

**RIVERSIDE EDUCATIONAL  
MONOGRAPHS.  
ECONOMICS IN THE  
SECONDARY SCHOOL**

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Riverside Educational Monographs. Economics in the Secondary School by John Haynes

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**JOHN HAYNES**

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ECONOMICS IN THE  
SECONDARY SCHOOL**



**Riverside Educational Monographs**

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**ECONOMICS IN THE  
SECONDARY SCHOOL**

BY

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Revised by V. M.

### PREFACE

THIS little book has grown out of the author's interest in economics, his conviction that ignorance of its elementary principles is at the bottom of much of the faulty legislation and administration in our country, and finally, out of his own experience in teaching the subject to secondary-school pupils. To test his own beliefs on the matter he has read widely on the subject and made extensive inquiries, with the result that his own convictions, based on experience, have been confirmed. In 1912 he sent out a *questionnaire* to secondary-school teachers of economics in all parts of the country and received seventy-five replies, which furnished him with a large amount of information which has been of use in the preparation of this study. The author desires to take this opportunity to thank his correspondents, among whom are many of the leading teachers of economics in the secondary schools, for the invaluable help they have given him in the investigation of his topic. The *questionnaire* was as follows:—

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## PREFACE

1. Name and location of school.
2. Name of the teacher of economics.
3. Teacher's general education; graduate of what college or normal school?
4. Teacher's special training in economics. (A full answer specifying each course taken and the time devoted to it will be appreciated.) Has the preparation for teaching economics been equal to that enjoyed by the teacher in other subjects taught by him or her?
5. What is the line of the teacher's chief interest? What other subjects does he or she teach?
6. What textbook is used?
7. In what year is economics taught and what is its time allotment?
8. In what courses is it (a) required, (b) optional, (c) not permitted?
9. What work in the school leads up to or prepares for economics?
10. How is it correlated with other subjects?
11. When was economics introduced into the school?
12. Number of pupils in this year's graduating class and the number who have studied economics.
13. How does the teacher feel that the results obtained in the teaching of economics compare, in proportion to the time given to the subject, with the results obtained by him or her in other subjects (a) as to quality of classroom work and (b) as to application to the pupil's life out of school?
14. Arguments for or against having economics as a secondary-school subject.

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15. What methods are used in teaching economics? (A full answer is desired. Please state what use is made of notebooks, of other authorities than the textbook, of newspapers or magazines, of visits to industrial establishments, or any other means of making the work effective.)

In 1899, Professor Frederick R. Clow, of the Oshkosh, Wisconsin, Normal School, published, in the *Economic Studies* of the American Economic Association, a very valuable monograph on "Economics as a School Study," which traversed very much of the same ground covered by this essay. The present monograph is, however, an independent piece of work. On every point covered in the essay the author has sought all available material, much of which was not in existence when Professor Clow wrote, and has reached a conclusion which is entirely his own. In some cases his conclusions differ from those of the monograph in question. Only in a few minor ways is the present work different from what it would have been had Professor Clow's essay never been published.

It is the hope of the writer that this study will have some influence in hastening the spread of the study of economics, which is in any event sure to come. At the same time he hopes that it



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will be of assistance to teachers of economics in the secondary schools, especially to the inexperienced and those with but a limited knowledge of the subject, to whom the great privilege of teaching it may come.

JOHN HAYNES.

BOSTON, June 19, 1914. .

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