presentation of a television program which had been prepared for local use by the students of a high school in Whittier, California, a suburb of Los Angeles. These pupils had spent several months studying the economic problems produced by the rapid growth of Whittier. The study had naturally taken them into many general areas connected with securing an understanding of the problems of their local community.

In Cleveland, the discussion centered around a plan for teaching economics in industry and adult classes presented by Robert K. Burns, Executive Officer of the Industrial Relations Center of the University of Chicago.

It should be noted that although these discussions were interesting and well prepared, very few persons attended the sessions. This was the case in all three conventions. Not over fifteen were in attendance and one of the meetings had fewer. Although other section meetings were being held at the same time, the small attendance seemed to indicate that there was not keen awareness by superintendents of schools of the importance of this problem in the public schools. In courses of study related to social studies, one finds mention of items of economic import, but rarely does one find a concerted effort to construct guides in this field as has been done in Minneapolis.

Another illustration of constructive work in this field was the issuance in March, 1958, of a small pamphlet entitled, "A Point Of View On Economic Education For Teacher Use" by the Ridgewood Public Schools of Ridgewood, New Jersey, under the direction of the Superintendent of Schools, Robert E. Jenkins, now Superintendent of Schools of Pasadena, California. This pamphlet reports the conclusions of the School-Community Advisory Committee on Economic Education. It contains a "Point Of View" with brief suggestions for incorporation of material in the field of economics in the elementary and secondary grades. The "Point Of View" emphasizes three fundamental beliefs considered basic to the American way of life:

"1. A belief that a religious basis underlies the framework of our society.

2. A belief in the freedom and dignity of the individual.
3. A belief in the government as a servant of the people."

It then lists the "Hallmarks Of Capitalism" as follows:

"1. A belief in the importance of private capital as a basis for a free enterprise economy.
2. A belief in the profit motive as a basis for a prosperous and growing economy.
3. A belief in private property as a basis for a free economy.
4. A belief in the sovereignty of the consumer.
5. A belief in the maximum employment of labor and capital."

Following this are suggested topics concerning which pupils, in the opinion of the Committee members, should have a working knowledge.

What is the situation in teachers colleges and university schools of education in giving teachers a knowledge in the field of economics? No one has collected statistics showing what per cent of future teachers study this subject or even what per cent of those who will teach in the social studies departments of high schools have had courses in this field. Examination of catalogues indicates that practically nowhere is the study of economics required. In most colleges of education it is an elective and often not ten per cent of the students elect this subject. Frequently, this election is for only one course and so the student does not get the advanced phases of the subject, nor does he receive any particular guidance as to problems of teaching concepts of economic significance in the various grades of the public schools. The result of this neglect is that, in general, teachers of elementary grades are poorly prepared to organize units containing economic concepts. Those who major in social studies for high school teaching are better prepared but even many of them have had relatively little training in economics. Those who teach "social business" are usually required by certification rules to have some courses in economics, but this is not true in every state.