

1956

The status of economics in the high schools of New England.

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Thesis
McCarthy, P.F.
1956

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

THE STATUS OF ECONOMICS IN THE HIGH
SCHOOLS OF NEW ENGLAND

Submitted by

Patrick Francis McCarthy
(A.B., Providence College, 1953)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

1956

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First Reader: Stanley P. Wronski

Associate Professor of Education

Second Reader: Lester I. Sluder

Associate Professor of Business Education

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CHAPTER I
INTRODUCTION

The purpose of the study.-- The purpose of this study is to determine the present status and recent trends of economics as a subject in the public high schools of New England. This thesis is also an endeavor to compare the status of economics in New England public high schools with the status of economics in the public high schools of the entire nation.

Analysis of the study.-- It is hoped that this study will show the status of economics in New England high schools during 1955-1956. The following subordinate problems were included in this study:

1. To determine to what extent economics is taught as a separate subject
2. To compare the total high school enrollment with the economics enrollment
3. To determine at what grade level economics is taught, number of periods taught per week, and the length of the course
4. To determine what methods of instruction are of greatest value in the teaching of economics
5. To determine what text books and other instructional materials are being used

6. To determine the major objectives of the teaching of economics

Justification of the study.-- According to the Biennial Survey of Education in the United States, 1948-1950, economics has decreased as a separate subject.^{1/} Economics showed a slight increase in popularity between 1922-1928 from 4.8 to 5.1 per cent of the total enrollment of the high school. The 1928 report was the high water market in percentage but not in numbers. Between 1928-1934 economics decreased from 5.1 to 4.9 per cent and between 1934-1949 it decreased from 4.9 to 4.7 per cent of the total enrollment of the high school in the United States.

The decreasing of economics as a separate subject in the high school curriculum and the increase in demand by educators, administrators, and teachers for a student body equipped with the information necessary to understand the basic economic problems facing the citizenry today is sufficient justification for a study of this kind.

No nation-wide survey has been conducted to determine the status of economics since the Biennial Survey of Education in the United States, 1948-1950, by the United States Office of Education.

This study will present a general, overall picture of

^{1/}Offerings and Enrollments in High-School Subjects, Biennial Survey of Education in the United States, 1948-1950, Federal Security Agency, Office of Education, Washington, D. C., 1951, p. 107.

the economics program in New England high schools. Also with such information available, one will be able to compare the program of economics in New England with the rest of the nation.

A study of the status of economics in the public high schools should prove helpful to the heads of the social studies departments who may desire to expand or revise the social studies program in their schools.

Scope of the study.-- This study included the six New England states, Maine, New Hampshire, Massachusetts, Vermont, Rhode Island, and Connecticut. A random selection of 300 high schools was made from the total number of high schools in New England.

The scope of this study includes economics only as a separate subject. Economic understandings may well be included in other subjects. For example, problems of democracy includes units or topics pertaining to economics, but this thesis is concerned only with economics as a separate subject.

In making this study of the status of economics in the public high schools of New England, the writer is indebted to Mr. Howard H. Cummings, Specialist for Social Sciences and Geography, Office of Education, Washington, D. C. who furnished data for certain tabulations.

Procedure of the study.-- The first step necessary in a study of this type was the preparation of a questionnaire which would procure the data desired, and yet be one which could be answered quickly and easily. This questionnaire was mailed to

the head of the social studies department of each of the 300 random selected high schools. A letter accompanied each mimeographed questionnaire, explaining the need for the data requested. A self-addressed, stamped envelope was also enclosed to make the return easier. A follow-up post card was also used.

Definitions of terms.--- Three terms used in this study may require brief definitions.

1. Public high school - In this study, public high schools will include three-year, four-year, and grades 9, 10, 11, and 12 of certain six-year high schools. In the six-year high schools, an attempt has been made to eliminate all information pertaining to grades seven and eight.
2. Economics - "It is an organized body of knowledge dealing with man's activities in satisfying his wants for scarce goods."^{1/}
3. Social Studies - "Those portions or aspects of the social sciences that have been selected and adopted for use in the school....The social studies are the social sciences simplified for pedagogical purposes. In schools the social studies usually consist of geography, history, economics, sociology, and civics, and varied combinations of these subjects."^{2/}

Organization of the study.--- Chapter I is the introduction

^{1/}Maurice P. Moffatt, Social Studies Instruction, Prentice-Hall, Inc., New York, 1954, p. 309.

^{2/}Edgar B. Wesley, Teaching the Social Studies, D. C. Heath, Boston, 1942, p. 6.

which includes the purpose and nature of the study. A review of related literature and investigations is presented in Chapter II. For the purpose of obtaining a background for this study, research studies and current literature, related to the present status and recent trends of economics in the curriculum, appropriate methods of teaching, and materials of instruction were examined. Chapter III explains the exact steps of the procedures used in this study. In Chapter IV, the analysis and interpretation of data on economics is presented. Summary and conclusion are set forth in Chapter V. In the appendix, an annotated bibliography and a copy of the questionnaire used in this study can be found.

CHAPTER II

REVIEW OF RELATED LITERATURE

1. A Plea for Economics

A national feeling.-- Throughout the country, superintendents have become concerned with the bluntly expressed feeling in their communities that the economic education of the people has been neglected and that a concerned effort to correct this situation is needed.

Work of outside organizations.-- Recent emphasis for more economics has risen from many sources. Outside organizations, such as the Committee for Economic Development, the Twentieth Century Fund, the Brookings Institute, and our labor unions have pointed to the economic illiteracy of our people. Curriculum revision programs, both state and local, have recognized the close relationship between many problems of economic origin and the survival of our American way of life.

The need for economics.-- The urgent need for economics is well presented in an article by Ernest O. Melby ^{1/} dean, School of Education, New York University, in which he says:

"In the present cold war for human freedom our

1/Ernest O. Melby, "Economic Education Is a Must," Journal of Educational Sociology (March, 1950), 23:388.

opponents believe that we shall ultimately lose because our economic system will fail us. The only way we can prove them wrong, and the only way we can make human freedom a reality, is to give our citizens the economic attitude and understanding that will equip them to develop sound economic policies and which will make our economic system a foundation for freedom rather than a source of weakness in crises. Such education will be effective as it examines the issues clearly in the free market of opinion which should prevail in every school and college. It will have meaning and power as it is conducted in the true spirit of democracy and as it is dominated by a concern of moral and spiritual values."

Economic understanding is considered to be difficult to acquire. However, it is necessary that students in high school be given the knowledge necessary to understand the basic economic problems facing the citizen of today. This fact is well presented in an article by Dorothy H. Veon,^{1/} in which she states: "Better economic understanding will produce citizens better informed on our national economy, and on the way it affects the economies of other nations."

Economic understanding for all.-- Economic concerns belong to every member of human society - not to a few specialists. Ernest O. Melby^{2/} believes that regardless of how prosperous we may be as a nation or as individuals, we all face economic problems because we all have economic wants. He states:

"In spite of the obvious importance of our economic arrangements to all, a few of us possess adequate economic understanding and still fewer think about the

^{1/}Dorothy H. Veon, "Why Teach Economics," School Executive (February, 1955), 74:56.

^{2/}Ernest O. Melby, "Freedom Is Indivisible," School Executive (February, 1953), 72:70.

various economic problems unemotionally and objectively. Even where definite efforts have been made in the direction of economic education the concepts developed are often too narrow and the understandings too limited to enable the individual to participate wisely in the formulation of national, industrial or even individual economic programs. We need more thorough economic education, planned and carried out with a fuller understanding of the nature of the economic problems faced by our nation and by the world."

In an answer to the question of who should be an economic literate Mary C. O'Toole ^{1/} says:

"Economic literacy is not for the few, for the best, for the speediest, for the boys, for the business major, for the hard-to-place minors. Economic literacy is for every individual who is to be awarded a certificate or diploma signifying completion of a United States high school course. With his diploma should go to the graduate also a guarantee that having completed a three-year plan designed to make him an economic literate, he may face his future with the assurance of everyday economic success."

Economic issues and problems have become central factors in the social relations of the modern world. Economic questions continually loom larger in our domestic as well as our international policy. Paul W. Coons ^{2/} states: "Economic education has gone beyond the classroom; economics is being recognized as something that affects everyone, all the time."

Need to combat economic illiteracy. -- Economic problems puzzle the teen-ager as well as the teacher, the farmer, the worker, and the businessman, all of whom have highly com-

^{1/}Mary C. O'Toole, "Economic Literacy - The Nation's Choice," Journal of Business Education (November, 1952), 23:56.

^{2/}Paul W. Coons, "Focus on the Community," School Executive (February, 1953), 72:77.

plicated decisions to make. Yet, Albert L. Ayars ^{1/} says:

"Thousands are functional illiterates insofar as economic facts and principles are concerned."

Harold B. Gilbreth ^{2/} offers another plea for economics on the basis of economic illiteracy. He states:

"There is and should be a place in the schools for a program which will combat economic illiteracy and develop citizens capable of evaluating and interpreting the problems of business as they have reference to the individual, the community, the state, and the nation.... One phase of such a program has been the inclusion of classes in economics in various curricula of the public high schools."

This plea for economics on the basis of economic illiteracy is also stressed by Ernest O. Melby ^{3/} in an article in which he states the following:

"Unfortunately, economic education in America is meager, sporadic, and often sterile in character. One can graduate from a high school without even an elementary understanding of the economic problems confronting America....It has been frequently observed that we are a nation of economic illiterates, that many of us believe we can get something for nothing, and that there is a widespread lack of knowledge of the basic facts concerning our economy, its problems, strengths, and weaknesses."

In a study conducted by the Opinion Research Corporation ^{4/} in 1951 in which 1,280 high schools participated, it

1/Albert L. Ayars, "A Frontal Attack on Economic Illiteracy," School Executive (February, 1953), 72:74.

2/Harold B. Gilbreth, "Trends in Teaching Economics," Journal of Business Education (April, 1945), 20:15-16.

3/"Economic Education Is a Must," op. cit., p. 388.

4/Frank G. Schultz, "Horse Sense and Buggy Economics," School and Society (June 13, 1953), 77:373.

was found that many students had a poor understanding of the concepts of wages, profits, taxes, and dividends.

Mary C. O'Toole ^{1/} says: "America's citizens today, in the midst of unimagined plenty, are starving for want of economic literacy."

There seems to be general agreement that education for economic competence is badly needed, that illiteracy about economics is widespread, that the school program in this field is inadequate, and that consequent dangers exist.

Thomas H. Briggs, ^{2/} Emeritus Professor, Teachers College, Columbia University lists these dangers:

"These dangers are: first, the inability of the individual to use intelligently our economics for the good of himself and for the good of the nation; second, a lack of pride and patriotism in our country and its achievement; third, an inability to vote intelligently about proposals for changing our economy; and fourth, a hospitality to all sorts of 'isms' proposes cures for the ills which people recognize but are not competent to judge sensibly."

A plea on the basis of citizenship.-- Albert L. Ayars ^{3/} claims that economic citizenship and political citizenship have become inseparable. He states:

"In his role as a citizen in a democratic society, he is called upon to voice political choices that are also economic choices....The citizen cannot decide

1/Op. cit., p. 55.

2/Thomas H. Briggs, "The Growing Demand for Unbiased Economic Materials," School Executive (May, 1953), 72:57.

3/Op. cit., p. 73.

intelligently, in the best interest of his community and nation, unless his viewpoint is based upon a real understanding of his economic world. He needs a great amount of business and economic information even to comprehend the news.

G. Derwood Baker, ^{1/} ~~past Director of the~~ Joint Council on Economic Education, claims that if we examine the curriculum of the typical high school, we find very little provision for economic skills and understanding. In regard to the fact that economic problems are among the most pressing and persistent issues which confront our society Baker states:

"In today's world, political competence is not enough. The great majority of political issues hinge on questions of finance and economic policy; and in his role as consumer, worker, farmer, professional or businessman, each individual is called upon to make decisions which influence and shape the character of our political, social and economic institutions. The problems of preparing youth for economic citizenship is a relatively new problem, and one which public education must come to grips."

To carry this point further that economic citizenship and political citizenship have become inseparable, Ernest O. Melby ^{2/} states:

"Regardless of what democracy may do in the cultural and human relations areas, if it fails on the economic front it will most certainly go down in defeat. If, then, we are interested in the survival of our way of life, there is no kind of education more important than that which seeks to make the average American intelligent about our economic system and effective as a citizen in relation to it."

1/ G. Derwood Baker, "Why Economic Education," High School Journal (November, 1953), 37:49.

2/ "Economic," op. cit., p. 379.

Finally, the need for economics is stressed by Baker ^{1/} in an article in which he states: "Economic education affords the public schools their most promising opportunity to relate the curriculum to the needs of the youth, the resources of the community, and the problems of the nation."

2. Present Status of Economics

Brookings Institution Survey.-- Under a grant from the Alfred P. Sloan Foundation, Harold G. Moulton and C. W. McKee ^{2/} conducted a survey to determine the present status and character of economic education in the United States. Moulton is president of the Brookings Institution, Washington, D. C. and McKee is chairman of the Department of Economics and Business Administration, Westminster College, and president of the Economic and Business Foundation of New Wilmington, Pennsylvania. Their report has been published by the Brookings Institution in 1951 as A Survey of Economic Education.

The survey ^{3/} informs us that only a very small percentage of our high school students get any real grasp of the economic factors and forces that are responsible for higher standards of living.

For one thing, the survey ^{4/} showed that very few

1/Op. cit., p. 54.

2/H. G. Moulton and E. W. McKee, "How Good Is 'Economic Education'?" Fortune (July, 1951), 44:84-86.

3/Ibid., pp. 84-86.

4/Loc. cit., pp. 84-86.

students take economics. Roughly 500 public schools out of 2,600 answered the questionnaire. Of these 500, only 60 per cent stated that they offered courses exclusively to economics. Only about 18 per cent have made economics a required subject. In only one state, Oregon, is a course in economics required for graduation. According to the survey where economics is an elective, it does not seem to be a popular subject. It was found by the Brookings Institution ^{1/} that, for various reasons, only five per cent of all high school students take as much as a one-semester course in economics.

Biennial Survey of Education in the United States, 1948-1950.-- The Biennial Survey ^{2/} indicates that enrollment in economics is low and has decreased as a separate subject. Table 1 shows the percentage of pupils, by state, enrolled in economics. In order to make the table more meaningful problems of democracy and United States history were used to show the position of economics with other social studies.

Table 1. Percentage of Pupils, by State, Enrolled in Economics, Problems of Democracy, and United States History in High School, 1948-1949.

State	Economics	Problems of Democracy	United States History
(1)	(2)	(3)	(4)
United States.....	4.7	5.2	22.8

(continued on next page)

1/H. G. Moulton and E. W. McKee, op. cit., pp. 84-86.

2/Op. cit., pp. 100-101.

Table 1. (continued)

State	Economics	Problems of Democracy	United States History
(1)	(2)	(3)	(4)
Alabama.....	7.7	9.0	18.9
Arizona.....	4.2	5.0	20.7
Arkansas.....	3.3	3.3	21.4
California.....	2.0	7.5	23.3
Colorado.....	3.0	2.5	23.2
Connecticut.....	3.8	8.8	28.3
Delaware.....	7.0	7.7	21.3
Florida.....	2.6	3.5	22.0
Georgia.....	5.8	3.1	21.5
Idaho.....	7.1	1.6	24.0
Illinois.....	4.6	1.6	21.6
Indiana.....	6.0	2.8	23.1
Iowa.....	10.5	2.9	24.2
Kansas.....	2.8	2.1	23.6
Kentucky.....	4.3	2.2	20.2
Louisiana.....	2.7	2.9	16.1
Maine.....	3.6	6.5	24.4
Maryland.....	1.5	9.2	19.7
Massachusetts.....	3.5	8.1	23.7
Michigan.....	9.5	1.5	22.2
Minnesota.....	2.2	12.8	23.5
Mississippi.....	5.7	1.7	22.6
Missouri.....	2.0	5.1	21.9
Montana.....	7.7	3.0	22.6
Nebraska.....	4.9	6.2	23.3
Nevada.....	5.4	-	20.6
New Hampshire.....	7.1	7.8	22.6
New Jersey.....	2.5	7.3	37.4
New Mexico.....	2.9	2.1	19.3
New York.....	7.3	4.6	22.2
North Carolina.....	8.0	1.2	20.4
North Dakota.....	4.1	15.1	24.5
Ohio.....	4.3	5.9	23.3

(concluded on next page)

Table 1. (concluded)

State	Economics	Problems of Democracy	United States History
(1)	(2)	(3)	(4)
Oklahoma.....	1.9	7.5	21.3
Oregon.....	12.9	2.5	23.0
Pennsylvania.....	2.8	14.0	24.6
Rhode Island.....	1.5	2.4	22.6
South Carolina.....	4.0	8.7	21.5
South Dakota.....	13.7	1.4	23.9
Tennessee.....	5.9	1.7	18.4
Texas.....	4.4	.3	21.4
Utah.....	1.3	10.4	20.4
Vermont.....	5.9	3.8	25.7
Virginia.....	2.0	1.4	21.6
Washington.....	3.1	1.3	23.1
West Virginia.....	3.1	7.2	20.8
Wisconsin.....	5.9	4.4	23.4
Wyoming.....	4.5	3.0	20.6
District of Columbia.....	1.1	.4	21.2

According to the Biennial Survey of Education in the United States, 1948-1950,^{1/} the total percentage of high school students enrolled in economics was only 4.7. This was the last report on enrollment at the high school level.

It is apparent that the subject of economics is facing a crises. This is substantiated by the fact that problems of democracy has shown a marked increase in states where enroll-
1/Op. cit., p. 101.

ments in economics have declined. As both subjects are offered in the twelfth grade, it is reasonable to assume that this decline in economics was due in part to the increased registrations in problems of democracy.

3. Objectives of Economics

Recently a questionnaire was sent to 160 school administrators in the Commonwealth of Pennsylvania to secure their reactions to certain objectives of economics. Replies were received from 131 administrators.

The replies from the 131 school administrators indicated unanimous agreement on certain objectives for economics. They felt that our students in secondary schools should:^{1/}

- "1. Be taught to understand the ways in which economic, political and social life are interrelated
2. Have the opportunity to investigate and understand the economic resources and opportunities of our community
3. Understand the need for the conservation, development, and wide use of natural resources
4. Understand how the use of machines and power has contributed to raising our standard of living
5. Learn about the function of saving and capital formation in our economy
6. Know how to provide more securely for their future needs and be able to investigate and evaluate private and public measures for increasing personal and social security
7. Understand the principles of insurance as means of reducing insecurity or economic misfortune in many areas of life
8. Understand the relationship between safety practices and economy
9. Be taught how to plan and manage their personal finances

^{1/}Dorothy H. Veon, op. cit., p. 56.

10. Be taught how to buy wisely."

The last few objectives in the list indicate that considerable emphasis needs to be placed upon the personal economic values.

Administrators were in general agreement that students of high school age need to understand:^{1/}

- "1. The nature of various types of business organizations and the ways in which they operate in our economy
2. How division of labor and mass production have made all members of society economically interdependent
3. How prices are determined under conditions of competition in our economy
4. The characteristics of our labor force that contribute to our high standard of living
5. The role of advertising in our economy and the possible effects it can have on production and prices
6. The importance of small business in our economy and the problems of the small businessman
7. How money and credit work in our economy
8. Possible cause of inflation, deflation, or other conditions of stability in our economy
9. The various forces which influence the determination of wages in our economy
10. The differences in incomes, wealth and standards of living among both the people in the United States and the peoples of the rest of the world
11. The way in which the American economy is related to other economies throughout the world
12. The nature of the problems farmers face in our economy and the arguments for and against various measures that have been suggested to deal with these."

Edgar B. Wesley lists eight objectives in studying economics. The following list of objectives are, however, rigidly restricted to (1) those that seem to be in harmony with the nature of the content, (2) those that are peculiar to the subject, (3) those to the attainment of which the

^{1/}Dorothy H. Veon, op. cit., pp. 56-57.

specified subject can make a definite, though not exclusive, contribution, or (4) those that seem to be appropriate because of their frequent mention. Wesley ^{1/} lists the following objectives in studying economics:

- "1. To understand concepts used in business and industry
2. To learn something of economic processes
3. To understand economic principles
4. To acquire information
5. To understand man's economic interdependence
6. To secure the understanding necessary for prudent buying
7. To understand how social controls can be applied to economics
8. To understand the interrelationships of economics and government."

4. Criticisms of Economics

Number of reasons.-- Traditional high school economics has been criticized for a number of reasons. These animadversions are presented here in order to give a clearer view of the status of economics in the high school.

Poor teaching.-- In discussing the uneconomic teaching in economics John D. Garwood ^{2/} says: "Of all the social sciences, economics is probably the discipline which suffers most from the occupational disease known as poor teaching."

In regard to poor teaching in economics Frank G. Schultz ^{3/}

^{1/}Edgar B. Wesley, Teaching Social Studies in High Schools, D. C. Heath and Company, Boston, 1950, pp. 126-127.

^{2/}John D. Garwood, "Uneconomic Teaching in Economics," Social Studies (April, 1955), 46:128.

^{3/}Op. cit., p. 374.

states his viewpoint:

"Another reason for inadequate economic understanding lies in the lack of well-qualified teachers to handle the subject. Since economics is listed under the social studies for certification purposes, it is difficult to learn what the credit requirements for teaching this subject in the several states. However, it is certain that in some states a teacher may be certified to teach economics with no more than the introductory college course in the field."

According to the Brookings Institution survey ^{1/} the professional preparation of the teachers seems incredibly low. Indeed, a great majority of the schoolmen interviewed said that it was virtually impossible to get a person well trained in economics.

Textbooks.-- According to Arthur C. Bining and David H. Bining ^{2/} the last decade of the nineteenth century marked the period of transition in the materials of instruction in economics, and textbooks appeared that were prepared solely for high school use.

With the change from the older economics to the newer emphasis on economic problems Manson Van B. Jennings ^{3/} states:

"The limitations of textbooks became more pronounced. Consequently, teachers made increasing use of audio-visual materials, of newspapers and periodicals, of pamphlets and government publications; and in a few economics classrooms the textbook became merely a reference book for occasional use."

^{1/}H. G. Moulton and E. W. McKee, op. cit., pp. 84-86.

^{2/}A. C. Bining and D. H. Bining, Teaching the Social Studies in Secondary Schools, McGraw-Hill Book Company, Inc., New York, 1952, pp. 14-17.

^{3/}Manson Van B. Jennings, "Trends in Content and Materials for Economic Education," Social Education (November, 1953), 17;341.

In regard to unsuitable textbooks Frank G. Schultz ^{1/}
states:

"There has been a scarcity of suitable instructional materials for teaching economic concepts at the various levels where they might be introduced. Textbook writers and publishers are likely to be concerned with the economic returns of their efforts so that published materials that do not conform to the current demand are not likely to appear."

The Brookings Institution Survey ^{2/} found that in the main, the texts are presented in attractive readable and interesting form and are well adapted for effective classroom discussion. But like the texts of earlier days, they are primarily concerned with teaching economic principles and laws. In all cases the discussion of principles is cast in abstract terms. Largely for this reason one third of the teachers that were questioned in the survey regard the text as unsatisfactory.

Controversial issues.-- The question, "Should teachers deal with controversial issues?" is asked many times in regard to the subject of economics.

Thomas H. Briggs, ^{3/} Emeritus Professor, Teachers College, Columbia University says, "There are only three 'dangerous' subject areas in education. One is sex, one is religion, and one is economics."

Even where the teacher is well-qualified, it is not always possible to teach a vitalized course in economics

1/Op. cit., p. 374.

2/H. G. Moulton and E. W. McKee, op. cit., pp. 84-86.

3/Op. cit., p. 57.

because of community pressure. This idea of community pressure is presented by Frank G. Schultz:^{1/}

"It is difficult if not impossible to teach economic principles without the students drawing inferences which are controversial. Even though the teacher assumes a strictly objective attitude toward the issue, the fact that it came up in the classroom at all quite frequently brings difficulties for the teacher and administration."

Paul W. Harnly^{2/} presents his point of view:

"There is no such agreement among 'economists' as exists among scientists. In looking at the same economic data, well-educated, sincere men arrive at opposite interpretations. Where classroom teachers have tried to present both points of view as objectively as possible, they sometimes have been subject to unjust criticism. They are subject to all the hazards found in teaching any controversial topic."

The result of a course excluding controversial issues is likely to be a course in economics taught in the rarefield atmosphere of pure theory with a studious avoidance of discussions of any topic which savors of the controversial.

In regard to what is needed in the teaching of controversial issues Harold M. Long^{3/} states:

"When it comes to teaching comparative economic systems, including communism, there is the cloud of silence that overhangs many a classroom when contro-

1/Op. cit., p. 374.

2/Paul W. Harnly, "How Can Economic Education and Understanding Be Developed in the Curriculum?" National Association of Secondary School Principals Bulletin, (March, 1950), 34:138.

3/Harold M. Long, "Economics for the Millions," Scholastic (September 23, 1953), 63:23.

versial issues are raised or where teachers fear that teaching about a subject may be construed as advocacy. What is needed then, is a revised program of teaching supported by every segment of the community."

John Hancock believes the secret is objectivity.

Hancock ^{1/} states:

"Economic policies today are controversial, complex, and too mixed up with political implications. We vastly need objective thinking, a cool process of fact-finding, fact-processing, and factual analysis. Certainly we citizens of the United States must learn objectively what we want and what we need in economic policy before we are ready to chart a full course to economic freedom.

The secret, of course, is objectivity. In this search for better understanding of our economic processes, we must turn more to conference and workshop techniques, bringing small groups of competent leaders together in a studious effort to get at the facts and to achieve an objective interpretation of them, and a crusading spirit."

In dealing with the problem of teaching controversial issues in the classroom, Edgar B. Wesley ^{2/} emphatically states:

"So the answer to the question, 'Should teachers deal with controversial issues?' is that they should after performing their routine obligations, deal with nothing else. Beyond maintaining the accumulated knowledge and skills in the social studies, the teacher has no more important function than to teach controversial issues....Thus the teacher who can skillfully and judiciously assist the students to reach intelligent attitudes and decisions on controversial issues is performing not only an educative but a social function of the greatest significance."

1/John Hancock, "Objectivity - The Key to Economic Understanding," Journal of Educational Sociology (March, 1950), 23:410.

2/Op. cit., p. 16.

Materials, content and method.-- These criticisms of materials, content, and method are listed here according to Harold B. Gilbreth ^{1/} of Winthrop College, Rock Hill, South Carolina:

- "1. Economics, as it has been taught, is outside the field of experiences of most, if not all, high school students. It is too remote and abstract. It should be made real and vital.
2. Students have not been taught to apply the principles of economics to the problems of life.
3. The textbook, important as it may be, has been influential to such a degree as to be regrettable. There are and must be other devices for and methods of teaching economics which will allow the subject to become more meaningful and helpful in increasing economic literacy. Reading and reciting may have their place but the exclusive use of this methodology cannot be justified.
4. Both the terminology and ideas used in teaching economics are difficult and incomprehensible to many high school students."

5. Needs in Economics Teaching

Three immediate needs.-- Howard H. Cummings, ^{2/} Specialist for Social Sciences and Geography, Office of Education, states that there are three immediate needs which should be met to improve the teaching of economics in the high school:

- "1. Improvement in classroom teaching methods is a general need and not unique to economics.
2. Better courses in economics for teachers which utilize the thinking of leading contemporary economists
3. A revision of current courses to provide an economic frame of reference for functional courses like consumer education, vocational guidance, general business practice and conservation. At the same time classical

^{1/}Op. cit., pp. 15-16.

^{2/}Howard H. Cummings, "Economic Education in the Secondary Schools," Journal of Educational Sociology (March, 1950), 23: 401.

economics courses, where they survive should be modified to conform to the national income approach."

In-service work.-- Many educators believe that we cannot wait for colleges and universities to change their pattern of training. They believe that it would take too long to rely upon teacher-training institutions to provide the necessary background in economics. A few specific suggestions of technique or devices recommended by teachers and administrators for in-service work are given here:^{1/}

- "1. Bring in outside consultants for a series of meetings on economic education
2. Organize a series of faculty meetings built around teachers' own economic problems such as group insurance, hospitalization, and credit unions
3. Encourage groups of teachers to organize for the study of economic problems and economic education
4. Organize workshops for more intensive work
5. Participate with pupils, on an appropriate level, in the study of some pressing problems such as inflation, labor relations, or housing
6. Engage in and make use of local community surveys of various kinds
7. Encourage groups of teachers to study economic problems at some college or university summer session
8. Encourage teachers to work during the summer in industry or business to secure first-hand information
9. Organize an experimental center with the assistance of the Joint Council on Economic Education or a local university or teachers' college
10. Tie economic education in with the curriculum revision program in your school system
11. Make economic education an important part of general education, the core curriculum, etc.
12. Estimate a local pilot project
13. Release selected teachers from a part of their teaching assignment to do intensive work on these problems."

Vitalizing economics instruction.-- Instruction in

^{1/}Paul W. Harnly, op. cit., pp. 142-143.

economics can be greatly improved by the use of films, field trips, community leaders, the bulletin board, pamphlets, newspapers, etc. In vitalizing economics instruction Moffatt ^{1/} states:

"The teacher must strive to keep economics realistic, vital, and interesting through variety in methods and procedures, through the intelligent adaptation to the interests and abilities of the class, and through the planned and appropriate use of teaching aids. Motion pictures are an excellent means of creating and maintaining a realistic setting for economics instruction."

Many educators believe that by a planned daily use of newspapers that the teacher can do much to awaken the interest in the subject of economics of the student who cannot see the practical importance of economics in everyday life. Sidney I. Simon ^{2/} says:

"While there are many textbooks on economics on the market today, dedicated to the task of interesting students in the field and explaining its elementary principles to them, there is indeed none that can do the job more effectively than an intelligent use of the daily newspapers."

Community understanding.-- It is evident that a clear understanding of the area which a school system serves is vitally important, Walter D. Cocking, ^{3/} editor of the School Executive, feels that most administrators and teachers

^{1/}Maurice P. Moffatt, Social Studies Instruction, Prentice Hall, Inc., New York, 1954, p. 313.

^{2/}Sidney I. Simon, "The Daily Newspaper - A Living Economics Textbook," Journal of Business Education (January, 1948), 23:25.

^{3/}Walter D. Cocking (Editor), "Education in Economics," School Executive (October, 1953), 73:7.

proceed if the economic pattern were unchanged between communities. Cocking ^{1/} lists three phases of this problem:

"One is the necessity for a school administrator to know and understand the economy of the area which the school system serves. Two, is that the professional staff be acquainted with the economic facts of life so that what they teach is taught in a setting of economic reality. And third, is the need for the school to provide educational opportunity for youth and adults to learn more about the economy of their particular environment."

6. Attempts to Improve Economics

Outside organizations.-- The activities of a number of organizations are spearheading the attack on economic illiteracy. Some of these groups are composed entirely of businessmen; others encompass the areas of business, industry, and professional education. To these must be added the farm organizations and the labor unions which for a considerable time have been concerned with the economic education of their members.

Some professional educators are already questioning the validity and sincerity of some of these programs. Frank G. Schultz says: "Real harm can result, if special-interest groups promote programs whose objectives are too limited and which do not have the interest of all America at heart."^{2/}

The Joint Council on Economic Education.-- One effective

^{1/}Op. cit., p. 7.

^{2/}Op. cit., p. 374.

effort promoting this new movement comes from the Joint Council on Economic Education, a non-profit, non-partisan educational organization formed in January of 1949 as a result of interest aroused by the first annual New York University Workshop on Economic Education held during the summer of 1948.

The policy statement of the Joint Council on Economic Education is presented by G. Derwood Baker, Chairman of the Joint Council:^{1/}

"The Joint Council (on Economic Education) is a non-profit educational organization created to assist school systems and teacher training institutions improve the quality of social and economic education through curriculum research, workshops, seminars, in-service training programs, and the preparation of materials for teachers and pupils. It seeks to stimulate and coordinate the efforts of professional and lay groups which are interested in improving economic education and are committed to our democratic tradition of academic freedom and academic responsibility.

The Council will not promote the special interest of any group, engage in propaganda activities, nor attempt to influence legislative action. It has no economic program to impose nor any fixed curriculum pattern to propose. It seeks only to coordinate the efforts of interested members of the teaching profession and the community in protection and developing our American heritage."

Workshops of the Council.-- What appears to be an effective program of vitalizing economics are the workshops growing out of the activities of the Joint Council on Economic Education.

1/Op. cit., p. 48.

The Joint Council ^{1/} co-operates, stimulates, and helps direct regional workshops on economic education which are generally financed by contributions from industry, labor, and agricultural organizations in the local areas.

The workshops are usually of three weeks' duration in which part of the day is spent in listening to presentations from representatives of industry, labor, and agriculture as well as from professional staff economists, with discussion following the presentations. The afternoons are usually spent in work-study activities in which small groups prepare study guides on specific economic topics or resource units covering a broader area. Evenings are again devoted to lectures.

Effectiveness of the Joint Council.-- In discussing the work of the Joint Council on Economic Education, John Hancock, ^{2/} member of the Board of Trustees of the Committee for Economic Development says:

"The problem of economic education is obviously not going to be solved quickly, but the way to go at it is to build on the interest where it now exists. The quick response by businessmen and educators alike to the value of a joint exploration of local economic problems and the results achieved to date by the Joint Council on Economic Education show the effectiveness of this method."

G. Derwood Baker also presents his viewpoint on the

1/G. Derwood Baker, "The Joint Council on Economic Education," Journal of Educational Sociology (March, 1950), 23:389-396.

2/Op. cit., p. 409.

work of the Joint Council. Baker ^{1/} states: "Developments since the formation of the Joint Council seem to justify the hope and confidence of its founding members."

In expressing his opinion of The Joint Council on Economic Education, Walter D. Cocking, ^{2/} Editor of the School Executive, states:

"The enthusiasm and growth which has marked the work of the Council during its brief five years are encouraging indications of the worth of its program. Its increasing number of publications are eagerly sought and very widely used. The results secured to date point conclusively to the recognized need for help in the area of economic development, and the enthusiastic response to the assistance offered."

Council for Advancement of Secondary Education.-- The newly formed Council for Advancement of Secondary Education, sponsored by the National Association of Secondary School Principals and the National Better Business Bureau, is concerned about the significance of the findings in 1951 of a study by the Brookings Institution.

The new Council's program for bringing better economics into the high school regards these five steps as necessary: ^{3/}

- "1. To ascertain the essential elements which everyone should understand about the economy
2. To determine what suitable teaching materials are now available to high schools with which to teach these essential elements, and to provide whatever new tools that may be needed
3. To train teachers to do a more effective job in economic education within secondary schools

1/"The Joint," op. cit., p. 394.

2/Op. cit., p. 7.

3/Harold M. Long, op. cit., p. 22.

4. To assist the principal in organizing for his school's use the materials and other help now available from activities of existing organizations
5. To help stimulate and alert citizenry in every community to approve and support its school for better economic education."

7. Trends in Teaching Economics

Criticism of economics as a separate subject.-- Much of the criticism of economics as a separate course on the secondary level has been occasioned by the fact that, as traditionally presented, the materials have been beyond the grasp of the pupils. Two factors have contributed to the validity of this criticism: the lack of textbooks and references suitable for use on this level, and lack of imagination, enthusiasm, and skill on the part of the teacher. Neither difficulty is insurmountable. Many admirable texts have appeared in recent years, and the social studies teacher who possesses a thorough knowledge of the subject and a reasonable amount of teaching skill can, through careful and thoughtful planning, choose an effective and appropriate approach for the high school pupil.

Economics as a separate subject.-- There seems to be a trend away from teaching economics in its former setting as a separate traditional subject. There is a difference of opinion as to which direction should be taken by those responsible for charting the future course of economic education. There are arguments for offering economics as a

separate subject. Eugene B. Riley ^{1/} argues in this manner in the Eleventh Yearbook of the National Council for the Social Studies:

- "1. If economics is retained as a separate subject, it will be possible to develop the subject systematically, giving due consideration to the gradation of the subject matter and to the progression of basic concepts.
2. Economics should be retained as a separate subject because a course constructed on the lines laid down by the fusionists, integrationists, and the unificationists would give the pupils a false sense of their ability and power.
3. Economics should be retained as a separate subject because there is no proof that the problems selected by the fusionists, integrationists, and unificationists for their functional value will function in the pupils' lives in later years.
4. The advocates of fusion, integration, and unification claim that their plans of organization would involve greater correlation or the interrelating of knowledge.
5. Advocates of fusion, integration, and unification justify their plans to some extent on the ground that better methods of instruction result from the use of their plans of organization.
6. Economics should be retained as a separate subject because it, like history, has certain value which neither fusion, integration, or unification possesses.
7. The retention of economics as a separate subject would result in greater objectivity in teaching, because principles rather than the pupils' personal interests would be the main consideration."

Maurice P. Moffatt also advocates the systematic treatment of economics as a separate subject. Moffatt ^{2/} states:

"Certain essential economic principles and theories

^{1/}Eugene B. Riley, "The Case for Including Economics As a Separate Subject in the Secondary School," Chapter II in Harold F. Clark (Editor), Economic Education, Eleventh Yearbook of the National Council for the Social Studies, The Council, Washington, D. C., 1940, pp. 53-59.

2/Op. cit., 310.

should receive attention: it is therefore recommended that, if possible, at least one semester be devoted to the study of economics....If economics is parceled out among the other subjects, it cannot be understood as an integral subject, since various economic ideas that need explanation will not be properly assimilated by the pupil. If we were to integrate economics with the remainder of the curriculum, it would tend to break down the method of organization of the subject matter which economics teachers have formulated successfully."

Integration in economics.-- A second trend in the teaching of economics is an outgrowth of the first. It follows that if economics is not taught as a separate subject, it must take some other form. Such an attack on the problem is sometimes known as integration. Wesley ^{1/} defines integration as "a form of organization which emphasize the social studies field rather than the separate subjects that compose the field." In brief, the prevalent argument for such an approach is that it tends to minimize the criticisms which have been leveled against the method and achievements of teaching high school students economics, history, sociology and other phases of social life.

Consumer approach.-- A third trend in teaching economics is a more extensive use of the consumer approach. There are many social scientists who believe that the consumer approach is the one most conducive to a better understanding of usable economic knowledge. Perhaps the most authoritative expression of this idea resulted from the appointment by the United 1/Op. cit., p. 171.

States Commissioner of Education of the National Committee on Economic Education. This group ^{1/} concluded that the best approach to teaching economics was through the study of personal economics.

Functional economics.-- Beginning in the thirties, but of even greater significance to economics in the post-war years, has been the trend toward more personalized economics. Manson Van B. Jennings ^{2/} explains this functional economics:

"This has meant an emphasis on economics for everyday living, not the problems of national and international scope, but the problems of the individual in choosing a vocation, earning a living, spending wisely, borrowing, saving, and investing, purchasing insurance, and providing for retirement. This is truly a functional economics of immediate concern to all American youth."

Downward trend in percentage.-- According to the Biennial Survey of Education in the United States, 1948-1950, ^{3/} enrollment in economics is low and it has decreased as a separate subject in the high school. Table 1 compares the number of pupils in high school enrolled in economics with other social studies from 1921-1922 to 1948-1949. Economics has been in the curriculum for over 40 years but according to the Biennial Survey it has never included more than 5.1 per cent of the total number of students in the high schools of the United States.

1/Harold B. Gilbreth, op. cit., pp. 15-16.

2/Op. cit., p. 341.

3/Op. cit., p. 107.

Table 2. Number of Pupils Enrolled in Social Studies in the Last Four Years of Public Secondary Day Schools, 1921-1922 to 1948-1949 1/

Social Studies	1922	1928	1934	1949
(1)	(2)	(3)	(4)	(5)
Economics.....	103,540	147,035	221,874	254,770
United States History..	329,565	517,331	779,489	1,231,694
English History.....	51,766	25,203	21,913	1,043
World History.....	-	175,628	536,178	876,432
Civil Government.....	416,329	192,497	268,338	431,916
Community Government...	-	387,910	465,954	-
Geography.....	-	8,790	94,071	301,652
Problems of Democracy..	-	30,200	156,707	282,971
Sociology.....	51,288	77,117	111,718	185,901
Psychology.....	18,786	29,669	15,025	46,547
Consumer Education.....	-	-	-	36,024

In order to give a more realistic picture Table 2 compares the percentage of pupils in high school enrolled in economics with other social studies from 1921-1922 to 1948-1949.

Table 3. Percentage of Pupils Enrolled in Social Studies in the Last Four Years of Public Secondary Day Schools, 1921-1922 to 1948-1949 2/

Social Studies	1922	1928	1934	1949
(1)	(2)	(3)	(4)	(5)
Economics.....	4.8	5.1	4.9	4.7
United States History..	15.3	17.9	17.3	22.8
English History.....	2.9	.9	.5	-
World History.....	-	6.1	11.9	16.2
Geography.....	-	.3	2.1	5.6
Problems of Democracy..	-	1.0	3.5	5.2
Sociology.....	2.4	2.7	2.5	3.4
Psychology.....	.9	1.0	.3	.9
Consumer Education.....	-	-	-	.7

1/Op. cit., p. 107.

2/Loc. cit., p. 107.

The first report on pupil enrollment in economics at the high school level made in 1922 shows economics enrolled 103,540 of the 2,155,460 reported, or 4.8 per cent of the number reporting. In 1928, with 630 schools reporting, the number was 147,035 from a total of 2,896,630 or 5.1 per cent. The 1928 report was the high water market in percentage but not in numbers. In 1934 enrollment in economics rose to 221,874 but the percentage was only 4.9. In 1949 enrollment in economics rose to 254,770 but the percentage was only 4.7. This was the last report on enrollment at the high school level.

CHAPTER III
PROCEDURE OF THE SURVEY

The preparation of a questionnaire.-- The first step necessary in a study of this type was the preparation of a questionnaire which would procure the data desired, and yet be one which could be answered quickly and easily. Persons in the educational field are constantly receiving communications of this type in addition to their regular duties, which are of themselves most demanding. Therefore, it is essential that a questionnaire be one which can be readily answered if the inquirer wishes to receive a high percentage return.

Identification data.-- The top of the first page of the questionnaire was devoted to data identifying the school reporting. Spaces were provided for listing the total high school enrollment and for total number of students enrolled in economics.

Scope of the survey.-- A copy of the questionnaire (see appendix), along with a letter (see appendix) explaining the need for the data requested was sent to a random selection of 300 principals of New England public high schools, whose names and addresses were found in the directories published by the State Departments of Education. The questionnaire was sent to 90 high schools in Massachusetts, 58 in

Connecticut, 45 in Maine, 40 in New Hampshire, 40 in Vermont, and 27 in Rhode Island for a total of 300 public high schools. A self-addressed, stamped envelope was also enclosed to help make the return easier.

Return of the questionnaires.-- The questionnaires began to return within three days of the time they were sent out, and the majority were received within two weeks. Two hundred and thirty questionnaires were returned with the desired information within a month.

Use of a follow-up post card.-- A follow-up post card was sent to 70 high schools, 230 responses having been received from the first letter. An additional 30 responses were received in response to the follow-up card, but 10 were received too late to be used in the study. Thus a total of 250 schools, or 83 per cent of the 300 high schools contacted returned the questionnaire in time to be used in the survey. This indicated that school personnel were willing to cooperate on studies of this type if the questionnaires were such that they did not require an excessive amount of time and effort on the part of the person filling them out. The names of the schools replying may be found in the appendix.

Tabulating the data.-- The next step was to tabulate the answers given and to analyze the results. All tables were carefully prepared and rechecked to assure accuracy. Percentages as well as numeral statistics were used in all

instances where they would present a more lucid picture. After the data from the questionnaires were tabulated, the results were analyzed and interpreted as shown in Chapter IV.

The findings of the study were then used to formulate the summary, conclusions, and recommendations.

CHAPTER IV

Analysis of Data

1. Nature of the Survey

Scope of the chapter.-- The material presented in this chapter is an analysis of the responses of the public high schools in New England, who cooperated in this study by filling out the questionnaire. The material will be concerned with the presentation of facts concerning the status of economics as a separate subject in the public high schools of New England. These results were assembled into the tables which follow.

Participants in the survey.-- The data tabulated and analyzed in this chapter were obtained from the questionnaires sent to 300 high schools in New England as shown in Table 4.

Table 4. Questionnaires Sent Out and Returned, by State

State	Number Sent Out	Number Returned	Per Cent
(1)	(2)	(3)	(4)
Connecticut....	58	47	81.1
Maine.....	45	41	91.0
Massachusetts..	90	75	83.3
New Hampshire..	40	33	82.5
Rhode Island...	27	22	81.5
Vermont.....	40	32	80.0
New England....	300	250	83.3

As revealed in Table 4, 250, or 83.3 per cent, of the schools surveyed returned the questionnaire. The highest percentage of returns, 91 per cent, or 41 responses, were received from high schools in Maine. A total of 75 responses, or 83.3 per cent, were received from schools in Massachusetts. The lowest responses in percentage was from Vermont with 32 returns, or 80 per cent.

Returns according to enrollment.-- Enrollment of the schools reporting tended to cluster in the range from 200 to 999. The size of schools returning questionnaires varied greatly, ranging from enrollments of fewer than 100 to enrollments of more than 2000 students. Table 5 shows the distribution of schools returning questionnaires classified according to enrollment.

Table 5. Schools Returning Questionnaire, Classified by Total Enrollment

Total Enrollment	Number of Returns	Per Cent
(1)	(2)	(3)
1-99.....	30	12.0
100-199.....	30	12.0
200-499.....	71	28.4
500-999.....	55	22.0
1000-1,499.....	40	16.0
1,500-1,999.....	19	7.6
Over 2000.....	5	2.0
Total.....	250	100.0

2. Economics As a Separate Subject

High Schools offering economics.-- Of the 300 high schools surveyed, 250, or 83 per cent, reported. Of the 250 high schools, 116, or 46 per cent, offer a separate course in economics. One hundred and thirty-four schools, or 54 per cent, did not offer a separate course as shown in Figure 1.

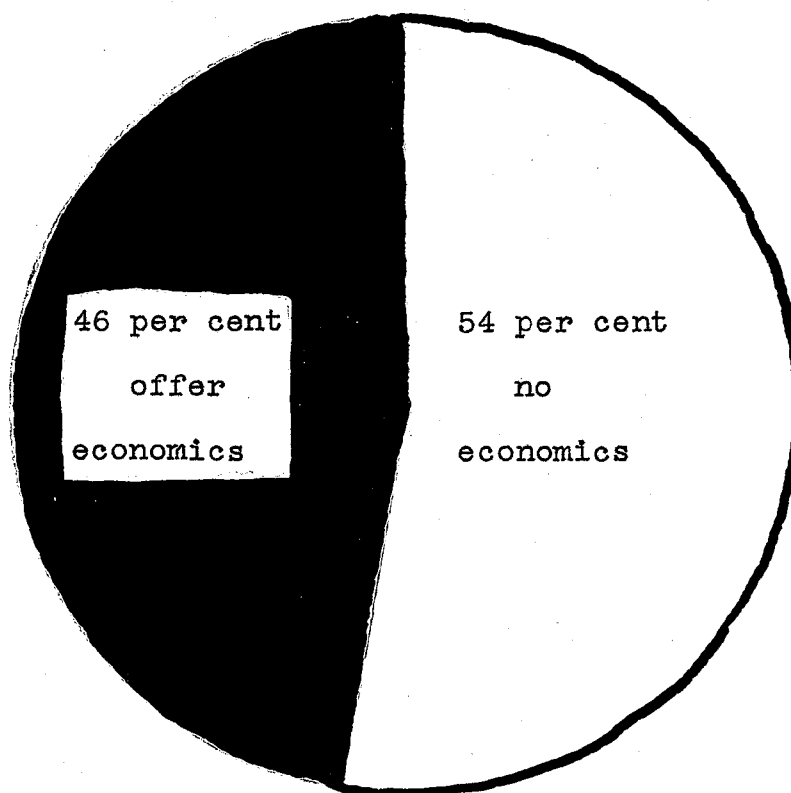


Figure 1. The Percentages of Schools Offering Economics Compared to Those Not Offering Economics in 250 New England High Schools

High schools teaching economics.-- Table 6 indicates the

number and percentages of schools offering economics as a separate subject compared to those not offering economics as a separate subject in the curriculum.

Table 6. Number and Percentages of Schools, by State, That Offer Economics As a Separate Subject

State	Number of Returns	Number Teaching Economics		Number Not Teaching Economics	
		Number	Per Cent	Number	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)
Connecticut.....	47	28	59.6	19	40.4
Maine.....	41	9	22.0	32	78.0
Massachusetts.....	75	41	54.7	34	45.3
New Hampshire.....	33	12	36.4	21	63.6
Rhode Island.....	22	10	45.5	12	54.5
Vermont.....	32	16	50.0	16	50.0
New England.....	250	116	46.4	134	54.6

The highest percentage of schools teaching economics as a separate subject was found in Connecticut. Of the 47 questionnaires returned from this state, 28, or 59.6 per cent, offer a separate course in economics. Massachusetts was next with 41, or 54.7 per cent, of the 75 schools participating that teach economics as a separate subject. Of the 41 questionnaires returned from Maine, only nine, or 22 per cent, offer a separate course in economics.

Enrollment in economics.-- As shown in Table 7, the economics enrollment is 10.9 per cent of the total enrollment in the schools teaching economics.

Table 7. Economics Enrollment Compared to Total School Enrollment

Enrollment	Schools Answering	School Enrollment	Economics Enrollment	Percentage of Total Enrollment in Economics
(1)	(2)	(3)	(4)	(5)
1-99.....	11	717	169	23.6
100-199.....	10	1,463	180	12.3
200-499.....	30	10,415	897	8.6
500-999.....	13	9,416	697	7.4
1000-1,499..	21	25,311	1,707	6.7
1,500-1,999.	15	25,354	1,403	5.5
Over 2000...	3	6,100	735	12.0
Total...	103	78,776	5,788	10.9

In all enrollment classifications, the percentage of economics enrollees was either 12 per cent or below with the exception of the first enrollment group (1-99), in which 23.6 per cent of the total school enrollment was taking economics.

Schools not teaching economics.-- Of the 250 high schools that participated in the survey, 134, or 54 per cent, do not offer economics as a separate subject in the curriculum. These schools indicated what course most closely approximates economics in their curriculum as shown in Table 8.

Table 8. Subjects Which Most Closely Approximate Economics in Those Schools Not Teaching Economics As a Separate Subject

Course	Connecticut	Maine	Massachusetts	New Hampshire	Rhode Island	Vermont	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Problems of Democracy..	13	23	19	14	6	5	80
Consumer Education..	23	8	8	7	2	3	53
Business Education..	4	8	5	1	-	4	22
Economic Geography..	3	2	4	-	3	3	15
United States History....	1	1	1	1	-	-	4
Civics.....	-	2	2	-	-	-	4
Sociology..	-	1	-	-	-	1	2
World Geography..	1	1	-	-	-	-	2
Consumer Economics..	-	-	1	-	-	-	1
Community Geography..	-	-	1	-	-	-	1
World Problems...	-	-	-	1	-	-	1
General Education..	-	-	-	-	-	1	1
Business Law.....	-	-	-	-	1	-	1
Retailing..	-	-	1	-	-	-	1

The problems of democracy course was chosen most frequently as that course which most closely approximates economics by those schools not teaching economics as a separate subject. The next two subjects most frequently chosen were consumer education and business education. Economic geography

and United States history were the next in order.

3. Administrative Aspects

Grades in which economics is offered.-- Based on replies from the 116 schools that offered a separate course in economics, Table 9 reveals that 64 schools, or 55.2 per cent, offered the course in the 12th grade.

Table 9. Grades in Which Economics Is Offered

State	Tenth	Eleventh	Twelfth	Eleventh and Twelfth	Tenth, Eleventh, and Twelfth
(1)	(2)	(3)	(4)	(5)	(6)
Connecticut...	-	3	24	3	-
Maine.....	1	1	2	5	-
Massachusetts..	3	6	24	6	-
New Hampshire..	-	-	3	9	-
Rhode Island..	1	1	6	1	1
Vermont.....	-	3	5	7	1
New England...	5	14	64	31	2
Per Cent..	4.3	12.1	55.2	26.7	1.7

From Table 9 it is evident that the 12th grade is the year in the high school program where economics is usually found; nevertheless, it is frequently combined in the 11th and 12th grades. A tendency exists to place economics near the time of employment. Table 9 also indicated that 33 schools offered the subject in more than one year.

Economics in various departments.-- Table 10 indicates the departments in which economics is taught.

Table 10. Various Departments in Which Economics Is Taught

State	Social Studies	Commercial	History	Total
(1)	(2)	(3)	(4)	(5)
Connecticut.....	20	7	1	28
Maine.....	5	3	1	9
Massachusetts.....	20	17	1	38
New Hampshire.....	10	1	1	12
Rhode Island.....	4	5	1	10
Vermont.....	11	4	-	15
New England.....	70	37	5	112
Per Cent.....	62.5	33.0	4.5	100.0

The tabulations show clearly the differences that exist among the various high schools in regard to the department in which economics is offered. It also shows that economics is more frequently found in the social studies department. Seventy schools, or 62.5 per cent, taught economics in the social studies department. Thirty-seven schools, or 33 per cent, taught economics in the commercial department.

Required or elective.-- Economics has usually been considered an elective subject. Table 11 indicates the number of schools reporting required or elective courses in economics.

Table 11. Number of Schools, by State, Reporting Required and Elective Courses in Economics

State	Elective	Required	Elective, Required	Total
(1)	(2)	(3)	(4)	(5)
Connecticut....	23	5	2	30
Maine.....	8	1	-	9
Massachusetts..	32	7	3	42
New Hampshire..	12	-	-	12
Rhode Island...	5	5	-	10
Vermont.....	10	3	-	13
New England....	90	21	5	116
Per Cent..	77.6	19.0	4.4	100.0

Table 11 reveals that in 90, or 77.6 per cent, of the schools participating in the survey economics was not compulsory of any student. Only 21, or 19 per cent, of the 116 schools that offered a separate course in economics required all students to take the subject. In five schools economics was both elective and required depending on the course the student was following.

Length of the course in economics.-- Whether one or two semesters should be devoted to instruction in economics has been a debatable question. Table 12 indicates the length of economics courses in New England high schools.

Table 12. Length of Courses in Economics

State	One-half Year	One Year	Total
(1)	(2)	(3)	(4)
Connecticut.....	15	13	28
Maine.....	4	5	9
Massachusetts.....	24	17	41
New Hampshire.....	6	6	12
Rhode Island.....	4	6	10
Vermont.....	7	9	16
New England.....	60	56	116
Per Cent.....	51.7	48.3	100.0

As revealed by Table 12, of the 116 schools that offered a separate course in economics, 56 schools, or 48 per cent, devoted one year to instruction in the subject. Sixty schools, or 51 per cent, offered only one semester. The practice seems quite evenly divided between a full-year course and half-year course in economics in the public high schools of New England.

Minutes per week allotted to economics.-- It has been well said that activity which does not exist in time does not exist. Table 13 indicates the number of minutes allotted per week to the teaching of economics as a separate subject.

Table 13. Minutes Per Week Allotted to Economics

State	Less Than 100	100 to 200	Over 200	Total
(1)	(2)	(3)	(4)	(5)
Connecticut.....	-	10	21	31
Maine.....	-	4	5	9
Massachusetts.....	-	18	21	39
New Hampshire.....	-	6	6	12
Rhode Island.....	-	3	6	9
Vermont.....	1	10	5	16
New England.....	1	51	64	116
Per Cent....	0.8	44.0	55.2	100.0

The majority of the schools, 64, or 55.2 per cent, devoted over 200 minutes per weeks to economics. Fifty-one schools, or 44 per cent, allotted 100 to 200 minutes per week to economics.

Length of time economics has been offered.-- A complete report of all the data supplied concerning the length of time economics has been offered in the schools surveyed may be found in Table 14. Because of the wide disparity in the years that economics has been offered, and for compactness of the table, the number of years was grouped into nine brackets.

Table 14. Number of Years Economics Has Been Offered

State	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 40	41 to 50
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Connecticut.....	3	1	8	3	6	4	4	1
Maine.....	2	1	3	1	1	-	-	1
Massachusetts....	4	1	9	6	2	6	5	1
New Hampshire....	1	2	1	1	1	-	-	-
Rhode Island.....	2	3	-	1	1	-	-	-
Vermont.....	5	2	3	3	-	-	-	-
New England.....	17	10	24	15	11	10	9	3

From this table it is evident that there is a wide disparity in the years that economics has been offered in the high schools surveyed. The table indicates a wide range from one to 50 years.

Professional preparation of teachers.-- Economics has been depicted frequently as that subject which suffers most from the disease known as poor teaching. The reason often given is that the professional preparation is low and that in some states a teacher may be certified to teach economics with no more than the introductory course in the field. Table 15 indicates the number of teachers in the schools surveyed with more than the basic college economics course in principles.

Table 15. Teachers in the Schools Surveyed With a Basic College Economics Course Compared to Those With More Than a Basic Course

State	Basic Course	More Than Basic Course	Total
(1)	(2)	(3)	(4)
Connecticut.....	24	5	29
Maine.....	4	4	8
Massachusetts.....	28	10	38
New Hampshire.....	3	9	12
Rhode Island.....	6	4	10
Vermont.....	6	10	16
New England.....	71	42	113
Per Cent.....	62.8	37.2	100.0

Table 15 reveals that 42, or 37.2 per cent, of the teachers in the schools surveyed have more than the basic college economics course in principles. Seventy-one or 62.8 per cent, of the teachers have taken only the introductory course in the field. The profession preparation of teachers seemed very low in Vermont and New Hampshire.

Best position for economics.-- There seems to be a trend away from teaching economics as a separate subject. There is a difference of opinion as to which direction should be taken by those responsible for charting the future course of economic education. Table 16 indicates the best position of economics in the curriculum according to the heads of the

social studies department in the schools teaching economics as a separate subject.

Table 16. Economics Preferred As a Separate Subject and Integrated into Existing Subjects

State	Separate	Integrated	Separate and Integrated	Total
(1)	(2)	(3)	(4)	(5)
Connecticut.....	26	5	-	31
Maine.....	7	2	-	9
Massachusetts.....	30	7	1	38
New Hampshire.....	7	5	-	12
Rhode Island.....	7	1	2	10
Vermont.....	12	3	-	15
New England.....	89	23	3	115
Per Cent.....	77.4	20.0	2.6	100.0

Table 16 indicates that 89, or 77.4 per cent, of the schools the heads of the social studies department prefer the position of economics as a separate subject. Only 23, or 20 per cent, felt that the best position for economics was for the course to be integrated into existing subjects. Three indicated there was a place for both, and one expressed no opinion.

Schools responsibility to teach economics.-- As presented in Chapter II, educators and economists feel that no education is more important than that which seeks to make the student intelligent about our economy. The heads of the social studies

department indicated the degree of importance of the schools' responsibility to teach the students of today to understand economic institutions, traditions, and problems in American life. This is presented in Table 17.

Table 17. Degree of Importance of the School's Responsibility to Teach Economic Institutions, Traditions, and Problems

State	Utmost Importance	Considerable Importance	Some Importance	Total
(1)	(2)	(3)	(4)	(5)
Connecticut.....	25	5	1	31
Maine.....	5	4	-	9
Massachusetts.....	24	15	1	40
New Hampshire.....	3	7	-	10
Rhode Island.....	6	3	1	10
Vermont.....	6	10	-	16
New England.....	69	44	3	116
Per Cent.....	59.5	37.9	2.6	100.0

It was encouraging to note that in 69, or 59.5 per cent, of the schools the heads of the social studies department believe that it is of utmost importance that our schools have a responsibility to teach the youth of today to understand economic institutions, traditions, and problems of American life. Forty-four, or 37.9 per cent, believe that it is of considerable importance. Only three, or 2.6 per cent, felt

that it was of some importance.

4. Objectives of Economics

For this part of the survey a list of five objectives was presented with the request that the participants number the objectives in order of importance. The writer set up a scale to weigh and determine the major objectives of economics. The schools indicated the major objective by the figure 1 equal to five points, the second important objective by a figure 2 equal to four points, and so on until the major objectives of economics instruction had been identified. These objectives are presented in Table 18.

Table 18. Major Objectives of Economics in Order of Importance

Objectives of Economics	Connecticut	Maine	Massachusetts	New Hampshire	Rhode Island	Vermont	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. To have students understand the ways in which economic, political, and social life are inter-related.....	88	26	114	35	36	56	355
2. To have students understand man's economic interdependence.....	94	27	120	31	31	46	349

(concluded on next page)

Table 18. (concluded)

Objectives of Economics	Connecticut	Maine	Massachusetts	New Hampshire	Rhode Island	Vermont	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
3. To train students as future consumers of economic goods in habits of thrift..	88	35	106	39	26	53	347
4. To have students understand economic principles..	81	29	104	31	26	48	319
5. To destroy common economic fallacies.....	39	12	51	14	16	20	152

Table 18 reveals that the major objective of economics is to have students understand the ways in which economic, political, and social life are interrelated. The second important objective is to have students understand man's economic interdependence, and the third, to train students as future consumers of economic goods in habits of thrift.

5. Textbooks and Instructional Materials

Schools using a basic textbook.-- The textbook seems to be widely used by those schools participating in the survey. Table 19 indicates the number of schools surveyed using a basic textbook.

Table 19. Number of Schools, by State,
Reporting the Use of a Basic Textbook

State	Use Text- book	No Text- book	Total
(1)	(2)	(3)	(4)
Connecticut.....	30	1	31
Maine.....	9	-	9
Massachusetts.....	40	1	41
New Hampshire.....	12	-	12
Rhode Island.....	9	1	10
Vermont.....	14	2	16
New England.....	111	5	116
Per Cent.....	95.7	4.3	100.0

As shown in Table 19, 111, or 95.7 per cent, of the schools surveyed use a basic textbook. Five, or 4.3 per cent, do not use a basic textbook.

From what has been stated elsewhere, it is apparent that economics textbooks published for the high school play an important role in the drama of economics as it is taught in the various states today.

The data in Table 20 presents the economics textbooks used in the schools surveyed and includes the name of the textbook, author, publisher, copyright date, and the number of schools using each book.

Table 20. Economics Textbooks Used in 102 New England High Schools

Textbook	Author	Publisher	Copy- right Date	Number of Schools
(1)	(2)	(3)	(4)	(5)
1. Applied Economics.....	J. H. Dodd	South Western	1951	13
2. Economics in Everyday Life..	Goodman & More	Ginn	1952	10
3. Economics for Our Times.....	A. H. Smith	McGraw Hill	1950	8
4. Consumer Eco- nomic Problems.	Wilson & Eyster	South Western	1951	7
5. Economics for Our Times.....	A. H. Smith	McGraw Hill	1953	7
6. Applied Economics.....	J. H. Dodd	South Western	1945	4
7. Economic Prob- lems of Today..	Klein & Colvin	Lyons	1947	4
8. Economics in Everyday Life..	Goodman & Moore	Ginn	1947	4
9. Economics in Everyday Life..	Goodman & Moore	Ginn	1943	4
10. Economics in Everyday Life..	Goodman & Moore	Ginn	1950	3
11. Economics and You.....	Holt	Scribner	1954	3
12. Economics in Our Democracy..	Sayer & Others	Harper	1950	3
13. Understanding Economics.....	Bagley & Others	Macmillan	1951	3
14. Economics for Our Times.....	A. H. Smith	McGraw Hill	1952	2
15. Economics for Our Times.....	A. H. Smith	McGraw Hill	1945	2
16. Economics in Everyday Life..	Goodman & Moore	Ginn	1951	2
17. Economics in Everyday Life..	Goodman & Moore	Ginn	1949	2
18. Economics in Everyday Life..	Goodman & Moore	Ginn	1938	2
19. Everyday Economics.....	Janzen & Others	Silver	1941	2

(concluded on next page)

Table 20. (concluded)

Textbook	Author	Publisher	Copy- right Date	Number of Schools
(1)	(2)	(3)	(4)	(5)
20. Economics for Our Times.....	A. H. Smith	McGraw Hill	1954	1
21. Economics for Our Times.....	A. H. Smith	McGraw Hill	1949	1
22. American Eco- nomic Problems.	Patterson	Macmillan	1941	1
23. Consumer Eco- nomic Problems.	Wilson, Eyster	South Western	1945	1
24. Applied Economics.....	J. H. Dodd	South Western	1955	1
25. Applied Economics.....	J. H. Dodd	South Western	1954	1
26. Applied Economics.....	J. H. Dodd	South Western	1953	1
27. Applied Economics.....	J. H. Dodd	South Western	1949	1
28. Applied Economics.....	J. H. Dodd	South Western	1935	1
29. Economic Prob- lems of Today..	Klein & Colvin	Lyons	1942	1
30. Economics in Everyday Life..	Goodman & Moore	Ginn	1941	1
31. Elements of Economics.....	Burch & Others	Macmillin	1944	1
32. Fundamentals of Economics.....	R. O. Hughs	Allyn & Bacon	1952	1
33. Modern Econom- ics.....	Corbett	Macmillan	1949	1
34. Getting A Living.....	Lutz	Row	1951	1
35. Our Economic Problems.....	Bohelman	D. C. Heath	1947	1
36. Understanding Our Free Economy.....	Fairchild	Von Nostrand	1952	1

As revealed by Table 20, a variety of books, or editions of books, were used in the economics classes in the high schools of New England. No one textbook was adopted by many teachers. Leading the list of the textbooks used by students of economics was the 1951 edition of Applied Economics by James H. Dodd, used in 13 schools, and Goodman and Moore's 1952 edition of Economics in Everyday Life, adopted by 10 teachers.

The 1950 edition of Economics for Our Times by Augustus H. Smith was used in eight schools. Seven teachers indicated that they had adopted Consumer Economic Problems by Wilson and Eyster, copyright 1951, and seven schools indicated that they use Economics for Our Times by Augustus H. Smith, copyright 1953. The other textbooks were used in only one, two, three, or four schools. Fourteen schools gave incomplete information regarding the textbook that they had adopted, and the responses, therefore, are not shown in Table 20.

Up-to-date editions.--- Table 21 has been prepared to show the textbooks used arranged according to publication dates. Up-to-date editions of books appeared to be in use, as 51 schools of the 102 schools that responded to the question indicated that they used textbooks published between 1951 and 1955. Thirty-eight schools used textbooks published between 1945 and 1950.

Table 21. Textbooks in Use Arranged
According to Publication Dates

Year	Number of Schools
(1)	(2)
1955.....	1
1954.....	5
1953.....	8
1952.....	14
1951.....	23
1950.....	17
1949.....	5
1947.....	9
1945.....	7
1944.....	1
1943.....	4
1942.....	1
1941.....	4
1938.....	2
1935.....	1
Total.....	102

Satisfactory textbooks.-- Table 22 compares the number of schools that considered the textbook satisfactory and unsatisfactory. The table reveals that 71, or 63.4 per cent, of the schools surveyed consider the textbook satisfactory. Thirty-six, or 32.1 per cent, felt that the text was partly satisfactory. Only five, or 4.5 per cent, considered the textbook as unsatisfactory.

Table 22. Number of Schools, by State, Reporting Satisfactory Textbooks Compared to Unsatisfactory Textbooks

State	Satisfactory Texts	Partly Satisfactory	Unsatisfactory Texts	Total
(1)	(2)	(3)	(4)	(5)
Connecticut.....	14	14	2	30
Maine.....	3	5	-	8
Massachusetts....	30	8	1	39
New Hampshire....	7	4	1	12
Rhode Island.....	8	-	1	9
Vermont.....	9	5	-	14
New England.....	71	36	5	112
Per cent.....	63.4	32.1	4.5	100.0

Supplementary material.-- The participants were asked to indicate if there was supplementary material available, as shown in Table 23.

Table 23. Number of Schools, by State, Reporting Supplementary Material Available

State	Material Available	Material Not Available	Total
(1)	(2)	(3)	(4)
Connecticut.....	30	1	31
Maine.....	6	3	9
Massachusetts....	40	-	40
New Hampshire....	9	2	11
Rhode Island.....	9	-	9
Vermont.....	13	2	15
New England.....	107	8	115
Per Cent.....	93	7	100

In regard to supplementary material the title and author were not requested. As shown in Table 23, 107, or 93 per cent, of the schools surveyed have supplementary material available. Eight, or seven per cent, indicated no supplementary material available.

Newspapers.-- It has frequently been indicated by educators that through a planned daily use of newspapers that the teacher can do much to awaken the interest in the subject of economics of the student who cannot see the practical importance of economics in everyday life. Table 24 shows the number of schools surveyed that make frequent use of the newspaper.

Table 24. Number of Schools, by State, Reporting Frequent Use of Newspapers

State	Use News- papers	No use of News- papers	Total
(1)	(2)	(3)	(4)
Connecticut.....	28	2	30
Maine.....	7	2	9
Massachusetts.....	36	4	40
New Hampshire.....	12	-	12
Rhode Island.....	9	1	10
Vermont.....	12	3	15
New England.....	104	12	116
Per Cent.....	89.7	10.3	100.0

Table 24 reveals that 104, or 89.7 per cent of the schools surveyed report frequent use of the newspaper. Twelve, or 10.3 per cent, indicated that they do not make frequent use of the newspaper.

Audio-visual aids.-- Most audio-visual aids can be used to aid teaching and facilitate learning. Many aids provide an excellent means of creating and maintaining a realistic setting for economics instruction. Table 24 indicates the number of schools using audio-visual aids in economics classes.

Table 25. Number of Schools, by State, Reporting the Use of Audio-visual Aids

State	Use Audio-visual Aids	No Use of Audio-visual Aids	Total
(1)	(2)	(3)	(4)
Connecticut.....	20	1	21
Maine.....	7	2	9
Massachusetts.....	34	6	40
New Hampshire.....	9	3	12
Rhode Island.....	6	4	10
Vermont.....	15	1	16
New England.....	91	17	108
Per Cent.....	84.3	15.7	100.0

Table 25 reveals that 91, or 84.3 per cent, of the schools surveyed use audio-visual materials. Only 17, or 15.7 per cent, responded that they do not make use of

audio-visual aids in economics instruction.

6. Methods and Content

Methods in Economics.-- It appears that the attempt to classify methods can reach no logically satisfying result since every teacher has his own methods. Table 26 shows an attempt to determine the methods of instruction of greatest value in the teaching of economics.

Table 26. Methods of Greatest Value Used by Economics Teachers

Method	Connecticut	Maine	Massachusetts	New Hampshire	Rhode Island	Vermont	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Lecture.....	8	2	9	-	.4	3	26
2. Project.....	1	2	7	1	1	6	18
3. Discussion.....	5	3	1	3	2	2	16
4. Lecture and Project.....	3	2	3	5	-	2	15
5. Lecture and Discussion.....	2	-	3	1	-	-	6
6. Project and Discussion.....	1	1	2	-	-	2	6
7. Lecture, Project and Discussion...	3	-	2	-	1	-	6
8. Social Recitation.....	-	-	1	-	-	-	1
9. Case Problem.....	-	-	1	-	-	-	1
10. Textbook.....	-	-	-	-	1	-	1
11. Question and Answer.....	-	-	1	-	-	-	1
12. Guest Speaker.....	1	-	-	-	-	-	1
13. Lecture, Question and Answer..	1	-	-	-	-	-	1
14. Project and Laboratory.....	-	-	1	-	-	-	1
15. Lecture and Workbook.....	-	-	1	-	-	-	1

As to the method of instruction in economics, lecture, project, and discussion are perhaps of greatest value. This is probably an unsatisfactory list since many of these methods overlap one another.

Content in economics.-- In framing the questionnaire for this part of the study three statements concerning content were presented with the request that the most significant be checked. Table 27 presents this data.

Table 27. Content Reported Most Significant in Economics

Content	Con- nect- icut	Maine	Massa- chu- setts	New Hamp- shire	Rhode Is- land	Ver- mont	To- tal
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Emphasis on eco- nomics for every- day living.....	12	5	22	7	6	8	60
2. Emphasis on eco- nomic principles and laws.....	7	2	5	2	2	3	21
3. Emphasis on problems of na- tional and international scope.....	5	2	7	1	1	1	17

From the data assembled here, it appears that the content of greatest significance is economics for everyday living. The second category of content chosen most frequently was economic principles and laws, and the third, emphasis on problems of national and international scope.

Contemporary affairs.-- Most educators feel that the curriculum without contemporary affairs is inadequate and incomplete. Table 28 indicates the number of schools that correlate their course with current New England Economic conditions.

Table 28. Number of Schools, by State, That Correlate Their Course in Economics With Current New England Economic Conditions

State	Number Correlating The Course	Number Not Correlating The Course	Total
(1)	(2)	(3)	(4)
Connecticut.....	28	3	31
Maine.....	7	2	9
Massachusetts...	35	3	38
New Hampshire...	9	3	12
Rhode Island....	9	1	10
Vermont.....	11	5	16
New England.....	99	17	116
Per Cent.....	85.3	14.7	100.0

It is revealed by Table 28 that 99, or 85.3 per cent of the teachers of economics correlate their course in economics with current New England economic conditions. Only 17, or 14.7 per cent, do not follow this method.

New England conditions.-- Table 29 shows the number of schools that feel we should lay more emphasis upon New England conditions.

Table 29. Number of Schools, by State, Reporting the Need for More Emphasis upon New England Conditions

State	Need for More Emphasis	No Need for More Emphasis	Total
(1)	(2)	(3)	(4)
Connecticut.....	17	9	26
Maine.....	6	1	7
Massachusetts.....	27	12	39
New Hampshire.....	9	2	11
Rhode Island.....	6	4	10
Vermont.....	10	3	13
New England.....	75	31	106
Per Cent.....	70.8	29.2	100.0

The majority of the schools surveyed, 75, or 70.8 per cent, believe that we should lay more emphasis upon New England conditions. Thirty-one schools, or 29.2 per cent did not agree.

7. Needs to Improve Economics

In framing the questionnaire for this part of the study a list of six needs was presented with the request that the most pressing need be indicated by the figure 1, the second pressing need by the figure 2, and so on until the most significant local needs have been identified.

The writer set up a scale to weigh and determine the most pressing needs. According to the scale the figure 1 was

equal to six points, the figure 2 equal to five points, and so on until the needs had been identified. These needs for the improvement of economics courses are presented in Table 30.

Table 30. Reported Needs, by State, for the Improvement of Courses in Economics

Needs in Economics	Connecticut	Maine	Massachusetts	New Hampshire	Rhode Island	Vermont	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. More supplementary references..	65	28	101	26	37	58	315
2. Better teaching of the course....	89	32	76	34	38	37	306
3. Content needs to be revised so as to be made more practical.....	96	36	82	18	25	31	288
4. Greater need for community understanding of the subject.....	83	28	88	20	30	33	282
5. A better textbook.....	68	19	57	30	39	33	246
6. Greater degree of acceptance of the subject by other teachers...	62	16	83	20	23	26	230

From the data assembled here, it would appear that those concerned most closely with the subject of economics feel that the most pressing need is for more supplementary references. The second pressing need is for better teaching of the course, and the third, for the content to be revised so as to be made more practical.

CHAPTER V
SUMMARY AND CONCLUSIONS

Scope of the survey.-- A questionnaire was sent to 300 principals of New England public high schools. Of the 300 high schools contacted, 250, or 83 per cent, participated in the survey.

High schools offering economics.-- Of the 250 high schools surveyed, 116, or 46 per cent, offer a separate course in economics. One hundred and thirty-four schools, or 54 per cent, did not offer a separate course. The highest percentage of schools teaching economics as a separate subject was found in Connecticut.

The economics enrollment is 10.9 per cent of the total enrollment in the schools teaching economics.

Other courses.-- The problems of democracy course was chosen most frequently as that course which most closely approximates economics by those schools not teaching economics as a separate subject.

Administrative aspects.-- The administrative aspects of the survey may be epitomized as follows:

1. It is evident that the 12th grade is the year in high school where economics is usually found;

nevertheless, it is frequently combined in the 11th and 12th grades.

2. The course of economics occurs most frequently in the social studies department.
3. Of the schools surveyed, 77 per cent reported economics as an elective subject, and only 19 per cent indicated economics as a required subject.
4. The practice seems quite evenly divided between a full-year course and half-year course in economics.
5. The majority of the schools devoted over 200 minutes per week to the subject.
6. There is a wide disparity in the years that economics has been offered in the schools surveyed from a wide range of one to 50 years.
7. Thirty-seven per cent of the teachers have more than the basic college economics course in principles.

Separate or integrated.-- In regard to the best position of economics in the curriculum, 77 per cent of the schools advocate the position of economics as a separate subject.

Responsibility of the school.-- It was encouraging to note that the majority of the heads of the social studies department believe that it is of utmost importance that our schools have a responsibility to teach the youth of today to understand economic institutions, traditions, and problems of American life.

Objectives.-- The major objective of economics is to have students understand the ways in which economic, political, and social life are interrelated. The second important objective is to have students understand man's economic interdependence, and the third, to train students as future consumers in habits of thrift.

Textbooks.-- The textbook seemed to be widely used by those schools participating in the survey. A variety of books, or editions of books, were used. Up-to-date editions of textbooks appeared to be common. Only four per cent of the schools considered the textbook as unsatisfactory.

Instructional materials.-- Ninety-three per cent of the schools indicated supplementary material available; 89 per cent reported frequent use of the newspaper; and 84 per cent indicated the use of audio-visual aids.

Methods.-- As to the method of instruction in economics, lecture, project, and discussion are perhaps of greatest value.

Content.-- It appears that the content of greatest significance is economics for everyday living. The second category of content chosen most frequently was economic principles and laws, and the third, emphasis on problems of national and international scope. Eighty-five per cent of the teachers of economics correlate their course with current

New England economic conditions. Seventy per cent believe that we should lay more emphasis upon New England conditions.

Needs in economics,-- The most pressing need is for more supplementary references. The second need is for better teaching of the subject, and the third, for the content to be revised so as to be made more practical.

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QUESTIONNAIRE

To be filled in by the Head of the Social Studies Department
(or the department in which economics is taught if it is not
included in the Social Studies Department)

Name of School _____

Location of School _____

Total High School Enrollment _____

Total Number of Students Enrolled in Economics (excluding
Economic Geography) _____

1. Do you offer economics in your curriculum?

Yes _____ No _____

2. If not, what course most closely approximates economics?

Problems of Democracy _____

Consumer Education _____

Economic Geography _____

Business Education _____

Name any other _____

If economics is not offered, answer questions 1 and 2
and return questionnaire.

3. Please indicate the grade in which economics is taught.

Tenth _____

Eleventh _____

Twelfth _____

4. In which department is economics taught?

Social Studies _____

History _____

Commercial _____

Name any other _____

5. Is economics an elective or a required subject?

Elective _____ Required _____

6. What is the length of the course in economics?

One-half Year _____ One Year _____

7. How many minutes allotted per week?

Less than 100 _____

100 to 200 _____

Over 200 _____

8. Do you use a basic textbook?
Yes _____ No _____
9. If yes, please write the name, author, publisher, and date of publication.
Title of textbook _____
Author _____
Publisher _____
Date of Publication _____
10. Is the textbook satisfactory?
Yes _____ No _____ Partly _____
11. Is supplementary material available?
Yes _____ No _____
12. Do you make frequent use of newspapers?
Yes _____ No _____
13. What method of instruction is of greatest value to you?
Lecture Method _____
Project Method _____
Name any other _____
14. Do you make use of audio-visual aids?
Yes _____ No _____
15. Do you correlate your course with current New England economic conditions?
Yes _____ No _____
16. Do you think we should lay more emphasis upon New England conditions?
Yes _____ No _____
17. What do you feel is the best position for economics in the curriculum?
Economics as a separate subject _____
Economics integrated into existing subjects _____
18. Does the economics teacher have more than the basic college economics course in principles?
Yes _____ No _____
19. How long has economics been taught in the school?
Years _____

20. What is of greatest significance in your course in economics?
 Emphasis on economics for everyday living _____
 Emphasis on economic principles and laws _____
 Emphasis on problems of national and international scope _____
21. Number in order of importance the following objectives of economics.
 a. To destroy common economic fallacies _____
 b. To train students as future consumers of economic goods in habits of thrift _____
 c. To have students understand man's economic interdependence _____
 d. To have students understand economic principles and laws _____
 e. To have the students understand the ways in which economic, political and social life are interrelated _____
22. Do you believe that our schools have a responsibility to teach the youths of today to understand economic institutions, traditions, and problems in American life?
 Utmost importance _____
 Considerable importance _____
 Some importance _____
23. Below is a list of needs which have been reported for the improvement of economics courses. Please place the figure 1 before the statement which indicates the most pressing need for improvement of your economics course; place a figure 2 before the next pressing need, and so on until the most significant local needs have been identified. Add items or describe needs at length if you wish at the end of the questionnaire.
 a. A better textbook is needed _____
 b. Better teaching of the course is needed _____
 c. More supplementary references are needed _____
 d. Greater degree of acceptance of the subject by other teachers is needed _____
 e. Greater need for community understanding of the subject is needed _____
 f. Content needs to be revised so as to be made more practical _____
24. If you would like a copy of the results of this study please check. _____

(Letter to Principals)

42 Clematis Street
Providence 8, R.I.
February 21, 1956

Dear Sir:

Under the direction of Professor Stanley P. Wronski of Boston University, I am conducting a study on "The Status and Trends of Economics in the Public High Schools of New England."

Enclosed you will find a questionnaire. Your cooperation in filling out and returning of the questionnaire will be greatly appreciated. It has been arranged so that all answers can be checked easily and will require only a short time to complete.

Please return the questionnaire in the enclosed stamped self-addressed envelope. The results from each school will remain confidential and will appear in tabulated form only.

Thank you for your cooperation, and if you so desire I shall be pleased to send you a report of my findings.

Yours truly,

Patrick F. McCarthy

(Follow-up Post Card)

March 17, 1956

Dear Sir:

A few weeks ago, you received a questionnaire pertaining to a study of economics in New England. The completion of your questionnaire is needed for the presentation of an accurate picture of economics in your state.

The prompt return of this questionnaire will be greatly appreciated.

Yours truly,

Patrick F. McCarthy

NEW ENGLAND PUBLIC HIGH SCHOOLS

(Making Returns)

SchoolTown or CityConnecticut

1. Ansonia High School	Ansonia
2. Berlin High School	Berlin
3. Bethel High School	Bethel
4. Branford High School	Branford
5. Bristol High School	Bristol
6. Danbury High School	Danbury
7. Darien High School	Darien
8. Durham High School	Durham
9. East Hampton High School	East Hampton
10. East Hartford High School	East Hartford
11. East Haven High School	East Haven
12. Glastonbury High School	Glastonbury
13. Greenwich High School	Greenwich
14. Hall High School	West Hartford
- 16. Hamden High School	Hamden
17. Hand High School	Madison
18. Hartford High School	Hartford
19. Hillhouse High School	New Haven High School
20. Leavenworth High School	Waterbury
21. Litchfield High School	Litchfield
22. Meriden High School	Meriden
23. Middletown High School	Middletown
24. Milford High School	Milford
25. Naugatuck High School	Naugatuck
26. New Britain High School	New Britain
27. Newington High School	Newington
28. New London High School	New London
29. Norwalk High School	Norwalk
30. Old Saybrook High School	Old Saybrook
31. Plainfield High School	Central Village
32. Portland High School	Portland
33. Roger Ludlowe High School	Fairfield
34. Ridgefield High School	Ridgefield
35. Seymour High School	Seymour
36. Simsbury High School	Simsbury
37. Stamford High School	Stamford
38. Stratford High School	Stratford
39. Suffield High School	Suffield
40. Torrington High School	Torrington
41. Warren Harding High School	Bridgeport
42. Washington High School	Washington

43. Watertown High School	Watertown
44. Weaver High School	Hartford
45. Wilbur L. Cross High School	New Haven
46. Withusfield High School	Withusfield

MAINE

1. Ashland Community High School	Ashland
2. Banger High School	Banger
3. Biddeford High School	Biddeford
4. Brewer High School	Brewer
5. Bridgeton High School	Bridgeton
6. Buckoport High School	Buckoport
7. Camden High School	Camden
8. Caribou High School	Caribou
9. Community High School	Fort Kent
10. Cony High School	Augusta
11. Crosby High School	Belfast
12. Deering High School	Portland
13. Edward Little High School	Auburn
14. Ellsworth High School	Ellsworth
15. Falmouth High School	Falmouth
16. Fort Fairfield High School	Fort Fairfield
17. Gardiner High School	Gardiner
18. Limestone High School	Limestone
19. Lisbon High School	Lisbon Falls
20. Livermore Falls High School	Livermore Falls
21. Madawaska High School	Madawaska
22. Madison High School	Madison
23. Morse High School	Bath
24. Norway High School	Norway
25. Old Orchard Beach High School	Old Orchard Beach
26. Old Town High School	Old Town
27. Orono High School	Orono
28. Paris High School	South Paris
29. Portland High School	Portland
30. Rockland High School	Rockland
31. Samford High School	Samford
32. Scarborough High School	Scarborough
33. Skowhegan High School	Skowhegan
34. South Portland High School	South Portland
35. Stephen High School	Rumford
36. Van Buren Boys High School	Van Buren
37. Waterville High School	Waterville
38. Williams High School	Oakland
39. Windham High School	South Windham

MASSACHUSETTS

1. Amesbury High School	Amesbury
2. Amhurst High School	Amhurst
3. Arlington High School	Arlington
4. Ashby High School	Ashby
5. Attleboro High School	Attleboro
6. Belchertown High School	Belchertown
7. Belmont High School	Belmont
8. Beverly High School	Beverly
9. B. M. C. Durfee High School	Fall River
10. Boston Latin High School	Boston
11. Bromfield High School	Hannard
12. Brockton High School	Brockton
13. Brookline High School	Brookline
14. Cambridge High School	Cambridge
15. Charlestown High School	Boston
16. Chelsea Senior High School	Chelsea
17. Chicopee High School	Chicopee
18. Clinton High School	Clinton
19. Commerce High School	Worcester
20. Concord High School	Concord
21. Deerfield High School	South Deerfield
22. Dighton High School	North Dighton
23. Dorchester High School	Dorchester
24. Dracut High School	Dracut
25. Drury High School	North Adams
26. East Boston High School	East Boston
27. East Hampton High School	East Hampton
28. Everett High School	Everett
29. Franklin High School	Franklin
30. Gardner High School	Gardner
31. Gloucester High School	Gloucester
32. Hatfield High School	Hatfield
33. Haverhill High School	Haverhill
34. High School of Commerce	Springfield
35. Hingham High School	Hingham
36. Holyoke High School	Holyoke
37. Jamaica Plain High School	Jamaica Plain
38. Laurence High School	Laurence
39. Leicester High School	Leicester
40. Lenox High School	Lenox
41. Leominster High School	Leominster
42. Lexington High School	Lexington
43. Malden High School	Malden
44. Medford High School	Medford
45. Melrose High School	Melrose
46. Memorial High School	Adams
47. Nantucket High School	Nantucket
48. Natick High School	Natick
49. Needham High School	Needham

50. New Bedford High School	New Bedford
51. Newburyport High School	Newburyport
52. Newton High School	Newtonville
53. North High School	Worcester
54. North Attleboro High School	North Attleboro
55. North Quincy High School	North Quincy
56. Norwood High School	Norwood
57. Peabody High School	Peabody
58. Pittsfield High School	Pittsfield
59. Quincy High School	Quincy
60. Revere Senior High School	Revere
61. Roxbury Boys Memorial High School	Roxbury
62. Salem High School	Salem
63. Sanderson High School	Ashfield
64. Somerville High School	Somerville
65. South Boston High School	South Boston
66. Stony High School	Manchester
67. Taunton High School	Taunton
68. Thomas Riley High School	Walpole
69. Wakefield High School	Wakefield
70. Waltham Senior High School	Waltham
71. Wistfield High School	Wistfield
72. Woburn Senior High School	Woburn
73. Woodbury High School	Salem

NEW HAMPSHIRE

1. Andover High School	Andover
2. Bethlehem High School	Bethlehem
3. Canaan High School	Canaan
4. Canant High School	Joffrey
5. Charlestown High School	Charlestown
6. Concord High School	Concord
7. Enfield Village High School	Enfield
8. Farmington High School	Farmington
9. Goffstown High School	Goffstown
10. Gorham High School	Gorham
11. Hampstead High School	Hampstead
12. Hillsboro-Diering Cooperative	Hillsboro
13. Lebanon High School	Lebanon
14. Lincoln High School	Lincoln
15. Merrimack High School	Merrimack
16. New Boston High School	New Boston
17. Orford High School	Orford
18. Oyster River Cooperative School	Durham
19. Penacook High School	Penacook
20. Peterborough High School	Peterborough
21. Pittsfield High School	Pittsfield
22. Plymouth High School	Plymouth

23. Portsmouth High School	Portsmouth
24. Raymond High School	Raymond
25. Simons Free High School	Warner
26. Somersworth High School	Somersworth
27. Stratford High School	North Stratford
28. Sunapee High School	Sunapee
29. Towle High School	Newport
30. Troy High School	Troy
31. Whitefield High School	Whitefield
32. Wilton High School	Wilton
33. Woodbury High School	Salem

RHODE ISLAND

1. Barrington High School	Barrington
2. Block Island High School	Block Island
3. Bristol High School	Bristol
4. Burrillville High School	Harrisville
5. Central Senior High School	Providence
6. Classical High School	Providence
7. Coventry High School	Anthony
8. Cranston High School	Cranston
9. East Greenwich High School	East Greenwich
10. Hope High School	Providence
11. John F. Deenny High School	West Warwick
12. Josephine F. Wilbur High School	Little Compton
13. North Kingstown High School	Wickford
14. North Providence High School	North Providence
15. Pawtucket Vocational High School	Pawtucket
16. Rogers High School	Newport
17. South Kingstown High School	Wakefield
18. Tolman High School	Pawtucket
19. Warren High School	Warren
20. Warwick Veterans Memorial School	Warwick
21. Westerly High School	Westerly
22. Woonsocket High School	Woonsocket

VERMONT

1. Bennington High School	Bennington
2. Brighton High School	Island Pond
3. Cabot High School	Cabot
4. Canaan Memorial High School	Canaan
5. Chelsea High School	Chelsea
6. Chester High School	Chester
7. Concord High School	Concord
8. Fair Haven High School	Fair Haven
9. Greensboro High School	Greensboro
10. Hartford High School	White River Junction
11. Hinesburg High School	Hinesburg

12. Jericho High School	Jericho
13. Middbury High School	Middbury
14. Newbury High School	Newbury
15. Northfield High School	Northfield
16. Orlean High School	Orleans
17. Pittsford-Barstow High School	Pittsford
18. Plainfield High School	Plainfield
19. Poultney High School	Poultney
20. Randolph High School	Randolph
21. Richmond High School	Richmond
22. Rochester High School	Rochester
23. Rutland High School	Rutland
24. Shelburne High School	Shelburne
25. South Royalton High School	South Royalton
26. Springfield Junior and Senior	Springfield
27. Swanton High School	Swanton
28. Vergennes High School	Vergennes
29. Vermont Union High School	Woodstock
30. Waitefield High School	Waitefield
31. Whitcomb High School	Whitcomb
32. Whitingham High School	Jacksonville