

WISCONSIN STATE UNIVERSITY AT LA CROSSE
GRADUATE COLLEGE

Candidate: Darleen Elizabeth Steinhoff

We recommend acceptance of this thesis to the Graduate College in partial fulfillment of this candidate's requirements for the degree, Master of Science in Teaching Elementary Education.

Kenneth P. Dush
Thesis Committee Member

May 19, 1971
Date

Waldo R. Sidell
Thesis Committee Member

May 19, 1971
Date

Donald E. Davis
Thesis Committee Member

May 19, 1971
Date

This thesis is approved for the Graduate College:

James H. Emmons
Dean, Graduate College

May 19, 1971
Date

ECONOMIC EDUCATION FOR THE KINDERGARTEN-PRIMARY GRADES:
A REVIEW OF THE LITERATURE FROM 1960 THROUGH 1970

A Thesis

Presented to
the Faculty of the Graduate College
Wisconsin State University at La Crosse

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Teaching Elementary Education

by
Darleen Elizabeth Steinhoff

May 1971

ECONOMIC EDUCATION FOR THE KINDERGARTEN-PRIMARY GRADES:
A REVIEW OF THE LITERATURE FROM 1960 THROUGH 1970

by

Darleen Steinhoff

ABSTRACT

Statement of the Problem

The purpose of this study was to review the literature from 1960 through 1970 to determine the extent to which common concepts and generalizations identified with the discipline of economics could be included in the kindergarten-primary curriculum; to discover through the literature the advantages and disadvantages of teaching economics in the kindergarten-primary grades; and to describe characteristics of some of the experimental economic programs.

Methods and Procedures Used

Research at the Center for Economic Education at WSU-La Crosse and the WSU-La Crosse Library provided an abundance of valuable information on the need for economic understanding, what help is available, economics as a discipline, and economic concepts in the primary grades. The books, magazine articles, pamphlets, speeches, and reports were read. The information useful to the purpose

of this study was collected, compiled, and made possible the writing of this paper.

Summary of Findings

According to most authorities consulted, a reasonable level of economic understanding was considered an essential part of the equipment of every American for effective living as well as effective citizenship.

The economic concepts: wants, goods, services, consumer, producer, production and resources can be understood by kindergarten-primary children as long as they are related to the maturity of the youngster.

The children who are trained in economics in the kindergarten-primary grades will have advantages in solving the problems confronting society and their personal needs, in making wise choices, in deciding what is important to them, in their ability to deal with abstractions, and in their analytical ability.

Economics is usually correlated with other subjects in the kindergarten-primary grades.

TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION.	1
THE PROBLEM	2
IMPORTANCE OF THE STUDY	2
EXPLANATION OF TERMS.	4
ASSUMPTIONS AND LIMITATIONS	5
RESEARCH DESIGN	5
2. REVIEW OF THE LITERATURE.	7
SUMMARY	16
3. ECONOMICS IN THE KINDERGARTEN-PRIMARY GRADES	19
SUMMARY	28
4. RESOURCES AND CRITERIA FOR ECONOMIC EDUCATION	30
RESOURCES	30
CRITERIA.	41
INCORPORATING ECONOMICS IN THE CURRICULUM . .	45
SUMMARY	48
5. SUMMARY	50
CONCLUSION.	53
BIBLIOGRAPHY.	56

Chapter 1

INTRODUCTION

In a nation that prides itself on an increasing ability to develop a citizenry capable of meeting and solving problems involving human behavior, there is a pressing urgency to include economic literacy as one of the important goals of the schools. Stated another way, we must seek ways and means to develop our future citizens' abilities in order that they can utilize an economic perspective of their social problems.¹

Today economic education is a prime concern among thinking people throughout our country. Educators have recognized that progress in our educational system, in fact its very preservation, depends on economic literacy for all citizens.²

Every person and every nation must constantly make economic choices. To make them soundly in terms of our own best interests, all of us need a measure of economic understanding. Economics is the science of making rational choices. In every country, regardless of the system of

¹Everett T. Keach, Jr., "Curriculum Planning For Economic Education," Social Education, January, 1968, p. 60.

²M. L. Frankel, Economic Education (New York: The Center for Applied Research in Education, Inc., 1965), p. 1.

government, the individual citizen must make economic choices. Since an increasing proportion of our national, local, and individual choices must be based on economic concepts and economic reasoning, more, as well as more effective, economic education in our schools is going to be required.³

It was this concern that prompted an investigation of beginning economic education in the kindergarten-primary grades.

THE PROBLEM

Statement of the Problem

The purpose of this study was to describe: (1) from a review of the literature, the extent to which common concepts and generalizations identified with the discipline of economics can be included in the kindergarten-primary curriculum; (2) the advantages and disadvantages of teaching economics in the kindergarten-primary grades; (3) the characteristics of some of the experimental economic programs.

IMPORTANCE OF THE STUDY

Marvin Bower pointed out that for many years the schools of our nation have been challenged by individual

³Marvin Bower, Economic Understanding: Essential Equipment for Effective Citizenship, (New York: Joint Council on Economic Education, 1969), p. 6.

leaders and by many organizations to make more adequate provision for instruction in economics.⁴ The National Task Force on Economic Education, composed predominately of leading educators, in its publication, Economic Education in the Schools, published by the Committee for Economic Development (CED), sums it up this way:

Economic understanding is essential if we are to meet our responsibilities as citizens and as participants in a basically private-enterprise economy. Many of the most important issues in government policy are economic in nature, and we face economic problems at every turn in our day-to-day lives. . .⁵

M. L. Frankel stated:

American citizens are being treated by the government to the most formidable array of economic reports that our country has ever experienced. Each year the President submits to Congress and to the people three constitutionally required reports: the State of the Union, the economic condition of the nation, and the Federal Budget. Special messages dealing with education, immigration, international trade and aid, and poverty highlight the high priority of economic affairs. An examination of the messages and the measures passed or being considered by Congress reveals that the current complex, persistent, and interrelated economic issues confronting us are economic growth, full employment, tax-reduction, inflation, recession, automation, balance of payments, health and medicare, education, wages and profits, national defense, poverty, transportation, urbanization, population growth, reclamation, air and water pollution, and foreign aid. As each day passes additions can be made to this list but suffice it to say that the American people have been given a bill of particulars to consider and act upon. The "Great Debate" is with

⁴Ibid., p. 10.

⁵Ibid., p. 10.

us and the blueprint for the "Great Society" can in the final analysis be determined only by the people themselves.⁶

At the 1968 National Commission on Teacher Education, Kevin Ryan stated:

The old egg carton school building, with its standardized learning is passing. With it is going the school day dominated by the bell signaling the beginning and end of neat slices of time-45-to-50-minute packages of knowledge to be consumed by all. We're being forced to abandon our belief that children learn best in classrooms of 25 or 30 and in quiet libraries with quiet books. We're rejecting the notion that all children within the same track, should receive the same information and proceed at the same rate. There is growing dissatisfaction with the principle of solving the problems of American education by programming the children with more and more information. We are leaving behind all those ideas and structures because we are discovering that even our more intense efforts of the last ten years are fundamentally bankrupt. We have been getting better and better at preparing children for a world that no longer exists.⁷

It is the writer's opinion that contemporary society is making new, urgent demands on education that are far-reaching and challenging. Some of these demands are significantly involved with economic issues.

EXPLANATION OF TERMS

Economics: The study of how a man makes a living.

⁶M. L. Frankel, "Education for the Economic Challenges of Today and Tomorrow," The Bulletin of the National Association of Secondary-School Principals, 304 (November, 1965), p. 52.

⁷Kevin Ryan, "Differentiating Teacher Roles, The Teacher and His Staff," Report of the 1968 Regional TEPS Conference (Washington, D.C.: National Commission on Teacher Education and Professional Standards, 1969), p. 72.

Kindergarten: A section of a school system devoted to teaching small children generally ranging in age from five to six years. The length of the school day is from two and one-half to three hours.

Primary: A section of a school system devoted to teaching small children generally ranging in age from six years to nine years. The length of the school day is usually six hours.

ASSUMPTIONS AND LIMITATIONS

Assumptions

It was assumed that writers cited in this study were authorities in the field. Furthermore, it was assumed that the interpretations of the articles made by the researcher were valid.

Limitations

This study will be limited to the subject of economic instruction as it pertains to the kindergarten-primary grades. The period of time covered by the investigation is limited. Due to the recency of the topic at the time of making this investigation, a considerable amount of information was taken from unpublished material.

RESEARCH DESIGN

Research at the Center for Economic Education provided valuable information. At Eugene Murphy Library, WSU-La Crosse the writer reviewed the Education Index,

Readers' Guide, ERIC, New York Times Index, and also Dissertation Abstracts for literature related to economic education between 1960 through 1970.

Information was recorded on index cards. A code for the main topics was used to identify each card to aid in reorganizing the material for use in writing a draft of the study.

This writer desires to discover from a review of the literature many important economic concepts and generalizations. Also, from this review to decide those concepts and generalizations kindergarten-primary children can work with, to determine if it is important to teach economics to primary children, to gather the names of resources that improve and encourage the economic movement, and select some criteria that will guide curriculum building.

Chapter 2

REVIEW OF THE LITERATURE

According to Everett T. Keach, Jr. many economic issues, becoming increasingly complex from year to year, will require an economically literate populace if we are to continue to prosper as a nation. The issues dramatize the necessity for maximizing opportunities for building economic literacy through the curriculum.⁸

The need was clearly delineated in the Task Force Report.⁹ A reading of this report sensitizes one to the awesome range of economic problems that is a part of his life. The Task Force Report focuses on some of the issues as follows:

. . . modern man is faced with a host of economic problems. This is the basic reason why economic understanding is important. Such personal decisions as what occupation to enter, how to spend his income, or in what form to invest his savings, he must be prepared to answer himself.

Others are public economic problems at the state and local level on which he must decide and vote as a citizen. Should he, for example, vote to raise taxes in his community to finance better schools, or to bring new industries into his region? . . .

Still others face us at the national level, such as what the federal government should do to support

⁸Everett T. Keach, Jr., "Curriculum Planning For Economic Education," Social Education, January, 1968, p. 60.

⁹Economic Education in the Schools. (New York: Committee of Economic Development, 1961), pp. 12-13.

high employment and rapid growth while at the same time preventing inflationary increases in prices? . . .

Americans live and work in a particular kind of economic system. Many people call it a "private enterprise" system. What are the essential characteristics of this system, and how does it differ from others? How do consumers make their wishes known so that the goods they want are produced in the right quantities? . . .

On the international level, should we have tariffs to protect domestic markets for American producers? How much foreign aid can and should we afford for the underdeveloped nations?

The following comments by R. S. Martin and R. G. Miller are prepared to help us understand and appreciate the essence of economics with which we should be concerned in our curriculum development work.¹⁰

The questions for which every economy must supply answers and in terms of which the system is organized are:

(1) What commodities shall be produced and in what quantities? Answering this question involves deciding which of the possible alternative goods and services shall be produced and in what proportions. Food or shelter? Education or entertainment? How much of each? In making these choices, the society must also decide how fully its scarce productive resources are to be used. . . . The devotion of all of society's efforts to the production of goods and services would require the sacrifice of leisure and of the pursuit of man's nonmaterial interests. Some kind of balance must be struck.

(2) How shall the goods be produced? Some provision must be made for the organization of production and for deciding who will produce the goods, with what resources, and with what kind of technology. Who will farm? Who will build houses? What kind of machinery will be used?

¹⁰R. S. Martin and R. G. Miller, Economics and Its Significance (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), pp. 11-12.

(3) For whom shall the goods be produced? The total output of consumer goods must be distributed or rationed among the different individuals and families that made up the society. Shall this be done according to their contributions to production or according to their needs? A few rich and many poor? Share and share alike? In addition to resolving these fundamental economic questions, every economic system must provide the means by which the society may support the activity of its political or governmental authority.

The Joint Council on Economic Education assumed that young people as well as adults are concerned about, and interested in, the major problems confronting society since these problems have a direct relationship to peoples' immediate needs. Perhaps the relationship between the personal and the institutional aspects of the problem is not readily apparent, but it is possible to relate these, by careful analysis, to the broader and deeper implications which flow from them.¹¹

James Calderwood, John D. Lawrence, and John E. Maher agree that the basic fact of economic life in all societies is that productive resources are scarce relative to the never-ending wants of the people of the society. As individuals we cannot have everything we want right now. As a society, we cannot have everything we want right now.¹²

¹¹M. L. Frankel, Economic Education (New York: The Center for Applied Research in Education, Inc., 1965), p. 60.

¹²James Calderwood, John D. Lawrence, and John E. Maher, Economics in the Curriculum (New York: John Wiley & Sons, Inc., 1970), p. 8.

Since all societies are faced with the same basic economic problem of economizing or allocating scarce resources among alternative uses, each society must have some organized way of making decisions as to how to use the scarce resources.¹³

M. L. Frankel seems to have expressed the opinions of many in his statement:¹⁴

Today men know that economic institutions are not divinely ordained or inspired. They know that the degree of freedom that exists and the economic security that each possesses is the result of deliberate creative effort. The realization that man, in large part, controls his own economic destiny had led to social revolutions and rapid evolutions. Man has developed several systems of social organizations and their differences, in the main, can be found in the economic foundations of each.

James Calderwood, John D. Lawrence, and John E. Maher, believe every society needs an organized approach to decision making--a set of procedures and institutional arrangements that will permit decisions to be made. They call these arrangements the economic system of the society. They feel the central economic problem never changes but economic systems have varied throughout history.

They compiled the following sequence of ideas which confronts all societies and adds up to what economists call the central economic problem and constitutes the jumping off point for an understanding of economics.¹⁵

¹³Ibid., p. 8.

¹⁴Frankel, op. cit., p. 13.

¹⁵James Calderwood, John D. Lawrence, and John E. Maher, Economics in the Curriculum (New York: John Wiley & Sons, Inc., 1970), pp. 61-62.

Wants

Economics is the study of man's means of satisfying his wants for goods and services.

Consumers and Consumption

When man satisfies his wants, he is a consumer. The end purpose of much economic activity is consumption.

Producers and Production

The goods and services man wants must be produced. The process of creating the goods and services to satisfy these wants is called production.

Productive Resources

Production requires the use of productive resources --natural and human--and capital goods.

Scarcity

Productive resources are scarce in relation to man's wants for goods and services and are capable of alternative uses.

The Need for Decision Making

The relative scarcity of productive resources and the fact that they are capable of alternative uses requires every society to make decisions. Specifically, every society has ways of deciding what goods and services will be produced and in what quantities, and for whom; that is, how they will be divided among the people of the society. Finding answers to these basic questions, what, how, how much, and for whom is known as the allocation problem.

Many economic concepts and generalizations, which can be understood by children of various ages, were suggested in this review of literature. According to Everett T. Keach, Jr. the concern for identifying economic concepts, generalizations, and skills that can be taught to elementary school children is growing steadily in the United States. The Joint Council on Economic Education, state councils on economic education, The American Economic Association, numerous curriculum development projects, as well as many local community leaders and organizations are sharing intellectual and physical resources to develop effective economic education programs.¹⁶

In an approach to incorporating economics in primary grade social studies, Joan Jurkovic found current perspectives in the social studies provide context and direction for the primary grade teacher seeking to incorporate economics in his teaching. If sound economics is to permeate particular social studies programs, teachers responsible for implementation must realize the operative implications of contemporary focus on child's discovery and rediscovery of major organizing concepts of scholarly disciplines. Economic concepts are judged appropriate for presentation at specific grade levels as they pertain to the topics studied.¹⁷ Jerome S. Bruner teaches that the

¹⁶Keach, Jr., op. cit., p. 60.

¹⁷Joan Myron Jurkovic, "An Approach to Incorporating Economics in Primary Grade Social Studies," Social Education, January, 1968, p. 51.

complexity of the child's learning, rather than those concepts that he can ably manage, varies with his increased maturity.¹⁸ A predominate sequence of study in primary grade social studies focuses on home, neighborhood, and urban and rural community.¹⁹ Economic generalizations inherent to such investigations are numerous.

As a result of their studies on economics in the curriculum, James Calderwood, John D. Lawrence, and John E. Maher suggest the following concepts to be used in the kindergarten-primary grades: wants, goods, services, consumer, producers, production, and resources. They offer us the following information on their findings:²⁰

- . We All Have Wants for Goods and Services
- . Everyone is a Consumer
- . People Are Producers
- . Efficient Production Requires Specialization
- . Resources Are Used in Production

Economic Concept I

We All Have Wants for Goods and Services.

1. Goods include clothes, toys, houses, food, furniture,

¹⁸Jerome S. Bruner, The Process of Education (Cambridge: Harvard University Press, 1960. Paraphrased by Bruce R. Joyce, Strategies for Elementary Social Science Education (Chicago: Science Research Associates, Inc., 1965), pp. 22-23.

¹⁹Edwin Fenton, The New Social Studies (Chicago: Holt, Rinehart and Winston, Inc., 1967), pp. 61-62.

²⁰Calderwood, op. cit., pp. 68-70.

automobiles, highways, and bridges.

2. Services include haircuts, laundry, concerts, television repairs, teaching, street cleaning, garbage collection, and police protection.
3. Choices among alternative goods and services must be made: a child with 25 cents cannot buy all the ice cream, balloons, and comic books he may want; most families cannot buy as much clothing, food, and furniture or have the quality of housing or cars as they might want, and even communities working together cannot provide all the education and other public services that people want. . .

Economic Concept II

Everyone Is a Consumer

We all use goods and services. Some consumption is individual for example, wearing one's own clothes. Other consumption is collective--either private, as a family living in one house, watching TV, and using the family car, or public, as children in a classroom receiving a teacher's instruction. . .

Economic Concept III

People Are Producers

Goods and services must be produced and many people--carpenters, farmers, automobile workers, roadbuilders, barbers, teachers, and policemen--are producers.

Production is organized in households in which members prepare food, manage money, make repairs, and take care of clothes.

Production is organized in businesses like grocery stores, dairy farms, newspaper stands, automobile manufacturers, lumber mills, and telephone companies.

Production is organized in government agencies like school districts, water-supply systems, sanitation departments, parks and recreation centers, public transportation authorities, and public construction programs. . .

Economic Concept IV

Efficient Production Requires Specialization

Production is more efficient when there is specialization--when there is a division of household chores among family members, commitment of a business to particular goods or services, and concentration of a government agency on special tasks.

Producers must make choices of products and services to be provided and the resources that will be used to supply them. A plot of land cannot serve both as a factory site and a playground. . .

Economic Concept V

Resources Are Used in Production

Resources are people who help to make things or to provide services.

Resources are things of nature--land, minerals, water, and air. Resources are also man-made means of production--airplanes, trucks, tools, school buildings, factories, and machinery.

According to Joan Jurkovic the child has been exposed to numerous life situations prior to enrollment in school in which these and other economic principles are operative. His economic acquaintance, however, invariably lacks realizations and terminology requisite to sound academic exploration and discourse. Social studies at primary levels afford the child opportunity for mastery of the fundamental perspective, tools, and modes of inquiry of the economist in order that he continue to investigate intelligently his economic world at increasing levels of complexity.²¹

Basic generalizations of the economist are understood by the young child as he is guided to observe the economic aspects of his environment and discover patterns and relationships among the phenomena he has noted.²²

SUMMARY

Now the economists have begun to discover that economic analysis can be taught in the public schools starting in the kindergarten-primary grades. From some of

²¹Jurkovic, op. cit., pp. 51-52.

²²Jerome S. Bruner, op. cit.

the quoted sources the suggestion has come for using key concepts or basic concepts of the various areas of knowledge as the organizing principles of that which should be taught.

Kenneth Wann's report on the intellectual development of young children gives additional support to the need for discovering their interests and capabilities. In addition to observing the wide range of knowledge demonstrated by the children in his study, he noted that in instructional situations, ". . . children repeatedly sought more and more information about a given topic and that they conscientiously tried to relate and test one bit of information against another. In this effort, the children employed the essential process of concept development."²³ Spodek, in developing selected geographical concepts with kindergarten children, arrived at essentially the same conclusions as Wann.²⁴ It is strongly suggested that children of elementary school age can work with social science concepts and tools that previous generations of educators felt were too difficult for this age group. The evidence supports the idea that children are ready for

²³Kenneth D. Wann, M. L. Dorn, and E. A. Liddle, Fostering Intellectual Development in Young Children. (New York: Bureau of Publications, Teachers College, Columbia University, 1962), p. 19.

²⁴Bernard Spodek, "Developing Social Science Concepts in the Kindergarten," Social Education, May, 1963, p. 254.

analyses of human activities "in terms of their own operations at their elementary level of contact with these clusters of activity."²⁵

²⁵Paul R. Hanna and John R. Lee, "Generalizations from The Social Sciences," In John U. Michaelis, editor, Social Studies in Elementary Schools (Washington, D. C.: National Council for the Social Studies, 1962), pp. 69-70.

Chapter 3

ECONOMICS IN THE KINDERGARTEN-PRIMARY GRADES

Educators have been hesitant to introduce academic subjects, such as economics, into the primary grades. Doubt concerning the intellectual appropriateness of academic topics in the primary-grades has not been universal, however, and a few primary-grade courses of study have appeared which center on specific disciplines.²⁶

Lawrence Senesh is convinced that the terminology and analytic concepts of economics can be taught in ways that are comprehensible to children in the earliest grades. In conjunction with the public schools of Elkart, Indiana he has developed social studies programs for Grades One to Three based on economic and other social science concepts. The general title for the Senesh materials is Our Working World. The course of study for Grade One is subtitled Families at Work. The Senesh materials have been published by a major educational publishing house, have received considerable notice in the literature, and are being adopted by a number of school districts.²⁷

²⁶Guy Larkins and James Shaver, "Economics Learning in Grade One," Social Education, December, 1969, p. 962.

²⁷Ibid., p. 958.

Guy Larkins and James Shaver reported that beginning in January, 1966, and extending over the following two years, the Bureau of Educational Research at Utah State University conducted a series of investigations designed to assess achievement of first-grade children who were instructed using Families At Work. From these studies, it was concluded that economics is not an intellectually inappropriate subject for primary-grades social studies.²⁸

A research project was developed by Bernard Spodek, Assistant Professor of Education in the School of Education at the University of Wisconsin-Milwaukee, to test the possibility of beginning a "spiral curriculum" in the social studies at the kindergarten level. The hypothesis tested was that kindergarten children could begin to attain significant concepts in the social sciences that could become the foundation for later learning at succeeding grade levels. The conclusions gathered from this research project can be summarized as follows:²⁹

Kindergarten children can begin to develop significant social science concepts. . .

Kindergarten children bring a background of knowledge with them to school. . .

²⁸Ibid., pp. 962-963.

²⁹Bernard Spodek, "Developing Social Science Concepts in the Kindergarten," Social Education, May, 1963, pp. 255-256.

Kindergarten children gather information in many ways. . .

Kindergarten children can deal with ideas over long periods of time. . .

Kindergarten children use the tools of the social scientist. . .

Kindergarten children transfer their understandings in approaching new situations. . .

Bernard Spodek concluded from this study that it was possible to arrive at some tentative guidelines for developing social studies programs for young children that, although still untested, seem fruitful for further investigation. In developing these new programs for the kindergarten there will have to be further study in the ways of organizing the total program and in the ways that materials and equipment can be best be utilized by the children. New materials, such as simple three-dimensional maps and other manipulable material, will have to be developed to enable the children to attain the specific goals of these programs. Additional studies will have to be made to see how the other social sciences can be approached by young children. Social studies programs in the kindergarten can become more closely related to the programs in the rest of the child's school career. Children in the kindergarten can begin to develop social science concepts that are being dealt with by scholars.³⁰

³⁰Ibid., p. 256.

Richard B. McKenzie, Assistant Professor, Economics Department, Radford College, Virginia, conducted a study in Montgomery County, Virginia which revealed not only the need for more teaching of economics, but also the fact that children are capable of grasping important economic concepts. Many of the children who were tested revealed a good understanding of some economic factors, even though the need of the majority for more information about economic principles was evident.³¹

McKenzie believes a trend toward greater emphasis on economic education at the elementary level is already under way, few educators have become directly involved. Many apparently are in a quandary as to what can and should be taught to children of this age--and their perplexity is understandable, because children vary in their experience with economics. Most children perform at least a few simple tasks around the house. They have money, and some have savings accounts. A few have stocks and bonds. They buy things and, perhaps just as important to their knowledge of economics, are unable to buy many things they want. They are also frequently involved in trades with friends.³²

The Virginia study may be helpful to schools elsewhere as a pattern for determining the economic literacy

³¹Richard B. McKenzie, "The Economic Literacy of Elementary School Pupils," The Educational Digest, November, 1970, p. 2.

³²Ibid., p. 2.

of pupils. Copies of the detailed report may be borrowed, through the inter-library loan system, from McConnell Library at Radford College, Radford, Virginia.³³

The Joint Council on Economic Education gives an account of two recent studies conducted by the University of Iowa Center for Economic Education and the University of Chicago Industrial Relations Center which confirmed the notion that elementary school students can be taught economics effectively when useful materials are available, even by teachers with no special training.³⁴

Second grade classes in the Des Moines school system used The Primary Test of Economic Understanding, developed by Donald G. Davison and John Kilgore. Three groups were selected for the experiments: students in a regular social studies program; students in classes using The Child's World of Choices with accompanying teacher's manual and student activities book; and classes using these same materials, but with teachers trained in in-service sessions. Each group included students from both target and non-target areas. Target-area schools are those entitled to financial aid under Title I of the Elementary and Secondary Education Act.³⁵

³³Ibid., p. 2.

³⁴Joint Council on Economic Education, "Economics Teaching Effective in Early Grades," Progress in Economic Education, February, 1971, p. 1

³⁵Ibid., p. 3.

Conclusions drawn from the Iowa experiment showed that the use of economics materials was the major factor in bringing about student achievement in economics. No significant difference was found to exist between the group using the materials and the group using the materials with specially-trained teachers. The materials were found to be equally effective in the target and non-target areas. Age and sex of the students also had no significance in explaining achievement. Davison and Kilgore urged that their experiment be repeated elsewhere and with different grade levels. The Joint Council on Economic Education is attempting to identify third grade teachers across the nation who are interested in administering the PTEU to their students.³⁶

Lawrence Senesh examines the question, how can these fundamental ideas of economic knowledge be related to the child's experiences in the elementary grades? The concept of scarcity is known to every child. Children want almost everything they see, but they soon discover that parents cannot afford to buy them everything. They learn that they have to make choices, to decide what is most important to them at any one time. They discover that as they acquire more and more of that "most important thing" it becomes less important to them and something else becomes the "most important thing." Such a built-in

³⁶Ibid., p. 3.

mechanism helps us to make choices, but the choices may not always be wise choices. Lack of information about all the possible choices may result in unwise choices. Choosing between present and future needs is difficult, since the present needs usually seem more urgent. Lack of foresight about the significance of future needs weakens man's willingness to save. Such a lack of frugality affects not only the individual's wellbeing, but also the nation's economic development. Children can dramatize what happens when people do not save, how the lack of savings affects their ability to build machines and tools hinders large-scale production.³⁷

These three ideas--scarcity, making choices at any one time, and making choices between present and future needs--have significant social applications. Scarcity that children experience can be identified with the problem which society faces. Choice-making, the sum of all the individual choices, can be related to the pattern of production. The allocation of resources between saving and consumption has serious implications for the nation's economic growth. If the children understand the drama of scarcity, they will appreciate the role of producers in their efforts to discover new and better ways of producing more in a shorter time.³⁸

³⁷Lawrence Senesh, Social Science Education Consortium, No. 105 (Lafayette, Indiana: Purdue University, 1966), p. 5.

³⁸Ibid., p. 5.

Children in the primary grades can discover that whoever does useful work is a producer. They discover that in their own homes some members of the family produce goods and other members produce services. They also discover that the family uses division of labor to produce more goods and services. A class project of cookie production, on an assembly line, can give the children insight into the importance of the division of labor in factories and the contribution of the division of labor to greater consumer choices.³⁹

Sometimes people argue that children of the lower elementary grades should not be exposed to social realities. Regardless of adults' wishes to protect children, children are constantly and involuntarily exposed to social realities. They are witnesses and participants in the economic and social world. In the schools of our country, children of many social and economic backgrounds rub shoulders: poor children, rich children, the children of businessmen, teachers, farmers, salesmen, factory workers, and all the other occupations. Children's experiences have widened, through the mass media, from their homes to all around the world and out into space. These are the reasons that the responsibility of teachers grows. Children need all the help they can get

³⁹Ibid., p. 6.

to find order underlying the seeming chaos of experience in an increasingly urbanized world and an expanding universe.⁴⁰

The main purpose of economic education in a free society is to develop the problem-solving ability of our children as it relates to personal and social problems, basically economic in nature. The Joint Council on Economic Education believes that to accomplish this purpose we must:⁴¹

- A. Develop the child's analytical ability.
- B. Help the child relate his everyday experiences to the big world around him.

M. L. Frankel, President, Joint Council on Economic Education, states:⁴²

The development of economic literacy should start at an early age in a child's career. Concepts which illustrate the introduction of basic essentials of the American economy, such as specialization, division of labor, interdependence, production and consumption, activities of people, freedom of job selection, job security, capital formation and expenditures, taxes, and the importance of human and natural resources provide the basis for a child's economic model easily introduced from the first grade. By successive experiences at each grade level there will come a time, compatible with the child's maturity, when a degree of specialization will be necessary.

⁴⁰Ibid., pp. 15-16.

⁴¹Joint Council on Economic Education, Developmental Economic Education Program, Part 2. (New York: Joint Council on Economic Education Press, 1964), p. 1.

⁴²M. L. Frankel, Economic Education (New York: The Center for Applied Research in Education, Inc., 1965), p. 15.

SUMMARY

After studying the results of Guy Larkins' and James Shaver's investigation designed to assess achievement of first grade children who were instructed using Families at Work, the research project developed by Bernard Spodek, Richard McKenzie's study in Montgomery County, Virginia, and the research done by the University of Iowa Center for Economic Education and the University of Chicago Industrial Relations Center which all confirmed the notion that elementary school students can be taught economics effectively, this writer believes economics can be taught to kindergarten-primary children. Also the schools have a key role to assist the students to develop a basic understanding of economics.

The Joint Council on Economic Education informs educators that at the elementary level teachers may correlate economic understanding with other subjects whenever they are relevant. Units of study may be developed around basic concepts. They do not recommend limiting pupils' experiences to particular grade levels. The spiral curriculum and problem-solving approach are advocated, with concepts increasing in scope and complexity, depending upon the understanding and economic sophistication of the pupils. Teachers should plan to

reinforce at higher grade levels the concepts introduced at the lower elementary level.⁴³

⁴³Joint Council on Economic Education, *op. cit.*,
p. 1.

Chapter 4

RESOURCES AND CRITERIA FOR ECONOMIC EDUCATION

Bernard Spodek defined the curriculum as the organized experiences provided for children in a school setting.⁴⁴ He suggested that the proper source of a curriculum in early childhood is the set of goals which are the aims of education for children. This in essence is a value statement about what children ought to be. From these goals curriculum experiences can be derived; using these goals the effectiveness of a curriculum can be judged.⁴⁵

I. RESOURCES

In his study of economic education M. L. Frankel believes throughout the country economists are being enlisted in the struggle against economic illiteracy, and the profession as a whole is gearing itself to meet the challenge. He writes that it is foolish to think of economic education without the economist. He can help to develop an informed teacher who can face with equanimity the multitude of pressures which come from

⁴⁴Bernard Spodek, "Sources of Early-Childhood Curriculum," The Education Digest, January, 1971, p. 49.

⁴⁵Ibid., p. 52.

special interest groups. The community also has a role in economic education. In every instance where the Joint Council has assisted, community advisory groups on economic education have been organized. Today there is a network of 41 state and regional councils, affiliated with the Joint Council, yet autonomously and independently carrying on this work. In every instance business, labor, and agricultural leaders have joined the educators in the program. Through their efforts resources and consultants are made available for various projects. In this way teachers and professors are brought together in a healthy working relationship with leading citizens in the community, and thus mutual respect is engendered.⁴⁶

Thousands of teachers have given an affirmative answer to the question of whether they should teach economics in the elementary grades. However, many have had the uncomfortable feeling that there are few materials available to help them with the task. This situation is being remedied, and now the elementary teacher is faced with an abundance of both pupil and teacher materials and an economic decision: what to choose?⁴⁷

⁴⁶M. L. Frankel, Economic Education (New York: The Center for Applied Research in Education, Inc., 1965), p. 43.

⁴⁷William D. Rader, "Yes--But What Is Available?" Social Education, January, 1968, p. 57.

The paragraphs to follow will describe some of the things now available and a few that may be classified as resources of the future.

The Joint Council on Economic Education

The Joint Council on Economic Education is an independent, nonpartisan, nonprofit, educational organization incorporated in 1949 to improve, encourage, coordinate, and service the economic education movement. Members of its Board of Trustees represent all sectors of the economy. Financial support comes from foundations, business, organized labor, farm groups, and individuals.⁴⁸

Since 1949, the Joint Council on Economic Education, through its basic philosophy, method of operation, its adherence to educational precepts, and respect for educational leadership has developed a reputation for integrity. Educators, economists, and many national organizations have been alerted to the need for improving economic literacy and now work with the Joint Council to satisfy this need. Excellent working arrangements also have been developed with other economic education organizations, notably the Family Finance Program and the Council for the Advancement of Secondary Education. The AFL-CIO has demonstrated its

⁴⁸M. L. Frankel, Economic Education (New York: The Center for Applied Research in Education, Inc., 1965), p. 44.

belief in the program in published letters to its constituents from its president, George Meany. Major research, business, labor and agricultural organizations are lending their support throughout the country. Many of the leading divisions of the National Education Association maintain a direct affiliation with the Joint Council. Financial sponsorship has come from major foundations and the various groups mentioned above. Great strength and confidence in the program were added several years ago by the direct affiliation of the American Economic Association to the Joint Council, a unique distinction.⁴⁹

Developmental Economic Education Program (DEEP)

We believe that just as students do not learn best by rote acceptance of teacher-dictated formulations, teachers do not teach best by rote acceptance of curriculum designs prepared by others. Teachers must analyze the curriculum formulations of others, and through that process clarify their own education objectives.⁵⁰

This quotation illustrates the essential difference between the Developmental Economic Education Program (DEEP) and other projects reviewed. Rather than just developing curriculum packages for school systems to adopt, DEEP provides resources to help school systems

⁴⁹Ibid., p. 44.

⁵⁰Stowell S. Symmes, Handbook for Developmental Economic Education Programs (New York: The Joint Council on Economic Education, 1969), p. 4.

develop their own approach to curriculum change. DEEP helps schools detail a plan for improving economic education. The cooperating schools provide coordinators for the plan and organize committees to use it. DEEP provides a variety of materials and services for various tasks in the plan.⁵¹

DEEP was established in 1964 by the Joint Council on Economic Education, a non-profit educational organization affiliated with the American Economic Association and divisions of the National Education Association. The Council created DEEP to identify models of curriculum revision, to improve teacher preparation for economic education, to develop economics teaching materials for all grade levels, and to disseminate materials and plans. In its initial phase DEEP piloted curriculum revision efforts in thirty selected city, county, state, and parochial school systems across the country. In a second phase DEEP services have been made available to additional school systems wanting to use the Program's model of curriculum change. Cooperating schools receive consultant help, a library of materials, aid for in-service training programs, and access to information through DEEP. DEEP services to the schools are provided with the help of more than forty state and regional

⁵¹Norris M. Sanders and Marlin L. Tanck, "Developmental Economic Education Program (DEEP)," Social Education, April, 1970, p. 417.

Councils on Economic Education and more than fifty Centers for Economic Education housed at universities and colleges. In addition to their services to DEEP cooperating schools, the councils and centers also sponsor workshops and institutes for training teachers for economic education.⁵²

National Task Force

In July, 1960, the National Task Force on Economic Education was created. It was composed of five of the nation's outstanding economists and two of its leading secondary school educators. The primary mission of the Task Force was 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.⁵³

The National Task Force, unique in the history of American economics, was announced jointly by the American Economic Association (the professional association of America's economists, totalling some 10,000 in number), which appointed the members of the Task Force and the Committee for Economic Development, which offered to finance the study. Once created, however, the Task

⁵²Ibid., p. 417.

⁵³M. L. Frankel, Economic Education (New York: The Center for Applied Research in Education, Inc., 1965), p. 153.

Force became completely independent of the two organizations. Its findings are subject to review by no agency or organization, nor is either of the sponsoring organizations responsible for the findings. Every precaution has been taken to establish a group of unquestioned objectivity and to protect it from any trace of pressures from particular interest groups in our economy.⁵⁴

A report of the findings of the Task Force after a year of hard and careful work is available. It is recommended to everyone interested in the economic literacy of our youth.

The Senesh Program

Officially designated as the Elkhart Experiment in Economic Education, the Senesh program has now available materials for the first three primary grades, exclusive of kindergarten. Professor Lawrence Senesh of Purdue University has been working since 1959 in Elkhart, Indiana. He has hypothesized that "children, even at the beginning of the first grade, can see the great contours of the economic world." In 1960, working with Elkhart primary grade teachers, he developed a curriculum guide for grade one entitled My Home. This guide is still

⁵⁴Ibid., p. 153.

available and may be purchased from the Joint Council on Economic Education.⁵⁵

In 1964 SRA released program materials for grade one under the general title Our Working World. The most valuable component of "Families at Work" is the Resource Unit. It contains far more than the traditional lists of questions, books, films, and filmstrips, although it does contain these. The resource unit is rich with classroom activities for the teacher to implement. Indeed, there are far more suggestions than a teacher could possibly use and she is faced with the responsibility of choosing. In addition, the Resource Unit actually reproduces stories, poems, and songs, thus reducing wear-and-tear on teachers who must otherwise search for these things.⁵⁶

A second component of the program for grade one is a set of phonograph records, one fifteen-minute recording for each of twenty-eight lessons. Each record is intended to be used as the initiating activity of the lesson for the week. It is accompanied by a hardbound book of illustrations for recorded lessons that pupils look at while listening to the records. The teacher is provided with a script book containing the contents of the recordings, thus enabling her to locate any specific

⁵⁵William D. Rader, "Yes--But What Is Available?" Social Education, January, 1968, p. 57.

⁵⁶Ibid., p. 57.

position that she may wish to reinforce or play again.⁵⁷

In 1965, "Neighbors at Work" was published for grade two. Political science and sociology receive attention in these materials, reflecting an interdisciplinary emphasis. The program for grade three entitled "Cities at Work" was published in 1967.⁵⁸

Everyday Economics

Noble and Noble developed a new program in economics for grades 1-6. It is intended to develop seven concepts at one or more grade levels. Among the materials provided in this relatively expensive program are a teacher's guide for each grade, sets of transparencies, and spirit duplicating masters that contain study and work materials based on the transparencies. One of the leaders in the economic education movement, Dr. Philmore B. Wass, executive secretary of the Connecticut Council for the Advancement of Economic Education, worked with the publishers on this project.⁵⁹

How Big Is A Penny?

The Detroit public schools have been particularly concerned with economic education for the child from a

⁵⁷Ibid., p. 57.

⁵⁸Ibid., p. 57.

⁵⁹Ibid., p. 58.

disadvantaged area and home. Under the direction of the divisional director of the department of social studies, Dr. Elmer F. Plifeger, a filmstrip and an accompanying teacher's guide were produced in 1966. The filmstrip consists of 49 frames centered around the choices three individuals must make about how to spend a limited amount of money. It is suggested that the filmstrip not become a single lesson but rather a whole series of lessons. "How Big Is A Penny?" is intended for use in the primary grades but it may have an application with older children.⁶⁰

Locating Other Resources

In the past decade the Joint Council on Economic Education has accumulated a wide variety of materials that will aid the teacher. Among them are a first grade unit on toys, based on economic concepts, which was developed by a teacher in Akron, Ohio. The JCEE also has a few economic education curriculum guides available, such as several produced by the Austin, Texas, public schools. An inquiry to the JCEE will elicit a free list of available materials.⁶¹

A few years ago the JCEE launched its Developmental Economic Education Program (DEEP). Of the useful

⁶⁰Ibid., p. 58.

⁶¹Ibid., p. 58.

materials emanating from DEEP, two Teacher's Guides are particularly useful. The first provides a brief but excellent description of economic ideas and concepts and the second concentrates on grade placement and activities that will help teach the concepts.⁶²

Textbook publishers as a group are riding the fence with the new instructional materials. Some publishing houses have snapped up the best of the new projects and are rapidly getting them on the market. At the same time many publishers continue to sell the traditional texts. The result is that educators in local districts have a choice to make. In the opinion of Norris M. Sanders and Marlin L. Tanck many of the instructional materials and plans for the "new social studies" are an important step in the right direction but some projects go too far and many materials still have rough edges. In addition the new roles required for both teachers and students do not fit all members of either group. A period of transition is necessary to find the best blend of the old and new. A critical appraisal of twenty-six national social studies projects by Norris M. Sanders and Marlin L. Tanck concluded that a voice of caution is necessary to temper the widespread, uncritical acclaim for the new projects. A more reasonable position is that while every project can work out

⁶²Ibid., p. 58-59.

well in some classrooms, some projects have more merit than others in being useful to many teachers and students. The reviews are an effort to help teachers find the instructional materials which best suit their styles of instruction.⁶³

II. CRITERIA

Of the many considerations that are involved in the curriculum development process, the selection of content is a crucial one. Everett T. Keach, Jr. believes that many criteria will guide the curriculum building process, and he suggests three that stand out as crucial ones in thinking about content:⁶⁴

1. Experience and Capabilities of Children

In recent years there has been a substantial amount of research carried out in an effort to better understand the twentieth-century child. . . . The research strongly suggests that children can and do engage in problem solving and concept formation in the domain of the social sciences. Children today need and can work with much more social science content that could their counterparts a generation ago. . . .

⁶³Norris M. Sanders and Marlin L. Tanck, "A Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, 1970, Vol. 34, No. 4., p. 383-384.

⁶⁴Everett T. Keach, Jr., "Curriculum Planning For Economic Education," Social Education, January, 1968, p. 60-62.

2. The Content of Economics

Before we can provide for an economic balance in the curriculum, we must have an understanding of the significant ideas and concerns of the economists. These concerns center around the problems men experience when they band together to make a living. They develop as men seek answers to fundamental questions created by a constant problem-scarcity. . .

3. Economic Experiences In The Curriculum

Everett T. Keach, Jr. feels that economics should not be taught as a separate subject in the curriculum. Rather, we should look to those opportunities where we can add an economic dimension to the social studies topics at each grade level. Thus, if we have agreed on the basic economic ideas that we want children to use and understand, we would weave them into established social studies curricula.

If we want to develop a unified design for a meaningful economic education curriculum, Lawrence Senesh suggests the following eight characteristics.⁶⁵

1. The curriculum should be social-reality oriented.

Educators have no choice. Directly, hundreds of thousands of children in big cities witness or are part of riots, poverty, unemployment, and slums. Thousands of

⁶⁵Lawrence Senesh, "The Pattern of the Economic Curriculum," Social Education, January, 1968, pp. 48-59.

children are participants in or witnesses of the meager livelihood in depressed rural areas. Indirectly, the television, the radio, the picture magazines all dramatize the social, political, and economic problems of the world with a promptness and a realism never before possible. . .

2. The curriculum should be problem-oriented.

Children can be exposed to social realities in problem situations. Teachers can help them discover that although society is not perfect, men do have the ability to cope with the problems generated by changing value preferences and the advancement of science and technology.

3. The curriculum should be structure-oriented.

This structure of fundamental ideas remains the same for all grade levels. It does not need doctoring as the child moves from grade to grade. The structure of economic knowledge is based on five fundamental ideas: (1) scarcity; (2) specialization; (3) interdependence; (4) market; (5) public policy. These five ideas are related to each other in a logical order. . .

4. The economics curriculum should be interdisciplinary.

The economics curriculum in the public schools should not be limited to the economic world alone. Economic problems should not be taught from the limited view of the economist. Because every economic problem has sociological, political, and anthropological implications, it is important that the economic understandings

taught to children be related to the other areas of the social sciences. . .

5. The curriculum must be K-12 oriented.

. . .As the children's maturity and experience gain depth and complexity, the children should be exposed to the same structures in succeeding grades, but with increasing depth and complexity. . .

6. The curriculum must be time oriented.

. . .Curriculum designers should invent ways in which historical events can be used to strengthen a sense of historical process. . .

7. The curriculum must be space oriented.

. . .Children in the primary grades can learn how economic activities are affected by geographic factors, how geographic factors affect the location, the economic base, and the growth of cities. Children in the primary grades can learn that, due to the unequal distribution of resources, people must trade among themselves. They may learn how this trading may be limited through political factors.

8. The curriculum must be future oriented.

We know that children will grow up in a world that we cannot even envisage. So we have to give them the cutting edge of knowledge to enable them to cope with the problems of the future society, whatever they may be. . .

III. INCORPORATING ECONOMICS IN THE CURRICULUM

How to incorporate some economic generalizations in the primary grade social studies is suggested by Joan Myrom Jurkovic in the following ways:⁶⁶

A child's recognition that most things are "made out of other things" can be particularized to a realization that goods are produced from resources. The production of goods is experienced firsthand in assembly lines planned and executed by children and compared with less efficient means of producing identical goods in the classroom. Visits to nearby production agencies employing contrasting production methods will strengthen the child's understanding of transformation engendered by production processes. A parent involved in the production of goods can explain his job to children. Stories delineating steps in production of selected goods can be written and illustrated by children who have studied appropriate films, filmstrips, and books. Actual tools, natural resources, and pictures of labor and machines used in local production displayed and discussed in the classroom illustrate the commonality of productive resources. A reasonably complete collection of goods produced in the neighborhood or community, or utilized by the family, can be brought to the classroom and

⁶⁶Joan Myrom Jurkovic, "An Approach to Incorporating Economics in Primary Grade Social Studies," Social Education, January, 1968, pp. 52-53.

matched with resources necessary for their production to re-enforce the child's understanding of production.

The concept of production is expanded to include the production of services through discussion initiated by the showing of slides picturing persons, familiar and unfamiliar to class members, who provide services for the community. A sampling of resource people engaged in local production of services can explain the nature of their occupation. School staff members, usually producers of services, often make themselves available for interview. One or two children engaged in studying the production of the same product can choose to illustrate services associated with the production of particular goods. Pictures children have drawn to depict the vocation they wish to pursue as adult members of society can be categorized as production of goods or of services.

The child able to distinguish between goods and services is effortlessly led to understand that a consumer utilizes both goods and services. Slides showing consumers in the community, such as a crowd watching a baseball game or shoppers making purchases, introduce the varied activity of the consumer. The child conceives of himself as a consumer as he uses the overhead projector to illustrate examples of goods and services he uses and relates his experiences as consumer to his classmates.

The child's awareness of the limitlessness of human wants is developed in a number of ways. A child asked to

color pictures of all of his wishes or to cut and paste pictures representing the wants of his family will deplete allotments of time and paper if he perseveres in his attempt to complete the task. If each member of a class is given a catalog of toys from which to select any goods he might want, lists will be restricted only by the limited contents of the catalog. Stories involving wishes or wish fulfillment, when read aloud to children, catalyze spirited discussion of the endless nature of economic wants.

The limited nature of resources has also been experienced by the young child. He has eaten freshly baked cookies and knows that they will not be replaced until resources of time, ingredients, and labor are available for their production. When given limited materials and asked to make several items, the child soon discovers that he is unable to make certain items due to limitations of time and materials. Conservation films attest the exhaustible nature of natural resources. Scrutiny of the range of incomes within a community reveals limitations to be of greater or lesser extent. . .

The necessity of choice-making is experienced by each member of a class when given a penny and asked later to relate his adventures in deciding on how to spend it. Families often ask children to choose from among several items the one most preferred as a birthday gift. . . Given an imaginary stipulated sum of money, children can

select items for purchase among a number of priced items displayed in the classroom. . .

Economic insight is developed concurrently with fundamental concepts of other social sciences through social studies activities organized around particular topics for classroom study. If unit studies are to become more than the aimless "visiting of banks and milk bottleries, simulating stock-market investments, or launching little businesses"⁶⁷ deplored by Mayer and others, they will require the work of creative teachers willing to adapt sound economic study to particular classrooms within particular communities.

SUMMARY

After a long period of dormancy, economic education in the public schools is coming into its own. The narrow approach to economic education has begun to disappear from the classroom-the teaching about a limited number of community helpers in the primary grades; limiting the play about a grocery store to practicing how to make change from a dime; gambling with imaginary stocks on the stock exchange-these and many other similar meaningless projects are gradually fading out of the classroom. Today, throughout the United States, very exciting projects are going on

⁶⁷Martin Mayer, Where, When and Why: Social Studies in American Schools (New York: Harper and Row Publishers, Inc., 1963), p. 86.

in the classroom. Instead of the study of community helpers, children in the primary grades study the principle of division of labor and the role of the producers in the community, in the nation, and in the world. The play of the grocery store is now used in many classrooms to study the role of price and competition in allocating resources.⁶⁸

⁶⁸Lawrence Senesh, "The Pattern of the Economic Curriculum," Social Education, January, 1968, p. 47.

Chapter 5

I. SUMMARY

The purpose of this study was to review the literature pertaining to economic education from 1960 through 1970 to determine the extent to which common concepts and generalizations identified with the discipline of economics can be included in the kindergarten-primary curriculum; to review the literature on the advantages and disadvantages of teaching economics in the kindergarten-primary grades; and, to describe the characteristics of some of the experimental economic programs.

It is the writer's opinion that contemporary society is making new, urgent demands on education and some of these are significantly involved with economic issues. The writer is convinced that the discipline of economics will prepare children to function now as well as later in this complicated society in which they are living and that economics is an intellectually appropriate subject for primary grades.

After reviewing the literature pertaining to the purposes of this study, the writer summarizes that:

1. Kindergarten-primary children can begin to develop significant economic concepts.

2. Kindergarten-primary children bring a rich background of knowledge with them to school.
3. Kindergarten-primary children gather information in a variety of ways.
4. Kindergarten-primary children can deal with ideas over long periods of time.
5. Kindergarten-primary children are capable of using the tools of the economic scientist.
6. Young people as well as adults are concerned about, and interested in, the major problems confronting society since these problems have a direct relationship to peoples' immediate needs.
7. A predominate sequence of study in the primary grade social studies focuses on home, school, neighborhood, and urban and rural communities.
8. The following economic concepts are suggested to be used in the kindergarten-primary grades: wants, goods, services, consumer, producer, production, and resources.
9. Terminology and analytic concepts of economics can be taught in ways that are comprehensible to children in the earliest grades.
10. Evidence supports the idea that children are ready for analysis of human activities in terms of their own operations at their elementary level of contact with these clusters of activity.

11. Authorities contend that children who have unlimited wants learn that they have to make choices.

12. Children who need all the help they can get to find order underlying the seeming chaos of experience in an increasingly urbanized world and an expanding universe can get help by studying economics.

13. The main purpose of economic education in a free society is to develop the problem solving ability in our children as it relates to personal and social problems, basically economic in nature.

14. Authorities agree that the child's analytical ability must be developed.

15. Authorities advocate using the spiral curriculum and problem solving approach with concepts increasing in scope and complexity depending upon the understanding and economic sophistication of the pupils.

16. Economic centers sponsor workshops and institutes for training teachers for economic education.

17. Teachers must analyze the curriculum formulation of others and through that process clarify their own educational objectives.

18. Some economic program materials include resource units containing some of the following aids: Teachers' guides, lists of books, films, classroom activities, suggestions, stories, poems, songs, phonograph records, sets of transparencies, and spirit duplicating masters.

This writer recognizes the need to provide a meaningful curriculum in a society in which change and experimentation are the mode, and believes most educators also recognize the need for orderly change.

II. CONCLUSIONS AND RECOMMENDATIONS

If the prevailing images of the economic system are unrealistic and incorrect, decisions which are based on them are likely to lead to disaster. Economic education, therefore, along with education in other aspects of the social system may well be one of the most important keys for man's survival in the coming centuries or even decades. The citizen of a democracy is called upon to judge public policy in a thousand directions: military, educational, medical, economic, and recreational. He will make better decisions if he is well-informed.

After reviewing the literature from 1960 through 1970, this writer concludes that a reasonable level of economic understanding is an essential part of the equipment of every American for effective living as well as effective citizenship.

The writer also concludes that the economic concepts: wants, goods, services, consumer, producer, production, and resources can be understood by kindergarten-primary children as long as they are related to the maturity of the youngster.

The children, whose economic training started in the kindergarten-primary grades, will have advantages in solving the problems confronting society and their personal needs, in making wise choices and deciding what is important to them, in their ability to deal with abstractions and in their analytical ability, in understanding the drama of scarcity, and in their appreciation of the role of producer and consumers.

Economic curriculums use the experiences of children to provide the starting point for economic education. The framework remains the same whether we are concerned with the world as seen through the eyes of six-year-old or the adult. There is a spiral effect. In each succeeding year in school the basic concepts are expanded and deepened to challenge the increasing maturity of the child. The philosophy upon which a scope and sequence arrangement for the schools may be built is one in which the concepts introduced at the first grade are not terminal but rather open many doors for increased understanding. Economics is taught as an interdisciplinary subject in the kindergarten-primary grades.

No creative thinking in curriculum revision will occur until teachers and administrators feel at home in their knowledge of economics. On that basis the following recommendations appear warranted: (1) that teacher interest in economics be stimulated by workshops, institutes, or by further economic education; (2) that super-

intendents, principals, and teachers be encouraged to study economic curriculums and seek advice from the Developmental Economic Education Program (DEEP), an organization which provides resources to help schools develop their own approach to curriculum change; (3) that universities require credits in economics for teachers.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Calderwood, James D. Economic Ideas and Concepts. New York: Joint Council on Economic Education Press, 1964.

Calderwood, James, John D. Lawrence, and John E. Maher. Economics in the Curriculum. New York: John Wiley & Sons, Inc., 1970.

Frankel, M. L. Economic Education. New York: The Center for Applied Research in Education, Inc., 1965.

Hanna, Paul R. and John R. Lee. Social Studies in Elementary Schools. Washington, D. C.: National Council for the Social Studies Press, 1962.

Symmes, S. Stowell. Handbook for Developmental Economic Education Programs. New York: The Joint Council on Economic Education Press, 1969.

Wann, Kenneth D., M. L. Dorn, and E. A. Liddle. Fostering Intellectual Development in Young Children. New York: Bureau of Publications at Columbia University, 1962.

West, Roscoe L. Economics in Teacher Education and Secondary Schools. New York: The American Economic Foundation, 1958.

B. PERIODICALS

Birnbaum, Eugene A. "A Short Tour Through The Science of Choice," Fortune, April, 1970, p. 175.

Boulding, Kenneth E. "Economic Education: The Stepchild Too Is Father Of The Man," The Journal of Economic Education, Fall, 1969, pp. 7-11.

Coon, Anne. "Introducing the Economic World to Primary-Grade Pupils," Social Education, April, 1966, pp. 253-256.

Fersh, George L. "Self Improvement in Economic Education," Social Education, April, 1966, pp. 236-239.

- Gardner, William E. and Roman F. Warmke. "Evaluating Programs in Economic Education," Social Education, April, 1966, pp. 244-246.
- Joseph, Myron L. "Game and Simulation Experiments," The Journal of Economic Education, Spring, 1970, pp. 91-95.
- Jurkovic, Joan Myrom. "An Approach to Incorporating Economics in Primary Grade Social Studies," Social Education, January, 1968, pp. 51-53.
- Keach, Everett T. Jr. "Curriculum Planning for Economic Education," Social Education, January, 1968, p. 60.
- Larkin, Guy and James Shaver. "Economics Learning in Grade One," Social Education, December, 1969, p. 958.
- Lumsden, Kenneth G. "The Promises and Problems of Games and Simulation," The Journal of Economic Education, Spring, 1970, pp. 85-89.
- Maher, John E. "Economics: Conceptions and Misconceptions," Social Education, April, 1966, pp. 229-231.
- McIntyre, John P. and Joseph DeChurch. "The Development of a Total School Program in Economic Education," Social Education, April, 1966, pp. 251-253.
- McKenzie, Richard B. "The Economic Literacy of Elementary School Pupils," The Elementary School Journal, October, 1970, pp. 26-35.
- Morrissett, Irving. "Economics, Social Science, and the Educational Establishment," Social Science, December, 1969, p. 943.
- Rader, William D. "Yes - But What Is Available?" Social Education, January, 1968, p. 57.
- Sanders, Norris M., and Marlin L. Tanck. "Developmental Economic Education Program (DEEP)," Social Education, April, 1970, p. 417.
- Sanders, Norris M., and Marlin L. Tanck. "A Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, April, 1970, pp. 383-384.
- Senesh, Lawrence. "The Pattern of the Economic Curriculum," Social Education, January, 1968, p. 59.
- Spodek, Bernard. "Developing Social Science Concepts in the Kindergarten," Social Science, May, 1963, p. 253.

- Spodek, Bernard. "Sources of Early-Childhood Curriculum," The Educational Digest, January, 1971, pp. 49-52.
- Stigler, George J. "The Case If Any For Economic Education," The Journal of Economic Education, Spring, 1970, pp. 77-83.
- Vaughn, John W. and Ralph C. Rands. "Do You Really Want To Improve the Curriculum?" The Elementary School Journal, February, 1971, pp. 274-278.
- Wagner, Lewis E. "The Materials Problem in Transition," Social Education, April, 1966, pp. 240-243.

C. PUBLICATIONS OF ORGANIZATIONS

- Bower, Marvin. Economic Understanding: Essential Equipment for Effective Citizenship, Speech of the Annual Meeting National Association of Secondary School Principals, San Francisco, California, March 4, 1969, pp. 6-10.
- Joint Council on Economic Education. Developmental Economic Education Program, Part 1. New York: Joint Council on Economic Education Press, 1964.
- Joint Council on Economic Education. Developmental Economic Education Program, Part 2. New York: Joint Council on Economic Education Press, 1964.
- Joint Council on Economic Education. Inflation Can Be Stopped. Steps for a Balanced Economy. New York: Joint Council on Economic Education Press, 1969.
- Joint Council on Economic Education. "Economics Teaching Effective in Early Grades," Progress in Economic Education, February, 1971, p. 3.
- Senesh, Lawrence. Social Science Education Consortium. Publication #105 of the Social Science Education Consortium, Lafayette: Purdue University Press, 1965.