A STUDY OF ECONOMIC EDUCATION ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES IN SELECTED OKLAHOMA SENIOR HIGH SCHOOLS

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY

Clayton Blake Millington

1964

THESIS

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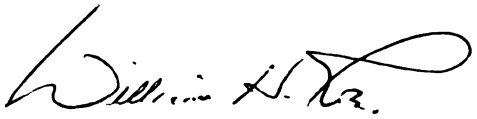
A STUDY OF ECONOMIC EDUCATION ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES IN SELECTED OKLAHOMA SENIOR HIGH SCHOOLS

presented by

CLAYTON BLAKE MILLINGTON

has been accepted towards fulfillment of the requirements for

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ABSTRACT

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by Clayton Blake Millington

The Problem

The purpose of this study was (1) to define the administrative and instructional practices that would be most important in developing an effective economic education program; (2) to survey existing economic education administrative and instructional practices in selected Oklahoma senior high schools; (3) to compare existing practices with evaluative criteria; (4) to determine the nature and trends of the separate economics course in all Oklahoma high schools; and (5) to make recommendations for improvement.

Method and Procedures

In cooperation with a jury, the investigator developed evaluative criteria in the form of recommended economic education administrative and instructional practices to be followed in integrating economic concepts into the various high school subjects. These (weighted) criteria were included in a questionnaire for principals and, in a separate questionnaire for teachers in all subject areas except art, music, and physical education. The questionnaires were administered in 44 of the 46 Oklahoma high schools which had an average of 500 or more students. The investigation also included a separate questionnaire study of all economics courses that were being offered in Oklahoma high schools.

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Findings and Recommendations

The consensus of the jury provided significant guidelines for developing an effective economic education program. Although the teachers and principals endorsed the importance of economic education, no school had established a co-ordinated economic education program. There was a considerable difference in performance both among and within the high schools. However, a number of practices, perceptions, and general background factors were most consistently associated with the high scoring educators.

In general, the performance ratings of teachers were in direct relation to their academic qualifications in economics. In spite of a shortage of qualified teachers, there had been a discernible increase in the offering of the separate high school economics course. The major contribution to economic education was being made by the teachers of agriculture, economics, social studies, and basic business subjects.

In general, the principals devoted little time to curriculum development, and their supervisory practices had virtually no effect upon the economic education practices of their respective teachers.

Based on the study findings, the following recommendations were made:

(1) Principals should assume responsibility for developing a co-ordinated economic education program in their respective high schools.

(2) Principals should devote more time to curriculum improvement.

(3) Special economic education workshops should be provided for school administrators.

(4) Along with providing intensive in-service economic training programs, Oklahoma educators should work for the strengthening of economic requirements in teacher preparation programs.

(5) Until satisfactory results can be achieved in a co-ordinated progra special effort should be made to enroll all students in a well-taught economics course.

(6) The qualified high school economics teacher should be utilized as an economics consultant for other teachers.

(7) The major emphasis on economics should be made in subject areas where economic concepts are most relevant.

(8) The high school economics program should be carefully articulated with the program in the lower grades.

(9) Further studies should measure the economic understanding of students in the various high schools; evaluate economic practices in comparable schools of other states; evaluate economic practices in the lower grades; analyze, in greater detail, the performance of teachers within certain subject areas; and compare student learning in the separate economics course with learning from a co-ordinated economics program. Experimental studies should be conducted to develop optimum means of performing the practices recommended in the present investigation. A future study should be conducted to measure possible improvement of economic education practices in Oklahoma high schools.

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A STUDY OF ECONOMIC EDUCATION ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES IN SELECTED OKLAHOMA SENIOR HIGH SCHOOLS

By

Clayton Blake Millington

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The evaluative criteria for the study were developed in cooperation with a jury of economic education authorities recommended by Dr. M. L. Frankel and his staff in the Joint Council on Economic Education. Without the cooperation of the jurors and of hundreds of Oklahoma educators, the present study would not have been possible.

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CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this study was (1) to determine the nature and trends of the separate economics course in all Oklahoma high schools; (2) to define the administrative and instructional practices that are considered to be most important for an effective economic education program; (3) to survey existing administrative and instructional practices in the major subject areas of Oklahoma senior high schools having an enrollment of more than 500 students; (4) to compare existing practices with evaluative criteria; and (5) to make recommendations for improving the administration of economic education in Oklahoma high schools.

Hypotheses to Be Tested

1. The selected public high schools of Oklahoma differ in their provision for economic education and in relation to the evaluative criteria.

2. A comparative analysis of selected aspects of economic education programs in Oklahoma high schools will reveal determinative factors which are consistently associated with the most comprehensive economic education programs.

Significance of the Study

Because of the increasing complexity of the American economy, the reported economic illiteracy of most American citizens, and the pressing challenges to free enterprise and individual freedom, economic education has received increasing attention during the past 15 years.

The importance of providing economic education in the senior high school derives from the fact that 40 per cent of Oklahoma high school graduates will not go on to college.[1,2] Since only a small percentage of all high school students ever enroll in the separate economics course, a study to determine the incidence of teaching economics topics in other high school courses was greatly needed. It was also recognized that the teaching methods and materials used in developing economic understanding can be important determinants of student interest and learning. Finally, the teachers' general practices, perceptions, and opinions regarding economics can result in the success or failure of a school's economic education program. Consequently, all of the foregoing factors were included in the survey of instructional practices among the major subject areas of the high school. An additional survey was completed to determine the nature and trends of the separate economics course in all Oklahoma high schools.

Under the direction of the school superintendent, and perhaps with

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[1] Oklahoma State Regents for Higher Education. Oklahoma Higher Education Enrollments and Projections. Self-Study of Higher Education in Oklahoma, Report 3 (Oklahoma City: Oklahoma State Regents for Higher Education, February, 1963), p. 16.

[2] For the nation as a whole it is estimated that 50 per cent of the high school graduates will not enter college. U. S. Department of Health, Education, and Welfare. Office of Education. Digest of Educational Statistics (Washington: U. S. Government Printing Office, 1962).

the assistance of central office curriculum specialists, the high school principal is usually expected to serve as the instructional leader for his building. In this study, therefore, it seemed important to evaluate the practices and perceptions of the principal in relation to economic education and to consider the possible impact of these practices upon the scope of economic education in his high school.

School systems interested in improving their economic education program should find helpful guidance in the evaluative criteria that were developed in the form of a checklist of administrative and instructional practices. A select jury of economic education authorities considered these practices to be important determinants of a successful economic education program. The analysis of practices in Oklahoma high schools revealed further guidelines for improvement and provided a benchmark against which further progress can be measured. From the data, analyses, and conclusions in this exploratory study, other investigators should find fruitful avenues for further research.

The study was begun and carried out with the realization that no high school in Oklahoma had yet attained such a degree of excellence in economic education that it could serve as a model for the other schools of the nation. Nevertheless, some good work had been accomplished; and an inventory of both needs and accomplishments was considered necessary to determine the readiness of specific high schools for a coordinated emphasis on economic education. A more complete knowledge of the present status of economic education in the public high schools of Oklahoma should prove valuable to school administrators, curriculum directors, teachers, and other persons interested in increasing the general level of economic competence. In appealing for research studies on the current status and

practices in economic education, Wagner has declared that ". . . the bulk of existing knowledge consists of impressions carried around in the heads of a handful of individual observers who have worked in this area . . ."[3] Only when responsible and interested persons have a thorough knowledge of the many facets of existing programs, can they make changes with confidence. No similar study of economic education had been completed in Oklahoma.

Definitions of Terms

In order for the writer to convey to the reader a better understanding of the terminology included in the content of this study, the following definitions of the terms are given.

High School. For the purposes of this study, "high school" was defined to include grades 10 through 12 in the public accredited secondary schools of Oklahoma.

K-12 Curriculum. The expression "K-12" or "K-12 curriculum" was used to refer to the total school curriculum from kindergarten through grade 12.

Economic Education. "Economic Education" was defined as that phase of general education which deals with the societal and the personal problems of producing, distributing, and using scarce goods and services. Personal economics and societal economics were considered to be complementary to the extent that personal economics can serve to motivate the students' concern for a better understanding of the total economy.

Personal Economics. "Personal economics" was considered to be the study of guidelines and concepts regarding such personal economic practices

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[3]Lewis E. Wagner, "Some Comments on Economic Education as a Subject for Research" (New York: Joint Council on Economic Education, December, 1957), p. 3. (Mimeographed)

as selecting a vocation, buying, borrowing, and saving.

Societal Economics. "Societal economics" was defined as the study of the economic principles, problems and institutions involved in the operation of the American economy and in its relation to other economic systems. In general, the term "societal economics" was considered to be synonymous with the discipline of "economics" as it is commonly defined and discussed in principles of economics textbooks. Thus, "societal economics" is concerned with such matters as the problem of scarce resources, the flows of goods and services, and the role of economic systems. The ultimate objective of both "societal economics" and of "economic education" may be considered to be the development of the student's understanding and ability to comprehend objectively the probable results of alternative solutions to social economic problems.[4]

Economic Education Program. The expression "economic education program" referred to the aggregate effort of the "high school" to increase the economic competency and understanding of its students.

School System. The expression "school system" referred to all grade levels in a particular school district.

Scope and Delimitations of the Study

This study has certain limitations which should be recognized.

The exploratory survey of economic education programs in the major subject areas of Oklahoma public high schools was limited to those senior high schools which had an average daily attendance of 500 or more students during the school year of 1962-63. Forty-four of the 46 high schools of

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[4] National Task Force on Economic Education, Committee for Economic Development, Economic Education in the Schools (New York: Committee for Economic Development, 1961), p. 14.

this size participated in the survey. The student attendance in the 44 responding high schools represented 48.4 per cent of the total average daily attendance in all Oklahoma high schools.

The findings in this study can be applied only to the category of Oklahoma high schools included in the survey, although it is possible that many factors regarding administrative and instructional practices in economic education would apply to high schools of similar size in other states.

Full-time teachers of art, music, or physical education were not included in the study.

In general, the data for the study were confined to the completed questionnaires received from the principals of the 44 high schools and from 77 per cent of the 1,793 teachers who were surveyed. Completed questionnaires were received from at least 70 per cent of the teachers in all subject areas surveyed except drivers education; and in only four schools, did fewer than 50 per cent of the teachers respond. In his work as executive director of the Oklahoma Council on Economic Education, the investigator had been privileged to visit many of the high schools that were included in the survey.

Statistical probability formulas were not used extensively because the 44 cooperating high schools and the 1,376 responding teachers represented the great majority of the population being surveyed.

In applying the evaluative criteria recommended by the cooperating jury of authorities, the investigator was forced to exercise a degree of personal judgment in determining which practices should be considered "essential," "worthwhile," or "unimportant" for the purpose of the study. Further judgment was necessary in determining which practices were to be

included in the questionnaires and in determining the weighting for rating the selected practices.

The questionnaire studies were confined to existing practices and opinions as acknowledged by the high school principals and their teachers. A limitation of this research procedure is that general or summary statements which convey broad ideas may be interpreted differently, and misinterpretation of a question or statement may arise because of multiple meanings associated with a word. However, in a "pretest" of the questionnaires, the instructions were found adequate; and no respondent complained of not understanding the individual items.

In his discussion of rating scales, such as were used in the present study, Best observed that positions on a rating scale cannot be assumed to be equally spaced and that equal scores obtained by several individuals does not indicate equal favorableness toward all of the statements. Moreover, it was felt that an individual could probably not react with great validity to a short statement in the absence of common extenuating circumstances in "real life." However, Best concluded that "in spite of these limitations, the process of opinion measurement has merit, and until more precise measures of attitude are developed, this technique may serve a useful purpose in social research."[5]

As the purpose of the present investigation was to explore the many facets of economic education administrative and instructional practices in Oklahoma high schools, the limitation of time and funds necessarily precluded a more intensive depth analysis of selected practices.

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[5]John W. Best, Research in Education (Englewood Cliffs, N. J.: Prentice Hall, 1959), p. 160.

Basic Assumptions

This study was based upon the following assumptions:

1. That Oklahoma educators, as fully qualified school administrators or teachers, would provide accurate information in response to the questionnaire survey.
2. That a panel of selected authorities would be qualified to provide valid criteria for use in appraising economic education programs in Oklahoma high schools.
3. That economic education should be an integral part of the educational program of Oklahoma high schools.

Method of Procedure

In beginning the present study, the investigator reviewed the literature and research pertaining to the nature and role of economic education in the public school system and the administrative procedures for organizing school and community resources to improve the instructional program.[6]

Oklahoma statistical data on senior high school enrollments, average daily attendance, teacher assignments, and the property valuation of school districts were secured from reports on file in the State Department of Education and in the Oklahoma Tax Commission.

Developing the Evaluative Criteria

The second phase of the study involved the development of evaluative criteria to be used in appraising the economic education program in

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[6] A review of related literature and research is presented in Chapter II.

selected Oklahoma high schools.[7]

With the assistance of Dr. M. L. Frankel and his staff in the Joint Council on Economic Education, the investigator secured the cooperation of a jury of authorities who were school administrators or curriculum directors with extensive experience in developing economic education programs.[8]

In developing and ranking the evaluative criteria for the present study, the investigator followed the research procedures which had been used by the Council for Advancement of Secondary Education in its 1954 "Study on Economic Education."[9]

Surveying the High School Economic Courses in Oklahoma

In view of the significant contribution which the separate economics course could make to the high school economic education program, it was considered appropriate to investigate this particular course offering in some detail. Moreover, this preliminary study served as an index of the probable willingness of high schools to participate in a comprehensive survey of their entire economic education program. In April, 1962, questionnaires were developed and mailed to the principal of each of the 117 Oklahoma high schools which had reported, to the State Department of Education, that a high school economics course was to be offered during the school year 1961-62[10] Responses were received from 88

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[7]The forms and correspondence used in developing the evaluative criteria are presented in Appendices A and B.

[8]The evaluative criteria and the procedures followed in their development have been discussed in Chapter III.

[9]Council for Advancement of Secondary Education, Key Understandings in Economics (Washington 6, D. C.: Council for Advancement of Secondary Education, 1956), pp. 1-35.

[10]The materials used in the survey of high school economics courses are included in Appendices D and E.

schools.[11]

Developing the Questionnaires for Surveying Economic Education Programs in Oklahoma High Schools

The administrative practices which the jurors considered important for an effective economic education program were incorporated into a questionnaire form to be filled in by high school principals.[12] The major purpose of this questionnaire was to determine the extent to which selected school principals were following the practices which the jury had considered important. The principal's questionnaire also provided a basis for appraising the possible impact of selected administrative practices upon instructional practices in Oklahoma high schools.

A separate questionnaire form was developed for the teachers in the selected high schools.[13] Along with information concerning the economic topics taught and the teaching methods and materials used, this questionnaire included a final section on the general practices, perceptions, and opinions of teachers. Almost all of the items included in this final section were directly related to the evaluative criteria and, thus, to comparable practices that had been itemized on the principal's questionnaire. It was possible, therefore, to compare a principal's practices and perceptions regarding economic education to the related practices and perceptions of his teachers.

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[11] The survey of high school economics courses is discussed in Chapter VI.

[12] The principal's questionnaire and covering letter are included in Appendix F.

[13] The teacher's questionnaire and covering letters are included in Appendix H.

Administering the Questionnaires

Several approaches were made to secure the cooperation of the 46 high schools which had 500 or more students in average daily attendance during the school year 1962-63. First, the investigator secured endorsement of the project from the Oklahoma Council on Economic Education, the Oklahoma State University Research Foundation, and the Economic Education Subcommittee of the Oklahoma Curriculum Improvement Commission. Next, a telephone conversation with the curriculum director of one of the selected high schools resulted in the agreement that on February 11, 1963, his school would cooperate in "pretesting" the questionnaires. After the "pretest," a few minor changes were made in the forms, and the revised instruments were reproduced in sufficient quantity for the remaining schools.

By telephone call and/or by personal visit, the investigator contacted the superintendent or the curriculum director of each school system that was to be included in the survey. The purpose of the study and the nature of the questionnaire forms were explained, and the investigator offered either to administer the questionnaires at a group meeting of the high school faculty or to send the form to the high school principal so that he could administer them at his early convenience. Forty-four of the 46 selected high schools agreed to cooperate in the study. Most of the superintendents who were contacted by telephone asked that the materials be mailed to them so that they could make a final decision about participating in the survey. Only three of the responding schools asked that the investigator be present to administer the questionnaires.

An explanatory memorandum was attached to each teacher's questionnaire form, and a separate memorandum was included with the principal's

form. The memorandum to the principal suggested alternative procedures that could be followed in administering the teacher's form and requested that a collect telephone call be made to the investigator if any difficulties were encountered in administering the questionnaires. No calls of this nature were received.

Sufficient postage stamps for return mailing were included with the packet of survey materials sent to each school. For the convenience of the teacher who might prefer to mail his completed questionnaire individually, the investigator's return address had been printed on the back of the last page of the questionnaire. Thus, the teacher could simply staple and stamp the completed form and leave it in a mail box.

In administering the teacher's questionnaire, most of the high school principals explained and distributed the forms at a regular faculty meeting and asked that they be completed and returned to the central office within a designated period of time. With but few exceptions, the forms were returned to the investigator within one month after their delivery to the schools in March, 1963.

On April 15, a follow-up notice was sent to those few high schools which either had not returned the forms or had returned only a small percentage of the number desired.[14] In most cases this notice consisted of a letter reminder about the study and a suggestion that the questionnaires again be called to the attention of the teachers. Two of the selected high schools neither returned the survey materials nor responded to a separate query about their desire to participate in the study.

Perhaps because of their many commitments, the high school principals

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[14] The follow-up letters are included in Appendix J.

were somewhat slower in returning their own forms than were the teachers. The last completed questionnaire on administrative practices was received from a high school principal on July 10, 1963. In general, the school administrators in Oklahoma recognized the practical value of the study and were pleased to have their school included.

The administrative practices and perceptions of Oklahoma high school principals have been discussed in Chapter IV; the instructional practices and perceptions of high school teachers have been discussed in Chapter V; a comparison of administrative and instructional practices has been made in Chapter VII; and Chapter VIII includes the findings, conclusions, and recommendations of the study.

The following chapter will review the professional research and literature that have been related to the present investigation.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. PROCEDURES FOLLOWED

The investigator reviewed all of the economic education literature listed in the Education Index and the Business Education Index that was available in the Oklahoma State University Library for the period 1940 to 1963. The literature survey also included many additional articles, pamphlets, and books dealing with the role of economic education in the school curriculum and with related pedagogical and administrative procedures. In his capacity as executive director of the Oklahoma Council on Economic Education, the investigator had direct access to a wide variety of both published and unpublished economic education materials.

All issues of Dissertation Abstracts for the period 1950 to 1962 were screened for related economic education research studies, and a record was made of additional studies that were referenced or summarized in the professional periodicals from 1940 to 1963. It was found that, after completing economic education studies, most investigators have subsequently reviewed their findings, conclusions, and recommendations in one or more of the professional periodicals.

Of the graduate studies which had investigated various problems of economic education, the studies by Moorman,[1] Lebeda,[2]

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[1]John H. Moorman, Basic Economic Concepts, Monograph 73, (Cincinnati: South-Western Publishing Co., 1949).

[2]Agnes Lebeda, "An Analysis and Comparison of Consumer-Economic

Pomnichowski,[3] and Frankel[4] were found to be most directly related to the broad objectives of the present investigation. Moorman's study was secured in monograph form; and microfilm copies of the studies by Lebeda, Pomnichowski, and Frankel were purchased. Other studies such as were completed by Dachner,[5] Griffith,[6] Clayton,[7] Buckhold,[8] and Overman[9] were concerned only with a single aspect of the total economic education program. The studies by Griffith, Clayton, and Buckhold were available at Oklahoma State University; a mimeographed copy of the Dachner study was secured from the Northern California Council on Economic Education;[10] and the Overman study

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Education Practices Among Subject Areas in the Iowa Public Secondary Schools" (unpublished Ph.D. dissertation, University of Minnesota, 1955).

[3]Alexander Sylvester Pomnichowski, "A Study of the Attitudes and Opinions of Administrators, Teachers of Business and Teachers of Social Studies Toward the Place of Economics in the Secondary School" (unpublished Ph.D. dissertation, University of Michigan, 1961).

[4]Moe L. Frankel, "Achieving Curriculum Change Through Economic Education--A Field Study of Selected Schools" (unpublished Ed.D. dissertation, Rutgers University, 1958).

[5]Donald Arthur Dachner, "A Study to Determine the Organization and Content of a Course in Economics for Senior High School Students" (unpublished Master's dissertation, Sacramento State College, 1961).

[6]Bobbie B. Griffith, "Integration of Economic Concepts in Beginning Bookkeeping Classes" (unpublished Ed.D. dissertation, University of Nebraska, 1962).

[7]Gerald Dean Clayton, "Incidental Learning of Economic Concepts in Beginning Typewriting Classes" (unpublished Ed.D. dissertation, Oklahoma State University, 1962).

[8]Ernest A. Buckhold, "Status and Trends of the Course in Economics in Oklahoma Accredited Senior High Schools" (unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1950).

[9]Glenn D. Overman, "Basic Economic Concepts About the American Business System Which Business Executives Believe Everyone Should Know" (unpublished Ph.D. dissertation, Indiana University, 1954).

[10]Northern California Council on Economic Education, San Francisco State College, San Francisco 27, California.

was available through an interlibrary loan as well as in monograph form from the South-Western Publishing Company.[11]

The review of related research also included those studies which had been completed by university professors or professional research workers, usually with financial support from private or voluntary organizations. Two of the most significant of these studies were completed by the Brookings Institution,[12] in 1951, and by the Council for the Advancement of Secondary Education,[13,14] in 1956. With financial support from the W. K. Kellogg Foundation, Lovenstein completed a study in 1958 on Economics and the Educational Administrator.[15] During the period 1951 to 1961, the Opinion Research Corporation completed a series of studies to determine the opinions of different categories of students on selected economic issues.[16,17,18,19]

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[11]Glenn D. Overman, Economic Concepts Everyone Should Know, Monograph 95 (Cincinnati: South-Western Publishing Company, 1949).

[12]C. W. McKee and H. G. Moulton, A Survey of Economic Education (Washington 6, D. C.: The Brookings Institution, 1951).

[13]Council for Advancement of Secondary Education, Key Understandings in Economics (Washington 6, D. C.: Council for Advancement of Secondary Education, 1956).

[14]Council for Advancement of Secondary Education, Economics in the Press (Washington 6, D. C.: Council for Advancement of Secondary Education, 1956).

[15]Meno Lovenstein, Economics and the Educational Administrator, The School-Community Development Study, Monograph Series, No. 6 (Columbus, Ohio: College of Education, Ohio State University, 1958).

[16]Opinion Research Corporation, The High School Market for Economic Education (Princeton: Opinion Research Corporation, 1951).

[17]Opinion Research Corporation, Why Too Many College Students Are Economic Illiterates (Princeton: Opinion Research Corporation, 1960).

[18]Opinion Research Corporation, Teenagers Judge Big Business and Government (Princeton: Opinion Research Corporation, 1959).

[19]Opinion Research Corporation, Teaching High School Students the Realities of the Business World (Princeton: Opinion Research Corporation, 1955).

In 1961, the Committee for Economic Development provided financial support for a national Task Force on Economic Education which prepared an authoritative statement on the role of economic education in the high school curriculum.[20] This report received extensive nation-wide publicity and undoubtedly influenced the thinking of many teachers and administrators. The Joint Council on Economic Education, in cooperation with its affiliated state Councils, has coordinated numerous research studies on various aspects of economic education.[21] These materials were on file in the Field Office of the Oklahoma Council on Economic Education.

In his review, the investigator found no single comprehensive summary of the economic education literature which had appeared during the last two decades. It seemed appropriate, therefore, that the present review should be more extensive than usual in order to provide a realistic perspective of those significant publications, since 1940, which have dealt with the problems, issues, and trends in economic education. Although no claim is made that the present chapter presents an exhaustive analysis of every economic education publication which appeared from 1940 to 1963, a serious effort was made to present the highlights of the most significant and/or representative publications and to convey what appeared to be the general feeling toward economic education during the significant historical periods involved.

The analysis of related literature was developed around three major classifications: (1) The Content and Role of Economics in the School

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[20] Committee for Economic Development, Economic Education in the Schools (New York: Committee for Economic Development, 1961).

[21] Joint Council on Economic Education, 2 West 46 Street, New York 36, New York.

Curriculum, (2) The Teaching of Economic Education, and (3) The Organizing of School and Community Resources for Economic Education.

II. THE CONTENT AND ROLE OF ECONOMICS IN THE SCHOOL CURRICULUM

Historical Trends in Economic Education

It is generally conceded that the need for economic education developed in direct relation to industrialization in the advancing, interdependent American economy. Prior to 1900, the self-sufficient farm family was the typical economic unit. Most of the economic facts of life could be learned through direct experience in the home and in the community. The citizen ". . . participated in discussions of public issues, and he often personally knew the legislators who enacted laws that influenced his economic life."[22] By the end of the nineteenth century, however, the free land on the frontier had been filled; the industrial age became a reality; and the United States became a world power. At this juncture, economic opportunity for the individual became contingent upon growth and prosperity throughout the interdependent economy; and conversely, the future of the economy began to rest upon the decisions of millions of citizens who were called upon to make crucial economic decisions in the market place and in the voting booth.

In the eleventh Yearbook of the National Council for the Social Studies, Gooch reports that sporadic attempts were made after 1865 to adapt college content materials in economics to the high school level; and it was at this time that the study of exchange and consumption was included with

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[22] G. Derwood Baker, "The Business Educator's Responsibility for Economic Education," Tenth Annual Delta Pi Epsilon Lecture (Cincinnati: South-Western Publishing Co., 1951), pp. 7-8.

the previous major economic areas, production and distribution. Although a few high schools began offering economics before the turn of the century, significant educational groups disapproved of this discipline as a separate course. Both "The Committee of Ten" in 1892 and "The Committee of Seven" in 1898 would concede only that economics might be taught in connection with United States history, civil government, and commercial geography. These groups did not believe that ". . . economic or social facts should be emphasized at the expense of governmental or political facts."[23] This position was strongly contested by such prominent economists as Professors John R. Commons and Frank W. Taussig, and the National Education Association Proceedings of 1901 expressed the appropriateness of teaching economics as a separate discipline.[24] Since that time, no national educational conference or committee has frowned on the existence of economics as a separate subject in the high school curriculum.[25]

Early Emphasis on Personal Economics 1930-1949

Ironically, the depression of the 1930's failed to stimulate appreciable interest in societal economics. The misfortunes of that era seemed to have shattered previous faith in finding workable solutions to societal economic problems. The concern of educators shifted to consumer education

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[23]Wilbur I. Gooch, "Economic Education on the Secondary Level," Economic Education. Eleventh Yearbook. Edited for the National Council for the Social Studies by Harold F. Clark (Washington, D. C.: National Education Association, 1940), pp. 19-23.

[24]G. Derwood Baker, "Educating Citizens for Economic Effectiveness 1960-1980," Citizenship and a Free Society: Education for the Future. Thirtieth Yearbook. Edited for the National Council for the Social Studies by Franklin Patterson (Washington 6, D. C.: National Education Association, 1960), p. 123.

[25]Gooch, op. cit., p. 23.

and the personal economic problems of living efficiently within the given social economic environment. Baker observed that:

> The traumatic effect of the depression was visible in discussions of economic education in the late 30's and the 40's, largely in utilitarian terms such as occupational adjustment, personal economic operations, and consumer and conservation education. The widespread demand for a more functional approach to economic education for the citizen gave special rise to the movement for consumer education, which flourished particularly during the 40's.[26]

Price found that "although the expressed need for consumer education dates back to 1909, when the American Home Economics Association included education for consumption as one of the objectives of home-economics education, few schools inaugurated effective programs before 1930."[27]

In 1938, the Educational Policies Commission gave increased emphasis to personal economics when it proposed self-realization, human relationship, economic efficiency, and civic responsibility as the four major objectives for education.[28] The Commission defined Economic Efficiency as involving competency in the following ten areas: work, occupational information, occupational choice, occupational efficiency, occupational adjustment, occupational appreciation, personal economics, consumer judgment, efficiency in buying, and consumer protection.[29]

A 1940 statement by the Commission recognized the importance of

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[26]Baker, loc. cit., p. 124.

[27]Ray G. Price, "Curriculum Practices in Consumer Education" (unpublished Doctor's dissertation, University of Cincinnati, 1945), p. 40.

[28]Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, The Purposes of Education in American Democracy (Washington, D. C.: The National Education Association, 1938), p. 47.

[29]Ibid., p. 90.

certain aspects of societal economics in conjunction with consumer education:

> . . . education to increase efficiency of labor should not be conceived in narrow terms. The effective operation of enormous aggregations of labor and capital, characteristic of the contemporary economy, demands high types of vocational and economic intelligence.[30]

The strongest endorsement of societal economics was expressed in a Commission statement on Learning the Ways of Democracy:

> . . . as long as economics and modern problems remain elective, it will unfortunately be possible for the majority of students to graduate from high school without any systematic instruction in the economic foundations of American life. Study of the economic aspects of our civilization should be required no less than study of the political and cultural.[31]

Along with the effects of the depression, ineffective teaching of comparatively abstract concepts constituted the second great problem of societal economics during the 1930's and 1940's. Virtually every economic education article in the literature during the early 1940's made some reference to this problem. Gooch pointed up the significant trend toward consumer education and concluded that "The array of evidence offered against the efficacy of present materials of economics taught in the secondary school becomes impressive. . . . . Present instruction in economics is largely limited to abstract theory. It is beyond the understanding of junior and senior high school pupils."[32] In another chapter of the same

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[30] Educational Policies Commission, Education and Economic Well-Being in American Democracy (Washington, D. C.: National Education Association, 1940), p. 12.

[31] Educational Policies Commission, Learning the Ways of Democracy (Washington, D. C.: National Education Association, 1940), p. 90.

[32] Gooch, op. cit., p. 37.

Yearbook, Cassels made reference to a memorandum he had received from Dr. A. J. Stoddard who had just completed a five-year study of economic education. Dr. Stoddard's conclusions were that the teaching of economics was "overly abstract and not related to real-life problems." His committee proposed that schools adopt the consumer approach to the study of economics.[33]

Throughout the war years, consumer education received major emphasis in the economic education literature. However, a few enterprising teachers of societal economics courses wrote about the classroom procedures they had found most effective; and, occasionally, a writer would venture forth with a statement similar to the following challenge for societal economics in the school curriculum:

> There has been much hedging as to whether or not a genuine attempt should be made to attain economic literacy. . . . Before it is too late, we must discover that no man can effectively discharge his duty as a citizen of this democracy until he sweeps away many of the half truths and prejudices and much ignorance concerning our economic life and strives for economic literacy.[34]

The Growing Concern for Societal Economics

After the end of World War II, the emphasis in economic education gradually shifted to societal economics. According to Baker, "The failure of the /consumer/ movement to make a more profound impact on the curriculum of the secondary school can be attributed to the following factors:"

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[33]John M. Cassels, "The Consumer Approach to Economics," Economic Education. Eleventh Yearbook. Edited for the National Council for the Social Studies by Harold F. Clark (Washington, D. C.: National Education Association, 1940), p. 63.

[34]Theodore L. Reller, "Roads Toward Economic Literacy," Education Outline, XIX (May, 1945), pp. 188-189.

1. It was a depression-inspired movement, and the dramatic rise in family income and expenditures in the 50's deprived the movement of its major motivating force.

2. Consumer education courses have been unable to supplant the established courses with which they compete.

3. The integration of consumer problems and information into the required secondary school courses met with the competition of equally valid and insistent demands from other "life adjustment" areas. . . .[35]

The growing interest in societal economics reflected a widespread uncertainty and concern about the probable performance of the American economy in the postwar years. Among the leaders in education and in other areas, there was a growing awareness that the average citizen was seriously deficient in economic understanding. References to "a nation of economic illiterates" appeared frequently in the economic education literature after 1950. The "peaceful coexistence" policy of world communism was generally recognized as an all-out economic and ideological offensive and a crucial challenge to the growth and price stability of the American economy. No longer could the economic competence of American citizenry be left to chance. Although Ribicoff reported as recently as 1962 that "the average U.S.S.R. high school student receives 10 to 20 times as much economic education as his American counterpart,"[36] extensive efforts have been underway during the last 15 years to remedy this problem. The problem was somewhat complicated, however, because of the special interests of various economic groups:

> . . . Many business groups want the schools to teach the virtues of free enterprise, but they say little about the problems of

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[35] Baker, loc. cit., p. 125.

[36] Abraham A. Ribicoff, "We Can't Afford Economic Illiteracy!" Petroleum Today, III (Spring, 1962), p. 8.

> inflation, deflation, and unemployment and are often silent about the great responsibility which must necessarily follow upon the possession of economic power. Similarly, organizations of labor want economic education which is sympathetic to the role of labor in our economy, but say little about the responsibility of powerful organizations of labor in relation to society as a whole or about undemocratic practices within labor organizations.[37]

In 1954, Overman reported that millions of dollars were spent annually by business groups alone ". . . to acquaint employees, students, and the general public with the operation of the American business system." He recognized the possibility "that expenditures by business for economic education exceeds the total budget for all business training on the collegiate level."[38]

The Role of the Joint Council on Economic Education

Because of the recognized need for economic education and because so many different groups were proceeding to accomplish diverse and often conflicting objectives under the banner of economic education, the Committee for Economic Development agreed to provide the financial support for a pilot workshop to be held in 1948 at New York University. Representatives from 71 school systems and 23 states participated in the three-week program along with university consultants and representatives of the major economic groups. The workshop sought to identify the appropriate economic content and the possible curriculum applications for including economics in the public school curriculum. In addition, the group was concerned with developing an organization framework within which all interested groups might contribute to the advancement of economic education throughout the country.

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[37] G. Derwood Baker, "Why Economic Education?" High School Journal, XXXVII (November, 1953), pp. 49-50

[38] Overman, Economic Concepts Everyone Should Know, pp. 3-4.

At the conclusion of the program, the participants petitioned for an organization which would make similar workshops available at the state and local level. In 1949 the Joint Council on Economic Education was organized in accordance with the following organizational principles, which also apply to some 40 state Councils that have affiliated with the Joint Council:

1. Membership consists of representative individuals from the schools, colleges and universities, and all sectors of the economy.

2. Programs are designed to stress the goal of objectivity, to be nonpartisan and nonpolitical.

3. Leadership, and the planning and development of programs lies in the hands of the teaching profession so that the special needs of the community and its youth are met.

4. Final responsibility for the programs resides with the state and local institutions and professional and lay boards of education.

5. Program emphasis is on improving the ability of teachers to use the tools of economic analysis in attempting to solve economic problems. No one "package" or single text prescribes the right answers to economic problems.

6. Programs are local in character as reflected in their leadership, finances, community and teacher involvement.[39]

The Joint Council is formally affiliated with the American Economic Association and with major divisions of the National Education Association. Its Constitution and Bylaws provide that more than 50 per cent of the Board of Directors must be professional educators. "The Councils on Economic Education, by serving as catalysts, bring together the varied resources to be found in any community so that all, working together, may agree upon and underwrite a dynamic, objective program for economic

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[39] Joint Council on Economic Education, The Right to Learn (New York: Joint Council on Economic Education, 1962), pp. 5-7.

education."[40,41]

Since its organization in 1949, the Joint Council and the affiliated state Councils have expanded their services to include summer workshops on economic education, in-service education programs for public schools, experimental studies in curriculum development with "cooperating school systems," consultants for public school systems, curriculum materials for teachers, and support for improving teacher preparation in economics at the college and university level. In 1958, Frankel completed a study of economic education curriculum programs that had been developed in four different school systems in cooperation with the Joint Council. During the school year, 1962-63, the Joint Council co-sponsored the national television course, "The American Economy," and arranged for the development of standardized economics tests, which were made available to the public schools in the fall of 1963. The Joint Council also cooperated in the development and distribution of the National Task Force Report on Economic Education and the report of the Materials Evaluation Committee. In the educational literature since 1949, the Joint Council organization has been acclaimed more than any other group for its contribution to economic education.[42]

Economic Education Surveys

In 1951, two research reports confirmed the previous convictions

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[40] Ibid., p. 5.

[41] The Oklahoma Council on Economic Education was organized in 1953 and subsequently established a Field Office in the College of Business, Oklahoma State University, Stillwater, Oklahoma.

[42] Joint Council on Economic Education, loc. cit., pp. 8-12.

of many educators that most public high schools were not teaching economic understandings effectively. The Opinion Research Corporation administered an objective-type test of economic information and attitudes to 1,280 high school seniors who attained a mean score of only 48.1. The report declared that the law of chance would have yielded a score of 45.7.[43]

A much publicized study of economic education in the high school was completed by McKee and Moulton for the Brookings Institution in 1951. From the questionnaires returned by 500 schools and from the responses of state departments of education to a questionnaire on high school enrollments, McKee and Moulton arrived at the conclusion which has probably been quoted more often than any other economic education research finding during the last twenty-three years: ". . . less than 5 per cent of all high school students take the equivalent of a semester course in economics."[44] The investigators also concluded that ". . . roughly 25 per cent of the students in American universities, colleges, and professional schools take one or more courses in economics."[45]

In their review of the textbooks most commonly used, McKee and Moulton found that the economic material in the problems of democracy textbooks was ". . . distinctly inferior in character and quality to that found in the special texts devoted exclusively to economics." It was noted that not a single author of the problems texts was a professional economist.[46]

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[43] The High School Market for Economic Education, op. cit., p. 42.

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

[45] Ibid., pp. 15-16.

[46] Ibid., pp. 5-7.

In his review of the above study, Pomnichowski declared that ". . . the criticism of authors of textbooks devoted in part to economics on the basis of their training in economics is unreasonable."[47] It would seem, however, that the author of a textbook for a course which is expected to develop certain economic understandings should feel obligated either to prove his own competence in economics or to secure the assistance of a qualified economist for the economic portions of his book.

After reviewing the economic education programs of secondary schools, private business schools, institutions of higher learning, and other groups, McKee and Moulton made the recommendation that economics be a required subject in the high school and that more effective economic education be included in the pre-service education of teachers.[48]

The Problem of Content

Economic education surveys in the 1950's made a significant contribution by vividly portraying the need for more effective teaching in this area. However, educators were continually perplexed by the problem of economic content. Kearney had reported that prominent economists at the New York University workshop in 1948 could not agree on any specific list of basic economic concepts that should be included in the curriculum.[49]

Studies by Moorman and Overman

In the introduction to his 1948 study of "Basic Economic Concepts in the High School Curriculum," Moorman had declared: "That all students

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[47] Pomnichowski, op. cit., p. 36.

[48] McKee and Moulton, op. cit., p. 62.

[49] N. C. Kearney, "Can We Agree on Economic Education?" Nation's Schools, XLII (December, 1948), p. 44.

in our schools should be taught the basic concepts is not a question for debate. But the subject matter that is fundamental has not been determined."[50] Moorman tabulated the economic concepts which appeared in ten popular high school economics textbooks and found substantial disagreement with regard to the concepts which should be emphasized in a high school course. He found that 779 concepts were included in one or more textbooks, but only 21 concepts were included in all ten textbooks.[51]

In 1954 Overman completed a study to determine the economic concepts which business executives considered most essential for citizenship understanding. Although a high percentage of the executives recognized the major importance of the concepts which were developed, he concluded that "Business Executives are not in complete agreement as to what facts, concepts, or ideas about the American Business system everyone should understand" and that ". . . leaders of business have been more interested in presenting the point of view of business than in attempting to provide a complete knowledge of economic principles and practices." Overman recommended that studies of other economic groups be made to determine ". . . specific concepts upon which there is agreement and disagreement by the various groups."[52]

Studies by the Council for Advancement of Secondary Education

A major step toward defining appropriate economic education content for the secondary schools was made in 1954 when the Council for the

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[50]Moorman, op. cit., p. 9.

[51]Ibid., p. 14.

[52]Glenn D. Overman, Economic Concepts Everyone Should Know, pp. 41-43.

Advancement of Secondary Education was organized under the co-sponsorship of the National Association of Secondary School Principals and the National Better Business Bureau, Incorporated. The Council's first project was to define key economic topics which the major occupational groups would acknowledge as important for every American citizen to understand. The anticipated outcome of the study was expressed by the Project Director:

> Our society has become so sensitive to the term "economics" that its very mention suggests a vast number of controversial matters and a multitude of conflicting interest groups. However, it is the belief of the council that agreement can be reached among the various groups, not on the highly controversial economic issues, but on the nature of that bedrock of economic information upon which judgments and opinions are built.[53]

A mailing list of 2,300 names was compiled in cooperation with representative organizations and agencies who were in a position to know the people who were "outstanding in their respective fields, and qualified . . . to respond competently to the inquiry." Included on the mailing list were agriculture representatives, businessmen, economists, education professors and school administrators, labor leaders, and high school teachers of economics. The initial open-end inquiry, which was mailed during the spring of 1956, requested each group representative to list the ten economic topics he considered essential for every citizen to understand. After some 800 lists of topics were submitted by the respondents, a special committee of six economists and educators translated the thousands of economic topics "into the more concise and restrictive terms of a master outline of categories and subheadings."[54] This information was reworked and refined

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[53]Galen Jones, "A Study on Economic Education," National Education Association Journal, XLIV (May, 1955), p. 305.

[54]Council for Advancement of Secondary Education, Key Understandings in Economics, pp. 6-10.

still further until a "Composite List of Basic Economic Topics" finally emerged. The investigators made the following statement in support of their final list which consisted of 88 topics grouped under 14 main categories:

> It is our belief that the Composite List thus derived presents a comprehensive enumeration, equitably representative of the viewpoints of the pertinent economic and professional groups, of the basic knowledge necessary for economic literacy. . . . The services of the able economists and experienced educators who interpreted and coded the suggestions, and thus derived the list, provide further assurance that the Composite List is a compilation of basic economic topics.[55]

To further validate the "Composite List," the items were listed on a checklist evaluation form with a five-point numerical rating scale for each item. The rating form was then mailed to selected representatives of the six groups that had participated in the first phase of the study. Usable responses were received from 1,045 persons who were ". . . evenly distributed throughout the 48 states and the several territories, while a few resided in Canada."[56]

The categories on the rating scale were scored as follows: 0, unimportant; 1, somewhat important; 2, important; 3, very important; and 4, essential and indispensable. On this scale, the 88 economic topics received an over-all average rating of 2.75; and even the topic in the bottom (88th) position had a rating of 1.72, which was only a quarter step below the point signifying "important" on the scale. The titles of the 14 main categories received an over-all average rating of 2.99 or "very important."[57]

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[55] Ibid., p. 21.

[56] Ibid., p. 22.

[57] Ibid., p. 26.

Thus, the six occupational groups did arrive at significant agreement on certain specific topics and areas in economics which the American citizen should understand. Although the individual groups varied somewhat with regard to the relative importance they attributed to certain items, this study, in conjunction with a companion study of economic terms appearing in printed news media,[58] represented a significant accomplishment toward defining appropriate economic content for the high school curriculum. The Council for the Advancement of Secondary Education studies have received widespread recognition in the professional literature.

Since the completion of its "ground-breaking" research, the Council has produced several economic education materials based upon the economic topics and terminology that were found important for economic literacy.[59] These publications have been written at a reading level suitable for high school students and the general public.

An Interlude for Science and Mathematics

The growing enthusiasm and support for economic education was restrained somewhat by the launching of the Soviet "Sputnik" in 1957 and the resulting "crash program" to give students better education in science and mathematics. Numerous social scientists expressed a strong concern that

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[58] Council for Advancement of Secondary Education, Economics in the Press (Washington 6, D. C.: Council for Advancement of Secondary Education, 1956).

[59] Laurence E. Leamer and Dorothy L. Thomson, American Capitalism: An Introduction (rev. ed.; New York: McGraw-Hill Co., Inc., 1961); Baldwin Lee, Capitalism and Other Economic System (New York: McGraw-Hill Book Co., Inc., 1959); Weldon Welfling, Money and Banking in the American Economy (New York: McGraw-Hill Book Co., Inc., 1960); Laurence de Rycke and Alvin H. Thompson, Business Enterprise in the American Economy (New York: McGraw-Hill Book Co., Inc., 1961); Laurence de Rycke (ed.), Beginning Readings in Economics (New York: McGraw-Hill Book Co., Inc., 1961).

overemphasis on science and mathematics would produce an unbalanced curriculum, which would fail to meet the crucial educational needs of both the individual citizen and the nation. Frankel declared that because of a lack of economic understanding, the American people failed to see that the basic problem was one of economic policy rather than of science education:

> Scarcely heard in the din of invective raised by self-styled educational experts were the warning cries raised by many scientists and a few economists. Ignored was their assertion that the American failure to launch a satellite was not because of any lack of scientific knowledge, but because of a lack of appropriate funds. It is this frequent inability on the part of the citizen to appreciate the relationship between economic policy decisions and scientific and social problems that is a great indictment of past programs of economic education.[60]

The Report of the National Task Force on Economic Education

Although the Council for the Advancement of Secondary Education studies has defined topics and terminology which major groups considered important, most educators felt the need of an authoritative statement which would more clearly define the objectives of economic education in operational terms. In July, 1960, the Committee for Economic Development and the American Economics Association co-sponsored the establishment of a National Task Force on Economic Education which was commissioned ". . . to describe the minimum understanding of economics essential for good citizenship and attainable by high school students, with the goal of providing helpful guidelines for high school teachers, administrators, and school boards."[61]

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[60]Moe L. Frankel, "Education for Economic Challenge," Educating for Economic Competence (Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1960), p. 3.

[61]Committee for Economic Development, Economic Education in the Schools, p. 4.

The Task Force, consisting of seven prominent representatives of economics and education, completed its work over a period of one year and the report was published in September, 1961. The first chapter of the report described the crucial need of improving the teaching of economics in the high schools. Chapter II discussed the nature of economic analysis and the importance of developing the student's ability to comprehend and analyze economic problems in an objective manner. The purpose of Chapter III was to ". . . suggest the institutions, facts, and analysis that are essential for a reasonable understanding of the modern economic system. . . ."[62] Those topics and major areas considered essential for a minimal understanding of economics were explained in terms of their contribution to the circular flow of goods and services in the economic system. Occasionally, observations were made regarding the depth of understanding that should be expected and the pattern of presentation that would be most appropriate in the classroom. The final chapter included the following recommendations:[63]

1. That more time be devoted in high school curricula to the development of economic understanding.

2. That all students take a high school course in economics or its equivalent . . . and that in all schools of substantial size there be at least an elective senior-year course in economics.

3. That courses in problems of American Democracy devote a substantial portion of their time to development of economic understanding of the kind outlined in chapters II and III.

4. That more economic analysis be included in history courses.

5. That all business education curricula include a required course in economics.

6. That economic understanding be emphasized at several other points in the entire curriculum.

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[62] Ibid., p. 22.

[63] Ibid., pp. 64-77.

7. That central emphasis /be placed/ on the rational way of thinking presented in Chapter II. . . .

8. That examination of controversial issues be included, wherever appropriate, in teaching economics.

9. a. That teacher certification requirements in all states require a minimum of one full year (6 unit) course in college economics for all social studies and business education teachers. . . .

   b. That school boards and administrators consider these certification standards as minimum requirements. . . . and that the high school economics teacher have at least a college minor in economics.

   c. That increased use /be made of/ summer workshops, participation in the national television economics course, and college evening and summer courses in economics.

   d. That colleges preparing teachers improve the economics courses offered for this purpose.

10. That steps be taken to provide for more effective high school teaching materials.

11. That professional economists play a more active part in helping raise the level of economics in the schools.

12. That /there be/ widespread public support, both private and governmental, for the improvement of economics in the schools.

With but few exceptions, the Task Force Report was well received by both educators and laymen. In accordance with its basic design, the report dealt only with matters related to giving the high school student a better understanding of societal economics. It is significant that the report did not take the position that there should be no teaching of personal economics. Rather, the point of emphasis was that the ultimate and most vital objective of economic education should be to develop the minimal understanding of societal economics that is considered essential for effective citizenship.

The Concern of the American Economics Association

The participation of five prominent economists on the National Task

Force depicted the growing interest of the economics profession in the economic education programs of the elementary and secondary schools. At the annual meeting of the American Economics Association in 1952, the Association accepted a formal invitation of the Joint Council on Economic Education to establish an ad hoc Committee on Economics in Teacher Education.[64] At the 1954 meeting, the Committee was reconstituted as an ad hoc Committee on Economic Education. A standing Committee on Economic Education was established in 1955, and this Committee has continued to function. At the annual meeting in 1958, the Committee reported receiving $25,000 from the Ford Foundation to finance a study of high school textbooks; and in 1960, the Committee reported the establishment of the National Task Force on Economic Education. The economists on the Task Force continued to serve through 1962-63 as an advisory council for the national television course, The American Economy.

In reviewing the increased interest of economists in the economic education movement, Swearingen concluded that "in ten years, we have come from a position in which a young economist had seriously to ask himself whether or not an active interest in economic education would hamper his career, over to a situation in which some of the nation's most respected economists are deeply involved and personally committed to this program."[65]

A Series of National Projects

When plans were made for establishing the Task Force on Economic

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[64]"Proceedings of the Sixty-Fifth Annual Meeting of the American Economic Association," American Economic Review, XLIII, No. 2 (May, 1953), p. 570.

[65]Eugene Swearingen, "The Current Revolution in Economic Education," Paper read before the Annual Conference of the Southern Economic Association, Atlanta, Georgia, November 9, 1962.

Education, it was anticipated that this project would be the first step of a four-part national program to stimulate more effective eoonomic education. The second phase of the plan called for evaluating the vast quantity of supplementary reading materials that were available for student use at the high school level. The need for enrichment materials to supplement existing textbooks had been recognized by educators for many years, and this need was documented in the preliminary findings of the Textbook Study Subcommittee of the American Economic Association's Committee on Economic Education.[66]

The report of the Materials Evaluation Committee was published in October, 1961.[67] It provided an annotated listing of some 97 recommended publications which were screened from nearly 7,000 items that had been submitted for consideration. Three criteria were used in selecting the items to be listed:

1. Were the materials genuinely concerned with economic matters,
2. Were they analytical in nature, and
3. Were they appropriate for high school use?[68]

The third phase of the national plan was the College of the Air television course on economics which appeared during the academic year 1962-63 and was scheduled to be shown in abbreviated form during 1963-64.

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[66]The final report of this Committee appeared in the American Economic Review, LII, No. 1, Pt. 2 (March, 1963), and is available as a Supplement pamphlet from the American Economics Association, 23 pp.

[67]The Materials Evaluation Committee has been reactivated, and it is anticipated that the listing of recommended supplementary materials will be updated periodically.

[68]Committee for Economic Development, Study Materials for Economic Education in the Schools (New York: Committee for Economic Development, 1961), p. 4.

It was estimated that at least 1,000,000 persons viewed the program in 1962-63.[69]

The final phase called for the development of standardized tests of economic understanding to be used in the schools. The first "Test of Economic Understanding" was made available for high school use during the fall of 1963.

A review of the historical trends leads one to believe that a firm foundation has been established for building better economic education in American schools. From the literature during the last 15 years, the investigator could have filled many pages with quoted appeals of prominent educators for more effective economic education. This general theme was forthrightly expressed by Melby at the New York University Workshop in 1948:

> Democracy will live if it works and it will die if it does not work. Moreover, regardless of what Democracy may do in the cultural and human relations area, if it fails on the economic front it will most certainly go down to 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.[70]

The following sections review certain persistent problem areas and issues which were discussed in the literature and which must be resolved if the optimum development of economic education is to be attained.

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[69] Joint Council on Economic Education, Newsletter (New York: Joint Council on Economic Education, February, 1963), p. 1.

[70] Ernest O. Melby quoted by Archie W. Troelstrip, "Economic Education: Requisite of Citizenship," Educational Leadership, XI (January, 1954).

Major Problems and Issues in Economic Education

The Role of Personal and Societal Economics

As the major objective of economic education seemed to shift from an emphasis on personal economic factors during the 1930's and 1940's to a central concern for societal economics during the 1950's and early 1960's, some educators were left with a feeling of uncertainty about the proper objective for their particular course, curriculum, or school system. It is probable that many educators vacillated toward teaching for whatever objective they felt most competent to attain. A teacher could marshal established arguments to fit his particular preference. It was alleged that personal economics was most appropriate to serve the immediate needs, the interests, and the intellectual level of high school students; and many teachers with a weak academic background in economics readily expressed a lack of confidence in their own ability to teach societal economic understandings. On the other hand, leading educators in the 1950's insisted that societal economics was vitally needed in the preparation of future citizens for making the crucial decisions that would be necessary for continued economic growth and prosperity. Capable, enthusiastic teachers emphasized that societal economics could be made interesting to students at all levels of the elementary and secondary schools. Moreover, there were increasing opportunities for the teacher to upgrade his own understanding of economics.

Although statements such as "economics is common sense made difficult" appeared repeatedly in the literature of the 1940's,[71] policy statements by

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[71] Kennard E. Goodman, "A Plea for Consumer Emphasis in Economics," Fourteenth Yearbook, Eastern Commerce Teachers Association, 1941, p. 127.

leading educators revealed a concern also for including broader objectives.[72] In "An Analysis and Comparison of Consumer-Economic Education Practices Among Subject Areas in the Iowa Public Secondary Schools," Lebeda included the following societal economic areas among the understandings reviewed in her study: federal social security; real and money wages; the effect of general business fluctuations upon society and the individual; the principles of taxation; conservation of natural resources; the role of the federal, state, and local governments in the economy; international trade; and the separate roles of "big" business; of "small" business; of agriculture; and of cooperatives in the economy.[73] Lebeda observed that "those interested in consumer education as well as those interested in economic education are striving for a solution to the same problem. The problem being one that teaches the high school student to be a more literate economic citizen."[74]

In several publications Dodd declared that concern about economics being "a dismal subject" had caused many courses and textbooks to become narrow and superficial.[75] He warned that the study of personal economics would not result in an understanding of the "economic forces" which he considered to be the source of most social problems.[76] At the same time,

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[72]Cassels, op. cit., pp. 66-67; Joseph DeBrum and W. Harmon Wilson, The Status and Future of Consumer Education, Monograph 51 (Cincinnati: South-Western Publishing Co., May, 1941), p. 9.

[73]Lebeda, op. cit., p. 249.

[74]Ibid., p. 17.

[75]J. H. Dodd, "Economics for the Secondary School," Balance Sheet, XXVI (March, 1945), p. 250.

[76]J. H. Dodd, Economics in the Secondary Schools, Monograph 80 (Cincinnati: South-Western Publishing Company, February, 1953), p. 17.

he recognized a place for certain personal economic understandings within the framework of societal economics.

Wagner pointed up the futility of superior knowledge about the techniques of budgeting and buying whenever a family's income becomes inadequate to meet its minimum needs.[77] He perceived a major problem involving curriculum policies for the various "types" of economics--consumer economics, community economics, and social economics--and suggested that the problem be resolved by relating each of these three content areas to the major objective of economic education.[78]

No longer do educators seem to advocate the complete exclusion of either societal or personal economics. Wass recently emphasized that "Any well-rounded program of economic education has two facets--the economics of civic affairs and the economics of 'family finance.'"[79] In the Council for Advancement of Secondary Education study in 1956, it was found that economists frequently listed consumer economics as an area which should be included in a high school economic education program.[80] When the economists and representatives of five other major occupational groups

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[77]Lewis E. Wagner, What Are Economic Problems? A Primer of Economics, No. 1 (Iowa City: Bureau of Business and Economic Research, State University of Iowa, 1955), p. 4.

[78]Lewis E. Wagner, Major Issues in Economic Education, Studies in Economic Education, No. 2 (Iowa City: Bureau of Business and Economic Research, State University of Iowa, 1955), pp. 9-10.

[79]Philmore B. Wass, "A Major Goal for the High School," Teacher Education Quarterly (Hartford, Connecticut: State Department of Education, Spring, 1962), XIX, p. 118.

[80]Council for Advancement of Secondary Education, Key Understandings in Economics, p. 19.

were asked to rank fourteen major areas according to their significance for economic literacy, consumer economics was placed in tenth position. The researchers' interpretation of this ranking was that the judges considered economics important but inadequate to meet all economic education needs of future American citizens. It was emphasized that this finding should be a significant one for administrators of school systems where only consumer education was being provided.[81]

In a national policy statement on economic literacy, the Committee for Economic Development placed major emphasis on the need for societal economic understanding but also recognized the importance of competence in personal economics.[82]

Wilhelms suggests that two types of economic courses might be provided: "One, for the very able students, of the general economics type, leading to the study of economics as a social science; the other, for the larger mass of students, taking a less abstract approach, coming along the personal, consumer, and institutional approaches but moving as far as possible toward the great principles."[83] It would appear that less able students have a great need for economic understanding in preparation for their future role as voting citizens and, hopefully, as knowledgeable followers of their favorite political leaders.

Drown reported rejuvenating student interest by combining formerly

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[81] Ibid., pp. 32-33.

[82] Committee for Economic Development, Research and Policy Commission, Economic Literacy for Americans (New York: Committee for Economic Development, 1958), pp. 9-10.

[83] Fred T. Wilhelms, "The Job Ahead," Educating for Economic Competence (Washington, D. C.: National Education Education Association, 1960), p. 72.

separate, one-semester courses in economics and in consumer economics into a full-year course with emphasis on societal economics the first semester and on consumer economics the second semester.[84] Both Wilhelms[85] and Baker[86] recommended that economics in the high school should be a blend of personal economics, community economics, and social economics. Similarly, Gordon,[87] Keezer,[88] and Frankel observed that personal economics could serve an important role in motivating student interest in societal economic issues.

> Unless we relate societal economic issues to the personal life and welfare of the student, we run a risk of inadequate motivation. . . . On the other hand, in the study of personal economics, the student should realize that his individual decisions, multiplied by the personal decisions of millions of other free American consumers, vitally affect the direction of the entire economy.[89]

Although schools will undoubtedly continue to experiment with organizational procedures and with somewhat different emphases on personal economics and societal economics, the literature suggests that maturity in economic education has resulted in a complementary role for these two areas,

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[84]Bayne W. Drown, "Economics--A Testimony of Revival," Business Education Forum, XVII (October, 1962), p. 23.

[85]Wilhelms, op. cit., p. 7.

[86]G. Derwood Baker, "Education for Economic Competence," National Association of Secondary School Principals Bulletin, XXXVIII (April, 1954), p. 109.

[87]Leland J. Gordon, "A Consumer Approach to Elementary Economics," Education, LXXI (January, 1951), pp. 286-88.

[88]D. M. Keezer, "Importance of Economic Education in the Secondary School," National Association of Secondary School Principals Bulletin, XLVI (May, 1962), pp. 222-23.

[89]Frankel, Educating for Economic Competence, p. 5.

with personal economic considerations contributing to the motivation of students for further study of societal economic principles, problems, and issues. As more able teachers quickly bridge these two areas and direct their students as far as possible toward understanding the total economy, the ultimate objective of economic education should be achieved.

The Role of the High School Course in Economics

Because of extensive demands upon the crowded public school curriculum, the major emphasis of most educators and of the Joint Council on Economic Education has been upon procedures for integrating economic concepts within existing courses. However, developing the integrated approach has been a slow process in most school systems; and the problem of gaps and duplication in the learning process have posed formidable problems. The teachers of other subject matter areas have been hampered by a weak academic background in economics, and the effective integration of economic concepts within other subjects has often seemed to require an even greater organizational ability and teaching facility than would be necessary in the separate economics course. Thus far, it has seemed that the integrated approach has not eliminated the need for a separate course in which the high school student can synthesize and build upon previous economic understanding. Educators have generally conceded that the ideal economic education would involve both the separate high school course and the integration of relevant economic concepts into other subject areas. The case for the separate course has been effectively presented by Leppert:

> Obviously, the effective integration of economic facts and processes into existing social studies courses creates difficult problems. In large measure, the treatment of economic materials tends to become descriptive rather than analytical. Students seldom, if ever, develop a "feel for the subject." Nor do they come to comprehend or appreciate the unity and logical structure of economics as a body of knowledge.

> Moreover, considerably more knowledge and teaching skill are required to integrate essential economic concepts and understandings in United States History and the other social studies courses if students are expected to develop an analytical frame of reference about the economy without impinging unduly on the materials of history, geography, or government. Without a specific course offering in Economics it is extremely difficult to achieve a well defined consideration of economic understandings and concepts in the curriculum.[90]

The Task Force on Economic Education recommended that ". . . wherever feasible, students take a high school course in economics or its equivalent under another title," but cautioned that "for most students, even a full course may prove insufficient unless a preliminary groundwork has been laid in earlier courses. . . ."[91]

In 1940, a chapter by Riley in the eleventh Yearbook of the National Council for Social Studies was devoted to arguments favoring the teaching of economics as a separate high school subject. In questioning the ability of the "fusionists, integrationists, and unificationists" to teach economics effectively in "piecemeal" courses, the author expressed the opinion that the integrated approach would leave economic facts and understandings so disjointed and unrelated as to have little value for students unless they were eventually enrolled in an economics course. It was his firm conviction that it would be impossible in an integrated course to give due consideration to the proper gradation and progression of the subject matter. Riley also contended that greater objectivity would be achieved in a separate course because the content would be based upon economic principles rather than

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[90]Ella C. Leppert, "An Experimental High School Course in Economics," The Councilor, XXI (March, 1960), pp. 57-58.

[91]Committee for Economic Development, Economic Education in the Schools, p. 65.

the pupils' personal interests.[92]

More recently, many other educators and laymen have emphasized the need for a separate high school course.[93]

In her study of consumer-economic education practices among high school subject areas, Lebeda found that economic objectives emerged as a part of many subjects and areas but that a student would also need the separate economic course. "Although he may learn this information from other subjects, it is more likely than not that he would have to pursue the entire secondary school curriculum".[94] Similarly, in an analysis of the economic topics taught in the various business education and social studies subjects, Pomnichowski found that although "incidental treatment" of economic problems was included in many subjects, the teachers of even identical courses varied greatly in the topics selected and in the thoroughness with which the topics were taught. He concluded that

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[92]Eugene B. Riley, "The Case for Teaching Economics as a Separate Subject in the Secondary School," Economic Education. Eleventh Yearbook. Edited for the National Council for the Social Studies by Harold F. Clark (Washington, D.C.: National Education Association, 1940), pp. 53-59.

[93]The following publications are representative of printed statements emphasizing the need for a separate high school economics course: William M. Polishook, "Economic Education Through Separate Courses," Educating Youth for Economic Competence, American Business Education Yearbook, XV (Somerville, New Jersey: Somerset Press, 1958), p. 157; John C. Gilliam, "Economic Education Problems Solved at the Source," Balance Sheet, XLIII (April, 1962), pp. 340-42; Wagner, Major Issues in Economic Education, p. 29; Milton C. Olson and Eugene L. Swearingen (eds.), Business and Economic Education for the Academically Talented Student (Washington, D.C.: United Business Education Association, 1961), p. 20; Policies Commission for Business and Economic Education, A Proposal for Business-Economic Education for American Secondary Schools (Washington, D.C.: Policies Commission for Business and Economic Education, 1961); Committee for Economic Development, Economic Literacy for Americans, p. 20.

[94]Lebeda, op. cit., p. 132.

". . . for real economic understanding, a course in economics seems necessary." Most of the teachers and principals included in his survey, of 37 Michigan high schools, favored making the economics course a requirement for all students.[95]

Enrollment Trends

The Biennial Survey of Education for 1948-49 revealed that the percentage of American high school students enrolled in economics declined gradually from 5.1 per cent in 1928 to 4.7 per cent in 1949.[96,97] Buckhold found that from 1935 to 1950, there was a decrease in both the number and the per cent of Oklahoma high school students who enrolled in economics each year. The number of high school economics enrollments declined from 12,067 during the academic year, 1935-36, to 4,351 in 1949-50.[98] Although the figures on current national enrollments were not available, the present investigation and the recent unpublished surveys conducted in Ohio, Kansas, California, and New Jersey suggest the likelihood of a small general increase in economic enrollments since 1949.[99]

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[95] Pomnichowski, op. cit., p. 261.

[96] U. S. Department of Health, Education and Welfare, Biennial Survey of Education for 1948-49, p. 22.

[97] Some conflicting reports on enrollments seem to arise because of the failure to distinguish between economic enrollments in a particular year and the number of students who enroll in economics sometime during their high school experience. It can be assumed that if 5 per cent of the high school students enroll in economics each year, approximately 15 per cent of the high school students eventually take the course.

[98] Buckhold, op. cit., p. 22.

[99] A summary of these state surveys of economic enrollments can be secured from the Joint Council on Economic Education, 2 West 46 Street, New York 36, New York.

Problems and Progress

Several problems seem to have been responsible for the slow growth in high school economic enrollments during the previous decade even though the importance of economic education received increasing attention from educators and laymen alike. In general, the textbooks and other teaching materials have been considered inadequate;[100] teachers have lacked adequate preparation in economics;[101] the course, lacking clearly defined objectives, has often covered wide expanses of poorly related information;[102] inadequate evaluation procedures have been followed;[103] and school administrators have been inclined to depend solely on the integrated approach to economic education.

It appears that textbooks and other teaching materials are being improved. New authors are in the process of completing textbooks which should be made available sometime during the academic year, 1963-64. The Council for Advancement of Secondary Education and another organization, Curriculum Resources, Incorporated, are continuing to develop supplementary materials on economics that are considered suitable for reading by high school students.[104] Undoubtedly, countless and continuing appeals for

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[100] G. Derwood Baker, "Educating Citizens for Economic Effectiveness 1960-1980," p. 137; Paul R. Olson, "Economics in the Schools," American Economic Review, LIII (March, 1963), p. 8.

[101] Committee for Economic Development, Economic Education in the Schools, pp. 10-11.

[102] Haig Babian, "Economic Education," Challenge, XI (April, 1963), p. 1.

[103] Committee for Economic Development, Economic Literacy for Americans, p. 13.

[104] CASE materials are now distributed by McGraw-Hill Publishing Co., and CRI materials are now distributed by Webster Publishing Co.

better economic education materials will alert existing and potential authors. The reports and studies by the Special Textbook Committee of the American Economics Association, the Council for Advancement of Secondary Education, the National Task Force on Economic Education, and the Materials Evaluation Committee should serve as valuable guides to authors and publishers.

In addition to widespread efforts to upgrade the economic understanding of all public school teachers, a trend seems to be developing toward special summer institutes for high school economics teachers. The initial six-weeks institute was held at the University of Illinois during the summer of 1963. Scholarships were provided by the National Science Foundation for 40 participants from cities throughout the country, and tentative plans were made for continuing and expanding the institute program in the summer of 1964. It has been recognized that the able high school economics teacher can make a significant contribution not only through his own classes but also through consulting with other teachers about developing economic understandings in their respective subject areas or grade levels.

From the aforementioned national reports and studies and from pioneer thinking in the summer institute for high school economics teachers, better guidelines on course objectives and organization should result. At the same time, professional economists have been rethinking the organization and objectives of the elementary college course in economics. A common expression among educators is that "teachers teach as they have been taught," and many professional economists have been dissatisfied with the elementary economics course as it is often taught. In the preface to the published proceedings of a national conference on "The

Teaching of Elementary Economics," the conference director made the following observations: ". . . . Today, the most significant effort in popular economic education in the United States is the teaching of the college course in principles of economics. . . . No group is more dissatisfied than those actually teaching the course. . . ."[105] The conference included detailed reports of many interesting variations in teaching procedures and content organization.

The standardized high school economics tests made available by the Joint Council on Economic Education, in 1963, have given the economics teacher and the school administrator one objective measure of the effectiveness of the separate course. These tests and other evaluation procedures should provide helpful guidance for achieving established course objectives.

In summary, professional educators and economists have recognized that the high school course can make a valuable contribution to the economic understanding of future citizens. Since educators and laymen seem to have acknowledged the vital importance of providing for economic education in the public schools, it would seem that curriculum priorities should be reassessed in terms of the need for a capstone economic course in the eleventh or twelfth grade.

When either an elective or a required course is established, the recruitment of a capable teacher becomes of paramount importance. Recent national research and policy statements and the concern of professional economists augur well for the continual improvement of the introductory

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[105] Kenyon A. Knopf and James H. Stauss (eds.), The Teaching of Elementary Economics (New York: Holt, Rinehart and Winston, Inc., 1960), p. 1.

economics course at both the high school and college levels. An effective high school economics course should be deserving of full support from the school administration and the entire faculty.

When a school administrator accepts the mandate for economic education in his school, it is important that he concurrently provide for an evaluation program to determine relative degrees of success in attaining defined objectives. Both nationally standardized economic tests and locally developed measures should have an important part in any evaluation program. If the school-wide, integrated approach to economic education is adopted (with the inherent problems of gaps and duplication in learning), evaluation procedures become even more essential.

The Integrated Approach to Economic Education

Throughout the history of economic education, the major attention in the literature has been focused upon the integration of economic understandings into other subject areas. This integrated approach has seemed essential because considerably less than half of all high school students have ever enrolled in a separate economic course. It has also been alleged that integrated social science courses provide for greater unity in learning through emphasizing the interrelation of various disciplines. The important role of economics in the integrated course has been acknowledged for many years. In 1940, Marshall declared that:

> . . .economic phenomena can be given no dependable meaning except in terms of all social phenomena. . . .
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> But there is more to the matter. The other social studies, which also deal with cultural human living, can have no adequate meaning unless economic phenomena are included.[106]

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[106]Leon C. Marshall, "The Case for Including Economics in an Integrated Course in the Social Studies," Economic Education, Eleventh Yearbook.

Integration at all Grade Levels

During the last decade, the emphasis on integrating economics into high school courses has been complemented by many promising experiements in the elementary school. In support of this approach The Opinion Research Corporation found that children's basic attitudes toward economic issues were formed before they reached the seventh grade.[107] Perhaps the most prominent work in the elementary school was completed at Elkhart, Indiana, under the general guidance of a consultant who has sharply criticized the economics Task Force for concerning itself with economics only at the high school level.

> Having ignored the learnings and intellectual conditioning which do and could take place in the elementary and junior high schools, and having isolated the high school program from the rest of the curriculum, the National Task Force had no other choice but to limit the objectives of economic education to minimum understandings for citizenship.[108]

Irrespective of Senesh's criticism, the Task Force had commended experiments in teaching economics at the elementary level and recommended ". . . adoption of these techniques in the earlier grades as soon as possible."[109] As the teaching of economics becomes more effective in the elementary grades, educators will undoubtedly be challenged to build a

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Edited for the National Council of the Social Studies by Harold F. Clark (Washington, D. C.: National Education Association, 1940), p. 72.

[107] Opinion Research Corporation, How Children Form Their Views of the Business World (Princeton: Opinion Research Corporation, 1961), p. 2.

[108] Lawrence Senesh, The Economic World of the Child. Reprint Series No. 54 (Lafayette, Indiana: Graduate School of Industrial Administration, Purdue University, March, 1963), p. 2.

[109] Committee for Economic Development, Economic Education in the Schools, p. 71.

more advanced sequence of economic understandings for the high school program.

Along with recommending a high school economics course, the economics Task Force also called for greater attention to relevant economic understandings throughout the school curriculum. The following courses were cited as especially fertile areas for the teaching of economic concepts: problems of democracy, history, geography, mathematics, civics, and the basic business courses.[110]

The economic education literature has been replete with discussions of economic understandings that are recommended for specific courses. Of the authors in all subject areas, business educators have been most prolific in producing professional articles and publications regarding the integration of economic understanding into particular courses. During the last 15 years, many business education authors have called for a major shift in emphasis in the high school business curriculum. In general, the appeal has been for more emphasis on providing the economic and the socio-business understandings needed by all high school students.[111] Several authors have contended that the business teacher is better qualified than teachers in other areas to direct the economic education program of a

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[110] Ibid., pp. 65-71.

[111] See for example, the articles by Paul S. Lomax, "Cooperative Leadership in Economic Education--Responsibility of All," Journal of Business Education, XXXVI (January, 1961), pp. 146-47; R. DeMont Bell, "Economic Education and the Malady of Indifference," Business Education Forum, XVI (March, 1962), pp. 12-14; Gerald A. Porter, "Competencies Needed by a Business Teacher," National Business Education Quarterly, XXXI (May, 1963), pp. 5-11; John C. Gilliam, "Economic Education--A Challenger to Business Educators," The Balance Sheet, XLIII (December, 1961), pp. 151-53.

school system.[112]

Integration in Business Education

In addition to their many articles in the professional periodicals, business educators, during the last five years, have devoted their Fifteenth Yearbook to economic education, prepared a national policy statement on the need for economic education in the high school, co-sponsored both a teacher's guide to economic education and a publication devoted to meeting the economic education needs of academically talented students, and co-sponsored a national workshop on economic education.[113]

Recent experimental research studies have confirmed the effectiveness of integrating economic education into certain business subjects. Clayton developed timed writings containing economic content and found that when experimental classes of beginning typewriting students used his materials, they made significant gains in understanding the selected economic concepts as well as equivalent gains in typewriting speed and accuracy when compared

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[112]Enos C. Perry, "Economic Illiteracy, Not Russia, Is Our Greatest Threat," Balance Sheet, XLII (September, 1960), p. 19; Rodney Felder and J. Curtis Hall, "Economic Understandings--The Challenge to the Business Teacher," Journal of Business Education, XXXV (January, 1960), pp. 181-83; Lloyd V. Douglass, "Social-Economic Competencies," American Business Education Yearbook, Vol. 6 (Somerville, N. J.: Somerset Press, 1949), pp. 175-78.

[113]Eastern Business Teachers Association and the National Business Teachers Association. Educating Youth for Economic Competency. Fifteenth Yearbook (Somerville, N. J.: Somerset Press, 1958); Policies Commission for Business and Economic Education, A Proposal for Business-Economic Education for American Secondary Schools. Sponsored by United Business Education Association and Delta Pi Epsilon (Washington, D. C.: Policies Commission for Business and Economic Education, 1961); Milton C. Olson, et al., A Teachers Guide to Economics in the Business Education Curriculum (New York: Joint Council on Economic Education, 1963); Business and Economic Education for the Academically Talented Student.

with a control group.[114] Orpin found that experimental classes of typewriting students gained significantly in economic understanding when they typed material from the "Student Economic Handbook."[115] Griffith found that when economic concepts were integrated into the high school bookkeeping course, students in experimental groups attained a significant increase in economic understanding along with equivalent gains in bookkeeping knowledge and skills when compared with control groups.[116]

Of all the business education curricula, the "General Business" or "Introduction to Business" course has received the most criticism for inadequate treatment of economic understandings.[117] Textbooks for this ninth or tenth grade course have traditionally devoted considerable attention to personal matters such as how to write a check, how to keep a personal budget, how to operate coin or dial telephones, and the like. The most caustic observation has been made by Senesh, who declared that if the content of the present course is not changed, it should be given a new label such as "Much Ado About Nothing."[118]

In spite of exhortations in the business education literature for

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[114]Clayton, op. cit., pp. 93-95

[115]Carol E. Orpin, "An Experimental Study for Improving Economic Literacy Through Typewriting" (unpublished Master's thesis, San Francisco State College, 1960), quoted by Griffith, op. cit., p. 15.

[116]Griffith, op. cit., p. 58

[117]Eugene L. Swearingen and Lloyd L. Garrison, "General Business," A Teachers Guide to Economics in the Business Education Curriculum (New York: Joint Council on Economic Education, 1963), pp. 39-53.

[118]Lawrence Senesh, "Desired Outcomes in the Development of Economic Literacy," New Perspectives in Education for Business. National Business Education Yearbook (ed.), Doris H. Crank and Floyd L. Crank (Somerville, N. J.: Somerset Press, 1963), p. 130.

that group to exercise leadership in economic education, it appears that most business teachers have not yet made a determined effort to meet this challenge. Moreover, it seems that the major burden of the system-wide approach to economic education must be borne in the social studies curriculum because of its continuity from kindergarten through grade 12. In his survey of principals, business teachers, and social studies teachers in 37 Michigan senior high schools, Pomnichowski found that the majority of respondents in each of the three groups indicated that a social studies teacher should teach the separate economics course. Although the business teachers in the survey had taken more college work in economics than any other group, not one of the responding principals expressed a preference for the business teacher to teach this course.[119] If Pomnichowski's findings are applicable throughout the country, it follows that business teachers must disassociate their curricula from exclusive emphasis on vocational training if they are to assume a major responsibility for economic education in the high school.

Cooperation Among Subject Areas

Since an optimum economic education program would necessarily involve the cooperation and participation of all academic areas as well as endorsement by the major economic groups, the need for unity in the purpose and process of economic education becomes obvious. One prominent business educator recently warned that "the ship of economic education has not floundered, but it is not making any significant headway. The reason, of course, is obvious. We are pulling in different directions."[120]

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[119] Pomnichowski, op. cit., p. 226.

[120] Herbert A. Tonne, "Too Many Captains in Economic Education," Journal of Business Education, XXXVII (February, 1962), p. 180.

In spite of the hopes which educators have held for the integrated approach to economic education, surveys continue to suggest that most schools are doing an inferior job in this area. Without a carefully coordinated program in economic education, it appears that most students will graduate with a low level of economic understanding. The studies by Pomnichowski[121] and Lebeda[122] reveal that teachers of identical courses in the same school differ in the degree to which economic topics and understandings are taught. Gaps and duplication in content result. Wagner has emphasized that the new "social science" discipline, epitomizing the ideal of integration, has not yet been developed.[123]

Along with other educators, Baker has acknowledged that an uncoordinated curriculum may result from improper application of the integrated approach. In the 1960 social studies Yearbook, he observed that no school system had yet developed a model economic education program. The reasons cited included difficulty of defining economics in behavioral terms, inadequate preparation of teachers, the difficulty of allocating appropriate phases of economics to the various grade levels and curriculum areas, and the "school-subject" orientation in the secondary school. While acknowledging that there is no single approach to economic effectiveness, he called for a team of economists and curriculum specialists to resolve the scope and sequence problem.

> Schools need a framework that combines scholarship and creative imagination and is accompanied by suggested learning units, activities, and teaching resources at various maturity levels and in the various subject fields . . . .

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[121]Pomnichowski, op. cit., p. 89.

[122]Lebeda, op. cit., p. 131.

[123]Lewis E. Wagner, Major Issues in Economic Education, pp. 19-21.

> . . . . Developing the scope and sequence, with appropriate guides to classroom experiences, content, and instructional resources, could well be the major contribution to economic education in the next decade.[124]

Baker commended the workshops, in-service programs, conferences and pilot projects for preparing the leadership and establishing the mandate for needed curriculum revision during the next decade. He emphasized, however, that more than enthusiasm will be required to do the job because of the bonds of tradition which restrain course materials and administrative policy.

> It /the curriculum/ is not significantly changed by personal enthusiasms or by individual pilot projects. It yields only to a massive assault, an unmistakable mandate, or to a clearly enunciated directive, as in time of war or crisis. When the mandate is clear--as recently in the case of science education, mathematics, and the teaching of modern languages--experiments are encouraged, and new programs and procedures are approved, even ordered; and so changes take place.[125]

The difficulty of the task makes it even more important that school administrators and teachers concern themselves with the integrative approach to economic education. Clearly, major efforts should be concentrated in the social studies, the basic business courses, and those other subject areas which inherently benefit when economic concepts are included.[126]

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[124] G. Derwood Baker, "Educating Citizens for Economic Effectiveness, 1960-1980," pp. 134-135.

[125] Ibid., pp. 135-36.

[126] Harold J. Bienvenu, "Economic Education and Curriculum Policy," Educating for Economic Competence (Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1960), pp. 26-27.

III. THE TEACHING OF ECONOMIC EDUCATION

The Preparation of Teachers

The teacher's understanding of economics is probably the most essential requirement for the development of economic understanding in the classroom. From his experience with teachers in economic workshops, Wagner concluded that ". . . at least for this group, the major reason for ineffectual teaching of economics was ignorance with respect to subject matter."[127] In their national policy statement on economic literacy, the Committee for Economic Development urged citizens and organizations to help teacher preparatory colleges secure competent economists on their staffs.[128] Recent experiements with various class sizes for the elementary economics courses suggest that administrative arrangements could be made whereby a capable professor could teach a large number of students.[129] The concern of professional economists in improving the introductory college course has been discussed, and the recommendation of the Task Force concerning the pre-service preparation of teachers have been listed in previous sections of the present chapter. In addition to the concern for improving the traditional principles course in economics, a few colleges and universities have developed a special course for prospective teachers. Some guidance on methods of teaching economics is usually included with the economic

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[127] Wagner, loc. cit., p. 29.

[128] Committee for Economic Development, Economic Literacy for Americans, p. 24.

[129] Wallace B. Nelson, "Experiment with Class Size in the Teaching of Elementary Economics" Educational Record, XL (October, 1959) pp. 330-41.

content in these special courses.[130] Most of the in-service training programs discussed in the literature have been in the form of workshops, conferences or other special programs conducted by the Joint Council on Economic Education and its affiliated state and regional councils. The entire March, 1950 issue of the Journal of Educational Sociology was devoted to these programs.[131]

Methods of Teaching

Because of the extent to which economic principles and issues touch the daily life of every person, economists and other adults who are well educated in economics are quick to emphasize the inherent motivation which the subject should present to high school students. In recommending the 1962-63 television course in economics, President John F. Kennedy stated: "I doubt that any series on television this year will take up more matters of more immediate concern to more Americans than this one.[132]

Nevertheless, experience has indicated that high school teachers must not attempt to teach economic principles in the abstract manner of the usual college economics class. Even in earlier periods when high school students were a more select group, the abstract approach was not

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[130] Eugene L. Swearingen and Lloyd L. Garrison, "Economics as a Functional Part of General Education," Balance Sheet, XL (October, 1958), pp. 56-58; Gerald M. Torkelson and Monroe Newman, "Teacher Training in Economics: Coordinating Content and Methodology," Social Studies, L (January, 1959), pp. 19-21.

[131] The Journal of Educational Sociology, XXIII (March, 1950); See also Arnold B. Cheyney, "Educating Teachers in Economics," Ohio School, XXXVI (October, 1958), pp. 16-17.

[132] John F. Kennedy (statement in the preface) Study Guide for the American Economy by John R. Coleman and Kenneth O. Alexander (New York: McGraw-Hill Book Company, Inc., 1962).

successful and the subject dwindled out.[133]

Many years ago Dewey declared that the instructor must know his subject so well that he can center his attention upon the attitude and response of the pupil. "Hence, simple scholarship is not enough. In fact, there are certain features of scholarship or mastered subject matter--taken by itself--which get in the way of effective teaching."[134] On another occasion, Dewey criticized the "new education" for expecting the child to develop knowledge and truth without assistance and guidance.

> He is told to think things out, or work things out for himself, without being supplied any of the environing conditions which are requisite to start and guide thought. Nothing can be developed from nothing; nothing but the crude can be developed out of the crude.[135]

Similarly, one writer has criticized the economic Task Force for not giving greater recognition to the fact that basic knowledge must precede and serve as the basis for analysis and judgment. "When the Task Force states that 'First, the most important step toward understanding in economics . . . is the replacement of emotional unreasoned judgments by objective, rational analysis,' it is putting the creaky cart before the unborn workhorse."[136]

One of the most vivid and concise expressions of the psychology of learning has been presented by Kilpatrick:

> Each child learns what he lives; he learns it as he accepts it in his heart to act on it; he learns it in the degree that it

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[133]Wilhelms, op. cit., p. 69.

[134]John Dewey, Democracy and Eduation (New York: The MacMillan Company, 1916), pp. 214-215.

[135]John Dewey, The Child and the Curriculum (Chicago: The University of Chicago Press, 1902), p. 25.

[136]Austin S. Murphy, "Center Stage for Economic Education," The Journal of Business (December, 1962), p. 5.

> is important to him and that it has meaningful connections with what he already knows; and, finally, what he learns he builds at once into character.[137]

It necessarily follows that in economic education, the student must be both interested in the subject and deeply involved in the learning process if the desired results are to be achieved. Thus, variations in effective teaching procedures and in learning situations become essential.[138] In the economic education literature, a vast number of teaching techniques, devices, and procedures have been recommended.

In a 1941 Yearbook, Murphy admonished teachers against reliance on lectures, textbooks, or community visits alone to accomplish the objectives of economic education. She called for a combination of these procedures as well as the introduction of other methods and recommended an extensive list of "teaching tools."[139] Although Murphy and other writers have denounced the requiring of extensive memorization, it appears that the practice has been continued over the years. Pond advocated the educational maxim of proceeding from simple to complex economic understandings as rapidly as possible through concrete experiences wherein the student can "learn to do by doing."[140]

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[137]William H. Kilpatrick, "Philosophy of Education from the Experimentalist Outlook," Philosophies of Education. Forty-first Yearbook, National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1942), p. 44.

[138]Business and Economic Education for the Academically Talented Student, op. cit., p. 58; Wagner, loc. cit., pp. 5-6.

[139]Mary E. Murphy, "Problems and Issues With Reference to Teaching Procedures in Economics," Seventh Yearbook of The National Business Teacher Association (Somerville, N. J.: Somerset Press, 1941), pp. 281-82.

[140]A. Smith Pond, "Economics in Business Education," Journal of Business Education, XXXIV (April, 1959), p. 294.

Wolfson emphasized the importance of helping the student seek his own solution to important economic problems.[141] Likewise, the Economic Task Force considered the first and paramount objective of economic instruction to be the development of "a rational way of thinking about economic problems."[142]

Additional recommendations have been made by other authors who have explained their own procedures and called for needed improvements in the effective use of classroom techniques, current supplementary reading materials, community resources, audio-visual aids, and evaluation.

Most authors recognized the need of avoiding excessive abstraction and of applying economic understandings to life situations. There was, however, an occasional criticism of overemphasis on amusing visual devices and "play activities" that might stimulate class interest in lieu of learning.[143]

Special units or projects have most frequently involved a study of the stock market; the establishment of model corporations; and the planning, completing, and reporting of field trips and studies. Some of the stock market projects appeared to dominate the study of economics.[144] A major project on the establishment of a hypothetical company was followed in one

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[141]Martin Wolfson, "How to Teach Economics in the High School," High Points, XXXVII (February, 1955), p. 73.

[142]Committee for Economic Development, Economic Education in the Schools, p. 14.

[143]J. H. Dodd, "Economics for the Secondary School," Balance Sheet, XXVI (January, 1944), p. 250.

[144]Frederick E. Bauer, Jr., "Students Invest in the Stock Market," Social Education, XV (October, 1951), pp. 271-72; "Lesson in Finance: Nyack, New York High School Seniors Purchase a Share of Stock," Burroughs Clearing House, XL (June, 1956), pp. 12-13.

graduate methods class.[145] Perhaps the most unique student corporation was reported by the Skokie Junior High School in Winnetka, Illinois, where the students actually raised and sold pets along with other commodities.[146]

The effective teaching of economic understanding in the high school requires imaginative, interested teachers who can imbue student enthusiasm for the subject and who can apply those teaching procedures and materials which will make the greatest contribution to the learning process. Such a teacher will constantly evaluate previous experience in an effort to enhance his effectiveness. Corey has made the further point that the process of thinking, planning, and gathering of new materials for instructional improvement is deserving of some "free" time during the regular school day. "When teachers are expected to do all of these things on their own time, while carrying a teaching load originally designed to consume all of their energy, little happens."[147] Although funds in many school systems are extremely limited for this purpose, perhaps it would be possible to provide some free time for a few selected teachers who are most interested and productive in instructional improvement. When new teaching procedures and materials are developed in usable form they could then be passed on to the other teachers.

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[145]Bernadine Meyer, "The Teacher Know-How of Economic Understanding," American Business Education, XVIII (December, 1961), pp. 104-06.

[146]S. R. Logan, "Economics in Action at Skokie," Clearing House, XXI (December, 1946), pp. 201-3; Simon R. Logan, "Economic Enterprise for High School Students," Curriculum Journal, XII (November, 1941), pp. 301-4.

[147]Stephen M. Corey, "Research as a Method of Self-Improvement," Informal Research by the Classroom Business Teacher, American Business Education Yearbook, Vol. 18, (ed.) Earl A. Dvorak (Somerville, N. J.: Somerset Press, 1961), pp. 15-16.

The Development and Use of Supplementary Materials

This chapter has made reference to the trend toward improving both textbooks and supplementary reading materials in economic education and to the contribution of such groups as the Council for Advancement of Secondary Education; Curriculum Resources, Incorporated; the Materials Evaluation Committee; and the Textbook Study Committee.

During the last 15 years, the Joint Council on Economic Education has developed teaching guides for many subject areas in the high school.[148] The Joint Council also publishes an annual bibliography, which is the only comprehensive guide to current economic education materials that have been produced by all organizations.[149]

Periodically, the Committee for Economic Development has prepared thought-provoking policy statements on current economic problems; a school library can order up to ten free copies of these interesting statements, which are written at a level suitable for reading by high school students.[150] Materials in the area of personal economics can be secured from such organizations as the National Committee for Education in Family Finance.[151] In addition to securing the foregoing materials, school libraries have been urged to subscribe to newspapers and periodicals which specialize in

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[148] Joint Council on Economic Education, Material for the Teacher (New York: The Joint Council on Economic Education).

[149] Joint Council on Economic Education, Annotated Bibliography of Materials in Economic Education, 1962-63 (New York: The Joint Council on Economic Education, 1960).

[150] Committee for Economic Development, Publication Order Form (New York: Committee for Economic Development).

[151] National Committee for Education in Family Finance, 488 Madison Avenue, New York 22, New York.

reporting and analyzing economic events. Also recommended have been the popular books on economics such as The Worldly Philosophers[152] and The Affluent Society.[153]

Very seldom has any attempt been made to determine the availability of economic education materials in high school libraries. However, an exploratory study of 46 Illinois high schools revealed that their libraries were "sadly deficient" in basic reference materials and that faculty and students were making very little use of the limited materials that were available. Interestingly, several librarians indicated an intention to order many of the references that had been listed in the questionnaire.[154]

In 1947, Cocking complained that "there are still too many libraries operating where the chief concern seems to be the possible loss of materials . . . much remains to be done to integrate the library of the secondary school into the entire program.[155] While Baker acknowledged an abundance of materials in 1960, he felt the average school was not equipped to make them available to teachers in the quantities needed; and he challenged the educational leadership to resolve this problem in the 1960's and 1970's.[156] In spite of the problems involved, there is reason to believe

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[152]Robert L. Heilbroner, The Worldly Philosophers (rev. ed.; New York: Simon and Schuster, 1961).

[153]John Kenneth Galbraith, The Affluent Society (Boston: Houghton Mifflin Company, 1958).

[154]Lewis E. Wagner and James E. Nixon, "A Survey of Economic Reference Materials in Illinois High School Libraries," The Councilor, XXI (Chicago: Illinois Council for the Social Studies, March, 1960), p. 69.

[155]Walter B. Cocking (An Editorial), The School Executive, LXVII (October, 1947), p. 5.

[156]Baker, loc. cit., p. 138.

that many school systems would provide more supplementary materials if teachers would define their needs.[157] Perhaps at least one person in the school could become familiar with all of the major sources of economic education materials and with the significant new materials that are published.

Developing Supplementary Materials

It is generally recommended that teachers develop their own resource units, teaching guides, and the like when satisfactory published materials are not available. However, there appears to be a definite point at which the teacher with little or no background in societal economics should secure the assistance of an economist and, if practicable, a curriculum specialist. In this manner the teacher could surely avoid developing misinformation or illogical analyses about economics and the American economic system. Appropriate staff members in nearby colleges or universities would provide valuable guidance for the high school teacher or department during the development of an economic unit or a course syllabus.

Baker emphasized that "school systems, in cooperation with community organizations, should develop their own texts and pamphlet materials to support units on local history, resources, institutions, and problems." However, on the problem of scope and sequence, he called for the resources of a national organization to help define ". . . what instructional materials are needed, in what form, and for what levels of maturity."[158]

Wagner was extremely critical of the "mediocre resource and teaching units" which had often resulted from teachers' work during the two-or three-

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[157]Eileen F. Noonan, "A Librarian Challenges Business Teachers to Use Library Materials," Business Education Forum, XV (December, 1960), p. 38.

[158]Baker, loc. cit.

week economic education workshops:

> It is simply asking too much of high school teachers with little or no training in economics, to acquire in a couple of weeks time a knowledge of content sufficient to do a respectable job. This task demands the combined services of a highly trained economist, sensitive to the difficulties of teaching economics at the secondary level, and an equally well trained educator with a sincere concern for content and disciplined thinking.[159]

One of many applications of the approach recommended by Wagner has been followed in developing case histories of certain business organizations for study by junior high school students in Newton, Massachusetts. Harvard business school professors worked with local teachers during the summer of 1962 to develop the materials, which were used experimentally the following year in all three grades of the junior high school. The cases were revised somewhat during the summer of 1963 for further use during the academic year 1963-64.[160]

Using Supplementary Materials

In a few instances, teachers have taken the comparatively extreme position of discarding the textbook and of proceeding without any planned sequence for the economics course or unit. Wolfson has insisted that "the daily newspaper is a complete textbook" and that the best study material consists of "the newspaper, the magazine, the radio, the visit to the economic institutions for observations for study, the school firm, and the lecture by the business and/or trade leader."[161] Although this

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[159]Lewis E. Wagner, "Testing Economic Knowledge and Attitudes," National Association of Secondary School Principals Bulletin, LX (May, 1956), pp. 120-32.

[160]"Economics for Teen-Agers," The Lamp, LXV (Spring, 1963), pp. 22-24.

[161]Martin Wolfson, "Economics in 1951: The Day's News Is the Text," Clearing House, XXV (February, 1951), p. 356.

approach should result in animated student interest, its successful application would appear to demand the guiding hand of a clearly outstanding teacher. The merit of a teaching procedure or resource material must ultimately hinge on the measurable increase in economic understanding which results.

According to Merrifield, the use of supplementary materials along with the regular textbook will provide for (1) more current information; (2) enlivened student interest in the subject; (3) experience in critical analysis of new or contradictory evidence; and (4) a means of tapping individual differences and special talents among students.[162] It would appear that the proper use of supplementary materials should enhance the teaching-learning process in economic education.

Value Judgments in Economic Education

Although the discipline of economics is based upon firm principles and laws which have been developed and refined over a span of several centuries, it is not a predictive science. Moreover, the degree of emphasis on certain economic goals and the preferred solutions to many policy issues depend to a large extent upon the system of values and the special interests which are cherished by the individual and the various socio-economic groups to which he may belong. Because of the inherent controversy associated with most economic issues, it becomes essential that the American citizen possess the requisite competency to analyze economic problems and the alternative courses of action in a logical manner.

The literature suggests two major areas of controversy that involve

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[162] C. W. Merrifield, "Economic Competence: New Frontier in Civic Education," Social Education, XXIII (February, 1959), p. 73.

value judgments in economic education. The first area relates to the proper role of education in perpetuating a democratic society and a basically free enterprise economy, while providing for complete freedom of inquiry into its weaknesses and problems. The second area relates to the conflicting objectives of special interest groups within the economy.

Teaching About the Democratic Society

It has been conceded that public education in a democratic society should seek the optimum development of each person for his many responsibilities in adult life. The concept of the worth and dignity of the individual in a free society has been a significant heritage of the American citizen. Whereas the very existence of democracy has depended upon the decisions and the initiative of the individual citizen, American education has generally avoided indoctrination and has sought to develop in students the requisite knowledge and the inclination to make good decisions in an independent manner.

The advent of totalitarian societies and their accompanying educational indoctrination have often led to a reassessment of how American education could best advance its own supporting society. Usually, political and economic freedoms have been viewed as part of the same social process.

A few educators have emphatically declared that a school dedicated to the principles of scientific inquiry could not logically teach the virtues of freedom and democracy as self-evident truths. According to Wagner,

> Whether a society organized on the basis of free inquiry is more desirable than one organized on the basis of dogma depends upon the kind of society in which we want to live. Obviously not everyone in the world wants to live in a society characterized by free inquiry. To "teach" one view as opposed to the other is to indoctrinate.

> . . . . . .
> However much we may deplore the fact, economics cannot make ethical pronouncements and, at the same time, nestle snugly under the protective wing of science and objective inquiry.
> . . . . . .
> The economist does not, and cannot, in his role as economist indicate which alternative is "best" in any ethical sense . . .[163]

Although Drucker recognized that there are peculiar problems in developing the voluntary qualities of loyalty and morale in a democratic society, he criticized the schools for barely teaching value systems regarding the basic premises to our society and challenged teachers to consider the authority image they present to students. In suggesting that pupils be given many successful experiences in civic action, Drucker emphasized: "There is much to the idea that attitudes and values are caught or that 'what you do is much more revealing than what you say.'"[164]

Melby declared that "totalitarian societies demonstrate what a powerful instrumentality of social policy education can become. Now we, in the free world, must make education an equally powerful instrumentality for the preservation and growth of freedom."[165] Halsted presented four "musts" in preparing Americans to function in their international setting:

1. They must know precisely what they believe and why they believe it.

2. They must be able to explain and discuss effectively the aims, ideals, and accomplishments of American democracy.

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[163] Lewis E. Wagner, Major Issues in Economic Education, pp. 14-17.

[164] Peter F. Drucker, "The American Economy in the Next Twenty Years," Citizenship and a Free Society: Education for the Future, Thirtieth Yearbook. Edited for the National Council for the Social Studies by Franklin Patterson (Washington 6, D. C.: National Education Association, 1960), pp. 201-227.

[165] Ernest O. Melby, Administering Community Education (Englewood, Cliffs: Prentice-Hall, Inc., 1955), p. 16.

3. They must have a clear and accurate understanding of world Communism.

4. They must revive their faith in the democratic ideal and in themselves.[166]

Oliver suggested a "dual approach" as a compromise solution to the inevitable conflict of teaching inherent cultural values and developing the "inquiring mind." In the primary grades, he would utilize dramatic narrative history to give the young student a concrete image of the courage, suffering, and initiative in early America. Upon this foundation he would proceed into a critical analysis of the institutions in the present society.[167] This general procedure has been followed in school systems for many years.

From the present investigation and from the review of literature, it has appeared that most educators feel an inherent obligation to develop student appreciation for the democratic society and its inherent freedoms. The approach, however, would not be one of rote indoctrination. Rather, major emphasis has been placed on making the school and community better examples of "living democracy." Not as an economist or as a scientist, but as an American citizen, it would seem that the educator should be prepared to support the values inherent in the democratic society. At the same time, American education must remain free to analyze accomplishments of other societies as well as persistent problems "at home." Only after objectively

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[166]Henry M. Halsted, A Paper read before the National Association of Educational Secretaries, National Education Association, Atlantic City, New Jersey, February 15, 1959, quoted by William C. Kvoraceus, "Tomorrow's Youth and Tomorrow's Citizens," Citizenship and a Free Society: Education for the Future. Thirtieth Yearbook. Edited for National Council for the Social Studies by Franklin Patterson (Washington 6, D. C.: National Education Association, 1960), p. 27.

[167]Donald W. Oliver, "Educating for Responsible Individualism," Citizenship and a Free Society: Education for the Future, Thirtieth Yearbook. Edited for the National Council for the Social Studies by Franklin Patterson, (Washington 6, D. C.: National Education Association, 1960), pp. 201-227.

defining existing problems and the available alternatives, can the most desirable policy decisions be made.

Teaching About the Objectives of Special Interest Groups

Since the early 1940's, no article in the economic education literature has expressed opposition to the discussion of controversial economic issues. Both educators and laymen generally recognize that in their adult life, the present students will be bombarded by appeals and exhortations from special interest groups. The school can provide beneficial guidance for interpreting these materials and statements.

The problems of preserving individual self-hood, integrity, and initiative in the modern society demand that students learn to respond to group actions in a reflective and creative manner. According to Kvaraceus, organization membership is likely to control one's attitudes and decisions on public policy issues--thus nullifying the ideal of freedom to think and act for oneself:

> Many studies report that the adolescent would prefer to be wrong with his gang or his peers rather than right with his parents and the adult world from which he has been detached. . . . There is great danger of a future citizen (the signs are already visible in adult citizenship behavior) who will make important decisions based more on pressure-group demands than on the issues per se; or who will react to proposed legislation more out of fear of group opinion than in terms of the meaning and implications of the proposal for local, national, or international benefit.[168,169]

It has been repeatedly asserted that emphasis in economic education must be neither indoctrination in a particular point of view nor

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[168]William C. Kvaraceus, "Tomorrow's Youth and Tomorrow's Citizen," Citizenship and a Free Society: Education for the Future. Thirtieth Yearbook. Edited for the National Council for the Social Studies by Franklin Patterson (Washington 6, D. C.: National Education Association, 1960), p. 21.

[169]Also see William H. Whyte, Jr., The Organization Man (Garden City, N. Y.: Doubleday and Company, Inc., 1956).

". . . analysis without reference to the goals of American life. Economic education must be raised above the struggle of interest-group partisanship--or disguised partisanship. . .that pretends to be patriotism."[170] Only through open discussion and a high level of economic understanding can all points of view be recognized in the best democratic tradition. Hancock has complained that "few leaders in business really comprehend the American economic system and if they do, they are seldom vocal about it."[171] Surely the same conclusion could be reached about other economic groups.

A recent editorial in the American Banker compliments the Joint Council on Economic Education for bringing together an unbiased list of reading materials on economic issues. The conclusions were that a company could use these materials without appearing to "brainwash" its employees and that ". . . business has little to fear from an unbiased picture of our economy. . . ."[172] The same editorial reported a relevant conclusion of Elmo Roper from his many public surveys:

> It has been my observation that when the public has enough of the facts to judge the probable result of any given action, it is likely to steer just as wise and fair a course as that plotted by any of its leaders.[173]

A survey by the Opinion Research Corporation in 1960 concluded that college graduates who had taken college courses in economics were much more

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[170] J. Cameron Thomson, "The New Attack on Economic Illiteracy," paper read before the Southern California Research Council, Claremont, California, p. 8 (Mimeographed).

[171] John Hancock, "Objectivity--the Key to Economic Understanding," Journal of Sociology, XXIII (March, 1950), p. 412.

[172] American Banker (November 26, 1962), p. 4.

[173] Ibid.

likely to view the American economic system within a value framework that would be acceptable to business executives. These findings prevailed even though the textbook most widely used by the students had been "the one most criticized by businessmen."[174]

Because of controversial economic issues, many educators would probably agree with Briggs in including economics along with sex and religion as the "three dangerous subject areas in education."[175] However, in addressing the thirty-eighth Annual Convention of the National Association of Secondary School Principals in 1954, Baker emphasized the schools' responsibility for dealing with economic issues.

> They /the schools/ must deal with the problems objectively and with the broader social interest in view. If they maintain an objective point of view, they will command the respect and the support of both labor and business management and of all other responsive elements of the community. The responsibility for both objectivity and leadership lies with the schools.[176]

Educators have endorsed the appropriateness of using supplementary reading materials which collectively express the various viewpoints on economic issues. It is generally agreed, however, that the teacher has an important responsibility for analyzing the available materials to determine their educational value.[177]

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[174] Why Too Many College Students Are Economic Illiterates, op. cit., p. 6.

[175] Thomas H. Briggs, "The Growing Demand for Unbiased Economic Materials," The School Executive, LXXII (May, 1953), p. 57.

[176] G. Derwood Baker, "Education for Economic Competence," p. 108.

[177] Tommy Lou Smith, "Dynamic Teaching of Business-Economic Courses," Business Education Forum, XVII (December, 1962), p. 21; John W. Kennedy, "Free and Inexpensive Materials--A Challenge to High School Teachers of Economics," Balance Sheet, XLI (February, 1960), pp. 250-53; Eileen F. Noonan, "Instructional Materials," Business Education Forum, XVII (March, 1963), pp. 15-16; Business and Economic Education for the Academically Talented Student, op. cit.

The Proceedings of the 1954 Riverdale Conference on economic education expressed an appeal for the teacher of economics to ". . . serve as an effective antidote to the business, labor, and farm ideology groups which analyze economic problems from the viewpoint of their interests. . . ."[178] The teacher is challenged to ". . . distinguish between areas where 'scientific' economic answers are possible, areas where such answers are impossible because necessary information or data are absent, and areas where only value judgments are called for and possible."[179]

In making a similar recommendation, the Economic Task Force observed that too often teachers either insert their own value judgments on economic issues or completely ignore the value of impartially analyzing controversial issues in the classroom.[180]

Coleman emphasized that "The American Economy" television course was backed financially by over 100 corporations because they agreed that the economy ". . . needed and could stand an objective examination." After observing that ". . . an antiseptic approach to economics must be both dull and unreal in the high school," he expressed the firm conviction that teachers can develop the ability to lead student discussion of economic issues in a lively, but objective and penetrating manner.[181]

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[178] Economics in General Education, Proceedings of the Riverdale Conference, ed. James Gemmell, Seymour E. Harris, and S. P. McCutchen, (New York: Joint Council on Economic Education, 1954), p. 39.

[179] Ibid., p. 28

[180] Committee for Economic Development, Economic Education in the Schools, pp. 9, 11.

[181] John R. Coleman, "A New Chance for Economic Literacy," a paper read at the National Meeting of the American Association of Colleges for Teacher Education, February 14, 1963, Chicago, Illinois.

In the rare case where a minority group has objected to the teaching of economic issues, it has appeared that the school and the community had not worked closely together in developing the economic education program.[182] Over the years much criticism of the total educational program has stemmed from inadequate communication and cooperation between school and community. In 1955, Melby observed that "if . . . we had worked more closely with the people of our community . . . we would now be in a far stronger position."[183] Wagner emphasized that adult education in economics may be necessary in certain communities.

> We are convinced that getting businessmen, laborers, farmers, and educators to come together and focus their attention on some aspect of economics goes far toward creating mutual respect and breaking down common misconceptions about members of other groups.[184]

The economic education literature has provided continuing testimony to the valuable support which communities have given to the teacher of economics. The many examples have included field trips and comprehensive community studies by students, special student companies producing products in a local plant, special summer employment and orientation of teachers in business organization, the development of economic education materials, the use of community leaders as special speakers in the classroom, and lay advisory committees for the economic education program.[185]

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[182]"Hell Breaks Loose in Paradise," Life (April 26, 1963), pp. 73-82.

[183]Melby, Administering Community Education, p. 71.

[184]Wagner, loc. cit., p. 30.

[185]Frances Hall Adams, "Economic Education in the Senior High School," Educating for Economic Competence (Washington, D. C.: National Education Association, 1960), pp. 59-67; N. D. McCombs and George W. Hohl, "Business Can Help Teach Economics," The School Executive, LXXII (February, 1953), pp. 80-82; Ralph P. Gallagher, "Industry-Public-School

In summary, it seems clear that impartial analysis of controversial issues can become an important vehicle for motivating student interest and for developing significant economic understandings. It is of vital importance, however, that analyses be based upon a conceptual framework of the economic principles and concepts which underlie the operation of the American economic system. Moreover, the analysis must penetrate in significant depth to preclude any superficial perception that one viewpoint is as good as another. If positive community support is to be expected for economic education in general and for the discussion of controversial issues in particular, it is important that educators work closely with community leaders in developing the economic education program.

IV. ORGANIZING SCHOOL AND COMMUNITY RESOURCES FOR ECONOMIC EDUCATION

Related Aspects of School Administration

The Role of the School Administrator in Instructional Improvement

The administrator's responsibility for economic education stems from his concern for the total instructional program of the school. Continual improvement of the school staff and the school curriculum should be the central objective of the school superintendent and his building principals.[186] However, because of their administrative responsibilities

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Exchange Program and Effective Economic Education," School and Society, LXXVII (May, 1953), pp. 295-87; Glenn Macomber and Albert L. Ayars, "Home Town Becomes a Classroom," The School Executive, LXXIV (August, 1956), p. 41; Peter H. Dyksterhouse and Carl Lord, Economic Education in Kalamazoo (Kalamazoo, Michigan: Kalamazoo Public Schools, 1962), pp. 15-24.

[186]Walter A. Anderson and Richard C. Lonsdale, "Learning Administrative Behavior," Administrative Behavior in Education, ed. Roald F. Campbell and Russell T. Gregg (New York: Harper and Brothers, 1957), p. 437.

for many supporting and peripheral functions and because of their feeling of greater competence in these other areas, school administrators often devote only a small percentage of their time to the instructional program.[187] Thus, curriculum revisions are often accomplished through "crash programs" to meet pressing public demands. Uncoordinated, piecemeal improvements by individual teachers fail to serve the needs for planned progression and sequence in the broad curricular areas. Without aggressive guidance from the school administration, many teachers will remain uncommitted to professional development and curriculum improvement.[188]

Because of the school administrator's major responsibility for instructional improvement, Hurlburt has recommended that certification requirements provide for at least three years of teaching experience and a thorough understanding of both elementary and secondary school curricula.[189] Several authors have recommended that administrators learn about the educational programs in selected schools other than their own.[190] Irrespective of the techniques used, it is of paramount importance that the administrator provide for the faculty organization, the communication channels, the in-service training, the evaluation procedures and the general direction which will contribute to a creative staff and a dynamic curriculum. Cooperative

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[187]Clyde M. Campbell, "Never Forget: Teaching Comes First," The Nations Schools, LXII (September, 1958), pp. 51-52; Walter D. Cocking, "The Educational Program" The School Executive, LXXII (August, 1953), p. 7.

[188]Grant Venn, "Superintendents' Role in Improving Instruction," The School Executive, LXXII (September, 1957), pp. 21-23.

[189]Allan S. Hurlburt, "Let's Make Administrator Certification Meaningful," The School Executive, LXXIX (September, 1959), p. 61.

[190]John H. Fischer, "What Can Be Learned from Visiting Other Schools?" The School Executive, LXXI (October, 1951), p. 66.

planning by the school and community should result in an operational definition of the school philosophy and objectives.[191]

The Building Principal

In all but the smallest schools, the superintendent must rely heavily on his building principals to implement the broad curriculum and instructional policies of the school system. The principal is also expected to engage in separate experimentation to better serve neighborhood and societal needs. According to Hull, "the school principal is the key to the future in American education. Any improvements in local schools are not going to be made unless he leads his staff in making them."[192] Gross reported the results of a survey in which high school history teachers indicated that ". . . the help they needed most could come from their own building principal."[193] In discussing trends in supervision, Burton and Bruckner observed a growing recognition of the individual school as "the unit of supervision and the principal as 'the natural status leader."[194] However, in spite of the principal's major role in the educational process, his work is vitally affected by the supervision he receives from the superintendent.

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[191]Robert S. Fish, "The Task of Educational Administration," Administrative Behavior in Education, eds. Roald F. Campbell and Russell T. Gregg (New York: Harper & Brothers, 1957), pp. 201-227.

[192]J. Don Hull, "The Principal as an Educational Statesman," The School Executive, LXXII (September, 1952), p. 88.

[193]Richard Gross, "Teachers Want Supervision," The School Executive, LXXII (August, 1953), p. 52.

[194]William H. Burton and Leo J. Brueckner, Supervision (3rd, ed.; New York: Appleton-Century-Crofts, Inc., 1955), p. 20.

> If major duties assigned to teachers and principals are largely those of bookkeepers and custodians, then the professional staff will become most concerned with those areas. If the major assignment is to be teachers and leaders of teachers then the results will be quite different.[195]

The Organizational Structure of the School

The traditional line-and-staff organization of the school system provides for direct lines of communication between the principal and the superintendent and for direct functional communication between the principal and the superintendent's central office staff. The principal thus has direct control over the faculty in his building while central office curriculum consultants serve in an advisory or resource capacity.[196] In all but the largest school systems, this organizational framework provides for a close working relationship between the principal and the school superintendent.

Although the line-and-staff organization has been criticized as inappropriate for professional educators, administrators have found it extremely difficult to abolish line authority without making the organization chaotic.[197] Until organizational theory is further advanced and until a faculty gains considerable maturity in the experiences of group-centered leadership and other democratic processes, it is likely that the line authority will be prominent in most school organizations. Partially in an effort to be consistent with the goals of democratic administration, administrators have often diffused decision making responsibilities among

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[195] David B. Austin, "Improving Instruction in Secondary Education," The School Executive, LXXV (April, 1956), p. 79.

[196] Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Administration (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959), p. 285.

[197] Ibid., p. 57.

the faculty and have also included provisions for the "team approach" with "teachers councils, lay advisory councils and administrative cabinets."[198]

Supervision and the Instructional Program

Wiles has concluded that in the 1910's and 1920's, supervision took the form of "directing and judging;" whereas in the 1930's the expression "democratic supervision" often implied "manipulation" in democratic procedures. In the 1940's, there was a considerable trend toward group-centered leadership with ". . . all the people in the school system supervising each other."[199]

Numerous authors called for emphasis on sharing rather than delegating authority, and for supervisors who could work effectively "within groups" to foster the creative development of each participant toward the accomplishment of common goals. Increasing emphasis was placed on "general rather than specific supervision," "authority of the group over itself," and the "group attack upon self-defined problems."[200] Through participation in "shared leadership," it has been assumed that staff members will better understand and accept the objectives and plans of the school system and that they will feel a greater responsibility for the success of the school program.[201]

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[198]Richard Wynn, "What's New in Administrative Organization?" The School Executive, LXXVI (October, 1956), pp. 71-73.

[199]Kimball Wiles, Supervision for Better Schools (2nd. ed.; Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955), pp. 5-6.

[200]See Harold P. Adams and Frank G. Dickey, Basic Principles of Supervision (New York: American Book Company, 1953), Burton and Brueckner, op. cit., p. 20; Wiles, op. cit., pp. 16-22.

[201]Russell T. Gregg, "The Administrative Process," Administrative Behavior in Education, eds. Roald F. Campbell and Russell T. Gregg (New York: Harper & Brothers, 1957), p. 311; Vivienne Anderson and Daniel R. Davies, Patterns of Educational Leadership (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956), pp. 13-15.

Concurrently with the emphasis on group centered leadership, many authors were careful to distinguish between the democratic and the laissez-faire approach. An employee lacking direction or purpose under laissez-faire leadership may be even less free than if he were under autocratic control.[202] The democratic approach to administration is more demanding of the official leader than is any other form of leadership.[203] Dickey and Adams cautioned that ". . . encouraging members of a group to participate in the planning does not mean that the supervisor can turn them loose to do as they choose."[204]

Melby found that teacher committees and study groups often do not liberate the creativity which is ". . . a clear responsibility and an obligation of administration."[205] Through a binding majority vote, group immaturity can serve to restrain the most creative individual and also prevent the recruiting of outstanding people for a faculty.[206]

Holland has condemned the interpretation of democratic leadership which calls for a timid, lackadaisical approach to directing the school staff. He declared, "the dying spasm of this loose bundle of ideas is

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[202] Kenneth D. Benne and Bozidor Muntyan, Human Relations in Curriculum Changes (reprint from Leland P. Bradford and Ronald Lippett, "Building a Democratic Work Group," Personnel, XXII, November, 1945 pp. 142-148), New York: The Dryden Press, 1951, p. 120.

[203] Ray T. Wilcox, "Authoritarianism and Educators' Expectations of Leadership," Educational Administration and Supervision, XLIII (November, 1957), pp. 418-428.

[204] Adams and Dickey, op. cit., p. 57.

[205] Melby, Administering Community Education, pp. 107-08.

[206] Ibid., pp. 227-28.

likely to be one cause of poor administration today."[207] According to Holland, some school supervisors following the "gentle guide" theory ". . . would never approach a teacher. The teacher had to come to them."[208] Similarly, Monahan has criticized the tendency of some school principals to maintain their status through professional concealment behind a veneer of "affability and niceness."[209]

In economic education as in other areas, strong leadership is essential to a coordinated program of instructional and curriculum improvement. In many schools, the administrator's serious proposal for curriculum revision may well be the essential first step toward whole-hearted endorsement by the faculty and the community. At the same time, he must be prepared to recommend an operational plan including provision for the organizational framework, the time, the facilities and materials, and the consultant assistance that may be necessary to carry out the program. It is essential that the staff proceed with a sense of purpose and a feeling of confidence that their recommendations will receive careful consideration. "The specific function of administration is to develop and regulate the decision-making process,"[210] not to make all the decisions.

Democratic leadership requires democratic participants, and this requisite group maturation is a gradual process even with the most

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[207]Howard K. Holland, "Democratic Leadership--Does It Abrogate Executive Responsibility?" The School Executive, LXXIX (November, 1959), p. 76.

[208]Ibid., pp. 76-77.

[209]William G. Monahan, "Portrait of the Administrator as an Old Zuni," Overview, IV, No. 7 (July, 1963), pp. 34-35.

[210]Daniel E. Griffiths, Administrative Theory (New York: Appleton-Century-Crofts, Inc., 1959), p. 73.

skillful leader. Benne and Muntyan have emphasized that the educational leader should have a working knowledge of social-psychology, the group process, and the problem solving method along with the ability to incorporate democratic ideas and values.[211]

The Co-ordination of School and Community Resources

School administrators have long recognized the many benefits of utilizing appropriate community resources in the school program and of school community cooperation in local civic activities. The effective use of community resources can be particularly important for the school's economic education program. In 1938 the Educational Policies Commission recommended that school boards invite the cooperation of parents, organized groups, and other citizens throughout the community.[212] The educational philosophers repeatedly emphasized the need of making each school "an embryonic community life," which would evolve gradually out of home life and the larger society.[213] Similarly, Rudman pointed to the critical importance of intergroup communication in a democratic society. "When groups share a common set of values but prohibit or destroy any communication among themselves, they cease to be a group in the democratic sense, and become a gang."[214]

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[211]Benne and Muntyan, op. cit., p. 12.

[212]Educational Policies Commission, The Structure and Administration of Education in American Democracy (Washington, D. C.: Educational Policies Commission, 1938), pp. 58-68.

[213]John Dewey, School and Society (Chicago: The University of Chicago Press, 1900), p. 27.

[214]Herbert C. Rudman, "The Gang, America, and the Individual," Progressive Education (January, 1957), p. 22.

The National Citizens' Commission, established in 1949, reported being in direct communication with some 2,500 state and local committees by 1955. Melby observed that the membership on a board of education is usually too small to communicate adequately with the community.[215]

Since the board of education is the only legal policy making body for the community, it is generally recognized that the separate citizens' committees should function only in an advisory capacity and in close cooperation with the official board. In his seven guides for harmonious working relationships with citizen committees, Bretsch emphasized that committees should be free to operate within a policy framework acceptable to the Board.[216]

Numerous advisory committees have been described in the literature, and several of these groups have been commissioned to assist and support economic education programs.[217] A 1950 study of 44 lay committees across the country revealed that 68 per cent of the groups were formed temporarily to solve a special problem; however, the temporary committees often proved so valuable that they achieved permanent status. Representatives of the many community organizations were included on these advisory groups, which in no way replaced the Parent-Teacher Association.[218]

In view of the administrator's important role in the community,

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[215]Melby, loc. cit., pp. 115-116

[216]Howard S. Bretsch, "Boards and Citizens at Cross Purposes?" The School Executive, LXXIX (October, 1959), pp. 75-77.

[217]Paul W. Coons, "Focus on the Committee," The School Executive, LXXII (February, 1953), pp. 76-77.

[218]J. H. Hull, "How to Organize Lay Advisory Committees," The School Executive, LXX (December, 1950), p. 49.

a few writers have recommended that at least 25 per cent of his college program for a bachelor's degree ". . . be in courses using the community as a laboratory."[219] Melby concluded that "this would not be adequate but would constitute a beginning."[220] Anderson and Lonsdale observed a shift in emphasis "from a school-centered to a community-centered approach to educational administration," and they proposed a more fitting title of "superintendent of education" rather than "superintendent of schools" for the chief school official.[221]

The over-all effectiveness of education in attaining predetermined objectives should be greatly improved through closer cooperation and co-ordination among the schools and the many other organizations which contribute either directly or indirectly to the education of all American citizens. Moreover, the role of the school in "community development" has received considerable attention. The 1956 issue of The School Executive described outstanding community improvement projects that had been completed in 22 cities with considerable assistance from each local school staff.[222] In describing the work of a Connecticut Fact-Finding Commission on Education, Melby concluded that "the most important outcome was increased understanding of community problems by hundreds of citizens and professional people."[223] When local citizens labor together for

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[219]Melby, loc. cit., p. 258. Also see Walter B. Cocking, "Educational Leadership," The School Executive, LXVIII (August, 1948), p. 7.

[220]Melby, loc. cit.

[221]Anderson and Lonsdale, op. cit., p. 441

[222]The School Executive, LXXIV (September, 1956), pp. 81-111.

[223]Melby, loc. cit., p. 301.

solutions to common problems, cultural fragmentations are at least temporarily mended and all age groups gain a greater appreciation for democracy at work. Melby expressed the great hope that renewed faith in cooperative accomplishments may yet extend the conception of "community" to include "world brotherhood."[224] Close school-community cooperation should serve as the optimum public relations program wherein well-informed citizens can better understand and appreciate the "well-taught child."

Developing the Economic Education Program

Frankel has completed the only study on the process of organizing an entire school system for curriculum change in economic education.[225] From the eleven schools which had completed experimental curriculum work under the general guidance of the Joint Council, Frankel selected for his study the following four school systems, which were "the farthest advanced in effecting curriculum change: "Akron, Fort Dodge, Kalamazoo, and Ridgewood."[226] Each of the schools committed itself to following the basic guidelines proposed by the Joint Council:

> They agreed to appoint a committee of cooperating teachers, a coordinator, and a local advisory group. Each agreed to analyze what they were already doing about economics in the curriculum, the scope of economics that would be practical to cover in their curriculum, where different economic understandings could be introduced into the classroom, and how they might develop materials and teaching projects. The Joint Council, in cooperation with its affiliated regional and state councils, agreed to provide

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224 Ibid., pp. 54-58.

225 Moe L. Frankel, "Achieving Curriculum Change Through Education--A Field Study of Selected Schools (unpublished Ed. D. dissertation, Rutgers University, 1958).

226 Ibid., p. 29.

consultants, workshop assistance, financial aid, and materials.[227]

In each of the schools, the initial impetus toward a school-wide commitment for curriculum change came from a different source. In Kalamazoo, it was a curriculum director; in Fort Dodge, university staff members; in Ridgewood, the superintendent; and in Akron, a group of enthusiastic teachers. The commitment was made after numerous group discussions in which the proposed project was explained and all viewpoints expressed. As the final step, the Board of Education endorsed the project and requested periodic progress reports. Interested citizens representing the entire community were contacted to serve on an advisory committee and arrangements were made for consultants from a college or university. Along with a provision for experimentation, evaluation, financing, and organizational procedures, a firm commitment was made to appoint a coordinator who would be responsible for "implementing the study."[228]

In each of the "cooperating schools," curriculum surveys were made to determine what economic concepts were already being taught in each of the grade levels and subject areas. From this inventory, many teachers found they were already giving passing attention to economics; and their fears of a foreign-sounding curriculum area were considerably allayed. Moreover, teachers were placed in a better position to perceive additional understandings that could be included as well as new avenues for replacing pure description with an analytical approach to economic problems.[229]

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[227] Ibid., pp. 10-11.

[228] Ibid., pp. 29-36.

[229] Ibid., pp. 51-53, 59-60.

Frankel reported that the elementary teachers were considerably more responsive than high school teachers in recognizing appropriate places for integrating economic concepts into the curriculum. Other writers have also recognized the static nature of the secondary curriculum. Since the high school teacher and supervisor may know little about subject areas other than their own, additions and deletions of courses are often made without a careful "rethinking" of the entire secondary school curriculum and its contribution to established objectives.[230]

Each school developed a library of economic education materials, including teaching guides and resource units from the Joint Council. To insure proper consideration of all phases of the school curriculum, all the elementary schools and the major subject areas of the secondary schools were represented on a curriculum steering committee. In each case the teachers contributed to the decisions that were made.[231]

Each of the school systems provided an in-service education program to upgrade the economic understanding of the staff and to provide guidance in instructional methods. Some of the sessions provided for teacher development of resource materials or teaching plans for use in the classroom. The teachers earned in-service credits for subsequent salary increments. To insure an active program, each school defined pilot projects to be completed by the teachers who were most interested in economic education. The enthusiastic cooperation of pupils, parents, and community advisory groups provided valuable assistance and support for the program. General

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[230] Ibid., p. 50. See also Burton and Brueckner, op. cit., pp. 143-145; F. Eugene Miller, "Teachers Meetings for the Entire System," The School Executive, LXVII (October, 1947), pp. 45-46; G. Robert Koopman, "New Developments in the Curriculum," The School Executive, LXXV (January, 1956), pp. 89-90.

[231] Frankel, loc. cit., pp. 54-59.

guidance and direction emanated from the school co-ordinator, who, in turn, received assistance from university consultants.[232]

From several internal evaluation indices, Frankel arrived at the "preliminary" conclusion that each of the projects had been considerably successful. He indicated that a scientific analysis of these programs would probably be completed in the future by some organization specializing in evaluation.[233]

Frankel concluded his study with a detailed discussion of "Suggested Steps in Achieving Curriculum Change" in economic education. According to Frankel, an effective program for curriculum improvement should provide for the democratic approach; administrative approval; funds to do the job; released time during the school day to do the necessary planning; special allowance for the particular needs and environment of each school system; specific assignment of responsibility, with provision for a full-time co-ordinator of economic education; involvement of the teacher, administrator, pupil, parent, and the community; an expectation of uneven advances among schools even in the same system; a reasonable schedule permitting requisite growth and learning by the participants; initial concern with problems the teacher deems most important; an early definition of the scope of the program; emphasis on teachers' guides rather than courses of study; in-service programs concerned with both method and content; a library containing the current literature in the field; assistance from qualified consultants; the use of multiple materials and dynamic project-research in the classroom; effective communication

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[232] Ibid., pp. 63-94.

[233] Ibid., p. 104.

channels, freedom for objective analysis of controversial issues, simultaneous action research in the classroom to test the efficacy of curriculum proposals; and continuing evaluation of learning objectives and outcomes.[234]

Although no school system has yet developed a model economic program for grades one through twelve, or for all subject areas of the high school, those schools which have made a co-ordinated, planned effort to accomplish this objective are considerably more advanced than other systems which have depended solely on unrelated and isolated efforts of individual teachers. Economic education should not be a "crash program" for the American school system. However, if a minimum level of economic understanding is to be developed, it appears that school administrators and teachers must make a concerted effort to integrate appropriate economic concepts. Experimental projects have provided significant guidelines for the enterprising school system which will accept the crucial challenge of economic education. Textbooks and supplementary materials are being improved. Along with the efforts of existing organizations, there is need of aggressive economic education leadership from the United States Office of Education and the various professional organizations.

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[234] Ibid., pp. 132-157.

CHAPTER III

THE EVALUATIVE CRITERIA

Introduction

Before the questionnaires could be constructed for surveying economic education administrative and instructional practices in Oklahoma high schools, it was necessary to establish basic criteria for evaluating existing programs. The literature had included much discussion and many exhortations about the need for improving economic education, but there was no composite list of practices which a group of authorities had considered essential for a successful economic education program. Although the investigator gleaned many recommended practices from the literature, it was only through the cooperation of a panel of economic education authorities that a defensible, composite listing of evaluative criteria was developed.

In support of the jury approach, Best recommended that "outside criteria" be used in addition to comparisons that might be made within the group being surveyed. Group performance could then be related to "outside criteria" by means of score cards, rating scales, or frequency counts. Among the possible sources of "outside criteria," he suggested composite listings of "what experts believe to constitute best conditions or practices."[1]

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[1] John W. Best, Research in Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959), pp. 190-91.

> These experts may comprise a specially selected panel, chosen for the purpose. A group of practitioners in the field who are assumed to be most familiar with the characteristics under consideration, or the survey staff itself, may constitute the body of experts.[2]

Similarly, Good and Scates observed the appropriateness of "survey appraisal procedures" wherein "an investigator may secure the cooperation of a number of persons known as 'judges' or a 'jury,' who rank or rate in some way the objects under consideration."[3]

In discussing the general weakness of appraisal instruments, Good and Scates observed that "a question arises concerning the isolation of elements that are crucial ones /and that/ . . . makers of . . . appraisal schedules may have omitted certain crucial intangibles." Moreover, ". . . there is still a question as to whether any mathematical function (such as a weighted sum) of the separate ratings will yield a relative value that corresponds well with one's reaction to the object or situation as a whole."[4] Nevertheless, the authors acknowledge that these obstacles need not preclude the careful use of appraisal instruments:

> The question of losing elements of organization or pattern through dividing things may be answered, at least in part, by including in the schedule elements of varying generality, some very detailed and some rather broad, so that a hierarchy of levels is represented. . . .
>
> . . . . An ideal instrument probably would be so cumbersome and expensive in terms of effort and time that its use could hardly be justified. Possibly a combination of ratings on appraisal instruments and general judgment will be found more desirable for practical purposes than the research worker's dream of a perfect instrument.[5]

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[2] Ibid.

[3] Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 680.

[4] Ibid., 683.

[5] Ibid., 683-84.

Similarly, after discussing problems associated with the use of various kinds of rating scales for opinion measurement, Best concluded that "in spite of these limitations, the process of opinion measurement has merit; and until more precise measures of attitude are developed, this technique may serve a useful purpose in social research."[6]

In developing the criteria for the present study, considerable effort was made to avoid omitting any "crucial intangibles" which might have a significant determinative effect upon economic education administrative and instructional practices in Oklahoma high schools. After reviewing practices which had been recommended in the related research and literature, the investigator secured additional lists of recommended practices from a selected jury of economic education authorities. The criteria selected included elements of "varying generality" so that a "hierarchy of levels" was represented. Where the exercise of personal judgment was essential, the investigator attempted to make this process as objective as possible by following consistent procedures in interpreting the quantitative and qualitative data. The procedures in securing, rating, and selecting criteria for the present study were essentially the same as those which had been utilized successfully by the Council for Advancement of Secondary Education, in 1954, when it completed a national study to define important economic concepts.[7]

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[6]Best, op. cit., p. 160.

[7]Council for Advancement of Secondary Education, Key Understandings in Economics (Washington 6, D. C.: Council for Advancement of Secondary Education, 1956), pp. 1-35.

Developing the Evaluative Criteria

In November, 1960, the names of twenty-seven possible jurors were recommended by Dr. M. L. Frankel and his staff in the Joint Council on Economic Education. As a result of his doctoral study on "Achieving Curriculum Change Through Economic Education" and his many years of experience as Director of the Joint Council on Economic Education, Dr. Frankel was intimately acquainted with the outstanding economic education programs across the country. Since its establishment in 1949, the Joint Council had directed successful experimental curriculum projects in many city school systems.

On April 27, 1961, a form letter and an open-form questionnaire in two parts were mailed to the jury.[8] The form letter explained the importance of the study and sought the cooperation of each selected juror. The open-form questionnaire requested each juror to list the five to ten administrative practices and the five to ten instructional practices that he or she considered most essential for a successful economic education program. Follow-up letters were mailed August 7, 1961.

Of the twenty-seven authorities who had been recommended by Dr. Frankel for the jury, five did not reply; two declined because of other pressing commitments; and in three cases where Dr. Frankel recommended more than one person in the same school system, one person was designated to respond for the school. Thus, sixteen authorities provided the information requested on the open-form questionnaire. Except for an associate superintendent in a state department of public instruction, each of the jurors was serving either as superintendent or as curriculum

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[8]The open-form questionnaires, with the covering letter and the first follow-up letter, are included in Appendix A.

director of a large school system in one of the following states: Illinois, Minnesota, Missouri, Oklahoma, Michigan, Wisconsin, Iowa, Texas, New Mexico, Florida, or Indiana.

The administrative and instructional practices recommended by the jury on the open-form questionnaire were combined with a few additional practices recommended in the literature and then arranged in checklist form. Finally, a few items were added to enhance the discriminatory power of the instrument. The checklist provided a means whereby each juror could quickly report his opinion as to the degree of importance of each practice.[9]

On April 9, 1962, the checklist form was mailed with an explanatory letter to the jurors who had completed the open-form questionnaire. A follow-up letter was mailed July 19, 1962. Fourteen checklist forms were eventually completed and returned.[10]

Each juror evaluated the importance of each practice on the checklist by indicating whether he considered it <u>essential</u>, <u>worthwhile</u>, <u>unimportant</u>, or <u>undesirable</u> for developing an effective economic education program in the high school. These ratings were defined in the introduction to the checklist as follows:

1. <u>Essential</u>--an economic education program is not likely to succeed unless this practice is followed.

2. <u>Worthwhile</u>--this practice is important and should be followed whenever practicable.

3. <u>Unimportant</u>--while this practice is not undesirable, it will have little effect upon the success or lack of success of an economic education program.

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[9]The Checklist, with the covering letter and the first follow-up letter, is included in Appendix B.

[10]The responses to the Checklist survey are tabulated in Appendix C.

4. Undesirable--this practice would be detrimental to an economic education program.

After the completed checklists had been received from the first nine jurors, the pattern of responses to the various items was well established. At this point, the follow-up letter was mailed; and five additional jurors submitted completed checklists. The responses from the first nine jurors had been tabulated in red ink, and the responses from the last five jurors were tabulated in black ink. A visual comparison of the responses from the first and second group of respondents revealed no significant differences in the pattern of ratings given each of the checklist items.

Although the jury seldom agreed unanimously on the specific degree of importance of a particular administrative or instructional practice, most of the responses did tend to cluster in the essential and/or worthwhile categories. Thus, the vast majority of the practices on the checklist were given a high order of importance by most of the respondents. This favorable evaluation was not unexpected because almost all of the listed practices had been recommended either by the jurors, from their experience with economic education programs, or by other educators whose views had appeared in the professional literature.[11]

Several factors serve to substantiate the careful attention which the jurors obviously devoted to formulating and subsequently evaluating each criterion. The very length of the twelve-page checklist is ample evidence of the extensive contributions that were made on the completed

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[11] A few items had been included to determine the preference of the jury for implementing a particular practice. For example, the jury was asked not only to evaluate the importance of a system-wide "co-ordinator" for the school's economic education program but also to indicate a preference regarding the official who should be selected to perform this function.

open-form questionnaires. The fact that no juror gave the same rating to a long sequence of items on the checklist suggested that each separate item was carefully read and rated. A cross-check of each juror's rating of certain related items that appeared in different sections of the checklist confirmed a logical consistency in almost all of the responses.

Selecting the Evaluative Criteria

The checklist responses served to identify those criteria which the jury considered most important for an effective economic education program. Nevertheless, the investigator was forced to exercise personal judgment in classifying each listed practice as essential, as worthwhile, or as an item to be excluded from further consideration during the study.[12] The decision was made that items which had been checked as worthwhile or essential by ten or more of the fourteen jurors and which had a weighted average rating of .50 or higher should be retained as criteria for appraising economic education programs in Oklahoma high schools.

In numerically rating the checklist responses, the investigator assigned a specific weighted score to each response according to the category that was checked. The weighted positive or negative score for each response in each category was as follows:

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[12] With regard to the theory and interpretation of index numbers, Good and Scates have observed that "in many instances of weighting, the problem is primarily one of judgment." The authors emphasize that research workers do not relieve themselves of all responsibility for judgment when they reduce all factors to equal weighting. ". . . equal weighting may be less justifiable than material weighting or some other arbitrary weighting." See Good and Scates, op. cit., p. 686.

Category	Weighted Score
Essential	+ 2
Worthwhile	+ 1
No Response	0
Unimportant	- 1
Undesirable	- 2

The weighted average rating of each checklist item was determined by summing its weighted scores and dividing the total by fourteen, the number of respondents. An advantage of this rating scheme was that the relative position of a checklist item on the essential-undesirable continuum could be easily comprehended.[13,14]

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[13]This scheme for weighting the responses and then computing a weighted average rating is essentially the same as was followed in the CASE study except that positive and negative weightings were given to responses on opposite sides of the rating scale in the present investigation; whereas, in the CASE study, a positive numerical sequence of 0-5 was used for weighting responses on the rating scale. See Council for Advancement of Secondary Education, "Key Understandings in Economics," p. 26.

[14]The following quotation from Best further substantiates the appropriateness of weighted ratings:

> When data are arranged in rank order, weightings may be used. A first rank is worth more than a second, a second more than a third, etc. For example, if five items are to be scored, it is customary to assign weightings as follows:
>
> | | |
> |---|---|
> | 1st | 5 points |
> | 2nd | 4 points |
> | 3rd | 3 points |
> | 4th | 2 points |
> | 5th | 1 point |
>
> Using this inverse system of weightings, preferences or other types of data to be ranked may be quantitatively handled, with total weighted values describing composite positions. See Best, op. cit., pp. 188-189.

An item was designated essential if it had been given this rating by at least seven of the fourteen jurors and if its weighted average rating was 1.20 or higher. An item not satisfying the foregoing requirements was designated worthwhile if it had received this rating or better from at least ten of the fourteen jurors and if its weighted average rating was .50 or higher.

Thus, in determining whether an item should be designated essential or worthwhile, for the purpose of the present study, the investigator applied a combination of two related measures: (1) the number of respondents who checked an item as being essential and/or worthwhile, and (2) the weighted average numerical rating of the item. As a result, certain items were considered to be essential even though their weighted average numerical ratings were less than the numerical rating of certain other items that were ultimately defined as worthwhile. Within the defined limitations imposed by the numerical rating, it was felt that the number of respondents who had checked an item as essential and/or worthwhile should have some overriding influence on the final rating.[15]

In the following tables, the economic education practices are listed in rank order according to their weighted average rating. Table 1 contains the practices evaluated as essential; Table 2 contains the worthwhile practices; and Table 3 contains the practices which received such low ratings that they did not qualify for designation as a worthwhile practice.

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[15]The writer conferred with several statisticians at Oklahoma State University about the appropriateness of the foregoing procedures for weighting and rating the various practices; and there was unanimous agreement that the procedures were satisfactory.

TABLE 1.--Essential economic education practices listed in rank order according to their weighted average rating[a]

Item No.[b]	Item	Weighted Rating
1-03	Identify the purposes and objectives of the economic education program in the high school.	2.000
2-48	Teachers develop student understanding of the distinguishing characteristics of competing economic systems. . . .	2.000
2-45	Teachers carefully determine the educational value and the degree of objectivity in supplementary materials before designating these materials for class use.	1.928
2-50	Teachers agree that the major objective of economic education is to develop the students' ability and inclination to analyze economic issues objectively and to carefully weigh the probable results of alternative action. .	1.928
2-51	Teachers agree that economic understanding is a vital requisite for good citizenship.	1.928
1-07	Develop a policy supporting the objective classroom discussion of controversial economic issues	1.857
2-44	In reading economic materials, teachers continually strive to improve their own ability to discriminate between fact and value judgment and between scientific elucidation and the subtle suggestion of propaganda	1.857
2-47	Without requiring memorization of countless concepts and institutional details, teachers develop student understanding of the operation of the American economy and of the economic principles involved therein.	1.857
1-23	Encourage periodic staff revisions of course syllabi to provide for more effective economic education	1.786
1-55	Provide for continual evaluation and improvement of the school curriculum	1.714
2-03	Encourage teacher training institutions to establish one or more economics courses which will meet the unique needs of teachers	1.714
2-12	Provide for local in-service training programs in economics for teachers and administrators whenever needed	1.714
2-32	Each teacher is aware of the specific economic understandings that can be taught effectively in his own course or grade . .	1.714

TABLE 1.--Continued

Item No.[b]	Item	Weighted Rating
2-42	Teachers are familiar with sources of current economic data and resource materials.	1.714
2-46	Through classroom analysis of selected "special-interest-group" publications, students are expected to develop an understanding of the diverse viewpoints which prevail and an ability to discriminate defensible, objective statements from those that are biased and illogical.	1.714
1-05	Periodically, survey what economics is being taught in the different subjects and on the different grade levels.	1.643
1-08	Encourage class projects whereby students make analytical comparisons of competing philosophies	1.643
1-14	Administrators and supervisors seek to improve their own competence in the area of economics	1.643
1-16	Administrators, supervisors, and teachers have essentially the same perception regarding the proper role of economic education in the high school curriculum	1.643
1-24	Provide for the necessary communication channels and other mechanics to transform recommended changes into action programs immediately.	1.643
1-27	Recognize the school system's responsibility for developing economic education materials when the desired materials are not available elsewhere	1.643
1-59	Carefully articulate the economic education program in the high school with the economic education program in the lower grades.	1.643
1-74	Develop a firm and rational policy regarding the selection of textbooks and supplementary materials that are to be used in the economic education program of the school.	1.643
1-79	Provide films, filmstrips, and other effective audio and visual aids for use in economic education	1.643
2-38	Teachers emphasize the significance of economics in the daily life of pupils.	1.643
1-75	Select well-written materials which, collectively, represent the diverse viewpoints of the major special-interest groups in the economy.	1.571

TABLE 1.--Continued

Item No.[b]	Item	Weighted Rating
1-76	Provide funds for the purchase of economic education materials that are requested by the teacher	1.571
1-80	Provide necessary facilities and materials for the effective performance of economic education curriculum production committees.	1.571
2-08	Employ no social studies or business education teacher who has not completed at least one college course in economics. .	1.571
1-25	Encourage the continual use of an instructional materials center and its resources.	1.500
1-51	Secure the interest and cooperation of local leaders of business, labor, agriculture, and government.	1.500
2-18	Encourage universities to offer special summer classes or workshops for the teacher of a high school economics course .	1.500
2-49	Teachers develop student allegiance to the American free-enterprise system	1.500
1-40	Encourage private publishers, foundations, and others to provide good high school teaching materials in economics. . .	1.428
2-37	Teachers devote some class time to the analysis of relevant economic issues that appear in the current news media	1.428
1-13	Maintain noticeable evidence that the school board is aware of the need for economic education.	1.357
1-38	Include a representative of each major segment of the economy in the membership of the lay advisory committee on economic education	1.357
1-53	Seek the service of the consultant employed by the State Council on Economic Education	1.357
1-56	Through "vertical articulation" curriculum committees, study and devise approaches to spiralling economic learning throughout the school system.	1.357
2-14	Simultaneously involve principals, supervisors, and teachers in economic education in-service training programs.	1.357

TABLE 1.--Continued

Item No.[b]	Item	Weighted Rating
2-54	The teacher maintains a list of specific local and/or state representatives of business, labor, agriculture, and government who are excellent classroom speakers and who are enthusiastic "contacts" for arranging field trips or field studies.	1.357
1-42	Grant some released time from other duties for the system-wide co-ordinator of economic education	1.286
1-22	Recognize that economic circumstances affect events and problems studied in all courses; i.e., a number of the problems in math and the assigned readings in English deal with inherent economic problems and issues	1.286
1-54	Determine the extent to which the subject-centered curriculum, broad-fields curriculum, core curriculum, or experience curriculum is followed in the school and follow the existing curriculum philosophy for the economic education program. . .	1.286
1-11	Recognize that effective curriculum change results from democratic planning by the teachers, pupils, and other community representatives	1.214
1-35	Develop a policy clarifying the use of resource persons from the various economic groups in the community	1.214

[a]For the specific ratings given each practice by the fourteen jurors, see Appendix C.

[b]The first digit of the item number refers to the card number on the original questionnaire. See Appendix B. (The First half of the questionnaire was designed to be included on punched card 1, and information from the second half was to have been punched on card 2.)

TABLE 2.--Worthwhile economic education practices listed in rank order according to their weighted average rating[a]

Item No.[b]	Item	Weighted Rating
1-26	Provide a centrally located economic education library of teaching aids, texts, free and inexpensive supplementary materials, government publications, periodicals, and other current reference publications.	1.428
2-25	Through college courses, in-service study, individual reading, and other beneficial programs, all teachers constantly seek self-improvement in their understandings and teaching of economics	1.428
2-30	Teachers vary assignments in economic education to provide maximum learning experiences for students of different aptitudes and interests	1.428
1-04	Continually seek information about important economic education developments in school systems of other cities. .	1.357
1-32	Participate actively in the planning, promotion, and evaluation of various programs of the State Council on Economic Education (affiliated with the Joint Council on Economic Education)	1.357
1-49	Develop a community resource file of people, places, and other characteristics of the local community which could be used in economic education	1.357
1-62	Provide all teachers with study guides and resource units which emphasize selected economic concepts.	1.357
2-15	Give in-service merit credit to staff members who satisfactorily complete in-service training programs in economic education	1.357
2-29	Each teacher periodically evaluates student achievement in economic education and uses the findings to further improve his teaching effectiveness.	1.357
1-06	Help the staff clarify the varying goals and concepts of such organizations as the Farm Bureau, the Farmers Union, the AFL/CIO, the National Association of Manufacturers, the Consumer Finance Association, the Foundation for Economic Education, and the Joint Council on Economic Education	1.286

TABLE 2.--Continued

Item No.[b]	Item	Weighted Rating
1-09	Encourage classroom exercises in which teachers and pupils evaluate the objectivity of published statements and materials in the area of economics	1.286
1-21	In regular school news releases, include information about economic education activities or practices in the local school system	1.286
1-28	During the school year, give selected supervisors and teachers some released time to study the total economic program of the school	1.286
2-20	Consultant economists and curriculum specialists are hired to conduct in-service training programs.	1.286
2-24	The teacher who has completed the specific minimum requirements of academic course work in economics--but still considers himself incompetent in this area--engages in self-improvement activities to increase his level of economic understanding	1.286
2-33	Each teacher is aware of the specific economic understandings that are being taught in other courses and other grade levels	1.286
2-39	Economics is taught in the vivid setting of life situations through role playing, student panels, and other animated techniques	1.286
2-52	Relevant understandings in family finance and consumer economics are taught along with basic social economic principles and issues	1.286
1-66	The separate high school course in economics serves as a capstone experience to synthesize and build upon previous economic learning from other subject areas and lower grade levels.	1.214
2-23	Teachers who do not already have a specified minimum background in economics are pursuing academic work to upgrade their qualifications	1.214
2-40	Teachers make classroom use of the radio and/or TV in the study of current economic problems	1.214
2-41	Teachers de-emphasize the basic textbook through use of current supplementary materials in economic education.	1.214

TABLE 2.--Continued

Item No.[b]	Item	Weighted Ratings
1-29	During the school year, give selected supervisors and teachers some time to develop economic education curriculum units	1.143
1-41	Assign to some one person the responsibility for coordinating economic education activities throughout the school system	1.143
1-60	Pinpoint the specific economic concepts which should be taught at the various grade levels and in the various subject areas	1.143
1-73	A high school course in economics is offered in the adult education evening program of the school	1.143
2-53	The teacher carefully selects guest speakers who have a thorough knowledge of economic concepts and who can effectively communicate this knowledge to the student	1.143
2-55	The teacher carefully plans and directs field trips which give the student a more vivid conception of the application of economic principles in the local economy	1.143
1-10	Publish "curriculum bulletins" which illustrate classroom procedures for dealing with economic issues.	1.071
1-20	Make certain that high school students are counseled concerning professional opportunities in the field of economics	1.071
1-30	Hire selected supervisors and teachers during the summer months to study and refine the school's economic education program.	1.071
1-31	Encourage experimentation in the teaching of economics via large group instruction, small group discussion, independent study, etc.	1.071
1-61	Develop local "scope and sequence charts" as a means of determining which economic concepts are already being taught at the various grade levels and in the various subject areas	1.071
1-72	When possible, a high school course in economics is included as part of the summer program of the public school (regardless of whether the course is offered during the regular school year)	1.071

TABLE 2.--Continued

Item No.[b]	Item	Weighted Rating
2-21	Reimburse teachers and administrators for a portion of the expense they incur while attending a summer workshop in economic education at a university	1.071
2-36	On bulletin boards and in other classroom displays, the teacher creates interest in economic topics	1.071
2-43	Teachers make use of the Economic Report of the President, the Survey of Current Business, and other U. S. Government publications for supplementary readings about current economic problems	1.071
2-58	In some class, the teacher develops a class project wherein the economics of the local school system is analyzed. . . .	1.071
1-33	Promote the establishment of a local council on economic education in cooperation with the State Council on Economic Education	1.000
1-50	Survey community enterprises and economic groups (e.g. labor groups, farm groups, factories, banks, and retail stores) to determine their willingness to cooperate in the economic education program of the school.	1.000
2-04	Encourage teacher training institutions to require every teacher candidate to take one or more courses in economics.	1.000
2-22	Reimburse teachers and administrators for a portion of the expense they incur as a result of attending a graduate seminar in economic education at a university	1.000
2-56	The teacher carefully arranges and directs student studies of the various elements of the local community economy. . .	1.000
2-09	Employ no social studies or business education teacher who has not completed at least the equivalent of six semester hours of college course work in economics	0.928
1-19	Establish in the school guidance program a concern for economic education.	0.928
1-52	Hire economics and curriculum specialists to develop needed economic education materials and to assist teachers in the use of these materials.	0.928

TABLE 2.--Continued

Item No.[b]	Item	Weighted Rating
2-34	Teachers continually develop and improve their own resource units in economic education and share these units with their colleagues	0.928
1-15	Each year plan for one or more faculty meetings in which the important role of economics in the K-12 curriculum will be stressed	0.857
1-48	When securing a person to co-ordinate the economic education program in the high school, select any capable staff member who is well qualified in economics	0.857
2-16	In-service training programs include provisions for co-operative work on modified curriculum units in economic education	0.857
2-19	During the school year, the school system sponsors occasional adult education evening forums on current economic problems. These forums are attended by the general public as well as by teachers	0.857
1-58	Provide for a high school economic education curriculum steering committee (composed of key subject area and school administration representatives) to facilitate the interdisciplinary approach to economic education.	0.786
2-05	Seek the establishment of a statewide committee, within the framework of accrediting associations and the State Department of Education, to evaluate and recommend minimum certification requirements in economics for teachers in the state	0.786
2-26	Each teacher attends at least one economic education workshop during his teaching career	0.786
2-35	Teachers develop, use, and improve visual aids to accompany economic education resource units	0.786
2-57	In at least one class, the teacher develops an extensive unit of study of the costs, profits, and services of a few local enterprises	0.786
2-59	In some classes the teacher will use current market reports to simulate in class the operation of the stock market--with brokers, purchasers, sellers, and book-keepers over a period of time	0.786

TABLE 2.--Continued

Item No.[b]	Item	Weighted Rating
1-12	Use a visiting speaker or panel to present the importance of economic education to the local school board and PTA . .	0.714
1-17	Give special recognition to teachers who have made outstanding accomplishments in economic education	0.643
1-36	Utilize a lay advisory committee on economic education in planning the economic education program	0.571
1-45	One person is responsible for securing and organizing economic education materials for use in the high school . .	0.571
2-60	A few teachers direct the cooperative purchase of a small amount of stock; then follow fluctuations in price over a period of time--analyzing the reasons for the various fluctuations. The stock is then sold and the profit or loss is shared by the students	0.571
1-78	In general, a committee of teachers and/or the school administration must approve an economic education publication before it can be used in the classroom by any teacher	0.500
2-28	Every teacher and school administrator will view the national CBS "College of the Air" TV course in Economics during the 1962-63 school year.	0.500

[a]For the specific ratings given each practice by the fourteen jurors, see Appendix C.

[b]The first digit of the item number refers to the card number on the checklist. See Appendix B.

TABLE 3.--Unimportant or undesirable economic education practices listed in rank order according to their weighted average rating[a]

Item No.[b]	Item	Weighted Rating
1-63	Provide for the production or purchase of economic materials which can be put into the hands of students and used as standard "textbooks".	0.714
1-68	An elective course in economics is provided in the high school.	0.714
1-44	Both the system-wide co-ordinator and the high school co-ordinator of economic education activities are allowed some released time for these duties.	0.500
2-27	Each teacher attends an economic education workshop at least once every five or six years.	0.286
1-47	When securing a person to co-ordinate the economic education program in the high school, select a high school teacher. . .	0.214
1-67	The separate course in economics is required of all high school students	0.214
2-10	Employ no social studies or business education teacher who has not completed at least the equivalent of nine semester hours of college course work in economics	0.214
1-39	To launch an effective economic education program, the school superintendent (with school board support) decrees that greater emphasis on economic education will be made at all grade levels, that certain in-service training sessions will be held, and that certain resource units and other curriculum materials will be developed.	0.143
1-57	Establish curriculum subcommittees of teachers and supervisors in each of the subject areas or departments of the high school	0.071
2-07	Hire no teacher who cannot produce evidence of some specified minimum qualification in economics.	0.071
1-37	Utilize a lay advisory committee on economic education in carrying out the economic education program	0.000
2-31	All teachers participate on economic education scope and sequence committees	-0.071
1-34	Exercise great care not to overemphasize economic education .	-0.071

TABLE 3.--Continued

Item No.[b]	Item	Weighted Rating
2-13	Conduct in-service training in economic education for principals and supervisors before involving the teachers in these programs	-0.143
2-11	Consider evidence of economic competence in handling personal business affairs as a criterion for employee selection and, for subsequent determination of tenure status.	-0.357
1-46	When securing a person to co-ordinate the economic education program in the high school, select a high school principal or assistant principal.	-0.428
1-18	Present Junior Achievement Awards to students who complete outstanding projects in economic education.	-0.428
1-77	In addition to materials that are purchased by the school, permit the teacher to secure--at her own discretion and expense--any other economic education materials to be used for student reading assignments	-0.928
1-71	A separate course in economics is provided for the academically talented students exclusively.	-1.135

[a]The weighted average rating of these practices was considered insufficient to qualify them as either essential or worthwhile for developing an effective economic education program.

[b]The first digit of the item number refers to the card number on the checklist. See Appendix B.

Almost all of the practices listed on the checklist were checked as essential by at least one of the jurors. The only practices considered essential by every juror were identifying the objectives of the economic education program and developing student understandings of competing economic systems. Most of the jurors clarified their viewpoints on difficult items by writing comments in the margins of the checklist.

A few practices were so closely related as to necessitate their being analyzed together. On items 1-36, 37, and 38, most of the jurors favored a representative lay advisory group for the economic education program, but opposed the lay group's assuming responsibility for operational decisions.[16] Although the jurors acknowledged the need of exercising initiative in organizing the staff for curriculum development, item 1-39 revealed a significant preference for democratic procedures in lieu of administrative decree. The responses to item 1-43 were not tabulated because of an inadvertent typing omission in this item.

Several jurors were reluctant (on item 1-44) to endorse released time for both a system-wide and a high school co-ordinator of economic education; but on item 1-42, released time for a system-wide co-ordinator was considered essential for an optimum program. On items 1-46, 47, and 48, the jurors held different preferences regarding the most desirable background of the person who should co-ordinate the economic education program in the high school; but most of the jurors shared the belief that the person best qualified should be selected, irrespective of his particular

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[16] The first digit of the item references in this chapter refers to the punched card division on the checklist. See Appendix B. A reference to item 1-36, 37, and 38 would be to statements 36, 37, and 38 in the card 1 division of the checklist.

supervisory or teaching experience.

Although the group gave considerable emphasis to the need of developing and using supplementary materials in economic education, several jurors (on item 1-63) were somewhat skeptical of replacing the textbook with these materials in present classes. Moreover, on items 1-76, 77, and 78, the jurors expressed the opinion that the school administration or its designated committee should reserve the right to approve or disapprove the use of certain economic education materials in the classroom.

On item 1-66, all but one of the jurors recognized the valuable contribution of the separate high school course in economics; however, on items 1-67 and 68, the group was considerably divided in opinion as to whether the course should be required or elective. There was almost complete agreement that a separate course should not be provided for academically talented students exclusively.

While recognizing that the pre-service education of teachers should include one or more courses in economics, the jurors, in items 2-3 and 4, expressed a definite preference for special economic courses that would meet the unique needs of teachers. On item 2-5, most of the jurors favored state teacher certification requirements in economics.

With regard to appropriate practices in the selection of teachers, the jurors were torn between consideration of the ideal practice and the realities of present qualifications of teacher applicants. On item 2-7, most of the jurors commented that teachers with a minimum qualification in economics are often not available. Nevertheless, on items 2-8, 9, and 10, a majority of the group favored the practice of hiring no social studies or business education teacher who lacks the equivalent of nine semester hours of college economic courses. An even larger majority of the jurors

considered it important to expect teachers in these areas to have at least six semester hours of college economic courses.

The responses to items 2-13 and 14 revealed a strong preference for involving administrators and teachers simultaneously in economic education in-service training programs. On item 2-15, the group further recognized the importance of merit credit for staff members who satisfactorily complete in-service training programs. On item 2-28, the group recognized the value of the 1962-63 television course on economics; but several jurors felt it would be impracticable to expect every educator to view the course.

While the group acknowledged in items 2-32 and 33 that each teacher should be aware of relevant economic topics appropriate for his course and for other courses and grades, the jurors were skeptical, on item 2-31, of involving every teacher on a scope and sequence committee. This position was especially interesting in view of the strong group response, on item 1-11, in favor of democratic planning by teachers, pupils, and other community representatives. Responses to items 1-5 and 59 called for periodic surveys of economic education practices and for carefully articulating the high school program with the economics taught in the lower grades. Moreover, in item 1-56, the group strongly endorsed "vertical articulation" curriculum committees that would develop approaches to spiralling economic learning throughout the school system. The hesitancy to involve every teacher directly in curriculum committee work suggests that school supervisors should concern themselves with selecting the few outstanding teachers, in each subject area, who are the most interested and qualified in economic education. These select teachers could spearhead the program by developing the plans and illustrating the effective procedures for accomplishing the objectives of economic education.

On items 2-44, 45, 46, 47, and 50, the jurors strongly endorsed the discussion and analysis of controversial issues in the classroom. The use of the various community resources also received strong support in item 2-54. Some of the jurors had recommended specific class projects, and these proposals were considered important by a majority of the group in items 2-56 to 60. Although the jurors placed major emphasis on developing societal economic understandings, the responses in item 2-52 also acknowledged the importance of developing relevant understandings in family finance and consumer economics.

It was necessary to include a few questions which involved answers in other than the general pattern for the checklist. On item 1-64, one-half of the jurors were of the opinion that economic concepts should receive both general emphasis throughout the high school curriculum and also concentrated emphasis in special supplementary economic units which might be developed for the various courses. The rest of the jurors were fairly evenly divided in their preferences for the separate unit versus the more generalized integrative approach. On item 1-65, the group acknowledged that there are fewer opportunities for economic education in art, music, and physical education than in other subject areas of the high school. On item 1-69, twelve of the fourteen jurors indicated that the high school economics course should be offered in grade twelve. Eight jurors indicated, on item 1-70, that the social studies teacher should teach the separate economics course while five jurors felt that a generalization could not be made on this issue.

In view of the extensive experience of the jurors with economic education programs, they were asked to indicate the degree to which the practices they considered <u>essential</u> and <u>worthwhile</u> were being followed in

their respective high schools. On item 2-61, none of the jurors felt that a high school in their system was following as many as 90 per cent of the practices they considered essential to a successful economic education program. Six jurors were of the opinion that their high school was following 40 per cent of the essential practices, and another group of six jurors reported following 65 per cent of these practices. These twelve schools were therefore following an average of 52 per cent of the economic education practices which their respective representatives on the jury would consider essential. Thus, a model economic education program has not yet been developed even in the most advanced schools.

On item 2-62 it was reported that 40 per cent of the worthwhile practices were being followed in three high schools; 65 per cent, in eight high schools; and 90 per cent, in one high school. Paradoxically, worthwhile practices were being followed to a larger extent than were essential practices. Inadequate teacher preparation in economics, a lack of qualified leadership, and a lack of necessary funds were mentioned most frequently by the jurors as the primary reason for not following all of the economic education practices they would consider essential or worthwhile for an optimum program.

CHAPTER IV

THE ECONOMIC EDUCATION PRACTICES AND PERCEPTIONS OF HIGH SCHOOL PRINCIPALS

Introduction

The study included the high school principal because of his responsibility as the professional leader of his building. Senior high schools with an average daily attendance of 500 or more students were selected because the 46 schools of this size enrolled one-half of the Oklahoma high school students in 1962-63. Moreover, it seemed that the curriculum in these large high schools would be least hampered by lack of funds and/or by inadequate staff. As responses were received from 44 of the 46 Oklahoma high schools which had at least 500 students and as the findings and conclusions were related only to these 46 schools, the extensive use of statistical probability formulas was considered unnecessary. In 1962-63, the student attendance in the 44 responding high schools represented 48.4 per cent of the total average daily attendance in Oklahoma high schools.

In order to handle individual responses in strict confidence, each cooperating school was assigned an identifying numeral which was used consistently throughout the study to refer to the principal and/or the teachers in that school. All high schools were rated separately even though the Oklahoma City and Tulsa school districts included several separate high schools.

From the jury ratings of the checklist criteria described in

Chapter III, certain administrative and instructional practices were designated as either "essential" or "worthwhile." A selected group of the administrative practices was then incorporated into a questionnaire form for the high school principal. As it was intended that the questionnaire should take no longer than 45 minutes to answer, some selectivity was exercised whenever the checklist criteria tended to overlap or when it was known that a particular practice was not being followed in Oklahoma high schools. On the other hand, a few items were added to provide the background information which seemed important.[1] Table 4 identifies the "essential" and "worthwhile" items that were included in the principal's questionnaire and relates each practice to the appropriate criterion in the checklist.[2]

It should be emphasized that in each case the principal's rating in this study was based solely on the practices which he reported following; and in general, no attempt was made to determine the degree to which he was actually engaged in the reported practices. The ratings were undoubtedly affected by the tendency of a principal to be either liberal or conservative in reporting his economic education practices.[3]

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[1]The questionnaire form is included in Appendix F.

[2]See Appendix G for the tabulated responses to each questionnaire item.

[3]Through a comparison of the rating of the principal with that of his teachers the study did provide an indication of the impact of the principal upon the economic education instruction in his school. This relationship is discussed in Chapter VII.

TABLE 4.--Administrative practices cross-classified with related evaluative criteria[a]

Item No.[b]	Item	Rating[c]	Checklist No.[d]
	General Administrative Practices		
6.	Have you identified the objectives of an economic education program in your high school?	E	I-3
7.	If so, has this information been communicated to your teachers?	*	
8.	Is one person responsible for securing and organizing economic education materials for use in your high school?	W	I-45
9.	Do you make a special effort to secure information about important economic education developments in other school systems?	W	I-4
10.	Do you acknowledge that economic problems, issues, and concepts are relevant to the subject matter of all high school courses?	E	I-22
11.	Each year do you plan for one or more faculty meetings in which the important role of economics in the high school curriculum will be stressed?	W	I-15
12.	Have you surveyed your high school teachers to determine what economic understandings are being taught in the different subject areas or grade levels?	E	I-5, (I-61)[e]
13.	If so, when was the last survey conducted?	*	
14.	Does your office publish "curriculum bulletins" which, on occasion, illustrate effective classroom procedures for dealing with economic problems?	W	I-10
15.	Do you have a policy supporting the objective classroom discussion of controversial economic issues?	E	I-7
16.	Do you utilize visiting speakers who can effectively present the importance of economic education to the local PTA?	W	I-12

TABLE 4.--Continued

Item No.[b]	Item	Rating[c]	Checklist No.[d]
17.	Do you feel that your school board and school superintendent are aware of the need for economic education?	*	
18.	If so, do you communicate this awareness to your teachers?	E	I-13
19.	Do you give special recognition to teachers who have made outstanding accomplishments in economic education?	W	I-17
20.	During the current school year, have you had any publicity in the local newspaper about economic education activities in your high school?	W	I-21
21.	In your guidance and counseling program, is attention given to the importance of economic education?	W	I-19
22.	Are high school students counseled concerning professional opportunities in the field of economics?	W	I-20
23.	Do you help your staff clarify the varying goals and concepts of such organizations as the Farm Bureau, the Farmers Union, the AFL/CIO, the National Association of Manufacturers, the Foundation for Economic Education, and the Joint Council on Economic Education?	W	I-6
24.	Approximately what per cent of your time do you devote to curriculum improvement in your high school?	*	
25.	Have you read the National Task Force Report (1961), Economic Education in the Schools?	W	(I-14)
	Use of Community Resources		
26.	Do you make use of a lay advisory committee in planning the high school economic education program?	W	I-36
27.	If so, is a representative of each major segment of the economy included in the membership of the lay committee?	E	I-38 (I-51)

TABLE 4.--Continued

Item No.[b]	Item	Rating[c]	Checklist No.[d]
28.	Have you surveyed community enterprises and economic groups (e.g. labor groups, farm groups, factories, banks, and retail stores) to determine their willingness to cooperate in the economic education program?	W	I-50
29.	If so, have you developed a file of such cooperating individuals and/or groups?	W	I-49
30.	Have you developed a policy on the proper classroom use of local resource persons?	E	I-35
31.	Do you encourage the establishment of a local Council that would be affiliated with the Oklahoma Council on Economic Education?	W	I-33
	Interdisciplinary Approaches to Curriculum Revision		
32.	Do you provide for continual evaluation and improvement of your high school curriculum?	E	I-55
33.	Have you taken steps to insure the necessary communication channels and other organizational procedures whereby recommended curriculum changes can be approved and transformed into action programs?	E	I-24
34.	Do you acknowledge that effective curriculum change results from democratic planning by the teachers, pupils, and other community representatives?	E	I-11
35.	In developing the economic education program, do you follow the guidelines of the existing curriculum philosophy in your school?	E	I-54
36.	Do you encourage periodic staff revisions of course syllabi to provide for more effective economic education?	E	I-23
37.	Do you strive to articulate the economic education program in the high school with the economic education program in the lower grades?	E	I-59

TABLE 4.--Continued

Item No.[b]	Item	Rating[c]	Checklist No.[d]
38.	Have you made an effort to pinpoint the specific economic concepts which should be taught at the various grade levels and/or subject areas of the high school?	E	I-60
39.	Have you provided for a high school curriculum steering committee to facilitate the inter-disciplinary approach to economic education?	W	I-58
40.	Do you provide high school teachers with study guides and resource units which facilitate the teaching of economic concepts?	W	I-62
	The High School Economics Course		
41.	Is a separate economics course offered in your high school?	W	I-66
	If a separate economics course is not offered, please indicate below why this offering is not considered appropriate. Check one.		
42.	___ not enough students would elect the course.	*	
43.	___ no qualified teachers are available for this assignment.	*	
44.	___ unnecessary curriculum fragmentation would result.	*	
45.	___ other. (If you consider some other reason more important, please specify.)	*	
46.	Does your school offer formal classes for high school students during the summer?	*	
47.	If so, is an economics course offered during the summer?	W	I-72
48.	In your adult education program, do you occasionally sponsor classes or evening forums on current economic problems?	W	I-73, II-19

TABLE 4.--Continued

Item No.[b]	Item	Rating[c]	Checklist No.[d]
	Economic Education Materials		
49.	Have you developed a firm policy regarding the selection of textbooks and supplementary materials that are to be used in the economic education program?	E	I-74
50.	Do you provide a centrally located library of economic education teaching aids, textbooks, periodicals, selected government publications, and other current reference materials?	W	I-26
51.	Do you encourage the selection of well-written materials which, collectively, represent the diverse viewpoints of the major special-interest groups in the economy?	E	I-75
52.	Do you provide funds for the purchase of economic education materials that are requested by the teacher?	E	I-76
53.	In general, must a committee of teachers and/or the school administration approve an economic education publication before it can be used in the classroom?	W	I-78
54.	Do you provide films, filmstrips, and other effective audio and visual aids for use in economic education?	E	I-79
55.	Do you acknowledge the school's responsibility for developing desired economic education materials when they are not available elsewhere?	E	I-27
56.	Have you developed any such materials within your high school during the last two years?	*	
57.	Do you provide necessary facilities and materials for committees that are appointed to develop teaching guides and other aids?	E	I-80, (I-25)
58.	During the school year do you give selected supervisors and teachers some released time to:		
59.	study the total economic program of the high school?	W	I-28

TABLE 4.--Continued

Item No.[b]	Item	Rating[c]	Checklist No.[d]
60.	develop economic education curriculum units?	W	I-29
61.	During the summer months do you hire selected supervisors and teachers to study and refine the high school's economic education program?	W	I-30
62.	Does your school hire university specialists to develop needed economic education materials and to assist teachers in the proper use of these materials?	W	I-52
63.	Does your school ever hire university specialists to perform this function in other curricular areas?	*	
64.	Do you encourage private publishers, foundations, and others to provide better high school textbooks and teaching materials in economics?	E	I-40
	Pre-Service Teacher Training		
65.	Do you encourage teacher training institutions to establish one or more economics courses which will meet the unique needs of teachers?	E	II-3
66.	Do you encourage teacher training institutions to require every teacher candidate to take one or more courses in economics?	W	II-4
67.	Do you believe that some specified minimum of course work in economics should be required for teacher certification in Oklahoma?	W	II-5
68.	Do you believe that pre-service teacher education should include training in the specific methods of teaching economic concepts?	*	
69.	Do you encourage pre-service teacher training which places emphasis upon case study, problem solving and decision-making learning activities?	E	II-6

TABLE 4.--Continued

Item No.[b]	Item	Rating[c]	Checklist No.[d]
	Upgrading the Economic Understanding of the High School Staff		
76.	Do you provide for local in-service training programs in economics for teachers and administrators whenever needed?	E	II-12, (II-14)
77.	If so, do you hire consultant economists and curriculum specialists to conduct these programs?	W	II-20
78.	Do you award special merit credit to staff members who satisfactorily complete in-service training programs in economic education?	W	II-15
79.	Do you conduct in-service training programs which include provisions for cooperative work on curriculum units in economic education?	W	II-16
80.	Do you encourage universities to offer special summer classes or workshops for teachers of the separate high school economics courses?	E	II-18
81.	Do you reimburse teachers for a portion of the expense they incur while attending a summer workshop or graduate seminar in economic education at a university?	W	II-21, II-22
82.	Have you viewed "The American Economy," the national television course in economics this year?	W	II-28
	If so, please check ONE of the following to indicate the frequency with which you watch the course.		
83.	___ view more than 75% of the sessions	*	
84.	___ view more than 50% of the sessions	*	
85.	___ view less than 50% of the sessions	*	
86.	___ view less than 25% of the sessions	*	
87.	If you have recommended the television course to your teachers, please describe briefly how this was done.	*	

TABLE 4.--Continued

Item No.[b]	Item	Rating[c]	Checklist No.[d]
	Teacher Attitudes and Instructional Practices		
	DO YOU ENCOURAGE YOUR HIGH SCHOOL TEACHERS TO:		
88.	continually improve their competency in providing for economic education in their respective courses?	W	II-29, II-25, II-26
89.	pursue academic work to upgrade their formal qualifications in economics when they lack the academic background which you consider important?	W	II-23,(II-24)
90.	become aware of specific economic understandings that can be taught appropriately		
91.	in their own courses?	E	II-32
92.	and in other high school courses?	W	II-33
93.	develop and improve resource units in economic education?	W	II-34 (II-57, II-58) (II-59, II-60)
94.	develop effective visual aids to accompany economic education resource units?	W	II-35,(II-36)
95.	make use of role playing, student panels, and other animated learning activities?	W	II-39, (II-30)
96.	make use of the radio and/or TV in the study of current economic problems?	W	II-40
97.	emphasize the significance of economics in the daily life of the pupil?	E	II-38 (II-52,II-37)
98.	become familiar with sources of current economic data and supplementary reading materials?	E	II-42,(II-37)
99.	de-emphasize the basic textbook through effective use of current supplementary reading materials?	W	II-41,(II-37)
100.	help students evaluate the logic and objectivity of published statements and materials?	E	I-9, II-44 II-45, II-46

TABLE 4.--Continued

Item No.[b]	Item	Rating[c]	Checklist No.[d]
101.	develop in the student an analytical understanding of the operation of the American economy and of the economic principles involved therein without requiring extensive memorization of detail.	E	II-47
102.	develop student understanding of the distinguishing characteristics of competing economic systems?	E	II-48
103.	consider economic understanding a vital requisite for good citizenship?	E	II-51
104.	develop student allegiance to the American free-enterprise system?	E	II-49
105.	recognize that the major objective of economic education is to develop the student's ability and inclination to analyze economic issues objectively and to weigh carefully the probable results of alternative courses of action?	E	II-50
106.	direct field trips and field studies which give the student an understanding of applied economic principles in the local economy?	W	II-56,II-55
107.	develop a file of local community enterprises and resource people that could be utilized effectively in special class activities or projects?	E	II-54,(II-53)

[a]The evaluative criteria were discussed in Chapter III.

[b]Each item number refers to the respective practice in the principal's questionnaire in Appendix F.

[c]In this column an asterisk indicates an item which was included to clarify administrative practices, but which is not a rated item from the checklist criteria. A "W" indicates a "worthwhile" practice, and an "E" indicates an "essential" practice.

[d]The first digit in this column refers to the punched card division of the checklist in Appendix B.

[e]The number enclosed in parentheses indicates a checklist item which is only similar to the respective practice on the questionnaire.

Over-All Performance on the Rated Practices

The principals' questionnaire included 35 "essential" practices and 42 "worthwhile" practices. With a weighting of two points for each designated "essential" practice and one point for each "worthwhile" practice, a principal could attain a possible rating of 70 points for his "essential" practices and 42 points for his "worthwhile" practices. In Table 5, each principal is ranked according to his total score; and the ratings for his "essential" and "worthwhile" practices are specified. A review of the data in this table reveals considerable variation in the number of reported practices among the 44 schools.

For their reported "essential" and "worthwhile" practices, the 44 principals attained a combined score of 2,764 points or 56 per cent of the possible 4,928 points. On "essential" practices, they scored 2,030 or 66 per cent of the possible 3,080 points; but on "worthwhile" practices, they attained only 734 or 39 per cent of the possible 1,848 points. The highest single rating for "essential" practices was 66, representing 94 per cent of the possible score; whereas the highest single rating for "worthwhile" practices was 29, representing only 69 per cent of the possible score. The lowest single rating for "essential" practices was 14, representing only 20 per cent of the possible score; and the lowest rating for "worthwhile" practices was 2, representing only 5 per cent of the possible score.

The comparatively better performance on "essential" practices might have been anticipated because the jury of authorities had recognized the greater significance of these particular practices.[4] Thus, in reporting

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[4] The role of the jury in the present study is discussed in Chapter III.

TABLE 5.--The ranking of the high school principals according to their "essential" and "worthwhile" economic education practices[a]

Rank Order	School No.	Rating "Essential" Practices	Rating "Worthwhile" Practices	Total
1.5	XXI	66	23	89
1.5	XLVII	62	27	89
3.0	XLVI	64	23	87
4.0	XXX	56	29	85
5.0	XX	56	28	84
6.0	XLIV	58	24	82
8.0	III	58	23	81
8.0	X	62	19	81
8.0	XVI	58	23	81
10.0	XI	58	20	78
11.0	XV	58	19	77
12.0	XXVIII	50	26	76
13.0	XXIX	56	19	75
14.0	XXXVIII	52	22	74
15.0	VII	52	20	72
16.0	XLIII	50	21	71
17.5	IV	54	16	70
17.5	XLI	52	18	70
20.0	VIII	50	19	69
20.0	XIII	50	19	69
20.0	XXXIX	50	19	69
22.0	IX	52	16	68
24.0	XL	48	18	64
24.0	XLVIII	44	20	64
24.0	XXII	52	12	64
26.0	XXXV	44	18	62
27.5	I	44	17	61
27.5	V	50	11	61
29.0	XXXIII	46	14	60
30.0	XLV	44	14	58
31.5	XXXI	42	15	57
31.5	XXVII	38	19	57
33.0	XXIII	44	10	54
34.0	VI	40	13	53
35.0	XXIV	32	15	47
36.0	XXXIV	36	10	46
37.0	XXVI	34	10	44
38.0	II	32	11	43
39.0	XXV	28	8	36

TABLE 5.--Continued

Rank Order	School No.	Rating "Essential" Practices	Rating "Worthwhile" Practices	Total
40.0	XVIII	28	7	35
41.0	XXXVI	22	9	31
42.5	XXXII	22	4	26
42.5	XIX	22	4	26
44.0	XLII	14	2	16

[a]This table should be read in the following manner: The principals of Schools XXI and XLVII each attained a total score of 89 points for their rated economic education practices and thus tied for first place in the rank-order distribution of scores. The principal of School XXI made the top score of 66 on his reported "essential" practices while the principal of School XXX made the top score of 29 on his reported "worthwhile" practices.

their own perceptions and practices regarding the administration of economic education, the Oklahoma principals may have simply reflected a general consensus among educators about the significance of certain administrative and curriculum practices. Presumably, a consensus would be most pronounced on practices which the jury had considered most significant. Another contributing factor may have been the tendency for the rated "essential" items to include the more general administrative practices and perceptions; whereas the rated "worthwhile" practices tended to include a greater proportion of specific applications of economic education that would require the active participation and/or direct involvement of the principal.

In order to determine the extent to which the principals' ratings on "essential" practices were accompanied by comparable ratings on "worthwhile" practices, the product-moment coefficient of correlation was computed according to the following formula.[5]

$$r = \frac{N\left[\Sigma X^2 + \Sigma Y^2 - \Sigma(X - Y)^2\right] - 2(\Sigma X) \times (\Sigma Y)}{2\sqrt{\left[N\Sigma X^2 - (\Sigma X)^2\right]\left[N\Sigma Y^2 - (\Sigma Y)^2\right]}}$$

The coefficient of correlation between the principals' "essential" and "worthwhile" practices was found to be .84, which is significant at the .01 level of confidence.[6] Thus, there was a significant tendency for the principals who ranked highest on their "essential" practices to rank high also on their "worthwhile" practices. Similarly, the principals who

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[5] Henry E. Garrett, Statistics in Psychology and Education (New York: David McKay Company, Inc., 1958), p. 146.

[6] Ibid., p. 201.

made low ratings in one category tended also to make a comparatively low rating in the other category.

Table 2 reveals that the total scores attained by the 44 principals varied from 89 to 16. Except for the lowest ten scores, the drop from highest to lowest score tended to be gradual and involved several tied ranks. A comparison of the twelve highest ranking principals with the twelve lowest ranking principals revealed that the high subgroup scored as well or better than did the lower subgroup on every rated practice.

The Relationship Between Selected Background Factors and the Principals' Ratings

Ordinarily, it is expected that certain background or external factors will affect the educational practices of the school administrator. Among these factors are the size of school, the financial base of the school, the educational background and experience of the principal, the percentage of time he can devote to curriculum improvement, and the availability of curriculum specialists to assist him. In the present study an attempt was made to determine the possible relationship between each of these factors and the scores attained by the principals for their economic education practices.

School Size

The average daily attendance in the reporting high schools varied from 500 to 2,204 students.[7] After the schools were arranged in rank order according to attendance size, their order was compared with the rank order

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[7]The attendance figures were secured from copies of the "Annual Statistical Report to State Department of Education for the Year Ending June 30, 1963," which were on file in the Finance Division of the Oklahoma State Department of Education.

of the principals' scores. A rank-difference correlation coefficient was computed in accordance with the following formula to determine the possible relationship between school size and the scores made by the principals.[8]

$$\rho = 1 - \frac{6 \times \Sigma D^2}{N(N^2 - 1)}$$

The resulting correlation coefficient was only .21 which was not significant at the .05 level of confidence. Therefore, the relationship between school size and the economic education practices of principals was not significant.

The Financial Base

Among the school districts included in the present study, the valuation of property per student in average daily attendance ranged from $39,260 in the wealthiest district to $7,338 in the poorest district. After the schools were arranged in rank order according to the property wealth in their district, a rank-difference correlation coefficient was computed to determine possible relationship between this variable and the principals' scores. Interestingly, a negligible negative correlation of minus .19 indicated a tendency for principals in the comparatively wealthy districts to follow no more of the important economic education practices than is done by principals in the less wealthy districts.[9]

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[8] Garrett, op. cit., p. 372.

[9] In computing the property valuation per student, the investigator first secured the assessed valuation of each district from the Finance Division of the State Department of Education. Then from a "Real Estate Ratio Study for 1963," provided by the Ad Valorem Division of the Oklahoma Tax Commission, figures were obtained which showed the computed relationship of assessed valuation to market valuation of property in each county. With this ratio, it was possible to determine the estimated market valuation. For instance, when the assessed property value was reported to be .2112 of actual market value in a particular county, this figure was

Workshop Attendance

Although 11 principals reported that they had attended an economic education workshop, the dates and locations of these programs indicated that only three principals had attended more than a two- or three-day conference. On the rated practices in the questionnaire, the performance of these three principals was appreciably better than the performance of the other respondents. Whereas the combined practices reported by the three principals represented 80 per cent of the possible "essential" practices and 50 per cent of the possible "worthwhile" practices, the combined rated practices of all other principals represented only 65 per cent of the "essential" practices and 39 per cent of the "worthwhile" practices. Thus, the three principals were collectively following 15 per cent more of the "essential" practices and 11 per cent more of the "worthwhile" practices than were the other respondents. On the other hand, the other eight principals who had attended various short conferences on economic education were following no more of the rated economic education practices than were the principals who had attended no conferences on economic education. Although this data is too limited to serve as the basis of a broad generalization regarding the effectiveness of various types of economic education programs, it does at least raise a question concerning the ultimate impact of only one- to three-day conferences or forums. Obviously, the task of providing for economic education in the high school curriculum is not a simple process; and many high school

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divided into the assessed valuation of property in a school district of that county to determine the estimated market value of property in that district. This computation served to correct for variations in assessment practices among counties. The number of students in average daily attendance was then divided into the estimated property valuation to secure the property valuation per student in each district.

principals may feel the need of a firm background in economic education concepts along with a working knowledge of effective procedures for curriculum revision before exercising leadership in this area.

College Credit in Economics

As the various principals had completed from zero to 60 semester credit hours in economics, it was expected that those principals with the most extensive economics background would be most inclined to follow important economic education practices. However, when the hours of economics credit were related to the rated economic education practices, no significant relationship appeared to exist between these two variables. The following tabulation reveals that principals who had completed 12 or more hours of economics were following only a slightly higher percentage of the rated practices than were the other respondents.

No. of Principals	Credit Hours in Economics	Percentage of "Essential" Practices	Percentage of "Worthwhile" Practices
8	None	60	42
12	1 - 4	69	41
12	5 - 8	65	36
2	9 - 11	63	40
7	12 or more	71	43
3	No response	65	34

Availability of Consultants

Among the reporting schools, the number of consultants available to assist the principal varied from zero to twelve; and several schools located near a university reported making considerable use of faculty from that institution. In general, there appeared to be very little relationship between the availability of consultant specialists and the economic education practices of the high school principal. Only those principals who reported the availability of "many" or of ten or more

consultants were consistently following a slightly larger number of the rated practices. Perhaps only areas other than economic education tend to be represented when a lesser number of specialists are available. It would seem that in the sizes of schools included in the present study, it should be possible to secure at least one teacher qualified to serve as a specialist in economic education for the school program. In revealing the comparatively high percentage scores of principals who either reported using no specialist or who failed to respond to this question, the following tabulation indicates that the relative availability of curriculum specialists had only a negligible influence upon the administration of economic education in most of the high schools.

		Percentage of Rated Practices Followed by Principals	
No. of Principals	No. of Specialists Available	Percentage of "Essential" Practices Followed	Percentage of "Worthwhile" Practices Followed
9	None	66	39
10	1 - 3	60	33
5	4 - 6	61	37
4	10 - 12	71	51
6	"Many"	74	44
10	No Response	68	42

Time Devoted to Curriculum Improvement

It was anticipated that those principals who devoted the most time to general curriculum improvement in the high school would also attain the highest ratings on their economic education practices. The following tabulation indicates that this general relationship did exist, but with two notable exceptions.

No. of Principals	Percentage of Time on Curriculum Improvement	Percentage of Rated Practices Followed by Principals	
		"Essential" Practices	"Worthwhile" Practices
15	No Response	58	33
2	1 - 9	77	57
9	10 - 19	67	38
8	20 - 29	74	48
2	30 - 39	77	48
1	40 - 49	83	57
7	50	64	37

The lowest percentage scores were attained by the 15 principals who elected not to estimate how much of their time was devoted to curriculum improvement. Interestingly, the two principals who reported devoting less than 10 per cent of their time to curriculum improvement had been actively interested in economic education; and it was the opinion of the investigator that these two principals were more conservative than other respondents in their answers to this particular question. Thereafter, the percentage scores steadily increased as each succeeding category of principals reported devoting a larger percentage of time to curriculum improvement. However, the trend was reversed in the last category of principals who reported devoting 50 per cent of their time to the curriculum. It is possible that some of the principals in this last category were considerably more liberal than were the other respondents in estimating the time they devoted to the curriculum. Even with the responses as given, there appears to be an appreciable direct relationship between the amount of time the principals devoted to curriculum improvement and the number of important economic education practices they tended to follow. The rank-difference correlation between these variables was .33, which was significant at the .05 level of confidence. Certainly, if the principal is to serve as the professional leader of his school, he must delegate many of the administrative details in his office.

Experience in Present Position

The principals who scored highest in their reported economic education practices had either one year of experience or from six to ten years of experience in their present position. However, the following tabulation of responses suggests no general relationship between years of experience and performance of important economic education practices; and the differences among categories were not large.

No. of Principals	Years in Present Position	Percentage of Rated Practices Followed by Principals	
		"Essential" Practices	"Worthwhile" Practices
7	1	67	38
16	2 - 5	63	36
11	6 - 10	72	44
10	11 or more	63	42

Performance on the Major Aspects of Economic Education

Analysis of the principals' responses revealed a considerable variation in the extent to which they were following specific categories of administrative practices. In Table 6 the combined rating of the principals is listed for their "essential" and their "worthwhile" practices in each of the major categories in the questionnaire.

Use of Community Resources

When expressed as a percentage of the possible score in each category of the questionnaire, the principals' weakest combined rating was found in their limited use of community resources. According to their reported practices, few of the principals were making a deliberate effort to involve the community in the economic education program of their schools. Only with regard to developing a policy for the proper classroom use of local resource persons did as many as 50 per cent of the principals report taking an active role. Weakness persisted in this area in spite of the

TABLE 6.--Performance in the Separate Categories of the Questionnaire[a]

Categories	"Essential" Practices			"Worthwhile" Practices			Combined Practices		
	Possible	Actual	Per Cent	Possible	Actual	Per Cent	Possible	Actual	Per Cent
1. General Administrative Practices	440	234	53	484	212	44	924	446	48
2. Use of Community Resources	176	46	26	176	30	16	352	76	22
3. Interdisciplinary Approaches to Curriculum Revision	616	414	67	88	24	27	704	438	62
4. The High School Economics Course	0	0	0	132	47	35	132	47	36
5. Economic Education Materials	616	420	68	264	75	28	880	495	56
6. Pre-Service Teacher Training	176	114	63	88	51	57	264	165	61
7. Teacher Selection[b]	-	-	-	-	-	-	-	-	-
8. Upgrading the Economic Understanding of the High School Staff	176	58	31	220	40	18	396	98	24
9. Teacher Attitudes and Instructional Practices	880	744	85	396	255	64	1276	999	78
TOTALS	3080	2030	66	1848	734	39	4928	2764	56

[a]This table should be read in the following manner: On the rated "essential" items regarding their general administrative practices, the principals attained a total score of 234 which represented 53 per cent of the possible 440 points. On the "worthwhile" items they attained 212 points, representing 44 per cent of the possible 484 points; and on the combined "essential" and "worthwhile" items their score of 446 represented 48 per cent of the possible score of 924.

[b]Responses in this section indicated that administrators seldom, if ever, required teacher applicants to have more than the minimum economics courses specified by the State Department of Education.

fact that the effective use of community resources had been widely advocated in the literature of both economic education and school administration.[10] The attained score of 76 represented only 22 per cent of the possible 352 points in this section.[11]

Upgrading the Economic Understanding of the School Staff

None of the recommended practices for upgrading the economic understanding of the school staff were being followed by more than 40 per cent of the principals, and their combined score of 98 represented only 24 per cent of the possible 396 points in this category. Only on the simple practice of encouraging universities to offer special economic classes or workshops for teachers were as many as 16 of the 44 principals making a positive effort. Only 15 principals reported recommending the national television course in economics for their teachers. Twelve schools provided for in-service training programs in economic education, and ten schools awarded merit credits to staff members who participate in these programs. Unfortunately, teachers lacking previous training in economics will probably not have the desire, the confidence, or the ability to integrate economic understandings into their respective subject areas until an adequate in-service program is provided. The Oklahoma Council on Economic Education is dedicated to assisting school administrators with this type of program, and economic education curriculum guides are being planned by the Curriculum Division of the State Department of Education. When and if Oklahoma is

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[10] See Chapter II, pp. 77-78 and 85-88.

[11] Two points were allowed for each "essential" practice and one point for each "worthwhile" practice. The checklist of evaluative criteria is presented in Appendix B and is discussed in Chapter III.

successful in reorganizing and upgrading its present system of intermediate units, specialized assistance might be available also from some of these agencies.

Teacher Selection

The principals were asked to indicate how many semester hours in economics they required of applicants for teaching positions in the following subject areas: economics, business, social studies, home economics, and "other teaching areas." Although the responses in this section were somewhat incomplete, it was clear that no more than six of the principals would require applicants in at least one teaching field to have qualifications in economics beyond the minimum requirements specified by the State Department of Education. Since the State Department required only that the social studies teacher responsible for a separate economics course had to complete six semester hours in economics and that the home economics teacher had to complete three hours in economics, the teachers in other areas--including business--could find employment without having completed any college work in economics. Admittedly, in their selection of teachers, school administrators are limited by the qualifications of applicants who happen to be available.

Fortunately, most of the teacher preparation programs in the state do provide at least some economic education for all prospective social studies and business teachers. It would appear, however, that provision should be made in every teacher preparation program for developing an acceptable minimum level of economic understanding for all teachers. Moreover, it seems reasonable to expect that prospective teachers in the business and the social studies areas should complete at least six semester

hours of economics and that a more comprehensive background in economics should be required of the person who teaches the separate economics course. The responses of the principals in this section confirm that teachers with a strong background in economics cannot be hired until they become available from the teacher preparation institutions. In view of the great dependence upon the minimum economics requirements of the State Department of Education, some strengthening of these requirements could have a beneficial effect upon any teacher preparation program which may be weak in economics.

The High School Economics Course

Some form of high school economics course was offered by 34 of the 44 responding high schools.[12] One respondent expressed the opinion that the separate course represented the only reasonable means of assuring that students will attain a defensible minimum level of economic understanding. As their reason for not offering the course, seven principals reported a lack of student interest in economics; and two principals indicated that no qualified teachers were available to teach the course. Although 29 of the schools offered summer classes in various subjects, only 6 of these schools had offered a summer course in economics. Seven schools had provided some form of adult education programs in economics. Thus, a large majority of the schools were offering the separate economics course during the regular school year although only a few schools were offering economics during the sumer or for adult groups. Obviously, the school-year offering could make the most significant contribution to economic education.

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[12]See Chapter VI for a complete discussion of the economics course in Oklahoma high schools.

General Administrative Practices

In their general administrative practices, the principals attained a combined score of 446, which represented 48 per cent of the possible 924 points in this category. Their highest ratings were attained on general recognition of the significance of economic education. Eighty per cent or more of the principals acknowledged that economic concepts are relevant to the subject matter of all high school courses and reported that in their counseling program, students were made aware of the importance of economic education and of the professional opportunities in the field of economics. All but 5 of the principals felt that their school board and school superintendent recognized the need for economic education; and 33 principals (75 per cent of the group) had followed the practice of communicating this administrative concern to their teachers.

However, the principals scored less well on their more specific practices. Only 11 principals reported devoting one or more of their faculty meetings each year to the role of economics; and only 6 published bulletins which, on occasion, illustrated effective economic education procedures. Seventeen principals gave special recognition for outstanding economic education accomplishments of teachers; and during the year, 18 schools had received publicity in the local newspaper about economic education activities. In general, fewer than 50 per cent of the principals were utilizing these specific methods to build appreciation and understanding of effective economic education practices.

A majority of the principals had not taken an active interest in evaluating the economic education program in their school. Only six principals had made an attempt to determine what economic understandings were being taught in the different subject areas or grade levels of their

own school; whereas 16 principals reported they had made a special effort to learn about economic education developments in other school systems. Twenty-three of the principals had not yet identified the objectives of an economic education program. Although in the fall of 1961, the National Task Force Report on Economic Education had been distributed to every high school in the country, only 14 of the principals had read this publication.[13]

Only 18 of the schools had a policy supporting the objective classroom discussion of controversial economic issues; and perhaps more seriously, only 16 of the principals attempted to help their staff clarify the different backgrounds and goals of various economic groups. It would appear to be especially important that both the administrator and his teachers understand the objectives of organizations which publish supplementary reading materials for the classroom. While some organizations, such as the Joint Council on Economic Education, attempt to consider the problems and viewpoints of all major economic groups, other organizations, such as the Foundation for Economic Education, represent only one major interest group. Certain general guidelines for the treatment of controversial issues can be quite helpful to all teachers in the system.

Twenty-nine principals indicated the percentage of their time that was being devoted to curriculum improvement. Computation of the responses revealed that curriculum development was receiving an average of 26 per cent of the time of this entire group but no more than 50 per cent of the time of any single principal. In view of the principal's responsibility as the instructional leader for his building, it would seem appropriate that much

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[13] National Task Force on Economic Education, Committee for Economic Development, Economic Education in the Schools (New York: Committee for Economic Development, 1961).

of the routine office work occupying his time should be delegated to an assistant principal or other persons so that his major attention could be devoted to better accomplishing the ultimate educational objectives of his school.

Providing for Economic Education Materials

In providing for economic education materials, the principals attained a combined score of 495, which represented 56 per cent of the possible 880 points. The principals' scores in this category represented 68 per cent of the possible 616 points on "essential" practices, but only 30 per cent of the possible 264 points on "worthwhile" practices.

An apparent strength in this section was the general willingness to make necessary economic education materials available to teachers. Thirty-six of the schools provided funds for the purchase of visual aids and other materials that were requested by teachers. Thirty-one schools reported having a library of economic education materials. Although 39 of the principals acknowledged their school's responsibility for developing the desired economic education materials that are not available, only ten of these schools had developed any such materials within the last two years. In spite of the shortage of adequate materials, only 24 principals have followed the practice of encouraging various publishers to provide better high school textbooks and other economic education publications.

Whereas 27 schools encouraged the use of selected materials from the major special-interest groups, only 22 schools had developed a policy regarding the use of these materials; 24 schools required some form of review of economic education materials before they were used in the classroom.

While a general policy recommending the objective, analytical discussion of controversial issues seems important, many teachers may feel needlessly restricted by a requirement that every material used in the classroom must first be approved by one or more persons. The incidence of objective discussion and analysis is determined far more by how a reading material is used in the classroom than by the inherent nature of the material itself. However, to preclude the redundant use of the same book in several grades or subject areas, some co-ordination of the use of materials becomes necessary as a school-wide economic education program develops.

Of the 32 schools which used teacher committees for developing curriculum materials, 26 reported making a special effort to provide the facilities and materials needed by these committees in their work. Only eight schools had hired university consultants to help develop economic education materials, although 20 schools had hired university specialists to perform this function in other areas. Only five of the schools had given released time to enable a staff member to work on economic education and only four schools had employed staff members during the summer for this purpose.

In general, although they expressed a strong willingness to make the necessary economic education materials available to teachers, the principals were much more inclined to purchase published materials than to commit resources for the development of these materials locally. Obviously, the commercially developed textual materials would usually be of higher quality than locally produced materials. In fact, locally produced materials have often been completely inadequate when a person qualified in economics has not been involved in their development. On the other hand, when essential materials are not otherwise available, educational efficiency would seem to demand that the best possible materials be developed at the local level

within the limitations of available resources. Where a school staff does not include a person qualified in economics, the quality of locally produced economic materials might be improved greatly by the consultant services of a qualified economist who would also have a strong interest in the public school program. In some instances it might be feasible for several schools to share the cost of the development of some material for which a common need exists.

The Interdisciplinary Approach to Curriculum Revision

In their interdisciplinary approaches to curriculum revision, the principals attained a score of 438, which represented 62 per cent of the possible 704 points in this section.

Forty-two principals indicated that their curriculum was being continually evaluated and improved; and this group acknowledged the appropriateness of involving teachers, pupils, and other community representatives in planning for curriculum change. Thirty-seven principals indicated that they had established the necessary communications channels for transforming recommended changes into action programs immediately, and thirty-six principals were following the existing curriculum philosophy of their high school in developing the economic education program.

In spite of the seemingly optimistic nature of the foregoing general practices, only 24 principals encouraged periodic staff revisions of course syllabi to provide for economic education; only 15 principals were making an effort to articulate economic education in the high school with the program in the lower grades; and only 12 principals had made an effort to pinpoint the specific economic concepts that should be emphasized at the various grade levels. Moreover, only three principals had provided for a

high school curriculum steering committee to facilitate the interdisciplinary approach to economic education. Thus, the more specific, applied practices of the principals seemed almost inconsistent with the positive nature of their more general practices reported in this section. It would appear, therefore, that most of the principals supported the general concepts concerning the interdisciplinary approach to curriculum revision but had taken little or no action to implement this approach effectively in economic education.

Pre-Service Teacher Training

The pre-service section of the questionnaire sought only to determine the perceptions and the promotional efforts of the principals with regard to the most appropriate provision for economics in the teacher preparation program. Thirty-three of the principals were of the opinion that some specified minimum of course work in economics should be required for teacher certification in Oklahoma, and 36 principals felt that the pre-service education should include training in the specific methods of teaching economic concepts. On the other hand, only 18 principals reported that they had actually encouraged teacher training institutions to require every teacher candidate to take one or more courses in economics; whereas 25 principals had encouraged the development of one or more economics courses which would meet the unique needs of teachers. Thus, many of the principals had recognized the need for including economics in all teacher preparation programs but had not actively promoted this idea. Several principals seemed to share the belief that adequate provisions for economics in the pre-service training programs would be assured only if specified in the teacher certification requirements of the state. Thirty-two of the principals had encouraged more

teacher preparation in the use of case study, problem solving, and decision-making activities.

Encouraging Teacher Attitudes and Instructional Practices

Among the several categories on the questionnaire, the principals' highest combined rating was attained in the section on encouraging teacher attitudes and instructional practices. The principals' score was 999, representing 78 per cent of the possible 1,276 points. Although the ultimate accomplishment of the economic education practices and perceptions listed in this section would depend on the teacher, the degree of encouragement from the high school principal could have a considerable influence on the teacher's actions.

At least 50 per cent of the principals encouraged their teachers to engage in each of the listed practices except that of developing visual aids for economic education. Only 19 principals encouraged this particular practice. There may have been a fear that teachers would spend a disproportionate amount of time in developing visual aids although the value of such aids has long been recognized by educators generally. Perhaps the ideal facility would be an audio-visual department that could develop effective aids for the teacher.

Only 22 of the principals had encouraged their teachers to develop and improve economic education resource units. Several of the uncommitted principals may not have become sufficiently involved in the teaching-learning process to recognize the need for resource units, and others may have feared that the units would result in blocks of time being reserved exclusively for economics in the various subject areas. However, the teaching plans and materials in a carefully developed economic education resource

unit could greatly facilitate the integrating of economic concepts either at appropriate points throughout a course or in separate periods of time that might be allotted to economics during the school year. In either approach, the objective could be to include only those economic concepts that are relevant to the particular subject area. Therefore, if it is conceded that relevant economic concepts should be integrated into other subject areas, it would seem important that the teacher should carefully plan how this somewhat difficult task is to be accomplished; and a good resource unit should be a valuable reference tool for use in the teaching process.

Interestingly, 42 of the 44 principals reported that they encouraged teachers to develop student allegiance to the American free-enterprise system. Thus, in spite of the extent to which this practice might border on pure indoctrination, it was endorsed by more principals than was any other practice in this section of the questionnaire. This particular endorsement tends to label as groundless the occasional criticism that public schools are not attempting to develop student appreciation for the American political and economic system. At the same time, 38 principals encouraged their teachers to develop student understanding of the distinguishing characteristics of competing economic systems; and 40 principals agreed that the major objective of economic education is to develop the student's ability to comprehend and analyze economic issues objectively. Therefore, along with developing a basic appreciation and belief in the American heritage, the principals recognized the need of also helping the student develop a basic understanding of economics and of the operation of the American economic system in contrast to procedures followed in competing systems. The students would have frequent experience in analyzing both the accomplishments and the problems of the American economy. With this educational background, the

future citizen should not be embarrassed when challenged to explain or defend the merits of the American system.

Thirty-nine principals encouraged teachers to emphasize the significance of economics in the daily life of the pupil although a somewhat smaller number concurred in the specific procedures which should be followed to accomplish this objective. Thirty-five principals encouraged teachers to become familiar with sources of current economic materials and to help students evaluate the logic and objectivity of published statements. Thirty-two principals called for the use of the radio and/or TV; and 28 principals encouraged the use of role playing, student panels, and other animated techniques.

Only 31 principals encouraged teachers lacking a minimum background in economics to upgrade their qualifications in this area. Thirty-seven principals encouraged teachers to determine the appropriate economic understandings for their own courses, and 30 principals further encouraged teachers to become aware of the economic understandings that were being taught in other school courses.

Forty principals considered economic understanding to be a vital requisite for good citizenship.

The principals attained their highest percentage and absolute rating in this section of the questionnaire; whereas the weakest rating was in the section on the use of community resources. A review of performance on all categories of the questionnaire revealed that the principals tended to score highest on general practices wherein they recognized and endorsed the need for economic education. In general, progressively fewer principals reported being involved when a designated practice became specific in application and necessitated their direct participation.

Practices, Perceptions, and Problems Considered Most Important by the High School Principals

In the final section of the questionnaire, an attempt was made to identify the economic education procedures and problems which the principals considered most important. Three open-ended questions were posed for the purpose of giving each principal an opportunity to describe his favorite administrative procedures and to explain his conception of the proper role of economic education in the high school.

First, the principals were asked to explain their most effective procedures for influencing teacher attitudes and instructional practices. Among the 33 principals who responded to this question, the most common practice was that of cooperative planning through individual conferences and small group or committee discussions. Other practices considered important by five or more of the principals included providing in-service training programs, developing awareness of need for change, and using special consultants. The categorized responses are listed in Table 7.

When asked to explain the procedures they had found most effective for introducing and improving economic education in the high school, several principals reported good results from establishing a formal economics course and staffing it with a capable teacher. Seven principals made this recommendation; whereas five favored in-service training programs, and three suggested cooperative development of curriculum materials. Three principals simply acknowledged the need to provide economic education within the various subject areas. Although three principals reported no previous efforts to include economics in the curriculum; two of them pledged immediate attention to this objective. Other favored practices of individual principals included use of daily newspapers, workbooks, films, and the supplementary

TABLE 7.--Procedures which the principals had found most effective for influencing teacher attitudes and instructional practices

Favorite Procedures for Influencing Teacher Attitudes	No. of Principals Recommending Each Procedure[a]
Arrange conferences with individuals and with small groups	12
Provide in-service training programs	8
Develop awareness of need for change	6
Use special consultants	4
Provide curriculum materials	4
Express interest in classroom activities	2
Provide time for teacher planning periods	2
Miscellaneous	3
No response	11

[a]The total in this column is greater than 44 because some of the principals recommended more than one practice.

materials published by the Council for the Advancement of Secondary Education. One principal had generated interest by testing the economic understandings of the student body, and another had periodically "released" economic materials through departmental lines.

Thirty-one principals declared that economics should be included in the general education program of the high school; and, significantly, no one expressed an objection to this procedure. However, six principals emphasized the need of a separate course in economics; and three declared that the course should be required of all students.

In general, therefore, a majority of the respondents relied on

in-service training and conferences with individuals or small planning committees as favorite procedures for influencing teacher attitudes and instructional practices. All of these practices would seem to necessitate the principal's working closely with his staff. For introducing and improving economic education, the two practices receiving the most emphasis were the provision of in-service training programs and the establishment of a properly staffed economics course. Presumably, the economics course has helped develop general staff awareness that economics is an important area of learning. The fact that in-service training was mentioned frequently serves to substantiate the need of reinforcing teacher self-confidence in a new area before moving directly into curriculum change.

The principals confirmed the important role of economics in the general education curriculum; however, several emphasized the need of a separate economics course in addition to the integrated approach. The fact that at least 25 per cent of the 44 principals failed to respond to all of the open-ended questions may suggest that several principals had not given much previous thought to these matters.

The following question was included to determine the principal's perception of economic education progress in his school: "Of those practices which you would consider essential to a successful economic education program in the high school, approximately what per cent do you believe is generally followed in your school?" The individual responses to the listed options have been itemized on the following page.

No. of Principals	Percentage of "Essential" Practices Followed
3	10
7	20
10	40
10	60
2	80
1	90
11	No response

Although there was considerable variation in the attitudes of the individual respondents, 20 of the 33 responding principals felt that their schools were following fewer than 50 per cent of the practices which they would consider essential for a successful program. According to these responses, an average of only 43 per cent of essential economic education practices were being followed in the 33 schools. Interestingly, this average percentage approximated the principals' reported performance of 39 per cent of the rated "worthwhile" practices in the questionnaire; but it was considerably less adequate than their reported performance of 66 per cent of the "essential" practices. It is possible that the principals were most concerned with the kind of specific applications that were emphasized in the weighted "worthwhile" items. In view of the fact that the jury of authorities had reported that their schools were following only 52 per cent of the practices which they would consider essential, it is possible that the self-ratings by the Oklahoma principals were somewhat optimistic.[14] It is perhaps also significant that eleven principals

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[14] See page 118, Chapter III.

were unprepared to even hazard an estimate of the adequacy of their economic education program.

Obstacles to Developing an Effective Economic Education Program

From a list of commonly reported problems, the principals were asked to rank only the three most significant obstacles to their developing a more effective economic education program. These problems were to be ranked according to the following scale:

1. Most Significant 2. Secondly Significant 3. Thirdly Significant

However, a few respondents inadvertently assigned a code number to every enumerated problem on the questionnaire. Therefore, as a means of ranking the problems in their order of significance to the respondents, a weighting of "4" was assigned to each item which a principal had not checked. This procedure resulted in each item being given one of four possible ratings of significance. Interestingly, every item received a rating of "1" from at least one principal. In Table 8, problems are ranked in the order of their total numerical ratings.

In addition to the itemized problems, space was provided for principals to list other obstacles that might have seemed even more important to them. However, most of the responses in this section simply reinforced the significance of certain problems in the prepared list. The problems receiving special mention included inadequate pre-service teacher training, community pressures, lack of public awareness of either the importance or the true nature of economics, the difficulty of teaching economics objectively, lack of student interest, the need of released time and of increased scholarships for teachers, the need of a coordinator for the total program, and the need of scope and sequence guides correlated with other subject areas.

TABLE 8.--Economic education problems ranked by the high school principals

Economic Education Problems	Rating[a]
Inadequate pre-service teacher training in economics	103
Lack of understanding of the importance of economic education and how to get the program started	107
Lack of funds	124
Lack of appropriate leadership personnel for this program	130
No released time for an economic education co-ordinator for the high school	137
Lack of interest from the high school teachers	139
Failure to secure the commitment of all teachers for the economic education program	147
Problems of communication in a large high school	151
Community pressures to teach certain points of view	152
Lack of support from the board of education or from local citizens	157
Lack of support from the school superintendent	160

[a]A low numerical rating indicates a high order of significance.

One principal declared: "So much to teach the child and so little time. Just what is most important to teach? Science? Math? Language? Economics? Reading? What should the curriculum in the high school include?" Another interesting observation was "Much of your questionnaire is ahead of the times. It wasn't until a few years ago (6-8) that the vast majority of Oklahoma high schools offered even a single course in economic education."[15]

[15]The emphasis in the questionnaire was on integrating economics into other subject areas, not on adding a series of economics courses.

A principal who placed strong faith in the separate economics course made the following observation: "Since approximately three-fourths of our students . . . take a course in economics and since we are planning eventually to require it of all students, we do not believe that any of the above listed factors are applicable."

In general, therefore, the principals considered the major problems of implementing economic education to be a lack of leadership personnel, inadequate teacher preparation in economics and a lack of funds for necessary in-service training. Because of the competing demands on the high school curriculum, it appeared that some of the principals were having difficulty in determining how economics could be included. Although most educators would tend to disagree with the one principal who felt that the separate economics course would provide the complete solution to the problem of economic illiteracy, the separate course could undoubtedly provide for more economic understanding than many students are now securing in the public school. Certainly, the separate course could be more comprehensive if students had experienced properly integrated economic education in their previous classes.

It would appear that school administrators interested in economic education should strongly recommend that an adequate preparation in economics be included in pre-service teacher education. In view of the need for economic education leadership in each high school, it would appear that a valuable contribution could be made by a person qualified both to teach the separate economics course and to serve as economic consultant for teachers in other subject areas. With regard to the crowded high school curriculum, it does appear that school administrators should give careful consideration to the over-all objectives of education and assign curriculum priorities

accordingly. In this respect, the need for economic education has been widely recognized by educators and laymen alike.

The Relationship Between Single Practices and the Total Scores

Each rated practice was analyzed separately to determine whether its performance would tend to distinguish the highest rated principals from those making the lowest total scores and to determine whether principals following a single practice were likely to follow the other recommended practices.

A Comparison of the Performance of the High and Low Ranking Principals on Each Rated Practice

As item analysis procedures often call for comparing the performance of the upper and lower 27 per cent of examinees,[16] this was one of the two procedures used to determine the extent to which single questionnaire items discriminated high ranking principals from low ranking principals. Although performance regarding the rated practices listed in the questionnaire was not completely analogous to the right/wrong dichotomy of answers to an objective examination, the pattern of responses to a particular item did reveal the extent to which that item distinguished the upper twelve principals from an equal number of principals who received the lowest ratings.[17]

There was a considerable difference between the total scores of the high and the low subgroups. For their rated "essential" practices, the low subgroup attained a score of 354, representing only 50 per cent of the 706 points attained by the high subgroup. On "worthwhile" practices, the low subgroup scored 103 points, which represented only 36 per cent of the high

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[16] Garrett, op. cit., p. 366

[17] Twelve principals represented approximately 27 per cent of the total group.

subgroup's score of 284. When the scores on all rated practices were combined, the low subgroup achieved only 46 per cent of the 990 point score of the high subgroup.

To determine the extent to which each rated item distinguished the top twelve principals from the bottom twelve principals in the rank-order distribution, the investigator first determined the percentage of the principals in each subgroup who were following the respective practice and then computed the absolute difference between the two percentages. This percentage difference served to indicate the extent to which a single item discriminated the top ranking twelve principals from an equal number in the lower extremity of the distribution. In Table 9, each rated item is ranked according to the percentage difference which it derived.

TABLE 9.--Rated questionnaire items ranked according to the percentage difference in performance between the upper and lower subgroups of principals[a]

Item No.[b]	Percentage of High Subgroup	Percentage of Low Subgroup	Difference
E51[c]	100	8	92
E64	92	8	84
E65	92	8	84
E49	72	17	75
E80	75	0	75
W9	67	0	67
E36	75	8	67
W40	75	8	67
E107	100	33	67
E37	67	0	67
W93	75	8	67
W94	67	8	59
W66	67	8	59
E6	75	17	58
W88	100	42	58
W89	100	42	58
E91	100	42	58
W8	83	33	50

TABLE 9.--Continued

Rated Item No.[b]	Percentage of High Subgroup	Percentage of Low Subgroup	Difference
W16	75	25	50
W23	67	17	50
E35	100	50	50
W53	83	33	50
W76	75	25	50
E97	100	50	50
E98	100	50	50
W99	83	33	50
W95	83	33	50
W14	42	0	42
W50	92	50	42
E52	100	58	42
E54	100	58	42
E57	75	33	42
W62	50	8	42
E69	92	50	42
W78	50	8	42
W92	75	33	42
E101	92	50	42
E105	100	58	42
E18	92	58	34
W48	42	8	34
W77	42	8	34
W79	42	8	34
W20	50	17	33
W22	100	67	33
E33	100	67	33
W41	100	67	33
E55	100	67	33
W61	33	0	33
W96	75	42	33
E102	100	67	33
E103	100	67	33
W11	33	8	25
E15	50	25	25
W21	92	67	25
W26	25	0	25
W28	33	8	25
E30	58	33	25
W31	25	0	25
W59	25	0	25
W106	67	42	25
W29	17	0	17
W39	17	0	17
W47	17	0	17

TABLE 9.--Continued

Rated Item No.[b]	Percentage of High Subgroup	Percentage of Low Subgroup	Difference
W60	17	0	17
E100	75	58	17
E104	100	83	17
W19	33	17	16
W25	33	17	16
E10	100	92	8
E27	8	0	8
E34	100	92	8
W82	25	17	8
E12	17	17	0
E32	100	100	0
E38	25	25	0
W67	75	75	0
W81[d]	0	0	0

[a]This table should be read as follows: One hundred per cent of the 12 principals receiving the highest total scores were following the practice recommended in Item 51; whereas only 8 per cent of the 12 principals receiving the lowest total scores were following the practices recommended in this item. The difference between the percentage scores of the upper and lower subgroups was 92 per cent.

[b]Each number in this column relates to the list of items in Table 4.

[c]An "E" or "W" signifies that an item was rated "essential" or "worthwhile," respectively, by the jury described in Chapter III.

[d]All responses to this item were negative.

The figures in Table 9 reveal that the low subgroup of principals never scored higher than the high subgroup on a single rated item. The top discriminating item in Table 9 involved a difference of 92 per cent between the affirmative responses of the two subgroups, whereas there was no difference between subgroup responses to the last 5 items. On these last 5 items, the responses of both subgroups ranged from a 100 per cent affirmative response on Item 32 to a 100 per cent negative response on

Item 81. On each of the 38 items ranking in the upper half of the table, the percentage of affirmative responses from the high subgroup exceeded the percentage of affirmative responses from the opposite subgroup by at least 42 per cent.

The distribution of the 38 best discriminating items among the major categories of the questionnaire is illustrated in the following tabulation.

Major Category	No. of Discriminating Items	No. of Rated Items Per Category
General Administrative Practices	6	16
Use of Community Resources	none	6
Interdisciplinary Approaches	4	9
The High School Economics Course	none	3
Economic Education Materials	9	13
Pre-Service Teacher Education	3	4
In-Service Provisions for Upgrading the Staff	3	7
Recommended Teacher Attitudes and Practices	13	19
Total	38	77

The 38 best discriminating items included more than 50 per cent of the rated practices in the following 3 categories: encouraging teacher attitudes and instructional practices, providing economic education materials, and encouraging emphasis on economics in pre-service education. The category on teacher attitudes and practices included 34 per cent of the discriminating items; whereas none of the best discriminating items were found in the categories on the high school economics course or, the use of community resources.

As fewer than 12 principals reported following the recommended practices for using community resources, the separate items in this category were comparatively weak in discriminating the high and low subgroups. Similarly, although 34 of the 44 principals had provided for a high school economics course, there was not a distinct variation in performance between the opposite subgroups in this category. Except for these two categories, the 38 best discriminating items were considerably more effective than the entire series of 77 items in distinguishing the high and low subgroups of principals. This superior performance is illustrated in the following tabulation which expresses the low subgroup score as a percentage of the high subgroup score; first, on all 77 rated practices and then, on just the 38 discriminating items. A low percentage ratio represents more efficient item discrimination than does a higher ratio.

	Low Subgroup Score Expressed as a Percentage of High Subgroup Score on	
Major Categories	All Rated Items	Best Discriminating Items
General Administrative Practices	51	22
Interdisciplinary Approaches	56	22
Economic Education Materials	36	33
Pre-Service Teacher Education	39	29
In-Service Provisions for Upgrading Staff	20	12
Recommended Teacher Attitudes and Practices	53	43

Whereas the questionnaire included 42 rated "worthwhile" items and 35 "essential" items, there were 21 "essential" but only 17 "worthwhile" items among the 38 best discriminating items. Thus, after the rated

questionnaire items had been ranked in terms of their power to distinguish the high subgroup from the low subgroup of principals, a larger number of the "essential" practices were included among the 38 best items than would have been expected solely from the proportional incidence of "essential" and "worthwhile" items on the questionnaire.

Performance on Single Items Related to Total Performance on All Rated Items in the Questionnaire

In order to determine the extent to which a single item discriminated high scoring or low scoring principals from the total group, the total, combined scores were computed for the principals who responded affirmatively and, who responded negatively to each item. These scores were then expressed as a percentage of the possible total score for the affirmative and the negative groups. In this manner, it was possible to establish the extent to which principals following a single practice were likely also to follow the other rated practices.

As the questionnaire included items which were rated "essential" as well as items rated "worthwhile," separate computations were made for each of these two categories.[18] For example, computations of all responses revealed that the 42 principals who responded affirmatively to Item 104 had attained a score of 997 for their "essential" practices and 728 for "worthwhile" practices. The remaining 2 principals attained a score of 18 for "essential" practices and 6 for "worthwhile" practices.

To facilitate meaningful comparisons between the various categories, each score was expressed as a percentage of the possible which might have

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[18] As this analysis was exclusively in terms of the percentages of "essential," "worthwhile," and total rated practices being followed, the "essential" items were not given a double weighting. Therefore, all "scores" discussed in this section are unweighted and represent an actual count of practices being followed.

been attained.[19] For example, the 42 principals who responded affirmatively to Item 104 also responded affirmatively to 68 per cent of all rated "essential" items and to 41 per cent of all "worthwhile" items in the questionnaire. On the other hand, the 2 principals not following the practice described in Item 104 responded affirmatively to only 26 per cent of all "essential" items and to only 7 per cent of all "worthwhile" items. Therefore, the 42 principals who responded affirmatively to Item 104 were following 42 per cent more of the "essential" practices and 34 per cent more of the "worthwhile" practices than were the 2 principals who responded negatively.[20]

When their rated "essential" and "worthwhile" items were combined into one group, the principals who responded affirmatively to Item 104 were following 37 per cent more of the total rated practices than were the principals who responded negatively. Hence, the figure "37" served as the performance index for Item 104. Since this performance index represented the difference between the combined practices of the affirmative and the negative respondents, it did not necessarily represent the performance of a particular individual within either of these groups.

In Table 10, the total responses to each rated item were listed along with the percentage of the possible "essential" and "worthwhile"

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[19] Each principal could have reported following a maximum of 35 "essential" practices and 42 "worthwhile" practices. Therefore, these respective figures were simply multiplied times the number of affirmative and negative respondents to each item in order to obtain the possible "essential" and "worthwhile" combined scores which could have been attained by the affirmative and by the negative respondents.

[20] For the purpose of this computation, a nonresponse was considered equivalent to a negative response.

TABLE 10.--Performance of single practices compared with performance on all rated practices[a]

Item No.[b]	Yes	No	Percentage of Total Practices Followed				Percentage Difference in Performance Between Affirmative and Negative Respondents		
			Affirmative Respondents		Negative Respondents				
			"Essential"	"Worthwhile"	"Essential"	"Worthwhile"	"Essential"	"Worthwhile"	Combined Difference[c]
E 104	42	2	68	41	26	7	42	34	37
E 103	40	4	69	43	33	12	36	31	34
E 97	39	5	70	43	43	13	36	30	32*
E 91	37	7	71	43	40	21	31	22	27*
E 35	36	8	71	44	43	23	28	21	25*
E 105	40	4	68	42	41	18	27	24	25*
E 98	35	9	71	44	46	23	25	21	23*
E 102	38	6	70	42	41	23	29	19	23
E 27	1	43	94	55	65	39	29	16	22
E 51	27	17	76	47	51	28	25	19	22*
W 61	4	40	81	63	64	37	17	26	21
E 64	24	20	76	49	54	29	22	20	21*
W 14	6	38	81	57	63	37	18	20	19*
W 26	4	40	84	56	64	38	20	18	19
E 34	41	3	67	41	45	25	22	16	19
E 37	15	29	80	51	59	34	21	17	19*
W 47	6	38	81	56	63	37	18	19	19
E 55	39	5	68	42	47	24	21	18	19
W 88	31	13	71	46	53	25	18	21	19*
E 54	36	8	70	42	49	27	21	15	18*
E 65	25	19	75	47	54	30	21	17	18*
W 66	18	26	77	50	58	33	19	17	18*
W 77	8	36	80	55	63	36	17	19	18
E 80	16	28	75	52	61	33	14	19	18*
W 89	31	13	71	45	54	26	17	19	18*
W 95	28	16	72	46	55	29	17	17	17*
E 101	35	9	70	43	49	30	21	13	17*
W 9	16	28	75	51	61	33	14	18	16*
E 36	24	20	75	45	55	33	20	12	16*
E 49	22	22	76	46	56	33	20	13	16*
E 57	26	18	74	45	54	32	20	13	16*
W 93	22	22	74	48	58	32	16	16	16*

TABLE 10.--Continued[a]

Item No.[b]	Yes	No	Percentage of Total Practices Followed				Percentage Difference in Performance Between Affirmative and Negative Respondents		
			Affirmative Respondents		Negative Respondents				
			"Essential"	"Worthwhile"	"Essential"	"Worthwhile"	"Essential"	"Worthwhile"	Combined Difference[c]
W 94	19	25	74	49	56	33	18	16	16*
E 107	32	12	70	44	54	27	16	17	16*
W 21	37	7	69	42	51	28	18	14	15
W 23	16	28	77	48	60	35	17	13	15*
W 31	11	33	77	52	62	35	15	17	15
W 40	21	23	76	46	57	34	19	12	15*
W 50	31	13	70	44	56	29	14	15	15
W 99	29	15	71	45	56	30	15	15	15
E 6	21	23	76	46	57	34	19	12	14
E 18	33	11	70	43	54	31	16	12	14
W 79	9	35	74	53	64	36	10	17	14
W 92	30	14	71	44	55	31	16	13	14
E 52	36	8	69	41	53	32	16	9	13
W 62	8	36	75	51	64	37	11	14	13
W 96	32	12	69	44	58	29	11	15	13
W 106	33	11	70	43	55	31	15	12	13
W 8	23	21	71	46	60	32	11	14	12
W 53	24	20	71	45	60	33	11	12	12
W 59	5	39	72	54	65	38	7	16	12
E 69	32	12	70	42	55	32	15	10	12
W 78	10	34	74	50	63	37	11	13	12
W 25	14	30	72	48	63	36	9	12	11
E 33	37	7	68	41	53	33	15	8	11
W 48	7	37	76	49	64	38	12	11	11
E 100	34	10	69	42	54	33	15	9	11
E 10	39	5	67	41	57	31	10	10	10
W 11	11	33	72	48	64	37	8	11	10
W 16	17	27	72	46	62	36	10	10	10
W 29	6	38	77	46	64	39	13	7	10
W 41	34	10	68	42	58	32	10	10	10
W 20	18	26	71	45	62	36	9	9	9

TABLE 10.--Continued[a]

Item No.[b]	Yes	No	Percentage of Total Practices Followed				Percentage Difference in Performance Between Affirmative and Negative Respondents		
			Affirmative Respondents		Negative Respondents				
			"Essential"	"Worthwhile"	"Essential"	"Worthwhile"	"Essential"	"Worthwhile"	Combined Difference[c]
W 22	37	7	68	41	56	34	12	7	9
W 28	9	35	73	46	64	38	9	8	9
W 76	13	31	71	45	64	37	7	8	8
E 15	18	26	71	43	62	37	9	6	7
W 19	17	27	70	45	63	36	7	9	7
W 39	3	41	74	44	65	39	9	5	7
E 30	22	22	71	41	61	38	10	3	6
E 38	12	32	73	42	63	39	10	3	6
W 60	3	41	63	52	66	39	-3	13	6
W 82	13	31	69	41	65	39	4	2	3
E 12	6	38	69	38	62	40	7	-2	2
W 67	33	11	66	41	66	36	0	5	2
E 32	42	2	62	37	77	52	15	-15	-15
W 81		44	--	--	--	--	--	--	--

[a]This table should be read as follows: Item No. E 104 consisted of a rated "essential" practice which 42 of the the 44 principals were following. The 42 affirmative respondents were following 68 per cent of all rated "essential" items and 41 per cent of all "worthwhile" items; whereas the 2 negative respondents were following only 26 per cent of all "essential" practices and 7 per cent of all "worthwhile" practices. Therefore, the percentage difference in performance between the affirmative and negative respondents was 42 on "essential" practices and 34 on "worthwhile" practices. On their combined "essential" and "worthwhile" practices, the percentage difference in performance between the affirmative and negative respondents was 37. Item E 104 thus ranked in first position in this table because it revealed the greatest over-all performance difference between its affirmative and negative respondents.

[b]Each number in this column relates to the list of items in Table 1.

[c]An asterisk in this column indicates that an item was also included among the 38 best discriminating items in Table 6.

practices that were being followed by the affirmative respondents and, by the negative respondents. For each item, the table also shows the percentage differences between the total performance of affirmative and negative respondents on all "essential" items, on all "worthwhile" items, and on "essential" and "worthwhile" items combined. The figures in the last column served as the performance indices for ranking the items.

Several interesting relationships were revealed by a comparison of the over-all findings in this section with the reported performance of the high and low ranking subgroups that were discussed in the previous section. Twenty-six of the 38 best discriminating items were the same in both Table 9 and Table 10. On the other hand, Items 104, 103, 102, 27, 61, 26, 34, 47, 55, 77, 21, and 31 were among the highly discriminating items in Table 10, but they ranked in the lower half of Table 9. In general, these items were highly effective in discriminating fewer than 12 principals in the top or bottom subgroups. Thus, when an item had been answered either affirmatively or negatively by virtually all of the respondents, the over-all performance rating of the small minority group was often considerably different from that of the majority even though the item failed to distinguish as many as 12 principals at either end of the distribution. As an example, the performance of the 2 negative respondents to Item 104 was considerably less than the comparable performance of the 42 affirmative respondents. With a performance index of 37, Item 104 became the best discriminating item in Table 10, but was among the lower quartile of items in Table 9. Therefore, this particular item served to identify two of the principals whose reported practices were least adequate for developing economic education in their schools. The item would not have appeared significant if only the performance of the top and bottom subgroups of 12

principals had been compared.

Thus, a comparison of the combined scores of the affirmative and of the negative respondents to each item provided a significant indication of the extent to which the respective item discriminated high ranking principals from low ranking principals. An advantage of this particular procedure was that it included the performance of every principal in the analysis; and, as previously indicated, any major difference between the affirmative and negative groups was highlighted even when one of the two categories included fewer than 12 respondents. However, since the performance index was in the form of a percentage figure, it was necessary to interpret it in relation to the number of the affirmative and the negative respondents to the item involved.

The other procedure, which involved analyzing the performance difference between the high and low ranking subgroups, provided a direct indication of the extent to which each item distinguished the designated principals in the top 27 per cent from those in the bottom 27 per cent of the distribution. The items were then ranked in order of the difference in percentage of responses obtained from the high and the low subgroups. This procedure largely ignored the performance of the principals in the middle two quartiles of the distribution, and it sometimes failed to reveal highly discriminating items to which fewer than 12 of the 44 principals had responded either affirmatively or negatively. However, the method served as a useful complement to the procedure of comparing the combined scores of the affirmative and the negative respondents. The results obtained from these separate procedures were often similar as was revealed by the occurrence of the same 26 items in the upper half of Tables 9 and 10. The rank-difference correlation between the items in Table 9 and those in

Table 10 was .56, which was significant at the .01 level of confidence.

In the following tabulation, the 38 best discriminating items from Table 10 have been listed according to the major category of the questionnaire in which they appeared. As a basis for comparison, the number of rated items were also listed for each category.

Major Category	No. of Discriminating Items	No. of Rated Items
General Administrative Practices	4	16
Use of Community Resources	3	6
Interdisciplinary Approaches	5	9
The High School Economics Course	1	3
Economic Education Materials	7	13
Pre-Service Teacher Education	2	4
In-Service Provisions for Upgrading the Staff	2	7
Recommended Teacher Attitudes and Instructional Practices	14	19
Total	38	77

At least one of the highly discriminating items was found in each of the major categories; and 50 per cent or more of the rated items from five of the major categories were included in the discriminating group. Only in the categories on general administrative practices, the high school economics course, and upgrading the staff were fewer than 50 per cent of the practices found to be highly discriminating. Interestingly, Items 26, 27, and 31, regarding the use of community resources, were included among the discriminating items by the present analysis although they had not been included among the upper half of the items in Table 9. The number of affirmative respondents to Items 26 and 27 were only 4 and 1, respectively,

but these respective principals had all attained comparatively high total scores.

Although the 42 "worthwhile" items represented 55 per cent of all rated items in the questionnaire, only 16 of the 38 items in the upper half of Table 10 were classified "worthwhile." These 38 items included 63 per cent of all the "essential" items but only 38 per cent of all the "worthwhile" items. All of the top 10 items were "essential." Therefore, as was found in the previous discussion of performance difference between the high and the low subgroups of principals, the incidence of the best discriminating items was highest among the rated "essential" practices.

Because of the wide and almost continuous difference in performance between the principals in the top and bottom 27 per cent of the rank-order distribution, it was not surprising that the affirmative respondents to each item tended also to attain a higher score on all other rated practices than did the principals who responded negatively. Only on Items 60, 12, and 32 was the combined score of the negative respondents higher than that of the affirmative respondents. Further investigation of the extent to which the affirmative and negative respondents were actually performing these particular practices should prove interesting.

It should be emphasized that the item analysis procedures and findings discussed in the last two sections were not designed to measure the relative importance of the various recommended practices for a successful economic education program.[21] Moreover, it has been conceded that the principals' responses to the questionnaire were not completely analogous to

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[21]The relative importance of the rated practices was determined by the jury of authorities discussed in Chapter III.

the right/wrong dichotomy of answers to a typical examination. The contribution of item analysis was necessarily limited to the function of defining the relative efficiency with which individual items served to distinguish the high scoring respondents from low scoring respondents.

This procedure served to highlight the reported practices which were most responsible for the difference in scores and implied that a principal would tend to excell in administering economic education when he followed these discriminating practices. In this respect, excellence would be considered relative in terms of the performance of other principals; and it would further assume performance of the other economic education practices which were rated "essential" or "worthwhile" but which were not included among the upper 50 per cent of all practices ranked according to their discriminatory performance.

Summary

A list of designated "essential" and "worthwhile" economic education practices was selected from the evaluative criteria described in Chapter III and then included as 77 separate, rated items in a questionnaire form for Oklahoma high school principals. With two points allowed for each rated "essential" practice and one point for each "worthwhile" practice, it was possible to score and rank each principal on his reported economic education practices. In spite of the wide variation in total scores, there was a strong tendency for the separate ratings on "essential" and "worthwhile" practices to be in a similar rank-order position. The coefficient of correlation between scores on "essential" and "worthwhile" practices was found to be .84, which was significant at the .01 level of confidence.

The principals attained 66 per cent of the possible points for their

"essential" practices, but only 39 per cent of the possible score for their "worthwhile" practices. Two possible explanations of this difference were that the "essential" items tended to represent practices which most administrators consider appropriate; whereas the "worthwhile" items tended to involve a greater proportion of specific applications that would require the active participation and/or direct involvement of the principal.

The economic education practices of the principals were not affected significantly by the size of high school, the property valuation per student, or the principal's experience in his present position. The limited data on workshop attendance suggested that a full two-week economic education workshop may have a significant impact on the practices of the principal; whereas one- to three-day conferences seem to have little or no influence on administrative practices. Only when the principals had completed at least 12 or more semester credit hours in economics was there a noticeable increase in their score, but the difference in performance between this group and the other respondents was only slight. Similarly, the availability of fewer than 10 consultants appeared to have no influence on the economic education performance of the principal; whereas principals having 10 or more consultants attained only a slightly higher combined score than did the other respondents. There was a significant tendency to hire specialists to assist with curriculum development in areas other than economic education.

A rank-difference correlation of .33, significant at the .05 level of confidence, was found between the principals' total score and the amount of time they reported devoting to curriculum improvement. The 29 principals who responded with this information were spending an average of only 26 per cent of their time on curriculum matters. It appeared, unfortunately, that most principals were finding it nedessary to devote a majority of their

time to the administrative details of their office.

The principals' performance varied considerably among and within the major categories in the questionnaire. In the section on teacher selection, it appeared that teacher applicants were seldom, if ever, required to have more than the minimum of economics courses specified by the State Department of Education. It would seem, therefore, that minimum teacher qualification in economics would be assured only if required for certification.

In spite of appeals in the literature of both economic education and school administration, the principals' combined rating for their use of community resources represented only 22 per cent of the possible score. Therefore, it would appear that most of the principals had not recognized and/or enlisted this great potential support for their economic education program.

None of the recommended in-service education practices were being followed by more than 40 per cent of the principals. Unfortunately, teachers lacking previous training in economics will probably not have the desire or the ability to integrate economic understandings into their respective subject areas until an appropriate in-service program is provided. The Oklahoma Council on Economic Education is dedicated to helping school administrators plan and staff this type of program, and further assistance in the form of economic education curriculum guides is being planned by the Oklahoma State Curriculum Commission.

As was found in the separate survey of high school economics courses discussed in Chapter VI, there appears to be an encouraging trend toward the establishment of a separate high school economics course. In the present survey of administrative practices, 34 of the 44 principals reported having some form of economics course; and two additional principals were looking

for a qualified teacher.

In their general administrative practices, the principals readily acknowledged the significance of economic education but few were taking the recommended steps to develop this area of the curriculum. Only six principals had made an attempt to determine what economic understandings were being taught in the different subject areas or grade levels of their own school.

The principals attained 56 per cent of the possible score for their reported practices in providing for economic education materials. In general, they were much more inclined to purchase available publications than to commit resources for the development of materials locally. Certainly locally produced materials have often been completely inadequate when a person qualified in economics has not been involved in their development. However, should a locally produced sequence guide, syllabus, or other material become essential to the further progress of the economic education program, it would seem that the schools included in the present study could usually find the necessary resources to insure a creditable production.

The great majority of principals reported that they were involving teachers and others in the continual evaluation and improvement of their curriculum and that they had established effective communications channels to facilitate curriculum change. However, few principals had made an attempt to determine what specific economic concepts should be emphasized at the various grade levels, and only three principals had provided for a high school curriculum steering committee to facilitate the interdisciplinary approach to economic education. No school had designated a person to serve as economic education coordinator. Thus, while the principals reported following the recommended practices concerning general curriculum

revision, they had actually taken little or no action to implement this approach effectively in economic education.

In their recommendations for including economics in the pre-service teacher education programs, the great majority of principals encouraged training in the specific methods of teaching economic concepts and expressed the belief that some course work in economics should be required for teacher certification. Undoubtedly, serious attention would be given to a petition from school administrators for the strengthening of economics requirements in teacher preparation programs.

Among the several categories on their questionnaire, the principals' highest combined rating was attained on the economic education practices and attitudes they encouraged teachers to adopt. Encouragement from the high school principal could have a considerable influence on the teachers' economic education practices, and the high score in this section confirmed again the principal's over-all endorsement of the importance of economic education. However, it should be recognized that the simple encouragement of certain attitudes or practices could be either active or permissive in nature. Disinterested teachers who are poorly prepared in economics will need more than passive acceptance if they are to develop to the point of making a significant contribution to economic education.

Two item analysis procedures were employed to determine how well each rated questionnaire item discriminated the high scoring principals from the low scoring principals. The resulting performance indices for each item should be helpful to other investigators seeking to develop an instrument for evaluating administrative practices in economic education.

A comparison of the performance of the 12 highest ranking principals with the 12 lowest ranking principals revealed that the bottom subgroup

never scored higher than the top subgroup on a single rated item. Furthermore, the combined score on all items for the low subgroup was only 46 per cent of the score for the high subgroup. This basic consistency among items was further substantiated when a comparison was made between the combined scores of the affirmative and the negative respondents to each item. Only on three items were the combined scores of the negative respondents higher than the scores of the opposite group. Interestingly, the 38 best discrinimating items included a considerably higher percentage of rated "essential" practices than "worthwhile" practices.

The major problems most commonly mentioned include a lack of leadership personnel, inadequate teacher preparation in economics, and a lack of funds. Although several principals reported achieving good results from such practices as providing in-service education programs, discussing economic education with small groups of staff members, and establishing a properly staffed economics course, 25 per cent of the respondents failed to list a single practice that they had found most effective. Thus, it seemed that a number of principals had probably not made a concerted effort to develop an adequate economic education program. In fact, a majority of the principals reported that their respective schools were following less than 50 per cent of the practices which they would consider essential for a successful program.

Certainly, in his administrative role, the principal cannot assume responsibility for personally directing each aspect of curriculum development in every subject area. On the other hand, he cannot escape the obligation of developing the organizational framework and the internal leadership for accomplishing this objective. As the professional leader of his school, he should be aware of major developments in all areas of the curriculum. As economics does not consist of a sequence of formalized courses in the high

school curriculum, it can be ignored all too easily.

In spite of the commendable reported practices, careful analysis of the responses often suggested that only sporadic and somewhat superficial attention was being given to the development of a coordinated economic education program. Weak performance of several key practices suggested that a meaningful sequence of developmental activities was not being followed. As an example, experience with experimental programs has indicated the importance of carefully defining the philosophy and objectives of economic education in operational terms and in cooperation with a representative lay advisory committee. This procedure has resulted in greater community support for the economic education program, including the objective discussion of controversial issues in the classroom.[22] Effective planning will usually require an initial inventory of existing economic education practices in all subject areas of the high school. With proper guidance, a select group of qualified and interested teachers can then develop and experiment with an improved, coordinated program for spiralling economic learning among the various subject areas and grade levels. It is almost certain that many teachers will need some form of in-service training to upgrade their understanding of economics and to prepare them for integrating relevant concepts into their respective courses. Optimum results can be expected only if a qualified person is given some released time to serve as a coordinator for economic education; and both the individual teachers and the working committees will require curriculum "tools" in the form of published teaching guides and supplementary materials. Moreover, there must be an ongoing

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[22]See pp. 88-92 for a brief discussion of the proven curriculum development techniques that resulted from the experimental projects conducted in cooperation with the Joint Council on Economic Education.

evaluation program to measure the impact of curriculum and instructional refinements upon student learning.

In general, almost all of the principals endorsed the vital need for including economic education in the high school curriculum. They were following most of the procedures important to general curriculum revision; but, comparatively few of the specific practices which would require their direct involvement in implementing the economic education program. The proportion of time devoted to general curriculum improvement appeared to be considerably inadequate, and often the attention given to the economic education program was hardly perceptible. However, with the principals' general endorsement of economic education, with increasing recognition of his professional responsibility as the educational leader of his building, and with the expectation of better economic education assistance from the state and national levels, it is anticipated that the present study will serve as a benchmark from which great progress can be measured during the next decade.

CHAPTER V

THE ECONOMIC EDUCATION PRACTICES AND PERCEPTIONS OF HIGH SCHOOL TEACHERS

Introduction

Analysis of the economic education practices and perceptions of high school teachers served two major functions in the present study. First, the performance scores provided a basis for evaluating the possible impact of a principal's reported administrative practices upon the economic education practices of his teachers; and secondly, it was possible to compare the over-all economic education performance of teachers in the various subject areas. The discussion in the present chapter will deal exclusively with the reported practices and perceptions of teachers.

Senior high schools with an average daily attendance of 500 or more students were selected for the study because the 46 schools of this size enrolled one-half of the Oklahoma high school students in 1962-63. Moreover, it seemed that the curriculum in these large high schools would be least hampered by lack of funds and/or by inadequate staff. Forty-four of the 46 selected high schools agreed to participate in the study. In 1962-63, the student attendance in these 44 responding high schools represented 48.4 per cent of the total average daily attendance in Oklahoma high schools.

The data on instructional practices were secured from a questionnaire survey during the spring semester of 1962. In 41 high schools, the principal presented the questionnaires to their teachers; whereas the

investigator was requested to administer the forms in the 3 additional schools. All of the forms were completed and returned to the investigator by May 15, 1963.[1]

In view of the continuing emphasis upon integrating economic concepts into the various subject areas of the curriculum, the investigation included high school teachers in every subject area except art, music, and physical education.[2] The data in Table 11 reveal that the 1,376 responding teachers represented 77 per cent of all teachers in the subject areas that were surveyed.[3] Whereas only 46 per cent of the drivers education teachers responded for that course, replies were received from at least 70 per cent of the teachers in each of the other areas. Although the number of teachers responding from each school varied from 100 per cent to 20 per cent of the teachers surveyed in the respective schools, there were only four schools from which fewer than 50 per cent of the teachers responded. The 44 cooperating high schools and the 1,376 teachers represented such a large proportion of the population being surveyed that the extensive use of statistical probability formulas was considered unnecessary.

The Teacher's Questionnaire

The teacher's questionnaire was developed in three parts. In Part A, the teacher reported the degree of emphasis he was giving to designated

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[1]The teacher's questionnaire is included in Appendix H.

[2]The integrative approach to economic education was discussed in Chapter II, pp. 51-58.

[3]The investigator determined the number of teachers assigned to each of the subject areas by reviewing the "Teacher's Record Card" on file in the State Department of Education for every teacher in the 44 high schools. With this information, it was possible to determine the percentage of teachers who responded from the respective subject areas of each high school.

TABLE 11.--The number and percentage of teachers who responded from the various subject areas of each school.[a]

School No.	Agriculture		Business Education		Drivers Education		Economics		Language Arts		Foreign Language		Home Economics		Industrial Arts		Math		Science		Social Studies		Special Education		Totals	
	No.[b]	%[c]	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I	0	00	2	67	0	00	0	00	5	83	1	100	1	50	0	00	2	100	2	100	4	100	0	00	17	80
II	1	100	4	100	1	50	0	00	7	78	3	100	1	100	2	100	4	100	4	100	6	100	0	00	33	92
III	0	00	3	100	0	00	0	00	7	100	3	100	1	100	2	100	4	100	3	100	4	100	0	00	27	100
IV	0	00	7	100	0	00	0	00	3	30	5	83	2	100	5	100	6	100	4	100	10	100	0	00	42	81
V	0	00	1	50	0	00	0	00	4	80	0	00	1	50	1	100	2	67	2	100	2	50	0	00	13	54
VI	0	00	2	100	0	00	0	00	5	100	2	100	0	00	2	100	2	100	1	50	2	100	0	00	16	76
VII	1	100	3	75	1	100	2	100	3	60	1	100	0	00	2	100	2	67	2	100	2	100	0	00	19	76
VIII	1	100	4	80	0	00	1	100	7	100	3	100	1	100	4	100	4	80	3	75	4	100	1	100	33	92
IX	0	00	2	67	0	00	0	00	3	50	1	100	0	00	0	00	1	25	2	100	2	40	0	00	11	46
X	1	100	2	50	0	00	1	100	6	86	3	100	2	100	3	100	3	100	3	75	2	100	0	00	26	81
XI	0	00	3	42	0	00	1	100	9	64	3	60	0	00	2	40	3	50	4	80	5	56	0	00	30	53
XIII	0	00	1	50	0	00	1	100	2	50	0	00	1	100	0	00	2	100	1	33	2	100	0	00	10	53
XV	1	100	13	93	2	100	2	100	14	100	5	100	2	67	5	83	5	100	7	100	9	100	0	00	65	96
XVI	0	00	3	100	0	00	1	100	6	100	2	100	1	100	2	100	2	67	3	100	4	100	0	00	24	96
XVIII	0	00	3	100	0	00	0	00	6	86	1	50	0	00	2	100	3	100	3	100	5	100	1	100	24	86
XIX	0	00	7	100	1	50	1	100	9	69	4	80	2	100	4	80	5	71	5	100	10	100	0	00	48	86
XX	1	100	9	100	1	100	1	100	12	80	4	100	2	100	6	75	5	71	5	83	9	100	0	00	55	87
XXI	1	100	3	60	1	50	2	100	10	100	3	75	1	100	1	50	4	67	2	33	5	83	0	00	33	73
XXII	0	00	9	100	2	100	0	00	12	75	3	100	2	100	10	83	3	100	4	57	7	88	2	100	54	84
XXIII	0	00	3	100	1	100	1	100	5	100	0	00	2	100	2	40	3	100	3	100	3	100	0	00	23	85
XXIV	0	00	3	75	0	00	1	100	6	54	2	100	2	100	3	75	2	67	2	67	3	100	0	00	24	71
XXV	0	00	2	100	1	100	1	100	5	45	2	100	3	75	2	33	6	67	2	50	7	78	0	00	31	62
XXVI	0	00	3	50	1	100	1	100	6	46	1	50	1	50	2	50	3	33	4	67	6	60	0	00	28	51
XXVII	0	00	0	00	0	00	1	100	0	00	0	00	0	00	0	00	1	33	0	00	4	100	0	00	6	20
XXVIII	1	100	3	100	1	100	1	100	6	100	6	100	2	100	4	100	8	100	7	100	7	100	1	100	47	100
XXIX	0	00	3	100	0	00	0	00	6	100	1	33	2	100	3	100	1	33	3	100	1	33	0	00	20	70
XXX	0	00	6	75	1	100	1	100	16	89	7	78	3	100	3	60	9	69	4	57	16	100	1	100	67	83
XXXI	0	00	4	100	1	100	1	100	7	100	2	100	4	100	5	100	3	75	5	100	4	100	1	100	37	100
XXXII	0	00	3	100	1	100	0	00	4	100	1	50	1	100	2	67	1	50	2	100	2	100	1	100	18	86
XXXIII	0	00	1	33	0	00	1	100	3	38	1	100	0	00	0	00	0	00	3	100	3	100	0	00	12	48
XXXIV	1	100	5	100	0	00	3	100	7	64	2	100	2	100	0	00	4	80	3	75	4	67	0	00	31	70
XXXV	1	100	2	67	0	00	0	00	6	100	0	00	1	100	2	100	2	100	2	100	4	100	0	00	20	91
XXXVI	0	00	10	100	0	00	1	100	11	69	3	100	1	100	4	100	7	78	6	60	9	100	0	00	52	83
XXXVIII	1	100	6	100	1	100	0	00	6	100	1	100	1	100	1	100	2	100	3	100	4	100	0	00	26	100
XXXIX	1	100	4	80	0	00	1	100	6	75	3	100	1	100	8	100	3	100	3	100	6	100	0	00	36	92
XL	1	100	2	67	0	00	0	00	6	75	1	50	1	100	0	00	3	100	3	100	3	60	0	00	20	69
XLI	0	00	2	100	0	00	0	00	4	80	2	100	1	100	2	67	1	33	1	33	4	80	0	00	17	65
XLII	0	00	6	100	0	00	2	100	8	100	1	100	3	100	3	100	2	100	7	100	6	100	0	00	38	100
XLIII	0	00	11	100	0	00	2	100	10	50	3	60	4	67	6	60	6	75	13	100	8	89	0	00	63	75
XLIV	0	00	5	50	0	00	0	00	9	64	4	67	1	50	3	100	4	44	8	89	5	63	0	00	39	64
XLV	0	00	5	100	0	00	2	100	4	50	0	00	1	100	1	25	2	67	5	100	6	100	0	00	26	76
XLVI	0	00	6	86	0	00	1	100	11	73	6	100	3	100	4	100	6	86	6	60	10	100	0	00	53	84
XLVII	0	00	5	83	1	100	2	100	6	100	0	00	2	100	4	100	3	100	2	100	5	100	0	00	30	91
XLVIII	0	00	5	36	0	00	3	100	7	30	2	100	2	40	3	43	3	60	3	50	3	43	1	100	32	44
Totals	13	72	186	81	18	46	39	100	295	71	98	76	64	76	120	70	147	74	160	80	227	88	9	82	1376	77

[a]This table should be read as follows: In School I, there were no agriculture teachers; and the two responding business education teachers represented 67 per cent of all business education teachers in that high school. The total of 17 responding teachers from School I represented 80 per cent of that school's teachers in the areas being surveyed. The 1,376 responding teachers represented 77 per cent of all the teachers in the subject areas surveyed in the 44 high schools.

[b]The number of responding teachers in the designated category.

[c]The percentage of teachers who responded in the designated category.

economic topics; in Part B, the teacher reported the extent to which he was utilizing designated teaching methods and materials to develop economic understanding; and in Part C, the teacher reported his practices, perceptions, and opinions regarding economic education.

The coding for Part A had been used successfully by Lebeda in a study of consumer education in Iowa high schools in 1955.[4] After the responding teacher had listed the course in which he felt he was making the greatest contribution toward economic education, he was asked to indicate the degree of emphasis he was giving to each of 27 designated economic topics, which were presented in checklist form. A checkmark under the coded response, "Have a Planned Unit," indicated that at least one class period was being devoted to a particular economic topic; whereas the alternative coded responses represented lesser emphasis as follows: "Planned as Part of Other Unit," "Little or No Planned Effort," and "Does Not Apply to the Course I Teach."

The economic topics listed in Part A were carefully selected from the recommendations made by the National Task Force on Economic Education in 1961[5] and from the results of the study by the Council for the Advancement of Secondary Education in 1956.[6] All of the 14 major categories of economic understanding recommended by the latter study were included because the

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[4]Agnes Lebeda, "An Analysis and Comparison of Consumer-Economic Education Practices Among Subject Areas in the Iowa Public Secondary Schools" (unpublished Ph.D. dissertation, University of Minnesota, 1955).

[5]Committee for Economic Development, Economic Education in the Schools (New York: Committee for Economic Development, 1961).

[6]Council for Advancement of Secondary Education, Key Understandings in Economics (Washington 6, D. C.: Council for Advancement of Secondary Education, 1956).

authors had considered ". . . the omission of any one of these categories /to be/ an unconscionable neglect of a basic area that would be incompatible with the demands of an education for economic literacy."[7]

The general format of Part B had been used successfully by the Joint Council on Economic Education for a national survey conducted in 1958. The over-all purpose of this section of the questionnaire was to determine the extent to which teachers were varying teaching methods and materials to develop economic understanding. Many educators had emphasized that such variation was very important.[8]

Part C of the teacher's questionnaire included general informational items along with a selection of the rated "essential" and "worthwhile" items that had been recommended by the jury of authorities and that were subsequently used in the principal's form of the questionnaire.[9] Table 12 identifies those rated items that were included in Part C and relates each of these items to the same or similar criterion that had been listed in the principal's form.[10]

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[7] Ibid., p. 10.

[8] Methods of teaching in economic education were discussed in Chapter II, pp. 60-64.

[9] The economic education practices rated by the jury of authorities were discussed in Chapter III, and the questionnaire form for the principals was discussed in Chapter IV.

[10] In order to provide for the aforementioned Parts A, B, and C in a questionnaire that teachers would be able to complete in no longer than 30 to 40 minutes, the investigator found it necessary to include only representative items from the principal's form. Nevertheless, almost every rated item in the principal's questionnaire was at least represented in the teacher's questionnaire. In general, the rated practices regarding economic content or economic teaching methods and materials were included in Parts A and B, respectively.

TABLE 12.--Items in Part C of the teacher's questionnaire cross-classified with items in the principal's questionnaire[a]

Teacher's Item No.[b]	Item	Rating[c]	Principal's Item No.[d,e]
7.	Have you read the 1961 National Task Force Report entitled Economic Education in the Schools?	W	25
8.	Have you viewed 20 per cent or more of the sessions of the 1962-63 CBS television course, "The American Economy"?	W	82
9.	Do you participate in curriculum planning in your school?	E	(32, 34, 36)
10.	Are you aware of any significant economic education developments in other school systems across the country?	W	9
11.	Do you know what economic concepts are being taught in other teachers' courses in your high school?	W	92 (12)
12.	Have you analyzed your course to determine what and where economic concepts can be taught best?	E	91 (38)
13.	Do you feel that your textbook effectively presents the economic topics that are related to your course?	W	(99)
14.	For classroom use, do you select supplementary reading materials which, collectively, present the viewpoints of business, labor, and agriculture groups?	E	51
16.	Do you help your students evaluate the logic and objectivity of economic statements?	E	100
17.	Can you distinguish the different economic viewpoints of such organizations as The Farm Bureau, The Farmers Union, The AFL/CIO, and The National Association of Manufacturers?	W	23
18.	Have you developed a file of local community enterprises and resource people that can be utilized effectively in special class projects?	E	107 (28, 29)
19.	Do you know of differences between the educational philosophy of the Joint Council on Economic Education and that of the Foundation for Economic Education?	W	23

TABLE 12.--Continued

Teacher's Item No.[b]	Item	Rating[c]	Principal's Item No.[d,e]
23.	Do you agree that economic problems, issues, and concepts are relevant to the subject matter of all high school courses?	W	10 (92)
24.	Do you feel that your principal and your school superintendent support the viewpoint that economic concepts can be taught in all courses?	E	(10, 33)
25.	Do you feel that an elective economics course should be offered in the high school if there are enough interested students to justify staffing the course?	W	(41, 47)
26.	Do you consider economic understanding a vital requisite for good citizenship?	E	103
27.	Do you believe that the major objective of economic education should be to develop the student's ability and inclination to analyze economic issues objectively and to weigh the probable results of alternative courses of action?	E	105 (15)
29.	Should colleges and universities develop one or more special economics course(s) to meet the particular needs of prospective teachers?	E	65
31.	Do you believe that one person should be designated "Coordinator of Economic Education" for all subject areas of the high school?	E	117
32.	Do you feel that your high school principal is seriously interested in the effectiveness with which economic topics are taught in your course?	E	(18, 6, 10, 11)

[a]The principal's questionnaire was discussed in Chapter IV.

[b]The numbers in this column refer to the respective items in the teacher's questionnaire, included in Appendix H. The item numbers missing from the series represent nonrated items that were included only for purposes of general information and clarification. Most of the nonrated items were also related to specific items in the principal's questionnaire.

[c]In this column, a "W" indicates an item rated "worthwhile," and an "E" indicates an item rated "essential" in cooperation with a jury of authorities described in Chapter III.

[d]The item numbers in this column refer to the respective items in the principal's questionnaire, included in Appendix F.

[e]In this column, a number enclosed in parentheses is similar, but not identical to the designated item on the principal's questionnaire.

Over-All Performance on the Rated Practices

For his response to each of the 27 economic topics listed in Part A, the teacher was requested to check one of the following categories, which were given a weighting of 3, 2, 1, and 0, respectively:

Have a planned unit
Planned as part of other unit
Little or no planned effort
Does not apply to the course I teach

In the instructions for Part A, a "planned unit" was defined as one class period or more in length. A teacher could thus attain a score of 81 on Part A if he devoted at least one class period to each of the 27 topics.[11]

Each item in Part B was coded so that the teacher could simply check either "frequently," "occasionally," or "seldom" to indicate the extent to which he was utilizing the designated economic education teaching procedures or supplementary materials. With a weighting of 3 points for each practice followed "frequently;" 2 points for, "occasionally;" and 1 point for, "seldom;" a teacher could attain a possible score of 69 in Part B for maximum use of the designated teaching methods and materials.

Part C of the teacher's questionnaire included 11 rated "essential" practices and 9 "worthwhile" practices. With a weighting of 2 points for each "essential" practice and 1 point for each "worthwhile" practice, a teacher could attain a possible score of 31 for the practices and perceptions he reported on this section of the questionnaire.

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[11]The weighting of responses in Parts A and B provided only a rough approximation of performance on the individual items and on each of these major sections of the questionnaire. It should not be assumed, for instance, that having "a planned unit" for teaching an economic topic is necessarily worth precisely one point more on a four-point scale than is planning for teaching an economic topic incidentally in conjunction with a unit on some other topic. However, the coded responses to each item did represent distinct, progressive degrees of emphasis which would, in turn, deserve increased numerical ratings. The reader may prefer simply to interpret the function of each individual or combined score as that of establishing the relative degree(s) of performance on the given continuum.

As Parts A, B, and C of the teacher's questionnaire represented discrete areas which could not be combined logically into a single rating, weighted average ratings were computed separately for each section. By dividing the total number of teachers into the sum of the individual scores, it was possible to derive a weighted average rating for each high school or other specified group for its performance on Part A, on Part B, and on Part C. In this manner, it was possible to rank responding high schools according to their respective weighted average score in each section. The ranking of the teachers--by high school--is revealed in Table 13.

To insure that responses from the individual schools would be handled in strict confidence, each cooperating school was assigned an identifying numeral which was used consistently throughout the study to refer to the over-all performance of teachers in that school. For purposes of comparison, all high schools were rated separately even though the Oklahoma City and Tulsa school districts included several separate high schools.

TABLE 13.--Schools ranked according to the weighted average rating of their responding teachers on the three major categories of the questionnaire[a]

Topics Taught			Methods and Materials Used			General Practices and Perceptions		
School	Rank Order[b]	W.A.R.[c,d]	School	Rank Order	W.A.R.	School	Rank Order	W.A.R.
XXVII	1	46.6	XXVII	1	40.3	I	1	18.7
I	2	33.2	XLII	2	37.1	XLII	2	18.6
XLII	3	32.6	XIII	3	37.0	XIII	3	18.4
XIII	4	28.6	I	4.5	35.7	XVI	4	18.1
VII	5	28.3	XXXIII	4.5	35.7	XXV	5	18.0
II	6	27.9	X	6	35.4	XXVII	6	17.3
XVIII	7	27.3	XXV	7	35.1	XXXIII	7	17.1
IX	8	26.1	XXIII	8	34.3	X	8	16.6
VIII	9	25.7	VIII	9	33.2	XXIII	9	16.4
VI	10	25.6	XX	10	32.6	VII	10	16.3
X	11	25.3	XLV	11	32.2	VI	11	16.0
XVI	12	25.1	VII	12	32.1	XX	12.5	15.5
XXIII	13	24.9	XXXV	13.5	31.5	XVIII	12.5	15.5
XXXIX	14	24.8	XLI	13.5	31.5	IX	14.5	15.4

TABLE 13.--Continued

Topics Taught			Methods and Materials Used			General Practices and Perceptions		
School	Rank Order[b]	W.A.R.[c,d]	School	Rank Order	W.A.R.	School	Rank Order	W.A.R.
XXV	15	24.7	XVIII	15	31.3	XXXVIII	14.5	15.4
XXXV	16	23.9	IX	16	31.1	XL	16.5	15.2
IV	17	23.4	XXVI	17	30.8	XLVIII	16.5	15.2
XLV	18	23.2	XL	18	30.3	II	18	15.1
XXIV	19	22.3	XXXI	20.5	30.2	XXXV	19	15.0
XXXVI	20	22.2	XXXIX	20.5	30.2	XLVII	20	14.9
XXXIII	21	22.1	XLIII	20.5	30.2	XXIV	21	14.8
XXX	22	22.0	XXII	20.5	30.2	XXXVI	22.5	14.5
XXXVIII	23	21.9	XXXII	23	30.1	XLIII	22.5	14.5
XXII	24	21.6	IV	24	29.6	IV	24.5	14.3
XLVIII	25.5	20.8	II	25	29.5	XXXIX	24.5	14.3
XXI	25.5	20.8	XXIV	26	29.4	VIII	26	14.2
XLI	27	19.9	XXXVIII	27	29.2	XLV	27	14.1
XX	28	19.4	XXXVI	28	28.7	XXXII	28	13.7
XXXII	29	19.3	XV	29	28.4	III	29.5	13.6
XXXI	30	19.1	XLVIII	30.5	28.0	XXI	29.5	13.6
XI	31	19.0	XLVI	30.5	28.0	XLVI	31.5	13.3
III	32.5	18.8	VI	32	27.9	XV	31.5	13.3
XLVI	32.5	18.8	XXI	33	27.6	XXVI	33	13.2
XLIII	34.5	18.4	XVI	34	27.2	XXXI	34	13.1
XLVII	34.5	18.4	XXX	35	26.9	XXX	35	12.7
XXVI	36.5	17.7	III	36	26.7	XIX	36	12.6
XXXIV	36.5	17.7	XXIX	37.5	25.4	XXII	37.5	12.5
XL	38	17.6	XXVIII	37.5	25.4	XXIX	37.5	12.5
XV	39	16.8	XIX	39	24.5	XLIV	40	12.1
V	40	16.5	XXXIV	40	23.1	XI	40	12.1
XXVIII	41	15.9	XLVII	41	22.6	XXVIII	40	12.1
XXIX	42	15.8	XI	42	21.8	V	42	11.9
XLIV	43	15.1	XLIV	43.5	21.2	XLI	43	11.0
XIX	44	14.6	V	43.5	21.2	XXIV	44	10.9

[a]This table should be read in the following manner: The responding teachers from school XXVII attained the highest weighted average rating for their reported practices on all three major sections of the questionnaire. Their first-place score on topics taught was 46.6; on methods and material used it was 40.3; and on general practices it was 18.7.

[b]The ranking of high schools in this table is based upon the weighted average rating computed in terms of the total number of respondents from each high school.

[c]The abbreviation W.A.R. signifies the weighted average rating of the respective school.

[d]Since the possible score was different for each of the three major categories, the weighted average ratings are comparable only within each category.

Nonrespondents and the Interschool Ranking

Although a response was received from 77 per cent of the teachers who were surveyed in the 44 cooperating schools, the percentage of responses from a few of these schools was comparatively low. If it is assumed that the teachers who returned a completed questionnaire were generally more interested in economic education than were the teachers who did not respond, one would further conclude that a school's weighted average rating (per responding teacher) probably overstates its emphasis on economic education if a comparatively small number of its teachers responded to the survey. The data in Table 14 reveal the ranking of the high schools when (1) weighted average ratings were based on the number of responding teachers only, and (2) when weighted average ratings were based on the total number of teachers being surveyed in the respective high schools.

TABLE 14.--A comparison between high school ranking when based upon responding teachers only and when based upon all teachers in the subject areas surveyed

School No.	Topics Taught (1)[a]	(2)[b]	Methods and Materials Used (1)	(2)	General Practices and Perceptions[c] (1)	(2)
I	2	2	4.5	6	1	4
II	6	3	25	12	18	6
III	32.5	16	36	14	29.5	8
IV	17	15	24	21	24.5	22
V	40	44	43.5	42.5	42	42
VI	10	13	32	27	11	18
VII	5	10	12	20	10	16
VIII	9	5	9	2	26	15
IX	8	36	16	39	14.5	39
X	11	12	6	7	8	10.5
XI	31	39	42	42.5	40	43
XIII	4	31	3	34	3	33
XV	39	24	29	11	31.5	17
XVI	12	4	34	15	4	2
XVIII	7	6	15	13	12.5	12
XIX	44	34	39	29.5	36	27.5
XX	28	21	10	9	12.5	8
XXI	25.5	29	33	33	29.5	32

TABLE 14.--Continued

School No.	Topics Taught (1)[a]	(2)[b]	Methods and Materials Used (1)	(2)	General Practices and Perceptions[c] (1)	(2)
XXII	24	18	20.5	17	37.5	27.5
XXIII	13.5	11	8	4	9	5
XXIV	19	27	26	29.5	21	29.5
XXV	15	28	7	26	5	23.5
XXVI	36.5	43	17	38	33	40
XXVII	1	41	1	44	6	44
XXVIII	41	25	37.5	18	40	19
XXIX	42	37	37.5	35	37.5	34
XXX	22	19	35	25	35	29.5
XXXI	30	14	20.5	3	34	14
XXXII	29	23	23	16	28	21
XXXIII	21	38	4.5	36	7	35
XXXIV	36.5	33	40	37	44	37
XXXV	16	9	13.5	8	19	8
XXXVI	20	17	28	22	22.5	20
XXXVIII	23	8	27	5	14.5	3
XXXIX	13.5	7	20.5	10	24.5	13
XL	38	35	18	28	16.5	31
XLI	27	32	13.5	31.5	43	38
XLII	3	1	2	1	2	1
XLIII	34.5	32	20.5	24	22.5	25
XLIV	43	40	43.5	40	40	36
XLV	18	20	11	19	27	26
XLVI	32.5	26	30.5	23	31.5	23.5
XLVII	34.5	22	41	31.5	20	10.5
XLVIII	25.5	42	30.5	41	16.5	41

[a]The columnar heading "(1)" signifies the high school ranking when the weighted average rating was based on the number of responding teachers only.

[b]The columnar heading "(2)" signifies the high school ranking when its weighted average rating was based on all teachers in the subject areas surveyed; i.e., the school's combined score for reported instructional practices was divided by the total number of its teachers--including nonrespondents--in the areas surveyed. The figures in this column were based upon the assumption that nonrespondents were contributing little or nothing to the economic education program.

[c]This table should be read as follows: when the weighted average rating of the instructional practices in School I was based upon the number of responding teachers, School I ranked in second position on "topics taught;" in 4.5 position (tied with School XXXIII) on "methods and materials used;" and in first position on "general practices and perceptions." When the weighted average rating was based upon the total number of its teachers in the areas surveyed, School I ranked in second, sixth, and fourth positions, respectively.

The question regarding performance characteristics of nonrespondents is inevitable whenever responses are received from fewer than 100 per cent of the persons included in a survey, and it is particularly important that this problem be recognized in interschool ratings whenever there is variation in the percentage of teachers who respond from the respective schools. The comparison in Table 14 suggests that an overly optimistic weighted average rating may have been computed for those schools from which a less-than-average percentage of teachers responded.

The investigator was especially interested in the finding that School XXVII attained a comparatively high weighted average rating even though completed returns were received from only 20 per cent of the teachers being surveyed in that school. It appeared, therefore, that possible selectivity of respondents may have given an upward bias to the weighted average rating of School XXVII. Such a bias would serve, further, to penalize the comparative rating of schools from which more than 90 per cent of the teachers responded to the survey. Since follow-up procedures beyond those described in Chapter I were not feasible in the present study, the data in Table 14 were included to identify those few schools which may have attained a comparatively high weighted average rating because a possibly select group of their teachers responded. Such selectivity may have resulted quite indirectly and unintentionally in the extent to which the principal encouraged all teachers to complete a questionnaire.

With regard to "topics taught," Table 14 reveals that Schools XXVII, IX, XIII, XXXIII, and XLVIII would have suffered an appreciable drop in rank-order standing if their weighted average rating had been computed on the basis of all teachers in their respective subject areas rather than on the basis of only the responding teachers. On their teaching "methods and

materials," Schools XXVII, XXXIII, XIII, IX, III, XXXVIII, and XXVI would have suffered an appreciable drop in rank order; and on the "general practices and perceptions" category, Schools XXVII, XIII, XXXIII, XLVIII, IX,III, and XXVIII would have had an appreciably lower rank-order position.

School Size and School Finance Related to the Interschool Ranking

Ordinarily, it is expected that certain background or external factors will affect the educational practices of teachers. Among these factors are the size of the school and the financial base of the school. The rank-difference correlation of minus .29 between school size and the weighted average ratings on Part A was not statistically significant. Neither was the rank-difference correlation of minus .29 between school size and school ratings on Part B significant. However, there was an interesting rank-difference correlation of minus .34 between school size and the school ratings on Part C of the questionnaire. This correlation was significant at the .05 level of confidence. In general, therefore, the teachers in the smaller schools tended to follow more of the recommended practices than did the teachers in the larger schools.

As the larger high schools were generally found in the wealthier school districts, it was expected that similar rank-difference correlations would be found when school ratings were related to property valuation per child in the respective districts. The rank-difference correlation on Part A was minus .23; on Part B, it was minus .08; and on Part C, it was minus .20. None of these correlations were significant at the .05 level of confidence

Thus, it appeared that the wealthier school districts were not making effective use of their greater financial resources to develop effective economic education programs. The consistent negative correlations, both

here and in the comparison involving school size, suggest that certain problems, such as that of inadequate communication, may be handicapping the development of economic education in the larger schools.[12]

Teaching Performance Within the Major Categories of the Questionnaire

The sum of the weighted average ratings of all 44 schools represented 28 per cent of the possible (combined) score on Part A; 43 per cent, on Part B; and 47 per cent, on Part C. A further breakdown of the scores on Part C revealed that the teachers attained 51 per cent of the possible points for their "essential" practices and 35 per cent of the possible points for their rated "worthwhile" practices. The average of the 44 schools' weighted average ratings was 22.5 on Part A, 29.8 on Part B, and 14.6 on Part C. On Part A, the best school rating represented 58 per cent of the possible score; whereas the lowest rating represented only 18 per cent of the possible score. On Part B, the ratings among the individual schools ranged from 58 per cent to 31 per cent of the possible score; whereas the range on Part C was from 60 per cent to 35 per cent of the possible score.

Although the best individual school rating on each of the three major parts of the questionnaire represented about the same percentage of the designated practices, most schools scored less well on Part A than on Parts B and C. This trend would be expected as the questionnaire survey included teachers of most subjects in the high school. Thus, teachers in many

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[12] When teachers' performance was compared with the average size of their classes in each of the 44 high schools, the rank-difference coefficient of correlation was minus .06 on Part A; .16 on Part B; and .11 on Part C. None of these correlations were statistically significant at the .05 level of confidence. In general, therefore, the relationship between class size and teaching performance was not significant on any part of the questionnaire.

subject areas were less inclined to teach a majority of the designated topics than they were to follow a majority of the other recommended practices. Occasionally, a teacher would indicate that none of the economic topics were relevant to his course; but he would then complete those items in Part C which related to general practices and perceptions regarding economic education.

Product-moment coefficients of correlation were computed to determine the degree of relationship between the schools' scores on different parts of the questionnaire. All of the coefficients of correlation between parts were significant at the .01 level of confidence. The correlation was .74 between scores on Parts A and B; .74 between Parts A and C; and .72 between Parts B and C. Therefore, a school which scored high on one part of the questionnaire usually scored high on the other parts; or, conversely, a low score on one part was usually accompanied by comparatively low scores on the other parts. Similarly, the coefficient of correlation between scores for rated "essential" and "worthwhile" practices on Part C was .94, which was highly significant at the .01 level of confidence.

Economic Topics

In Part A, the teacher was first asked to write the name of the one course in which he felt he was making the greatest contribution to economic education. Then he was asked to indicate, in the coded response columns, the emphasis he was giving to each of the 27 designated topics. Although 54.3 per cent of the responses were checked in the coded section, "Does Not Apply to the Course I Teach;" 7.9 per cent of the responses were in the section, "Have a Planned Unit;" 17.6 per cent were in the section, "Planned as Part of Other Unit;" and 20.2 per cent were in the section, "Little or no Planned Effort." Therefore, 25.5 per cent of the 37,152 responses in Part A

were found either in the section, "Have a Planned Unit," or in the section, "Planned as Part of Other Unit."[13] In responding to each of the 27 designated topics, from 39 to 274 teachers reported having a separate unit for the study of a particular topic. Personal economic topics received the greatest attention; whereas, surprisingly, the topics on international economics received the least attention. The extent to which various topics were emphasized in exclusive economic units is shown in the following tabulation of the 8 most popular and of the 8 least popular topics.

Rank Order	Topic	No. of Teachers with a Planned Unit
1	Choosing a Vocation	274
2	Personal Money Management	201
3	Money, Credit, and Banking	186
4	Conservation of Natural Resources	183
5	Forms of Business Organization	180
6	Communism, Socialism, and Capitalism	175
7	Principles of Taxation	160
8	Planning for Personal Economic Security	151
	. . . . .	
20	Economic Analysis--A Science	70
21	The Problem of Economic Scarcity	66
22.5	Economic Growth	50
22.5	Fiscal Policies	50
24	Determinants of National Income	45
25	Trends and Components of GNP	43
26.5	Underdeveloped Countries	39
26.5	International Trade	39

As would be expected, the teachers generally preferred to teach economics as a part of other units rather than in separate units devoted exclusively to this subject. The extent to which instruction in various economic topics was planned as part of other units is shown in the following ranking of the 8 most popular and the 8 least popular topics that were taught in this manner.

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[13]The number of responses to all items in the teacher's questionnaire are listed in Appendix I.

Rank Order	Topic	No. of Teachers Including Topic with Another Unit
1	Choosing a Vocation	416
2	Conservation of Natural Resources	312
3	Incentives, Competition, and Markets	307
4	Characteristics of the American Economic System	276
5	The Distribution of Income	271
6	Money, Credit, and Banking	265
7	Communism, Socialism, and Capitalism	260
8	Principles of Taxation and Kinds of Taxes	258
	. . . . .	
20	Forms of Business Organization	209
21	Underdeveloped Nations	207
22.5	Economic Analysis--A Science	199
22.5	Trends and Components of GNP	199
24	Determinants of National Income	197
25.5	Government Fiscal Policies	192
25.5	International Trade	192
27	Monetary Policies of the Federal Reserve System	172

It appeared that an appreciable contribution to economic education was being made only by those teachers who were teaching economic topics either in a separate "planned unit" or as part of other units in the respective courses. Therefore, the responses in these two categories were combined in the following tabulation to provide a broad view of the extent to which the 1,376 responding teachers were giving this much emphasis to each of the 27 topics.[14]

Rank Order	Topic	Teachers Emphasizing Topic Either in Special Unit or as Part of Other Units
1	Choosing a Vocation	690
2	Conservation of Natural Resources	495
3	Money, Credit, and Banking	451
4	Communism, Socialism, and Capitalism	435
5	Personal Money Management	425
6.5	Principles of Taxation	418
6.5	Incentives, Competition, and Markets	418
8	Planning for Personal Economic Security	402
9	Forms of Business Organization	389
10	Fundamental Characteristics of the American Economic System	375

[14]The entire discussion and analysis in Lebeda's consumer economic study was based upon this method of tabulating the responses. Lebeda, op. cit., p. 33.

Rank Order	Topic	Teachers Emphasizing Topic Either in Special Unit or as Part of Other Units
11	Composition, Trends, and Problems of the Labor Force	356
12	Labor Unions	351
13	Distribution of Income	344
14	Economic Concentration and Monopoly Issues	339
15	Government Regulation Issues	331
16	Economic Fluctuations	323
17	The Farm Problem	317
18	Savings and Investment	316
19	The Problem of Economic Scarcity	310
20	Economic Growth	271
21	Economic Analysis--A Science	269
22	Monetary Policies of the Federal Reserve System	257
23	Underdeveloped Nations	246
25	Trends and Components of GNP	242
25	Determinants of National Income	242
25	Government Fiscal Policies	242
27	International Trade	231

Although 690 teachers reported a deliberate effort to include some instruction on the choice of a vocation, only 375 were making an appreciable effort to help students understand the composition and trends of the national labor force. In view of increasing technological change and the resultant shifts in employment opportunities, it would seem that a discussion of vocations would hardly be sufficient without considerable attention being devoted to significant trends among the major areas of employment. Similarly, 451 teachers planned for instruction in money, credit, and banking; but only 257 teachers were including instruction in the monetary policies of the federal reserve system. The influence of the federal reserve system upon the supply of money in the economy is of such significance that complete omission of its vital role could result in a superficial understanding and even misinformation regarding the function of money, credit, and banking. Although 418 teachers were including instruction about taxation, only 242 teachers were including a study of the closely related functions of government fiscal policies regarding taxing and spending. Probably no economic

topic appears in the news media more frequently than does "gross national product;" yet, this topic ranked near the bottom of the list; and, along with such vital, related topics as economic growth, savings and investment, and determinants of national income.

In spite of the continuing volatile economic and political climate in the underdeveloped countries of the world, this area of economics was receiving attention from comparatively few of the responding teachers. Similarly, the great challenges of the European Economic Community and of similar international organizations did not prevent the topic on international trade from ranking in bottom position.

More positively, a comparatively large minority of teachers were planning for the study of personal economic topics and for what appeared to be a fairly general treatment of societal economics. The continuing emphasis upon conservation of natural resources has resulted in this topic being discussed in many textbooks. Separate units on communism have been strongly encouraged, and teaching guides have been developed to help social studies teachers plan for instruction in this area. The many teachers who reportedly emphasize a study of incentives, competition, and markets could make an important contribution toward a basic understanding of economics and the operation of the American economy.

While study of the personal economic topics should be commended, it is perhaps true that many severe personal economic problems could best be solved by a prosperous economy. Moreover, it seems reasonable to expect that optimum national prosperity can exist only when the voting citizenry have a basic understanding of important economic concepts--including those which ranked at the bottom of the list in the foregoing tabulation. Certainly, better balance is needed in the study of significant economic

topics.

Nevertheless, it should be acknowledged that every teacher in the high school need not have a planned unit for teaching each of the 27 designated economic topics. A carefully co-ordinated economic education program should make it possible to assign to specific subject areas the primary responsibility for developing only those facets of economic education which are most relevant to the respective areas. Perhaps, only in this manner can the optimum contribution be made to economic education. Fulfillment of the lines of responsibility should preclude both gaps and excessive duplication in the progressive spiralling of economic education throughout the curriculum.

Teaching Methods and Materials

In Part B, the teacher was asked to indicate the extent to which he was following certain practices in teaching economics in the course he named in Part A.[15] On the 23 rated practices in Part B, 16.5 per cent of the responses were checked in the "frequently" category; 22.3 per cent were checked as being followed "occasionally;" 32.7 per cent were in the "seldom" category; and 28.5 per cent were tabulated as "nonresponses."

The number of teachers indicating frequent use of a designated economic education method or material ranged from 25 to 660 among the various items. The greatest tendency to follow the designated procedures "frequently" was found in the section titled "Use of Supplementary Materials;"

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[15] It would probably be unwise for every teacher to make extensive use of all the teaching procedures and materials listed in Part B. Nevertheless, considerable variation in teaching procedures has been recommended for the purpose of enlivening and enriching the study of economics. The function of Part B was to provide an index of the extent to which various groups of teachers were varying their instructional procedures for developing economic understandings.

28.05 per cent of the responses were checked in this category. This response suggested that teachers will usually make effective use of good supplementary materials when they are available. Conversely, the "Use of Community Resources" represented only 3.47 per cent of the responses. This weak response also indicated that most student research studies were probably based on assigned readings rather than an interpretation of primary or "first-hand" data. The extent to which variations in teaching methods and materials were being followed within the major categories of Part B is shown in the following tabulation.

	Percentage of Responses			
Category	Frequently	Occasionally	Seldom	No Response
Use of Supplementary Materials	28.05	28.79	21.53	21.63
Use of Classroom Techniques	18.13	21.26	34.18	26.43
Use of Audio-Visual Aids	14.51	21.47	31.29	32.73
Student Research Studies of Economic Problems	9.34	19.22	41.02	30.42
Use of Community Resources	3.47	17.56	46.10	32.87

The following rank-order listing reveals the number of teachers who were making either "frequent" or "occasional" use of the designated teaching methods and materials.

Rank Order	Teaching Method or Material	No. of Teachers
1	Class Discussion	1,029
2	Lecture	910
3	Supplementary Books	860
4	Supplementary Periodicals	849
5	Supplementary Booklets and Pamphlets	823
6	Newspapers	768
7	Bulletin Board	753
8	Films	728
9	Charts	692
10	Government Publications and Documents	611
11	Filmstrips	498
12	Individual Student Research Studies	456
13	Student Committees	441
14	Guest Speakers	430
15	Radio and/or TV	401
16	Student Panel Discussions	373
17	Research Studies by Student Groups	330

Rank Order	Teaching Method or Material	No. of Teachers
18	Slides	315
19	Field Trips	257
20	Student Role-Playing	256
21	Student Debate	243
22	Field Studies	181
23	Flannel Board	79

Although traditional class discussion and lectures were being utilized by more teachers than were other procedures, all of the designated methods and materials were being used by some teachers. The use of radio and/or television appeared to be growing in popularity inasmuch as 30 per cent of the teachers reported making considerable use of these particular aids. The comparatively infrequent use of field studies probably reflected the time consuming problems associated with scheduling and properly conducting such projects even though some teachers have developed efficient procedures for directing these activities. Likewise, materials for the use of a flannel board or a slide projector must often be prepared by the individual teacher.

As would be expected, the speech teachers most commonly reported the teaching of economic concepts through student debates. Each year the national debate topic usually involves a major economic issue which is analyzed and discussed in some detail by most speech classes.

At the end of each major section of Part B, the teachers were asked to list any additional procedures they had found effective for teaching economic concepts. Although most of the teachers who responded in this category simply described applications of practices which were already listed in the coded sections of Part B, considerable information was provided in response to the request for titles of any supplementary materials which had been most useful. The six most commonly used publications have been ranked below according to the number of teachers who recommended them.

Name of Publication	No. of Teachers
U. S. News and World Report	26
Newsweek	21
Time	18
Consumers Guide and/or Consumers Report	9
Life	8
Changing Times	8
Total	90

Two important findings are obvious in the foregoing tabulation. First, as the publications most commonly mentioned were designed for popular reading, societal economic information and analysis was presented only incidentally, if at all. Secondly, there was very little agreement among the 1,376 respondents as to the particular economic education supplementary reading materials which had been most helpful. It appeared that many of the teachers were not aware of many of the better materials, and the 632 teachers who had completed fewer than 3 semester hours of economics would probably need considerable assistance in the selection and evaluation of available publications. A qualified school coordinator for economic education could provide a valuable service in this area. Assistance in the selection of materials would be provided also by the education or economics departments of the various colleges and universities and by the field office of the Oklahoma Council on Economic Education.[16,17,18]

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[16] The Field Office of the Oklahoma Council on Economic Education is located in the College of Business, Oklahoma State University, Stillwater, Oklahoma.

[17] A recently revised materials evaluation report should provide helpful guidance. Committee for Economic Development, Study Materials for Economic Education in the Schools (New York: Committee for Economic Development, 1961).

[18] Ten teachers expressed appreciation for materials from the Oklahoma Council. The investigator's experience with teacher requests prompts the recommendation that when writing for assistance, teachers would be well advised to explain at least the planned use of supplementary materials rather than simply to request "everything available."

Although there was very little agreement on the specific materials that had been found most helpful, 257 different items were mentioned by the various teachers. Among these items were the publications of the federal reserve banks; the Committee for Economic Development; Curriculum Resources, Incorporated; the Council for Advancement of Secondary Education, the Joint Council on Economic Education; the various consumer economic groups; various agencies and departments of the federal government; and the various business, labor, and agriculture organizations. Among the listed newspapers and magazines with a strong economic orientation were included the Wall Street Journal, Fortune, Business Week, and Challenge. Numerous supplementary books were mentioned. In general, it was clear that few teachers have exploited the possibilities for optimum use of free and inexpensive supplementary materials in economic education. It is perhaps significant that several of the school librarians responded to the present study although they were not requested to do so. These responses, which were not formally tabulated in the present study, reflected the librarians' strong interest in economic education. In each case, the statement was made that the necessary materials would be secured if the teachers would simply express their needs.

In the final section of Part B, a series of items were included in an effort to determine the relative depth of economic understandings which teachers were attempting to establish. Although knowledge of content must necessarily constitute the first level of understanding, it was hoped that teachers were seeking more advanced levels of learning. Within subject areas, the percentage of respondents who reported testing student development of critical thinking in economics was greatest among five major groups as follows: social studies, 86 per cent; economics, 85 per cent; speech,

74 per cent; home economics, 69 per cent; and science, 68 per cent.[19] The following tabulation of responses in the designated categories reveals that the "development of critical thinking" closely followed "knowledge of content" as major teaching objectives in economic education.[20]

Learning Objectives	Percent of Responding Teachers
Knowledge of Content	68.75
Development of Critical Thinking	61.92
Development of Skill	48.98
Attitude Change	36.04
Other	6.03

General Background

Part C, the final section of the questionnaire, served to provide general background information as well as an over-all performance rating on certain practices and perceptions regarding economic education.

Previous Teaching Experience

The years of experience of 1,245 teachers responding to this question varied from 1 to 44. The first quartile included teachers who had 4 or fewer years of experience; the median was 11 years; and the upper quartile included only teachers who had more than 22 years of experience. Thus, 75 per cent of the responding teachers had taught more than 4 years; and the average experience was 13.6 years.

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[19] The subject area of economics was tabulated to include teachers of both personal and societal economics courses. Ninety-four per cent of the 17 teachers of societal economics courses reported that their examinations include items which serve to measure the students' development of critical thinking in economics.

[20] As the teachers were asked to check each student achievement which they "test for," the sum of the percentage column is greater than 100.

College Credits Earned in Economics

The responses from the 1,376 teachers indicated that 632 (46 per cent) of the teachers had completed from 0-2 semester credit hours of work in college economics courses;[21] 282 (20 per cent) of the teachers had completed 3-5 hours; 337 (25 per cent) had completed 6-11 hours; and 125 (9 per cent) had completed 12 hours or more of economics. For the entire group, an average of 4.2 credit hours had been earned. In Table 15, the major subject areas are ranked in order according to the average number of hours which the teachers in those areas had completed.

TABLE 15.--Average semester hours of college economics courses completed by teachers in each major subject area

Subject Area Teachers	Average Number of Semester Hours of Economics
Agriculture	10.5
Economics	9.6
Business	6.8
Social Studies	6.3
Drivers Education	5.9
Home Economics	3.8
Speech	3.6
Industrial Arts	3.3
Science	2.8
Mathematics	2.5
English	2.3
Foreign Language	1.6
Special Education	1.4

No attempt was made to define the title or content of the economic courses which had been completed; however, several of the agriculture

[21]The figures in the category of "0-2" were based on the assumption that the 576 teachers who did not respond to this question had not completed any formal courses in economics.

teachers mentioned taking courses in agriculture economics, and some of the respondents had undoubtedly taken a course in consumer economics. The average semester hours completed by high school "economics" teachers would have been greater if this category had not included the teachers of consumer economics, economic geography, family finance, and international problems as well as the teachers of societal economic courses. Although 2 of the 17 societal economics teachers had not taken a single college economics course, this latter subgroup had completed an average of 11.2 semester credit hours in economics.[22]

When asked whether they believed their academic background in economics had been sufficient for their needs in teaching economic concepts in their particular course, 545 teachers checked the "no" response while 291 did not respond to the question. In general, the 540 "yes" respondents included both the teachers who had a strong background in economics and the teachers with little or no economics course work who rationalized that economics could not be taught appropriately in their course. A few teachers emphasized that they were upgrading their economic competency through wide reading of economic education materials.

Participation in Economic Education Workshops

The teacher was asked to indicate where and in what year he had attended an economic education workshop. With this information, the investigator was able to determine the number of teachers who had attended various types of programs, including the "live-in" workshops that had been

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[22] The hours in economics that were completed by teachers of each subject are categorized in Appendix K.

conducted by state councils on economic education.[23] From zero to 74 per cent of the teachers in each school reported having attended some form of economic education workshop. However, the "workshop" to which these 188 teachers referred varied from a single lecture on an economic topic to the multi-week programs held on one of the university campuses. After a careful review of the listed programs, it appeared that only 19 of the respondents had actually attended a "live-in" workshop conducted by the Oklahoma Council or by a similar organization in another state. These 19 respondents consisted of 8 business teachers, 2 mathematics teachers, 1 science teacher, 7 social studies teachers, and 1 special education teacher.

Study of the National Task Force Report

In 1961, the National Task Force report on economic education was mailed to all but the smallest high schools throughout the nation.[24] However, only 148 (or 11 per cent) of the responding teachers indicated that they had received information about this important publication. Interestingly, of this group, 121 reported having read the report. It would appear, therefore, that the report would have been read by many more teachers if it had been routed to them.

Participation in the National Television Course

When asked whether they had viewed 20 per cent or more of the sessions of the 1962-63 CBS television course, "The American Economy," 160 (or 12 per cent) of the respondents replied affirmatively. This program had been given

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[23] The term "live-in workshop" is often used by economic educators to refer to workshop arrangements whereby the participants reside at a university campus during the entire program.

[24] Committee for Economic Development, Economic Education in the Schools (New York: Committee for Economic Development, 1961).

considerable publicity within the state, and several colleges and universities offered special classes to complement the TV course. Some teachers were not within receiving distance of the cooperating television stations, and others reported that the early morning and late evening programs were not convenient for them. Almost any teacher interested in developing economic understanding would have benefited from viewing the outstanding lectures and studying the assigned readings in this course.

General Practices and Perceptions

A review of teacher performance on the 11 rated "essential" practices in Table 16 reveals that the fewest teachers were following the practice that had been listed in Item 18 on the questionnaire. This practice, which called for maintaining a file of local community enterprises and resource people that could be utilized effectively in special class projects, was being followed by only 13 per cent of the 1,376 responding teachers. On Item 31, only 24 per cent of the teachers were in favor of designating one person to serve as economic education coordinator for all subject areas in the high school, and many teachers complained that there were "already too many coordinators." Part of this objection may have stemmed from the teacher's fear of direction by a person in some other subject area; however, it was clear that many teachers had developed a disturbingly negative image of the role of the curriculum coordinator.

This problem may be deserving of special attention from school administrators. Some teachers undoubtedly consider almost any form of curriculum coordination or supervision to be an unnecessary infringement upon their academic freedom. However, a coordinator should be in a position to view curriculum objectives from a somewhat broader prospective than would be possible for many classroom teachers. Especially in economic education,

TABLE 16.--Percentage of teachers who responded affirmatively to "essential," "worthwhile," and nonrated items regarding their economic education practices and perceptions[a]

"Essential" Items[b]		"Worthwhile" Items		Nonrated Items[c]	
Item No.	Affirmative Responses (Percentage)	Item No.	Affirmative Responses (Percentage)	Item No.	Affirmative Responses (Percentage)
18	13	19	6	15	9
31	24	11	26	20	18
14	31	10	32	21	28
9	41	13	40	22	38
12	43	17	41	33	56
16	47	23	66	28	61
24	60	25	82		
32	60				
29	74				
26	81				
27	81				

[a]This table should be read as follows: Thirteen per cent of the 1,376 responding teachers responded affirmatively to the rated "essential" Item No. 18 in the questionnaire; 6 per cent responded affirmatively to the rated "worthwhile" Item No. 19; and 9 per cent responded affirmatively to the nonrated Item No. 15.

[b]The rated "essential" and "worthwhile" items are listed in Table 12.

[c]The nonrated items are listed in Part C of the questionnaire in Appendix H.

where no series of formal courses exist, it would appear that coordination is essential if excessive gaps and duplications in learning are to be avoided. Item 11 revealed that only 26 per cent of the teachers felt they knew what economic concepts were being taught in other teachers' courses. Certainly, the coordinator should work closely with classroom teachers and supervisors in defining those economic concepts which are most relevant to

the subject matter of specific high school courses.[25]

On Items 9 and 12, respectively, only 41 per cent of the teachers reported that they participate in curriculum planning in their high school; and only 43 per cent had analyzed their own course "to determine what and where economic concepts could be taught best." It is possible that a teacher will be less concerned about varying or enriching the traditional content of his particular course if he does not somehow participate in curriculum planning to attain the over-all educational objectives of his high school.

That most teachers had given comparatively little attention to national trends and developments in economic education was obvious in the finding (in Item 10) that only 32 per cent of the respondents were "aware of any significant economic education developments in other school systems across the country." Moreover, in Item 19, only 6 per cent of the teachers felt they could distinguish between the educational philosophy of the Joint Council on Economic Education and that of the Foundation for Economic Education. Undoubtedly a larger percentage of teachers would have been able to explain the objectives of only the Joint Council on Economic Education. However, if students are to develop an objective understanding of economic principles, problems, and issues, it seems important that their teachers be aware of the dissimilar background and philosophy of the many service associations which attempt to provide various forms of economic education assistance to the public schools. As an example, the Foundation for

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[25] In his study of the role of business education and social studies teachers in economic education, Pomnichowski reported that "teachers are not as aware of the contents of the school curriculum as they should be" and that teachers' perceptions of the extent to which economic topics are taught in other courses "are not very reliable." Pomnichowski, op. cit., p. 255.

Economic Education represents only one major economic group; whereas the Joint Council on Economic Education represents all major economic groups and is thus dedicated to complete objectivity in all of its programs. In spite of the continuing work of the Oklahoma Council on Economic Education during the last decade, Item 20 revealed that only 18 per cent of the teachers were aware of the objectives and services of this organization.

In Item 13, 60 per cent of the teachers acknowledged that their textbook did not effectively present economic topics that were related to their respective courses; whereas in Item 21, 28 per cent reported that their school would fill a teacher's request for supplementary reading materials on economic topics. However, it appeared that most teachers were not aware of the many sources of recommended materials. On Item 15, only 9 per cent of the teachers had seen a copy of the 1961 publication, Study Materials for Economic Education in the Schools, which had been developed to help the teacher select appropriate materials for his course.[26]

On Items 14, 16, and 17, 31 per cent of the teachers reported selecting supplementary materials which, collectively, present the viewpoint of business, labor, and agriculture groups, and 47 per cent reported helping students evaluate the logic and objectivity of economic statements. However, only 41 per cent of the teachers reported that they could distinguish the different economic viewpoints of the agriculture, business, and labor groups. It appeared, therefore, that a majority of the teachers will need considerable assistance in the selection of supplementary reading materials if they are to avoid developing biased viewpoints in the classroom.

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[26] Committee for Economic Development, Study Materials for Economic Education in the Schools (New York: Committee for Economic Development, 1961).

Moreover, some in-service training would seem essential for giving teachers a better orientation for analyzing these issues. In Item 22, 38 per cent of the teachers reported that they would be willing to develop economic education teaching aids for themselves and their colleagues if some released time from other duties could be arranged. It is possible that the teachers most interested in economic education would be found in this group.

The teachers scored highest on the more general practices and perceptions regarding economic education. On Items 24 and 32, 60 per cent felt that both their principal and their school superintendent agreed that economic concepts could be taught in all courses; and 60 per cent believed also that their high school principal was seriously interested in the effectiveness with which economic topics were taught in their particular course. It is perhaps true that many teachers are not likely to make the extra effort to integrate economic concepts into their course if this approach is not fully endorsed by their principal and superintendent. The responses to the foregoing questions would seem to indicate the possibility either of ineffective communication in certain instances or of a principal's reluctant acceptance of the integrated approach to economic education.

On Items 26 and 27, 81 per cent of the teachers considered economic understanding a vital requisite for good citizenship and 81 per cent acknowledged that the major objective of economic education should be to develop the student's ability and inclination to analyze economic issues objectively. On Item 28, 61 per cent of the teachers expressed the belief that pre-service teacher education should include training in the specific methods of teaching economic concepts although a few respondents expressed a negative reaction against "just another methods course." On Item 29, 74 per cent of the teachers expressed the conviction that colleges and

universities should develop one or more special economics course(s) to meet the particular needs of prospective teachers. Several respondents included a special note of commendation for this type of course. Thus, the great majority of teachers acknowledged the importance of economics in the public school curriculum and the need of formal education in economics as part of the pre-service program for prospective teachers.

For their response to Item 30, the teachers were asked to indicate the minimum number of semester credit hours in economics that they believed every prospective teacher should complete during his college work. The 851 teachers who responded to this question recommended an average of 6.9 semester credit hours. The 131 business teachers in this group recommended an average of 8.3 hours; the 190 social studies teachers recommended an average of 8.1 hours; and the 530 teachers in other subject areas recommended a surprisingly high average of 6.1 hours. It should be acknowledged that these averages would probably have been somewhat lower if the 525 nonrespondents had answered this question; nevertheless, it is significant that at least the 851 respondents strongly endorsed the need for economic education within the collegiate teacher preparation programs.

On Item 25, 82 per cent of the teachers felt that an elective course in economics should be offered in the high school; and several respondents included statements supporting a required course. Thus, the practice of offering a separate economics course received a stronger endorsement from the teachers than did any other "essential" item in this section of the questionnaire. Part of the support for the separate course came from several teachers in other subject areas who would prefer not to concern themselves with integrating economic understanding into their particular course. In general, the teachers in this latter group had a very weak

background in economics and would undoubtedly feel insecure in teaching economic concepts without some further education in this discipline.

Obstacles to Teaching Economic Concepts

From a list of commonly reported problems, the teachers were asked to rank only the three most significant obstacles to their more effective teaching of economic concepts. These three problems were to be ranked according to the following scale:

1. Most Significant 2. Secondly Significant 3. Thirdly Significant

A few respondents inadvertently assigned a code number to every enumerated problem on the questionnaire. Therefore, as a means of ranking the problems in their order of significance to the teachers, a weighting of "4" was assigned to any individual items which a teacher had not checked. This procedure resulted in each item being given one of four ratings of significance.[27] Every item received a rating of "1" from 28 or more teachers and a rating of "4" from 433 or more teachers. In the following tabulation, the problems are ranked in the order of their total numerical ratings. A low numerical rating indicates a high order of significance.

Economic Education Problem	Rating
Not enough time to cover all that is included in the curriculum	3,081
My inadequate training in economics	3,390
Pupil disinterest and resistance to economic analysis	3,854
Inadequate textbook and supplementary reading materials	4,008
Not enough time for lesson planning	4,081
Difficulty of the subject	4,274
Community pressures to teach certain points of view	4,609

[27] The 133 teachers who failed to check any of the designated problem areas were excluded from the tabulation.

Greatest emphasis was given to the problem of insufficient time to cover everything that is already in the curriculum. Because of this problem, many teachers would contend that they are so fully occupied that it would be futile to accept "additional" responsibility for teaching economic topics. It can also be argued that courses in most other subject areas have some major objective other than that of teaching economics; and, in fact, a teacher may consider economic concepts to be wholly irrelevant to his particular course. This teacher will therefore argue that economics should be taught as a separate course or as a part of other courses which have major objectives more closely allied with economics.

No one will seriously question the fact that there are many competing demands upon the school curriculum. There is, however, a more basic question regarding the role of the high school in preparing students for citizenship in American society; and on this point, the vital importance of economic understanding is widely recognized. Some reassessment of curriculum priorities among and within high school courses will be necessary if the integrated approach to economic education is to result in a satisfactory level of economic understanding.

It is obvious that opportunities for integrating relevant economic concepts vary widely among the many high school courses. In general, leading authorities in economic education have never requested that high school teachers inject separate economic units into their courses solely for the sake of teaching economics per se. However, experimental projects conducted in school systems throughout the country have indicated that certain economic concepts are inherently related to sertain topics and units covered in various high school courses and that the effective integration of selected economic concepts into these courses will serve to stimulate

rather than detract from student learning of the basic course content. Thus, if carefully selected economic education responsibilities were properly served in the various subjects and subject areas, it should be possible to develop a satisfactory level of economic understanding in high school students without seriously detracting from other vital areas of the curriculum.[28]

The effective integration of economics into other courses requires that teachers have at least a basic understanding of economics; however, the teachers in the present study listed "inadequate training in economics" as the second major problem area. Continuing efforts must be made in both pre-service and in-service programs to upgrade teacher understandings of economics and to develop stimulating instructional procedures for reducing the frequently mentioned problem of "pupil disinterest" in this dynamic subject. Textbooks, supplementary reading materials, and teaching guides are being constantly improved; and these developments should help reduce the time that is necessary for planning effective lessons involving economic concepts. In spite of the attention often given to "community pressures to teach certain points of view," most of the teachers indicated that this was not a major problem.

Other Comments

When asked to list any other problem which they considered more important than the ones designated in the checklist, 174 teachers responded; but 30 in this group simply reaffirmed their conviction that provision should

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[28]Recent achievements in teaching economics in the elementary schools offer promising possibilities for developing a basic framework of economic understanding before students reach high school.

be made for economic education in the high school curriculum. Almost all of the other comments emphasized the importance of certain problems that had already been included in the checklist. Eighteen teachers declared that there was insufficient time to teach economics along with all of the other objectives in their particular course, and 60 teachers emphasized that the study of economics did not apply to their course. This latter group consisted mostly of teachers of biology, physics, chemistry, algebra, geometry, foreign language, business skill subjects, and (surprisingly) English. The other problems mentioned and the respective number of responding teachers were as follows: inadequate economic education materials, 10; low ability students, 8; unqualified teacher, 5; pupil disinterest, 5; teacher disinterest, 6; student prejudice, 5; parent prejudice, 3; difficulty of scheduling field trips, 3; and difficulty of correlating economics with a particular subject, 4. Widely varying miscellaneous comments were received from the remaining 17 teachers.

A summary of the results of the study was requested by 606 teachers, and 287 teachers made final comments in the space provided at the end of the questionnaire. These comments ranged from commendation and enthusiasm about emphasizing economic education to utter shock and dismay at the thought of including economics in the teacher's "already-full" course. Many of these teachers were obviously not aware of the philosophy of the integrated approach to economic education. Many teachers explained that they had taken no economics course during their pre-service education. Five teachers included a brief explanation of their favorite economic education teaching procedures. Several social studies teachers expressed the hope that economics would not be overemphasized in their area; whereas several business teachers emphasized the need for including more economic concepts in skill building

materials for shorthand and typing classes.

The Relationship Between the Schools' Rating on Single Practices and Their Total Scores

As a means of analyzing the discriminatory power of each rated item in Part A and Part C of the questionnaire, the investigator compared the separate item ratings of all teachers in the 12 highest ranking schools with the ratings of all teachers in the 12 lowest ranking schools.[29] Although performance regarding the rated practices listed in the questionnaire was not completely analogous to the right/wrong dichotomy of answers to an objective examination, the pattern of response to a particular item did reveal the extent to which that item distinguished the collective performance of responding teachers in the 12 highest ranking schools from that of the respondents in the 12 lowest ranking schools. Obviously, the total rating of a school did not necessarily represent the performance of any individual teacher within that school.

On Part A, it was considered that a teacher would be making an appreciable effort toward economic education if he taught a designated economic topic either as a separate, "planned unit" or as part of another unit.[30] Therefore, the responses in these two categories were combined and computations were made to determine what percentage of teachers in the "top" and, in the "bottom" 12 schools were giving this much emphasis

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[29] The ranking of the 44 schools on Part A and on Part C has been presented in Table 13.

[30] It should be acknowledged that responses within these two categories represent various degrees of emphasis in teaching the respective economic topics.

to each of the 27 designated topics.[31] The absolute difference between these two percentages served to indicate the extent to which a single item discriminated the high subgroup of schools from the low subgroup. In Table 17, each rated item in Part A is ranked according to the percentage difference which it derived.

The figures in Table 17 revealed that the low subgroup never scored higher than the high subgroup on a single item although the percentage difference between subgroups ranged from 27 to zero on the various items. The best discriminating item involved understanding economic analysis as a science while the least discriminating topic was "Choosing a Vocation."

A review of the data in Table 13 will reveal that the schools which ranked in the "top" and "bottom" subgroups on Part C were not always the same schools which ranked within these respective subgroups on Part A. The 283 teachers in the "top" 12 schools on Part C were following 56 per cent of the rated "essential" and "worthwhile" practices; whereas the 410 teachers in the "bottom" 12 schools were following 39 per cent of these rated practices. In Table 18 each rated item in Part C is ranked according to the percentage difference which it derived.

As a group, the teachers in the highest ranking schools consistently scored higher than the teachers in the lowest ranking schools although the difference on some items was not large. The best discriminating item in Table 18 related to the teachers' perception of the attitude of their principal and superintendent toward economic education. In the "top" 12

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[31] In their combined performance on all 27 items, the 257 teachers in the "top" 12 schools attained 34 per cent of their possible score for teaching the designated topics either in a "planned unit" or as part of another unit. The 428 teachers in the "bottom" 12 schools attained 21 per cent of their possible score.

TABLE 17.--Rated items in Part A ranked according to the percentage difference in performance between teachers in the upper and lower ranking high schools[a]

Rated Item No.[b]	Percentage of High Subgroup	Percentage of Low Subgroup	Difference
1	42	15	27
12	35	15	20
27	44	24	20
13	43	25	18
10	37	20	17
15	42	25	17
21	43	26	17
22	42	25	17
11	28	12	16
3	38	23	15
26	30	15	15
6	34	20	14
7	33	20	13
2	29	17	12
5	32	20	12
8	38	26	12
17	32	20	12
18	31	19	12
23	31	20	11
14	25	15	10
16	24	14	10
4	38	29	9
24	25	16	9
19	44	36	8
25	21	14	7
9	23	22	1
20	48	48	0

[a] This table should be read as follows: Forty-two per cent of the teachers in the 12 highest ranking high schools were making an appreciable effort to teach Topic No. 1 in Part A of the questionnaire; whereas only 15 per cent of the teachers in the 12 lowest ranking schools were teaching this topic. The difference between the percentage scores of these upper and lower subgroups was 27 per cent.

[b] Each number in this column refers to a numbered economic topic in Part A of the teacher's questionnaire. See Appendix H.

TABLE 18.--Rated items in Part C ranked according to the percentage difference in performance between teachers in the upper and lower ranking high schools[a]

Rated Item No.[b,c]	Percentage of High Subgroup	Percentage of Low Subgroup	Difference
E24	77	50	27
W23	78	56	22
E16	62	40	22
E14	43	23	20
E12	55	36	19
E32	72	54	18
E31	35	18	17
E26	88	73	15
E29	82	68	14
E9	51	38	13
W10	42	29	13
E27	86	75	11
W25	85	76	9
W13	46	38	8
E18	18	10	8
W17	43	38	5
W7	12	8	4
W8	14	10	4
W19	9	6	3
W11	26	25	1

[a]This table should be read as follows: Seventy-seven per cent of the teachers in the 12 highest ranking high schools were following the practice recommended in Item 24; whereas only 50 per cent of the teachers in the 12 lowest ranking high schools were following this practice. On this item, the difference between the percentage scores of the upper and lower subgroups was 27 per cent.

[b]Each number in this column relates to the respective item in Part C of the teacher's questionnaire. See Table 12.

[c]An "E" or a "W" signifies that an item was rated "essential" or "worthwhile," respectively, by the jury described in Chapter III.

schools, the teachers more readily recognized that their administrators support the integration of relevant economic concepts into all courses. There was also a considerable difference between subgroups with regard to the readiness of the teachers themselves to accept this objective. In

general, the items which were least effective in discriminating the upper and lower subgroups had elicited a comparatively small number of affirmative responses from the teachers.[32] The rated "essential" items tended to discriminate the two subgroups more effectively than did the items rated "worthwhile." All but one item in the upper half of Table 18 had been rated "essential."

Performance of All Teachers on Selected Single Items Compared with Their Total Performance on All Items

In order to determine the extent to which selected single items discriminated high scoring or low scoring teachers from the total group, the combined scores on all items were computed for the teachers who were and who were not following each of the selected practices. The items selected for analysis according to this procedure included only those practices, perceptions, or general background factors which would seem to be the most important determinants of the over-all economic education performance of teachers.

For the purposes of this analysis, the teacher's performance on Part A was considered satisfactory for those topics that were being taught either in a special unit or as part of some other unit.[33] Thus, each teacher could have attained a possible score of 27 for satisfactory performance on all 27 items. To facilitate meaningful comparisons between the various categories, all combined scores were expressed as a percentage of the possible scores

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[32] By chance, the differences between the percentage scores of the upper and lower subgroups on Part C were quite similar to the differences on Part A.

[33] The coded response categories in Part A had been used successfully by Lebeda, who also considered that performance was satisfactory if a listed topic were being taught either in a special unit or as part of another unit. Lebeda, op. cit., p. 33.

which might have been attained.

Performance on Selected Items in Part C Compared with Total Performance on Part A

For the first comparison, the total scores on Part A were computed separately for teachers who were classified into the various categories according to their teaching experience. The investigator became interested in the possible significance of teaching experience after reading Pomnichowski's contention that teachers with less than two years of experience generally concern themselves only with teaching the textbook.[34] As Pomnichowski made no attempt to prove or disprove this contention, it seemed important that the present study should measure the relationship between teaching experience and the over-all economic education performance of teachers. The following tabulation reveals that the teachers with no more than two years of experience scored almost as well on Part A as did their more experienced colleagues; whereas the teachers who failed to answer this question tended to score considerably less well on Part A. With better teacher preparation in economic education, the newly certified teacher may soon have a major advantage in teaching economic concepts.

Years of Experience	No. of Teachers	Percentage of Possible Score for Planned Teaching of Economic Topics
1 - 2	187	25.1
3 --6	271	28.4
7 or more	787	27.9
No Response	131	6.2

It was anticipated that those teachers who had completed the most course work in economics would also tend to give the greatest emphasis to

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[34] Pomnichowski, op. cit., p. 60.

economic concepts in their respective subjects. Pomnichowski referred to the importance of pre-service economic education, but he made no attempt to measure the relationship between a teacher's background in economics and his teaching performance.[35] However, Hillier's study was concerned with this very issue, and he reported: "The findings indicate that the economic education of the teacher does make a difference in the number of economic concepts taught."[36] In his final conclusion he declared: "It is possible that the greatest improvement in economic education in the high school would come from the requirement that all teachers teaching courses in social studies have six hours of economics."[37] In the present study, a close relationship was found between the economic education background of teachers and their performance on Part A of the questionnaire.

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[35] Ibid., p. 61.

[36] Hillier's follow-up study included teachers in the primary, intermediate, and secondary grades who had graduated from Oklahoma State University and received teaching certificates in 1956 and 1957. Kenneth Lynn Hillier, "The Effect of the Economic Education of Teachers on the Number of Economic Concepts Reported Taught" (Unpublished Ed.D. dissertation, Oklahoma State University, 1959), p. 42.

[37] Ibid., p. 46.

Semester Hours in Economics	No. of Teachers[38]	Percentage of Possible Score for Planned Teaching of Economic Topics[39]
0 - 2	632	15.8
3 - 5	282	24.8
6 - 11	337	35.1
12 or more	125	50.1

The economic education performance of the designated groups of teachers was directly and consistently related to the semester hours of economics which they had completed. It appeared, therefore, that the extent of course work in economics was a significant determinant of the extent to which most teachers in the various subject areas provided for the development of economic understanding.

In a related item, the teacher was asked to indicate whether he felt his academic background in economics had been sufficient for his needs. The following tabulation reveals that there was very little difference between the scores of the negative and the affirmative respondents, although the nonrespondents scored considerably less well than did the other two groups.

Teachers' Perceptions Regarding Their Economics Background	No. of Teachers	Percentage of Possible Score for Planned Teaching of Economic Topics
Adequate	540	27.7
Not adequate	545	30.3
No response	291	12.5

[38]There were 576 teachers who failed to indicate how many semester hours of economics they had earned. As it seemed reasonable to assume that these teachers had completed little or no work in economics, they were tabulated in the same category with teachers who reported completing from zero to two hours of economics.

[39]The weighted average ratings for the categories were as follows: 0-2, 14.4; 3-5, 21.9; 6-11, 27.3; 12 or more, 39.6. Thus, these ratings increased significantly from the first to the last category.

Some of the teachers felt that their lack of training in economics was no handicap because they were not interested in becoming involved in economic education. Conversely, other teachers with several hours of economics felt their background was inadequate. Except for the nonrespondents, there was no distinct pattern of teacher perceptions regarding the adequacy of their present background in economics.

The 160 teachers who viewed 20 per cent or more of the national television course, "The American Economy," attained 48.1 per cent of the possible score for planned teaching of economic topics in Part A; whereas all other teachers attained only 24.1 per cent of the possible score. The select group of viewers were obviously more concerned about teaching economic topics than were their colleagues who responded from the various schools.

The 593 teachers who had analyzed their course to determine what and where economic concepts could be taught best attained 38.9 per cent of the possible score on Part A; whereas all other teachers attained only 15.4 per cent of the possible score. Within this latter group, the 138 nonrespondents attained 7.2 per cent of the possible score on Part A; the 629 teachers who gave a negative response attained 17.1 per cent of the possible score; and the 16 teachers who were uncertain about their practice on this point attained 21.3 per cent of the possible score.

The 520 teachers who expressed a willingness to use released time for developing special economic education materials attained 39.2 per cent of the possible score on Part A; whereas all other teachers attained only 17.2 per cent of the possible. Interest in developing supplementary economic education materials appeared to be a significant factor which discriminated the high scoring teachers from those who made comparatively low scores for the economic education practices.

Different reasons prompted 1,123 teachers to recommend that an elective course in economics be offered in the high school. A few teachers wanted no part of an economic education program and recommended the separate course as the complete solution to the problem of economic illiteracy. Other respondents felt that the separate course should provide a capstone learning experience which would build upon previous economic understandings developed by teachers in other subject areas. Several teachers commented that the course should be required of all students. The 1,123 teachers favoring the separate course attained 28.5 per cent of the possible score on Part A; whereas all other teachers attained an average of 12.6 per cent of the possible score. However, there was considerable variation within this latter group. The 50 negative respondents attained 21.9 per cent of the possible score on Part A; the 15 respondents who were undecided attained 28.1 per cent of the possible score; and the 188 nonrespondents attained only 8.8 per cent of the possible score. Thus, except for the nonrespondents, this item did not effectively discriminate the high and low scoring teachers.

The 831 teachers who felt that their principal was seriously interested in their teaching economic topics attained 31.7 per cent of the possible score on Part A; whereas all other teachers attained only 16.2 per cent of the possible score. Significantly, the lowest scoring teachers tended to feel that their principal was not particularly interested in their developing economic understanding.

The Relationship Between Various Types of Workshop Participation and Total Performance on Parts A and C

With information regarding where and in what year the teachers had attended an economic education workshop, it was possible to compare the economic education performance of teachers who had attended "live-in"

campus workshops (such as had been conducted by the Oklahoma Council on Economic Education) with the performance of teachers who had attended other forms of economic workshops. It was also possible to compare the performance of these respective groups with that of all other teachers who had not attended any form of economic workshop. This entire analysis was considered especially important because, over the years, a majority of the directors of the Oklahoma Council on Economic Education had arrived at the conclusion that the campus workshop involved an excessive cost per teacher participant and that funds could be better expended for programs such as community lecture-forums on economic education. As a considerably greater number of both teachers and laymen could be "reached" by these local programs, the Council directors had felt that the "pay-off" in improved economic education would be greater than had been possible from the "live-in" campus workshops.

The weighted average ratings for reported performance on Part A and Part C of the questionnaire were computed separately for the 19 teachers who had attended "live-in" campus workshops, for the other 169 respondents who had reported attending other workshops, and for the remaining 1,188 teachers who had attended no workshop.

Workshop Participation	No. of Teachers	Part A Rating	Part C Rating
"Live-in" campus workshop	19	50.8	26.0
Other workshops	169	28.5	17.8
No workshop	1,188	19.7	15.5

On both Parts A and C, the combined weighted average rating of the 19 teachers who had attended a "live-in" economic education workshop was considerably higher than the rating of the teachers in the other two categories. A similar performance pattern was found when the responses

were converted to percentage scores.

Workshop Participation	Percentage of Possible Score Part A	Part C
"Live-in" campus workshops	78.2	80.8
Other workshops	36.2	54.5
No workshop	23.1	46.2

The teachers who reported attending campus "family finance" workshops attained 43.1 per cent of the possible score on Part A and 58 per cent of the possible on Part C. The teachers who reported commuting to the various campus workshop sessions that were held during the summer of 1960 attained 52.9 per cent of the possible score on Part A and 65 per cent of the possible on Part C.

It should be acknowledged that the participants in the "live-in" economic education workshops might have made a better-than-average contribution to economic education even if they had not attended a workshop. Moreover, the 19 respondents in this category were such a small group that broad generalizations based upon their reported performance would be hazardous. Nevertheless, these findings do suggest the impact of the "live-in" workshop tends to be much greater than that of less intensive programs which must compete with many distracting demands on the participants' time and attention. However, intensive in-service programs may be quite effective. In one school system, a weekly lecture series had been attended by every teacher during a full semester; and it appeared significant that--on each part of the questionnaire--these teachers ranked among those in the top twelve high schools.

Performance on Selected Items Compared with Total Performance on Part C

After computing the total scores on Part C for the affirmative and the negative respondents to six selected items, further computations were

made to determine what per cent of the possible score had been attained in each case by these two subgroups. The resulting percentage scores served as performance indices, and the difference between the percentage scores of the affirmative and the negative respondents served to indicate the extent to which each respective item had discriminated high scoring teachers from low scoring teachers. As Part C included items which were rated "essential" as well as items rated "worthwhile," separate computations were made for each of these categories.[40]

In Table 19, the total Part C percentage scores on all "essential" and "worthwhile" items are shown for the affirmative and the negative respondents to each of the 6 selected items. Significantly, the affirmative respondents to each item attained an appreciably higher percentage of the possible score on Part C than did the negative respondents. The responses to Item 23 served to highlight the importance of the teacher's perception of the proper role of economic education in the school curriculum, and the responses to Item 25 re-emphasized the significance of the school administration's position on this issue. Those teachers who acknowledged the relevance of selected economic concepts to all high school courses scored 30.4 percentage points higher on Part C than did the negative respondents. Similarly, the teachers who felt that their principal and school superintendent supported the integration of economic concepts into all courses scored 28.7 points higher than did the negative respondents. Thus, it was much less likely that a teacher would follow the recommended economic education practices if he did not agree to the appropriateness of the

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[40] As this analysis was exclusively in terms of the percentages of "essential," "worthwhile," and total rated practices being followed, the "essential" items were not given a double weighting. Therefore, all "scores" discussed in this section are unweighted and represent an actual count of practices being followed.

TABLE 19.--Performance of selected practices compared with performance of all rated practices in Part C[a]

Item No.[b]	Yes	No	Percentage of Total Practices Followed				Percentage Difference in Performance Between Affirmative and Negative Respondents		
			Affirmative Respondents		Negative Respondents				
			"Essential"	"Worthwhile"	"Essential"	"Worthwhile"	"Essential"	"Worthwhile"	Combined Difference
23	906	470	62.1	43.8	28.3	17.4	33.8	26.4	30.4
24	826	550	64.6	43.0	29.4	22.3	35.2	20.7	28.7
9	566	810	63.0	40.3	25.8	30.9	37.2	9.4	24.7
22	520	856	66.0	45.3	41.3	28.4	24.7	16.9	21.2
11	362	1,014	62.2	52.9	46.0	28.3	16.2	24.6	19.9
31	335	1,041	68.3	40.1	44.8	32.9	23.5	7.2	16.5

[a] This table should be read as follows: Item 23 consisted of a practice which 906 of the 1,376 teachers were following. The 906 affirmative respondents were following 62.1 per cent of the rated "essential" items in Part C and 43.8 per cent of all rated "worthwhile" items. The 470 negative respondents were following only 28.3 per cent of the "essential" items and 17.4 per cent of the "worthwhile" items. Therefore, the percentage difference in performance between the affirmative and negative respondents was 33.8 on "essential" practices and 26.4 on "worthwhile" practices. When the scores on "essential" and "worthwhile" practices were combined, the percentage difference in performance between the affirmative and negative respondents was 30.4. Item 23 was placed in first position in this table because it revealed the greatest over-all performance difference between its affirmative and negative respondents.

[b] Each number in this column identifies an item on Part C of the teacher's questionnaire. See Appendix H.

integrated approach or if he felt that his principal and school superintendent did not support this approach. It is generally conceded that every school should define carefully the philosophy, objectives, and general role of economic education in its curriculum. It appears also that the support and general leadership of the school administration will be essential to maximum success in this endeavor.

The teachers who reported participating in curriculum planning in their high school attained a score on Part C that was 24.7 percentage points higher than the score made by the negative respondents. Thus, teachers who were involved in the study and discussion of general curriculum problems tended to be better aware of the need for economic education and to follow more of the recommended practices. Similarly, the teachers who expressed a willingness to use released time to develop economic education materials scored 21.2 percentage points higher than did the opposite group. It is possible that the affirmative respondents to this item, and to the other selected items in Table 19, would represent potential leaders for the economic education program in their respective school systems. The teachers who felt they knew what economic concepts were being taught in other courses scored 19.9 points higher than did the negative respondents, and the teachers who favored establishing a high school coordinator for economic education scored 16.5 points higher than did their opposite group. Although there was considerable variation in the discriminating power of the six selected items in Table 19, a teacher who followed any one of these items would be more inclined to adhere to other recommended practices and perceptions than would a teacher not following the respective practice.

Teachers' Performance on Single Items Related to Their College Credits in Economics

The direct relationship between credit hours earned in economics and the teachers' economic education performance in Part A was discussed in a previous section. It seemed appropriate also to relate the teachers' credits in economics to their performance on four separate items in Part C. In the following tabulation, credit hours earned in economics are related to the teacher's opinion as to whether his background is adequate.

Semester Hours Earned in Economics	No. of Teachers	Percentage of Teachers Who Consider Their Background Adequate
0 - 2	632	24.7
3 - 5	282	44.0
6 - 11	337	50.4
12 or more	125	72.0

In general, the tendency of teachers to consider their economic background adequate was directly related to the number of credit hours they had earned in economics courses. Although some teachers in each category were satisfied with their economics training, it was only in the categories where 6 or more credit hours had been earned that as many as 50 per cent of the teachers considered their background to be adequate. Only 39 per cent of the entire group felt that their background in economics was sufficient.

In the following tabulation, the teachers' opinions regarding the need of pre-service training in the specific methods of teaching economic concepts are tabulated in relation to the economic credits that had been earned by the teachers in the respective categories.

Semester Hours Earned in Economics	No. of Teachers	Percentage of Teachers Who Favor Methods Training
0 - 2	632	50.2
3 - 5	282	65.6
6 - 11	337	71.5
12 or more	125	79.2

Sixty-one per cent of the teachers recommended that pre-service training programs include a course on the specific methods of teaching economic concepts. The tendency of teachers to favor the methods course was in direct relation to the semester hours they had earned in economics. These results were somewhat surprising in view of a fairly common tendency for many subject matter specialists to feel that knowledge of course content is all important and that methods courses are relative ineffective. In the present study, the teachers who had earned the most hours in economics tended to be giving the most emphasis to economic concepts in their respective courses. Because of their greater contribution to economic education, these teachers were in the best position to understand the particular problems of teaching economic concepts to high school students; and, to recognize the potential value of an effective economic education methods course for teacher candidates. The same, but somewhat stronger, trend of thinking prevailed when opinions regarding the need of special college economics courses for teachers were related to the economic credits earned by teachers in the respective categories.

Semester Hours Earned in Economics	No. of Teachers	Percentage of Respondents Who Favor Special Economics Courses for Teachers
0 - 3	632	63.4
3 - 5	282	79.8
6 - 11	337	83.1
12 or more	125	88.0

Seventy-four per cent of the respondents recommended that colleges and universities develop one or more special economics course(s) to meet the particular needs of teachers. While the respondents with the strongest background in economics were most inclined to recognize the importance of traditional courses in economics, they were even more in favor of at least one economics course that would be especially designed to meet the needs of teachers. Both the content and the methods of instruction in such a course would be tailored to giving the teacher candidate a basic foundation of economic understanding and a practicable orientation for teaching economic concepts in the public school.

In the final tabulation of this series, the teachers' opinions regarding the minimum credits in economics which should be required of every prospective teacher was related to their own background in economics.

Semester Hours Earned in Economics	No. of Teachers	Percentage of Teachers Who Favor Requiring the Specified Hours of Economics				
		0 - 3	4 - 6	7 - 9	10 - 15	16 or more
0 - 2	632	76	19	2	3	0
3 - 5	282	48	38	7	5	2
6 - 11	337	29	35	16	18	2
12 or more	125	29	25	10	25	11

From the data in the foregoing tabulation, it is obvious that most teachers who had taken economics courses not only found this background useful in their own teaching but also recommended that all teacher candidates be required to complete some college course work in economics. This recommendation is particularly impressive because it would include some prospective teachers who will teach in areas which can probably not make a major contribution to economic education. The amount of course work recommended was in direct relation to the amount of work which the teachers themselves had

taken in economics. Whereas 76 per cent of the teachers who had taken from 0 to 2 credit hours of economics recommended that only 0 to 3 credit hours be required of all prospective teachers, this weak recommendation was made by only 29 per cent of the teachers who had taken 12 or more hours in economics. Moreover, 11 per cent of the teachers who had earned 12 or more hours of economics recommended that at least 16 hours be required of all prospective teachers; whereas none of the teachers who had earned from 0 to 2 hours made this recommendation.

Certainly, if it is important that high school graduates have a basic understanding of economics in order to fill their responsibilities as future citizens, it should be even more important that the general education of prospective teachers include some course work in this discipline--irrespective of whether a major contribution can be made to economic education within the teacher's particular subject area.

A Comparison of the Performance of Teachers by Subject and Subject Area

The 1,376 responding teachers represented 13 separate subject areas, and they were teaching a total of 96 separate subjects. Thus, an important function of the present study was to compare economic education performance among the 96 subjects and the 13 major subject areas. As many educators had long contended that economic concepts could be taught in any high school subject, it was felt that an actual count of the recommended economic education practices being followed by teachers of each subject would give curriculum planners a better perspective of present economic education programs.[41] Moreover, the extent of present practices within the various

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[41]The integrated approach to economic education is discussed in Chapter II, pp. 51-58.

subjects and subject areas should serve to suggest which courses and subject areas might make the greatest contribution to economic education. Weighted average ratings were computed on Parts A, B, and C of the questionnaire for teacher performance within each course and subject area; and both these ratings and the ranking of the respective subgroups are shown in Table 20.[42]

On each major part of the questionnaire there was considerable variation in performance among subject areas as well as among separate courses within the respective areas. The absolute spread in scores was, of course, related to the maximum rating which the teachers might attain on each of the three major categories.

TABLE 20.--A comparison of the performance of teachers by subject and subject area[a]

Subjects by Subject Areas	No. of Teachers	Part A		Part B		Part C	
		Rank	W.A.R.[b]	Rank	W.A.R.	Rank	W.A.R.
AGRICULTURE	13	I	53.4	I	46.0	II	19.0
Vocational Agric.	13	5	53.4	5	46.0	24	19.0
ECONOMICS	39	II	51.2	II	41.3	I	21.2
Economics	17	1	63.4	28	38.3	3	22.4
Consumer Economics	9	2	59.8	24	40.4	7.5	21.2
Internat. Problems	2	19	41.5	2	51.0	1	25.0
Family Economics	10	32	29.3	6.5	45.7	22	19.1
Economic Geography	1	85.5	6.0	35.5	36.0	74.5	12.0
SOCIAL STUDIES	227	III	42.1	III	39.0	III	18.7
Prob. of Democracy	18	4	55.1	25	40.2	19	19.3
American Government	11	7	50.9	22	40.5	7.5	21.2
Am. Hist. and Geog.	2	10	47.0	22	40.5	18	19.5
American History	120	14	44.2	26	39.7	27	18.7

[42] In interpreting the data in Table 20, the reader is cautioned to consider the number of teachers for each high school course. The number of teachers per course varied from 1 to 120. Where only a few teachers responded for a particular subject, the implication would usually be that most teachers within the respective subject area felt that they were making a greater contribution to economic education through some other subject.

TABLE 20.--Continued

Subjects by Subject Areas	No. of Teachers	Part A		Part B		Part C	
		Rank	W.A.R.[b]	Rank	W.A.R.	Rank	W.A.R.
Sociology	7	18	41.7	18	41.6	24	19.0
World History	43	21	39.1	27	38.8	14.5	19.9
Okla. History	4	23	38.8	10	44.0	70	12.5
Social Studies	1	24	38.0	1	54.0	12.5	20.0
Am. Hist./Am. Govt.	1	26	33.0	16	43.0	12.5	20.0
World Geography	3	27.5	32.3	29	38.0	44.5	15.3
Civics	3	29	30.3	46	32.3	44.5	15.3
Anc. and Med. Hist.	4	37	23.0	53	30.8	5.5	21.8
Latin Am. History	1	41.5	22.0	44.5	33.0	48.5	15.0
Civics (Advanced)	1	57	14.0	79	20.0	39	17.0
Psychology	8	66.5	11.6	60.5	26.6	37	17.4
BUSINESS EDUCATION	186	IV	28.9	VIII	29.7	VI	15.9
Cooperative Training	3	3	55.7	6.5	45.7	17	19.7
Business Subjects	4	6	52.5	17	42.5	5.5	21.8
Business Law	6	8	50.7	15	43.0	16	19.8
Distributive Educ.	10	9	47.4	13.5	43.5	14.5	19.9
Diversified Occupations	12	11.5	46.9	22	40.5	29	18.2
General Business	26	11.5	46.9	34	36.4	33	17.8
Basic Business	9	15	43.9	11	43.7	28.5	18.3
Salesmanship	1	16.5	42.0	30	38.0	9	21.0
Bookkeeping	23	30	30.2	48	31.8	43	15.7
Business Arithmetic	12	34.5	26.2	63	25.8	57	14.0
Business Skills	5	34.5	26.2	74.5	21.8	48.5	15.0
Business English	5	44	20.6	39	35.4	20.5	19.2
Office Practice	16	52	16.0	68	24.8	65	13.0
Shorthand	19	73	9.7	74.5	21.8	54.5	14.2
Typing	29	74	9.6	87	15.9	74.5	12.0
Business Machines	6	87.5	5.3	91	10.8	59	13.8
SPECIAL EDUCATION	9	V	28.1	IX	28.1	XI	10.9
"Social Studies"	2	20	40.5	4	47.0	31.5	18.0
"Language Arts"	7	38	22.8	72	22.7	80.5	10.8
PUBLIC SPEAKING	34	VI	20.9	VI	34.4	VII	14.2
Debate	11	22	38.9	20	40.8	20.5	19.2
Speech	2	61	13.1	51	31.1	76	11.5
Drama	21	90.5	4.5	41	34.0	48.5	15.0
HOME ECONOMICS	64	VII	20.7	IV	38.8	IV	16.9
Vocational Decorating	8	13	46.0	35.5	36.0	4	22.0
Tailoring	2	25	37.0	8	45.5	2	22.5
Family Relations	3	27.5	32.3	19	41.3	11	20.7
Vocational Home Making	1	33	27.4	3	49.6	26	18.8
Foods	5	36	24.4	12	43.6	10	20.8

TABLE 20.--Continued

Subjects by Subject Areas	No. of Teachers	Part A		Part B		Part C	
		Rank	W.A.R.[b]	Rank	W.A.R.	Rank	W.A.R.
Home Economics	24	47	18.6	33	36.8	60	13.6
Home Making	12	50	17.2	31	37.1	30	18.1
Interior Design	1	51	17.0	44.5	33.0	57	14.0
Clothing	8	63	12.3	49	31.5	34	17.6
INDUSTRIAL ARTS	120	VIII	17.4	X	27.1	IX	12.7
General Shop	1	16.5	42.0	42	34.0	31.5	18.0
Auto Mechanics	19	39.5	22.4	58	28.9	61.5	13.5
Woodworking	18	39.5	22.4	57	29.0	67	12.9
Machine Shop	16	46	18.8	52	30.9	67	12.9
Drafting and Drawing	21	48	18.0	54	29.5	52.5	14.3
Graphic Arts (Printing)	11	58.5	13.7	56	29.1	51	14.7
Industrial Arts	21	65	11.7	90	14.0	87.5	9.2
Electronics	12	69	11.1	50	31.4	72.5	12.1
Radio/TV Repair	1	77.5	9.0	9	45.0	39	17.0
SCIENCE	160	IX	13.0	VII	31.3	VIII	13.7
Geology	2	41.5	22.0	13.5	43.5	35.5	17.5
Earth Science	5	45	20.2	60.5	26.6	48.5	15.0
Chemistry	31	53	14.9	59	27.3	67	12.9
Science	7	56	14.1	37	35.9	39	17.0
Biology	103	62	12.7	43	33.2	57	14.0
Physics	12	83.5	6.5	76	21.3	82	10.7
LANGUAGE ARTS	261	X	11.7	XI	23.5	X	12.2
Journalism	13	43	20.7	47	32.2	46	15.2
American Literature	52	54	14.5	55	29.3	64	13.1
English I	30	58.5	13.7	64.5	25.3	54.5	14.2
English Literature	29	64	12.0	67	24.9	63	13.4
World Literature	5	66.5	11.6	77	20.8	79	11.0
English II	64	68	11.4	70	23.4	77	11.4
English III	23	70	11.0	66	25.0	70	12.5
Comp. and Grammar	4	72	10.0	62	26.3	70	12.5
English IV	19	79	8.8	83	17.7	72.5	12.1
Grammar	1	85.5	6.0	32	37.0	42	16.0
Language Arts	4	90.5	4.5	88	15.0	80.5	10.8
English	17	94	1.1	94	00.0	94	1.6
DRIVERS' EDUCATION	18	XI	10.2	V	35.8	V	16.7
Drivers' Education	18	71	10.2	38	35.8	41	16.7
MATHEMATICS	147	XII	9.5	XII	19.3	XII	10.6
College Alg. and Trig.	3	49	17.3	69	24.7	52.5	14.3
Applied Mathematics	39	55	14.3	64.5	25.3	61.5	13.5
Geometry (S.M.S.G.)	2	60	13.5	94	00.00	91	8.0

TABLE 20.--Continued

Subjects by Subject Areas	No. of Teachers	Part A		Part B		Part C	
		Rank	W.A.R.[b]	Rank	W.A.R.	Rank	W.A.R.
Algebra (Intermediate)	7	75.5	9.3	73	22.1	78	11.2
Math. (S.M.S.G.)	4	75.5	9.3	89	14.5	92	7.0
Algebra	44	80	8.3	81	19.1	83	10.6
Plane Geometry	13	81	8.0	83	17.7	89.5	9.0
Geometry	21	82	7.1	86	17.3	84	10.3
Algebra, Adv. (S.M.S.G.)	4	87.5	5.3	72	22.5	93	6.3
Geometry (Solid)	2	92	2.0	78	20.5	35.5	17.5
Mathematics	7	93	1.7	94	00.0	95.5	00.0
Calculus	1	95.5	00.0	94	00.0	89.5	9.0
FOREIGN LANGUAGE	98	XIII	6.9	XIII	18.2	XIII	9.6
German	1	31	30.0	40	35.0	24	19.0
Latin	27	77.5	9.0	80	19.9	85	10.1
French	24	83.5	6.5	83	17.7	86	9.6
Spanish	45	89	5.2	85	17.6	87.5	9.2
Foreign Language	1	95.5	00.0	94	00.0	95.5	00.0

[a] This table should be read as follows: Among the 13 subject areas, the teachers in Agriculture ranked first on Parts A and B and second on Part C of the teacher's questionnaire. Among the 96 separate subjects, the teachers of the Vocational Agriculture course ranked fifth on Parts A and B and twenty-fourth on Part C. The weighted average ratings for this course were 53.4 on Part A, 46.0 on Part B, and 19.0 on Part C. (The possible scores were 81.0, 69.0, and 31.0 on Parts A, B, and C, respectively.)

[b] The abbreviation "W.A.R." denotes the weighted average rating of all teachers in each designated category.

Among the major parts of the questionnaire, there was a high correlation in the weighted average ratings attained by teachers in each of the 13 subject areas. The product-moment coefficient of correlation between the weighted average ratings of subject areas on Part A and Part B was .80; the correlation on Parts A and C was .82; and the correlation on Parts B and C was .92. Similarly, the correlation for the weighted average ratings attained within each of the 96 courses was .72 between Parts A and B; .75 between Parts A and C; and .68 between Parts B and C. When computed by the rank-difference method, the coefficient of correlation for the ranking of the 96 courses was .78 on Parts A and B, .80 on Parts A and C, and .83 on Parts B and C. All coefficients of correlation were statistically significant at the .01 level of confidence. Thus, while the ranking and the weighted average ratings attained by the teachers of the various courses varied somewhat from Part A to Parts B and C of the questionnaire, these variations were usually not great. Ordinarily, the teachers in a particular school who ranked high on Part A would also rank high on Parts B and C.

Performance of Agriculture Teachers

All of the 13 responding agriculture teachers listed Vocational Agriculture as the course in which they were making the maximum contribution to economic education. The teachers of this subject area ranked higher than any other group on Parts A and B, and they ranked second on Part C. They also ranked first on the average credit hours of work completed in economics. Presumably, much of the economic instruction in these courses would relate to the economic problems and issues of agriculture and related industries.

Performance of "Economics" Teachers

To preclude an excessive number of subject areas, the "economics" area included teachers of courses designated Economics along with teachers of courses titled Consumer Economics, International Problems, Family Economics, and Economic Geography. On Parts A and C, the 17 teachers of the course designated Economics scored higher than did teachers of any other single course; the consumer economics teachers ranked in second place. Teachers of International Problems and of Family Economics ranked appreciably lower (in that order); and the single teacher of Economic Geography ranked far down in the lower half of the scale on Parts A and C. The extent to which economics teachers scored less well on Part B than on Parts A and C may suggest that their courses would benefit from somewhat greater variation of teaching methods and materials.

Performance of Social Studies Teachers

The teachers of the 15 separate courses in the social studies area ranked in third position on all three parts of the questionnaire. The teachers of Problems of Democracy, American Government, American History and Government, American History, and Sociology were the highest ranking social studies teachers on Part A and among the higher ranking social studies teachers on Parts B and C. The 10 teachers of Latin American History, Civics (Advanced), and Psychology ranked in the bottom position for social studies teachers on Part A and also comparatively low on Parts B and C. The comparatively high performance of teachers in the social studies area indicated that they were generally willing to accept responsibility for integrating economic concepts into their respective courses. This finding was considered especially important in view of the fact that most authorities have indicated that the major contribution to economic

education will be made in the social studies area. This position has been taken because social studies courses extend throughout the school curriculum and because more economic concepts tend to be relevant to more social studies courses than is true of the courses in other subject areas.

Performance of Business Education Teachers

Business education ranked appreciably below the social studies area primarily because many teachers of the various business skill subjects had not been able to integrate economic concepts into their respective courses. On Part A, the teachers of courses listed as Cooperative Training, Business Subjects, Business Law, Distributive Education, Diversified Occupations, and General Business ranked in the six top positions of the 16 business subjects; whereas the teachers of Business Skills, Business English, Office Practice, Shorthand, Typing, and Business Machines ranked consecutively in the six bottom positions. The weighted average ratings of the teachers in the bottom group was considerably less than that of the teachers of the top group of business subjects.

Although several experiments have revealed that economic concepts can be effectively integrated into the practice materials for business skill subjects, it is probable that the teachers of the basic business subjects are in a better position to make a major contribution to economic education. At any rate, the pre-service education of most business teachers has included course work in economics; and with proper materials and guidance, this group should be well oriented for integrating relevant concepts into their respective courses.

Performance of Special Education Teachers

The 9 special education teachers ranked fifth on Part A, but only

ninth and eleventh on Parts B and C, respectively. In their providing remedial training for students, the special education teachers in the social studies area ranked considerably higher than did those in the language arts area. The reported performance of the 9 special education teachers suggested that retarded students can develop a basic understanding of important economic concepts.

Performance of Public Speaking Teachers

The 34 teachers in the area of public speaking ranked sixth on Parts A and B; and, seventh on Part C. The teachers of Debate and of Speech courses scored considerably higher than did the 21 Drama teachers.

Performance of Home Economics Teachers

The subject area of home economics included 24 teachers of courses titled Home Economics as well as 40 teachers of 8 other courses in this area. Interestingly, the teachers of Vocational Decorating, of Tailoring, and of Family Relations scored appreciably higher than did the teachers of other home economics courses. As the teachers in this area often cover aspects of personal economics in some detail, it is possible that this emphasis can be extended to include related societal economic understandings.

Performance of Industrial Arts Teachers

The 120 industrial arts teachers ranked eighth, tenth, and ninth, respectively, on Parts A, B, and C of the questionnaire. Among the 9 courses in this area, the teachers of General Shop and of Auto Mechanics ranked in the top two positions on Parts A and C. Several teachers in this area declared that economics was not related to their particular subject.

Performance of Science Teachers

The 160 science teachers ranked ninth, seventh, and eighth respectively, on Parts A, B, and C. On Parts A and C, the teachers of Geology and of Earth Science ranked appreciably higher than did the teachers of the other courses--titled Chemistry, Science, Biology, and Physics. A number of teachers in the last group expressed the opinion that it would be difficult to teach economic concepts in their particular course.

Performance of Language Arts Teachers

The 261 language arts teachers ranked in tenth position on Parts A and C and in eleventh position on Part B. Among the 12 listed courses in this area, the teachers of Journalism and of American Literature ranked in the first two positions on Parts A and B; whereas teachers of Language Arts and of English courses ranked in the bottom two positions on Parts A, B, and C. Within this subject area, there was considerable variation in performance both among and within subjects. While some of these teachers were quite enthusiastic about including economic concepts in their particular course, a few were strongly opposed to any inclusion of economics. It would seem that economic concepts could be effectively included in the compositions that are written and in the literature that is read. If done effectively, the integration of economic understanding should enhance, rather than distract from, significant learning in the language arts.

Performance of Drivers' Education Teachers

Responses from the 18 teachers of Drivers' Education courses were tabulated separately because their course is not directly related to any other subject area. Thus, by subject area, these teachers ranked in eleventh position on Part A and in fifth position on Parts B and C.

Drivers' education teachers usually cover personal economic factors related to owning an automobile, and it is possible that these concepts can be expanded to give the students a broader understanding of the market system.

Performance of Mathematics Teachers

The mathematics subject area ranked twelfth on Parts A, B, and C. Among the 147 teachers of mathematics subjects, the teachers of College Algebra and Trigonometry and of Applied Mathematics courses ranked in the two top positions on all parts of the questionnaire; whereas the teachers of Mathematics and of Calculus courses ranked in the two bottom positions. Inevitably, an intensive study of economic analysis will involve the use and interpretation of graphic aids as well as the general application of many forms of quantitative analysis. If the study of certain economic problems could be included in mathematics courses, students should be better able to understand the curves, graphs, and more complex forms of quantitative analysis employed in traditional economics courses.

Performance of Foreign Language Teachers

The foreign language teachers ranked in thirteenth position on Parts A, B, and C. Although the weighted average rating of the one teacher of German would place his course in the upper half of the distribution of ratings of all 96 subjects surveyed, the other language courses ranked near the bottom of the distribution. Except for the possibility of reading economic materials that are written in other languages, the teaching of economic concepts will probably be restricted to understandings relevant to international trade, economic development, and a comparison of economic systems. Certainly, economic factors will represent an important part of the culture of the countries in which the respective languages are spoken.

It is likely, however, that a major economic education contribution will not be made by foreign language teachers.

Summary

The analysis of economic education practices and perceptions of high school teachers provided a basis for comparing the performance of teachers by school, by subject area, and by individual subject. From the information provided in Parts A, B, and C of the completed questionnaire, the investigator was able to rate the teachers on their teaching of economic topics, on their variation of teaching methods and materials, and on their general practices and perceptions regarding economic education. As there was some variation in the percentage of responding teachers from the various high schools, special computations were made to show the possible effect of nonrespondents upon each school's over-all performance ranking in comparison with the other schools involved in the study.

On all parts of the questionnaire, there was a weak, but fairly consistent tendency for the teachers in the smaller high schools to score higher than the teachers in the larger high schools. Virtually no relationship existed between teachers' economic education practices and the valuation of property in their school district. Thus, in their efforts to develop an effective economic education program, it would appear that the wealthier districts had not made effective use of their greater financial resources and neither had most of the larger high schools been able to overcome certain inherent problems of size.[43]

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[43] After the present survey was made, one large city school system conducted a two-week economic education workshop which was attended by 600 teachers. However, the great majority of these participants were elementary school teachers.

The sum of the weighted average ratings of all 44 high schools represented less than half of the possible score on Part A, on Part B, and on Part C. A further breakdown of the scores on Part C revealed that the teachers scored higher on their rated "essential" practices than on their rated "worthwhile" practices. Although there was considerable variation in school performance within each major part of the questionnaire and although most schools scored less well on Part A than on Parts B and C, the coefficients of correlation for school scores on the various parts were all statistically significant at the .01 level of confidence. Therefore, a school which scored high on one part of the questionnaire usually scored high on the other parts.

Only one-fourth of the responses on Part A indicated that the respective economic topics were being taught either in the form of a planned unit or in conjunction with other units. Therefore, as most of the responses were checked either in the coded section, "Does Not Apply to the Course I Teach," or in the section, "Little or No Planned Effort," it was obvious that a majority of the teachers were not giving an appreciable emphasis to most of the economic topics. Moreover, the reported emphasis on certain economic areas appeared to be not only superficial but also illogical to the extent of ignoring basic interrelationships among the designated topics. In most cases, the treatment of economic topics seemed to have evolved without any serious thought being given to the ultimate objectives of economic education.

It was acknowledged, however, that every teacher in the high school need not have a planned unit for teaching each of the 27 designated economic topics. In a carefully coordinated program, specific subject areas would have primary responsibility for developing only those facets of economic education which would be pertinent to their respective areas. A properly coordinated program should preclude both gaps and excessive duplication in

the progressive spiralling of economic education throughout the curriculum.

The responses to Part B served to indicate the extent to which teachers were varying instructional procedures in teaching economic concepts. As 72 per cent of the coded responses were checked in appropriate columns to indicate that the rated procedures were being utilized either "frequently," "occasionally," or "seldom," it appeared that the teachers were making an appreciable effort to utilize effective teaching methods and materials. Nevertheless, there was considerable variation in the extent to which the separate procedures were being followed. Comparatively few teachers were attempting to utilize community resources; whereas more than half of the teachers were making either frequent or occasional use of supplementary reading materials. Most of the popular reading materials which were cited had presented economic information and analysis only incidentally; and it appeared that a majority of the teachers were not aware of many of the better materials. Undoubtedly, most of the 632 teachers who had completed fewer than 3 semester hours of economics would need considerable assistance in the selection and evaluation of materials.

The general background information provided in Part C revealed that the teachers had an average of 13.6 years of teaching experience, and that they had earned an average of 4.2 semester hours of college credit in economics. By subject areas, the average credits per teacher ranged from 10.5 for agriculture teachers to fewer than 2 hours for foreign language and special education teachers. With an average of 11.2 credits, the 17 teachers of societal economics courses had a better background in economics than did teachers of any other single subject. Less than 15 per cent of the teachers had attended an economic education workshop; had viewed at least 20 per cent of the sessions of the 1961-62 television course, "The American

Economy," or had seen a copy of the National Task Force Report on Economic Education.[44] Most teachers felt that their economics background had not been sufficient for their particular needs.

On their general practices and perceptions, only a small minority of the teachers were attempting to utilize community resources effectively in the teaching of economic concepts. Most of the teachers opposed the recommended practice of having an economic education coordinator for the school, and several teachers stated that there were already too many coordinators. However, because economic education programs had not been coordinated, few teachers felt that they knew what economic concepts were being taught in other teachers' courses. Less than half of the teachers had analyzed their own course to determine what and where economic concepts could be taught best; and a majority of the respondents were not aware of any significant economic education developments in other systems across the country. It appeared that few teachers could distinguish the objectives of the many economic education service organizations; and less than half of the teachers could distinguish the different economic viewpoints of the agriculture, business, and labor groups. Forty per cent of the teachers were not certain that their principal was seriously interested in the effectiveness with which economic topics were taught in their particular course.

More positively, the great majority of teachers recognized the vital importance of economic education and recommended that greater emphasis be given to this discipline in the pre-service education programs. Eighty-two per cent of the teachers recommended that a separate economics course be offered in the high school.

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In the order of frequency in which they were designated, the major economic education problems of teachers included insufficient time to cover the necessary material, inadequate training in economics, pupil disinterest in economic analysis, and inadequate supplementary reading materials.

On Parts A and C, a comparison of the performance of the teachers in the 12 highest ranking schools with that of teachers in the 12 lowest ranking schools revealed that the bottom subgroup never scored higher than did the top subgroup on a single rated item. Nevertheless, the teachers in the high scoring schools tended to excell most on the following points: They felt their principal and superintendent supported the integrated approach to economic education, and they acknowledged that selected economic concepts could be taught in all courses. They helped students evaluate the logic and objectivity of economic statements, and they selected supplementary materials which collectively presented the conflicting viewpoints of various economic groups. Along with their belief that economic understanding is a vital requisite for good citizenship, they recommended the designation of one person to serve as economic education coordinator for the school; they had analyzed their own course to determine what economic concepts could be appropriately included; they were aware of concepts being taught in other courses; and they were aware of significant economic education programs in other school systems across the country. These teachers were most likely to participate in curriculum planning in their school; and they recommended that teacher preparation programs include special economics courses for teachers.

Along with providing important information regarding the different economic education practices of the opposite subgroups on particular items, the performance indices on each item should be helpful to other investigators

seeking to develop an instrument for evaluating instructional practices in economic education.

Further comparisons were made to determine the extent to which single practices, perceptions, and general background factors were related to total performance on a major category of the questionnaire. On Parts A and C, the responses from the limited number of workshop participants suggested that the impact of the "live-in" economic education workshops had been greater than that of the less intensive programs which had to compete with many distracting demands on the participant's time and attention. However, a semester lecture series attended by every teacher in one school system may have been partially responsible for the economic education practices which placed that school among the "top" twelve high schools in the present study. On Part A, the analysis revealed little or no relationship between teaching experience and economic education performance, although there was a consistent, positive relationship between the credit hours teachers had earned in economics and their economic education performance. These results suggested that economic education would be considerably improved if teacher candidates were required to complete more work in economics.

Other selected subgroups who performed comparatively high on Part A included the 160 teachers who had viewed more than 20 per cent of the sessions of the national television course in economics, the 593 teachers who had analyzed their course to determine <u>what</u> and <u>where</u> economic concepts could be taught best, the 520 teachers who expressed a willingness to use released time to develop economic education materials, and the 831 teachers who felt that their principal was seriously interested in their teaching economic topics.

Analysis of six selected items on Part C revealed that teachers

tended to adhere to more of the recommended general practices and perceptions if they (1) acknowledged the relevance of economic concepts to all high school courses; (2) felt that their principal and superintendent supported this viewpoint; (3) participated in planning the curriculum of their high school; (4) agreed to devote released time to developing economic education materials; (5) were aware of the economic concepts being taught by teachers of other high school courses; and (6) acknowledged that one person should be designated as coordinator for economic education in their school.

Economic topics were being emphasized by the 13 designated subject areas in the following order of magnitude: agriculture, economics, social studies, business education, special education, public speaking, home economics, industrial arts, science, language arts, drivers' education, mathematics, and foreign language. Economics would have ranked in first place as a subject area if only the 19 teachers of courses titled "economics" had been tabulated in this category. Thus, while it is important that the contributions of specific courses be considered in any analysis of an economic education program, the findings of the present study indicated that the major contribution to economic education will probably be made by the teachers of the agriculture, economics, social studies, and basic business subjects. It is perhaps significant that on Part A, the 12 highest ranking courses were found within these subject areas. Nevertheless, important contributions were being made by teachers of certain courses within other subject areas; and these contributions will remain essential to the success of the integrated approach to economic education.

In general, it appeared that teachers in the 44 Oklahoma high schools were making a definite contribution to economic education. However, the

contributions varied to such an extent between teachers, courses, and schools that there was no assurance that high school graduates would have a basic understanding of economics. The pattern of responses indicated that there is a crucial need of coordinating the economic education contributions of the various courses. While an occasional teacher seemed to be overextending himself to teach economic concepts, certain other teachers of the same course in the same high school were often including little or no economics. Such an unbalanced emphasis, dependent upon the chance interests of teaching, will not provide high school graduates with a satisfactory level of economic understanding. Moreover, an occasional overemphasis on unrelated economic topics can hamper the accomplishment of effective economic education as well as of other curriculum objectives.

If the high school is to meet its obligation for developing economic understanding, some reassessment of curriculum priorities may be necessary. However, if economic responsibilities were carefully designated and properly served in appropriate courses, it should be possible to provide adequately for economic education while enriching present course offerings and enhancing the accomplishment of all major curriculum objectives. Obviously, the major economic education emphasis must be made in those courses and subject areas wherein economic concepts are most relevant; and authorities generally agree that the integration of economic understandings into such courses as Problems of Democracy, American History, and General Business could be greatly enhanced.

Certainly, all teachers should understand the philosophy and objectives of the integrated approach to economic education. Some teachers had the erroneous impression that they would be expected to teach economic concepts which would not be related to their particular course. Similarly, a

better understanding of the objectives of the various economic education service organizations and the major economic groups would be essential in most high schools. After becoming aware of the major factors involved in developing economic understanding, each school should spell out its own philosophy concerning the proper role of economic education in the curriculum.

When a school elects to follow the integrated approach, it will probably need some consultant assistance from a university and/or the state council on economic education. Initially, as was done in the present study, it is important to survey course offerings to determine what emphasis is already being given to specific economic concepts. From analysis and much discussion of this information, a model scope and sequence plan can then be developed to define where in the curriculum particular concepts should be emphasized. Preferably, this plan should include the elementary grades as well as the high school. Few of the high schools in the present study had arrived at this important juncture.

The final and continuing phase of the integrated program would involve implementing, evaluating, and refining the scope and sequence plan. An evaluation program becomes essential for determining that high school graduates actually attain the expected level of economic understanding. Preferably, the school will elicit the cooperation and support of the local community through a lay advisory board for economic education; and a qualified educator will be selected to serve as coordinator for the economic education program. None of the Oklahoma high schools had arrived at this level of development.

If a high school does not elect to follow the integrated approach to economic education, it becomes imperative that a separate economics course

be required of all students.[45] Most of the teachers in the present study recommended that at least an elective economics course be offered. Through a separate course the students who attain the necessary grade level will at least be exposed to significant economic concepts; and the economics course can also serve as an effective capstone learning experience for building upon economic understandings developed in previous courses. The present study revealed that students in an economics course received a more comprehensive exposure to economic topics than was true in any other course. Although authorities are in agreement that a single course, alone, will not be as effective as a fully developed integrated program, the separate course can fill a vital role at least until a school can demonstrate that the integrated approach is providing its graduates with a satisfactory minimum level of economic understanding.

The present study revealed that in almost every high school, there were several teachers who had taken an appreciable amount of course work in economics, who were following the great majority of recommended economic education practices, and who recognized the great need of an integrated approach to economic education. Among these teachers, a principal should find the requisite interest, ability, and internal leadership for initiating and fully developing an effective economic education program.

From the model programs evolving across the country, curriculum guidelines for economic education are being continually improved and made available for all school systems to use as they see fit. Through both in-

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[45] While the study was in progress, one large city school system revised its social studies curriculum to provide for a required economics course at the eighth grade level. Henceforth, even the students who drop out of school before graduation will have had an appreciable amount of organized instruction in economics. Senior students in this system will also have the opportunity to elect a more advanced economics course.

service and pre-service training programs, continuous efforts must be made to upgrade teachers' understanding of economics and promote effective methods of teaching economic concepts to high school students. In lieu of simply repeating the discussion commonly found in college economics textbooks, a few authors have been developing economic education materials to fit the maturity levels of students in the various grades. These improvements in the textbooks, supplementary reading materials, and teaching guides should help reduce the teacher's time otherwise required for planning effective instruction in economic education. All of these developments, accentuated by the common concern of both educators and laymen, should result in a major improvement in the economic education programs of the public schools.

CHAPTER VI

THE SEPARATE ECONOMICS COURSE IN OKLAHOMA HIGH SCHOOLS

Introduction to the Study

Educators generally agree that the separate high school economics course can make a valuable contribution to the student's understanding of economics. In a capstone course, the student has an excellent opportunity to synthesize and build upon previous learning.[1] As the separate course was recommended by thirteen of the fourteen economic education authorities who participated in the present investigation,[2] it seemed appropriate to include a special study of this course as it was being offered in Oklahoma high schools.

In April, 1962, a two-page questionnaire was developed and mailed with a covering letter to the 117 high school principals who had reported to the State Department of Education that an economics course was being offered.[3] A follow-up mailing was made in May, 1962; and in July, 1962, a return-addressed postal card information form was mailed to those schools

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[1] For a review of the economic education literature regarding the role of the separate economics course, see Chapter II, pp. 44-51.

[2] See item 1-66 in Appendix C for the specific ratings by the fourteen jurors.

[3] This information was reported on the "Application for Accrediting" form submitted to the State Department of Education for the school year 1961-62. Appendix D includes the economics course questionnaire along with the covering letter and the various follow-up letters.

that had not returned the questionnaire.[4]

The Responding Schools

Of the 63 questionnaires returned, 59 were completed by schools that confirmed offering the separate course. The other four schools had temporarily canceled economics because of staffing problems. Of the 24 postal card responses, 21 came from high schools that also confirmed their economics offering. Thus, either a questionnaire or a postal card response was received from 87 (or 74 per cent) of the 117 high schools that had reported an economics course to the State Department of Education. Of these 87 respondents, 80 confirmed offering the separate course. The sizes of these 80 institutions are presented in Table 21 in relation to all Oklahoma high schools.

Seventy-four per cent of the 80 responding schools in Table 21 had enrollments that ranged from "fewer than 50" to 500. As 86 per cent of all Oklahoma high schools had fewer than 250 students, it was not surprising that a majority of the responses came from schools that enrolled fewer than 500 students. Although the 80 schools offering an economics course consisted of only 13 per cent of all Oklahoma high schools, they enrolled 35 per cent of the pupils. Therefore, at least 36,261 Oklahoma students had access to an economics course during their high school work. Except for concentration in Tulsa and Oklahoma counties, the high schools offering economics were widely dispersed throughout the state.

As the postal card responses provided little information beyond confirming the course offering, the subsequent discussion in this chapter will pertain to the completed questionnaires received from the 59 high schools

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[4] The postal card information form is included in Appendix E.

TABLE 21.--The frequency of the economics course in Oklahoma senior high schools of various sizes[a,b]

Enrollment Range (Grades 10,11,&12)	No. of Schools Offering Economics	Percentage of High Schools by Enrollment Range	Percentage of Students by Enrollment Range
Fewer than 50	17	9.8	8.6
50 - 250	22	6.4	6.9
251 - 500	20	51.0	49.0
501 - 750	4	23.5	25.7
751 - 1000	6	75.0	75.0
1001 - 1500	5	45.0	53.0
1501 - 2000	3	75.0	61.0
More than 2000	3	60.0	57.0
TOTAL SCHOOLS	80	13.0	35.0

[a]This table should be read as follows: Of all Oklahoma senior high schools which had a total enrollment of fewer than 50 students, 17 schools (or 9.8 per cent) offered an economics course. The students in these 17 schools represented 8.6 per cent of all students enrolled in this size of high school.

[b]The data on school enrollments were secured from the "Annual Statistical Reports and Audits" form submitted by Oklahoma schools to the Finance Division of the State Department of Education for the school year 1961-62.

that had an economics course. Forty-three of these questionnaires were completed by the economics teacher; and the remainder were filled out by the principal, the superintendent, or the curriculum director. While these 59 respondents represented only 10 per cent of all high schools in the state, they enrolled 32 per cent of the pupils.

Student Enrollments in the Economics Course

Data received from the 59 respondents revealed that more than 2,571 students were enrolled in an economics course in Oklahoma high schools during the school year 1961-62. Two hundred and fourteen of these students took a full-year course. The total fall enrollment (in 32 schools) was 1,203; and the spring enrollment (in 36 schools) was 1,582. These enrollments represented 7 per cent of all high school students in the reporting schools; but only two and one-half per cent of all public high school students in Oklahoma. However, it should be noted that if the number of enrollments in economics in 1961-62 is at least maintained in future years, more than 7.5 per cent[5] of Oklahoma high school students will probably take a separate course in economics before graduation.[6] This propensity for the economics course is somewhat higher than the reported national average of less than 5 per cent of high school graduates who have taken economics.

Enrollments per semester in the separate high schools varied from a low of four to a high of 198 students. Only one school reported enrolling fewer than ten students in its economics course, and only two schools had more than 125 economic students during a single semester. During the fall semester, the average economics enrollment per school was 37.6; and this average increased to 44.0 during the spring semester. Table 22 reveals that, among the respondents, the number of economic students per school increased directly with school size.

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[5]Three (high school grades) multiplied times the annual enrollment rate of 2.5 per cent equals 7.5 per cent.

[6]These figures would be increased by at least the economic enrollments in the 21 schools that failed to return a completed questionnaire because these schools reiterated on a postal card response that an economics course was being offered.

TABLE 22.--The relation between school size and the number of economic students per responding school

Enrollment Range	Average Economic Enrollments Per School
Fewer than 50	13.3
50 - 250	29.4
251 - 500	38.0
501 - 750	50.5
751 - 1,000	40.0
1,001 - 1,500	75.3
1,501 - 2,000	113.3
More than 2,000	130.0

In the 40 responding high schools which had a student body of fewer than 500, the average number of economic students was 27.8, while average economic enrollments in the 19 largest schools was 75.5. As a result, more than half of the economic students were found in the 19 largest schools. Moreover, the largest high schools offer economics every year while 16 of the smaller schools with fewer than 260 students could offer the economics course only in alternate years.

Trends of Economic Courses in Oklahoma

The first offering of the economics course in forty-four schools is summarized as follows:

When Economics Was First Offered	No. of Schools
Prior to 1950	7
1950 - 1955	10
1956 - 1960	17
1961 - 1962	10
No Response	15

Twenty-three per cent of the schools responding to this question first offered an economics course in 1961, whereas 60 per cent of the respondents first offered the course during the period 1956-1961. These results suggested a slight, but increasing trend toward more high school economics courses in Oklahoma. Further verification of this preliminary conclusion was found in a 1950 study based upon information from the "Application for Accrediting" forms on file in the State Department of Education. Buckhold reported that ". . . the number of senior high schools offering economics decreased from 127 senior high schools during the school year 1935-1936 to 56 senior high schools during the school year 1949-1950."[7] It appears, therefore, that the downturn in offering economics has ended and that some expansion has been underway during the last 10 years.

General Characteristics of the Economics Course

Only four of the 59 responding schools required students to enroll in the economics course. On this point, one high school principal contended that a required course was the only sure means of giving students a satisfactory minimum level of economic understanding. Similarly, the National Task Force had declared: "We see no practical alternative to assure that all high school graduates attain something like . . . /a desirable/ level

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[7] Ernest A. Buckhold, "Status and Trends of the Course in Economics in Oklahoma Accredited Senior High Schools" (unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1950), p. 15.

of understandings. . ."[8] The investigator recently received the results of a national survey which revealed that 81 of the 90 largest school systems in the nation offer a separate economics course in the senior high school. In 20 of the 81 systems, economics is a required course.[9]

The general preference for the one-semester course prevailed in all sizes of schools, irrespective of when the course was first established. Eleven schools offered a full-year course; however, students were often permitted to withdraw from or enroll in economics at the end of the fall semester.

Of the 59 responding schools, a majority (34) indicated that either juniors or seniors could take economics. Seven schools specified that only seniors could enroll in the course. Twelve schools permitted enrollment by sophomores, juniors, and seniors; and four schools admitted all of these along with freshmen. No high school with more than 500 students permitted enrollment by freshmen. It appeared that where high school size permitted an acceptable student-teacher ratio, the separate economics course was reserved for juniors and seniors exclusively. This practice was in accord with the recommendations of authorities in economic education.[10]

The respondents were equally divided on the question, "Are the students who enroll in economics primarily those who plan to go to college?" Twenty-six schools responded in the affirmative, and an equal number responded negatively. It would appear, therefore, that both the general

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[8]Committee for Economic Development, Economic Education in the Schools (New York: Committee for Economic Development, 1961), p. 66.

[9]A letter dated September 13, 1963, from Dr. John McIntyre, Director of Curriculum for the Joint Council on Economic Education. Dr. McIntyre reviewed a study which had just been completed by the Joint Council on Economic Education.

[10]See Chapter III, p. 117, and Chapter II, p. 20.

education and the college preparatory values of an economics course have been recognized in Oklahoma although different emphases are placed on these two functions in the various school systems. The Task Force Report had acknowledged that, even for students who plan to enroll in college economics courses, ". . . some degree of repetitive learning between high school and college economics may be advantageous."[11] Conversely, many universities permit students to waive the introductory courses if satisfactory proficiency can be demonstrated on advanced standing examinations.

Of the 54 responses concerning major emphasis in the economics course, 32 schools stressed societal economics; 15 schools stressed personal economics; and 7 schools emphasized both areas. Thirty-three per cent of the (15) personal economics courses were offered for a full year; while only 16 per cent of the (32) societal economics courses were offered for this long a period. One school reported offering societal economics to academically qualified students and a personal economics course to the other students. In view of the general problem of economic illiteracy, it would seem that at least one semester of a two-semester course should be devoted to developing a basic understanding of societal economics.

Of the 54 schools which identified their economics textbook, 14 schools were using Applied Economics;[12] 15 were using Economics in Everyday

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[11] Committee for Economic Development, Economic Education in the Schools, loc. cit.

[12] James Harvey Dodd, John W. Kennedy, Arthur R. Olsen, Applied Economics (Cincinnati: South-Western Publishing Company, 1962).

Life;[13] and 9 were using Consumer Economic Problems.[14] Thus, 70 per cent of the 54 schools were using some edition of one of these books. In spite of the constant change of statistical information relating to growth, income, employment and other characteristics of the American economy, several schools were continuing to use relatively old books. Thirty per cent of the responding schools were using at least one edition which was published in 1952 or earlier.

The courses appeared to be textbook oriented to a very high degree. When asked to list the major topics or units covered in the economics course, most of the respondents simply restated the major topics from the table of contents of the text they were using. However, the respondents did express a serious need for more and better supplementary materials in economic education. When asked to indicate the most essential service to be provided by the Oklahoma Council on Economic Education, three-fourths of the 40 respondents alluded to this problem. It appeared that most economics teachers were not aware of the many sources of free and inexpensive materials which could be ordered for classroom use.

The High School Economics Teacher

Seventy-nine per cent of the teachers had from one to five years of experience in teaching the economics course. Two of the three teachers who lacked previous experience with the course were found in high schools which had a total enrollment of less than 50 students. The total experience in

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[13] Kennard E. Goodman and William L. Moore, Economics in Everyday Life (rev. ed.; New York: Gin and Company, 1955).

[14] W. Harmon Wilson and Elvin S. Eyster, Consumer Economic Problems (6th ed.; Cincinnati: South-Western Publishing Company, 1961).

teaching economics is summarized below.

No. of Teachers	Years of Experience
3	None
25	1 - 2
19	3 - 5
7	6 - 8
2	9 - 12
3	Not Answered

According to 56 respondents who provided this information, the high school economics teachers had earned from a low of none to a high of 36 semester hours of college credit in economics. This academic background of the economics teachers is tabulated below.

No. of Teachers	Credit Hours in Economics
2	None
1	1 - 3
10	4 - 6
15	7 - 9
13	10 - 15
9	16 - 29
6	30 or more

The average college credit hours per teacher was 12.4. This figure can be compared with the Task Force recommendation that wherever feasible, the economics teacher have ". . . at least a college minor in economics (usually about 18 units) and preferably a college major in the field."[15] While the average economics background of Oklahoma teachers does not measure up to the recommendation of the Task Force, it does appear to far exceed the reported national average wherein a quarter of all high school economics

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[15] Committee for Economic Development, Economic Education in the Schools, op. cit., p. 74.

teachers have not had as much as a single economics course themselves.[16] Furthermore, the economic qualifications of these teachers were significantly better than in 1950 when a majority of economics teachers had completed only three to five and one-half semester hours.[17] In general, there was little relationship between the size of high school and the number of economics credits which had been earned by the teacher. One of the two teachers without formal training in economics had taught an economics course for three years in one of the largest high schools in the state.

Interestingly, every teacher who had taught the course for more than six years had earned more than six semester hours of college credit in economics. It appeared that teachers with less formal training either move into other areas of teaching or take additional economics courses during this initial six-year period.

Forty-two of the 59 teachers had a major teaching field in social studies; 13 were business education majors; and 3 had major fields in mathematics, economics, and home economics, respectively. Similarly, in 1950 Buckhold found that a majority of the economics teachers had a major teaching field in either social science or history.[18] All but one of the business education teachers had earned 7 or more semester credit hours in college economics courses; whereas 11 of the social studies teachers had earned fewer than 7 credit hours. As a group, the social studies teachers had an average of 3.3 years experience in teaching economics while the

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[16] Ibid.

[17] Buckhold, op. cit., p. 50.

[18] Ibid., p. 49.

business education teachers had an average of 2.4 years of experience.[19]

In their academic preparation for teaching, most high school economics teachers had studied more than one major subject area. History, history and government, and social studies were most commonly reported as major areas of study--receiving 40 per cent of all responses. The areas of business education, business administration, and economics were in second place--receiving 30 per cent of all responses. As more schools establish a high school economics course, it is possible that more prospective teachers will select economics as either a major or a minor area of study.

It must be recognized, however, that this course now constitutes only a small portion of the total assignment of most teachers. In fact, the economics course tends to be an occasional "extra assignment" to be taught along with other courses in the teacher's major field. Barring a significant change in the present level of student enrollments in high school economics, only the largest systems will be able to offer the teacher an opportunity to teach several sections of economics. Nevertheless, the capable prospective teacher will find a stimulating and enjoyable challenge in this rigorous discipline and a special satisfaction in imparting essential economic understanding to future American citizens. The economics teacher should be an excellent person to serve as co-ordinator for the system-wide program, and it would seem that some special remuneration might be allowed for this consultant service. The demand for

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[19]Formal training in economics is not a part of the teacher certification requirements for either the social studies or the business education major. However, the social studies teacher is required to complete a minimum of six semester hours in economics in order to qualify for teaching the economics course. As a matter of practice, colleges and universities usually require prospective business teachers to complete one or more courses in economics.

qualified economics teachers is evident in the frequent complaint of school administrators that they do not have a teacher qualified to teach the separate course.

Summary

There is a discernible growth in the number of separate elective, one-semester economics courses in Oklahoma high schools; and most of these schools state that their courses emphasize societal economics. The tendency to offer an economics course is much greater among high schools which have total enrollments of more than 250 students, and schools of this size commonly offer the course every year. More than half of the economics students are in high schools which have a total enrollment of 500 or more. Although more than 35 per cent of Oklahoma students have access to economics during their high school work, only slightly more than 7 per cent of the students presently elect this course. Both college-bound and terminal high school students are enrolling in economics, and this is usually during their junior or senior year.

Seventy per cent of the schools are using one of three popular textbooks, while numerous schools are using editions published in 1952 or earlier. More and better economic education materials are greatly desired by the schools and should be forthcoming in the next few years.

The teachers in this study had completed an average of 12.4 semester hours of college economics courses; whereas a 1950 study had found that most economics teachers had completed only from 3 to 5.5 hours. A majority of the teachers had from 1 to 5 years of experience in teaching the high school course and had a major teaching field in social studies. Although the average qualifications of Oklahoma teachers compared favorably with the

reported qualifications of economics teachers in other states, some strengthening of certification requirements may be warranted--especially for teachers who have completed fewer than 6 hours of economics courses. There appears to be a growing demand for persons qualified to teach the high school course.

Educational authorities agree that the capstone course can make a valuable contribution to the economic understanding of high school students, and every effort should be made to strengthen present offerings.

CHAPTER VII

A COMPARISON OF ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES

Introduction

One of the major objectives of the present study was to determine whether a significant relationship would exist between a composite of the recommended economic education practices reportedly followed by the principals and a similar composite of the recommended practices reportedly followed by their respective teachers. If there were a significant, positive relationship between the performance of these two groups, it would appear that the administrative practices of the high school principals had been effective in stimulating performance of the recommended instructional practices. On the other hand, a lack of relationship would suggest that the administrative practices were not being followed with sufficient vigor to achieve an appreciable effect upon the economic education practices and perceptions of teachers.

The Over-All Performance of Principals Compared with the Performance of Their Respective Teachers

After the weighted average ratings on the reported administrative practices and on the reported instructional practices had been computed for each of the 44 responding high schools, it was possible to compare the resultant ranking of each principal with the ranking of his teachers. This comparison is shown in Table 23.

TABEL 23.--A comparison of the ranking of administrative and of instructional practices[a]

School No.	Principal's Rank	Teachers' Rank		
		Part A	Part B	Part C
1	27.5	2.0	4.5	1.0
2	38.0	6.0	25.0	18.0
3	8.0	32.5	36.0	29.5
4	17.5	17.0	24.0	24.5
5	27.5	40.0	43.5	42.0
6	34.0	10.0	32.0	11.0
7	15.0	5.0	12.0	10.0
8	20.0	9.0	9.0	26.0
9	22.0	8.0	16.0	14.5
10	8.0	11.0	6.0	8.0
11	10.0	31.0	42.0	40.0
13	20.0	4.0	3.0	3.0
15	11.0	39.0	29.0	31.5
16	8.0	12.0	34.0	4.0
18	40.0	7.0	15.0	12.5
19	42.5	44.0	39.0	36.0
20	5.0	28.0	10.0	12.5
21	1.5	25.5	33.0	29.5
22	24.0	24.0	20.5	37.5
23	33.0	13.5	8.0	9.0
24	35.0	19.0	26.0	21.0
25	39.0	15.0	7.0	5.0
26	37.0	36.5	17.0	33.0
27	31.5	1.0	1.0	6.0
28	12.0	41.0	37.5	40.0
29	13.0	42.0	37.5	37.5
30	4.0	22.0	35.0	35.0
31	31.5	30.0	20.5	34.0
32	42.5	29.0	23.0	28.0
33	29.0	21.0	4.5	7.0
34	36.0	36.5	40.0	44.0
35	26.0	16.0	13.5	19.0
36	41.0	20.0	28.0	22.5
38	14.0	23.0	27.0	14.5
39	20.0	13.5	20.5	24.5
40	24.0	38.0	18.0	16.5
41	17.5	27.0	13.5	43.0
42	44.0	3.0	2.0	2.0
43	16.0	34.5	20.5	22.5
44	6.0	43.0	43.5	40.0
45	30.0	18.0	11.0	27.0
46	3.0	32.5	30.5	31.5
47	1.5	34.5	41.0	20.0
48	24.0	25.5	30.5	16.5

[a]This table should be read as follows: In comparison with other high schools that cooperated in the study, the principal of School No. I ranked in 27.5 position on his reported administrative practices; whereas, his responding teachers ranked in 2,0, 4.5, and 1.0 positions, respectively, for their reported practices on Parts A, B, and C of the teacher's questionnaire.

A review of the data in Table 23 will reveal that little or not relationship existed between the reported administrative practices of the principals and the reported instructional practices of their respective teachers. The rank-difference coefficients of correlation were minus .27 between the principals' ranking and the ranking of their respective teachers on Part A; minus .32 between the principals' ranking and the ranking of their teachers on Part B; and minus .12 between the principals' scores and the performance of their teachers on Part C. Only between the principals' scores on the administrative form and the scores of their respective teachers on Part B was the correlation (barely) statistically significant at the .05 level of confidence. These low, but consistent negative correlations suggested that the highest ranking principals had tended to be considerably more liberal in reporting their economic education performance than was true of the principals who had reported following fewer of the recommended administrative practices.

In general, the effect of the reported administrative practices upon the economic education practices of teachers was hardly perceptible. Expressed conversely, the economic education practices of most teachers appeared to be largely independent of the reported practices of their particular principal.

A Comparison of the Performance of Principals and Teachers on Single Practices

The comparison of principal/teacher performance in terms of total scores was further substantiated by a comparison of the performance of these two groups on single practices. A review of performance on the separate items listed in Table 24 will reveal that whether the principals did or did not follow a designated practice seemed to make little or no difference in

the tendency of their respective teachers to follow the same practice and/or closely related practices.

TABLE 24.--Principals' performance on single rated items compared with the related performance of their respective teachers on Part C[a]

Teacher's Item No.[b]	Principal's Item No.	Affirmative Principal Respondents		Negative Principal Respondents	
		No. of Principals	Percentage of Their Teachers Responding Affirmatively	No. of Principals	Percentage of Their Teachers Responding Affirmatively
W7	25	14	10	30	8
W8	82	14	13	30	11
E9	(32)	42	40	2	55
	(34)	41	43	3	26
	(36)	24	44	20	37
W10	9	16	31	28	33
W11	92	30	25	14	30
	(12)	6	30	38	26
E12	91	37	43	7	44
	(38)	12	42	32	44
W13[c]	(99)	29	39	15	40
E14	51	27	29	17	33
E16	100	34	48	10	44
W17	23	16	42	28	41
E18	107	32	12	12	17
	(28)	9	17	35	12
	(29)	6	13	38	13
W19	23	16	6	28	5
W23	10	39	67	5	59
	(92)	30	67	14	63
E24	(10)	39	61	5	57
	(33)	37	59	7	60
W25	(41)	34	81	10	85
E26	103	40	82	4	79
E27	105	40	81	4	85
	(15)	18	79	26	83
E29	65	25	72	19	76
E31	117	13	23	31	25

TABLE 24.--Continued

Teacher's Item No.[b]	Principal's Item No.	Affirmative Principal Respondents		Negative Principal Respondents	
		No. of Principals	Percentage of Their Teachers Responding Affirmatively	No. of Principals	Percentage of Their Teachers Responding Affirmatively
E32	(6)	21	65	23	60
	(10)	39	61	5	56
	(11)	11	68	33	58
	(18)	33	59	11	66

[a]This table should be read as follows: The rated "worthwhile" Item No. 7 on Part C of the teacher's questionnaire was fundamentally the same as the rated "worthwhile" Item No. 25 on the principal's questionnaire. Fourteen principals had followed this practice, and 10 per cent of their teachers had followed the same practice. The other 30 principals had not followed this practice, and 8 per cent of their teachers were following the same practice. Therefore, there was only a 2 per cent difference between the performance of the teachers in the 2 categories; and it appeared that a principal's following the practice had no more than a negligible effect upon the tendency of his teachers to follow the same practice.

[b]A "W" preceding a number in this column denotes an item which was rated "worthwhile" on both the teacher's questionnaire and the principal's questionnaire; and "E" denotes an item which was rated "essential" on the respective questionnaires.

[c]Contrary to the procedure followed in reporting the other percentage figures in this table, the percentage of teachers responding negatively is shown for Item W13. A negative response from a teacher to Item 13 on the teacher's questionnaire would be comparable to the affirmative response of a principal to Item 99 on his questionnaire.

In Table 24, it was only with regard to comparisons between the teachers' Item No. 9 and two related items on the principals' form that there was more than a 10 per cent difference in performance between teachers in schools where principals were reportedly following a designated practice and those teachers in schools where principals were not following the practice.

The results of these comparisons were quite interesting even though any general conclusions would be hazardous because, in each case, no more than 3 principals responded negatively. Forty-one principals acknowledged that " . . . effective curriculum change results from democratic planning by teachers, pupils, and other community representatives;" and 17 per cent more of the teachers in these schools reported participating in curriculum planning than was true in the 3 schools where the principals did not acknowledge the effectiveness of this form of democratic planning. Conversely and ironically, in the 2 schools where the principals reported they had not provided for "continual evaluation and improvement" of their high school curricula, 15 per cent more of the teachers reported participating in curriculum planning than was true in the other 42 schools. It is possible that some of the provisions for curriculum improvement had not included specific arrangements for the democratic participation of teachers. These limited findings at least suggest that the principal's perception regarding democratic leadership may ultimately be one of the more important factors in determining whether his teachers feel that they are actually involved in the planning of their high school curriculum.

Summary

In general, it was obvious that little or no relationship existed between the reported economic education administration practices of the high school principals and the related instructional practices of their respective teachers. Part of this lack of relationship undoubtedly resulted from the varying conservatism with which the principals responded to the questionnaire. From his previous association with many of the schools included in the present study, it appeared to the investigator that a few principals who had been least concerned about economic education tended to be the most

liberal in indicating that they were following the various rated practices. It should be recognized also that the comparatively high percentage of non-respondents in a few high schools probably resulted in those schools receiving an overly optimistic average score for the economic education practices of their respective teachers. Nevertheless, the major causative factor appeared to be that the economic education practices and perceptions of the teachers were, indeed, largely independent of the administrative practices of most of the high school principals. Apparently, it was from some source outside of their high school that most teachers had received inspiration and guidance for integrating economic concepts into their respective courses.

Although a few teachers have made and will continue to make a significant contribution to economic education, these isolated instances of effective teaching cannot assure high school graduates of an adequate level of economic understanding. If success is to be achieved in this area, effective leadership must replace only passive acknowledgment of the importance of economic education.

Part of the principal's difficulty in establishing an effective economic education program is obviously related to the comparatively limited time which he is now able to devote to the problems and challenges of curriculum development. If the principal is to serve as the professional leader of his school, it seems essential that careful attention be given to procedures whereby he can delegate or eliminate much of the administrative detail that is commonly associated with his office. As a principal moves away from performing many of the routine office tasks and as he assumes greater responsibility for leadership in curriculum and instructional improvement programs, both he and his teachers should experience greater

satisfaction in the better accomplishment of the educational objectives of their particular school. The greater emphasis upon the principal's role as a scholar and as a democratic leader will necessarily involve his developing new skills, interests, and understandings as he and his staff move (along with lay representatives) toward greater effectiveness in problem solving and creativity through the "group process." Ideally, in developing the economic education program, the principal should be able to draw upon the specialized assistance of a school coordinator for economic education.

Some school administrators and teachers may properly sense a need of not overemphasizing the study of economics because of the demands of many other important curricular areas. However, there is no reason why overemphasis on economics should result from a properly coordinated program; in fact, experience has clearly revealed that the teaching of economic concepts is all too easily ignored in the absence of strong support from the school administration. By its very nature, the integrated approach includes the assumption that many teachers will give some emphasis to economics and that the sum of their diverse contributions will result in an adequate level of economic understanding. However, without careful planning and coordination of the program, the pressures of limited time, other course objectives, inadequate preparation in economics, and other problems will usually prompt too many teachers to avoid even incidental teaching of economics. A "Let-George-do-it" attitude on the part of administrators or teachers will doom the integrated approach to certain failure. Although other curricular areas must be served and although various procedures may be followed to provide for economic education, there would appear to be no serious question regarding the inherent obligation of the public school to provide future citizens with a basic level

of economic understanding.

The integrated approach to economic education must be a coordinated approach in which careful attention is given to defining the scope and sequence of specific economic concepts which should be emphasized at designated points throughout the school curriculum. An evaluation program must be established for determining that economic education objectives are being attained; and the necessary provisions must be made for economic education teaching materials, for in-service training, for consultant assistance, and for the requisite leadership. With proper orientation, there is every reason to believe that local communities will provide the necessary financial and moral support to enable school administrators to carry out this program.

Admittedly, the integrated approach is neither an easy task nor one which can be accomplished in a short period of time. In the early stages of developing this program, a required course in economics may be the only sure means of exposing all students to a reasonably well organized body of economic understandings.

Because of the important role of the school administrator in developing an effective economic education program, it appears that more principals and superintendents should be included as participants in economic education conferences and workshops. It is inappropriate to expect a high school principal to administer an effective integrated program if he has not had the opportunity of developing appropriate guidelines in conjunction with special economic education courses, workshops, and/or in cooperation with able curriculum and content specialists. The present efforts to improve available economic education materials and to provide better economic education assistance from the state and national levels should serve to

make the economic education efforts at the local level considerably easier and more effective.

Although the great majority of Oklahoma high schools have not yet made a serious commitment to achieve the objectives of economic education, it can be hoped that the increasing interest of both educators and laymen presages accelerated future progress in this vital area. Certainly, more effective leadership from the high school principal will be essential to this important accomplishment.

CHAPTER VIII

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was (1) to define the administrative and instructional practices that were considered to be most important for an effective economic education program; (2) to survey existing administrative and instructional practices in the major subject areas of Oklahoma senior high schools having an average attendance of more than 500 students; (3) to compare existing practices with evaluative criteria; (4) to determine the nature and trends of the separate economics course in all Oklahoma high schools; and (5) to make recommendations for improving economic education programs in the larger Oklahoma high schools.

The hypotheses to be tested were (1) that the selected public high schools of Oklahoma would differ in their provisions for economic education and in relation to the evaluative criteria and (2) that a comparative analysis of selected aspects of economic education programs in Oklahoma high schools would reveal determinative factors which were consistently associated with the most comprehensive economic education programs.

In cooperation with a jury of economic education authorities, evaluative criteria were developed in the form of a list of administrative and instructional practices that were considered most important for the effective integration of economic education into the various high school subjects. These weighted criteria were then included as part of a questionnaire for principals and, as part of a separate questionnaire for teachers in all subject areas except art, music, and physical education. During the

spring of 1963, these questionnaires were administered in 44 of the 46 Oklahoma high schools which had an average of 500 or more students.

Through weighted numerical ratings assigned for reported performance of recommended practices, it was possible to compute a total numerical score for a respondent's performance on all or part of his respective questionnaire. Hence, these numerical ratings or scores permitted comparisons of reported economic education performance among schools and among various groupings of the teachers and principals. The conclusions and recommendations of the present study were considered to be directly applicable only to Oklahoma high schools which have an average daily attendance of 500 or more students.

The data for the related survey of high school economics courses were secured during the spring semester of 1962 from a questionnaire survey of the economics teachers in those Oklahoma high schools which had reported to the State Department of Education that an economics course was being offered.

Findings

The following summary statements represent the major findings of the investigation:

1. The selected Oklahoma high schools differed widely in their provisions for economic education and in relation to the evaluative criteria. Moreover, there was a considerable difference in the economic education performance of teachers within each high school.

2. The item analysis procedures employed in the study served to indicate the extent to which certain practices, perceptions, and background factors distinguished the educators in the high scoring schools from the educators in the low scoring schools. These comparisons thus revealed the determinative factors which were most consistently associated with outstanding

economic education programs.

3. There was substantial agreement among the jurors with regard to the administrative and the instructional practices and perceptions that would be most important for an effective economic education program.

4. Most of the jurors, the principals, and the teachers indicated that selected economic concepts are relevant to the subject matter of all high school courses.

5. Most of the jurors, the principals, and the teachers indicated that economic understanding is a vital requisite for effective citizenship.

6. Most of the jurors, the principals, and the teachers indicated that the major objective of economic education is to develop the student's ability to comprehend and analyze economic issues objectively.

7. A majority of the jurors and the Oklahoma principals reported that a lack of leadership personnel, inadequate teacher preparation in economics, and a lack of sufficient funds constituted the major problems of administering an effective economic education program.

8. The economic education practices of the principals were not significantly related to their length of experience as principal in their present position, to the size of their respective high school, nor to the property valuation per student in their respective school district.

9. The positive rank-difference correlation between the principals' scores and the amount of time they reported devoting to curriculum improvement was significant at the .05 level of confidence.

10. In-service training and conferences with individuals or small planning committees were most frequently reported by the principals as the procedures which they had found most effective for influencing the attitudes and instructional practices of their respective teachers.

11. As a group, the Oklahoma principals reported following considerably more of the rated "essential" practices than of the rated "worthwhile" practices. Many of the rated "essential" items tended to represent general applications of commonly accepted administrative and curriculum procedures; whereas the "worthwhile" items more often included specific practices that would necessitate a more direct involvement of the principal in the economic education program.

12. The product-moment coefficients of correlation between performance of rated "essential" and "worthwhile" practices were statistically significant at the .01 level of confidence for both the teachers and the principals. When the principal or the teachers in a particular school ranked comparatively high on their rated "essential" practices, they tended also to rank high on their rated "worthwhile" practices.

13. Most of the principals felt that their respective schools were following fewer than 50 per cent of the practices which they would consider essential for a successful economic education program. Similarly, the jurors had felt that considerable improvements were needed in the economic education programs of their own school system.

14. Seldom had an Oklahoma principal taken any of the major steps to implement a co-ordinated economic education program in his high school.

15. None of the recommended practices for upgrading the economic understanding of the school staff were being followed by a majority of the principals.

16. The principals acknowledged the appropriateness of involving teachers, pupils, and other community representatives in an interdisciplinary approach to curriculum revision; but few principals had provided for a curriculum steering committee to facilitate the interdisciplinary approach to

economic education.

17. None of the schools had designated a co-ordinator for economic education, and a majority of the teachers were generally opposed to the role of the curriculum co-ordinator.

18. Most schools had hired curriculum consultants, but in areas other than economic education.

19. Although a majority of the principals reported that their school curriculum was being continually evaluated and improved, few principals had made an effort to pinpoint the specific economic concepts that should be emphasized at the various grade levels.

20. Neither the principals nor their teachers were making an appreciable use of community resources in the economic education program.

21. Many teachers appeared to lack a clear understanding of the philosophy and objectives of the integrated approach to economic education.

22. The principals seldom, if ever, required their teacher applicants to have completed more than the minimum of economic courses specified by the State Department of Education in order to be eligible for employment.

23. Most of the jurors, the principals, and the teachers indicated that pre-service teacher preparation in economics should be strengthened.

24. Most of the jurors, the principals, and teachers indicated that teacher preparation institutions should develop one or more special economics courses which would meet the unique needs of teachers.

25. A majority of the teachers felt that their academic background in economics had not been sufficient for their particular needs.

26. When teachers were categorized according to the credit hours in economics they had earned, there was a consistent tendency for teachers with progressively better qualifications in economics to perform better on all

major parts of the questionnaire.

27. Among the jury, the principals, and the teachers, there was substantial agreement that a separate economics course should be offered in the high school, but there was considerable disagreement as to whether the course should be required or elective.

28. Most of the 44 high schools were offering some form of economic course, and the related survey of all high school economic courses in Oklahoma revealed a discernible increase in the number of these courses since 1950.

29. Although more than 35 per cent of Oklahoma students had access to an economics course during their high school work, only slightly more than 7 per cent of all students were actually enrolling in this course.

30. In their separate economics course, many schools were using textbook editions which were at least 10 years old.

31. The survey of high school economic courses revealed that the teachers of these courses had completed an average of 12.4 semester hours of college work in economics; whereas a 1950 study had found that most economic teachers had completed only from 3 to 5.5 hours. However, the average qualification of the economic teachers in the present survey was less than that recommended by the National Task Force on Economic Education.

32. Several principals reported that finding a qualified economics teacher was extremely difficult.

33. On Part A of the teachers' questionnaire, the combined weighted rating of all teachers represented 28 per cent of the possible score; on Part B, the combined rating represented 43 per cent of the possible score; and on Part C, the combined rating represented 51 per cent of the possible score on rated "essential" practices and 35 per cent of the possible score on rated "worthwhile" practices.

34. It appeared that the weighted average ratings of instructional practices in a few high schools may have received an upward bias through possible selectivity involved in the comparatively limited number of respondents from these schools.

35. The teachers in the smaller schools tended to follow more of the recommended practices than did the teachers in the larger schools. The negative rank-difference correlation between the school sizes and the school ratings on Part C of the teacher's questionnaire was significant at the .05 level of confidence.

36. The low, negative rank-difference correlations between the property valuation per student in the various districts and the weighted average ratings of instructional practices in the respective districts were not statistically significant.

37. When teachers in a school scored high on one major part of their questionnaire, they usually scored high on the other two major parts. The product-moment coefficients of correlation between school ratings on Parts A and B, between Parts A and C, and between Parts B and C were all statistically significant at the .01 level of confidence.

38. The combined rating of teachers who had attended university workshops on economic education was considerably higher than that of teachers who had not attended a university workshop.

39. In the one high school where an intensive in-service lecture series on economics had been conducted, the teachers attained a comparatively high combined rating for their economic education practices.

40. Less than half of the teachers had analyzed their own course to determine <u>what</u> and <u>where</u> economic concepts could be taught best.

41. Comparatively few teachers were aware of the economic concepts

being taught by other teachers in their school or of significant economic education developments in other school systems.

42. Few teachers felt competent to distinguish the varying objectives of the different economic education service organizations; and less than half of the teachers felt competent to distinguish the different economic viewpoints of the agriculture, business, and labor groups.

43. Most of the economic education materials recommended by the teachers presented societal economic information and analysis only incidentally, and it appeared that a majority of the teachers were not aware of many of the better materials.

44. The economic education problems most commonly reported by teachers included insufficient time to include economic concepts in their respective courses, inadequate training in economics, pupil disinterest in economic analysis, and inadequate supplementary reading materials.

45. The review of related research and literature indicated that increasing assistance is becoming available to help administrators and teachers overcome their major economic education problems.

46. There was considerable variation in the emphasis which teachers were giving to particular economic topics and the pattern of responses indicated that important interrelationships among the designated topics were often ignored.

47. Although important contributions to economic education were being made by some of the teachers of certain courses within most subject areas, the major contribution was being made by the teachers of the agriculture, economics, social studies, and basic business subjects.

48. The teachers of the societal economics course had the best academic background in economics, and they provided for the most comprehensive instruction

in the recommended economic topics.

49. Forty per cent of the teachers were not certain that their principal was seriously interested in the effectiveness with which economic topics were taught in their particular course.

50. The rank-order coefficients of correlation were minus .27 between the principals' ranking and the ranking of their respective teachers on Part A; minus .32, on Part B; and minus .12, on Part C of the teachers' questionnaire. It was only with regard to Part B that the negative correlation between the ranking of the principals and their respective teachers was significant at the .05 level of confidence.

Conclusions

The following conclusions evolved during the investigation:

1. The consensus of the jury regarding important economic education administrative and instructional practices provided significant guidelines for developing an effective economic education program. If a senior high school with 500 or more students were to follow the recommended practices, in logical sequence, it should develop an outstanding program in economic education.

2. Although many Oklahoma high school teachers were making an outstanding contribution to economic education, the lack of co-ordinated programs left the economic literacy of high school graduates to chance. Effective instruction in economic concepts will depend on whether a student happens to take classes under the limited number of teachers who have a basic understanding of economics and who are making a deliberate effort to integrate economic concepts into their respective courses.

3. The Oklahoma high school has a basic responsibility for developing an effective economic education program, and the integration of relevant concepts into appropriate courses at the various grade levels promises to be the

best ultimate solution to this problem. A substantial majority of the jurors, the principals, and the teachers acknowledged (1) the relevance of selected economic topics to most high school courses and (2) the vital importance of economic understanding for effective citizenship.

4. Until a high school is successful in developing an effective co-ordinated program in economic education, a separate course in economics represents the only sure means of providing well defined instruction in economic concepts. The separate economics course can also serve as an effective capstone learning experience for building upon economic understandings that may have been developed in previous courses.

5. In almost all of the 44 high schools, a principal would find a select group of teachers with the requisite interest and ability to serve as the nucleus for initiating and developing a co-ordinated economic education program. These teachers would tend to excell in those determinative practices, perceptions, and general background factors which most effectively discriminated the high scoring teachers from the low scoring teachers in the present study.

6. The development of co-ordinated economic education programs in Oklahoma high schools will require more effective leadership from the high school principals than has been found in the past. Rank-order comparisons between the principals' scores and the combined scores of their respective teachers indicated that administrative practices were having virtually no effect upon the economic education practices of teachers in the Oklahoma high schools. Apparently, it was from some source outside of their high school that most teachers had received inspiration and guidance for integrating economic concepts into their respective courses. Most of the principals acknowledged that their respective schools were following fewer than 50 per cent of the

practices which they would consider essential for a successful economic education program.

7. If the principal is to provide more effective leadership for the economic education program, a greater proportion of his time must be devoted to curriculum improvement. The principals who responded with this information reported spending only 26 per cent of their time on curriculum matters.

8. More adequate arrangements for economic education consultants will be required to alleviate the acknowledged lack of economic education leadership personnel within most Oklahoma high schools. As leadership evolves within each school, the acute need for consultants should gradually subside.

9. In addition to campus workshops and intensive in-service programs in economic education, the further advancement of this curriculum area will require that pre-service teacher preparation in economics be strengthened. Whereas 46 per cent of the teachers in the present study reported having completed no more than 2 credit hours in economics, there was a consistent tendency for teachers with progressively better qualifications in economics to perform better on all major parts of the questionnaire.

10. An immediate strengthening of pre-service teacher preparation in economics is likely only if specified by the State Department of Education as part of the certification requirements. The study revealed that principals seldom, if ever, were in a position to require their teacher applicants to have completed more than the minimum economic courses specified by the State Department of Education. In their selection of teachers, school administrators are necessarily limited by the qualifications of applicants who happen to be available.

11. A critical shortage of qualified high school economics teachers appears likely. In the present study, several principals reported that they

were not able to find a qualified teacher; and with a continuing increase in the offering of the separate economics course, the problem of teacher recruitment will become even more acute.

12. Certain undetermined problems of size served to restrict the comparative economic education performance of teachers in the largest high schools. Specialized teaching assignments as well as inherent problems of communication in the largest high schools may have contributed to this problem. The negative rank-difference correlation between the school sizes and the school ratings on Part C of the teacher's questionnaire was significant at the .05 level of confidence.

13. The wealthier school districts had not made effective use of their greater financial resources to develop an outstanding economic education program. Virtually no relationship existed between the teachers' economic education ratings and the valuation of property in their school district.

14. A considerably greater effort will be necessary for the development of effective economic education programs in Oklahoma high schools. Although the great majority of high school principals and teachers readily endorsed the vital importance of economic education, no high school had made a firm commitment to develop a co-ordinated program. Many schools appeared to be in a state of readiness for working in this area, and a few had provided for in-service training programs and/or for studying the most feasible means of integrating economic concepts into their particular courses. However, greater initiative by the local school administrator and greater assistance from outside agencies will be essential if the ultimate objective of economic education is to be attained.

Recommendations

On the basis of the findings and conclusions of this study, certain recommendations are made:

1. The Oklahoma high school principals should assume responsibility for developing a co-ordinated economic education program in their high school. This responsibility will necessarily involve (1) defining the philosophy and objectives of the economic education program; (2) securing the necessary economic education materials and qualified economic education consultants; (3) reviewing the economic concepts already being taught in the various subjects; (4) developing a scope and sequence plan for the projected teaching of economic concepts; (5) experimental application and revision of the scope and sequence plan; and (6) continual evaluation of the results of the program.

2. The necessary administrative arrangements should be made whereby the high school principals can devote more of their time to curriculum improvement.

3. The Oklahoma Council on Economic Education and/or other educational agencies should assume responsiblity for developing special workshops for school administrators. These workshops should be devoted to the administrative problems and procedures involved in developing a co-ordinated economic education program.

4. An intensive in-service economic education program should be arranged at the outset of work toward integrating economic education into the curriculum.

5. In planning their economic education program, school administrators should make a greater effort to include local community representatives in an advisory or resource capacity. In most cases, the necessary moral and financial support for the program will be assured if community representatives

have been involved. Moreover, educators will gain a first-hand understanding of the different viewpoints of the various economic groups.

6. In view of the significant, positive relationship between the academic background of teachers in economics and their economic education instructional practices, the State Department of Education should require that all prospective business education and social studies teachers complete at least 6 semester credit hours in economics; that all prospective teachers of the high school economics course complete at least 12 semester hours in economics; and that all other prospective teachers must complete at least 3 semester hours in economics in order to be eligible for a teaching certificate in Oklahoma.

7. Both the principals and their teachers should maintain liaison with the Oklahoma Council on Economic Education so that they may know of the economic education materials and related services which become available to public schools.

8. In view of the significant impact of university workshops upon the economic education instructional practices of teachers, a serious effort should be made to secure the necessary finances to continue this type of program.

9. At least until there is assurance that students are developing a satisfactory level of economic understanding through a co-ordinated program, an effort should be made to enroll all students in a separate economics course. As the co-ordinated program develops, the economics course can serve as an effective capstone learning experience for building upon economic understandings that will have been developed in previous courses.

10. Teacher educators should advise prospective high school economics teachers about the ample opportunities for employment in this area.

11. School administrators should consider the advisability of using the high school economics teacher as a specialist to help teachers in other subject areas with their economic education problems. The qualified high school economics teacher could be designated "Economic Education Coordinator" for the school system; and, for this additional responsibility, he could appropriately be given some additional compensation.

12. The major emphasis on economics should be made in those subject areas such as agriculture, economics, social studies, and basic business where economic concepts are most relevant and where the major emphasis is already being given to economics. However, selected courses within other areas should also make a significant contribution to economic understanding.

13. In view of the promising economic education developments in the elementary school, a special effort should be made to articulate the program in the high school with the economic education program in the lower grades.

14. The major objective of economic education should be to develop the student's ability to analyze economic issues objectively and with understanding.

15. Further studies should be conducted to determine why the teachers in the (comparatively) smaller schools in the present investigation attained a higher economic education rating than did the teachers in the larger schools.

16. Further studies should be conducted to measure the economic understanding of students in the schools that were included in the present investigation.

17. Further studies should be conducted to evaluate the economic

education administrative and instructional practices in the lower grades of the schools that were included in the present investigation.

18. Further studies should be conducted to evaluate, in greater detail, the economic education performance of teachers within the various subject areas.

19. The instruments developed in the present study could be used in other states for similar studies of high schools which have an attendance of more than 500 students.

20. Experimental studies should be conducted to measure the impact of the administrative practices and procedures recommended in the present investigation.

21. Further studies should be conducted to compare the economic understanding of students who have received economic instruction through a co-ordinated program with the economic understanding of students who have taken a separate economics course.

22. In at least another 10 years, a similar study of the Oklahoma high schools should be made to measure the improvement in economic education administrative and instructional practices.

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APPENDIX A

THE OPEN-FORM QUESTIONNAIRE WITH THE COVERING LETTER AND THE FIRST FOLLOW-UP

ADMINISTRATIVE PRACTICES

Please list from five to ten administrative practices which you consider most important for promoting effective economic education in the high school (grades 10 to 12).

For example, one significant practice might be that: In each school system some one person should be officially designated the "co-ordinator for economic education."

Other significant practices might relate to such factors as: provision for library facilities and materials; motivation of teachers; use of community resources such as a lay advisory committee; provision for in-service training programs; provision for curriculum study and revision; provision for a high school course in economics; providing that teacher applicants must have previously completed some college training in economics; etc.

Name and Position of Person Providing This Information:_____

INSTRUCTIONAL PRACTICES

Please list from five to ten instructional practices which you consider most essential for providing effective economic education in the high school (grades 10 to 12). In this study, "Instructional practices" will be defined broadly to include all activities through which teachers might improve their effectiveness in teaching basic economic understandings to high school students.

For example, a possibly significant instructional practice would be that: High school teachers in all subject areas should make a deliberate effort to integrate relevant economic concepts into their courses.

Other significant practices might relate to such factors as: use of community resources through field trips, local industry studies, guest speakers, etc.; variation in teaching method to include a "problems approach," student study groups, etc.; use of supplementary reading materials and visual aids; development of economic education resource units; stimulation of students' interest in economics; teacher enrollment in workshops, in-service training programs, and/or summer classes in economic education; etc.

Name and Position of Person Providing This Information:_____

OKLAHOMA STATE UNIVERSITY
RESEARCH FOUNDATION
STILLWATER

April 27, 1961

In conjunction with my work as Executive Director of the Oklahoma Council on Economic Education, I am planning a study of "The Administration of Economic Education in All Subject Areas of Selected Public High Schools of Oklahoma." In view of the need for criteria by which existing practices might be evaluated, a preliminary phase of this study will be devoted to identifying those administrative and instructional practices which authorities consider most essential for a successful economic education program.

In order to accomplish this preliminary objective, I am seeking the cooperation of a selected panel of professional educators who have been seriously involved in efforts to improve the effectiveness of economic education in the public schools. Dr. M. L. Frankel and his staff in the Joint Council on Economic Education have recommended you as an excellent person to serve on this panel.

The cooperation of each of the panel members will be sought on two occasions. First, each of the members is being asked simply to list from five to ten administrative practices and from five to ten instructional practices which he or she considers most essential for a successful economic education program. After these results are received, compiled, and screened, a checklist of seemingly significant practices will be devised on which the panel members can indicate their opinion of the degree of importance of each practice. The results of this preliminary study will then be incorporated into questionnaires that will be sent to teachers and administrators in selected Oklahoma high schools. Replying to the two open end questions and to the checklist should require very little of your time, and the results should have merit as one basis of evaluating existing practices.

When this study is completed, the results will be distributed widely in Oklahoma and made available to interested persons elsewhere.

Will you, therefore, take time from a busy schedule to list on the attached sheets the administrative practices and the instructional practices which you consider most crucial for insuring effective economic education in the high school. A return-addressed envelope is enclosed.

Sincerely,

Clayton Millington
Assistant Professor
College of Business

OKLAHOMA STATE UNIVERSITY • STILLWATER

Research Foundation
FRontier 2-6211, Ext. 271

August 7, 1961

Dear

I have looked high and low but seem not to have a response from you (or your designated representative) to the attached letter of April 27, 1961. In view of the time lapse involved, an additional copy of the original letter and the information forms are enclosed.

Although special interest groups have presented many ideas and programs for developing "economic understanding," this study will seek to evaluate economic education in Oklahoma in terms of the evaluative criteria which professional educators consider most important. Dr. M. L. Frankel, Director of the Joint Council on Economic Education, has highly recommended you to serve on the panel that is discussed in the attached letter. The results of this study will be made available to all educators who are interested in improving the effectiveness of economic education in their school.

I know that your ideas will add strength and validity to the study. Now that the rush of end-of-school activities has subsided, won't you (or your designated representative) take a few moments to fill in the necessary information.

Very sincerely yours,

Clayton Millington
Assistant Professor
College of Business

CM/bjb
Enclosures - 3

APPENDIX B

THE CHECKLIST WITH THE COVERING LETTER AND THE FIRST FOLLOW-UP

OKLAHOMA STATE UNIVERSITY • STILLWATER

Research Foundation
FRontier 2-6211, Ext. 271

Thank you for responding some time ago to the request for a list of the practices which you consider most essential to administering an effective economic education program in the high school (grades 10 through 12). Your excellent suggestions have been combined with those from other prominent school administrators throughout the nation.

In looking over the attached checklist, you will notice the additional practices which have been recommended by other panel members. On this checklist you can indicate quickly your own opinion concerning the relative significance of each practice which has been recommended. You will be able to complete the checklist in less than 40 minutes and without consulting any additional sources of information.

The objective of this preliminary survey is to establish criteria by which existing economic education practices can be evaluated. The resulting evaluative criteria will be applied immediately in a comprehensive study of "The Administration of Economic Education in All Subject Areas of Selected Public High Schools of Oklahoma." The results of both the preliminary survey and the final study will be distributed widely in Oklahoma and made available to interested persons elsewhere.

Dr. M. L. Frankel and his staff in the Joint Council on Economic Education recommended you to serve on the selected panel of professional educators for this study because of your previous work in economic education. Your completion of the attached checklist will conclude your formal and vital function as a panel member. Won't you take a few minutes to fill out the checklist and return it in the enclosed envelope. Your contribution will be deeply appreciated.

Very sincerely yours,

Clayton Millington
Assistant Professor
Business Education

Attachment

P.S. Your individual response will be kept strictly confidential.

Checklist for Evaluating Recommended Practices for an Effective Economic Education Program in the High School (Grades 10-12)*

Almost all of the practices listed on this checklist were recommended by a panel of authorities who have had extensive experience in developing economic education programs. A few additional practices and questions were added to increase the discriminatory power of the checklist. Feel free to write comments between the statements.

Unless other directions are specified, you can simply circle the number 1, 2, 3, or 4 to indicate that you consider the respective practice essential, worthwhile, unimportant, or undesirable as follows:

1. Essential--an economic education program is not likely to succeed unless this practice is followed.
2. Worthwhile--this practice is important and should be followed wherever practicable.
3. Unimportant--while this practice is not undesirable, it will have little effect upon the success or lack of success of an economic education program.
4. Undesirable--this practice would be detrimental to an economic education program.

General Administrative Practices (Schedule No. ____, Card 1)

		Circle One			
3.	Identify the purposes and objectives of the economic education program in the high school	1	2	3	4
4.	Continually seek information about important economic education developments in school systems of other cities.	1	2	3	4
5.	Periodically, survey what economics is being taught in the different subjects and on the different grade levels.	1	2	3	4
6.	Help the staff clarify the varying goals and concepts of such organizations as the Farm Bureau, the Farmers Union, the AFL/CIO, the National Association of Manufacturers, the Consumer Finance Association, the Foundation for Economic Education, and the Joint Council on Economic Education.	1	2	3	4
7.	Develop a policy supporting the objective classroom discussion of controversial economic issues.	1	2	3	4
8.	Encourage class projects whereby students make analytical comparisons of competing philosophies.	1	2	3	4
9.	Encourage classroom exercises in which teacher and pupils evaluate the objectivity of published statements and materials in the area of economics.	1	2	3	4

*Your individual response will be treated in strict confidence.

10. Publish "curriculum bulletins" which illustrate classroom procedures for dealing with economic issues.	1	2	3	4
11. Recognize that effective curriculum change results from democratic planning by the teachers, pupils, and other community representatives.	1	2	3	4
12. Use a visiting speaker or panel to present the importance of economic education to the local school board and PTA.	1	2	3	4
13. Maintain noticeable evidence that the school board is aware of the need for economic education.	1	2	3	4
14. Administrators and supervisors seek to improve their own competence in the area of economics.	1	2	3	4
15. Each year plan for one or more faculty meetings in which the important role of economics in the K-12 curriculum will be stressed.	1	2	3	4
16. Administrators, supervisors, and teachers have essentially the same perception regarding the proper role of economic education in the high school curriculum.	1	2	3	4
17. Give special recognition to teachers who have made outstanding accomplishments in economic education.	1	2	3	4
18. Present Junior Achievement Awards to students who complete outstanding projects in economic education.	1	2	3	4
19. Establish in the school guidance program a concern for economic education.	1	2	3	4
20. Make certain that high school students are counseled concerning professional opportunities in the field of economics.	1	2	3	4
21. In regular school news releases, include information about economic education activities or practices in the local school system.	1	2	3	4
22. Recognize that economic circumstances affect events and problems studied in all courses; i.e., a number of the problems in math and the assigned readings in English deal with inherent economic problems and issues.	1	2	3	4
23. Encourage periodic staff revisions of course syllabi to provide for more effective economic education.	1	2	3	4
24. Provide for the necessary communication channels and other mechanics to transform recommended changes into action programs immediately.	1	2	3	4

1-Essential 2-Worthwhile 3-Unimportant 4-Undesirable

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25. Encourage the continual use of an instructional materials center and its resources. 1 2 3 4

26. Provide a centrally located economic education library of teaching aids, texts, free and inexpensive supplementary materials, government publications, periodicals, and other current reference publications. 1 2 3 4

27. Recognize the school system's responsibility for developing economic education materials when the desired materials are not available elsewhere. 1 2 3 4

28-29. During the school year, give selected supervisors and teachers some released time to:

a. study the total economic program of the school 1 2 3 4

b. and to develop economic education curriculum units. 1 2 3 4

30. Hire selected supervisors and teachers during the summer months to study and refine the school's economic education program. 1 2 3 4

31. Encourage experimentation in the teaching of economics via large group instruction, small group discussion, independent study, etc. 1 2 3 4

32. Participate actively in the planning, promotion, and evaluation of various programs of the State Council on Economic Education (affiliated with the Joint Council on Economic Education). 1 2 3 4

33. Promote the establishment of a local council on economic education in cooperation with the State Council on Economic Education. 1 2 3 4

34. Exercise great care not to overemphasize economic education. 1 2 3 4

35. Develop a policy clarifying the use of resource persons from the various economic groups in the community. 1 2 3 4

36-37 Utilize a lay advisory committee on economic education in:

a. planning the economic education program 1 2 3 4

b. and in carrying out the economic education program. 1 2 3 4

38. Include a representative of each major segment of the economy in the membership of the lay advisory committee on economic education. 1 2 3 4

39. To launch an effective economic education program, the school superintendent (with school board support) decrees that greater emphasis on economic education will be made at all grade levels, that certain inservice training sessions will be held, and that certain resource units and other curriculum materials will be developed. 1 2 3 4

40. Encourage private publishers, foundations, and others to provide good high school teaching materials in economics. 1 2 3 4

Supervisory Practices

41. Assign to some one person the responsibility for coordinating economic education activities throughout the school system. 1 2 3 4

42. Grant some released time from other duties for the system-wide co-ordinator of economic education. 1 2 3 4

43. The person responsible for co-ordinating economic education activities in the school serves under the direction of a system-wide economic education co-ordinator. 1 2 3 4

44. Both the system-wide co-ordinator and the high school co-ordinator of economic education activities are allowed some released time for these duties. 1 2 3 4

45. One person is responsible for securing and organizing economic education materials for use in the high school. 1 2 3 4

46-48. When securing a person to co-ordinate the economic education program in the high school, select: (Indicate degree of significance of each of the following.)

a. a high school principal or assistant principal 1 2 3 4

b. a high school teacher 1 2 3 4

c. any capable staff member who is well qualified in economics 1 2 3 4

49. Develop a community resource file of people, places, and other characteristics of the local community which could be used in economic education. 1 2 3 4

50. Survey community enterprises and economic groups (e.g. labor groups, farm groups, factories, banks, and retail stores) to determine their willingness to cooperate in the economic education program of the school. 1 2 3 4

51. Secure the interest and cooperation of local leaders of business, labor, agriculture, and government. 1 2 3 4

52. Hire economics and curriculum specialists to develop needed economic education materials and to assist teachers in the use of these materials.	1	2	3	4
53. Seek the service of the consultant employed by the State Council on Economic Education.	1	2	3	4

Interdisciplinary Approaches

54. Determine the extent to which the subject-centered curriculum, broad-fields curriculum, core curriculum, or experience curriculum is followed in the school and follow the existing curriculum philosophy for the economic education program.	1	2	3	4
55. Provide for continual evaluation and improvement of the school curriculum.	1	2	3	4
56. Through "vertical articulation" curriculum committees, study and devise approaches to spiralling economic learning throughout the school system.	1	2	3	4
57. Establish curriculum subcommittees of teachers and supervisors in each of the subject areas or departments of the high school.	1	2	3	4
58. Provide for a high school economic education curriculum steering committee (composed of key subject area and school administration representatives) to facilitate the interdisciplinary approach to economic education.	1	2	3	4
59. Carefully articulate the economic education program in the high school with the economic education program in the lower grades.	1	2	3	4
60. Pinpoint the specific economic concepts which should be taught at the various grade levels and in the various subject areas.	1	2	3	4
61. Develop local "scope and sequence charts" as a means of determining which economic concepts are already being taught at the various grade levels and in the various subject areas.	1	2	3	4
62. Provide all teachers with study guides and resource units which emphasize selected economic concepts.	1	2	3	4
63. Provide for the production or purchase of economic materials which can be put into the hands of students and used as standard "textbooks."	1	2	3	4

64. Please check your preference:
Economic understanding can be integrated best into other courses (e.g. history, literature, etc.) when:

(1) _____ Economic concepts receive emphasis throughout the course and also receive major attention during specified periods of time when supplementary enrichment units in economics are taught.

(2) _____ economic concepts are emphasized exclusively in supplementary enrichment units for specified periods of time (e.g. one to three weeks).

(3) _____ economic concepts are taught throughout the course and no exclusive periods of time are reserved for supplementary units in economics.

(4) _____ no single one of the three foregoing procedures is clearly preferred over the others.

65. Please check one: High school classes in art, music, and physical education offer fewer opportunities for teaching economic concepts than is true of most other high school courses.

(1) Yes _____

(2) No _____

(3) Uncertain _____

Providing a Separate Course in Economics

66. The separate high school course in economics serves as a capstone experience to synthesize and build upon previous economic learning from other subject areas and lower grade levels. 1 2 3 4

67. The separate course in economics is required of all high school students. 1 2 3 4

68. An elective course in economics is provided in the high school. 1 2 3 4

69. Please check your preference: A high school course in economics should be offered in grade 10 _____, 11 _____, 12 _____, a combination of the foregoing _____.

70. Please check your preference: Usually, the high school economics course should be taught by (1) a business education teacher _____; (2) a social studies teacher _____; (3) no satisfactory generalization can be made on this issue _____; (4) I have no opinion here _____.

71. A separate course in economics is provided for the academically talented students exclusively.	1	2	3	4
72. When possible, a high school course in economics is included as part of the summer program of the public school (regardless of whether the course is offered during the regular school year).	1	2	3	4
73. A high school course in economics is offered in the adult education evening program of the school.	1	2	3	4

Providing a Library of Economic Education Materials and Teaching Aids

74. Develop a firm and rational policy regarding the selection of textbooks and supplementary materials that are to be used in the economic education program of the school	1	2	3	4
75. Select well-written materials which, collectively, represent the diverse viewpoints of the major special-interest groups in the economy.	1	2	3	4
76. Provide funds for the purchase of economic education materials that are requested by the teacher	1	2	3	4
77. In addition to materials that are purchased by the school, permit the teacher to secure--at her own discretion and expense--any other economic education materials to be used for student reading assignments.	1	2	3	4
78. In general, a committee of teachers and/or the school administration must approve an economic education publication before it can be used in the classroom by any teacher.	1	2	3	4
79. Provide films, filmstrips, and other effective audio and visual aids for use in economic education.	1	2	3	4
80. Provide necessary facilities and materials for the effective performance of economic education curriculum production committees.	1	2	3	4

Pre-Service Teacher Training (Schedule No. _____, Card 2)

3. Encourage teacher training institutions to establish one or more economics courses which will meet the unique needs of teachers.	1	2	3	4
4. Encourage teacher training institutions to require every teacher candidate to take one or more courses in economics.	1	2	3	4

1-Essential 2-Worthwhile 3-Unimportant 4-Undesirable

5. Seek the establishment of a statewide committee, within the framework of accrediting associations and the State Department of Education, to evaluate and recommend minimum certification requirements in economics for teachers in the state. 1 2 3 4

6. Encourage pre-service teacher training which includes case studies, problem solving, and decision-making situations. 1 2 3 4

Teacher Selection

7. Hire no teacher who cannot produce evidence of some specified minimum qualification in economics. 1 2 3 4

8. Employ no social studies or business education teacher who has not completed at least one college course in economics. 1 2 3 4

9. Employ no social studies or business education teacher who has not completed at least the equivalent of six semester hours of college course work in economics. 1 2 3 4

10. Employ no social studies or business education teacher who has not completed at least the equivalent of nine semester hours of college course work in economics. 1 2 3 4

11. Consider evidence of economic competence in handling personal business affairs as a criterion for employee selection and, for subsequent determination of tenure status. 1 2 3 4

Upgrading the Economic Understanding of the School Staff

12. Provide for local in-service training programs in economics for teachers and administrators whenever needed. 1 2 3 4

13. Conduct in-service training in economic education for principals and supervisors before involving the teachers in these programs. 1 2 3 4

14. Simultaneously involve principals, supervisors, and teachers in economic education in-service training programs. 1 2 3 4

15. Give in-service merit credit to staff members who satisfactorily complete in-service training programs in economic education. 1 2 3 4

16. In-service training programs include provisions for cooperative work on modified curriculum units in economic education. 1 2 3 4

17. Check your preference: The local summer workshop on economic education should be held for a period of: (1) one week _____, (2) two weeks _____, (3) three weeks _____.

18. Encourage universities to offer special summer classes or workshops for the teacher of a high school economics course.	1	2	3	4
19. During the school year, the school system sponsors occasional adult education evening forums on current economic problems. These forums are attended by the general public as well as by teachers.	1	2	3	4
20. Consultant economist and curriculum specialists are hired to conduct in-service training programs.	1	2	3	4
21. Reimburse teachers and administrators for a portion of the expense they incur while attending a summer workshop in economic education at a university.	1	2	3	4
22. Reimburse teachers and administrators for a portion of the expense they incur as a result of attending a graduate seminar in economic education at a university.	1	2	3	4

Teacher Self-Improvement Practices

23. Teachers who do not already have a specified minimum background in economics are pursuing academic work to upgrade their qualifications.	1	2	3	4
24. The teacher who has completed the specific minimum requirements of academic course work in economics--but still considers himself incompetent in this area--engages in self improvement activities to increase his level of economic understanding.	1	2	3	4
25. Through college courses, in-service study, individual reading, and other beneficial programs, all teachers constantly seek self-improvement in their understanding and teaching of economics.	1	2	3	4
26. Each teacher attends at least one economic education workshop during his teaching career.	1	2	3	4
27. Each teacher attends an economic education workshop at least once every five or six years.	1	2	3	4
28. Every teacher and school administrator will view the national CBS "College of the Air" TV course in Economics during the 1962-63 school year.	1	2	3	4

Teacher Attitudes and Instructional Practices

29.	Each teacher periodically evaluates student achievement in economic education and uses the findings to further improve his teaching effectiveness.	1	2	3	4
30.	Teachers vary assignments in economic education to provide maximum learning experiences for students of different aptitudes and interests.	1	2	3	4
31.	All teachers participate on economic education scope and sequence committees.	1	2	3	4
32-33.	Each teacher is aware of the specific economic understandings that:				
	a. can be taught effectively in his own course or grade	1	2	3	4
	b. are being taught in other courses and other grade levels.	1	2	3	4
34.	Teachers continually develop and improve their own resource units in economic education and share these units with their colleagues.	1	2	3	4
35.	Teachers develop, use, and improve visual aids to accompany economic education resource units.	1	2	3	4
36.	On bulletin boards and in other classroom displays, the teacher creates interest in economic topics.	1	2	3	4
37.	Teachers devote some class time to the analysis of relevant economic issues that appear in the current news media.	1	2	3	4
38.	Teachers emphasize the significance of economics in the daily life of pupils.	1	2	3	4
39.	Economics is taught in the vivid setting of life situations through role playing, student panels, and other animated techniques.	1	2	3	4
40.	Teachers make classroom use of the radio and/or TV in the study of current economic problems.	1	2	3	4
41.	Teachers de-emphasize the basic textbook through use of current supplementary materials in economic education.	1	2	3	4
42.	Teachers are familiar with sources of current economic data and resource materials.	1	2	3	4
43.	Teachers make use of the Economic Report of the President, the Survey of Current Business, and other U. S. Government publications for supplementary readings about current economic problems.	1	2	3	4

44.	In reading economic materials, teachers continually strive to improve their own ability to discriminate between fact and value judgment and between scientific elucidation and the subtle suggestion of propaganda.	1	2	3	4
45.	Teachers carefully determine the educational value and the degree of objectivity in supplementary materials before designating these materials for class use.	1	2	3	4
46.	Through classroom analysis of selected "special-interest-group" publications, students are expected to develop an understanding of the diverse viewpoints which prevail and an ability to discriminate defensible, objective statements from those that are biased and illogical.	1	2	3	4
47.	Without requiring memorization of countless concepts and institutional details, teachers develop student understanding of the operation of the American economy and of the economic principles involved therein.	1	2	3	4
48.	Teachers develop student understanding of the distinguishing characteristics of competing economic systems.	1	2	3	4
49.	Teachers develop student allegiance to the American free-enterprise system.	1	2	3	4
50.	Teachers agree that the major objective of economic education is to develop the students' ability and inclination to analyze economic issues objectively and to carefully weigh the probable results of alternative action.	1	2	3	4
51.	Teachers agree that economic understanding is a vital requisite for good citizenship.	1	2	3	4
52.	Relevant understandings in family finance and consumer economics are taught along with basic social economic principles and issues.	1	2	3	4
53.	The teacher carefully selects guest speakers who have a thorough knowledge of economic concepts and who can effectively communicate this knowledge to the student.	1	2	3	4
54.	The teacher maintains a list of specific local and/or state representatives of business, labor, agriculture, and government who are excellent classroom speakers and who are enthusiastic "contacts" for arranging field trips or field studies.	1	2	3	4
55.	The teacher carefully plans and directs field trips which give the student a more vivid conception of the application of economic principles in the local economy.	1	2	3	4

1-Essential 2-Worthwhile 3-Unimportant 4-Undesirable

56. The teacher carefully arranges and directs student studies of the various elements of the local community economy. 1 2 3 4

57. In at least one class, the teacher develops an extensive unit of study of the costs, profits, and services of a few local enterprises. 1 2 3 4

58. In some class, the teacher develops a class project wherein the economics of the local school system is analyzed. 1 2 3 4

59. In some classes the teacher will use current market reports to simulate in class the operation of the stock market--with brokers, purchasers, sellers, and bookkeepers over a period of time. 1 2 3 4

60. A few teachers direct the cooperative purchase of a small amount of stock; then follow fluctuations in price over a period of time--analyzing the reasons for the various fluctuations. The stock is then sold and the profit or loss is shared by the students. 1 2 3 4

* *

Only administrators or supervisors in public school systems are expected to answer the following four questions:

61. Of those practices which you consider <u>essential</u> to a successful economic education program in the high school, approximately what <u>per cent</u> is generally followed in your school (Please circle one of the numbers listed.) 40 65 90

62. Of those practices which you consider <u>worthwhile</u> to a successful economic education program in the high school, approximately what <u>per cent</u> is generally followed in your school? (Circle one number.) 40 65 90

63. How many supervisors and teachers are employed in your high school? _____

64. In your school system, what is the primary reason for not following what you would consider <u>essential</u> and <u>worthwhile</u> economic education practices for a school system? Please check one:

(1) Lack of Funds _____

(2) Lack of support from the Board of Education or the local citizens? _____

(3) Lack of support from other administrators and supervisors? _____

(4) Other (Please specify, if applicable)_____

_____

* * * *

OKLAHOMA STATE UNIVERSITY • STILLWATER

College of Business
FRontier 2-6211, Ext. 253

74075

Before making the final tabulation of the responses to the attached form letter and checklist, I would very much like to include your contribution to this part of the study.

Responses have been received from all but four of the sixteen selected panel members who provided the initial lists of recommended administrative and instructional practices. The Checklist serves the purpose of giving each panel member the opportunity of evaluating each practice which has been recommended by at least one panelist.

From the Checklist responses, evaluative criteria will be derived for measuring the effectiveness of existing programs in economic education. Although they will be applicable to any state, these criteria will be used immediately in a questionnaire survey of teachers and administrators in selected high schools of Oklahoma. This study will be the basis for my Ph.D. dissertation in educational administration at Michigan State University. You will receive a copy of the results, which will be widely publicized in Oklahoma.

You will be able to complete the checklist in less than 40 minutes and without consulting any additional sources of information.

Your completion of the attached checklist will conclude your formal and vital function as a panel member. Won't you take a few minutes to fill out the checklist and return it in the enclosed envelope.

Very sincerely yours,

Clayton Millington
Assistant Professor

ss
Attachment

APPENDIX C

THE RESPONSES TO THE CHECKLIST SURVEY

TABLE 25.--The jurors' responses to proposed practices for an effective economic education program in the high school[a]

Checklist Item[b]	Essential	Worthwhile	Unimportant	Undesirable	Nonresponses	Checklist Item[b]	Essential	Worthwhile	Unimportant	Undesirable	Nonresponses
Card 1						44.	4	5	4	1	
3.	14					45.	1	9	1	1	2
4.	5	9				46. a[c]	1	1	7	1	4
5.	10	3			1	47. b[c]	1	6	3	1	3
6.	4	10				48. c[c]	4	7	1	1	1
7.	12	2				49.	5	9			
8.	9	5				50.	4	8	2		
9.	4	10				51.	7	7			
10.	3	10	1			52.	3	9		1	1
11.	7	5	2			53.	7	6	1		
12.	2	9	3			54.	7	5	1		1
13.	7	6	1			55.	11	2			1
14.	9	5				56.	8	5	1	1	
15.	3	8	2		1	57.	2	5	2	3	2
16.	9	5				58.	3	8	1	1	1
17.	2	9	2	1		59.	9	5			
18.		5	7	2		60.	8	3	1	1	1
19.	3	9	2			61.	6	6	1	1	
20.	3	10	1			62.	5	9			
21.	4	10				63.	6	3	3	1	1
22.	7	5	1		1	66.	6	7		1	
23.	11	3				67.	4	4	1	4	1
24.	9	5				68.	5	3	3		3
25.	7	7				71.		2	1	10	1
26.	6	8				72.	4	8	1		1
27.	9	5				73.	3	10			1
28. a[c]	4	10				74.	9	5			
29. b[c]	3	10			1	75.	8	6			
30.	4	8	1		1	76.	8	6			
31.	3	10	1			77.		4	1	8	1
32.	5	9				78.	4	6	1	3	
33.	2	11	1			79.	11	2	1		
34.	3	3	4	3	1	80.	8	6			
35.	7	5	2			Card 2					
36. a[c]		11	3			3.	10	4			
37. b[c]		8	4	2		4.	6	5	3		
38.	7	6	1			5.	6	5		3	
39.	3	5	1	4	1	6.	9	5			
40.	8	5	1			7.	4	2	1	4	3
41.	9	2	2	1		8.	8	6			
42.	9	2	2		2	9.	6	5		2	1
43.	3	4	4	1	2	10.	1	7	2	2	2

TABLE 25.--Continued

Checklist Item[b]	Essential	Worthwhile	Unimportant	Undesirable	Nonresponses	Checklist Item[b]	Essential	Worthwhile	Unimportant	Undesirable	Nonresponses
11.	1	4	5	2	3	38.	9	5			
12.	10	4				39.	6	7	1		
13.	1	5	5	2	1	40.	4	9			1
14.	9	3		1	1	41.	5	8	1		
15.	6	7			1	42.	10	4			
16.	2	9	1		2	43.	4	8	1		1
18.	7	7				44.	12	2			
19.	3	8	2		1	45.	13	1			
20.	6	7	1			46.	10	4			
21.	6	6	1	1		47.	12	2			
22.	5	7	1	1		48.	14				
23.	3	11				49.	11	1		1	1
24.	4	10				50.	13	1			
25.	6	8				51.	13	1			
26.	2	9	2		1	52.	6	6			2
27.	2	6	4	1	1	53.	6	6	2		
28.		10	3		1	54.	7	6	1		
29.	5	7				55.	6	6	2		
30.	6	8				56.	5	6	2		1
31.		8	3	3		57.	2	8	1		3
32. a[c]	10	4				58.	4	8	1		1
33. b[c]	5	8			1	59.	2	9	2		1
34.	4	7	2		1	60.	2	8	2	1	1
35.	3	8	1	1	1						
36.	3	10	1								
37.	8	5	1								

[a] This table should be read as follows: all 14 of the jurors considered the practice described in Item 3, Card 1, to be essential to the success of an economic education program; whereas, the practice described in Item 4 was considered essential by only 5 jurors, and worthwhile by 9 jurors.

[b] The item numbers refer to practices listed on the checklist form. See Appendix B.

[c] This practice was included with a two-part statement. See Appendix B.

RESPONSES TO CHECKLIST ITEMS WHICH DID NOT FOLLOW THE "ESSENTIAL" TO "UNDESIRABLE" CODING[1]

Card 1

64. (1) 7 ; (2) 2 ; (3) 3 ; (4) 2

65. (1) Yes 10; (2) No 2; (3) Uncertain 2

69. Grade (10) 0 ; (11) 1 ; (12) 12 ;
a combination of the foregoing 0 ;
Undesirable 1

70. (1) a business education teacher 0 ; (2) a social studies teacher 8 ; (3) no satisfactory generalization can be made on this issue 5 ; (4) I have no opinion here 0 .

Card 2

17. (1) one week 1 ; (2) two weeks 10 ; (3) three weeks 4 .
(One juror checked both the second and third options to this statement.)

61. 40 per cent 6 ; 65 per cent 6 ; 90 per cent 2
no response 2 .

62. 40 per cent 3 ; 65 per cent 8 ; 90 per cent 1 ;
no response 2 .

63.[2]

64. (1) Lack of funds 3 ; (2) Lack of interest from the Board of Education or the local citizens 1 ; (3) Lack of support from other administrators and supervisors 1 ; (4) Other 10
(two jurors checked more than one option).

---

[1]See Appendix B for a statement of the practices to which the items in this tabulation refer.

[2]The responses to this item were not comparable.

APPENDIX D

THE QUESTIONNAIRE WITH THE COVERING LETTER AND THE FIRST FOLLOW-UP FOR THE SURVEY OF HIGH SCHOOL ECONOMICS COURSES

OKLAHOMA STATE UNIVERSITY • STILLWATER

College of Business
FRontier 2-6211, Ext. 258

April 24, 1962 **74075**

A recent review of records in the State Department of Education revealed the good news that an economics course is offered in high school. It appears that many more Oklahoma high schools are now offering an economics course than was true a few years ago.

With information from the attached survey form, the Oklahoma Council on Economic Education and institutions of higher learning in the state should be in a better position to assist high schools who now offer an economics course. This information may also encourage additional high schools to offer the much-needed economics course.

The cooperation of you and/or your high school economics teacher in filling out the attached form will be deeply appreciated. Only a few minutes will be required to complete the form and an envelope is enclosed for convenience in returning this information. A summary of the findings will be made available.

Very sincerely yours,

Clayton Millington

Clayton Millington
Executive Director of the
Oklahoma Council on Economic
Education

Enclosure

P. S.: Information received from your school will be treated in strict confidence.

CONFIDENTIAL

Information Sheet Regarding High School Economics Courses
in Oklahoma

Name and address of High School _____

_____

Total High School Enrollment _____

Name of person(s) teaching the economics course this year _____

Will an economics course be offered next year? _____ If not, please indicate reason. _____

Name of person who will teach the economics course next year _____

Major teaching field(s) of the present economics teacher _____

_____

Major subject area(s) studied by present economics teacher while earning degree(s) at a college or university _____

Highest degree attained by present economics teacher _____ From what institution was this degree received? _____

How many semester hours of credit has the present economics teacher earned in college economics courses? _____

Number of years present economics teacher has taught an economics course _____

Has the present economics teacher attended a workshop on economic education? _____ If so, where and when? _____

Number of students enrolled in economics during the fall semester, 1961 _____; spring semester, 1962 _____

Is economics a full-year course? _____ A semester course? _____

Is economics considered an elective course for all students? _____ What students are required to take economics? _____

Please check the classification of students who are permitted to enroll in the economics course: freshmen _____; sophomores _____; juniors _____ seniors _____.

Are the students who enroll in economics primarily those who plan to go to college? _____

Please list the title, author, edition, and publisher of your adopted economics textbook. _____

_____.

Approximately in what year was an economics course first offered in your school? _____

Is economics normally offered each year? _____ once every two years? _____

Official name of your high school economics course(s) _____

Is major emphasis in the course devoted to family finance and consumer economics or to a broader study and analysis of the operation of the American economy? Please explain briefly. _____

_____

Please list the major topics or units which are covered in your economics course.

How can the Oklahoma Council on Economic Education best assist the high school economics teacher? _____

_____

_____

Additional Comments:

Name and position of person providing this information: _____

_____

If you would like a summary of the results of this survey, please check here: ☐

YOUR INDIVIDUAL RESPONSE WILL BE KEPT STRICTLY CONFIDENTIAL.

BUSINESS EXTENSION SERVICE
COLLEGE OF BUSINESS
OKLAHOMA STATE UNIVERSITY
STILLWATER

DATE May 8, 1962

MEMO TO High School Principals

FROM Clayton Millington

SUBJECT Information Sheet Regarding High School Economics Courses in Oklahoma

On April 24, 1962, I mailed the attached letter and survey form to all 120 high schools in the state which now offer an economics course. Since that time, approximately half of the schools have already returned the completed survey form.

In view of the rush of end-of-school activities, it occurs to me that some of the schools who have not responded may have temporarily misplaced the letter and survey form. Realizing that teachers will soon be leaving for summer vacation, I am therefore enclosing an additional copy of the original letter and survey form and would very much appreciate your assistance in providing this information which would be most helpful to the many persons in institutions of higher learning who are interested in helping schools develop a more effective program in economic education.

APPENDIX E

THE POSTAL CARD FOLLOW-UP FOR THE SURVEY OF HIGH SCHOOL ECONOMICS COURSES

POSTAL CARD

Your individual response will be held in confidence.

Please check the proper blanks:

____This high school does not offer an economics course
____A one-semester course is offered
____The course is offered every year
____The course is offered in alternate years
____We anticipate offering a high school economics course in the future (if such a course is not offered at the present time)

Name of High School_____

APPENDIX F

THE QUESTIONNAIRE WITH THE COVERING LETTER FOR THE SURVEY OF ADMINISTRATIVE PRACTICES

OKLAHOMA STATE UNIVERSITY · STILLWATER

College of Business
FRontier 2-6211, Ext. 258

Spring Semester, 1963

TO: High School Principals

FROM: Clayton Millington, College of Business, Oklahoma State University, Stillwater, Oklahoma

SUBJECT: Survey of Administrative and Instructional Practices

All Oklahoma high schools with enrollments of more than 500 students have been selected for participation in a study of administrative and instructional practices relating to economic education.

One questionnaire form has been developed for the high school principal and another form is designed for teachers. Enclosed you will find a copy of the administrator's questionnaire (Form I) along with the teacher's questionnaire (Form II). There is also a memorandum to teachers which points up the importance of the study and explains the general procedures for filling out and returning the survey form.

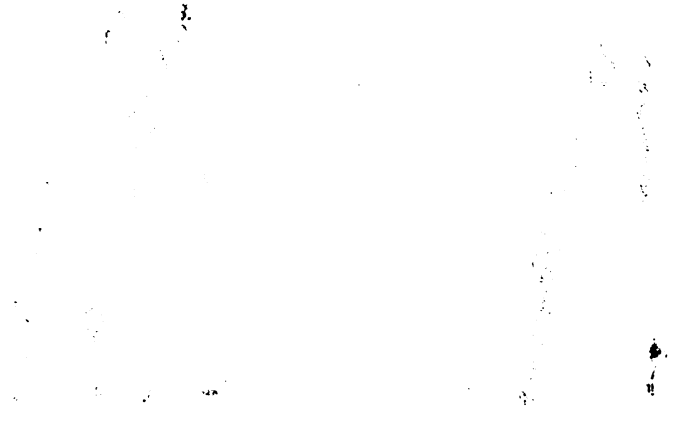
The over-all objective of the study is, first, to identify existing administrative and instructional practices relative to economic education and, secondly, to isolate those administrative practices which seem to be the most effective means of developing effective economic education in the larger high schools of Oklahoma.

For both the high school principal and his teachers, I would stress that there is no preconceived "right" or "wrong" answer to any item on the questionnaire. What is desired is simply a frank response to each item--a response that will accurately reflect the educator's present practice or opinion. Respondents are encouraged to write between the lines or on the back of the page whenever they wish to clarify some point.

Each respondent is encouraged to fill out the questionnaire without consulting with his colleagues.

If an Oklahoma State University representative is not scheduled to administer the questionnaires during an after-school session, I would suggest that the following procedure be followed:

> Preferably, bring the teachers together after school, explain the study, and have the questionnaires filled out at one time. (Most teachers will complete their questionnaire within 30 minutes or less.)



If the preceding procedure is not feasible, bring the teachers together, explain the study, and ask that the questionnaires be completed overnight and returned for mailing the following morning. (Some check on teachers who have responded will be most helpful.)

If neither of the preceding procedures is feasible and it is necessary to distribute my memorandum and the questionnaire via the teacher's school mailbox, a supporting memorandum from the principal or superintendent would be very helpful. Teachers should be requested either to return the forms the following morning for mailing or to report that the form has already been mailed directly to me. (I will provide postage for return mail.)

When you return the completed Form I, it will be very helpful if you will let us know the manner in which the questionnaires were administered to your teachers.

A teacher who feels he is not now teaching any of the listed economic topics should return the questionnaire, but he need not answer every item. This point is covered in the memorandum to teachers. Full-time teachers of art, music, or physical education need not fill out the questionnaire.

If you have further questions regarding the survey, feel free to call me collect at O.S.U. The number is FRontier 2-6211, Extension 380. The questionnaires will be tabulated as soon as they are returned to this office, and we anticipate that the summary report will be printed before the beginning of the fall semester.

I and the various educational groups supporting this study greatly appreciate your cooperation. The confidential treatment of the responses will insure that no single educator or school system will be identified in relation to a particular practice. Your contribution will help make the overall results of maximum benefit to all Oklahoma administrators and teachers.

We look forward to hearing from you soon.

Form I

A STUDY OF ADMINISTRATIVE PRACTICES REGARDING ECONOMIC EDUCATION IN OKLAHOMA HIGH SCHOOLS (GRADES 10-12)

In this study of Oklahoma high schools (grades 10-12), a special effort is being made to identify present practices as well as important determinants of an effective economic education program. Your frank answer to each question is therefore of vital importance. Your information will be treated in strict confidence, and no educator or school system will be identified in relation to any one or more of the practices considered in this study.

1. Name and Address of Your High School _____

2. Aside from full-time teachers, how many specialists are available (locally) to assist with curriculum development in your high school? _____

3. How many semester credit hours have you earned in college economics courses? _____

4. Have you ever attended an economic education workshop? ___Yes ___No If so, where and in what year did you attend? _____

5. Years of Experience as Principal of this High School _____

** ** ** ** ** ** **

Unless otherwise specified, each question below seeks to identify policies or practices which exist in your system at the present time. Feel free to add a further explanation between the lines or on the back of the respective page.

General Administrative Practices

Please check (✓) the appropriate blank

	Yes	No
6. Have you identified the objectives of an economic education program in your high school?	___	___
7. If so, has this information been communicated to your teachers?	___	___
8. Is one person responsible for securing and organizing economic education materials for use in your high school?	___	___
9. Do you make a special effort to secure information about important economic education developments in other school systems?	___	___
10. Do you acknowledge that economic problems, issues, and concepts are relevant to the subject matter of all high school courses?	___	___
11. Each year do you plan for one or more faculty meetings in which the important role of economics in the high school curriculum will be stressed?	___	___

Check the Appropriate Blank

	Yes	No
12. Have you surveyed your high school teachers to determine what economic understandings are being taught in the different subject areas or grade levels?	___	___
13. If so, when was the last survey conducted? _____		
14. Does your office publish "curriculum bulletins" which, on occasion, illustrate effective classroom procedures for dealing with economic problems?	___	___
15. Do you have a policy supporting the objective classroom discussion of controversial economic issues?	___	___
16. Do you utilize visiting speakers who can effectively present the importance of economic education to the local PTA?	___	___
17. Do you feel that your school board and school superintendent are aware of the need for economic education?	___	___
18. If so, do you communicate this awareness to your teachers?	___	___
19. Do you give special recognition to teachers who have made outstanding accomplishments in economic education?	___	___
20. During the current school year, have you had any publicity in the local newspaper about economic education activities in your high school?	___	___
21. In your guidance and counseling program, is attention given to the importance of economic education?	___	___
22. Are high school students counseled concerning professional opportunities in the field of economics?	___	___
23. Do you help your staff clarify the varying goals and concepts of such organizations as the Farm Bureau, the Farmers Union, the AFL/CIO, the National Association of Manufacturers, the Foundation for Economic Education, and the Joint Council on Economic Education?	___	___
24. Approximately what per cent of your time do you devote to curriculum improvement in your high school? _____%		
25. Have you read the National Task Force Report (1961), Economic Education in the Schools?	___	___

Use of Community Resources

26. Do you make use of a lay advisory committee in planning the high school economic education program?	___	___
27. If so, is a representative of each major segment of the economy included in the membership of the lay committee?	___	___

Check the Appropriate Blank

	Yes	No
28. Have you surveyed community enterprises and economic groups (e.g. labor groups, farm groups, factories, banks, and retail stores) to determine their willingness to cooperate in the economic education program?	___	___
29. If so, have you developed a file of such cooperating individuals and/or groups?	___	___
30. Have you developed a policy on the proper classroom use of local resource persons?	___	___
31. Do you encourage the establishment of a local Council that would be affiliated with the Oklahoma Council on Economic Education? _____Yes _____No _____Uncertain		

Interdisciplinary Approaches to Curriculum Revision

32. Do you provide for continual evaluation and improvement of your high school curriculum?	___	___
33. Have you taken steps to insure the necessary communication channels and other organizational procedures whereby recommended curriculum changes can be approved and transformed into action programs immediately?	___	___
34. Do you acknowledge that effective curriculum change results from democratic planning by the teachers, pupils, and other community representatives?	___	___
35. In developing the economic education program, do you follow the guidelines of the existing curriculum philosophy in your school?	___	___
36. Do you encourage periodic staff revisions of course syllabi to provide for more effective economic education?	___	___
37. Do you strive to articulate the economic education program in the high school with the economic education program in the lower grades?	___	___
38. Have you made an effort to pinpoint the specific economic concepts which should be taught at the various grade levels and/or subject areas of the high school?	___	___
39. Have you provided for a high school curriculum steering committee to facilitate the interdisciplinary approach to economic education?	___	___
40. Do you provide high school teachers with study guides and resource units which facilitate the teaching of economic concepts?	___	___

Check the Appropriate Blank

	Yes	No
The High School Economics Course		
41. Is a separate economics course offered in your high school?	___	___
If a separate economics course is not offered, please indicate below why this offering is not considered appropriate. Check One.		
42. _____ not enough students would elect the course		
43. _____ no qualified teachers are available for this assignment		
44. _____ unnecessary curriculum fragmentation would result		
45. _____ other (If you consider some other reason more important, please specify: _____		
46. Does your school offer formal classes for high school students during the summer?	___	___
47. If so, is an economics course offered during the summer?	___	___
48. In your adult education program, do you occasionally sponsor classes or evening forums on current economic problems?	___	___
Economic Education Materials		
49. Have you developed a firm policy regarding the selection of textbooks and supplementary materials that are to be used in the economic education program?	___	___
50. Do you provide a centrally located library of economic education teaching aids, textbooks, periodicals, selected government publications, and other current reference materials?	___	___
51. Do you encourage the selection of well-written materials which, collectively, represent the diverse viewpoints of the major special-interest groups in the economy?	___	___
52. Do you provide funds for the purchase of economic education materials that are requested by the teacher?	___	___
53. In general, must a committee of teachers and/or the school administration approve an economic education publication before it can be used in the classroom?	___	___
54. Do you provide films, filmstrips, and other effective audio and visual aids for use in economic education?	___	___
55. Do you acknowledge the school's responsibility for developing desired economic education materials when they are not available elsewhere?	___	___
56. Have you developed any such materials within your high school during the last two years?	___	___

Check the Appropriate Blank

	Yes	No
57. Do you provide necessary facilities and materials for committees that are appointed to develop teaching guides and other aids? Check one. _____Yes _____No _____committees are not used for developing teaching materials in this high school		
58. During the school year do you give selected supervisors and teachers some released time to:		
59. Study the total economic program of the high school?	___	___
60. Develop economic education curriculum units?	___	___
61. During the summer months do you hire selected supervisors and teachers to study and refine the high school's economic education program?	___	___
62. Does your school hire university specialists to develop needed economic education materials and to assist teachers in the proper use of these materials?	___	___
63. Does your school ever hire university specialists to perform this function in other curricular areas?	___	___
64. Do you encourage private publishers, foundations, and others to provide better high school textbooks and teaching materials in economics?	___	___

Pre-Service Teacher Training

65. Do you encourage teacher training institutions to establish one or more economics courses which will meet the unique needs of teachers?	___	___
66. Do you encourage teacher training institutions to require every teacher candidate to take one or more courses in economics?	___	___
67. Do you believe that some specified minimum of course work in economics should be required for teacher certification in Oklahoma?	___	___
68. Do you believe that pre-service teacher education should include training in the specific methods of teaching economic concepts?	___	___
69. Do you encourage pre-service teacher training which places emphasis upon case study, problem solving and decision-making learning activities?	___	___

Teacher Selection

70. How many semester credit hours in economics must an applicant have completed in order to be eligible for each of the following positions in your high school?

	No. of Hours	Position		No. of Hours	Position
71.	_____	Economics Teacher (for the separate course)	74.	_____	Home Economics Teacher
72.	_____	Business Teacher	75.	_____	Other Teaching Positions
73.	_____	Social Studies Teacher			

Upgrading the Economic Understanding of the High School Staff

		Check the Appropriate Blank	
		Yes	No
76.	Do you provide for local in-service training programs in economics for teachers and administrators whenever needed?	___	___
77.	If so, do you hire consultant economists and curriculum specialists to conduct these programs?	___	___
78.	Do you award special merit credit to staff members who satisfactorily complete in-service training programs in economic education?	___	___
79.	Do you conduct in-service training programs which include provisions for cooperative work on curriculum units in economic education?	___	___
80.	Do you encourage universities to offer special summer classes or workshops for teachers of the separate high school economics courses?	___	___
81.	Do you reimburse teachers for a portion of the expense they incur while attending a summer workshop or graduate seminar in economic education at a university?	___	___
82.	Have you viewed, "The American Economy," the national television course in economics this year?	___	___

If so, please check ONE of the following to indicate the frequency with which you watch the course:

83. _____ view more than 75% of the sessions
84. _____ view more than 50% of the sessions
85. _____ view less than 50% of the sessions
86. _____ view less than 25% of the sessions

87. If you have recommended the television course to your teachers, please describe briefly how this was done: _____

_____

Check the Appropriate Blank

	Yes	No
Teacher Attitudes and Instructional Practices		
DO YOU ENCOURAGE YOUR HIGH SCHOOL TEACHERS TO:		
88. continually improve their competency in providing for economic education in their respective courses?	___	___
89. pursue academic work to upgrade their formal qualifications in economics when they lack the academic background which you consider important?	___	___
90. become aware of specific economic understandings that can be taught appropriately--		
91. --in their own courses?	___	___
92. --and in other high school courses?	___	___
93. develop and improve resource units in economic education?	___	___
94. develop effective visual aids to accompany economic education resource units?	___	___
95. make use of role playing, student panels, and other animated learning activities?	___	___
96. make use of the radio and/or TV in the study of current economic problems?	___	___
97. emphasize the significance of economics in the daily life of the pupil?	___	___
98. become familiar with sources of current economic data and supplementary reading materials?	___	___
99. de-emphasize the basic textbook through effective use of current supplementary reading materials?	___	___
100. help students evaluate the logic and objectivity of published statements and materials?	___	___
101. develop in the student an analytical understanding of the operation of the American economy and of the economic principles involved therein--without requiring extensive memorization of detail?	___	___
102. develop student understanding of the distinguishing characteristics of competing economic systems?	___	___
103. consider economic understanding a vital requisite for good citizenship?	___	___

Check the Appropriate Blank

	Yes	No
Teacher Attitudes and Instructional Practices (continued)		
DO YOU ENCOURAGE YOUR HIGH SCHOOL TEACHERS TO:		
104. develop student allegiance to the American free-enterprise system?	___	___
105. recognize that the major objective of economic education is to develop the student's ability and inclination to analyze economic issues objectively and to weigh carefully the probable results of alternative courses of action?	___	___
106. direct field trips and field studies which give the student an understanding of applied economic principles in the local economy?	___	___
107. develop a file of local community enterprises and resource people that could be utilized effectively in special class activities or projects?	___	___

Administrative Problems and Procedures

108. What procedures have you found most effective for influencing teacher attitudes and instructional practices? _____

_____

_____

109. Please explain briefly any procedures which you have found particularly effective for introducing and improving economic education in the high school.

_____

_____

_____

110. Please explain briefly your view of the proper role of economic education in the high school. _____

_____

_____

111. Of those practices which you would consider essential to a successful economic education program in the high school, approximately what per cent do you believe is generally followed in your school? Check one.

____10% ____20% ____40% ____60% ____80% ____90%

Administrative Problems and Procedures (continued)

What do you consider the primary reasons for not following certain desirable economic education practices in your high school at the present time? (Please rank the three most significant obstacles according to the following scale.)

1. Most Significant 2. Secondly Significant 3. Thirdly Significant

112. _____Lack of Funds

113. _____Lack of Support from the Board of Education or from Local Citizens

114. _____Lack of Support from the School Superintendent

115. _____Lack of Interest from the High School Teachers

116. _____Inadequate Pre-service Teacher Training in Economics

117. _____No Released Time for an Economic Education Coordinator for the High School

118. _____Lack of Understanding of the Importance of Economic Education and How to Get the Program started

119. _____Lack of Appropriate Leadership Personnel for this Program

120. _____Community Pressures to teach certain Points of View

121. _____Problems of Communication in a Large High School

122. _____Failure to Secure the Commitment of all Teachers for the Economic Education Program

123. _____Other (please list any other obstacles which you consider more important than three of the most significant items above) _____

_____

_____

124. Do you wish a summary of the results of this study? _____Yes _____No

125. Your Name (please print or type) _____

Individual Responses Will Be Treated in Strict Confidence

APPENDIX G

RESPONSES TO THE SURVEY OF ADMINISTRATIVE PRACTICES

TABLE 26.--The principals' responses to the survey of administrative practices[a]

Item No.	Yes	No	Uncertain[b]	Nonresponses[b]	Item No.	Yes	No	Uncertain[b]	Nonresponses[b]
4.	11	32		1	48.	7	29	3	5
6.	21	21	2		49.	22	19		3
7.	17	8		19	50.	31	13		
8.	23	20	1		51.	27	13		4
9.	16	26	1	1	52.	36	6		2
10.	39	4	1		53.	24	20		
11.	11	32		1	54.	36	5	1	2
12.	6	37		1	55.	39	3	1	1
14.	6	36		2	56.	10	30	1	3
15.	18	25		1	57.	26	3	3	12
16.	17	25	1	1	58.[c]				
17.	39	3		2	59.	5	34	2	3
18.	33	3		8	60.	3	36	2	3
19.	17	24	1	2	61.	4	37	1	2
20.	18	25	1		62.	8	31	2	3
21.	37	6	1		63.	20	22		2
22.	37	4	1	2	64.	24	17	1	2
23.	16	25	1	2	65.	25	15	1	3
25.	14	29		1	66.	18	23	1	2
26.	4	39	1		67.	33	6	1	4
27.	1	9		34	68.	36	6		2
28.	9	33	1	1	69.	32	8		4
29.	6	16	1	21	70-75[d]				
30.	22	17	1	4	76.	13	28	1	2
31.	11	5	24	4	77.	8	13	3	20
32.	42	1		1	78.	10	31		3
33.	37	5		2	79.	9	31	2	1
34.	41	1		2	80.	16	26	1	1
35.	36	3		5	81.		43		1
36.	24	18		2	82.	13	29	1	1
37.	15	28		1	83.				44
38.	12	32			84.				44
39.	3	40		1	85.	4			40
40.	21	19	3	1	86.	10			34
41.	34	10			87.	15			29
42.	7			37	88.	31	11	1	1
43.	2			42	89.	31	10		3
44.				44	90.[e]				
45.	3			41	91.	37	3		4
46.	29	13	1	1	92.	30	8	1	5
47.	6	25	1	12	93.	22	17	1	4

TABLE 26.--Continued

Item No.	Yes	No	Uncertain[b]	Nonresponses[b]	Item No.	Yes	No	Uncertain[b]	Nonresponses[b]
94.	19	20	1	4	102.	38	4		2
95.	28	13	1	2	103.	40	2		2
96.	32	8	1	3	104.	42	1		1
97.	39	3		2	105.	40	3		1
98.	35	7		2	106.	33	9		2
99.	29	12		3	107.	32	10		2
100.	34	7		3	124.	38	3		3
101.	34	7		3					

[a]This Table should be read as follows: 11 principals responded affirmatively; 32 responded negatively; and 1 did not respond to Item 4.

[b]In analyzing the data in the present study, the investigator interpreted a response as negative whenever a principal did not check a particular item or whenever he indicated some uncertainty as to whether he was following the practice described in the respective item.

[c]Item 58 served only to introduce Items 59 and 60.

[d]Responses to Items 70-75 were not comparable. It appeared that a principal seldom, if ever, would require a teacher applicant to have completed more work in economics than was specified by the State Department of Education.

[e]Item 90 served only to introduce Items 91 and 92.

RESPONSES TO THE SURVEY OF ADMINISTRATIVE PRACTICES WHICH WERE NOT CONSISTENT WITH THE STANDARD ANSWER CODING[1]

Item No.	Responses
2.	No specialists 9 ; 1 - 3 specialists 10 ; 4 - 6 specialists 5 ; 10 - 12 specialists 4 ; "Many" specialists 6 ; Nonresponses 10 .
3.	No hours 8 ; 1 - 4 hours 12 ; 5 - 8 hours 12 ; 9 - 11 hours 2 ; 12 or more hours 7 ; Nonresponses 3 .
5.	1 year 7 ; 2 - 5 years 16 ; 6 - 10 years 11 ; 11 or more 10 .
13.	1962 4 ; 1963 2 ; Nonresponses 38 .
24.	9% or less 2 ; 10% - 19% 9 ; 20% - 29% 8 ; 30% - 39% 2 ; 40% - 49% 1 ; 50% 7 ; Nonresponses 15 .
108-110.[2]	
111.	10% 3 ; 20% 7 ; 40% 10 ; 60% 10 ; 80% 2 ; 90% 1 ; Nonresponses 11 .
112.[3]	(1) 12 ; (2) 5 ; (3) 6 ; (4) 21 .
113.	(1) 1 ; (2) 4 ; (3) 8 ; (4) 31 .
114.	(1) 1 ; (2) 1 ; (3) 11 ; (4) 31 .
115.	(1) 4 ; (2) 11 ; (3) 3 ; (4) 26 .
116.	(1) 18 ; (2) 7 ; (3) 5 ; (4) 14 .
117.	(1) 8 ; (2) 5 ; (3) 5 ; (4) 26 .
118.	(1) 15 ; (2) 9 ; (3) 6 ; (4) 14 .

[1] See Appendix F for a statement of the practices to which the items in this tabulation refer.

[2] Items 108-110 were open-ended questions. The responses to these items were discussed on pp. 154-158.

[3] The response categories for Items 112-122 were as follows: (1) Most Significant; (2) Secondly Significant; and (3) Thirdly Significant. Nonresponses were given a weighting of "4" to indicate that a designated item had been considered comparatively insignificant by the number of principals who failed to check the item.

Item No.	Responses
119.	(1) 6 ; (2) 12 ; (3) 4 ; (4) 22 .
120.	(1) 2 ; (2) 4 ; (3) 10 ; (4) 28 .
121.	(1) 1 ; (2) 7 ; (3) 8 ; (4) 28 .
122.	(1) 3 ; (2) 5 ; (3) 10 ; (4) 26 .
123.[4]	

[4]Item 123 was an open-ended question. The responses to this item were discussed on pp. 158-159.

APPENDIX H

THE QUESTIONNAIRE WITH THE COVERING LETTER FOR THE SURVEY OF INSTRUCTIONAL PRACTICES

APPENDIX B

THE QUESTIONNAIRE WITH THE COVERING LETTER FOR THE SURVEY OF INSTRUCTIONAL PRACTICES

OKLAHOMA STATE UNIVERSITY • STILLWATER

College of Business
FRontier 2-6211, Ext. 258

Spring Semester, 1963

TO: High School Teachers

FROM: Clayton Millington, College of Business, Oklahoma State University, Stillwater, Oklahoma

SUBJECT: Survey of Economic Education Instructional Practices

Your high school has been selected for participation in a study of economic education instructional practices (in grades 10-12). Much has been said about the role of economic education in the various subject areas of the high school, but relatively little research has been undertaken to determine the manner and extent to which economic topics are actually taught.

This study is supported by the Oklahoma Council on Economic Education, the Oklahoma State University Research Foundation, and the Economic Education Committee of the Oklahoma Curriculum Improvement Commission. Information from the study will provide a significant base for further defining the proper role of economic education in the high school. An objective analysis of present instructional practices and viewpoints will help establish guidelines for providing better economic educational assistance to Oklahoma teachers.

Almost every question on the survey form can be answered with a simple checkmark, and it should take you no longer than 30 to 40 minutes to furnish the desired information.

The questionnaire is designed to gather certain accurate information about the background, practices, attitudes, opinions, and problems of teachers with regard to economic education. Therefore, there are no "right" or "wrong" answers. Your cooperation in answering each item frankly is essential to the validity of the study. If you feel that you do not cover any of the economic topics, please indicate this information along with the names of the courses you teach, and return the questionnaire as you would if it were completely filled out.

If an Oklahoma State University representative is not present to give you the questionnaire, please fill in the desired information, fold the form in two parts, and then tape or staple it closed. Your principal will explain how the completed questionnaires can be mailed in one package from his office. However, if you prefer, postage will be provided so that you can drop the form in the nearest mailbox. The back of the questionnaire is already addressed so an envelope is unnecessary. You will want to notify your principal that you have completed the form so that he can check your name from his list.

Your cooperation is deeply appreciated.

ECONOMIC EDUCATION INSTRUCTIONAL PRACTICES IN OKLAHOMA HIGH SCHOOLS (GRADES 10-12)

The following questionnaire seeks to determine existing economic education practices in the various subject areas of Oklahoma high schools. This instrument will provide an inventory of (1) economic topics that are being taught, (2) teaching methods and materials being used, and (3) general practices and views of teachers concerning economic education in the high school. Your information will be treated in strict confidence, and no teacher or school system will be identified in relation to any one or more of the practices considered in this study. Your frank answer to each question is of vital importance.

** ** ** **

A. INVENTORY OF ECONOMIC TOPICS BEING TAUGHT IN VARIOUS SUBJECT AREAS

In the blank provided below, write the name of the one course in which you feel you are making the greatest contribution toward economic education (for example, American Literature, Algebra, Economics, American History, Biology, General Business, or some other course). Then, in the check columns, mark your practice regarding the teaching of each economic topic in the one course you designate. A "planned unit" is considered to be one class period assignment or more in length. Please mark one practice for every topic.

NAME OF THE COURSE YOU TEACH _____

Check the length of your course: _____One semester; _____Two semesters

ECONOMIC TOPICS	Have a Planned Unit	Planned as Part of Other Unit	Little or No Planned Effort	Does not Apply to the Course I Teach
1. Economic Analysis--A Science.				
2. The Economic Scarcity Problem and the Function of Economic Systems.				
3. Fundamental Characteristics of the Operation of the American Economic System.				
4. The Role of Incentives, Competition, and Markets.				
5. Modern Business, Economic Concentration, and Monopoly Issues.				
6. The Composition, Trends, and Problems of the American Labor Force.				

ECONOMIC TOPICS	Have a Planned Unit	Planned as Part of Other Unit	Little or No Planned Effort	Does not Apply to the Course I Teach
7. Labor Unions (history, function, problems, and significant legislation).				
8. Forms of Business Organization--proprietorship, partnership, corporation, and cooperative.				
9. Gross National Product--measurement, components, and trends.				
10. The Distribution of Income.				
11. The Major Determinants of National Production and Income.				
12. The Role of Savings and Investment in the Formation of Capital.				
13. The Role of Money, Credit, and Banking.				
14. National Monetary Policies (of the federal reserve system) to Promote Economic Growth and Price Stability.				
15. Principles of Taxation and Kinds of Taxes--federal, state, and local.				
16. Government Fiscal Policies (via. taxing and spending) to Promote Economic Growth and Price Stability.				
17. Government Regulation of Private Enterprise--problems and issues.				
18. The Farm Problem--Surpluses, Subsidies, Controls, and Low Income.				
19. Conservation and Use of Natural Resources.				
20. Choosing a Vocation.				
21. Personal Money Management.				
22. Planning for Personal Economic Security.				
23. Economic Fluctuations--the Ups and Downs of Business.				

ECONOMIC TOPICS	Have a Planned Unit	Planned as Part of Other Unit	Little or No Planned Effort	Does not Apply to the Course I Teach
24. The (local, regional and/or national) Problems of Economic Growth in the U. S.				
25. The International Allocation of Resources-- International Trade.				
26. The Economic Problems of Underdeveloped Nations.				
27. Communism, Socialism, and Capitalism.				

B. TEACHING METHODS AND MATERIALS

The questions in this section relate exclusively to your practices in teaching economic concepts in the one course you named in Part I of this questionnaire. Please check each item.

Use of Classroom Techniques	Frequently	Occasionally	Seldom
1. Lecture	_____	_____	_____
2. Class Discussion	_____	_____	_____
3. Student Committees	_____	_____	_____
4. Student Panels	_____	_____	_____
5. Student Debate	_____	_____	_____
6. Student Role-Playing	_____	_____	_____
7. Other (Please describe) _____			
_____			

Use of Supplementary Materials	Frequently	Occasionally	Seldom
8. Newspapers	_____	_____	_____
9. Periodicals	_____	_____	_____
10. Booklets or Pamphlets	_____	_____	_____
11. U.S. Government Publications	_____	_____	_____

Use of Supplementary Materials (continued)	Frequently	Occasionally	Seldom
12. Books			

13. Other (Please describe) _____

_____

14. Please list the titles of any supplementary materials which you have found especially helpful: _____

_____

_____

Use of Community Resources	Frequently	Occasionally	Seldom
15. Field Trips			
16. Field Studies			
17. Guest Speakers			

18. Other (Please describe) _____

_____

Use of Audio-Visual Aids	Frequently	Occasionally	Seldom
19. Flannel Board			
20. Charts			
21. Films			
22. Filmstrips			
23. Slides			
24. Radio and/or T.V.			
25. Bulletin Board			

26. Other (Please describe) _____

_____

Student Research Studies of Economic Problems	Frequently	Occasionally	Seldom
27. Done Individually			
28. Done by Student Groups			

Student Evaluation

Please check each of the following student achievements which you test for:

29. _____ Knowledge of content
30. _____ Attitude change
31. _____ Development of skill
32. _____ Development of critical thinking
33. _____ Other (Please specify)

34. Approximately how many students in this course do you usually teach during a single class period? _____

C. GENERAL BACKGROUND, PRACTICES, AND OPINIONS OF TEACHERS

After filling in the general background information, please consider the remaining questions in relation to the one course you named in Part I. Feel free to write comments between the lines or on the back of the respective pages.

1. What is your major teaching field? _____

2. How many years have you been a teacher? _____

3. How many semester credit hours in college economics courses have you earned? ___

4. Do you feel that this academic background in economics has been sufficient for your needs in teaching economic concepts in your course? ___yes ___no

5. If you have ever attended an economic education workshop, please specify where and in what year: _____

6. Have you received any information about the 1961 National Task Force Report entitled ECONOMIC EDUCATION IN THE SCHOOLS? ____yes ____no

7. If so, have you read this report? ____yes ____no

8. Have you viewed 20 per cent or more of the sessions of the 1962-63 CBS Television Course, THE AMERICAN ECONOMY? ____yes ____no

General Practices, Perceptions, and Opinions

Please check (✔) the appropriate blank

	Yes	No
9. Do you participate in curriculum planning in your high school?	___	___
10. Are you aware of any significant economic education developments in other school systems across the country?	___	___
11. Do you know what economic concepts are being taught in other teachers' courses in your high school?	___	___
12. Have you analyzed your course to determine what and where economic concepts can be taught best?	___	___

General Background, Practices, and Opinions of Teachers (continued)

	Yes	No
13. Do you feel that your textbook effectively presents the economic topics that are related to your course?	___	___
14. For classroom use, do you select supplementary reading materials which, collectively, present the viewpoints of business, labor, and agriculture groups?	___	___
15. Have you seen a copy of the 1961 publication, STUDY MATERIALS FOR ECONOMIC EDUCATION IN THE SCHOOLS?	___	___
16. Do you help your students evaluate the logic and objectivity of economic statements?	___	___
17. Can you distinguish the different economic viewpoints of such organizations as The Farm Bureau, The Farmers Union, The AFL/CIO, and The National Association of Manufacturers?	___	___
18. Have you developed a file of local community enterprises and resource people that can be utilized effectively in special class projects?	___	___
19. Do you know of differences between the educational philosophy of the Joint Council on Economic Education and that of the Foundation for Economic Education?	___	___
20. Are you aware of the objectives and services of the Oklahoma Council on Economic Education?	___	___
21. Does your school purchase economic education materials which you request to supplement the textbook in your course?	___	___
22. If you could be given some released time from other duties, would you be willing to devote this time to developing economic education teaching aids for yourself and other teachers?	___	___
23. Do you agree that economic problems, issues, and concepts are relevant to the subject matter of all high school courses?	___	___
24. Do you feel that your principal and your school superintendent support the viewpoint that economic concepts can be taught in all courses?	___	___
25. Do you feel that an elective economics course should be offered in the high school if there are enough interested students to justify staffing the course?	___	___
26. Do you consider economic understanding a vital requisite for good citizenship?	___	___
27. Do you believe that the major objective of economic education should be to develop the student's ability and inclination to analyze economic issues objectively and to weigh the probable results of alternative courses of action?	___	___

General Background, Practices, and Opinions of Teachers (continued)

	Yes	No
28. Should pre-service teacher education include training in the specific methods of teaching economic concepts?	___	___
29. Should colleges and universities develop one or more special economics course(s) to meet the particular needs of prospective teachers?	___	___

30. What is the minimum number of semester credit hours in economics that you believe every prospective teacher should complete during his college work? _____

31. Do you believe that one person should be designated "Coordinator of Economic Education" for all subject areas of the high school?	___	___
32. Do you feel that your high school principal is seriously interested in the effectiveness with which economic topics are taught in your course?	___	___
33. In general, do you enjoy teaching economic concepts in your course?	___	___

After considering the list below, please rank your three greatest problems in teaching economic concepts according to the following scale:

1. Most Significant 2. Secondly Significant 3. Thirdly Significant

34. _____ my inadequate training in economics
35. _____ difficulty of the subject
36. _____ inadequate textbook and supplementary reading materials
37. _____ community pressures to teach certain points of view
38. _____ pupil disinterest and resistance to economic analysis
39. _____ not enough time to cover all that is included in the curriculum
40. _____ not enough time for lesson planning
41. _____ other (please name any other problems which you consider more important than the three most significant items in this list) _____

_____

42. Do you wish a summary of the results of this study? ____Yes ____No

43. Name of Your High School _____

44. Your Name (please print or type) _____

Further Comments _____

_____

_____

Individual Responses Will Be Treated in Strict Confidence

Professor Clayton Millington
College of Business
Oklahoma State University
Stillwater, Oklahoma

THIRD CLASS

APPENDIX I

RESPONSES TO THE SURVEY OF INSTRUCTIONAL PRACTICES

TABLE 27.--The teachers' responses to Part A of the survey of instructional practices[a]

Economic Topics[b]	Have a Planned Unit	Planned as Part of Other Unit	Little or No Planned Effort	Does Not Apply to the Course I Teach	Nonresponses[c]
1.	70	199	263	628	216
2.	66	244	286	571	209
3.	99	276	259	542	200
4.	111	307	287	471	200
5.	107	232	273	563	201
6.	113	243	276	558	186
7.	117	234	231	611	183
8.	180	209	228	570	189
9.	43	199	296	626	212
10.	73	271	323	513	196
11.	45	197	296	629	209
12.	95	221	263	599	198
13.	186	265	236	503	186
14.	85	172	232	685	202
15.	160	258	257	526	175
16.	50	192	274	656	204
17.	89	242	259	592	194
18.	85	232	260	607	192
19.	183	312	249	444	188
20.	274	416	297	233	156
21.	201	224	293	473	185
22.	151	251	324	465	185
23.	73	250	283	564	206
24.	50	221	306	590	209
25.	39	192	299	635	211
26.	39	207	337	588	205
27.	175	260	304	444	193

[a]This Table should be read as follows: With regard to the first economic topic, 70 teachers checked "Have a Planned Unit;" 199 teachers checked "Planned as Part of Other Unit;" 263 teachers checked "Little or No Planned Effort;" 628 teachers checked "Does Not Apply to the Course I Teach;" and 216 teachers did not respond to this item.

[b]The economic topics are listed in Part A of the questionnaire in Appendix H.

[c]In analyzing the data in this section of the study, the investigator interpreted a nonresponse as equivalent to a coded response "Does Not Apply to the Course I Teach."

TABLE 28.--Teachers' responses to Part B of the survey of instructional practices[a]

Teaching Methods and Materials[b]	Frequently	Occasionally	Seldom	Nonresponses[c]
1.	510	400	209	257
2.	660	369	117	230
3.	105	336	540	395
4.	92	281	602	401
5.	59	184	702	431
6.	71	185	652	468
8.	366	402	314	294
9.	423	426	243	284
10.	401	422	262	291
11.	196	415	438	327
12.	544	316	224	292
15.	44	213	660	459
16.	36	145	695	500
17.	63	367	548	398
19.	25	54	694	603
20.	305	387	291	393
21.	277	451	298	350
22.	164	334	443	435
23.	83	232	559	502
24.	138	263	521	454
25.	406	347	208	415
27.	159	297	521	399
28.	98	232	608	438

[a]This Table should be read as follows: In reporting the extent of their practices with regard to Item 1 on Part B, 510 teachers checked "Frequently;" 400 checked "Occasionally;" 209 checked "Seldom;" and 257 did not respond.

[b]See Part B of the questionnaire in Appendix H for a statement of the Teaching Methods and Materials to which the item numbers in this column refer.

[c]In analyzing the data in this section of the study, the investigator interpreted nonresponses as equivalent to nonperformance of the respective practices described in Part B.

TABLE 29.--The teachers' responses to Part C of the survey of instructional practices[a]

Item No.[b]	Yes	No	Uncertain	Nonresponses[c]
4.	540	545		291
5.	188			1188
6.	148	1074		154
7.	121	403		852
8	160	1038		178
9.	566	650	20	140
10.	440	784	4	148
11.	362	866	8	140
12.	593	628	17	137
13.	550	538	43	245
14.	421	722	18	215
15.	117	1089	3	167
16.	642	510	8	216
17.	567	619	6	184
18.	179	1013	11	173
19.	77	1118	3	179
20.	246	947	7	176
21.	381	547	66	382
22.	520	569	27	260
23.	906	240	27	203
24.	826	100	50	400
25.	1122	50	17	187
26.	1121	77	13	165
27.	1121	50	15	190
28.	842	257	40	237
29.	1016	139	21	200
31.	335	682	39	320
32.	831	151	34	360
33.	770	212	61	333
42.	606	523		247

[a]This Table should be read as follows: 540 teachers responded affirmatively to Item 4 on Part C; whereas 545 teachers responded negatively, and 291 teachers did not respond to this item.

[b]See Part C of the questionnaire in Appendix H for a statement of the teaching practices and perceptions to which the item numbers in this column refer.

[c]In analyzing the data in this section of the study, the investigator interpreted a response as negative whenever a teacher did not check a particular item or whenever he indicated some uncertainty as to whether he was following the practice described in the respective item.

RESPONSES TO THE SURVEY OF INSTRUCTIONAL PRACTICES WHICH WERE NOT CONSISTENT WITH THE STANDARD ANSWER CODING[1]

PART A

One-semester courses 127 ; Two-semester courses 1,123; Nonresponses 126 [2]

PART B

Item No.	Response
7, 13, 14, 18, 26[3]	
29.	Affirmative 946 ; Nonresponses 430 .
30.	Affirmative 496 ; Nonresponses 880 .
31.	Affirmative 674 ; Nonresponses 702 .
32.	Affirmative 852 ; Nonresponses 524 .
34.	Average class size per school: 25 - 29 students, 25 schools; 30 - 34 students, 14 schools; 35 - 39 students, 4 schools; More than 40 students, 1 school.

PART C

2. 1 - 2 years 187 ; 3 - 6 years 271 ; 7 or more 787 ; Nonresponses 131 .

3. 0 - 2 hours 632 ; 3 - 5 hours 282 ; 6 - 11 hours 337 ; 12 or more hours 125 .

30. 0 - 3 hours 747 ; 4 - 6 hours 374 ; 7 - 9 hours 98 ; 10 - 15 hours 129 ; 16 or more hours 28 .

---

[1] See Appendix H for a statement of the practices to which the items in this tabulation refer.

[2] An introductory informational item in Part A. This item was not numbered on the questionnaire.

[3] These items were all open-ended questions, and they were discussed on pp. 206-208.

RESPONSES TO THE SURVEY OF INSTRUCTIONAL PRACTICES WHICH WERE NOT CONSISTENT WITH THE STANDARD ANSWER CODING

(Continued)

Item No.	Response			
34.[4]	(1) 353 ;	(2) 159 ;	(3) 205 ;	(4) 526 .
35.	(1) 68 ;	(2) 151 ;	(3) 192 ;	(4) 832 .
36.	(1) 128 ;	(2) 185 ;	(3) 210 ;	(4) 720 .
37.	(1) 28 ;	(2) 42 ;	(3) 195 ;	(4) 978 .
38.	(1) 177 ;	(2) 196 ;	(3) 195 ;	(4) 675 .
39.	(1) 432 ;	(2) 217 ;	(3) 161 ;	(4) 433 .
40.	(1) 122 ;	(2) 159 ;	(3) 207 ;	(4) 755 .
41.[5]				

[4] The response categories for Items 34-40 in Part C were as follows: (1) Most Significant; (2) Secondly Significant; (3) Thirdly Significant; and a "4" indicated that a particular item had been considered comparatively insignificant by the designated number of teachers who checked the item. An additional 133 teachers failed to check any of the items in this particular group.

[5] Item 41 was an open-ended question. The responses to this item were discussed on pp. 221-22.

APPENDIX J

FOLLOW-UP NOTICES REGARDING THE QUESTIONNAIRES ON ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES

OKLAHOMA STATE UNIVERSITY • STILLWATER

College of Business
FRontier 2-6211, Ext. 258

In checking the responses of schools to the economic education survey, I notice that no forms have been received from your high school.

According to our records, the survey materials should have arrived at your school several weeks ago along with enclosed postage for return mailing of the completed forms. On , I talked with about the survey and the materials were mailed to . As I indicated in the letter to , I would be willing to administer the survey at a meeting of your teachers if you feel it would be important for me to do so. Since the instructions are fairly easy to follow, 90 per cent of the high school principals have administered the questionnaires to their own teachers.

It may be that the survey materials have been inadvertently placed to one side during the rush of other business. I am writing you now with the realization that you will probably want to complete the survey before the rush of end-of-school activities.

Copies of the form for the principal and the form for the teacher are enclosed. I will be glad to send more if your packet of materials has been misplaced or if it has never arrived at your school.

On behalf of the Oklahoma Council on Economic Education and the Oklahoma Curriculum Improvement Commission, I can say that your coopera-tion on this important study will be greatly appreciated.

Sincerely,

Clayton Millington

Clayton Millington
Executive Director of the Oklahoma
Council on Economic Education

CM:s
Enclosures

OKLAHOMA STATE UNIVERSITY • STILLWATER

College of Business
FRontier 2-6211, Ext. 258

We were glad to receive _____ completed copies of the economic education survey form from your teachers.

Perhaps a follow-up announcement from you at this time would result in an even better response. Completed questionnaires from the remaining teachers would make a significant contribution toward validating the total study. You might ask that teachers (outside of the art, music, and physical education areas) return the completed form within the next two weeks if they have not already done so. It takes only 30-40 minutes to complete the teacher's form, and I believe they will want to do this before the rush of end-of-school activities.

I am enclosing a few extra copies of the teacher's form and more are available if you need them.

On behalf of the Oklahoma Council on Economic Education and the Oklahoma Curriculum Improvement Commission, I can say your cooperation is greatly appreciated.

Sincerely,

Clayton Millington

Clayton Millington
Executive Director, Oklahoma
Council on Economic Education

CM:b
Enclosure

APPENDIX K

SEMESTER CREDIT HOURS IN ECONOMICS EARNED BY TEACHERS OF EACH SEPARATE SUBJECT

TABLE 30.--Number of semester credit hours in economics earned by teachers of each separate subject[a]

Subjects	No. of Teachers	Credit Hours in Economics			
		0 - 2[b]	3 - 5	6 - 11	12 or more
Voc. Agriculture	13	0	1	7	5
Basic Business	9	1	0	4	4
Bookkeeping	23	3	7	8	5
Business Arithmetic	12	2	7	3	0
Business English	5	3	1	1	0
Business Law	6	0	3	1	2
Business Machines	6	2	1	3	0
Business Skills	5	2	0	1	2
Business Subjects	4	0	1	2	1
Co-operative Training	3	0	0	1	2
Distributive Education	10	3	2	3	2
Diversified Occupations	12	4	4	3	1
General Business	26	8	6	9	3
Office Practice	16	9	2	3	2
Salesmanship	1	0	0	1	0
Shorthand	19	7	3	8	1
Typing	29	13	5	9	2
Drivers Education	18	9	0	6	3
Consumer Economics	9	1	1	1	6
Economics	17	3	2	5	7
Economic Geography	1	1	0	0	0
Family Economics	10	4	3	2	1
International Problems	2	0	0	1	1
English	17	13	0	3	1
American Literature	52	36	5	8	3
Composition and Grammar	4	1	1	1	1
English I	30	17	4	4	5
English II	64	34	17	10	3
English III	23	13	6	3	1
English IV	19	11	4	3	1
English Literature	29	16	6	6	1
Grammar	1	0	0	1	0
Journalism	13	4	4	4	1
Language Arts	4	3	0	1	0
World Literature	5	4	1	0	0
Foreign Language	1	0	0	1	0
French	24	15	4	4	1
German	1	1	0	0	0
Latin	27	15	7	5	0
Spanish	45	31	3	10	1

Table 30.--Continued

Subject	No. of Teachers	Credit Hours in Economics 0 - 2[b]	3 - 5	6 - 11	12 or more
Clothing	8	3	3	1	1
Foods	5	1	1	2	1
Family Relations	3	2	1	0	0
Interior Design	1	0	1	0	0
Homemaking	12	2	5	4	1
Home Economics	24	11	8	4	1
Interior Decorating	8	5	2	0	1
Vocational Homemaking	1	1	0	0	0
Vocational Tailoring	2	0	0	2	0
Drafting and Drawing	21	7	9	4	1
Auto Mechanics	19	11	2	5	1
Electronics	12	4	5	3	0
General Shop	1	0	0	1	0
Machine Shop	16	10	4	2	0
Graphic Arts (Printing)	11	6	2	2	1
Radio and TV Repairs	1	1	0	0	0
Woodworking	18	11	1	4	2
Industrial Arts	21	12	3	6	0
Mathematics	7	7	0	0	0
Algebra	44	22	12	10	0
Algebra, Adv. (SMSG)	4	3	1	0	0
Algebra, Intermediate	7	4	1	2	0
Calculus	1	0	0	1	0
College Alg. and Trig.	3	3	0	0	0
Geometry	21	14	4	3	0
Geometry, Plane	13	6	4	3	0
Geometry (SMSG)	2	2	0	0	0
Geometry, Solid	2	1	0	0	1
Applied Math	39	17	10	12	0
Math, Intermed. (SMSG)	4	2	2	0	0
Biology	103	57	23	19	4
Chemistry	31	17	5	7	2
Earth Science	5	2	1	2	0
Geology	2	0	0	1	1
Physics	12	6	4	2	0
Science	7	2	4	1	0
Social Studies	1	0	0	1	0
American Government	11	1	1	5	4
American History	120	33	21	45	21
Am. Hist. & Govt.	1	1	0	0	0
Am. History & Geog.	2	0	1	1	0
Civics	3	3	0	0	0

Table 30.--Continued

Subjects	Teachers	Credit Hours in Economics 0 - 2[b]	3 - 5	6 - 11	12 or more
Civics, Advanced	1	0	0	1	0
Oklahoma History	4	0	2	1	1
Problems in Democracy	18	5	3	5	5
Psychology	8	4	3	1	0
Sociology	7	1	2	3	1
World Geography	3	1	2	0	0
Ancient and Medieval Hist.	4	0	1	3	0
World History	43	15	9	15	4
Latin Am. Hist.	1	1	0	0	0
Debate	11	6	2	2	1
Drama	2	1	1	0	0
Speech	21	13	3	4	1
Special Education					
"Social Studies"	2	1	0	1	0
"Language Arts"	7	5	2	0	0

[a]This table should be read as follows: None of the vocational agriculture teachers had earned fewer than 2 hours of credit in economics; whereas, 1 had earned from 3-5 hours; 7 had earned from 6-11 hours; and 5 had earned 12 or more hours.

[b]For purposes of analysis, it was assumed that the (576) teachers who failed to respond to this question had completed no more than 0-2 credit hours in economics.

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