinionaires	Departments Contacted					
	Economics		Education		Both	
	N	%	N	%	N	%
Returned	53	79.1	48	71.6	101	75.4
Not Returned	14	20.9	19	28.4	33	24.6
Total	67	100.0	67	100.0	134	100.0

In questions I-III, check lists were provided. The responses of both economists and educators, therefore, were similar in that they were structured by the checklists. Only a few of the respondents offered additional comments in the space provided.

Questions IV - VII included the following: What should we expect the main contributions of the secondary school economics course to be? What might be done to improve the status, prestige and future development of economic education in grades 9-12? Who is responsible for improving the status of economics in the secondary social studies curricu-

lum? Is this primarily a task of professional economists, teachers college faculties, state departments of education, national committees, individual teachers in individual schools, or social studies curriculum directors in secondary schools? What are the main reasons why economics has not achieved status as a separate or required subject in the secondary social studies curriculums comparable with the positions of world or United States history?

Since the respondents were allowed to express views undirected by checklists, the answers to questions IV, V, and VII were varied. Most of the respondents replying to question VI patterned their responses fairly closely after the question, and these responses could be tabulated without editing them. Although the responses to questions IV, V, and VII were varied, some of the educators and economists expressed many of the same general ideas. Responses expressing the same general ideas were edited and tabulated. A few of the ideas were not repeated more than once. Such responses were placed in categories marked "other."

Types of Economics Courses

Preferences of Economists and Educators for Types of Courses

Economists and educators were requested to indicate the types of economics course preferred. Respondents were asked to indicate whether they preferred economics to be taught as an independent, required course or as an independent, elective course. If the respondents indicated that they did not wish to offer economics as an independent course, they were asked to indicate whether they preferred offering economics as an integral part of other courses or whether they preferred offering economics

only as an integral part of another social studies course. Table 2 shown below lists the preferences of economists and educators for types of courses.

TABLE 2

PREFERRED TYPES OF ECONOMICS OFFERINGS

Types of Offerings	Economists		Educators		Both	
	N	%	N	%	N	%
Independent Required	31	59.6	15	31.9	46	46.5
Independent Elective	14	26.9	14	29.7	28	28.3
Integral Part of Another Social Studies Course	5	9.6	18	38.3	23	23.2
Only as Part of Another Social Studies Course	2	3.8	0	--	2	2.0
Total Usable Responses	52	99.9*	47	99.9*	99	100.0

*Percentages reported in this and other parallel tables do not all equal 100 percent due to rounding.

A total of 99 economists and educators indicated preferences for types of economics courses to be offered in the secondary school. Seventy-four or 74.7% of the respondents thought that economics should be included in the secondary curriculum as an independent course. Of those indicating that economics should be offered as a separate high school course, 46 or 46.5% stated that it should be included in the curriculum

as an independent, required course. Twenty-eight or 28.3% of those respondents preferring an independent course indicated that the course should be elective. There were 23 or 23.2% of the respondents who preferred offering economics as an integral part of another social studies course, and 2 or 2% of the economists and educators responding preferred offering economics only as part of another social studies course.

Preferences of Economists for Types of Courses

A total of 52 economists indicated their preferences for types of courses. Responses of economists indicated that this group was strongly in favor of offering economics as an independent course in the social studies curriculum. Forty-five or 86.5% of the economists indicated that economics should be offered as an independent course, while 7 or 13.3% of the economists indicated that economics should be included as an integral part of another social studies course. Of the economists who preferred an independent course, 31 or 59.6% believed that the course should be required. Fourteen or 26.9% believed that the independent course should be elective. Economists indicating preferences for economics to be taught as an integral part of another social studies course were 5 or 9.6%. Only 2 or 3.8% of the economists believed that economics should be taught only as part of another social studies course.

Preferences of Educators for Types of Courses

Forty-seven educators indicated preferences for types of economics courses in the secondary school. Of the educators responding, 25 or 61.7% preferred offering economics as a separate course, while 18 or 38.3% preferred offering economics as an integral part of another social

studies course. Fifteen or 31.9% of the educators indicated that they believed the independent courses should be required, and 14 or 29.7% believed independent courses should be elective. Eighteen of the 47 educators preferred offering economics as an integral part of another social studies course. None of the educators, however, indicated that economics should be offered only as part of another social studies course.

Required or Elective Courses

Preferences of Economists and Educators for Required or Elective Courses

Economists and educators were asked whether economics should be included in the secondary social studies curriculum as a required or as an elective course. Their stated preferences are summarized in Table 3. Fifty-five or 61.8% of these respondents indicated that economics should be offered as a required course, while 34 or 38.2% indicated that economics should be offered as an elective course.

TABLE 3

PREFERRED REQUIRED OR ELECTIVE OFFERINGS

	Economists		Educators		Both	
	N	%	N	%	N	%
Required	33	66.0	22	56.4	55	61.8
Elective	17	34.0	17	43.6	34	38.2
Total Usable Responses	50	100.0	39	100.0	89	100.0

Preferences of Economists for Required or Elective Courses

A total of 33 or 66.0% of 50 economists responding indicated that economics should be offered as a required course in the secondary school. Only 17 or 34.0% of the economists preferred offering economics as an elective course.

Preferences of Educators for Required or Elective Courses

Of the 39 educators expressing preferences for required or elective courses, 22 or 56.4% stated that economics should be a required course in the secondary schools. Seventeen or 43.6% of the educators indicated that they preferred offering economics as an elective course.

Grade Levels for Offering Economics

Combined Responses of Economists and Educators - Grade Levels

Concerning the grade level at which economics should be taught, a total of 96 economists and educators responded. Two or 2.3% of this group preferred offering economics at grade nine, and 3 or 3.1% preferred offering economics at grade ten. Grade eleven was preferred by 8 or 8.3% of the educators and economists responding. A total of 62 or 64.6% of respondents indicated that they preferred offering economics at the twelfth grade level. Twenty-one of the economists and educators indicated that they preferred offering courses in economics at more than one grade level. Thirteen of the 21 or 13.5% of the total number of economists and educators responding to this question indicated that economics should be offered on both the eleventh and twelfth grade levels. Preferences of economists and educators for grade levels are summarized in Table 4 on page 28.

TABLE 4

PREFERRED GRADE LEVELS FOR OFFERING

Grade Levels Preferred	Economists		Educators		Both	
	N	%	N	%	N	%
9	1	1.9	1	2.3	2	2.1
10	1	1.9	2	4.5	3	3.1
11	5	9.6	3	6.8	8	8.3
12	35	67.3	27	61.4	62	64.6
9,10	0	- -	0	- -	0	- -
9,11	0	- -	0	- -	0	- -
9,12	2	3.8	0	- -	2	2.1
10,11	0	- -	1	2.3	1	1.0
10,12	0	- -	0	- -	0	- -
11,12	6	11.5	7	15.9	13	13.5
10,11,12	1	1.9	0	- -	1	1.0
9,10,11,12	1	1.9	3	6.8	4	4.2
Total Usable Responses	52	99.8	44	100.0	96	99.9

Responses of Economists - Grade Levels

Regarding the level at which economics should be offered in the secondary curriculum, 52 economists responded. Of the respondents in this group, 1 or 1.9% preferred grade nine. One or 1.9% of the economists preferred offering economics at the tenth grade level. A total of 5 or 9.6% of the respondents in this group indicated that economics

should be offered at the eleventh grade level, and 35 or 67.3% stated that it should be offered at the twelfth grade level. Several economists indicated that courses should be offered on more than one grade level. In this category, 6 or 11.5% of the economists preferred offering economics on both the eleventh and twelfth grade levels.

Responses of Educators - Grade Levels

According to the responses of the 44 educators, fewer favored offering economics at the ninth grade level than at any other level. Only 1 or 2.3% of the educators preferred offering economics at grade nine, and 2 or 4.5% preferred offering economics at grade ten. Three or 6.8% of the educators believed that economics should be made available to students on the eleventh grade level. Most of the educators, by far, 27 or 61.4% preferred offering economics at the twelfth grade level. Eleven educators indicated that economics should be offered on more than one grade level. Of these eleven, 7 or 15.9% of the total number of educators indicated grades eleven and twelve.

Areas of Emphasis in an Independent Course

Responses of Economists and Educators - Areas of Emphasis in an Independent Course

Ninety-seven economists and educators expressed preferences for areas of emphasis in independent economics courses offered on the secondary level. Of these 97, thirty-four or 34.7% of the economists and educators expressed a preference for a theoretical approach to the teaching of economics in the secondary school. Forty-four or 44.9% of the total number responding, indicated that they preferred an applied approach.

Eighteen or 18.4% of the total number of members in this group preferred emphasizing a consumer economics approach to the problem. Two of the economists and educators indicated that they preferred an area of emphasis other than the ones listed. The particular area of emphasis most preferred was applied economics. Theoretical economics was the second preferred area of emphasis. Fewer respondents expressed preferences for consumer economics, and the concentration of answers in the "other" category was negligible. Table 5 shows responses in this category.

Responses of Economists - Areas of Emphasis in an Independent Course

A total of 52 economists indicated preferences for areas of emphasis in independent courses. Of these economists, 22 or 42.3% indicated that they preferred to place major emphasis upon a theoretical approach to teaching economics in the social studies curriculum in the secondary school. Twenty-eight or 44.2% favored placing emphasis upon applied economics. Six or 11.5% of the economists responding to this question cited consumer economics as their first choice of the areas of emphasis listed. Only 1 or 1.9% of the respondents in this group expressed a preference for major emphasis to be placed upon an area other than those previously mentioned.

Responses of Educators - Areas of Emphasis in an Independent Course

Forty-six educators expressed preferences for areas of emphasis in independent economics courses on the secondary level. A total of 12 or 26.1% of the respondents indicated that they preferred a theoretical approach to the teaching of economics in the secondary school. Twenty-one or 45.6% preferred that major emphasis be placed upon applied

economics. Twelve or 26.1% of the educators chose consumer economics as their preferred area of emphasis. Only 1 or 2.2% of the educators indicated a preference for an area of emphasis other than the three areas previously mentioned.

TABLE 5

PREFERRED AREAS OF EMPHASIS - INDEPENDENT COURSES

Areas of Emphasis Rated First in Importance	Economists		Educators		Both	
	N	%	N	%	N	%
Theoretical	22	42.3	12	26.1	34	34.7
Applied	23	44.2	21	45.6	44	44.9
Consumer	6	11.5	12	26.1	18	18.4
Other	1	1.9	1	2.2	2	2.0
Total Usable Responses	52	99.9	46	100.0	98	100.0

Areas of Emphasis in Economics as an Integral Part of Another Social Studies Course

Responses of Economists and Educators - Areas of Emphasis - Integral Part

The total number of economists and educators responding was 97. Twenty-five or 25.8% of the educators and economists listed theoretical economics as the area of economics most preferred. Applied economics was the first choice of 43 or 44.3% of the economists and educators. Twenty-six or 26.8% of the economists and educators chose consumer economics as their preferred area of economics to be taught as an integral

part of other social studies courses in the secondary curriculum. Only 3 or 3.1% of the members of this group preferred to emphasize an area other than the three areas previously mentioned. These are in Table 6.

TABLE 6

PREFERRED AREAS OF EMPHASIS - INTEGRAL PART OF OTHER COURSES

Areas of Emphasis Rated First in Importance	Economists		Educators		Both	
	N	%	N	%	N	%
Theoretical	18	36.0	7	14.9	25	25.8
Applied	23	46.0	20	42.6	43	44.3
Consumer	8	16.0	18	38.3	26	26.8
Other	1	2.0	2	4.2	3	3.1
Total Usable Responses	50	100.0	47	100.0	97	100.0

Responses of Economists - Areas of Emphasis - Integral Part

A total of 50 economists indicated their preferences for areas of emphasis in economics taught as an integral part of another social studies course. Eighteen or 36% of the economists preferred emphasizing a theoretical approach to the teaching of economics as an integral part of other social studies courses. Twenty-three or 46% of the economists indicated preferences for an applied approach. Eight or 16% of the economists indicated in their responses that they believed emphasis should be placed primarily upon consumer economics when economics is taught as an integral part of other social studies courses in the

secondary school curriculum. One or 2% of the economists indicated that they preferred placing emphasis upon an area other than theoretical, applied, or consumer economics in courses including economics as an integral part of other social studies courses.

Responses of Educators - Areas of Emphasis - Integral Part

Forty-seven educators responded in the following manner: Seven or 14.9% indicated that they preferred emphasizing theoretical economics in social studies courses including economics as an integral part. Twenty or 42.6% preferred emphasizing applied economics. Eighteen or 38.3% chose consumer economics as their preferred area of emphasis. Two or 4.2% of the educators stressed areas of emphasis other than those previously mentioned.

Main Contributions of Economics

Combined Responses of Economists and Educators - Main Contributions

Economists and educators were asked to express their opinions concerning what the main contributions of an economics course on the secondary level should be. Several respondents suggested more than one contribution for a course in economics at this level. Their responses are included in Table 7.

A total of 98 economists and educators suggested what the main contributions of a secondary economics course should be. A number of respondents suggested more than one contribution. Sixty-seven or 68.4% of the economists and educators suggested that a main contribution of an economics course should be to encourage students to discover basic economic principles. Developing good citizenship was listed as a main

TABLE 7

SUGGESTED MAIN CONTRIBUTIONS OF ECONOMICS COURSES

Suggested Contributions- To Encourage Students to	N = 51 Economists		N = 47 Educators		N = 98 Both	
	N	%	N	%	N	%
Discover Basic Economic Principles	39	76.5	28	59.6	67	68.4
Develop good Citizenship	15	29.4	27	57.4	42	42.9
Understand the American Economy	12	23.5	15	31.9	27	27.6
Examine the Role of the Government in the Economy	13	25.5	9	19.1	22	22.4
Explore International Economics	5	9.8	10	21.3	15	15.3
Seek Careers in Economics	2	3.9	0	- -	2	2.0

contribution by 42 or 42.9% of the respondents, and understanding the American economy was listed by 27 or 27.6% of the respondents. Twenty-two or 22.4% of the economists and educators suggested that an economics course should encourage the examination of the role of government in the economy. Encouraging students to explore international economics was a major contribution suggested by 15 or 15.3% of the respondents. Only 2 or 2.0% of the combined responses suggested that a main contribution of an economics course in the secondary school should be to encourage students to seek careers in economics.

Responses of Economists - Main Contributions

By far, the greatest number of economists expressed the opinion that the main contribution of secondary school economics courses should be to encourage the knowledge of basic economic principles of economics. A total of 39 or 76.5% of the economists' answers were included in this category. Most of the respondents in this category expressed interest in emphasizing economic theory and practice.

Fifteen or 29.4% of the economists responding to this question stressed the importance of economic understanding as a basis for good citizenship. Several respondents in this category expressed the idea that such a course should concentrate to a considerable extent on the economic role of the individual in his society.

Of those economists responding, 12 or 23.5% thought the main contribution of economics should be to increase understanding of the American economy. Responses from this group indicated that a course in economics at the secondary level should give particular attention to capitalism, free enterprise, and the profit motive.

A total of 13 or 25.5% of the economists expressed the opinion that the aim of a secondary school course in economics should be mainly to explain the role of government in the economy. It was suggested that such a course might help students understand matters of fiscal policy, taxation, and expenditure. A number of respondents in this category mentioned the importance of emphasizing the relationship of government to the business community.

Five or 9.8% of the respondents indicated that a course in economics should provide the student with an understanding of international

economics. The economists stated that a course should encourage students to learn about the inter-relations of the economics of nations.

Only 2 or 3.9% of the professional economists suggested that an economics course in the secondary school should help to motivate students to choose economics as a professional career.

Responses of Educators - Main Contributions

Concerning what we should expect the main contributions of a secondary economics course to be, educators expressed their opinions in the following manner:

Twenty-eight or 59.6% of these educators felt that the main contribution of such a course should be to provide an understanding of basic economic principles. In this area they included economic principles, theory, and analysis of economic institutions as important parts of the economic content which should be made available to students in a secondary school economics course.

Twenty-seven or 57.4% of the educators believed that a course in economics at the secondary level should prepare students to become good citizens. This group expressed the opinion that students should have the opportunity in an economics class to become familiar with the economics of public issues. Several respondents in this group mentioned that a student who was familiar with economic aspects of these issues might tend to be a "better voter." Another aspect of citizenship which was included in this section was that of consumer buying. Many of the respondents felt that a secondary course in economics should prepare a student to be a wise consumer and investor.

Of the educators responding, fifteen or 31.9% felt that the main contribution of a secondary course in economics should be to aid students in understanding the American economy. Encouraging an understanding of the free enterprise system and its structure was stressed by many in this group.

A group of 9 or 19.1% stated that a better understanding of the role of government should be the result of an economics course in the secondary program. These educators emphasized that such a course should place particular import upon bringing about a better understanding of systems of taxation and expenditure policies.

Ten or 21.3% of the respondents indicated that international affairs might be better understood as a result of a secondary economics course. Several of the respondents stressed the importance of offering students the opportunity to learn about the economics of developing nations. Other educators emphasized that the students should learn about and compare differing types of economic systems in order to gain a better understanding of international affairs.

Suggested Steps to Improve the Status of Economics in the Secondary School

Combined Responses of Economists and Educators - Suggested Steps to Improve the Status of Economics

A total of 91 economists and educators suggested steps which might be taken to help improve the status of economics in the secondary school. Several of the respondents in this group suggested more than one way to improve status. Their edited responses are listed in Table 8. Those responses which were not repeated more than once were placed in the category marked "other."

TABLE 8

SUGGESTED STEPS TO IMPROVE STATUS

Suggestions	N = 47		N = 44		N = 91	
	Economists		Educators		Both	
	N	%	N	%	N	%
Improvement of Teacher Training	25	53.2	21	47.7	46	50.5
Provision of In-Service Programs	9	19.1	10	22.7	19	20.9
Curriculum Analysis	0	- -	14	31.8	14	15.4
Improvement of Instructional Materials	7	14.9	5	11.4	12	13.2
Employment of Economists in Secondary Schools	6	12.8	0	- -	6	6.6
Other	6	12.8	5	11.4	11	12.1

Forty-six or 50.5% of the economists and educators felt that to improve status, teacher training must be improved. Providing in-service training for teachers in the field was suggested by 19 or 20.9% of the respondents. The need for curriculum analysis was stressed by 14 or 15.4% of the respondents suggesting that an improvement in status would result from better curriculum planning. Twelve or 13.2% of the respondents suggested that improvement of instructional materials would lead to increased status for economics. Only 6 or 6.6% of the combined responses suggested that employing economists to teach in the secondary

schools would lead to an improvement in status for economics in the secondary schools. Eleven or 12.1% of the educators and economists suggested steps other than those previously mentioned.

Responses of Economists - Steps to Improve Status

Forty-seven economists suggested ways in which the status of economics might be improved. A number of these respondents made more than one suggestion.

According to economists responding to this question, improvement of the preparation of new teachers in the area of economics is needed if the status, prestige and future development of economic education in the secondary school are to be improved. Twenty-five or 53.2% of the economists responded in this manner.

Nine or 19.1% of those responding felt that an effort must be made to make economic education available to teachers who are presently teaching in the secondary schools. One suggested method for meeting the need for teachers with improved backgrounds in economics was the in-service institute. This group, as well as the one previously mentioned, seemed to reflect the idea that the most important step toward the improvement of status, prestige and future development of economic education in the secondary school lies in the preparation of teachers in the area of economics.

Six or 12.8% of the economists responding indicated that the employment of economists in the secondary schools would have the effect of improving the status, prestige and future development of economic education in grades 9-12. Seven or 14.9% of the economists indicated

that better instructional materials would aid in the improvement. Such suggestions as improvement of economics texts, additions of more economic content in texts for courses in other social studies, and the improvement of sources of economic content now available to teachers of economics in the secondary schools, were made.

Of the economists responding, 6 or 12.8% indicated that various factors other than the ones previously mentioned are needed to help improve the status of economics in the secondary school. None of these suggestions were mentioned more than once.

Responses of Educators - Steps to Improve Status

Many of the forty-four educators making suggestions of ways to improve the status of economics in the secondary school offered more than one idea for improving status. Twenty-one of the educators suggested that the factor which would contribute most effectively to the improvement of status would be the improvement of teacher preparation. A number of educators in this group emphasized the importance of training new teachers-to-be in the area of economics. A total of 47.7% of the educators responding placed emphasis upon improving teacher training in economic education as a means for improving the status, prestige and future development in the field.

Closely related to the group of educators previously mentioned, a group of ten educators, 22.7% of the educators responding, indicated that they also believed that improvement of the in-service education of teachers was important in promoting the status, prestige and future development of education. This group suggested that teachers who are currently

involved in teaching economics as a separate course or as an integral part of other social studies courses should have opportunities for in-service training. They suggested that summer seminars in economic education might also contribute to the improvement of instruction in economics on the secondary level.

Fourteen or 31.8% of the educators responding indicated their belief that improvement in the status, prestige and future development of economics in the secondary schools depends greatly upon analyses of economic education curriculums. Several respondents in this group suggested that studies be made of existing programs in economic education in the secondary schools.

Only 5 or 11.4% of the educators indicated that better instructional materials would increase the status of economics in the secondary schools. Five or 11.4% of the educators indicated that factors other than the ones previously mentioned might be factors of primary importance. None of these suggestions were mentioned more than once.

Responsibility for Improving the Status of Economics in the Secondary School

Responses of Economists and Educators - Responsibility for Improving Status

Many of the 99 economists and educators responding to this section of the opinionaire suggested that more than one group might be responsible for improving the status of economics in the secondary school. Their individual and combined responses are found in Table 9. Fifty-two or 52.5% of these respondents suggested that professional economists were primarily responsible for improving the status of economics.

TABLE 9

RESPONSIBILITY FOR IMPROVING STATUS

Responsible Parties	N = 52		N = 47		N = 99	
	Economists		Educators		Both	
	N	%	N	%	N	%
Professional Economists	30	57.7	22	46.8	52	52.5
Individual Teachers in Individual Schools	22	42.3	26	55.3	48	48.5
Teachers College Faculties	23	44.2	23	48.9	46	46.5
Secondary School Social Science Curriculum Directors	23	44.2	21	44.7	44	44.4
State Departments of Education	21	40.4	21	44.7	42	42.4
National Committees	16	30.8	16	34.0	32	32.3
Other	7	13.5	5	10.6	12	12.1

Individual teachers in individual schools were listed as parties responsible by 48 or 48.5% of the respondents. Teachers college faculties were responsible for improving the status of economics according to reports from 46 or 46.5% of the respondents. Forty-four or 44.4% of the respondents expressed the view that secondary school social science curriculum directors were mainly responsible for improving the status of economics in the secondary school. State departments of education were listed by 42 or 42.4% of the respondents and national committees were listed by 32 or 32.3% of the respondents as parties responsible for

improving the status of economics. Twelve or 12.1% of the economists and educators listed various unrelated groups whom they believed to be responsible for improving status.

Responses of Economists - Responsibility for Improving Status

Replying to the question "Who is responsible for improving the status of economics in the secondary school social studies curriculum?" 52 economists responded. Of these economists, 30 or 57.7% indicated that they believed professional economists to be primarily responsible for improving the status of economics in the secondary school. Twenty-two or 42.3% of the economists believed that individual teachers in individual schools were mainly responsible. Twenty-three or 44.2% stated that teachers college faculties were most responsible for improving the status of economic education, and that same number suggested that secondary school social studies curriculum directors were most responsible. Indicating that state departments of education were mainly responsible for improving status were 21 or 40.4% of the economists. Sixteen or 30.8% of the economists listed national committees, and only 7 or 13.5% indicated that groups other than those previously mentioned were responsible for the improvement of status of economics in the secondary school.

Responses of Educators - Responsibility for Improving Status

A total of 47 educators listed groups which they believed to be responsible for improving the status of economics in the secondary schools. Of these 47 twenty-two or 46.8% of the educators believed that professional economists were a most responsible group. Concerning this same problem, 26 or 55.3% indicated that individual teachers in

individual schools were primarily responsible for improving status. Twenty-three or 48.9% of the educators listed teachers college faculties, and 21 or 44.7% listed secondary school social science curriculum directors. Another 21 or 44.7% suggested that state departments of education were responsible for improving the status of economics in the secondary school. Sixteen or 34% of the educators suggested that national committees were responsible, and only 5 or 10.6% suggested that groups other than those listed were responsible for improving the status of economics in the secondary school.

Suggested Reasons for the Lack of Status of Economics in the Secondary School

Responses to this question by economists and educators were highly subjective but reflected some agreement. In some cases the two groups suggested reasons which were similar, but educators suggested some reasons which were not mentioned by economists, and the economists suggested some reasons which were not mentioned by the educators. Therefore, combining the responses of the two groups seemed to be of little value. Table 10 summarizes the responses of the two groups separately.

Responses of Economists - Reasons for Lack of Status

A total of 51 economists responded to the question: "What are the main reasons why economics has not achieved status as a separate or required subject in the secondary social studies curriculums comparable with the positions of world or United States history?" Some of the economists suggested more than one reason.

TABLE 10

SUGGESTED REASONS FOR LACK OF STATUS

Suggested Reasons	Economists N = 51		Educators N = 47	
	N	%	N	%
There is a lack of qualified teachers	20	39.2	19	40.4
Economists are apathetic	8	15.7	15	31.9
The study of economics is too difficult	17	33.3	--	- -
Present curriculums are poorly structured	11	21.6	9	19.1
Public demand for economics is lacking	10	19.6	--	- -
Administrators are unaware of the importance of economics	9	17.6	18	38.3
Traditionally, economics has not been required	8	15.7	10	21.3
There is a fear of controversy	--	- -	7	14.9
Others	--	- -	4	8.5

Lack of Qualified Teachers.- Twenty of the economists suggested that one of the reasons for the lack of status of economics in the secondary school was that there exists a lack of qualified teachers. This number represents an opinion expressed by 39.2% of the 51 economists. The point was emphasized that in many secondary schools, teachers and supervising personnel have all experienced history courses in college, but few have taken courses in economics.

Economists Are Apathetic.- Eight or 15.7% of the economists attributed the lack of status of economics to apathy on the part of economists. Respondents made numerous references to economists who believe that economics courses must be dull and dry. Several respondents felt that emphasis upon micro-theory, graphs and statistics has been exaggerated in many introductory courses, thereby discouraging many students who might well have become supporters of a movement to include economics in the secondary curriculum.

Study of Economics Too Difficult.- Seventeen or 33.3% of the economists suggested that the status of economics in the secondary school is lacking because the study of economics is too difficult. Several respondents mentioned that the study of economics deals more with the abstract than do history or government, in this way making the study of economics more difficult.

Present Curriculums Are Poorly Structured.- A total of 99 or 21.6% of the economists suggested that curriculums are poorly structured. Some of the respondents felt that economics courses on the college level were often structured in such a way that they were too sophisticated to be assimilated by those below the sophomore level in college. Others in this category suggested that secondary courses in economics were often structured by teachers and administrators who had experienced few if any economics courses on the college level.

Public Demand Lacking.- Ten or 19.6% of the economists suggested that there was a lack of status in the secondary schools because there was a lack of public demand for the course to be taught. Several respondents

suggested that many people are yet unaware of the necessity for familiarity with economics to aid adjustment in shifting social structures.

Administrators Unaware of the Importance.- Nine or 17.6% of the economists expressed the idea that short-sightedness on the part of administrators in secondary schools due to lack of exposure in the field contributes to a lack of status. Often economics is considered to be "just common sense" - not a subject for concentrated study.

Traditionally, Economics Has Not Been Required.- Eight or 15.7% of the respondents in this category suggested that the study of economics has not achieved status comparable with that of United States history because history has been required and economics has not been required. Some economists stated that many states require United States history for certification in the area of social science, while they do not require economics.

Responses of Educators - Reasons for Lack of Status

Forty-seven educators suggested reasons for the lack of status of economics in the secondary school. Some of the respondents suggested more than one reason.

Lack of Qualified Teachers.- Nineteen or 40.4% of the educators indicated that the lack of teachers qualified in the area of economics was a major reason why economics had not achieved status in the secondary school comparable with the status of world or United States history. A lack of encouragement for young people to study in the discipline was concluded to be a primary factor contributing to the poor preparation of secondary social studies teachers in the area of economics.

Economists Are Apathetic.- Fifteen or 31.9% of the educators indicated that economists have generally been remiss in communicating with professional educators who might be considered perfectly capable of grasping economic concepts. Several respondents expressed the opinion that economists have often appeared to be apathetic about encouraging the study of economics among students other than those preparing for the Ph.D. in economics.

Present Curriculums Are Poorly Structured.- A total of 9 or 19.1% of the educators suggested that the lack of a conceptual framework for curriculum and content development was a contributing factor preventing economics from being included on a broader scale and, thereby, gaining status in the secondary curriculum. One respondent emphasized the point that "books are frequently composed of theory without offering experiences for concept building."

Administrators Unaware of the Importance.- Eighteen or 38.3% of the educators responding suggested that economics has not achieved status comparable with that of world or United States history because administrators and curriculum directors fail to see the importance of economic education. Implication seemed to point strongly to the idea that, though economists might be negligent in their duties, administrators and curriculum directors still have a certain responsibility to recognize the need for implementing programs of study which deal with so vital an issue as man's way of making a living.

Traditionally, Economics Has Not Been Required.- A total of 10, 21.3% of the educators responding, indicated that history has been accepted

as a part of the secondary curriculum, and economics has not. One respondent stated, "We have made only sporadic efforts at changing the status quo."

Fear of Controversy.- Seven or 14.9% of the 47 educators responding indicated that economics has not gained status in the secondary curriculum because teachers and administrators are afraid of discussing controversial issues. This fear was exemplified by one of the educators who said, "In many communities, criticism of our economic way of life is tantamount to condoning communism."

Others.- Four or 8.5% of the educators mentioned reasons for a lack of status which were not mentioned by economists or other educators. These were: Economics is misplaced in social science departments in colleges. State departments of public instruction have not been "putting any teeth" into their desires to have economics taught in the secondary school. Economic issues permeate the subject matter presented at most grade levels and in many subject matter areas. Economics frequently becomes a "catchall" course, especially when placed in the commercial curriculum.

Summary

The data showed that educators think that economics should be included in the secondary social studies program and that it should be offered as an independent course. Available evidence does not support the generalization that educators believe economics should be a required, separate course, but, there is sufficient evidence to support the statement that they believe economics should be a requirement in

the secondary curriculum, either as a separate course or as an integral part of another social studies course. The educators also indicated that economics should be offered at the twelfth grade level.

Economists were definitely in favor of offering economics as an independent course in the secondary social studies curriculum. A decided majority of the economists favored offering economics as a required course in the secondary curriculum. Most of the economists also favored offering economics at the twelfth grade level.

As a group, educators and economists indicated that they preferred emphasizing applied economics whether the economic content be included in the social studies curriculum as a separate course in economics or as an integral part of another social studies course. In neither case did the educators or economists express preferences for major areas of emphasis other than theoretical, applied, or consumer economics to any significant degree.

Social science educators suggested that two of the main contributions which should be made by an economics course on the secondary level are to provide students with an understanding of basic economic principles and to aid students in developing good attitudes toward citizenship. Economists stated that the main contribution of a secondary school economics course should be to encourage students to gain knowledge of economic principles.

Economists suggested that improvement in teacher training, and analysis of curriculum designs would help in improving the status, prestige and future development of economics in grades nine through

twelve. Educators also implied that adequate teacher training is needed in order to improve the status of economic education on the secondary level.

Economists indicated that professional economists were primarily responsible for improving the status of economics in the secondary curriculum, while educators implied that individual teachers in individual schools were the parties most responsible. Economists and educators agreed that one of the main reasons for the lack of status of economics in the secondary school is the lack of qualified teachers.

CHAPTER IV

ECONOMICS COURSES OFFERED IN THE SECONDARY SCHOOLS

Curriculum directors of secondary social studies programs of schools included in this study were contacted concerning economic education at the secondary level. The directors were requested to complete a questionnaire which was based upon criteria established through evaluation of the higher education opinionaire. The secondary questionnaire was designed to gather information concerning trends and offerings in economics in the secondary schools. This questionnaire is included in Appendix B, p. 127.

Chapter IV reports on responses to questions I and II of the questionnaire. In question I, directors were requested to report general information about their schools. Question II asked whether or not separate courses in economics were offered. Curriculum directors were requested to list the titles of courses offered. In addition to giving the titles, directors were asked to report the grade level at which each course was offered. They also were asked to explain whether the courses listed were required or elective, and whether they were offered for one semester or for a full year. In addition to this information, the directors were requested to list the department offering each of the courses.

Returns are listed according to states in Table 11, p. 53. Of the 511 curriculum directors contacted, 461 or 90.2% of them responded.

TABLE 11

RETURNS FROM SECONDARY SCHOOLS

State	Number of Questionnaires		
	Distributed	Returned	% Returned
Illinois	86	71	82.6
Indiana	46	46	100.0
Iowa	25	22	88.0
Kansas	28	25	89.3
Michigan	71	65	91.5
Minnesota	39	34	87.2
Missouri	35	35	100.0
Nebraska	11	11	100.0
North Dakota	7	7	100.0
Ohio	112	96	85.7
South Dakota	8	8	100.0
Wisconsin	43	41	95.3
North Central Region	511	461	90.2

Of 86 schools contacted in the state of Illinois, 71 or 82.6% returned questionnaires. In Indiana, 46 were contacted, and 46 or 100% replied. Twenty-five schools in Iowa were contacted, and 22 or 88% answered. Twenty-five of the twenty-eight schools contacted in Kansas replied for a total return of 89.3%. Seventy-one schools in Michigan were contacted, and 65 or 91.5% of the questionnaires were returned. In Minnesota, 39 schools were contacted and 34 or 87.2% replied. All of the 35 schools

in Missouri answered resulting in a total return of 100%. One hundred percent of the eleven schools contacted in Nebraska replied. In North Dakota, 7 schools were contacted and seven replies were received for a total return of 100%. One hundred twelve schools in Ohio were contacted and 96 or 85.7% replied. One hundred percent of the 8 schools contacted in South Dakota sent returns, and in Wisconsin, 41 of the 43 schools responded for a return of 95.3%.

Separate Courses Offered

According to the 461 responses to the questionnaire, 381 or 82.6% of the schools offered separate courses in economics. Most of the separate courses in economics which were reported were, according to their titles, either "basic economics" or "consumer economics" courses. "Basic economics" is a broadly based introduction to economic concepts and functions and is also referred to in this paper as an "economics" course. The consumer economics course is a practical approach to consumer buying and personal finance. Some schools reported offering separate economics courses which were other than basic or consumer economics. Table 12 on page 55 reports responses concerning separate courses. In cases in which course titles were not duplicated, the courses were placed in a category identified as "other" courses.

The following sections of this chapter contain information reported for separate courses in basic economics, consumer economics, and courses other than basic or consumer economics. Tables 13, 14, 15 and 16 summarize information on the nature of the basic economics course, and

Tables 17, 18, 19 and 20 summarize information on the nature of the consumer economics course. Information concerning the natures of the "other" courses is included in Table 21.

TABLE 12

SCHOOLS REPORTING SEPARATE COURSES
YES OR NO

State	Yes	%	No	%
Illinois	67	94.4	4	5.6
Indiana	44	95.6	2	4.4
Iowa	18	81.8	4	18.2
Kansas	21	84.0	4	16.0
Michigan	60	92.3	5	7.7
Minnesota	11	32.4	23	67.6
Missouri	31	88.6	4	11.4
Nebraska	8	72.7	3	27.3
North Dakota	5	71.4	2	28.6
Ohio	80	83.3	16	16.7
South Dakota	6	75.0	2	25.0
Wisconsin	30	73.2	11	26.8
North Central Region	381	82.6	80	17.4

Nature of the Basic Economics Course

Report of Region

This section contains a report on the nature of the basic economics course in the North Central Region. Information on the nature of the course

was tabulated according to the following subjects: Grade level, required elective, length of the course, and department offering the course.

Three hundred seventy-two basic economics courses were reported to be offered at grades 9-12 in the secondary schools in this region. Table 13 includes information concerning the grade levels at which economics was being taught. Six courses were reported to be offered at the ninth grade level. None of the school systems mentioned offering economics at grade ten unless the course was also available to students on other grade levels. Nine courses were offered at the eleventh grade level. A total of 242 courses were reported to be offered at the twelfth grade level. One hundred fifteen of the courses were reported to be multiple grade level offerings. Ninety courses were reported to be offered on the tenth, eleventh and twelfth grade levels, and only 2 were offered on the ninth, tenth, eleventh and twelfth grade levels.

Basic courses which were reported to be required or elective are listed in Table 14. A total of 97 courses in basic economics were offered as required courses by the schools included in this study. This figure represents 26.1% of the total number of basic economics courses reported to be offered. Two hundred seventy-five or 73.9% of the basic economics courses were reported to be elective.

Three hundred thirty-eight basic economics courses were reported to be offered for one semester. This number is 90.9% of the total number of basic economics courses being offered. Thirty-four or 9.1% of the courses were offered for a full year. Additional information concerning the length of the courses is included in Table 15.

TABLE 13

GRADE LEVELS OF BASIC COURSES

State		Systems Offering Basic Economics	Grade Levels					
			9	11	12	11 12	10 11 12	9 10 11 12
Illinois		67	1	0	41	19	6	0
Indiana		42	0	0	38	3	1	0
Iowa		17	0	0	11	5	1	0
Kansas		21	0	0	4	14	3	0
Michigan		60	1	2	47	8	2	0
Minnesota		11	0	0	8	3	0	0
Missouri		29	0	1	12	14	2	0
Nebraska		8	0	0	6	2	0	0
North Dakota		5	0	0	5	0	0	0
Ohio		76	3	5	39	19	8	2
South Dakota		6	0	0	5	1	0	0
Wisconsin		30	1	1	26	2	0	0
North Central Region	Totals	372	6	9	242	90	23	2
	%	99.9	1.6	2.4	65.0	24.2	6.2	.5

A list of departments offering basic economics courses is included in Table 16. Three hundred forty-four or 92.5% of the courses were offered by departments of social science, and 28 or 7.5% of them were offered by departments other than social science.

Report of States

This section contains a report on the nature of the basic economics course according to states. All of the states included in this study reported offering some courses in basic economics, and most of these courses were offered at the twelfth grade level. Information concerning the number of courses offered at grade levels other than twelfth or eleventh and twelfth is included in Table 13.

TABLE 14

REQUIRED AND ELECTIVE BASIC COURSES

State	Required	% Required	Elective	% Elective
Illinois	9	13.4	58	86.6
Indiana	20	47.6	22	52.4
Iowa	6	35.3	11	64.7
Kansas	1	4.8	20	95.2
Michigan	19	31.7	41	68.3
Minnesota	4	36.4	7	63.6
Missouri	2	6.9	27	93.1
Nebraska	1	12.5	7	87.5
North Dakota	4	80.0	1	20.0
Ohio	15	19.7	61	80.3
South Dakota	2	33.3	4	66.7
Wisconsin	14	46.7	16	53.3
North Central Region	97	26.1	275	73.9

TABLE 15

LENGTH OF BASIC COURSES

State	Semester	%	Full Year	%
Illinois	59	88.1	8	11.9
Indiana	42	100.0	0	- -
Iowa	17	100.0	0	- -
Kansas	19	90.5	2	9.5
Michigan	54	90.0	6	10.0
Minnesota	8	72.7	3	27.3
Missouri	28	96.6	1	3.4
Nebraska	7	87.5	1	12.5
North Dakota	5	100.0	0	- -
Ohio	70	92.1	6	7.9
South Dakota	6	100.0	0	- -
Wisconsin	23	76.7	7	23.2
North Central Region	338	90.9	34	9.1

Illinois.- According to curriculum directors from Illinois, 67 of the 71 schools responding reported offering separate courses in basic economics. Forty one of these courses were offered on the twelfth grade level, and 19 courses were offered on the eleventh and twelfth grade levels. Nine or 13.4% of the Illinois schools indicated that their courses were required, while 58 or 86.6% indicated that their courses were elective. Fifty-nine or 88.1% of the courses were offered for one

semester, while only 8 or 11.9% of the courses were offered for a full year. Of the courses offered in Illinois, 63 or 94% were offered by the departments of social science.

TABLE 16

DEPARTMENTS OFFERING BASIC COURSES

State	Social Science Departments	%	Other Than Social Science	%
Illinois	63	94.0	4	6.0
Indiana	42	100.0	0	- -
Iowa	16	94.1	1	5.9
Kansas	15	71.4	6	28.6
Michigan	56	93.3	4	6.7
Minnesota	10	90.9	1	9.1
Missouri	28	96.6	1	3.4
Nebraska	6	75.0	2	25.0
North Dakota	5	100.0	0	- -
Ohio	67	88.2	9	11.8
South Dakota	6	100.0	0	- -
Wisconsin	30	100.0	0	- -
North Central Region	344	92.5	28	7.5

Indiana.- In Indiana, 44 or 95.6% of the schools indicated that they had separate courses in economics. Thirty-eight of the courses were offered to students in the twelfth grade, and 3 courses were offered on the

eleventh and twelfth grade levels. Twenty or 47.6% of the courses were required, while 22 or 52.4% of them were elective. Forty-two of the economics courses in the Indiana schools were one semester courses. Forty-two economics courses were offered in the social science departments.

Iowa.- In Iowa, 17 courses were offered by the 18 schools indicating that they offered separate courses in economics. Eleven of the courses were twelfth grade courses, and 5 were eleventh and twelfth grade courses. Only 6 or 35.3% of the courses were required, and 11 or 64.7% were elective. All of the courses were offered for one semester. Sixteen or 94.1% of the courses were offered by the departments of social science.

Kansas.- Twenty-one economics courses were offered by the 21 Kansas schools which indicated that they offered separate courses in economics. Four of the courses were offered for twelfth graders only, and 14 of the courses were offered for eleventh and twelfth graders. Only 1 of the courses was required, while 20 or 95.2% were elective. Nineteen or 90.5% of the courses were designed to last for one semester, and 2 of the courses were designed to last for a full year. Fifteen or 71.4% of the economics courses were offered in the area of social science.

Michigan.- In Michigan, 60 courses were offered by the 60 schools which indicated that they had separate courses in economics. Forty-seven of the courses were offered at the twelfth grade level, and 8 of the courses were offered at the eleventh and twelfth grade levels. Nineteen or 31.7% of the courses were required, while 41 or 68.3% of

the courses were elective. Fifty-four or 90% of the courses were offered on a one semester basis. Six of them were full year economics courses. Fifteen or 71.4% of the economics courses were offered in departments of social science.

Minnesota.- Of the 11 schools in Minnesota which indicated that they offered economics, 100% reported having separate courses in basic economics. Forty-seven courses were offered on the twelfth grade level, and 8 courses were offered on the eleventh and twelfth grade levels. Four or 36.4% of the courses were required, and 7 or 63.6% were elective. Eight or 72.7% of the economics courses were one semester in length. Three or 27.3% were full year courses. Ten of the economics courses were offered by the social science departments.

Missouri.- Of the 31 schools in Missouri which indicated that they offered separate courses in economics, 29 or 93.5% offered basic economics courses. Twelve of these courses were offered on the twelfth grade level, and 14 were offered on the eleventh and twelfth grade levels. Only 2 of the courses were offered on an elective basis. Twenty-eight or 96.6% of the courses were one semester courses, and 1 was a full year course. Twenty-eight or 96.6% of the courses were made available through the social science departments.

Nebraska.- In Nebraska, 8 basic economics courses were offered by the 8 schools indicating that they offered separate courses in basic economics. Six of the courses were offered to students in grade twelve, and 2 of the courses were offered to students in grades eleven and twelve. Only 1 course was offered on a required basis, and 7 were offered on an elective basis. Seven or 87.5% of the courses were designed as one

semester courses. Only 1 of the courses was a full year course. Six or 75% of the courses were offered by social science departments.

North Dakota.- In North Dakota, all of the 5 schools reporting indicated that they had separate courses in basic economics. All 5 were offered at the twelfth grade level. Four or 80% of the courses were required and 1 was elective. All 5 were one semester courses, and all 5 were offered in the social science departments.

Ohio.- Seventy-six courses in basic economics were offered by the 80 Ohio schools which reported having separate courses in economics. Thirty-nine of the courses were twelfth grade courses, and 19 were eleventh grade courses. Fifteen or 19.7% of the courses were offered on a required basis, but 61 or 80.3% were offered on an elective basis. Seventy or 92.1% of the courses were one semester offerings. The social science departments offered 67 or 88.2% of the courses.

South Dakota.- In South Dakota, all 6 of the schools indicated that they had separate courses in economics offered as basic courses. Five of the courses were offered on the twelfth grade level, and 1 was offered on the eleventh and twelfth grade levels. All 6 were one semester courses offered by the social science departments.

Wisconsin.- Thirty basic economics courses were offered by 30 Wisconsin schools which indicated that they had separate courses in the area of economic education. Twenty-six courses were offered on the twelfth grade level, and 2 courses were offered on the eleventh and twelfth grade levels. Fourteen or 46.7% of the courses were offered on a required basis. Sixteen or 53.3% of the courses were offered on an

elective basis. Twenty-three or 76.7% of the courses were one semester in length, and 7 or 23.3% were one full year in length. All 30 of the courses were offered by the departments of social science.

Nature of the Consumer Economics Course

Report of Region

A report on the nature of the separate course in consumer economics is included in this section. Information in this section is also presented for the region and for the separate states in Tables 17, 18, 19 and 20.

Information concerning the grade levels at which consumer economics courses were being taught is included in Table 17. A total of 68 systems reported offering courses in grades 9-12. Five of these courses were offered at grade ten in the schools in this region. Four courses were offered at the eleventh grade level. A total of 21 were offered at the twelfth grade level. Two courses were listed for both the ninth and tenth grade combination and the tenth and eleventh grade combination. Twenty-four courses were reported to be offered at the eleventh and twelfth grade levels, and only 1 was reported to be offered at the ninth and twelfth grade levels.

Consumer economics courses which were reported to be required or elective are listed in Table 18. Only 5 of the consumer economics courses were offered as required courses. Sixty-three or 92.6% were offered as elective courses.

The length of consumer economics courses reported in this study is found in Table 19. Fifty-three consumer economics courses were

reported to be a semester in length. This figure represents 77.9% of the total number of consumer courses being offered. Fifteen or 22.1% of the courses were offered as full year courses.

TABLE 17

GRADE LEVELS OF CONSUMER COURSES

State		Systems Offering Consumer Economics	Grade Level							
			10	11	12	9 10	10 11	11 12	10 11 12	9 12
Illinois		11	0	0	0	0	0	7	0	1
Indiana		10	1	1	3	0	1	3	1	0
Iowa		3	0	0	0	0	0	3	0	0
Kansas		4	0	0	1	0	0	1	2	0
Michigan		11	0	0	5	0	1	3	2	0
Minnesota		1	0	1	0	0	0	0	0	0
Missouri		2	0	0	0	0	0	2	0	0
Nebraska		2	0	0	2	0	0	0	0	0
North Dakota		1	0	0	1	0	0	0	0	0
Ohio		21	4	2	4	2	0	5	4	0
South Dakota		0	0	0	0	0	0	0	0	0
Wisconsin		2	0	0	2	0	0	0	0	0
North Central Region	Totals	68	5	4	21	2	2	24	9	1
	%	100.0	7.4	5.9	30.9	2.9	2.9	35.3	13.2	1.5

Of the total number of consumer economics courses being offered, 45 or 66.2% were offered by business departments. Twenty-three or 33.8%

of the courses were offered by departments other than business. Table 20 contains information on the departments offering consumer economics courses.

TABLE 18

REQUIRED OR ELECTIVE CONSUMER COURSES

State		Systems Offering Consumer Economics	Required	Elective
Illinois		11	0	11
Indiana		10	1	9
Iowa		3	0	3
Kansas		4	0	4
Michigan		11	1	10
Minnesota		1	0	1
Missouri		2	0	2
Nebraska		2	1	1
North Dakota		1	1	0
Ohio		21	1	20
South Dakota		0	0	0
Wisconsin		2	0	2
North Central Region	Totals	68	5	63
	%	100.0	7.4	92.6

TABLE 19

LENGTH OF CONSUMER COURSES

State	Semester	%	Full Year	%
Illinois	9	81.8	2	18.2
Indiana	7	70.0	3	30.0
Iowa	3	100.0	0	- -
Kansas	3	75.0	1	25.0
Michigan	8	72.7	3	27.3
Minnesota	0	- -	1	100.0
Missouri	1	50.0	1	50.0
Nebraska	2	100.0	0	- -
North Dakota	1	100.0	0	- -
Ohio	17	81.0	4	19.0
South Dakota	0	- -	0	- -
Wisconsin	2	100.0	0	- -
North Central Region	53	77.9	15	22.1

Report of States

A report of the nature of the consumer economics course according to states is included in this section. Consumer economics was listed by many directors who returned the questionnaire concerning economic education in the secondary social studies curriculum. In some cases this was the only course offered. South Dakota was the only state responding which did not report offering any courses in consumer economics.

TABLE 20

DEPARTMENTS OFFERING CONSUMER COURSES

States	Business Departments	%	Other Than Business	%
Illinois	10	90.9	1	9.1
Indiana	8	80.0	2	20.0
Iowa	2	66.7	1	33.3
Kansas	3	75.0	1	25.0
Michigan	5	45.4	6	54.6
Minnesota	1	100.0	0	- -
Missouri	1	50.0	1	50.0
Nebraska	0	- -	2	100.0
North Dakota	0	- -	1	100.0
Ohio	13	61.9	8	38.1
South Dakota	0	- -	0	- -
Wisconsin	2	100.0	0	- -
North Central Region	45	66.2	23	33.8

Illinois.- In Illinois 11 schools reported having separate courses in consumer economics. Three of the 11 courses were offered only on the twelfth grade level, and 7 of the courses were offered on the eleventh and twelfth grade levels. All of the courses were elective. Nine or 81.8% of the consumer economics courses were one semester courses, while 2 or 18.2% were full year courses. Ten or 90.9% of the consumer economics courses were offered in the business departments in Illinois.

Indiana.- Returns from Indiana schools listed 10 or 22.9% of the schools offering separate courses in economics offered courses in consumer economics. Three of the consumer economics courses were offered to twelfth graders, and 3 were offered to eleventh and twelfth graders. One of the courses was required, and 9 or 90% were elective. Seven were one full year in length. Eight or 80% of the consumer economics courses were offered by the departments of business.

Iowa.- In Iowa 3 of the schools indicating that they offered separate courses, reported offering consumer economics. All 3 courses were open to both eleventh and twelfth grade students. All of the courses were offered on an elective basis, and all were one semester courses. Two or 66.7% of the courses were offered by the business departments.

Kansas.- The schools returning questionnaires from Kansas indicated that they offered 4 courses in consumer economics. One of these courses was offered to twelfth graders, and 1 of the courses was offered to both eleventh and twelfth graders. All of the courses were offered on an elective basis. Three or 75% of the courses were one semester in length and 1 was a full year in length. Three or 75% of the consumer economics courses were offered in the business departments.

Michigan.- Michigan schools returning questionnaires indicated that 11 schools offered courses in consumer economics. Five consumer economics courses were offered on the twelfth grade level, and 3 were offered on both the eleventh and twelfth grade levels. One course was required, and 10 courses were elective. Eight or 72.7% of the offerings were one semester courses, and 3 or 27.3% were full year courses. Five or 45.4%

of the consumer economics offerings in Michigan schools were directed by departments of business.

Minnesota.- Only 1 consumer economics course was offered by Minnesota schools returning questionnaires. This course was offered at the eleventh grade level only. It was offered on an elective basis for a full year and was offered by the business department.

Missouri.- In Missouri, 2 or 35.5% of the schools reporting separate economics offerings indicated that consumer economics was being offered in their schools. Both courses were open to eleventh and twelfth graders. Both were offered on an elective basis. One course was a semester in length and the other was a full year in length. A business department offered 1 of the 2 courses.

Nebraska.- Two consumer economics courses were offered by the Nebraska schools reporting. Both were offered at the twelfth grade level. One was required and the other was elective. Both were one semester courses. Neither of the courses was offered by a department of business.

North Dakota.- One consumer economics course was offered by the North Dakota schools reporting. The course was offered at the twelfth grade level. It was a required, one semester course.

Ohio.- Twenty-one schools reported offering separate courses in consumer economics. Four courses were open to twelfth graders only, and 5 were open to both eleventh and twelfth graders. One course was required, and 20 or 95.2% were elective. Seventeen or 81% of the courses were one semester in length, while 4 or 19% were a full year in length. Thirteen or 61.9% of the offerings in consumer economics were directed by the business departments of Ohio schools.

Wisconsin.- Two Wisconsin schools indicated that they offered courses in consumer economics. Both courses were offered at the twelfth grade level. Both were elective courses one semester in length. The business departments offered both of the consumer economics courses reported by this state.

Nature of Economics Courses Other Than Basic or Consumer Economics

Report of Region

Curriculum directors listed a number of courses which were other than basic or consumer economics. As there were few course titles in this section which were repeated more than once, the information was tabulated by listing course titles reported by curriculum directors from each of the states. In Table 21 courses marked "E" were courses which were elective, and those marked "R" were required. Those courses which were offered for a full year were marked "FY," and those which were offered for a semester were marked "S". Courses which were reported to meet for less than a semester were identified according to the number of weeks the courses were reported to meet. Neither of the states of Iowa or South Dakota reported offering any courses other than basic or consumer economics.

Report of States

Illinois.- Curriculum directors from Illinois schools reported offering 4 courses which were other than economics or consumer economics courses. One course each was offered in economic geography and economic sociology. Both courses were electives open to twelfth graders. The economic geography course was reported to be a semester course, while economic

TABLE 21

COURSES OTHER THAN BASIC OR CONSUMER

State	Number of Courses	Titles of Courses	Grade Levels*				Required Elective	Semester Full Year	Department
			9	10	11	12			
Illinois	1	Economic Geography				1	1E	1S	1 Social Science
	1	Economic Sociology				1	1E	1FY	1 Social Science
	1	Economics Unit	1					6 Wks.	1 Social Science
	1	Business Economics			1	1	1E	1S	1 Bus.Education
Indiana	1	Applied Economics				1	1R	1S	1 Business
	1	Economic Problems				1	1R	1S	1 Social Science
	2	Economic Geography		2			2E	1FY/1S	2 Business
	1	Business Economics		1			1E	1S	1 Bus.Education
	1	Readings in Econ.			1	1	1E	1S	1 Social Science
Iowa	0								
Kansas	1	Business Economics			1	1	1E	1S	1 Business
Michigan	2	Economic Geography	1	1	1	1	2E	2S	2 Social Science
	1	Family Economics				1	1E	1S	1 Home Economics
	1	Comparative Econ.			1	1	1E	1FY	1 Social Science
Minnesota	1	Economic Geography			1	1	1E	1S	1 Social Science
Missouri	2	Applied Economics			1	1	1R/1E	1FY/1S	2 Social Science
	1	Business Economics		1	1	1	1E	1S	1 Bus.Education
Nebraska	1	Economics				1	1R	9 Wks.	1 Social Science
North Dakota	1	Economics	1				1E	4 Wks.	1 Social Science
Ohio	4	Economic Geography	2	2			4E	2FY/2S	3 Social Science 1 Business
	1	Voc. Applied Econ.				1	1E	1FY	1 Business
	1	Economic Problems				1	1R	6 Wks.	1 Social Science
	1	Business Economics			1	1	1E	1S	1 Business
South Dakota	0								
Wisconsin	2	Business Economics			1	2	2E	1FY/1S	2 Bus.Education
Total	30		5	7	10	19	5R/23E		

*Some courses were offered to students at more than one grade level.

sociology was reported to be a full year course. Both courses were offered by the social science departments. One "economics unit" was reported. This unit was offered to ninth graders, was six weeks in length and was offered by a social science department. One course was listed by an Illinois respondent and was entitled business economics. This course was reported to be an elective, semester course available to eleventh and twelfth graders. This course was offered by the department of business education.

Indiana.- Six courses were reported by the respondents from Indiana. One was an applied economics course open to twelfth graders. This course was a semester in length and was required. It was reported to be offered by the business department. Another course listed was economic problems. This course was reported to be required of twelfth graders and to be a one semester course. This course was an offering of the social science department. Two courses in economic geography were reported by directors from this state. Both were elective courses open to tenth graders. One economic geography course was offered for a semester, the other for a full year. Both courses were offered by departments of business. One course entitled business economics was listed. This course was available to tenth and eleventh graders, was an elective offered for one semester, and was offered by the business education department. Another course listed by Indiana schools was referred to as readings in economics. Eleventh or twelfth graders could elect to take this course for a semester. The course was an offering of the department of social science.

Kansas.- Only 1 course other than economics or consumer economics was listed by respondents from Kansas. This was a business economics course

open to eleventh and twelfth graders. The course was an elective which was offered for one semester by the business department.

Michigan.- Four courses were listed by the curriculum directors responding from Michigan. Two courses were offered in economic geography. Both of these courses were open to students on the ninth, tenth, eleventh or twelfth grade levels. Both of the courses were electives, each offered for one semester by social science departments. One course entitled family economics was offered as an elective for twelfth graders by the home economics department. One course in comparative economics was listed by a curriculum director from the state of Michigan. This was a full year, elective course open to eleventh and twelfth graders and offered by a social science department.

Minnesota.- Curriculum directors from the state of Minnesota reported offering 1 course other than economics or consumer economics. This course, entitled economic geography, was reported to be an elective, semester course open to eleventh and twelfth graders. This course was offered by the department of social science.

Missouri.- According to reports from curriculum directors in Missouri, 3 courses are offered which are other than basic economics or consumer economics. Two of the courses were entitled applied economics and both were open to eleventh and twelfth graders. One of the courses was required; the other was elective. One applied economics course was offered for one semester, and 1 was offered for a full year. Both courses were offered by departments of social science. Another course listed by a curriculum director from Missouri was entitled business economics.

This course was an elective for tenth, eleventh or twelfth graders, and was offered for one semester by the business education department.

Nebraska.- One course was listed by the curriculum directors from Nebraska. This was a nine weeks required course in economics which was offered to twelfth graders by the department of social science.

North Dakota.- North Dakota also reported offering a short course in economics. This course, however, was an elective course open to ninth graders and was designed to last for four weeks. It was offered by the social science department.

Ohio.- Seven courses other than economics or consumer economics were reported by curriculum directors from the state of Ohio. Two of the courses were offered on the ninth grade level, and 2 were offered on the tenth grade level. Four of these courses were entitled economic geography. All of the 4 were elective courses. Two were full year courses, and 2 were semester courses. Three of the economic geography courses were offered by a department of business. Ohio Schools listed 1 course in vocational applied economics. This course was a full year course, open to twelfth graders. The course was reported to be elective. It was offered by the business department. Ohio curriculum directors also listed a six weeks course in economic problems. This required course for twelfth graders was offered by the social science department. One course in business economics was offered on an elective basis to eleventh and twelfth graders. This was a one semester course offered by a department of business.

Wisconsin.- Curriculum directors responding from Wisconsin schools reported offering two courses in business economics. One of the courses was offered on the eleventh grade level and both of them were open to

students on the twelfth grade level. Both of the courses were electives. One was offered for a semester; 1 was offered for a full year. Both courses in business economics were offered by business departments.

Summary

Over 90% of the secondary social studies curriculum directors in the study responded to the questionnaire. Their responses showed that most of the schools in the North Central Region which were included in the study offered economics on the secondary level.

Basic economics was offered by more schools than was any other course title. Consumer economics was the second most frequently offered course, and several courses in economics other than basic or consumer economics were reported. Curriculum directors indicated the natures of the separate courses in economics. Information concerning the natures of the courses included the following: grade levels of the courses, required or elective courses, length of the courses, and departments offering the courses.

Most of the courses reported were offered on the twelfth or the eleventh and twelfth grade levels. Few of the course offerings were required. A majority of the courses were one semester in length. Only a few were reported to be full year courses, and even fewer were reported to meet for less than one semester. In almost all of the cases, the economics courses were reported to be offered by departments of social studies.

CHAPTER V

TRENDS AND OPINIONS CONCERNING ECONOMICS IN THE SECONDARY SCHOOLS

Secondary social studies curriculum directors' responses to questions III and IV of the questionnaire presented in Appendix B, p. 127 are reported in this chapter. Question III concerns itself with trends which have developed since 1955 in adding and dropping economics courses in the social studies curriculums. The first section of this chapter is devoted to trends since 1955. The section is divided into subsections including reports on the following: basic economics courses, consumer economics courses, and courses other than basic or consumer economics. Each of the three subsections is reported according to states and includes information concerning whether the courses were required or elective and whether the courses were offered on the ninth, tenth, eleventh or twelfth grade levels.

The second section of this chapter includes replies of the directors to the part of question III which asks, "What specific steps have been taken to insure the inclusion of economic content in other courses?" A number of respondents suggested methods for including economic content in social studies courses which were repeated by several respondents; therefore, this section was arranged according to subjects rather than according to states.

Curriculum directors' replies to the part of question IV which asks if economics should be included as a separate economics course in the secondary curriculum are included in the third section of this chapter. The respondents were to indicate whether or not the course, if included, should be required or elective. They were also asked to indicate the grade level at which the course should be taught. Replies to these questions are arranged according to states.

The fourth section of this chapter includes replies to the question, "If economics should be included as a separate course in the social studies curriculum of grades 9-12, what should the nature of the course be?" Many of the responses to this question were similar; therefore, the responses are arranged according to types of courses.

A short section devoted to those responses which indicated that economics should not be included in the secondary social studies curriculum as a separate course is included. Reasons for such opinions are listed in categories which reflected the same general ideas as those expressed by the respondents.

Trends of Basic Economics Courses

Report of Region

This section reports trends in courses added and dropped in the secondary social studies curriculums in the North Central Region since 1955. Table 22 concerns itself with the number of courses added or dropped and with the number of courses required or elective. According to reports from curriculum directors, a total of 140 courses were added in the period since 1955. Only 10 courses were reported to have been

dropped during this same period. Of these 140 courses added, 104 were elective courses and 36 were required courses.

TABLE 22

BASIC COURSES ADDED
REQUIRED OR ELECTIVE

States	Dropped	Added	Courses Added			
			Required		Elective	
			N	%	N	%
Illinois	0	23	3	13.0	20	87.0
Indiana	0	11	5	45.4	6	54.6
Iowa	0	4	2	50.0	2	50.0
Kansas	2	12	1	8.3	11	91.7
Michigan	2	11	4	36.4	7	63.6
Minnesota	2	9	3	33.3	6	66.7
Missouri	1	12	1	8.3	11	91.7
Nebraska	0	4	0	- -	4	100.0
North Dakota	0	1	1	100.0	0	- -
Ohio	2	35	10	28.6	25	71.4
South Dakota	0	3	1	33.3	2	66.7
Wisconsin	1	15	5	33.3	10	66.7
North Central Region	10	140	36	25.7	104	74.3

Table 23 includes information concerning the grade levels at which the added courses were offered. Five of the courses added were offered

at each of the grade levels nine and ten. Eighty-six courses were offered at the twelfth grade level, and 35 courses were offered at the eleventh and twelfth grade levels. A total of 10 courses were offered at the tenth, eleventh and twelfth grade levels.

TABLE 23

BASIC COURSES ADDED
GRADE LEVELS

State		Courses Added	Grade Levels				
			9	11	12	11 12	10 11 12
Illinois		23	0	0	16	5	2
Indiana		11	0	0	9	2	0
Iowa		4	0	0	2	2	0
Kansas		12	0	0	1	9	2
Michigan		11	1	1	9	0	0
Minnesota		9	0	0	7	2	0
Missouri		12	0	1	5	4	2
Nebraska		4	0	0	3	1	0
North Dakota		1	0	0	1	0	0
Ohio		35	3	3	17	8	4
South Dakota		3	0	0	3	0	0
Wisconsin		15	1	0	13	1	0
North Central Region	Totals	140	5	5	86	34	10
	%	100	3.6	3.6	61.4	24.3	7.1

Report of States

Illinois.- The Illinois schools returning questionnaires reported adding a total of 23 economics courses. Twenty of these were courses which were elective, and three were required. None of the courses added were offered at the ninth grade level. Sixteen of the courses were twelfth grade level courses; 5 were eleventh and twelfth grade level courses, and 2 courses were offered on the tenth, eleventh and twelfth grade levels.

Indiana.- Indiana schools reported adding 11 courses. No courses were dropped from the curriculum during the time period since 1955. Five of those courses which were added were offered on a required basis, while the remaining 6 were offered on an elective basis. None of the courses added were offered at the ninth or tenth grade levels. Nine of the courses were offered at the twelfth grade level, and 2 courses were offered at the eleventh and twelfth grade levels.

Iowa.- Curriculum directors responding from the state of Iowa listed courses which were added since 1955. Two of the courses were required and 2 of them were elective. Two of the courses were reported to be twelfth grade courses and 2 were reported to be eleventh and twelfth grade courses.

Kansas.- In Kansas, the schools responding reported 14 changes concerning economic education since 1955. Twelve courses were added, and 2 were discontinued. All but 1 of the added courses were offered on an elective basis. One of the courses was a twelfth grade course. Nine of the courses added were eleventh and twelfth grade courses, and 2 were tenth, eleventh and twelfth grade courses.

Michigan.- Thirteen schools in Michigan changed course offerings in economics. Eleven courses were added, and 2 were dropped. Four of the courses added were offered on an elective basis, and 7 were offered on a required basis. One course reported was offered at the ninth grade level. One was an eleventh grade course, and 9 were twelfth grade courses.

Minnesota.- In Minnesota, 9 economics courses were added, and 1 was dropped. Three of the courses added were required, and 6 were elective. Seven of the courses were open to twelfth graders, and 2 of the courses were open to eleventh and twelfth graders.

Missouri.- In Missouri, 12 courses in economics were added since 1955, while 1 course was dropped. One of the courses added was designed to be a required course, and 11 of the courses were designed to be elective courses. One of the courses was reported to be an eleventh grade course, and 5 were reported to be twelfth grade courses. Four courses were open to students in the eleventh and twelfth grades, and 2 courses were open to students in the tenth, eleventh and twelfth grades.

Nebraska.- Four economics courses were reported to be added by the Nebraska schools responding to the questionnaire. All 4 of the courses were elective rather than required courses. Three of the courses were twelfth grade courses. One of the courses was considered an eleventh and twelfth grade course.

North Dakota.- Schools reporting from North Dakota listed only 1 course added since 1955. The course was required and open to twelfth graders only.

Ohio.- In Ohio, 35 economics courses were added and 2 were dropped. Ten courses were added on a required basis, and 25 were added on an elective basis. Three of the courses were considered suitable for ninth grade students. Three were eleventh grade courses, and 17 were twelfth grade courses. Eight of the courses were offered on the eleventh and twelfth grade levels, and 4 were offered on the tenth, eleventh and twelfth grade levels.

South Dakota.- Three economics courses were added in the South Dakota schools responding to the questionnaire. One of the courses was required, and 2 of the courses were elective. All 3 of the additions were available to students at the twelfth grade level only.

Wisconsin.- Wisconsin schools reported adding 15 courses and dropping 1. Five of the courses added were requirements, and 2 were electives. One of the courses was offered at the ninth grade level. Thirteen courses were offered at the twelfth grade level, and 1 was offered at the eleventh and twelfth grade levels.

Trends of Consumer Economics Courses

Report of Region

Of the secondary curriculum directors responding to question III, 20 listed separate courses in consumer economics which had been added since 1955. Seventeen of the 20 courses were elective, and 3 were required. Further information regarding required or elective courses in consumer economics which have been added since 1955, may be found in Table 24. The grade levels of added consumer economics courses are included in Table 25. Of the total number of consumer courses added during

this time period, 1 was added at each of the grade levels nine and ten. Five were offered at the twelfth grade level, and 7 were offered at the eleventh and twelfth grade levels. A total of 6 consumer economics courses which were added were offered at the tenth, eleventh and twelfth grade levels. No courses were reported for Missouri or South Dakota.

TABLE 24

CONSUMER COURSES ADDED
REQUIRED OR ELECTIVE

States		Courses Added	Required	Elective
			N	N
Illinois		4	0	4
Indiana		2	1	1
Iowa		2	0	2
Kansas		2	0	2
Michigan		2	0	2
Minnesota		1	0	1
Missouri		0	0	0
Nebraska		1	1	0
North Dakota		1	1	0
Ohio		4	0	4
South Dakota		0	0	0
Wisconsin		1	0	1
North Central Region	Totals	20	3	17
	%	100	15.0	85.0

Report of States

Illinois.- Of the curriculum directors responding, 4 indicated that consumer economics courses had been added. All 4 of these were offered on an elective basis. One of these offerings was open to twelfth graders, and 3 were open to eleventh and twelfth graders.

TABLE 25

CONSUMER COURSES ADDED
GRADE LEVELS

States		Courses Added	9	10	12	11 12	10 11 12
Illinois		4	0	0	1	3	0
Indiana		2	0	0	0	2	0
Iowa		2	0	0	0	2	0
Kansas		2	0	0	0	0	2
Michigan		2	0	0	0	0	2
Minnesota		1	0	1	0	0	0
Missouri		0	0	0	0	0	0
Nebraska		1	0	0	1	0	0
North Dakota		1	0	0	1	0	0
Ohio		4	1	0	1	0	2
South Dakota		0	0	0	0	0	0
Wisconsin		1	0	0	1	0	0
North Central Region	Totals	20	1	1	5	7	6
	%	100	5.0	5.0	25.0	35.0	30.0

Indiana.- Consumer economics courses were added by 2 schools in Indiana. One course was required, and 1 was elective. Both courses were open to both eleventh and twelfth graders.

Iowa.- Two courses were added by the schools reporting from Iowa. Both consumer economics courses were elective, and both were available at both the eleventh and twelfth grade levels.

Kansas.- Kansas social studies curriculum directors indicated that 2 courses in consumer economics have been added in their schools since 1955. Both courses were elective and available at the tenth, eleventh and twelfth grade levels.

Michigan.- Consumer economics courses were added in 2 schools reporting from the state of Michigan. Both courses were electives, and both were open to tenth, eleventh and twelfth graders.

Minnesota.- One course in consumer economics was added in Minnesota. It was an elective course available at the tenth grade only.

Nebraska.- Respondents from Nebraska indicated only 1 consumer economics course added. It was a required course offered at the twelfth grade only.

North Dakota.- Only 1 North Dakota school indicated that a consumer economics course had been added in the time period since 1955. This course was a requirement at the twelfth grade level.

Ohio.- Four social studies curriculum directors reported that their systems had added courses in consumer economics. All 4 were being offered on an elective basis. One course was open to ninth graders; 2 courses were open to tenth, eleventh and twelfth graders and 1 course was open to twelfth graders only.

Wisconsin.- One Wisconsin system reported adding a consumer economics course. It was listed as being a requirement at the twelfth grade level.

Trends of Courses Other Than Basic or Consumer

Report of Region

Of the secondary curriculum directors responding, 20 listed separate courses which had been added since 1955, and which were courses other than basic economics or consumer economics. Six of the courses added were required, and 13 were elective. Eleven were offered at the eleventh grade level, and 18 were offered at the twelfth grade level. Since the course titles varied greatly, the courses will be discussed in this section as parts of each state's program. The states of Iowa, North Dakota and South Dakota did not report adding any courses other than basic or consumer economics. Table 26 includes information concerning "other" courses.

Report of States

Illinois.- Curriculum directors responding from Illinois schools listed 3 courses other than economics or consumer economics. One of the courses added was economic sociology. Two courses in economic geography were listed. One of the courses in economic geography had been added, and 1 had been dropped. All 3 of the courses were listed as being electives open to twelfth graders.

Indiana.- Two courses were added by Indiana schools reporting. One course was listed as applied economics; the other was readings in economics. The applied course was listed as a requirement, and the readings in economics

TABLE 26

COURSES ADDED OTHER THAN BASIC OR CONSUMER
REQUIRED OR ELECTIVE - GRADE LEVELS

States	Number of Courses	Titles of Courses	Required or Elective	Grades		
				10	11	12
Illinois	2	Economic Geography	2E			2
	1	Economic Sociology	1E			1
Indiana	1	Applied Economics	1R		1	1
	1	Readings in Econ.	1E		1	1
Iowa	0					
Kansas	1	Business Economics	2E		1	1
Michigan	1	Economic Geography	2E	1	1	1
	1	Comparative Econ.	2E		1	1
Minnesota	1	Economic Geography	2E		1	1
	2	Applied Economics	1R/1E		1	1
	1	Business Economics	1E	1	1	1
Missouri	2	Applied Economics	1R/1E		1	1
	1	Business Economics	1E	1	1	1
Nebraska	1	Economics (9 Wks.)	1R			1
North Dakota	0					
Ohio	1	Voc. Applied Econ.	1E			1
	1	Economic Problems (6 Wks.)	1R			1
	1	Business Economics	1R		1	1
South Dakota	0					
Wisconsin	1	Business Economics	1E			1
North Central Region	20		Total	3	11	18

course was listed as an elective. Both courses were open to eleventh and twelfth graders.

Kansas.- One course other than economics or consumer economics was reported added in the state of Kansas. This was a business economics course. The course was an elective open to eleventh and twelfth grade students.

Michigan.- Curriculum directors from Michigan reported adding 2 courses in the "other" category. These were economic geography and comparative economics. The economic geography course was reported to be an elective course open to tenth, eleventh and twelfth graders. The comparative economics course was also an elective and was open to eleventh and twelfth graders.

Minnesota.- Four courses were added by Minnesota schools which were courses other than economics or consumer economics. One course in economic geography which was elective and available to eleventh and twelfth graders was added. Two courses in applied economics were added. One of these courses was reported to be required; the other was reported to be elective. One was offered on the eleventh grade level, and 1 was offered on the twelfth grade level. The curriculum directors from this state listed 1 course in business economics. This course was reported to be an elective, available to tenth, eleventh and twelfth grade students.

Missouri.- Responses from the state of Missouri indicated that the schools reporting offered 3 courses which were other than economics or consumer economics. Two of the courses were applied economics. Both of these courses had been added since 1955. One of the courses was required, and

course was listed as an elective. Both courses were open to eleventh and twelfth graders.

Kansas.- One course other than economics or consumer economics was reported added in the state of Kansas. This was a business economics course. The course was an elective open to eleventh and twelfth grade students.

Michigan.- Curriculum directors from Michigan reported adding 2 courses in the "other" category. These were economic geography and comparative economics. The economic geography course was reported to be an elective course open to tenth, eleventh and twelfth graders. The comparative economics course was also an elective and was open to eleventh and twelfth graders.

Minnesota.- Four courses were added by Minnesota schools which were courses other than economics or consumer economics. One course in economic geography which was elective and available to eleventh and twelfth graders was added. Two courses in applied economics were added. One of these courses was reported to be required; the other was reported to be elective. One was offered on the eleventh grade level, and 1 was offered on the twelfth grade level. The curriculum directors from this state listed 1 course in business economics. This course was reported to be an elective, available to tenth, eleventh and twelfth grade students.

Missouri.- Responses from the state of Missouri indicated that the schools reporting offered 3 courses which were other than economics or consumer economics. Two of the courses were applied economics. Both of these courses had been added since 1955. One of the courses was required, and

1 was elective. One of the courses was open to eleventh graders, and 1 was open to twelfth graders. The third of the 3 courses included in the returns from Missouri was listed as business economics. This course had been added on an elective basis for tenth, eleventh and twelfth graders.

Ohio.- Four courses which were classified in the "other" category were added by Ohio schools reporting. One course was offered in vocational applied economics. This course was made available to twelfth graders on an elective basis. A short course entitled economic problems was offered on a six weeks, required basis for twelfth graders. A course entitled business economics was listed as being a required course offered to eleventh and twelfth graders.

Wisconsin.- One course in business economics was added in the Wisconsin schools reporting. This was an elective course open to twelfth graders.

Steps to Include Economics in Social Studies Courses

A total of 301 responses concerning steps to include economic content in other social studies courses were received and tabulated. These responses are listed in Table 27. Several respondents mentioned more than one step. As this section did not lend itself well to a treatment of the data by states, the information is arranged according to steps. The steps were derived by editing the responses and placing them in categories which expressed the same general ideas.

Textbook Selection

A total of 9 or 3% of those responding to this question indicated that steps had been taken in their schools to include economic content

TABLE 27

STEPS TO INCLUDE ECONOMIC CONTENT IN OTHER COURSES

Steps to Include Economic Content	Ill.	Ind.	Ia.	Kans.	Mich.	Minn	Mo.	Neb.	N.Dak.	Ohio	S.Dak.	Wisc.	Total	%
Selection of textbooks having economic content for other courses		4		1	2					2			9	3.0
Inclusion of economics units in grades other than 9-12	1	3	1		1					3			9	3.0
Encouragement of teachers to relate economic content to subject matter of other courses	21	7	8	9	19	5	9	3	3	13	4	7	108	35.9
Inclusion of economics units in other courses	14	10	4	5	1	4	2	2	2	11		9	64	21.3
Provision for in-service training and seminars in economic education	1	1		2	3		2	1		7		2	19	6.3
Planning for the inclusion of economics as a part of a general social science course	3				2	17	2	3		5	1		33	11.0
Preparation of curriculum guides and course outlines suggesting economic content	4		1		2	2	1			6		2	18	6.0
Curriculum studies now in progress to plan for inclusion of economic content in other courses			2	1	13	3	1			7		6	33	11.0
Direction by social science supervisors to insure inclusion of economic content in other courses			1										1	.3
Formation of curriculum committees to study ways to include economic content in other courses					2		1			3		1	7	2.3
Total													301	100.1

in other courses by selecting textbooks having economic content. Four of these 9 directors were from Indiana; one was from Kansas, and 2 each were from the states of Michigan and Ohio.

Units in Grades Other Than 9-12

Another 9 or 3% of those responding indicated that the attempt had been made to insure the inclusion of economic content in other courses by planning economics units in grades other than grades nine through twelve. Of the 9 responding in this category, 1 was from the state of Illinois. Three were from Indiana, and 1 was from Iowa. One director from Michigan schools reported employing this approach to the problem of including economic content, and 3 from Ohio reported in like manner.

Relating Economic Content to Subject Matter

One hundred eight or 35.9% of the curriculum directors responding to question III, B, indicated that their approach to the problem of including economic content in other courses has been to encourage teachers of other courses to relate economic content to the subject matter of the course being taught. Twenty-one directors from Illinois listed this approach. Seven directors so indicating were from Indiana. Eight from the state of Iowa also indicated that they had used this method. Kansas returns showed that 9 of the curriculum directors from that state had attempted to insure the inclusion of economics in this way. Nineteen Michigan curriculum directors reported having taken this step, and 5 directors from the state of Minnesota, also, had used this method. Three directors from each of the states of Nebraska and North Dakota responded that they had employed this step in attempting to include

economic content in other courses. Thirteen other responses in this category were from the state of Ohio; 4 were from South Dakota, and 7 were from Wisconsin.

Units in Other Courses

Sixty-four or 21.3% of the secondary school curriculum directors responding to the question indicated that they had tried including economics units in other courses. Fourteen of the directors reporting represented the state of Illinois. Ten of the directors were responding for Indiana schools. Four responses in this category were from Iowa, and 5 were from Kansas. Only 1 Michigan director indicated that he had used this method. Four directors from Minnesota reported including economics units in other courses as a measure to include economic content. Two directors from each of the following states chose this method: Missouri, Nebraska, and North Dakota. Eleven directors from Ohio, and 9 from Wisconsin also indicated that they had taken this step to insure the inclusion of economics in other courses.

In-Service Training and Seminars in Economic Education

Of the curriculum directors responding, 19 or 6.3% indicated that they had taken steps to insure the inclusion of economic content in other courses by making available in-service training and seminars in economic education to teachers of other courses. One director from each of the states of Illinois and Indiana also used this method. Two directors from the state of Kansas, 3 from the state of Michigan and 2 from Missouri also reported using in-service training and seminars in economic education. Only 1 director from the state of Nebraska reported employing this method. Seven directors representing schools in Ohio were making

use of these ways of approaching the problem. Wisconsin curriculum directors reported that 3 schools in the sample from that state had been including in-service training and economic education seminars in order to help insure the inclusion of economic content in other courses in the secondary curriculum.

Part of General Social Science Course

Planning for the inclusion of economics as a part of a general social science course was the way that 33 or 11% of those responding suggested as a step for solving the problem of including economic content in courses other than economics. Illinois directors responding indicated that there were 3 schools which have been trying this method in their state. Two directors from the state of Michigan also listed this approach. Minnesota secondary school curriculum directors reported that 17 of their schools have tried this form of curriculum organization. Two schools from Missouri, 3 schools from Nebraska, and 5 schools from Ohio reported in the same manner. One South Dakota school reported planning for the inclusion of economics as a part of a general social science course.

Preparation of Curriculum Guides and Course Outlines

Eighteen or 6% of the schools responding indicated that they had made use of a plan for including economics content by preparing curriculum guides and course outlines suggesting economic content. Of the 18, 4 from Illinois reported using this way of approaching the problem of how to insure the inclusion of economic content in other courses. One secondary school curriculum director from Iowa also indicated this approach. Two directors from each of the states of Michigan and Minnesota

and 1 director from the state of Missouri reported planning curriculum guides and course outlines to include economic content in social studies courses. In addition to the aforementioned states, Ohio and Wisconsin reported in the same manner, 6 and 2 schools, respectively.

Curriculum Studies in Progress

Thirty-three or 11% of those responding indicated that their schools were in the process of studying ways to insure the inclusion of economic content in other social studies courses. Two such reports were received from schools in Iowa. Directors from Kansas and Missouri each reported that one school in each of the 2 states was currently considering the problem. Thirteen schools from Michigan answered in this category, and 3 schools from Minnesota answered in this category also. Ohio curriculum directors reported that 7 of their schools were presently studying the problem. Six directors from the state of Wisconsin reported that they had studies in process to study the problem of how to include economic content in other courses.

Direction by Social Studies Supervisors

Only 1 school of all the schools reporting mentioned that they had been attempting to insure the inclusion of economic content in other courses by direction of social studies supervisors. This school was in the state of Iowa.

Formation of Curriculum Committees

A total of 7 or 2.5% of the schools responding reported that they were attempting to find a solution to the problem of insuring the inclusion of economic content in other courses by forming curriculum committees to study the problem. Two schools reporting in this manner were

from Michigan. One director from Missouri also indicated that his school was studying the problem through a curriculum committee. Three Ohio schools, and 1 Wisconsin school reported in like manner.

Opinions Concerning Economics in the Secondary School

Report of Region

In responding to the opinionaire section of the questionnaire, curriculum directors answered the following questions: "Should your school include a separate economics course in the social studies curriculum of grades 9-12?" The respondents were requested to indicate whether or not the course, if included, should be required or elective. They were also asked to indicate the grade level at which economics should be taught. Three hundred eighty-five curriculum directors sent usable responses to this question. Table 28 includes responses concerning whether economics should be offered. A total of 339 respondents indicated that economics should be offered. Forty-six indicated that it should not be offered.

Table 29 includes responses concerning grade levels. Thirteen respondents indicated that economics should be offered at the ninth grade level. Twenty respondents preferred offering the course at grade ten. Fifty-three directors indicated that economics should be offered at the eleventh grade level, and 203 indicated that it should be offered at the twelfth grade level. A total of 34 respondents indicated preferences for economics to be taught at the eleventh and twelfth grade levels; 11 indicated preferences for the course to be taught at the

tenth, eleventh and twelfth grade levels, and 5 indicated preferences for the ninth, tenth, eleventh and twelfth grade levels.

TABLE 28

PREFERENCES OF CURRICULUM DIRECTORS FOR ECONOMICS COURSES

State	Secondary Curriculum Directors Responding	Economics Should Be Offered		Economics Should Not Be Offered	
		N	%	N	%
Illinois	55	53	96.4	2	3.6
Indiana	32	29	90.6	3	9.4
Iowa	17	15	88.2	2	11.8
Kansas	22	18	81.8	4	18.2
Michigan	58	50	86.2	8	13.8
Minnesota	28	18	64.3	10	35.7
Missouri	29	26	89.7	3	10.3
Nebraska	11	10	90.9	1	9.1
North Dakota	6	4	66.7	2	33.3
Ohio	84	77	91.6	7	8.3
South Dakota	7	7	100.0	0	- -
Wisconsin	36	32	88.9	4	11.1
North Central Region	385	339	88.0	46	12.0

TABLE 29

PREFERENCES OF CURRICULUM DIRECTORS
GRADE LEVELS

State		Curriculum Directors Expressing Preferences	Grade Levels Preferred						
			9	10	11	12	11 12	10 11 12	9 10 11 12
Illinois		53	1	3	12	30	4	2	1
Indiana		29	1	2	6	17	2	1	0
Iowa		15	1	1	2	9	2	0	0
Kansas		18	0	2	2	7	5	2	0
Michigan		50	2	3	7	30	4	3	1
Minnesota		18	0	0	2	14	2	0	0
Missouri		26	1	2	3	17	2	0	1
Nebraska		10	0	0	2	7	1	0	0
North Dakota		4	0	0	0	4	0	0	0
Ohio		77	7	6	12	39	9	2	2
South Dakota		7	0	0	2	4	1	0	0
Wisconsin		32	0	1	3	25	2	1	0
North Central Region	Totals	339	13	20	53	203	34	11	5
	%	99.9	3.8	5.9	15.6	59.9	10.0	3.2	1.5

Three hundred thirty-one curriculum directors indicated preferences for required or elective courses. These responses are found in Table 30. One hundred forty-two directors preferred offering economics as a required course; 189 preferred offering it as an elective course.

TABLE 30

PREFERENCES OF CURRICULUM DIRECTORS
REQUIRED OR ELECTIVE

States	Curriculum Directors Indicating Preferences	Preferences			
		Required		Elective	
		N	%	N	%
Illinois	53	16	30.2	37	69.8
Indiana	28	21	75.0	7	25.0
Iowa	15	7	46.7	8	53.3
Kansas	18	4	22.2	14	77.8
Michigan	50	20	40.0	30	60.0
Minnesota	17	8	47.1	9	52.9
Missouri	25	6	24.0	19	76.0
Nebraska	10	4	40.0	6	60.0
North Dakota	4	3	75.0	1	25.0
Ohio	74	30	40.5	44	59.5
South Dakota	7	4	57.1	3	42.9
Wisconsin	30	19	63.3	11	36.7
North Central Region	331	142	42.9	189	57.1

Report of States

Illinois.- Of the curriculum directors responding from schools in the state of Illinois, 53 or 96.4% indicated that economics should be in the social studies curriculum. Two or 3.6% of the curriculum directors indicated that economics should not be included as a separate course. One

of those responding yes, suggested that economics be offered at grade nine; 3 of those responding indicated that it should be included at grade ten. Twelve respondents indicated that economics should be included at grade eleven, and 30 indicated that it should be offered at grade twelve. Four respondents indicated that economics should be offered at the eleventh and twelfth grade levels; 2 respondents indicated that it should be offered at the tenth, eleventh and twelfth grade levels, and 1 indicated that it should be offered at the ninth, tenth, eleventh, and twelfth grade levels. Sixteen or 30.2% indicated that economics should be required, while 37 or 69.8% indicated that it should be offered on an elective basis. Sixteen or 30.2% indicated that economics should be required, while 37 or 69.8% indicated that it should be offered on an elective basis.

Indiana.- The Indiana curriculum directors responded with the following opinions concerning the inclusion of economics in the curriculum: Twenty-nine or 90.6% stated that economics should be included in the secondary curriculum, and only 3 or 9.4% stated that it should not be included. Of those responding yes, 1 indicated a preference for the inclusion of economics at the ninth grade level. Two favored offering it at the tenth grade level. Six preferred offering economics at the eleventh grade level in the secondary curriculum, and 17 of the respondents favored offering economics at the twelfth grade level in the secondary curriculum. Two directors from Indiana indicated that economics should be offered on the eleventh and twelfth grade levels, and 1 indicated that it should be offered on the tenth, eleventh and twelfth grade levels.

Twenty-one or 75% of the respondents indicated that economics should be required, and 7 or 25% indicated that it should be elective.

Iowa.- Iowa social studies directors responded 15 to 2, in favor of offering economics in the secondary curriculum. One respondent favored offering economics at the ninth grade level; 1 favored offering the course at the tenth grade level, and 2 favored offering economics at the eleventh grade level. Nine of the respondents indicated that economics should be offered at the twelfth grade level. Only 2 respondents indicated that economics should be offered on both the eleventh and twelfth grade levels.

Kansas.- In Kansas, 18 or 81.8% of the respondents stated that economics should be a part of the social studies curriculum, while 4 or 18.2% stated that it should not be. None of the curriculum directors thought that economics should be a ninth grade offering; 2 thought that it should be a tenth grade offering. Two respondents preferred offering economics at grade eleven, and 7 preferred offering it at grade twelve. Five directors from Kansas indicated that economics should be taught on the eleventh and twelfth grade levels, and 2 indicated that economics should be taught on the tenth, eleventh and twelfth grade levels. Only 4 or 22.2% were in favor of offering economics as a requirement, while 14 or 77.8% were in favor of offering it as an elective.

Michigan.- Fifty or 86.2% of the social studies curriculum directors from Michigan favored including economics in the secondary curriculum. Eight or 18.8% stated that economics should not be included in the social studies course offerings. Of those who thought that economics should be included

in the curriculum, 2 preferred offering the course at grade nine; 3 preferred offering the course at grade ten and 7 preferred offering it at grade eleven. Thirty favored offering the economics course at grade twelve. Four preferred offering economics at the eleventh and twelfth grade levels. Twenty or 40% of the respondents favoring the inclusion of the course in economics indicated that it should be required. Thirty or 60% of the respondents indicated that economics should be offered on an elective basis.

Minnesota.- The responses of the Minnesota directors indicated that 18 or 64.3% favored including economics as a separate course in the social studies curriculum. Ten or 35.7% of the respondents indicated that they did not believe economics should be offered in the social studies curriculum at the secondary level. None of the respondents suggested that economics should be included at either the ninth or tenth grade levels. Two preferred offering economics at the eleventh grade level. Fourteen preferred that it be offered at the twelfth grade level, and 2 preferred that it be offered at the eleventh and twelfth grade levels. Eight or 47.1% of the respondents favored offering the course as a requirement, and 9 or 52.9% preferred offering economics as an elective course.

Missouri.- Missouri curriculum directors responded in the following manner: Twenty-six or 89.7% of the directors indicated that economics should be included in the social studies curriculum. Three or 10.3% stated that it should not be included. One respondent thought the economics course should be offered at the ninth grade level; 2 thought that it should be offered at the tenth grade level, and 3 thought that it should be offered at the eleventh grade level. Seventeen favored

offering economics at the twelfth grade level. Two of the respondents preferred offering economics at the eleventh and twelfth grade levels, and only 1 preferred offering economics on the ninth, tenth, eleventh and twelfth grade levels. Six or 24% of the directors from Missouri favored offering economics as a required course. Nineteen or 76% stated that the course should be offered on an elective basis.

Nebraska.- The responses from Nebraska were 10 to 1 in favor of including economics in the secondary social studies curriculum. None of the respondents favored offering economics at either the ninth or the tenth grade levels. Two of the respondents preferred offering economics at the eleventh grade level, and 7 preferred offering the course at the twelfth grade level. One respondent indicated that economics should be offered at the eleventh and twelfth grade levels. Four or 40% of the respondents answering yes, stated that economics should be required. Six or 60% indicated that the course should be an elective one.

North Dakota.- Of the six curriculum directors from North Dakota who responded to the questionnaire, 4 or 66.7% expressed the belief that economics should be included in the secondary social studies curriculum. Two or 33.3% of the respondents felt that it should not be included. None of the respondents preferred including economics at any grade level other than twelfth. Three or 75% felt that the course should be required, and 1 or 25% felt that it should be elective.

Ohio.- Seventy-seven or 91.6% of the Ohio curriculum directors felt that economics should be included in the secondary curriculum. Seven or 8.3% indicated that economics should not be included in the secondary social studies curriculum. Of the 75 favoring inclusion of economics, 7 re-

spondents indicated that they believed a course should be made available to ninth graders; 6 believed that a course should be made available to tenth graders. Twelve of the respondents favored offering a course to eleventh graders, and 39 favored offering the course to twelfth graders. One respondent suggested that economics be offered at the eleventh and twelfth grade levels. Thirty or 40.5% believed that the courses should be required, and 44 or 59.5% believed that it should be elective.

South Dakota.- Seven or 100% of the curriculum directors responding from South Dakota schools indicated that economics should be included in the secondary curriculum. None of those responding from this state felt that economics should not be included. None of the directors suggested that economics be offered at either the ninth or the tenth grade levels. Two of them indicated that economics should be made available to eleventh graders. Four of the respondents were in favor of offering economics at the twelfth grade level. Only 1 respondent suggested offering economics on the eleventh and twelfth grade levels. Four or 57.1% of the directors indicated that economics should be required, and 3 or 42.9% indicated that it should be elective.

Wisconsin.- Thirty-two or 88.9% of the curriculum directors responding from the state of Wisconsin thought that economics should be offered in the secondary schools of their state. Four or 11.1% of the respondents felt that economics should not be offered. None of the respondents indicated that economics should be offered at the ninth grade level. One director indicated that economics should be offered at the tenth grade level. Three preferred to have economics offered at the eleventh grade level, and 25 of the directors preferred to have it offered at the twelfth

grade level. Two directors indicated that economics should be offered at the eleventh and twelfth grade levels, and 1 indicated that economics should be offered at the tenth, eleventh and twelfth grade levels. Nineteen or 63.3% of the respondents answering this question indicated that the course should be required, and 11 or 36.7% indicated that it should be elective.

What the Nature of the Course Should Be

Opinions of curriculum directors concerning what the nature of the economics course should be are included in Table 31. A total of two hundred fifty-two responses were tabulated. The responses were edited and placed in categories reflecting similar ideas. The text is arranged by categories rather than by states.

Principles of Economics

Responding to the question, "If economics should be included as a separate course in the social studies curriculum of grades 9-12, what should the nature of the course be?", 133 or 52.8% of the curriculum directors stated that the offering should be principles of economics stressing basic concepts. Of the total number responding, 19 represented the state of Illinois. Eight were from Indiana. Seven and 4 were from the states of Iowa and Kansas, respectively. Ten were from Michigan; 12 were from Minnesota, and 13 were from Missouri. Four responses represented each of the states of Nebraska and North Dakota. Thirty-four respondents indicated this preference for Ohio schools. Three curriculum directors responding from South Dakota, and 15 responding from Wisconsin indicated that the nature of the economics course should be basic economics.

TABLE 31

SUGGESTED NATURE OF THE SEPARATE COURSE

	Ill.	Ind.	Ia.	Kans.	Mich.	Minn.	Mo.	Neb.	N.Dak.	Ohio	S.Dak.	Wisc.	Total	%
I. Consumer economics - including business economics	2	2	2	1	4	1	1	1		14	2	3	33	13.1
II. Principles of economics - stressing basic concepts for college-bound students	19	8	7	4	10	12	13	4	4	34	3	15	133	52.8
III. General economics for citizenship - economic problems for democrary	3	5		2	6		2	1		5			24	9.5
IV. Comparative economic systems	1	1	1	1	2					1			7	2.8
V. Applied economics - a general practical course for non-college-bound students	13	6	1	4	12	1	3	2	1	5		1	49	19.4
VI. American capitalism - understanding free enterprise	1	1				1				2		1	6	2.4
North Central Region													252	100.0

Applied Economics

In response to the same question, 49 or 19.4% of the respondents indicated that the course should be an applied economics course with a general practical nature. Thirteen responses of the 49 were from Illinois curriculum directors. Six of them were from directors in Indiana. Only 1 director from Iowa indicated this preference. Four curriculum directors from Iowa indicated that they preferred applied economics. Twelve of the responses so indicating were from Michigan. One was from Minnesota. Three and 2 were from Missouri and Nebraska, respectively. Only 1 curriculum director from the state of North Dakota indicated this choice. Five curriculum directors from the state of Ohio indicated a preference for an applied course, and 1 director from Wisconsin indicated such a preference.

Consumer Economics

The third ranking choice of curriculum directors was consumer economics. Thirty-three or 13.1% of the curriculum directors responding chose this type course. Two of the 33 directors represented schools from the state of Iowa also indicated that consumer economics was their choice. One director from the state of Kansas preferred consumer economics. Four from Michigan indicated that this was their choice, and 1 from Minnesota indicated similarly. One response from each of the states of Missouri and Nebraska indicated preferences for such a course. None of the respondents from the state of North Dakota preferred a course in consumer economics. Fourteen respondents from Ohio; 2 from South Dakota, and 3 from Wisconsin expressed preferences for consumer economics courses.

General Economics for Citizenship

A total of 24 or 9.5% of the respondents indicated that the nature of a separate course in the social studies curriculum should be general economics for citizenship. Of these 24, 3 represented schools from the state of Illinois. Five were from Indiana, 2 were from Kansas, and 6 were from Michigan. Two such responses were made by directors from the state of Kansas. Six were responses of directors from Michigan schools. Two of the respondents represented Missouri schools, and 1 represented Nebraska schools. Five such responses were made by curriculum directors from Ohio. None of the secondary social science directors from any of the following states stated preferences for this course: Iowa, Minnesota, North Dakota, South Dakota and Wisconsin.

Comparative Economic Systems

Seven or 2.8% of the respondents indicated that the course in economics should be a course in comparative economic systems. Two of these respondents were from the state of Michigan. One director from each of the following states also indicated this preference: Illinois, Indiana, Iowa, Kansas and Ohio.

American Capitalism

Only 6 or 2.4% of the secondary social studies curriculum directors indicated that the nature of the separate course in economics should stress American capitalism. Two of these respondents were from the state of Ohio. One respondent from each of the states of Illinois, Indiana, Minnesota and Wisconsin indicated that a course in American Capitalism was their preference for a separate course in economics.

Why Should Economics Not Be Included as a Separate Course in the Secondary Social Studies Curriculum?

Those respondents who gave negative responses to this question expressed their reasons for not preferring the inclusion of economics as a separate course in the secondary social studies curriculum. Their answers were placed in four categories. These categories represent the reasons listed by social studies curriculum directors. The following categories are listed in rank order with the number of directors indicating reasons:

1. More students are reached through courses which offer economics as an integral part of another social studies course. Twenty-eight of the respondents gave this response.

2. The secondary curriculum is already too crowded to add another separate course. Twenty-one of the respondents offered this reason.

3. Curriculum directors have an equal responsibility to offer courses in other disciplines. Three directors responded in this manner.

4. Economics does not deserve separate attention in the secondary social studies curriculum. Two directors responding to this question offered this reason.

Summary

According to information received from secondary school curriculum directors, about two-fifths of the economics courses presently being offered have been added since 1955. Most of these courses have been added as elective offerings for twelfth grade students. Nearly all of the courses which have been added since 1955, were listed as being basic economics courses. Few consumer or applied courses were listed in this category. There did not appear to be a very strong effort to offer

economics as an integral part of other economics courses in the courses added since 1955.

In the courses added, curriculum directors preferred economics as a separate, elective offering to be made available to students on the twelfth grade level. The secondary curriculum directors indicated that the nature of the offering should be principles of economics. According to these respondents, the major problem facing secondary curriculum directors in implementing programs in economic education was an overcrowded curriculum.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes opinions of respondents and current practices in the secondary schools, draws conclusions, and makes recommendations. The summary includes reviews of the instrumentation of the study, the structure of the economics courses, and the status of economic education.

Summary

A review of existing literature supported the idea that there was a need for a study to determine the status of economic education in the secondary schools. Further investigation reinforced the view that it would be necessary to establish criteria with which to evaluate the status of economic education programs presently existing in the secondary schools. It was assumed that the opinions of selected economists and secondary educators would provide a defensible basis upon which to establish criteria to be used in evaluating secondary school economics programs.

Instrumentation of the Study

For gathering information to establish evaluative criteria, an opinionaire was developed. One hundred thirty-four copies were distributed to economists and social science educators in the 67 state supported institutions of higher education which were involved in teacher training

in the North Central Region of the United States. Fifty-three economists and 48 educators returned opinionaires in usable form. This was a total of 101 or 75.4% of the 134 copies distributed.

A questionnaire, based upon criteria established by the higher education opinionaire was sent to curriculum directors of social studies programs in 511 secondary schools in cities of the North Central Region having populations of 10,000 or more. A total of 461 or 90.2% of the questionnaires were returned.

Structure of the Economics Courses

Seventy-four or 74.7% of the economists and educators indicated that economics should be offered as an independent course in the secondary curriculum. Three hundred thirty-nine or 88% of the directors reported that they preferred offering economics as a separate or independent course in the secondary social studies program. A total of 381 or 82.6% of the secondary schools reported offering 470 separate courses in economics. The trend since 1955 has been to add separate courses. A total of 180 separate courses in economics have been added during this time.

Forty-six or 46.5% of the higher education respondents preferred offering economics as a required course, while 28 or 28.3% preferred offering it as an elective. Only 142 or 42.9% of the secondary curriculum directors, however, preferred offering economics as a required course, while 189 preferred offering it as an elective. Curriculum directors reported that 107 or 22.8% of the courses presently being offered

were required. Three hundred fifty-seven were elective. The trend since 1955 has been to add elective courses. One hundred thirty-five or 75% of the courses added have been elective.

Higher education respondents definitely favored offering economics at grade twelve. A total of 62 or 64.6% preferred offering economics at grade twelve, and 20 or 21.8% preferred combining the course with grade twelve and other grades. Two hundred three or 59.9% of the curriculum directors expressed preferences for offering economics at grade twelve. Forty or 14.7% of the curriculum directors preferred offering economics at grade twelve and others. Two hundred seventy-five or 58.5% of the courses were being offered only to students in the twelfth grade, and 159 or 33.8% were being offered to students in the twelfth and other grade levels combined. One hundred or 55.5% of the courses added were reported to be twelfth grade courses. Sixty-six or 36.7% were offered to students at the twelfth grade level in combination with other grade levels.

Fourteen economists and educators preferred offering economics only at grade levels other than twelfth. Eighty-six or 25.3% of the directors preferred offering economics only at grade levels other than twelfth. Only 36 of the current offerings were other than twelfth grade courses, and only 14 of these have been added since 1955.

Higher education respondents preferred courses in applied economics to courses in theoretical economics, 44 to 34. However, curriculum directors preferred theoretical or principles courses to consumer courses, 133 to 33. There were 372 courses in basic economics, a combination of

applied and theoretical economics, which were being offered. One hundred forty of the courses which have been added since 1955 have been courses in basic economics.

Only 20 of the 74 economists and educators preferring separate courses favored offering consumer economics or other economics courses. Of the 339 curriculum directors preferring separate courses, only 70 favored offering consumer or other economics courses. A total of 98 of 470 separate courses presently being offered in these secondary schools are consumer or other courses in economics. A total of 40 of the 180 separate courses added have been consumer economics or other economics courses.

Economists and educators suggested that the main contributions of the economics program should be to encourage students to discover basic economic principles and to develop good citizenship. These respondents expressed the opinion that the main contributions would best be made through independent courses in either applied or theoretical economics. One hundred thirty-three or 52.8% of the directors suggested that the nature of the economics course should be principles of economics stressing basic concepts for college-bound students. In listing titles of courses presently being offered in the secondary schools, curriculum directors most often referred to courses in basic economics. The directors' comments indicated that basic courses were a combination of applied and theoretical economics. A total of 372 of the 470 separate courses were reported to be basic economics, and the trend since 1955 has been to add courses in basic economics.

Fifty-five, or 61.8% of the higher education respondents indicated that economics should be required on the secondary level. One hundred eighty-nine or 57.1% of the curriculum directors indicated that economics should be elective. The directors reported that 275 or 73.9% of the basic courses presently being offered have been elective, and 104 or 74.3% of the basic courses which have been added since 1955 have been elective.

A total of 62 or 64.6% of the economists and educators preferred to offer basic economics at the twelfth grade level, and their reports showed that 242 of the basic courses presently being taught in their schools were being offered to students at the twelfth grade level. Ninety or 24.2% of the courses were being offered to students on the combined grade levels eleven and twelve. Trends in basic courses added indicated that 86 or 61.4% of these courses were offered to twelfth grade students, and 34 or 24.3% were offered on a combined basis to eleventh and twelfth grade students.

The secondary curriculum directors reported that 338 or 90.9% of the basic economics courses were being offered on a one semester basis. Three hundred forty-four or 92.5% of the basic courses were offered by departments of social science.

Evidence indicates that the lack of enthusiasm for consumer economics on the part of economists and educators was shared by the curriculum directors. Eighteen or 18.4% of the higher education respondents preferred consumer economics as an area of emphasis. Of the 470 separate courses reported to be offered, only 68 were consumer economics courses. Most of the courses were elective and were offered to students on the combined grade levels eleven and twelve. Most of the courses were one

semester in length and were offered by departments of business. Since 1955, 20 separate courses in consumer economics have been added.

Only 30 of the 470 separate courses were reported to be other than basic or consumer economics. Most of these were elective courses offered at the twelfth grade level. Most of them were one semester in length and were offered by the social science departments. Of the 30 courses presently being offered, 20 have been added since 1955.

A scant 25 or 25.3% of the respondents from higher education institutions indicated that economics should be included in the secondary curriculum as an integral part of other social science courses. Forty-three or 44.3% of these respondents indicated that if economics were to be included as an integral part of another social studies course, the nature of the course should be applied economics. Secondary social studies curriculum directors reported methods for including economic content in other social studies courses. The encouragement of teachers to relate economic content to subject matter of other courses was mentioned by most of the directors responding to this section. Another method often mentioned was encouraging the inclusion of economics units in other courses.

Primarily, the higher education respondents preferred offering a separate, elective course in applied economics to twelfth grade students on the secondary level. Existing secondary courses were separate, elective courses in basic economics offered to students on the twelfth grade level for one semester by the social science departments. The trend since 1955 has been to add separate, elective, one semester courses in basic economics at the twelfth grade level.

The Status of Economic Education

A review of the literature supports the view that economic education should enjoy a more favorable position in the secondary social studies curriculum than it does today. In addition to the literature, further support for this view is found in the opinions of economists and educators in institutions of higher learning and secondary social studies curriculum directors. It was the consensus that economic education for every future citizen is necessary for effective life in a democratic society.

Reports from curriculum directors indicated that economic education was being included as a part of the social studies curriculum in most of the secondary schools in the North Central Region. However, the majority of the courses involving economic education were elective. It is reasonable to assume that, even though economics may be offered in a program, it will not necessarily be offered for every future citizen if it remains elective.

Economists and educators, as a group, favored offering economics as a required subject. Only slightly more than half of the curriculum directors favored offering the course as an elective. Despite the evidence that there exists some support for the idea of offering economics as a requirement, there is also evidence to show that there has been a strong tendency toward continuing to add elective courses during the past ten years. No widespread effort has been made to support the inclusion of economics as a required course in the secondary curriculum.

Educators often alluded to the problem of overcoming practices which have been reinforced by tradition in the secondary schools. One

of their suggested reasons for the lack of status of economic education in the secondary schools was that, traditionally, economics has not been required. Economists suggested that the study of economics is too difficult for many high school students, yet this group was strongest in favoring economics as a requirement. Most of the economists and educators agreed that the main reason for a lack of status has been the lack of teachers qualified to teach economics. Educators also suggested that economists have been too apathetic in encouraging future teachers to study economics, and that many administrators, unaware of the importance of economic education, fail to encourage teachers to do further study in this area.

Concerning the problem of what can be done to improve the status, prestige and future development of economic education, economists and educators agreed that improvement of teacher training is of paramount importance. They agreed that provision for in-service training programs should also help to alleviate the problem of a lack of qualified teachers. Other suggested steps for improving the future status of economic education were: analysis of existing programs, improvement of instructional materials, and employment of economists in secondary schools.

According to economists responding to the higher education opinionaire, professional economists were the ones most responsible for improving the status of economics in the secondary school. Educators expressed the opinion that the primary responsibility for improving status belonged with individual teachers in individual schools. Both economists and educators were in agreement that teachers college

faculties were in a position to help solve the problem of a lack of status by improving the problem of a lack of qualified teachers in the area of economics.

Conclusions

An examination of economics offerings and authoritative opinions of economists, educators and curriculum directors justified the following conclusions:

1. Economics was being included in the social studies programs of 82.6% of the secondary schools returning questionnaires.

2. Economics courses were being offered as independent or separate courses in the secondary schools in the North Central Region.

3. Most of the economics courses which were being offered were elective.

4. Economics was most frequently being offered at the twelfth grade level.

5. The type of course most often reported was basic economics.

6. During the past decade, the trend has been to add separate, elective courses in basic economics at the twelfth grade level.

7. There has been an increase of 38.3% in economics courses added since 1955.

8. Economists and educators expressed preferences for the independent course to be a required course in applied economics to be taught at the twelfth grade level.

9. Curriculum directors preferred offering separate, elective courses in basic economics to be taught at the twelfth grade level.

10. Though 75% of the secondary schools reported offering elective courses, 42% of the curriculum directors preferred offering required courses.

11. Economists, educators and curriculum directors were in virtual agreement in their opinions concerning the essential elements of the secondary course in economic education.

Recommendations

There is the need for leadership to spark a movement toward the inclusion of economics as a course equal in status to American or world history. The impetus needed to spark such a movement may depend upon the actions of existing national committees concerned with economic and social studies education. It seems much in order that such groups make the proposal that economics be included as a required course in the secondary social studies curriculum. Evidence supports the claim that a strong campaign favoring the inclusion of economic education as a requirement would be well received on both the higher education and secondary school levels. The collective opinions support the contention that not until economics is made a required course in the secondary curriculum will it begin to achieve status appropriate to its potential contributions.

Professional economists and educators involved in teacher training are in a position to put into effect their own recommendations. These respondents to the higher education opinionaire suggested that the improvement of status of economics depended primarily upon the improvement of teacher training and upon the inclusion of in-service training programs for teachers already teaching in the secondary schools. It is recommended that responsible leaders in institutions involved in teacher training make a concerted effort to institute new programs for preparing future teachers of economics, to revise possible existing programs for

increased effectiveness, and to cooperate with social studies curriculum directors to incorporate in-service training programs in the secondary schools.

Some recommended suggestions for further study concerning the future development of economic education programs in the secondary schools are the following:

1. A study to determine what teacher training institutions are doing to prepare teachers to teach economics.

2. A study of the background and preparation of secondary school teachers now teaching economics.

3. A study of course content of present high school offerings.

4. A study of the performance and achievement of those students who have taken economics courses in high school.

5. A study of the attitudes of state departments of public instruction toward the inclusion of economics as a requirement for teacher certification and for high school graduation.

APPENDIX A

Dear Colleague:

Enclosed is an opinionaire which is part of a research study to determine the status of economics in the secondary social studies curriculums of public schools. An essential part of this study is the establishment of criteria for evaluating existing programs of economic education in these secondary schools.

This opinionaire is being sent to each state supported institution of higher education which is engaged in teacher education and which is located in the North Central Region. It is being directed to professors of economics and to professors of secondary education who are active in the field of social studies education.

At the present time, there seems to be no comprehensive body of literature which adequately covers all of the areas of concern included in this study. Consequently, it is necessary to consult with you and others, who have special training and interest in this area, to aid in establishing what the secondary school economics program should be. It would be most helpful to have your opinions and comments concerning the matter of economics in the secondary social studies curriculum.

The content and organization of economic education in the secondary schools is the chief concern of this study. The assumption is made that economics should be taught in high school. If you disagree with this assumption, please indicate your disagreement and return the questionnaire to me. I believe that your opinion, based upon your study and understanding, will be most helpful and significant in the consideration of the future of economic education for youth in American schools. May I have your cooperation and help in making this study as complete as possible?

A self-addressed, stamped envelope is enclosed for your convenience in replying. Your promptness will be most appreciated. Upon completion of this study, a copy of the results will be sent to all who so graciously participated. Thank you very much.

Sincerely yours,

Rodney M. Mitchell

AN OPINIONAIRE CONCERNING ECONOMIC EDUCATION IN THE SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM

Directions: Please place your comments on these questions in the spaces provided. Of course, you are encouraged to use additional space on the back of the page if you wish to discuss a particular topic at length.

I. General Information

Name of Institution_____

Name of Respondent_____

Title and Department_____

II. Need for economic education in the secondary school.

A. Check the statement with which you most agree.

____1. Economics should be included in the curriculum as an independent, required course.

____2. Economics should be included in the curriculum as an independent, elective course.

____3. Economics should be included in the curriculum as an integral part of another social studies course.

____4. Economics should not be included in the secondary social studies curriculum, except as an integral part of another social studies course.

B. If economic education should be included in the secondary curriculum, should it be a requirement or an elective course?

Requirement_____ Elective_____

At what grade level should the economics course be offered?

Grade 9_____ Grade 11_____

Grade 10_____ Grade 12_____

Please Comment:

III. What should be the major areas of emphasis in the following types of economics courses? Please rate in the order of importance:

A. An economics course taught independently of other social studies courses.

1. Theoretical _____
2. Applied _____
3. Consumer _____
4. Other, specify_____

B. An economics course taught as an integral part of other social studies courses.

1. Theoretical _____
2. Applied _____
3. Consumer _____
4. Other, specify_____

Comment:

IV. What should we expect the main contributions of secondary school economics courses to be?

Comment:

V. What might be done to improve the status, prestige and future development of economic education in grades 9-12?

VI. Who is responsible for improving the status of economics in the secondary social studies curriculum? Is this primarily a task of professional economists, teachers college faculties, state department of education, national committees, individual teachers in individual schools, or social studies curriculum directors in secondary schools?

Comment:

VII. What are the main reasons why economics has not achieved status as a separate or required subject in the secondary social studies curriculums comparable with the positions of world or United States history?

Your candid opinions will be appreciated.

APPENDIX B

Dear Sir:

Enclosed is a questionnaire which is part of a research study to determine the status of economics in the secondary social studies curriculums of public schools. The questionnaire is being sent to directors of social studies curriculums in schools which are situated in cities of 10,000 or more population and which are located in the North Central Region.

The content and organization of economic education in the secondary schools is the chief concern of this study. It would be most helpful to have your opinions and comments concerning these matters. I believe that your opinion, based upon your interest and experience, will be most helpful and significant in the consideration of the future of economic education for youth in American schools. May I have your cooperation and help in making this study as complete as possible?

A self-addressed, stamped envelope is enclosed for your convenience in replying. Your promptness will be most appreciated. Upon completion of this study, a copy of the results will be sent to all who so graciously participated. Thank you very much.

Sincerely yours,

Rodney M. Mitchell

THE STATUS OF ECONOMIC EDUCATION IN SECONDARY SOCIAL STUDIES CURRICULUMS IN THE NORTH CENTRAL REGION

I. General Information

A. Name of school system _____

B. Name of respondent _____

C. Official position _____

D. Total enrollment grades 9-12 _____ Number of teachers grades 9-12 _____

II. Curriculum

A. Are there separate economics courses taught as part of the secondary curriculum in your system? Yes _____ No _____

B. If yes, please give course titles and circle all choices which are applicable to these courses. In the last column, indicate which department offers the course, e.g., social studies, business, etc.

Titles	Grades	Required Elective	One Semester Full Year	Department
	9,10,11,12	R E	S FY	
	9,10,11,12	R E	S FY	
	9,10,11,12	R E	S FY	
	9,10,11,12	R E	S FY	

III. Changes in Your Economic Education Curriculum

A. What separate economics courses have been added or dropped in the social studies curriculum in grades 9-12 since 1955? Please indicate their current status as elective or required subjects. Why, in your opinion, have these changes been made?

Titles	Added Dropped	Required Elective	Grades	Reasons for Change
	A D	R E	9,10,11,12	
	A D	R E	9,10,11,12	
	A D	R E	9,10,11,12	

B. What specific steps, if any, have been taken to insure the inclusion of economic content in other courses?

_____

_____

_____

IV. Opinionaire

A. Should your school include a separate economics course in the social studies curriculum of grades 9-12?

Yes _____ No _____ Grade levels _____ Required _____ Elective _____

B. If yes, what should the nature of the course be? If not, why not?

V. Please place any additional comments on the back.

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