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ABSTRACT

This select, annotated bibliography provides elementary teachers with up-to-date resource references for effective use of children's stories dealing with economic ideas. The publication is divided into eight parts including an introduction which provides a rationale for selection of the annotated books and suggestions for classroom use. Part 2 contains an annotated listing of 101 children's stories in economics. Each annotation includes the story title, source of publication, the subject it emphasizes, reading level, and description of the economic ideas that can be drawn from the story content. Part 3 is an annotated survey of 21 selected research projects which deal with the areas of teaching economics in the elementary school. Part 4 contains a selected listing of 40 articles and reference materials relating to the teaching of economics. Part 5 provides a selective list of 22 journals and newsletters in the field. Part 6 lists professional organizations in the field. Part 7 includes a selected list of 23 bibliographies of children's stories. Part 8 gives the names and addresses of 44 publishers of the stories identified in this bibliography. (Author/DE)

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St. Cloud State College Center for Economic Education

Learning Economics Through Children's Stories

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Preface

Learning Economics Through Children's Stories was prepared primarily to assist elementary teachers in their efforts to teach basic economic concepts to students in their classrooms. This publication provides a further service to elementary teachers by including up-to-date resource references for the effective use of children's stories dealing with economic ideas. It represents a significant revision of an earlier (1969) bibliography published and distributed by the Joint Council on Economic Education.

We are grateful to Professors Andrew T. Nappi, Allen R. Moran, and Mary Jo Berdan at the St. Cloud State College's Center for Economic Education for their efforts in developing this publication. We are also indebted to the many teachers who recommended the children's stories included in this publication as resource aids to the teaching of economics in the elementary curriculum, and to members of the Joint Council staff for their contributions.

It is anticipated that the St. Cloud Center will provide a continuing service to the educational community by periodically updating this bibliographic reference. Teachers, librarians and publishers are invited to send their suggestions for additions to:

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February 1973

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Introduction

Some Preliminary Comments

Elementary school teachers have become increasingly aware that children's stories provide a valuable resource for teaching fundamental economic ideas. Children's literature is rich in the use of economic ideas and provides unlimited opportunities for young people to relate the experiences they encounter to the economic world. Children's experiences are as wide in scope as life itself and the stories, even the fairy tales they read, can help young people discover the relation between their own experiences and their economic environment.

Recently the Joint Council designated the Center for Economic Education at St. Cloud State College as the national depository of children's stories in economics. The first task the Center was asked to undertake in this new role was to revise the 1969 publication of a bibliography of children's stories, in order to include more current reading material dealing with the topic. Toward this end, Center personnel read and reviewed as many of the children's stories which incorporate economic ideas as were readily available.

Although many of the stories annotated in this publication were not written specifically for the purpose of teaching economics, they contain basic economic ideas which can be drawn from the story content. Elementary teachers will find the stories helpful in reinforcing basic economic concepts taught within the context of the regular instructional program. The stories are intended to enlarge the student's understanding of fundamental economic ideas and to relate children's experiences to these ideas.

The vast number of children's stories of good quality created each year makes any publication on the subject quickly outdated. We realize that many stories which emphasize economic ideas could be added to this bibliography. In addition, the interests of young people and the experiences they have will continue to change and influence authors to write more books as a response to these changes. With this in mind, the Center will continue to collect information and review books so that the bibliography can be updated.

Learning Economics Through Children's Stories, 1973, not only contains descriptive summaries of books (excluding classroom textbooks), but also includes surveys of articles and research on the teaching of economics at the elementary (K-6) level of instruction. A major reason for expanding the 1973 edition is to assist teachers and librarians in selecting appropriate stories for the enrichment of student learning in economic education. Students of differing reading abilities can be encouraged to read in an area of personal interest, as well as in areas more closely connected to classroom lessons.

Significant Insights

Children's stories are an integral part of the elementary teaching-learning experience and have become a major vehicle for teachers to expand

and articulate both cognitive and affective instructional goals. As this bibliography was being prepared, the project developers gained a number of insights from the experience which seem important enough to pass on to others.

1. Children's stories influence role awareness. They often deal with real-life experience which enable young people to become conscious that they are active participants in the economic process. It is during the early formative years, when the child has a boundless curiosity and an earnest desire for answers to his many "why" questions, that the preparations for adult roles in the economic process begin. Through the stories they read, children can be introduced to a wider range of economic experiences and practices than might otherwise be possible.

2. Children's stories provide motivation for learning. The wide variety of content coverage in all areas of human concern which children's stories attempt to communicate can help generate enthusiasm for studying basic facts about issues and problems which bear economic significance. With the avalanche of new stories created each year, the opportunity for identifying appropriate stories that appeal to a wide range of student interests and yet emphasize basic economic ideas, is improving rapidly. Economic education offers good student motivation for learning in the elementary grades.

3. Children's stories affect attitudes. At an early age children, through observation and participation, acquire attitudes and knowledge about economic life. Young children observe the economic behavior of their parents and neighbors when they accompany them on shopping trips or watch them at work. Children are often directly involved in economic activity through purchasing activities, such as comparing the prices and the contents of various products which they buy, through school savings programs, and through working even at small jobs in the home. Stories can also help children to gain feelings of participation in the economic process which can importantly affect their personal lives. Young people, through their reading, may develop empathy for the difficult economic choices faced by their families and this may even spread to include real-life decision-makers in the larger economy. The world of children's literature helps to provide systematic training and instruction in economic education relevant to children's experiences at every grade level.

Rationale for Selection of Annotated Books

The criteria established and followed for the selection (or exclusion) of children's stories found in this bibliography are listed below:

1. The stories included in this bibliography had to meet the following working definition established by the Center for the term "story":

A story is a narrative description of a happening or connected series of happenings, whether true or fictitious, written in prose.

For the purposes of this bibliography, stories included in educational magazines, news articles, journals or basic textbooks used for classroom instruction, as well as literary compositions in poetry, were not annotated. Only narrative accounts, distinguished by form from these sources of literary

and scientific works and anthologies, were identified and reviewed by the project developers.

2. All the stories identified had to have a reading level suitable for elementary (K-6) grades. Each story reviewed in this publication was classified by grade level. A standardized readability formula was used to determine levels of reading difficulty.¹

3. The stories had to illustrate economic concepts and/or principles. This gave the project a very wide range of stories to review. Stories ranged from some that were confined to single economic concepts to others that dealt with broad economic topics or issues. However, no matter how broad or narrow the range of story content, at least the stories emphasized basic aspects and dimensions of economic knowledge related to children's everyday experiences.

4. The stories identified had to have general application to part of the total elementary school curriculum. Many of the stories reviewed contain examples of economic concepts which can be appropriately reinforced and strengthened in the context of an arithmetic, spelling or science lesson; other stories may be more effectively utilized by the teacher to articulate and enrich economic understandings developed in the social studies program. This criterion for inclusion gave the project sufficient latitude to accommodate many teacher needs and yet an appropriate narrowness of purpose to give the bibliography a central focus.

5. Stories with a copyright date covering the period from 1965 to the present received first priority for inclusion. Children's stories with earlier copyright dates were reviewed and included in this bibliography at the discretion of the project developers. Many of the stories which were excluded were those that were out of print and not readily available for classroom use.

Suggestions for Classroom Use

Using children's stories effectively in the classroom means using them as a supplement to, rather than a substitute for, the instructional program. The reviews in this publication were prepared specifically to assist the teachers in communicating and expanding basic economic ideas already included in their school curriculum. To maximize the impact of stories in the classroom, therefore, may require as much teacher preparation time as any other instructional technique, a change in the teacher's approach to instruction, and supporting resource and curricular materials.

The following suggestions may help the teacher decide how and when to use stories as curriculum supplements:

1. *As introductions to lessons or units of instruction:* Obviously, the teacher must understand and precisely specify the economic concepts students will be expected to know at the conclusion of the learning exercise. Once the basic concepts are identified and carefully defined, and the teacher is familiar with the books children will read, the story content can be more closely articulated with the unit of study being undertaken. Next develop some key lead-off questions that provide a point of departure and focus on

¹George H. Maginnis, "The Readability Graph and Informal Reading Inventories," *The Reading Teacher*, 22, No. 6 (March 1969).

economic concepts. These questions should be few in number, explicit, well thought out, and specific in purpose. In addition, lead-off questions should place greater emphasis on thought processes that extend beyond the memory category than on rote information recall. Such questions require the students to use economic ideas as well as remember them and provide the teacher the opportunity to deepen or enlarge the students' understanding of these ideas during the instructional phase.

2. *As a culminating activity:* Often the teacher can maximize the use of stories by employing them at the conclusion of the lesson or unit of study in order to solidify economic concepts taught during the instructional program. In this way less able students may gain greater understanding of the economic ideas because they become related to their individual backgrounds and experiences. Similarly, the stories may lead high ability students to more sophisticated and relevant inquiry. Careful attention must also be given to that point in time after the unit of study is completed. Following the instructional program, the teacher can guide student learning by selecting appropriate reading materials and by preparing follow-up study questions on an individual student basis. In this way, students can be assured of learning experiences which accommodate their differences in intellectual ability, interest and aptitude. Perhaps the greatest amount of economic learning occurs when students are provided with the opportunity to build upon the outcomes of instruction through personally motivated reading. Stories selected on the basis of prior learning and understanding are a means of letting students experience things, or perhaps even gain insights, in a personal way.

3. *As a complete lesson or unit:* Depending upon the instructional techniques employed or the educational objectives emphasized, it may be appropriate to develop minilessons based upon the economic concepts gleaned from the stories children express an interest in reading. Often when students are provided with an opportunity to select the content areas to be studied, greater motivation and knowledge can be gained from the learning experience. Certainly, this approach is more demanding on the part of the teacher since it requires greater flexibility in method and careful organization. To begin with, the teacher can make available a variety of books dealing with economic topics and can take time to familiarize students with the content and level of difficulty of each story. This will help to guide children toward reading stories closely related to their interests and capabilities and may guard against frustration and embarrassment caused by story content or reading level. After students read several stories, solicit suggestions regarding the topics or ideas they would like to study in more detail. Record the topics on the chalkboard. It is important clearly to define and articulate the ideas students suggest in order to provide study topics with a central focus. Students (either individually or in groups) can then be asked to select for further investigation a topic which is of particular interest to them.

4. *As follow-up learning activities:* After students have discussed economic ideas introduced in connection with an enjoyable instructional unit, they may want to continue reading on an economic topic. It may even be that some students have been motivated to write their own narratives expressing economic ideas which they learned about. In either situation, it is essential that the teacher carefully plan follow-up learning activities to ac-

commodate new interests and concerns that may develop from the educational program undertaken. Children's stories can meet this planning need. Since any delay in providing additional reading material may cause loss of student interest, it is important for teachers to identify appropriate supplementary reading material dealing with many topics and have the books easily accessible. Student writing assignments can be very rewarding experiences for both teacher and student, but they are potentially frustrating and require much classroom preparation. To assist students who wish to develop their own stories, teachers need to be adequately prepared in economic understanding. Furthermore, this type of activity typically requires students to use special writing and verbal skills which may block the pursuit of an economic idea.

How to Use This Bibliography

This annotated bibliography is divided into eight parts. These divisions are intended to give readers clear identification and efficient access to reading material in the field. It is expected that this publication will be of use to readers with differing interests, including elementary teachers, curriculum supervisors, reading consultants, school librarians and economic educators.

Part II is an annotated listing of children's stories in economics. Each annotation includes the story title, its source of publication, the subject it emphasizes, its reading level and a description of the economic ideas that can be drawn from the story content. A survey of this section immediately identifies the wide range of economic topics and subjects covered by the stories. No attempt has been made to include an evaluation as to the usefulness of any particular book in helping children to achieve economic understanding.

Part III is an annotated survey of selected research which has been done in the areas of economics teaching in the elementary school. For each study the research questions analyzed, study design used, statistical procedures employed and findings reported are summarized. Part III of the bibliography should be of special help to economic educators interested in undertaking further research in this area.

Part IV contains a selected listing of articles and reference material relating to the teaching of economics in the elementary school. It includes descriptions and discussions about economic concepts, teaching methods and classroom activities. The annotated information in this section will be of help to teachers interested in developing a complete economic education program in their school.

Part V contains a selective list of journals and newsletters in the field that can be obtained by teachers on an individual subscription or request basis.

Part VI describes the professional organizations in the field. Interested teachers and educators may want to become members of these organizations or receive up-to-date information on children's books.

Part VII contains a selected list of bibliographies of children's stories.

Part VIII gives the names and addresses of the publishers of the stories identified in this bibliography.

Annotated Listing of Children's Stories in Economics

Lower Elementary (Grades K-3)

Title: At the Airport
Author: Lillian Colonius
Publisher: Childrens Press, Inc., 1967
Subject: Labor, capital, consumption
Reading level: 1st-2nd grades

The operation of a large city airport is examined as an example of how productive resources (manpower and machinery) can be combined to produce a service to satisfy a final consumer demand. The social value of the service provided is examined in terms of decreased transportation costs resulting from fast, effective airline service. The story emphasizes the importance of several aspects of the process of transportation production including technological progress, labor productivity and capital formation.

Title: At the Bakery
Author: Lillian Colonius and Glenn W. Schroeder
Publisher: Melmont Publishers, Inc., 1967
Subject: Production
Reading level: 3rd-4th grades

Students are introduced to the production of baked goods through a discussion of specific production processes and the use of mechanized production techniques. The production process is treated in its entirety from the milling of flour through the baking of different goods to the delivery of the finished commodities to the consumers. The concepts of specialization and mass production are illustrated in the story.

Title: At the Bank
Author: Elinor Rees
Publisher: Melmont Publishers, Inc., 1969
Subject: Banking
Reading level: 3rd-4th grades

This story analyzes the different activities of modern banking institutions. A discussion is provided on savings and checking accounts and the other services supplied by banks. The functions of money are explained, the processes by which money is created are noted, and the per-

sonal advantages of demand deposits over other forms of money are explored. Lastly, the details of using different types of bank accounts are described.

Title: Be Nice to Spiders
Author: Margaret B. Graham
Publisher: Harper & Row, 1967
Subject: Economics, externalities
Reading level: 3rd grade

The concept of positive externalities is demonstrated through the example of a spider in a zoo who by spinning her web to catch flies and other insects for food benefits the zoo animals who would otherwise be pestered by the insects. The importance of the externality concept lies in recognizing that the economic activities of individuals may have effects upon the activities of others who were not associated with the original transaction. The story can be used to introduce students to the fact that many of our economic problems center around the concept of externalities and that the extent to which government should increase or decrease its economic role must be considered by citizens in light of such externalities.

Title: Building Brooklyn Bridge
Author: Wenderoth F. Saunders
Publisher: Little, Brown and Company, 1965
Subject: Public works, employment, production
Reading level: 2nd-3rd grades

The construction of the Brooklyn Bridge and its impact on the local economy are discussed. The economic impact of such a project is shown to be many-fold; the actual construction provides a source of employment to many people, while the bridge in its completed form yields benefits to society in the form of reduced costs for the transportation of goods and reduced travel time for individuals engaged in both business and pleasure. This is an example of public investment in social overhead capital.

Title: Come Work with Us in a Toy Factory
Author: Jean and Ned Wilkinson (Foreword by Sam Levenson)
Publisher: Sextant Systems, Inc., 1970
Subject: Division of labor
Reading level: 2nd-3rd grades

The important ideas of specialization and division of labor are examined in the context of a toy factory. The different types of jobs involved are explained by following a new toy from initial design through its actual manufacture to the toy's final sale to the consumer. Emphasis is also placed on safety and efficiency as necessary considerations in making production decisions.

Title: Come Work with Us in an Airport
Author: Jean and Ned Wilkinson (Foreword by Sam Levenson)
Publisher: Sextant Systems, Inc., 1970
Subject: Division of labor, specialization
Reading level: 3rd-4th grades

The principle of the division of labor is analyzed through an examination of the operation of the airport, examples being given of job specialization running from porter through flight engineer to airport manager. The text stresses the interdependence of the different aspects of the airport's operation. The story content helps to point out that the American worker has become more productive (turns out more per hour of work) over the years because he has acquired more skills and has been given better tools and machines to work with.

Title: The Day the Gang Got Rich
Author: William Kotzwinkle
Publisher: Viking Press, 1970
Subject: Money, alternative uses of money
Reading level: 3rd-4th grades

This story attempts to demonstrate the value of money by exploring the alternative uses to which children may put it. The principle of opportunity cost is illustrated through the fact that if a given unit of money is used to buy some commodity, that money will be unavailable to purchase other goods and services. Children are led to discover that the real cost to a person or a society of satisfying a want is the things forgone by not using income in an alternative way.

Title: The Farm
Author: Solveig Russell
Publisher: Parents' Magazine Press, 1970
Subject: Agricultural production, the economic and social aspects of farming
Reading level: 2nd-3rd grades

The book illustrates some of the economic and social aspects of American farm life. The need for specialization in farming in which each farm produces only a single crop or a few related crops is discussed and various types of farm equipment are described. Farming today is compared with farming in the past to show the impact of technological change on the rural way of life.

Title: Five Cent, Five Cent
Author: Edna Walker Chandler
Publisher: Albert Whitman & Company, 1967
Subject: Economic wants, effective demand
Reading level: 1st grade

The difference between want and effective demand is described in situations in which individuals discover products they want, but which they

cannot afford to buy. It is observed that an individual can convert his wants to effective demands through application of his labor power (by getting a job) which will allow him to earn an income and pay for products.

Title: From Barter to Gold: The Story of Money
Author: Solveig Paulson Russell
Publisher: Rand McNally & Company, 1961
Subject: Money, barter
Reading level: 3rd grade

The story reviews the early forms of money, explains what money is and traces the history of coins and paper money in the United States. The nature and complexity of a barter system of exchange, the importance of money in world trade, and the creation of money through the lending and investing activities of banks are discussed in a general way. Students may come to understand that money can be created by people, business and governments borrowing from commercial banks.

Title: How Farms Help Us
Author: William G. Meuer and Barbara Baatz
Publisher: Benefic Press, 1970
Subject: Agricultural production, mechanization
Reading level: 2nd-3rd grades

The role of agriculture in the American economy is examined with specific emphasis on the techniques and equipment used by American farmers. The value of agricultural production as a source of food for both rural and urban populations is explored as well as the role of mechanization in increasing the productivity of the agricultural sector. The story can be used to initiate a study of the farm problem and the question of government controls (price supports, etc.) as a method for allocating agricultural resources.

Title: How People Earn and Use Money
Author: Muriel Stanek
Publisher: Benefic Press, 1968
Subject: Money, interest, savings
Reading level: 2nd-3rd grades

The story discusses the social value of money and the economic functions that money plays, stressing the superiority of a monetized economy over a barter economy. The manufacture of money in the United States is also discussed along with a treatment of institutional aspects of banking, including definitions of such concepts as interest, savings and checking accounts, and loans. The story notes the dichotomy between the value of a commodity to an individual and the price that he has to pay for it.

Title: How We Get Our Cloth
Author: Edith S. McCall
Publisher: Benefic Press, 1964
Subject: Natural resources, production
Reading level: 2nd-3rd grades

The technology of producing fibers and cloth is discussed with emphasis on the role of technological change in introducing synthetic fibers and altering ways in which cloth is produced. The impact of automation on cloth production is explored as is the importance of capital investment in research and development in the creation of new fibers. The story content describes such aspects of industrial organization as mass production in industry and the application of science to agriculture.

Title: How We Get Our Dairy Foods
Author: Marjorie Ann Banks
Publisher: Benefic Press, 1964
Subject: Production, distribution, resources
Reading level: 2nd-3rd grades

The book deals with the production of dairy products and examines each stage of production from the collecting of the raw milk through the production of butter, cheese and other milk products to the delivery of the finished products to the consumer. The different machinery used to produce different products is described as are the means of transporting the dairy products to their final markets. This pattern of activity reveals the circular flow of goods, services and productive resources in our economy.

Title: How We Get Our Shelter
Author: Malcolm Provus
Publisher: Benefic Press, 1962
Subject: Resources, population growth
Reading level: 2nd-3rd grades

This story uses the manner in which men have built structures to shelter themselves from primitive time to the present as the context to describe the conversion of raw materials into finished products. Various examples of housing from different parts of the world are presented. The story also explores the factors which determine the location of population centers (such as availability of jobs and transportation facilities).

Title: I Know a Dairy Man
Author: Muriel Stanek
Publisher: Putnam's Sons, 1970
Subject: Agricultural production, dairying
Reading level: 2nd grade

An analysis of the manufacture of dairy products is provided with many of the different production procedures discussed in detail from the col-

lection of the basic raw material (milk) to the completion of the finished commodity. The importance of having an efficient transportation system to distribute the finished goods to the final consumer is emphasized. The flow of goods and services and the flow of income are tools of analysis which can provide students with a useful framework for studying dairy production.

Title: I Know a Grocer
Author: Lorraine Henriod
Publisher: Putnam's Sons, 1970
Subject: Retailing, producers, consumers
Reading level: 3rd-4th grades

The economic aspects of retailing are treated through an examination of the operation of a retail grocery store. The grocer is shown to be an intermediary between producers and consumers of foods whose value to society stems from the fact that he stands ready to sell at fixed prices a wide variety of food products that consumers would otherwise not have available. The concept of the circular flow of economic activity can be related to the story content and provides a useful tool of analysis.

Title: I Like Trains
Author: Catherine Wooley
Publisher: Harper & Row, 1965
Subject: Competition, transportation
Reading level: 2nd-3rd grades

This narrative discusses the economic role of rail transportation in the United States and describes how the railroads have played an important part in the development of our country by providing low-cost transportation of individuals and commodities. Also analyzed is the concept of intermodal competition in which railroads must compete for passengers and freight with trucking and air transportation. The story points out that an essential part of the market mechanism in a price-directed economy is competition.

Title: I want to Be a Sales Clerk
Author: Eugene Baker
Publisher: Childrens Press, Inc., 1969
Subject: Consumers, goods and services
Reading level: 3rd-4th grades

This story provides an analysis of the process by which consumer goods are distributed to frontier settlers, and includes a discussion of trade and barter between early settlers and the American Indians. The story points out that as the number and variety of consumer goods increased, retail stores proved more advantageous than individual barter exchanges. The increasing size of the retail stores resulting from the growth of small villages into larger towns and cities is also discussed.

Title: Ideas About Choosing
Author: John E. Maher and S. Stowell Symmes
Publisher: Franklin Watts, Inc., 1969
Subject: Economic choices, scarcity
Reading level: Primary grades

A story to help young people understand the role of scarcity in economic choice-making. It illustrates why individuals, families and nations cannot have all of the goods and services that they desire and why economic choices are necessary. As they read this story, children may come to understand the factors that determine material wants and the differences and value preferences of individual consumers who use goods and services. They may also become aware of the vast number of choices and the complexities involved in making decisions to satisfy wants.

Title: Indian Children in America: A Book to Begin On
Author: Margaret C. Farquhar
Publisher: Holt, Rinehart and Winston, Inc., 1964
Subject: Economic wants, resources
Reading level: 3rd grade

The story explains the basic economic wants of Indian children living in a tribal community. It contrasts the economic wants of the Indian culture and how they are satisfied with the material goods and services and the economic system of a modern society. The concepts of material wants and choice-making, as well as other economic principles, are described as they operate in both an underdeveloped and developed society.

Title: Indian Summer
Author: F. N. Monjo
Publisher: Harper & Row, 1968
Subject: Interdependence
Reading level: 1st grade

The interdependence of individuals in even relatively uncomplicated societies is examined as is the role that social units, such as the family, may play in the making of essentially economic decisions. It can be observed that all individuals depend upon others to provide many of the goods and services they want. Interdependence is shown as a consequence of specialization.

Title: Katie Goes to Camp
Author: Eleanor Schick
Publisher: Macmillan, 1968
Subject: Division of labor
Reading level: 2nd grade

The concept of division of labor is explained through an examination of the operations of a summer camp and the ways in which the campers

must cooperate and coordinate their activities to complete their chosen projects. The story points out that when individuals specialize in jobs which they are best able to perform, greater efficiency is achieved and more goods and services are produced.

Title: Labor Day
Author: James Marnell
Publisher: Thomas Y. Crowell Company, 1966
Subject: Labor unions
Reading level: 2nd-3rd grades

This story discusses some of the factors underlying the rise of American unionism including a description of various unfair labor practices historically employed by management before the existence of labor unions. The benefits of unions to the working public in the form of higher wages, improved working conditions, and improved fringe benefits are noted. The narrative provides a starting point to discuss key concepts (real wages, money wages and labor productivity) as well as important issues (featherbedding and protective tariffs) related to the formation of unions and the development of collective bargaining.

Title: Last One in Is a Rotten Egg
Author: Leonard Kessler
Publisher: Harper & Row, 1969
Subject: Goods and services
Reading level: 1st grade

The fact that services as well as tangible goods have economic value is illustrated through the example of a lifeguard who provides life-saving and swimming instruction rather than commodities in the usual sense. Children learn that consumption services, as well as goods or commodities, help to satisfy our wants directly, i.e., having a service performed is just as much "consumption" as wearing clothes or eating an ice-cream cone.

Title: Learning About Why We Must Choose
Author: John E. Maher and S. Stowell Symmes
Publisher: Franklin Watts, Inc., 1970
Subject: Economic choices, scarcity
Reading level: 3rd grade

The story explains the concept of scarcity and the necessity to make choices among competing wants and uses of limited productive resources. The price system is introduced as the mechanism through which scarce resources are allocated among alternative uses. The importance of technological progress in determining how productive resources are utilized is emphasized.

Title: Let's Find Out About Farms
Author: Ann Campbell
Publisher: Franklin Watts, Inc., 1968
Subject: Specialization, division of labor
Reading level: 1st-2nd grades

The story analyzes the advantages of specialized agricultural production when farms concentrate on the production of single products. It introduces the concepts of comparative advantage and division of labor. Some of the technical aspects of agricultural production are discussed such as the concept of using one resource (machinery) to increase the productivity of another (the farmer's labor). The story helps to point out the great growth of farm output brought about by advancing technology and increased use of capital.

Title: Let's Find Out About the City
Author: Valerie Pitt
Publisher: Franklin Watts, Inc., 1968
Subject: The city, urban economics, public works
Reading level: Lower elementary

This story analyzes the operation of the city as an economic and social entity. The importance of social institutions such as law and law enforcement to the city are described as is the city's requirement for funds for public works projects. It is also noted that while the city produces goods and services, it must rely on agricultural production elsewhere to supply the city with food. This specialization of work provides for more production of goods and services.

Title: Machines
Author: Irving Adler
Publisher: John Day Company, 1964
Subject: Capital, productivity
Reading level: 2nd-3rd grades

This story deals with the importance of machines as a form of capital in achieving a higher standard of living. It attempts to show how machines help to increase productivity, create more leisure time for the worker, and open up possibilities for maximum use of leisure time and human resources in other productive ways. From this understanding, the student may discover the impact and consequence of technology on the development and use of capital resources in a modern economy.

Title: Meet the North American Indians
Author: Elizabeth Payne
Publisher: Random House, 1965
Subject: The American Indian economic system
Reading level: 2nd grade

This story describes the history and development of the economy of the North American Indians as an example of the evolution of an aboriginal economy. The initial dependence of the Indians on hunting and fishing

is examined as is the use of tools representing an embryonic form of production using both capital and labor. Emphasis is given to the way in which the Indian people go about making decisions with respect to the use of their scarce resources.

Title: Monorails
Author: Derek G. Harvey
Publisher: Putnam's Sons, 1965
Subject: Transportation systems
Reading level: 2nd grade

The monorail is proposed as a device to reduce the pollution and congestion which results in large cities from present methods of transportation. The history of monorails and the economic feasibility of introducing monorails in large cities are discussed. An overview of the development of present day transportation systems is also given.

Title: The Owl and the Prairie Dog
Author: Berniece Freschet
Publisher: Charles Scribner's Sons, 1969
Subject: Economics
Reading level: 3rd grade

A joint venture between owls and prairie dogs in developing an "early warning system" against the depredations of hawks and eagles provides an example of the way in which joint activities undertaken by society as a whole may yield greater benefits than the sum of the efforts of the members of society acting separately. This story provides a point of departure in helping children discover the economic role of government (federal, state and local).

Title: Peter's Chair
Author: Ezra Jack Keats
Publisher: Harper & Row, 1967
Subject: Economic value and exchange
Reading level: 1st grade

The concept illustrated in this story is the difference between value in use (to an individual) and value in exchange. An individual may have commodities for which he has no personal need, but these commodities may have value to other members of society and hence can command positive market prices. The story helps to point out that the price of anything is its exchange value in terms of money.

Title: A Place to Live
Author: Jeanne Bendick
Publisher: Parents' Magazine Press, 1970
Subject: Economic system: The operation of a market
Reading level: 2nd-3rd grades

The notion of a market is examined by explaining the role production by firms plays in the satisfaction of consumer wants. It is observed

that the development of population centers is in part determined by people's needs and wants and, further, that even separate communities are dependent on one another since they are rarely self-sufficient. Emphasis is also placed on the market as the basic institution of the American economy and as the mechanism which permits individuals to carry out their economic decisions.

Title: Rivers: A Book to Begin On
Author: Lee Sebastian
Publisher: Holt, Rinehart and Winston, Inc., 1966
Subject: Natural resources
Reading level: 2nd grade

This story presents students with an analysis of the value of rivers as natural resources which provide drinking water, transportation and electrical power. It provides an object lesson in the value of conserving a natural resource. It also shows how one productive resource (water power) can be made more productive when other resources (labor and capital) are applied to it.

Title: The True Book of Automobiles
Author: Madelyn and Norman Carlisle
Publisher: Childrens Press, Inc., 1965
Subject: Mass production, economic growth
Reading level: 3rd-4th grades

The operation of the automobile industry is examined as an example of mass production using assembly line techniques. The impact of the assembly line procedures on industrial output in general is noted. The interrelated nature of the economic system taken as a whole is explored through an examination of the impact of the automobile on everyday life. The story includes a commentary on the future of the automobile in our American society.

Title: The True Book of Money
Author: Benjamin Elkin
Publisher: Childrens Press, Inc., 1960
Subject: Money
Reading level: Primary grades

The main emphasis of this title is placed on the use of money as a medium of exchange. Monetized exchange is compared at length to exchange through barter. The inconvenience and complexities of a barter economy are stressed. The evolution of money from objects having intrinsic value (such as skins and pelts) through metallic coins to fiat currency is traced in a cursory fashion. A description is also provided of the different types of money used in the American economy which includes a discussion of the operation of checking and savings accounts.

Title: The True Book of Rivers
Author: Madelyn and Norman Carlisle
Publisher: Childrens Press, Inc., 1967
Subject: Natural resources
Reading level: 1st-2nd grades

The economic value of rivers, both as a means of transportation and as a source of food, is examined and the importance of rivers in determining the location of population centers and even people's life styles is noted. The story also gives a description of how rivers originate and grow, altering the topography of the landscape in the process. The story can lead students into a discussion of other natural resources (land) as basic factors of production.

Title: The Tuesday Elephant
Author: Nancy Garfield
Publisher: Thomas Y. Crowell Company, 1968
Subject: Economics, resources
Reading level: 3rd grade

An examination of life in an African village provides an analysis of the operation of a simple economic system. The use of animals as a productive resource in primitive economic systems is examined. The decisions involving resource allocation described in the story can be compared with the complexity of the decision-making that determines the production and distribution of goods and services in the market-oriented economy of the United States.

Title: Uncle Bumble
Author: Jenny Williams
Publisher: American Heritage, 1970
Subject: Economic wants, specialization
Reading level: 3rd grade

The importance of the economic concepts of interdependence and division of labor is illustrated in the situation where animals build a home for a man who has befriended them. The story illustrates that through specialization greater efficiency is achieved than if everyone tries to do a multitude of jobs. It helps to show that all modern economies are based on specialization and trade.

Title: What Can Money Do?
Author: Jene Barr
Publisher: Albert Whitman & Company, 1966
Subject: Money and banking
Reading level: 2nd-3rd grades

This story analyzes the social value of money and demonstrates the different roles played by money in modern society, many of which are illustrated by concrete examples. Included is a pictorial dictionary designed to help explain the new concepts which are introduced. The

nature and various functions of money are identified and explained. The story helps to point out that the most important kind of money in the U.S. is checking accounts, not coins or paper currency.

Title: What Happens when You Put Money in the Bank
Author: Arthur Shay
Publisher: Reilly & Lee Books, 1967
Subject: Money and banking
Reading level: Primary grades

The role of money as a store of value and the concept of money as an asset are examined through the vehicle of two children's decision to deposit their personal savings in a commercial bank savings account. The operations of a savings bank are discussed in some detail and it is explained that a bank can pay interest to its depositors because the bank invests the money in productive activities elsewhere. Considerable pictorial material is provided on both the banking operations themselves and the type of investments made by the bank with its depositors' money.

Title: Wheels: A Book to Begin On
Author: Eleanor Clymer
Publisher: Holt, Rinehart and Winston, Inc., 1965
Subject: Economic growth, technology, productivity
Reading level: 1st-2nd grades

This story traces the history of the wheel from its discovery 5,000 years ago to the present. The various uses of the wheel in the 20th century and the importance of its application to the production process are discussed. In this story children can examine the relationships of technology to increased productivity as a result of more efficient transportation and can gain a basic understanding of the factors underlying economic growth in a modern society.

Upper Elementary (Grades 4-6)

Title: Antonio
Author: Bronson Potter
Publisher: Atheneum, 1969
Subject: Economics, prices, resources
Reading level: 6th grade

The economic life of a Portuguese fishing village is analyzed. Described are the operation of the forces of supply and demand in the determination of market prices, the concept of barter and the way in which factors of production (men, ships, etc.) can be combined to increase

the production of a consumer commodity (fish). The objective of the story is to describe the use of scarce resources in the production of goods and services that satisfy consumer wants.

Title: Automation
Author: Andrew Bluemle
Publisher: World Publishing Company, 1963
Subject: Manufacturing, automation
Reading level: 6th grade

The impact of automation on many aspects of American society is described with particular attention to its economic effects. The changes brought about by automation in such diverse areas as banking, retailing and transportation, as well as manufacturing are examined. Primary emphasis is given to the social change generated as a response to automation, including technological unemployment and increased amounts of leisure time available to society.

Title: Barter, Bills and Banks
Author: Barry Tarshis
Publisher: Julian Messner, 1970
Subject: Money and banking
Reading level: 6th grade

This story serves to illustrate that our whole system of specialized production and of buying and selling goods and services in markets requires the use of money. It describes the earliest forms of money used in different parts of the world, explains how money works in our economy, and introduces the Federal Reserve System as the mechanism of the government to control the lending and deposit-creating activities of the banks. The subject of inflation is briefly treated in connection with the stabilization techniques used by Federal Reserve authorities to bring about a contraction of the money supply and thus of total spending.

Title: A Birthday for Frances
Author: Russell Haban
Publisher: Harper & Row, 1968
Subject: Consumption and savings
Reading level: 6th grade

This story illustrates the trade-off between savings and present consumption. It is explained that by deferring present consumption, future consumption may be increased. Children can be led to discover that one of the key factors of production is capital and that capital comes as a result of saving. The crucial point stressed is that investment means foregoing the production of consumer goods in favor of the creation of capital goods.

Title: The Cat from Nowhere
Author: Monica Sterling
Publisher: Harcourt Brace Jovanovich, 1969
Subject: Economics, division of labor
Reading level: 6th grade

The operation of a Swiss resort hotel is examined in this story with emphasis on the way a division of labor among the hotel's employees leads to the most efficient provision of the hotel's many services. The purpose of this story is to explain why businesses specialize in providing certain products or services so that more can be produced. It emphasizes that trade enables everyone to enjoy this increased production.

Title: Cotton from Farm to Market
Author: Winifred Hammond
Publisher: Coward McCann, 1968
Subject: Technology, production, economic growth
Reading level: 5th-6th grades

This book describes the vertical stages of production of cotton from the growing of the cotton through the production of cotton cloth. The impact of mechanization (capital-intensive production techniques) on the cotton industry is examined to show how industry activity can be altered by technological change. The combination of a variety of factor inputs to produce a final output is also described.

Title: Drummer Hoff
Author: Barbara Emberley
Publisher: Prentice-Hall, Inc., 1967
Subject: Specialization
Reading level: 5th-6th grades

Job specialization is explained through a description of the different roles played by members of a group of soldiers in the process of firing a cannon. The importance of the division of labor in obtaining the most efficient utilization of available labor is stressed. The story helps to show that all people depend on others to provide many of the goods and services they need.

Title: Earning Money
Author: Frederic Rossomando, Florence Leventhal and Marilyn Szymaszek
Publisher: Franklin Watts, Inc., 1967
Subject: Money, wages, and salaries
Reading level: 4th grade

The concept of income is presented through an example of how one man who works for a telephone company earns income for his family. The story helps to illustrate the main circular flow of income between

business and the public. Children are led to understand that business (telephone company) hires or buys labor resources (telephone workers) from the public and pays them wages and salaries in return. The wages and salaries received by workers provide them with income which, as consumers, they spend on the goods and services produced by business with the productive resources they hire.

Title: The Elderberry Bush
Author: Doris Gates
Publisher: Viking Press, 1967
Subject: Technology, economic growth
Reading level: 6th grade

This story discusses technological change in the United States in the context of historical perspective. It helps to explain that the technology of a society starts with the application of industrial arts. Contrasts are noted between the types of consumption goods available at different points in our history. The importance of improved technology in providing increased leisure time is stressed.

Title: Faraway Dream
Author: Jane Flory
Publisher: Houghton Mifflin Company, 1968
Subject: Economics, trade
Reading level: 6th grade

The operation of a milliner's shop is observed through the eyes of a milliner's apprentice. The different aspects of the trade are discussed in some detail including an analysis of the kinds of capital equipment used and the types of skills required of labor in this handicraft form of production. Both the instruments of production (capital and labor) as well as the way in which production is organized are described in the story.

Title: Farms
Author: Robert West Howard
Publisher: Franklin Waits, Inc. 1967
Subject: Production, specialization, economic growth
Reading level: 5th-6th grades

This narrative examines the most important social and economic elements of agricultural production including the various climatic and geographical factors which lead farms in different locations to specialize in different products. The important research and development in agriculture is also noted. The story serves as a starting point to discuss the relative merits of two different methods of allocating agricultural resources—the free market on the one hand and government controls on the other.

Title: Fibers
Author: Irving and Ruth Adler
Publisher: John Day Company, 1964
Subject: Natural resources
Reading level: 5th-6th grades

The production and use of both natural and artificial fibers are explored. Particular production techniques for both types of fiber and the wide variety of uses to which each may be put are examined. The story also mentions the various stages in the process of bringing all the resources (land, labor, and capital) together and organizing production.

Title: From Barter to Banking
Author: William W. Wade
Publisher: Crowell Collier, 1967
Subject: Money, evolution of money
Reading level: 5th-6th grades

The history of money as a medium of exchange is traced from pre-monetary barter to the evolution of complex modern financial institutions. The different forms of money in modern society are examined as are the institutions of the American monetary system including the Federal Reserve System. Basic elementary ideas dealing with the creation of money, the functions of money and the purpose of monetary policy can be developed from the story content.

Title: Harvesting the Sea
Author: D. X. Fenten
Publisher: J. B. Lippincott Company, 1970
Subject: Natural resources
Reading level: 4th-5th grades

The importance of the sea as a source of natural resources is discussed in detail. It is observed that the oceans of the world are an important source of foods and fuels and that they also provide a means of relatively low cost transportation. Many parts of the world have economies which are based almost entirely on resources provided by the sea. It is stressed that as the world's population grows and land-based resources are depleted, man will turn increasingly to the sea to satisfy his basic food requirements.

Title: Houses
Author: Irving and Ruth Adler
Publisher: John Day Company, 1964
Subject: Natural resources
Reading level: 5th-6th grades

The use of natural resources in the production of building materials is described along with a detailed explanation of the ways in which geographical and climatic conditions affect the choice of building material

in particular locations. Specific examples of different types of housing construction are given and pictorial material is provided. Various aspects of the production process and the way in which production is organized are explained.

Title: How a Market Economy Works
Author: Marc Rosenblum
Publisher: Lerner Publications Company, 1970
Subject: Economic systems, market system, resource allocation
Reading level: 5th-6th grades

The concept of a market system is developed with descriptions of the roles played by businesses, households and government. The nature of economics as a social science is examined with an eye toward making the student aware of the complexities of economic decision-making. Emphasis is placed on the concept of resource scarcity and the necessity of making rational choices among alternative uses of productive resources.

Title: How Money and Credit Help Us
Author: Elmer R. Kane
Publisher: Benefic Press, 1966
Subject: Money, credit
Reading level: 5th-6th grades

This narrative describes in detail the concepts of money and credit, and the role of the banking system in creating money and extending credit. The story is broad in scope and provides a good introduction to further macroeconomic topics such as the relationships between the money supply and the levels of national income, output and employment.

Title: How Money Works: The Federal Reserve System
Author: Adrian A. Paradis
Publisher: Hawthorn Books, Inc., 1972
Subject: Money, central banking
Reading level: 6th grade

The nature of money, where it comes from, and what its function is in our economy is examined. Money, banking and monetary policy are introduced to help students comprehend a few basic relationships and an elementary understanding of how the chief monetary institutions operate. It briefly traces the history of banking prior to the creation of the Federal Reserve System in 1913, then explains this institution's multiple functions for economic stability. The techniques used by the Federal Reserve authorities to bring about an expansion or contraction of the money supply, and thus of total spending, are discussed in a general way.

Title: How the American Economic System Functions
Author: Sherwil S. Glassner and Edward N. Grossman
Publisher: Benefic Press, 1968
Subject: Economics, market, government
Reading level: 5th-6th grades

The nature and scope of economics as a social science is explained with an analysis of such concepts as an economic system, supply and demand, the role of government and the role of labor as a factor of production. The story focuses on the American economic system and discusses some of the attributes of "capitalism" as we know it. Also explained are the fundamental interrelationships among business, households and government.

Title: I Know a Truck Driver
Author: J. A. Evans
Publisher: Putnam's Sons, 1970
Subject: Labor, job specialization
Reading level: 4th-5th grades

The economic importance of over-the-road trucking is explained through a discussion of the daily activity of a truck driver. The value of transportation systems to a modern society is pointed out and it is shown how the trucking industry spawns additional jobs in the economy. The impact of technology on the transportation industry is also mentioned.

Title: Ideas About Others and You
Author: John E. Maher and S. Stowell Symmes
Publisher: Franklin Watts, Inc., 1969
Subject: Economic systems, supply and demand
Reading level: 4th-5th grades

This story deals with the concept of an economic system. The device of the flow diagram is used to explain the interrelationships of the different parts of the economy. Business firms are treated as suppliers of goods and services and demanders of labor and other factors of production. Households are viewed as the source of demand for consumer goods and the suppliers of labor as a factor of production.

Title: Labor Unions in America
Author: John Herling
Publisher: Robert B. Luce, Inc., 1964
Subject: Labor: The history of the American labor movement
Reading level: 6th grade

The history of the American labor movement is examined from its beginnings in local craft organizations to the development of modern unions with large memberships and international affiliations. The rationale behind collective bargaining and selected aspects of labor-man-

agement relations are explained. The story helps to point out that the formation of unions and the development of collective bargaining has given workers more power and enabled them to obtain higher wages and better working conditions. In turn these changes have affected the distribution of income.

Title: Land, Labor, Management: A Study in Economics
Author: Lorraine Peterson, Eliot Wittenberg and Patrick Estes
Publisher: Noble & Noble, 1965
Subject: Economics, resources, production
Reading level: 5th grade

The basic resources and the process of bringing them together and organizing production are explored. The story emphasizes the importance of several aspects of the process of production and illustrates how a basically private enterprise economy operating under competitive pressures and the profit motive determines what will be produced and how resources are used to produce it. The increasing role of government in the economy in setting priorities and influencing the allocation of resources through taxing and spending is also briefly treated.

Title: Learning About People Working for You
Author: John E. Maher and S. Stowell Symmes
Publisher: Franklin Watts, Inc., 1969
Subject: Economic systems
Reading level: 5th-6th grades

The concept of an economic system is introduced in this story which explores the interaction of supply and demand in determining the final menu of goods and services available to society. The roles of money, wages and profits are illustrated and the interdependence of producers and consumers is described through a simplified explanation of a circular flow model of economic activity. The importance of private property is also noted.

Title: Learning About Steel Through the Story of a Nail
Author: Irving and Ruth Adler
Publisher: John Day Company, 1961
Subject: Production, consumption
Reading level: 4th-5th grades

The simple nail is chosen to illustrate the complex process of producing goods for final consumer use. The production process is discussed from the mining of the iron ore through the production of steel to the stamping and shaping of the finished product. The enormous variety of consumer goods required by society is observed through the analogy of the great variety of different sizes and shapes of nails which are produced.

Title: Life on Paradise Island
Author: Harmon W. Wilson and Roman F. Warmke
Publisher: Scott, Foresman and Company, 1970
Subject: The evolution of an economic system
Reading level: 5th-6th grades

The process by which an economic system evolves from a primitive to a more advanced state is analyzed. The importance of making rational economic decisions is shown to increase as the size and complexity of the community grow. The evolution of economic institutions, such as markets and production units, is also discussed.

Title: The Little Wishes
Author: Erik Christian Haugaard
Publisher: Houghton Mifflin Company, 1967
Subject: Economic systems
Reading level: 6th grade

The example of postwar Italy is used to examine the way in which a society reconstructs its basic economic and social systems after they have been destroyed. The principles of utilizing and combining available resources to provide the means of subsistence are described. The story gives children a simple framework for understanding the functioning of an economic system.

Title: The Most Terrible Turk
Author: Joseph Krungold
Publisher: Thomas Y. Crowell Company, 1969
Subject: Economic development
Reading level: 4th grade

The example of Turkish economic development is used to explore the process by which a nation moves toward a modern economy based on specialization and trade. The problems of choosing the correct development strategy (what commodities shall be produced first, what industries shall be developed first, etc.) are examined as are the social costs to the population resulting from the uprooting of traditional society and the reorientation of social values. The story provides a starting point for an understanding of different economic systems.

Title: No Time for School, No Time for Play
Author: Rhoda and William Cahn
Publisher: Simon & Schuster, Inc., 1972
Subject: Child labor
Reading level: 4th-5th grades

This story traces the history of child labor in the United States from colonial times to the present. The conditions under which young children worked in the nation's mills, coal fields, sawmills and canneries are described. The work of antichild-labor reformers including labor unions, school and religious organizations and the National Child La-

bor Committee, which led to the enactment of state and federal child-labor laws, is briefly treated in the story.

Title: The Nock Family Circus
Author: Celesting Piatti and Ursula Huber
Publisher: Atheneum, 1968
Subject: Economics, division of labor
Reading level: 4th-5th grades

The concept of the division of labor and its role in increasing productivity and economic well-being is illustrated through a discussion of the operation of a family circus in which each member of the family has his own specific act. The objective is to show how the standard of living of a group of people can be increased when individuals specialize in jobs which they are best fitted to perform.

Title: Orange-Robed Boy
Author: Patricia Wallace Garland
Publisher: Macmillan, 1967
Subject: Economic systems
Reading level: 6th grade

This story describes the economic and social systems in Burma. The importance of society—its traditions and family units—in determining how economic agents can act is observed. The story serves to illustrate how a traditional type of economic system operates. The important point stressed is that different economic systems solve the major economic questions (what, how and for whom) in different ways.

Title: The Other Side of the Mountain
Author: Robert Leydenfrost
Publisher: Macmillan, 1968
Subject: Interdependence
Reading level: 5th grade

The concept of economic interdependence is illustrated through the example of an artist who befriends and helps animals who, in their turn, become subjects for the paintings of the artist who sells them to earn his livelihood. Students can learn to understand the importance of specialization and interdependence in helping a society to decide which goods and services and how much of each should be produced to satisfy economic wants and needs.

Title: Our Friend the Forest
Author: Patricia Lauber
Publisher: Doubleday & Company, 1959
Subject: Natural resources and scarcity
Reading level: 5th-6th grades

Forest resources provide us with material for a wide variety of uses (including the provision of shelter, clothing and food). The story stresses that our forests are an exhaustible resource and thus their ex-

ploitation must be carefully regulated to assure adequate future supplies of the important materials they provide. The story serves to provide a rationale for government modification of the market system to insure that certain things are done to promote the general welfare.

Title: The Picture Book of Fisheries
Author: Anita Brooks
Publisher: John Day Company, 1961
Subject: Technology, growth
Reading level: 5th-6th grades

An analysis of the development of technology in the fishing industry is presented, including an examination of the preparations of fish for consumption and the methods of transporting fish to consumers. Emphasis is given to the concept of scale and the advantages that highly automated firms enjoy over the single fisherman. Considerable pictorial material is provided.

Title: The Picture Book of Salt
Author: Anita Brooks
Publisher: John Day Company, 1964
Subject: Natural resources
Reading level: 5th-6th grades

A photographic treatment of the different techniques of refining salt is presented along with a discussion of how the refining is accomplished in different parts of the world. The importance of capital-intensive production is examined through an analysis of the impact of automation on salt production and the geological origins of salt are explored. The varied purposes the depleted salt mines are used for are also noted.

Title: The Picture Book of Timber
Author: Anita Brooks
Publisher: John Day Company, 1967
Subject: Natural resources, forestry products
Reading level: 6th grade

The importance of forestry products is explained in detail along with a listing of some of the wide variety of products that come from forests (such as fuel, wood products and paper products). The story includes an analysis of the need for conservation practices and a commentary on the role of research and technological development in the production of new forestry products.

Title: Plastics: The Man-Made Miracle
Author: Walter Buehr
Publisher: William Morrow & Co., Inc., 1967
Subject: Economic growth, technology
Reading level: 4th-5th grades

This story uses the development of plastic as a vehicle to analyze the creation of new products. The author provides numerous examples

of the wide variety of uses to which plastics are put and stresses that through research and development new and even more varied uses for plastics will be discovered. The emphasis is on the use of technology to create new consumer commodities and find ways to produce others more cheaply.

Title: Sail, Calypso!
Author: Adrienne Jones
Publisher: Little, Brown and Company, 1968
Subject: Economics, production
Reading level: 6th grade

The joint exploitation of economic opportunities is illustrated in a situation where a number of children find a wrecked sailboat. No single child can repair the boat, but once the ownership rights to the wreck have been assigned to one child, he can then barter the use of the boat for the labor required to repair it. The story content can be related to the concept of private property in the U.S. which embraces not only the ownership of productive resources, but also certain rights, e.g., the right to set the price of one's product.

Title: Shadows Over the Land
Author: J. J. McCoy (Foreword by Senator Edmund Muskie)
Publisher: The Seabury Press, 1970
Subject: Conservation of natural resources
Reading level: 6th grade

The problem of pollution of the earth's supplies of air, water and land is introduced. The story observes that these resources are exhaustible and that it is possible to contaminate them to the point where it will no longer be possible to restore them in sufficient quantities. The connection between increasing urbanization and increasing pollution is discussed.

Title: A Small Piece of Paradise
Author: Geoffrey Morgan
Publisher: Alfred A. Knopf, 1967
Subject: Pollution, costs of production
Reading level: 6th grade

The problem of social cost, as opposed to private cost, is examined in the context of a situation where an individual's junk business is threatened by urban renewal. The question of pollution is also discussed in a description of the junk dealer's attempts to keep his business from becoming a public eyesore. The story helps to point out the economic role of government in regulating the establishment of businesses and enforcing the maintenance of certain pollution control and health standards.

Title: Spending Money
Author: Frederic Rossomando, Florence Leventhal and Marilyn
Author: Szymaszek
Publisher: Franklin Watts, Inc., 1967
Subject: Money
Reading level: 5th grade

The story explains how consumers satisfy material wants for goods and services by spending the incomes they earn from the use of their productive resources. It illustrates the circular flow of money payments from business to the public in the form of wages and salaries and from the public back to business in the form of money spent on goods and services. Children are led to understand that because incomes are limited, choices have to be made by individuals among alternative ways of spending their limited supply of money. The concepts of consumption, production, goods and services and saving are illustrated and explained.

Title: Star Island Boy
Author: Louise Dickinson Rich
Publisher: Franklin Watts, Inc., 1968
Subject: Economics, production
Reading level: 4th grade

The economic aspects of the fishing industry are discussed in this analysis of the day-to-day activities of a Maine lobster fisherman. Observations on the way in which lobstermen are required to adjust their habits to meet the needs of their work demonstrate the interdependence that exists between the social system at large and the economic portion of the social system. The productive resources that are used in the fishing industry are noted and the various forms of labor and capital specialization are discussed.

Title: Stocks and Bonds
Author: Rose and Donald Sobol
Publisher: Franklin Watts, Inc., 1963
Subject: Money, modern financial institutions
Reading level: 6th grade

A discussion and explanation of modern financial instruments is presented, including an analysis of different types of stocks and bonds, the criteria for making sound investments, and the interpretation of stock market quotations. The story can be used to develop the meaning of investment as it is used in economics, i.e., when businessmen spend money on buying machines or building new factories. A description of a tour of the New York Stock Exchange is included.

Title: The Story of Coins
Author: Sam Rosenfeld
Publisher: Harvey House, Inc., 1968 (rev. ed. 1969)
Subject: Money
Reading level: 6th grade

Although primarily designed to introduce children to the hobby of coin-collecting, this book can be used in lessons dealing with barter, money, the criteria for a good medium of exchange, scarcity and inflation. It gives a history of coinage from ancient times to the present, discusses trade and barter, lists the characteristics that a medium of exchange must have if it is to be effective and convenient, explains how scarcity and demand affect the value of a coin, and shows how an increase in the supply of money can cause inflation.

Title: Striped Ice Cream
Author: Joan M. Lexau
Publisher: J. B. Lippincott Company, 1968
Subject: Economic wants
Reading level: 5th grade

The difference between need and effective demand is illustrated in this story about the problems of a poor family. It is observed that since individuals have unlimited wants but only limited incomes, rational economic choice-making requires an ordering of wants on the part of families so that the more compelling needs are certain to be satisfied first. Students are led to understand that economic wants are our wants for material goods and services and that satisfying people's material wants is the end product of economic activity.

Title: The Sugar-Candy Heart
Author: Dorothy Maas
Publisher: Harcourt Brace Jovanovich, Inc., 1968
Subject: Economics, supply and demand
Reading level: 6th grade

The operation of the forces of supply and demand in determining a commodity's market price is described. An illustration is provided of how the accumulation of wealth through savings can lead to the satisfaction of deferred wants. The story helps children become aware of the fluctuations in prices due to changes in the relative supply and demand for goods and services.

Title: Today I Am a Ham
Author: Ethelyn M. Parkinson
Publisher: Abingdon Press, 1968
Subject: Economics, supply and demand
Reading level: 5th grade

The role of supply and demand in determining market prices is illustrated through this story of a young ham radio operator's search for wireless equipment. The development of markets involving barter is

discussed in the context of situations where individuals build pieces of equipment to trade for other materials. The story attempts to acquaint students with the complexities involved in bartering and serves to demonstrate the importance of the money and credit system of our nation.

Title: Trade: The World's Life Blood
Author: Adrian A. Paradis
Publisher: Julian Messner, 1969
Subject: International trade
Reading level: 6th grade

This story traces the history of trade starting with the idea of barter that developed within a small tribe living near the eastern shore of the Mediterranean Sea. The concept of specialization as the basis for trade and the economic problems that develop in world trade are examined. As they read this story, children may come to understand that what a country can produce efficiently depends on the quality and availability of productive resources, which are distributed unevenly around the world, thus creating the basis for specialization and trade. The existence of different monetary systems and of artificial trade barriers such as tariffs are introduced as special problems in world trade.

Title: Trail of Apple Blossoms
Author: Irene Hunt
Publisher: Follett Publishing Company, 1968
Subject: Economics, barter
Reading level: 6th grade

Johnny Appleseed's legendary travels are used to explain both the concept of market transactions through barter exchange (apple seeds planted in exchange for cornmeal) and the notion of an externality (the apple trees grew and flourished over time providing food and scenic beauty for people who had no part in the original transaction). The story provides background information to help students understand that our system of specialized production and of buying and selling goods in markets requires the use of money.

Title: Whistler in the Mist
Author: Rosalie K. Fry
Publisher: Farrar, Straus & Giroux, 1968
Subject: Comparative economics
Reading level: 6th grade

The economy of Wales is discussed with particular attention to ways in which the Welsh social and economic activities differ from those of the United States. The story provides a starting point for comparing and understanding different economic systems. Children can be led to understand that all societies face the same central economic problem—deciding how to use scarce resources—but that throughout history different societies have approached the problem in different ways.

Title: The White Archer
Author: James Houston
Publisher: Harcourt Brace Jovanovich, 1967
Subject: Economic systems
Reading level: 6th grade

The Eskimo society described in this story provides an example of a simple economic system. In such a system, markets may not exist, but decisions must still be made by the members of society concerning the allocation of scarce resources (such as labor) given the available methods of production. The Eskimo techniques of handicraft production, described in the story, can be used to explain the concept of division and specialization of labor.

Title: Winter on Her Own
Author: Elizabeth Howard
Publisher: William Morrow & Co., Inc., 1968
Subject: Supply and demand
Reading level: 6th grade

The operation of a tinsmith's shop is presented as an example of handicraft production in a pre-Industrial Revolution setting. The operation of the market forces of supply and demand are illustrated in the process by which the tinsmith makes his pricing decisions. The story serves to demonstrate how price is established through changing demand and supply conditions.

Title: The Witches' Secret
Author: Frances Charlotte Allen
Publisher: Harper & Row, 1968
Subject: Economics, choice-making
Reading level: 4th grade

The concept of alternative substitute commodities being used to satisfy the same human wants is illustrated. The concept is explained in the context of a situation in which members of a society must provide some substitute for goods which are no longer available. The story content introduces elementary aspects of demand and supply in relation to changes in consumer tastes and preferences and the availability of competing or alternative products.

Title: The Wonderful World of Paper
Author: Angelo Cohn
Publisher: Abelard-Schuman, 1967
Subject: Manufacturing, production, distribution
Reading level: 6th grade

The history of the manufacture and use of paper is explained in this story with emphasis being placed on the role of research and technological development in finding new and diverse uses for paper products. The paper-making process is described, illustrating how the application

of labor and capital to wood increases its social value and versatility. The story emphasizes the importance of technological progress to increased productivity.

Title: The Wump World
Author: Bill Peet
Publisher: Houghton Mifflin Company, 1970
Subject: Pollution
Reading level: 6th grade

This story illustrates the importance for society to find a solution to the problem of pollution. It is explained that if man cannot find ways to control the emissions of pollutants, then the environment may deteriorate to a point where it can no longer be restored to a livable condition. Reference is made to the economic role of government in enforcing pollution control standards.

Title: You Can Work in the Communications Industry
Author: Elizabeth H. Dietz
Publisher: John Day Company, 1970
Subject: Specialization, interdependence
Reading level: 6th grade

This story describes the daily operations of different communications media. Through an analysis of the different jobs required in providing the services of the various media to the consumer the notion of specialization through division of labor and the concept of interdependence among different work units within a business firm are introduced. The advantages (increased productivity) and consequences (interdependence) of specialization are also noted.

Title: Your Changing City
Author: Monroe Schere
Publisher: Prentice-Hall, Inc., 1969
Subject: Economics of the city
Reading level: 4th-5th grades

The economic and social advantages (and disadvantages) of population concentration in large cities is explored. The increasingly rapid trend toward urbanization is described as are the growing difficulties cities face in trying to provide essential social services for their citizens. The concept of scarcity is illustrated and the process of deciding how to use productive resources when faced with alternative possibilities is explained.

Survey of Selected Research on the Teaching of Economics in the Elementary Schools

Brown, H., Basic Economic Concepts Taught in Public Elementary Schools of Louisiana, Doctoral Dissertation, 1967-1968, XXIX. 1354-A.

The purpose of this study was to identify basic economic concepts and to determine the extent to which these concepts were taught in the public elementary schools of Louisiana. Participating in the study were 845 teachers who were, by questionnaire, asked to what extent economic education was being taught in their classrooms. The data were divided into categories to compare the extent of economic education in the various sized schools. Conclusions were that economic education was taught to some extent in Louisiana elementary schools. Also, the concepts introduced were virtually the same regardless of the area of the curriculum in which they were taught. It was concluded that more research must be done further to evaluate the extent of economic education in Louisiana elementary schools.

Darrin, Garvey Lewis, "Economics in the Elementary School Curriculum: A Study of the District of Columbia Laboratory Schools," University of Maryland, 1960, 21/01/95.

The major purposes of this study were (1) to identify what can be provided in the way of economic education within the framework of a social studies curriculum, and (2) to determine how well children can learn selected economic concepts and generalizations. Economic topics were selected by degree of usefulness, both present and future, and degree of comprehension by elementary pupils. The topics were translated into illustrations based on the understanding of the various grades. The illustrations were used to supplement the traditional social studies curriculum. The classroom effort to introduce economic concepts and to find meaningful results was a success. By and large, the objectives of this study were achieved. Based on these results a supplement was prepared for use in the social studies curriculum.

Davison, Donald G., and John H. Kilgore, *Primary Test of Economic Understanding—Examiner's Manual*. Iowa City: The University of Iowa Bureau of Business and Economic Research, College of Business Administration, 1971.

Davison and Kilgore administered the Primary Test of Economic Understanding to 166 third-grade classrooms in 20 states in an attempt to measure the economic understanding of elementary pupils. Reliability was measured by the Kuder-Richardson Formula 20 Test to determine the consistency with which the test measured what it pur-

ported to measure. It was concluded that the PTEU may be useful for classroom-size groups, but reliability for single pupils is small. As for the use of the PTEU, the authors see it primarily as an instructional tool enabling teachers to evaluate the effectiveness of their teaching methods and materials.

Dooley, Bobby Joe, Comparison of Pupil Test Performances in Two Units in Elementary Economics With a Select Sample of Disadvantaged Children, Doctoral Dissertation, University of Georgia, 1968 (University Microfilms No. 69-3445).

The purpose of this study was to compare the relative effectiveness of two new elementary curriculum packages in economics. The students selected as subjects for the study were in schools categorized as economically disadvantaged by the criterion that at least 51 percent of the families with children in the school had personal incomes of below \$3,000. The students' sex, race and experimental unit assignment were used as the main effects in a general linear model fitted by least squares analysis. Covariants were students' pretest scores, language, nonlanguage, total IQ's, teacher's sex, race, education, scores on test of Basic Economics, attitude, skills rating, and the students' socioeconomic backgrounds. The evidence reported in this study indicates that students are potentially capable of learning the selected economic concepts taught in the two new curriculum packages. Neither curriculum seemed to have a comparative advantage in teaching economic concepts.

Gordon, Sanford, "An Inventory of Needs of Teachers of Economics in the Catskill Area Schools," Otsego County Board of Cooperative Educational Services, Oneonta, New York, 1967.

This report provides a narrative and tableau summary of two questionnaires administered to elementary and secondary social studies teachers in the PROBE area. The questionnaire asked 168 respondents about their preparation for teaching economic concepts in grades K-6. A majority had no courses in economic principles and, therefore, felt a need for in-service college credit courses along with better teacher and student material. Also, the majority of teachers expressed a need for further curriculum development and planning for elementary economic education.

Jefferds, William J., A Comparison of Two Methods of Teaching Economics in Grade One, Doctoral Dissertation, University of California-Berkeley, 1966.

This study was conducted to determine the effectiveness of Senesh's *Our Working World* "packaged" instruction as economic education materials for first grade students. Students were randomly assigned to one of three treatment groups. Group A was to follow the packaged material. Group B was to use *Our Working World* packaged material plus supplementary materials. Group C used regular social studies curriculum material only. At the end of a 6-week instructional period an analysis of both variance and covariance was used to determine differences among the three groups. The criteria used in the analysis were

student scores on the Lee Clark Reading Readiness Test and the SRA Elementary Economics Test, Form A. The analysis indicated no significant differences among the three groups.

Larkins, A. Guy, and James P. Shaver, "Comparison of Yes-No, Matched Pairs, and All-No Scoring of a First Grade Economics Achievement Test," *Proceedings of the Utah Academy of Sciences, Arts and Letters*, 1968.

The objectives of this study were (1) to devise a first-grade economics achievement test which would yield either yes-no, matched pairs, or all-no scores; and (2) to determine whether these scores differed in reliability and validity. Two primary economic tests were written based on *Our Working World: Families at Work* (Senesh, 1963). Test 1 was an all-no test, while the second test was similar but with reversals so that it could be scored using the matched pairs techniques. The authors concluded that the all-no test had a greater reliability than the yes-no or matched pairs tests. However, the all-no test was less valid than the matched pair test. Based on these results, the authors feel that researchers and primary grade teachers would be well advised to use the matched pair scoring when writing yes-no achievement tests.

Larkins, A. Guy, and James P. Shaver, "Economic Learning in Grade One: The Utah State University Assessment Studies," *Social Education, Research Supplement*, 33 (December 1969).

This paper reports on four studies which assess the ability of first-grade children to learn the content of Senesh's *Families at Work* (SRA material). The authors used *The Test of General Ability* to account for differences in ability and the Shaver-Larkins Primary Economics Test to compare differences in achievement. The experimental groups used the SRA materials while the other groups did not. The analysis of the data collected from the experimental groups revealed a significantly higher level of economic learning in each of the studies. It was also found that first-grade teachers, without special training and experience could adequately teach the content of *Families at Work* to first-grade children.

Luper, Denis, and Kenneth H. Light, "An Evaluation of 'Adventure Economics' as Presented Through Educational Television to Selected Sixth Grade Classes from Columbus City Schools," Athens, Ohio, 1971.

The students from the Columbus city school system were subjected to the 15 telecasts of *Adventure: Economics*, an educational program based on *Life on Paradise Island* by W. Norman Wilson. The episodes depicted the development of a market economy on a primitive island. The control group had normal classes which included economics in the curriculum while the experimental group watched the TV program for their economics instruction. It was hypothesized that the children with the TV instruction would score considerably higher on the Test of Elementary Economics than would the control group. The analysis of the data collected indicated that there was little or no significant change in pupils' understanding of economics derived from viewing the television instructions as opposed to the normal economics curriculum.

McKenzie, Richard B., "An Exploratory Study of the Economic Understanding of Elementary School Teachers," *Journal of Economic Education*, 3 (Fall 1971), 26-31.

This study was designed to assess the impact of training in economics on elementary school teachers and to determine how elementary school teachers compare to other groups in their understanding of economics. The SRA Test of Economic Understanding was given to 144 teachers of kindergarten through seventh grade. Using the T test it was found that there were significant differences between the mean scores for the following categories of teacher training: (1) no economics versus at least one course; (2) no economics versus only one course; and (3) only one course versus four or more courses in economics. However, it was noted that the mean scores for the teachers who had two or three courses were lower than the mean scores for teachers who had only one course. This result indicates that a full year of economics is not certain to improve a person's understanding of economics over and above that which could be achieved in one quarter or semester.

McKenzie, Richard B., "The Economic Literacy of Elementary School Pupils," *Elementary School Journal*, 71 (October 1970).

This article reports the findings of an investigation into the economic literacy of elementary school children. It is not a comprehensive appraisal of the children's economic literacy, but rather an attempt to ascertain the children's understanding of a limited number of key economic concepts. The study was directed primarily at students in the fourth grade of a Virginia school. It was administered to 193 fourth-grade students and to 218 seventh graders. The author concluded that even without a formally organized economic education program, many children beginning in the fourth grade did have a good understanding of many economic concepts and that those students in the seventh grade had a significantly higher degree of economic understanding than did fourth graders.

Resnick, Abraham, A Survey of the Relationships of Sex and Socio-Economic Class to the Understandings, Classification Abilities and Acquaintance Patterns of Fourth Grade Children Pertaining to a Selected List of Community Workers, Ed. Doctoral Dissertation, Rutgers University, 1968 (Dissertation Abstract No. 69-1055).

Resnick presents a test called the "Community Workers Test and Information List." The test lists job classifications and descriptive words to determine whether the student knows what a given job entails; e.g., if the job was governmental or nongovernmental or whether the child has ever met such a worker. The test was administered to 385 children in New Jersey, some of whom had low income backgrounds, while the remainder came from high income families. Generally, the children in the more favored socioeconomic group were superior in their knowledge of (1) what the workers did, and (2) in being able to recognize jobs as government or nongovernment. Overall, it was argued that too many children receive an incorrect picture of government's role in the economy.

Robinson, Helen F., *Learning Economic Concepts in the Kindergarten*, Doctoral Dissertation, Columbia University, 1946.

The purposes of this study were (1) to explore the possibility of adding significant economic content to the kindergarten curriculum, and (2) to supply some needed guidelines for the selection of economic content for the kindergarten curriculum. A selection of three key concepts was made from a report of a conceptual framework constructed by a national task force of economists and educators. The method of study was action research, involving the introduction into a kindergarten classroom of preplanned experiences, instructional material and teaching methods. The study suggested (1) that kindergarten children can learn meaningful economic concepts and (2) that a wide variety of methods, materials, concrete experiences and sensory stimuli contribute to such learning.

Showkier, James R., "Economic Understanding Among Selected Sixth Grade Pupils," in *Research in Elementary School Economics*. Chicago: Industrial Relations Center, University of Chicago, 1969.

The purpose of this study was to determine whether a course in economics for pupils in the fourth and fifth grades influenced the understanding of economic concepts by pupils in the sixth grade. Thirteen hundred and twenty-six pupils were tested. The experimental group consisted of 726 pupils who had been taught the Elementary School Economics program in the fourth and fifth grades, while the control group consisted of 600 pupils who had not been instructed in the ESE curriculum. The study showed that such factors as age, sex and environment do significantly affect understanding of ESE programs.

Shucks, F., and R. F. DeRosier, "Analysis of Two Social Studies Programs and First Grade Achievement in Economics," *Journal of Experimental Education*, 39 (Winter 1970), 59-63.

The basic purpose of this study was to compare the effectiveness of two sets of social studies instructional materials used in teaching economics to pupils at the first-grade level. The sets of materials used in the study were (1) Senesh's *Our Working World: Families at Work* plus other supplemental work by Senesh, and (2) the Follet Program of *Billy's Friends* and *Exploring With Friends*, supplemented by other materials written by Follet. Based on the data collected, it was found that pupils instructed with Senesh's materials achieved consistently higher scores on a test of achievement in economics than those who were taught using Follet's materials.

Spears, Sol, *Children's Concept Learning in Economics Under the Three Experimental Curricula*, Doctoral Dissertation, University of California, 1967 (Dissertation Abstract No. 67-17,365).

This study was designed to evaluate the effects of three experimental curricula used in the elementary grades. The study had four purposes: (1) to develop an instrument to measure achievement in economics for elementary grades, (2) to determine the significance of differences in achievement in economics among subjects instructed under three

experimental curricula and under one control program, (3) to determine the significance of differences in achievement in economics between subjects from lower and middle socioeconomic levels, and (4) to determine the proportion of correct responses to test items at the knowledge and application levels of cognitive behavior. Subjects were pre-tested and posttested for achievement in economics after the use of the three curricula. The author concluded that under appropriate instructional programs first-grade pupils can learn sophisticated economic concepts. The study also tends to indicate that the learning capability of low socioeconomic level pupils places them at a disadvantage in the curricula examined.

Sulkin, Howard A., and Robert W. Pranis, "Effect of Elementary School Economics Program on Children of Lower Economic Status," *Research in Elementary School Economics*. Chicago Industrial Relations Center, University of Chicago, 1969.

This article reports on an experiment designed to test the effectiveness of the elementary school economics program (ESE I and ESE II) for children of lower socioeconomic classes and to test the validity of the pre- and posttests that had been previously used for middle-class children. All students were from lower socioeconomic backgrounds and each was given a pre- and posttest, with the tests distributed alternately so that half of each class took one form and the other half the other form. The test results showed a marked increase in the posttest scores of the experimental group, i.e., the students were learning the concepts that were taught and the meaning of words used in the test.

Sulkin, Howard A., and Robert W. Pranis, "Evaluation of an Elementary School Social Studies Program," *Education Leader*, 27 (December 1969), 271-276.

The goal of this project was to write program material appropriate to fourth, fifth and sixth-grade students' learning ability for use in introducing them to economics as a social science discipline. The data reported were collected as part of extensive field training. The evaluation attempted to answer two basic questions: (1) Can the students learn the important economic ideas? and (2) Did the students remember these ideas for a significant length of time? The two programs (ESE I, dealing mainly with consumption, and ESE II, dealing mainly with production) were evaluated independently of each other. Conclusions from this study indicate that a program of economic studies such as ESE I and ESE II, using the problem-solving approach, can be taught effectively as part of the elementary school curriculum.

Thompson, William A. The Development of Supplementary Economic Curriculum Content and the Evaluation of their Use with Fifth Grade Students, Doctoral Dissertation, University of Missouri, Columbia, 1966 (Dissertation Abstract No. 67-2917).

The purpose of this study was to develop supplementary economic education materials using important economic concepts and generalizations. These materials were to be used with fifth-grade students

attempting to increase their level of economic literacy. The experimental method of research was used to compare the mean gains of economic understanding, the value acceptance, the skills of reasoning, and the problem-solving of our groups. Pre- and posttesting were undertaken with all groups. Measures of reliability were computed for each test and an analysis of covariance was used to interpret the data. Results from the study indicated that highly structured supplementary economic education materials for elementary classes are unnecessary and, at times, even detrimental to the attainment of economic understanding objectives.

Wing, Richard L., "The Production and Evaluation of Three Computer Based Economic Games for the Sixth Grade." Yorkstown Heights, New York: Board of Cooperative Educational Services, 1967

This U.S. Office of Education report describes the development and evaluation of three experimental computer-based economic games for the sixth grade. Twenty-six sixth-grade students who played two newly developed computer-based games made up the experimental group. A control class of equal ability students studied about the same economic topics under the direction of a teacher using only conventional methods. The study concluded that the computer-based games were at least as effective in teaching principles of economics as the classroom method; however, the control group showed more understanding of economic principles several months after the instruction than did the subjects of the experimental group.

Witt, Mary, "Use of Feedback in the Study of Economics in the Elementary School," *Educational Quest* (Memphis State University), 13 (Fall 1969).

The purposes of this experiment were (1) to explore the basic effects of positive, negative and mixed feedback on student learning; (2) to help students develop an understanding of economic behavior as it affects their everyday activity; and (3) to provide experiences in "new practices of curriculum" in elementary social studies. All groups were pretested and the experimental treatment of the use of feedback concerning the results of the pretest was administered immediately before the first progress test and before the posttest. The results of this study show that the use of economic units as a part of the social studies curriculum is an effective method to help pupils learn and to apply economic concepts to their everyday living. Feedback provided the best treatment for the teachers' role in the study.

Selected Articles Relating to the Teaching of Economics in the Elementary School

Bruker, R. M., "Economic Education in the Elementary School," *Peabody J. Education*, 47 (January 1970), 238-242.

The timeliness of introducing economics at the elementary level is discussed in the article. The author examines the need for an understanding of basic economic concepts (such as the role of money as a medium of exchange and the operation of the banking system) at all levels of society. Other publications dealing with the subject of money as a medium of exchange are noted.

Coon, A., "Introducing the Economic World to Primary-Grade Pupils," *Social Education*, 30 (April 1966), 253-256.

The importance of an early introduction of pupils to basic economic questions is stressed in this article. The difficulties of such an undertaking are examined to assist teachers in developing guidelines with respect to the scope and organization of an economic education program.

Darrin, G. L., "Canada, Our Northern Neighbor," *Grade Teacher*, 79 (March 1962), 94-98.

This article seeks to illustrate basic economic concepts through a comparison of the Canadian economy with that of the United States. It contains detailed descriptions of learning activities for teaching economic concepts and includes an annotated listing of supplementary resource materials dealing with the topic.

Darrin, G. L., "Why We Wear What We Wear When We Wear It," *Grade Teacher*, 85 (February 1968), 124-128; 130.

An examination of production and distribution in the clothing industry is used to develop the student's understanding of fundamental economic concepts. Primary attention is given to the operations of the forces of supply and demand and to the relationship between the level of industry demand and the level of employment in the industry. Suggestions for classroom activities are also provided.

Darrin, G. L., "You Can Teach More Economics Than You Think: Use Familiar Situations to Study Complex Principles," *Grade Teacher*, 83 (February 1966), 82, 84, 88, 92, 94, 96.

This article contains descriptions of activities and techniques for teaching economics in the elementary curriculum. Various types of simulations and role-playing exercises are described. It contains descriptions of how elementary teachers can develop economic ideas in the classroom.

Denny, M. C., "First Grade Economics Based on Division of Labor," *Instructor*, 76 (January 1967), 67.

Specialization and the division of labor in the adult world are examined through analogy with the division of classroom duties among students. The article summarizes the advantages and disadvantages of specialization, points out the importance of interdependence, and discusses how basic economic ideas can be applied to the elementary social studies curriculum.

"Economics in Primary Grades," *School and Society*, 92 (October 17, 1964), 284.

This article offers examples of classroom activities for teaching basic economic concepts to elementary school children in the primary grades. The concepts of specialization, division of labor and interdependence are applied in a realistic way to the everyday experiences of children. The usefulness of role-playing, simulations and sociodrama techniques for the teaching of economics is explained.

"Economics for Tots to Teens," *Business Week* (June 13, 1964), 104.

This article offers a rationale for teaching economic ideas and practices at all educational levels. It attempts to explain how economics is as much a part of a child's world as that of adults. Primary focus is given to the importance of economics for effective citizenship.

Ferguson, C. A., "Economics in Elementary Social Studies," *Instructor*, 75 (June 1966), 34-35, 82.

Presented is an outline of course material to be covered in the elementary grades. The author demonstrates how the study of economics may be integrated into the curriculum to enable students to interpret social studies in the light of economic concepts. Also discussed is the relationship between international trade and historical patterns of colonization.

"Gingerbread Lesson," *Newsweek*, 63 (March 30, 1964), 73.

This article describes an activity for teaching the concepts of division of labor and specialization and interdependence. The concepts are defined and specific instructions on how to use the activities in the classroom are given. Some useful criteria for evaluating the effectiveness of the activities are included.

Gribbling, R., "You Can Teach More Economics Than You Think: Start a Business," *Grade Teacher*, 83 (February 1966), 82, 84, 88, 92, 94, 96.

The management of a retail book business financed by the sale of stock is discussed as it relates to the teaching of economic concepts. The article contains specific suggestions on how to use the activity in the classroom and includes an extensive list of materials in the area of economic education.

Gross, J. M., "Economics in the First Grade," *Instructor*, 74 (September 1964), 63, 76.

The organization of a classroom toy store is shown to be a useful vehicle to introduce students to economic concepts such as profit and loss. Also

treated is the matter of obtaining loans to initiate a business undertaking. It introduces the elementary teacher to the classroom use of role-playing and simulation exercises.

Hage, M. K., "Basic Economics; Elementary Style," *Instructor*, 69 (May 1960), 6, 72.

This article summarizes a discussion between a school principal and a teacher on the role of economics in the elementary curriculum. Several possible alternative programs that can be used to increase students' economic understanding are presented along with suggestions on the use of class projects and audiovisual aids.

Hendricks, J. R., "Bottle Cap Economics," *Instructor*, 77 (January 1968), 35, 140.

This article describes a classroom experiment which demonstrates how money serves as a medium of exchange and a store of value. A banking system is set up using the bottle cap currency to illustrate the operation of financial intermediaries. The article offers a rationale for the use of games in the area of elementary social studies.

Hendricks, J. R., "Basic Economics: Five Projects to Try, Twelve Ideas to Consider," *Instructor*, 77 (October 1967), 97-100.

Five alternative approaches to teaching economics at the elementary level are presented. The article describes ways in which the study of economics can be incorporated into various areas of the elementary curriculum. It is noted that fundamental economic concepts should be introduced in such a fashion that they relate to the student's everyday activities and experiences.

Jacobs, A. D., "Economics Through Children's Books," *Elementary English*, 38 (January 1961), 15-21.

The importance of including the study of economics in the elementary curriculum is stressed. It shows how children's books and other available materials can be used to achieve this end. A useful annotated bibliography of children's books available for this purpose is presented with a description of the economic concepts illustrated in each book.

Jarolimek, J., "Social Studies Education: The Elementary School, Focus on Economics," *Social Education*, 32 (January 1968), 47-50, 59.

A discussion of recent articles on the subject of introducing economics into the elementary curriculum is presented. The use of flow charts and other practical "pictorial" material to teach economic concepts is examined. It is intended for elementary teachers who might wish to incorporate economic learning in the curriculum.

Jorkovic, J. M., "An Approach to Incorporating Economics in Primary Grade Social Studies," *Social Education*, 32 (January 1968), 51-53.

This article argues for the incorporation of economics into the primary grade social studies program. It contends that an understanding of the market system will enable students better to understand the role of both the individual and the family in society.

Kastner, H. H., Jr., "Modern Economics in Elementary Schools," *National Elementary Principal*, 46 (September 1966), 20-22.

An elementary level economic education program in three parts is proposed. A study of the role of money in society followed by an analysis of production, distribution, business ethics, and consumption choices is explained. It describes the concepts of specialization and division of labor as well as trade patterns and transportation costs. An analysis of students' vocational aspirations and the roles their chosen occupations play in the national economy at large is discussed.

McAllister, A., "Economic Education, A New Horizon," *Instructor*, 73 (January 1964), 7, 15.

Recent developments in economic education for the primary grades are discussed with emphasis on the results of recent research. Strategies and suggestions for teaching economics are offered to assist curriculum developers in designing programs for the elementary school.

McAllister, A., "Economics for Your Classroom," *Grade Teacher*, 82 (December 1964), 68-70.

The strategy of introducing 8-year-olds to economic concepts through discussion of the students' parents' occupations is described. Examples of how specific concepts may be introduced by this method are given and the use of games and simulations as an instructional technique is emphasized.

McAllister, A., "Helping Children Understand the Workaday World of Adults," *Grade Teacher*, 82 (February 1965), 44-46.

An explanation of the economic role of production is given along with a description of the ways in which the market system operates to decide what commodities will be produced, how these goods will be produced, and how much will be produced of each. It is observed that this presentation can be made more effective with the use of classroom demonstrations and tours of business firms.

McAllister, A., "Teaching Profit to Second Graders," *Grade Teacher*, 82 (March 1965), 68-70.

Various classroom techniques for introducing second graders to the concept of profit are discussed with particular attention to how these can be facilitated by group participation. The article concentrates on the use of various role-playing activities at the elementary level.

Marshall, E. M., "Economics for First Graders," *Instructor*, 78 (November 1968), 41, 62.

The problem of making rational economic choice in seeking the best way to satisfy unlimited wants from the use of limited natural resources is used to introduce students to a variety of economic concepts. The article contains many suggestions on how to use class participation exercises to teach economic concepts.

Martin, B. J., "Economic Education," *Illustrated Education*, 58 (February 1970), 241-243.

This article examines the economic education program used in Rock-

ford, Illinois, schools. It is noted that although "economic education" is not actually listed as part of the course of study, students are introduced to a wide variety of economic phenomena, many of them through tours of local businesses and financial institutions.

Robinson, H. F., "Clarifying Ideas in the Kindergarten," *Instructor*, 73 (May 1964), 32, 95.

This article explains how questioning techniques can be employed by teachers to clarify and articulate economic ideas that children express. Techniques are defined and examples are given to assist teachers in relating children's experiences to the economic world in which they live.

Rueff, J., and L. Senesh, "How One District Teaches Economics In Grade School," *School Management*, 8 (June 1964), 52-56.

Activities, games, drills and mock stores and banks are suggested as devices to make the learning of economics more pleasurable for pupils. The fundamental ends of economic activity and the concept of a market are introduced in such a way as to make them understandable to primary school children.

Sanders, N. M., and M. L. Tanck, "Elementary School Economics Program," *Social Education*, 34 (April 1970), 422-423.

The formation of a hypothetical economy on a desert island is used to introduce students to a variety of economic principles including systems of exchange and the operation of production processes. Pre- and posttesting procedures for measuring students' progress are suggested.

Sanders, N. M., and M. L. Tanck, "Experiment in Economic Education," *Social Education*, 34 (April 1970), 423-425.

A discussion of L. Senesh's curriculum which relates techniques used in economic education to the objectives of educational programs is presented. Of particular interest is the way in which concepts of increasing complexity are introduced as the student advances through the programs examined.

Scheer, Lorraine H., and Vincent Patrick, "Guidelines for Incorporating Economics in the Intermediate Grades," *Social Education*, 30:2 (April 1966), 256-258.

In this article the authors provide specific guidelines for developing an economic education program for the intermediate grades. Suggestions are offered to assist elementary teachers and curriculum supervisors in revising and adapting existing programs to include economic understandings. It contains useful criteria for evaluating the existing program and discusses alternative designs for incorporating economics.

Senesh, L., "Design for School Studies," *Grade Teacher*, 81 (October 1963), 34, 93, 96-97, 101-102.

A suggested list of economic concepts to be introduced at the elementary grade level is presented. The article contains a description of content and explains how economic knowledge can be applied in a realistic way to show children its usefulness. The article is intended for elemen-

tary teachers and includes descriptions of learning activities for use in the classroom.

Senesh, L., "Economics of the City," *Grade Teacher*, 81 (December 1963), 30, 79-82.

The concept of the division of labor is presented in a discussion of city living habits. The author also discusses ways in which instruction in economics can be integrated into social studies curricula.

Senesh, L., "How a Goldsmith Becomes a Banker," *Instructor*, 73 (February 1964), 38-39, 44.

A selection of economic concepts which should be understood by students as proper background for education at the secondary level is proposed and examined. Attention is given in particular to methods by which pictorial material can be used to facilitate presentation of the principles chosen for analysis.

Senesh, L., "Should Father Fix the Sink," *Instructor*, 73 (April 1964), 116-118.

Different concepts of "costs" are discussed including a treatment of both the notion of opportunity costs and the measurement of monetary cost. Suggestions are made for pictorial presentations to accompany the material examined.

Senesh, L., "Trading Without Money; Trading With Money," *Instructor*, 73 (December 1963), 84-85, 88.

A pictorial presentation to demonstrate the different uses of money is proposed with particular attention to money's role as a medium of exchange. It provides a nontechnical explanation of basic concepts and how they can be applied to the elementary school program.

Senesh, L., "The Ups and Downs of Mr. Boot," *Instructor*, 73 (October 1963), 40-41, 47.

The author in this article describes a pictorial presentation to be used in demonstrating the roles played by prices and changes in prices in a market economy. Prices are shown to be signals of consumers' wishes which act to stimulate (or discourage) the production of particular products.

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This article introduces readers to the concept of efficiency and to problems of production. Special attention is given to the concept of specialization through division of labor by contrasting individual handicraft techniques and assembly line methods used in mass production.

Trazier, "The New Elementary School," Association for Supervision and Curriculum Development, National Education Association, 1968.

A discussion of the proposed elementary education program in social studies developed by the University of Minnesota is provided with emphasis on the interdisciplinary nature of the program in which economics is regarded as an integral part. Problems of design, implementation and evaluation are described.

Weaver, V. P., "Social Concepts for Early Childhood Education," *Education Leadership*, 22 (February 1965), 296-299, 343.

It is the premise of this article that elementary school children can learn fundamental economic ideas related to their experiences. Guidelines for incorporating economics and planned classroom activities are discussed and suggestions are provided for helping students better to understand the economic world in which they live.

Wing, R. L., "Computer-Controlled Economics Games for the Elementary School," *Audiovisual Instruction*, 9 (December 1964), 681-682.

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- The Booklist.* American Library Association, 50 East Huron Street, Chicago, IL 60611.
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***Science & Children.* National Science Teachers Association, 1201 16th Street, N.W., Washington, DC 20036.**

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PART VI

Professional Organizations

American Library Association, 50 East Huron Street, Chicago, IL 60611.

**Association for Childhood Education International, 3615 Wisconsin Avenue,
N.W., Washington, DC 20016.**

**Catholic Library Association, 461 West Lancaster Avenue, Haverford, PA
19041.**

**Child Study Association of America, 2 East 89th Street, New York, NY
10028.**

International Reading Association, 6 Tyre Avenue, Newark, DE 19711.

**National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL
61801.**

PART VII

Bibliographies

Some of the titles listed may be out of print. However, they may be available in school or public libraries for use by interested teachers.

- Best Books for Children.* R. R. Bowker Co., 1180 Avenue of the Americas, New York, NY 10036.
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- Children's Literature.* Wofford College Library, Spartanburg, SC 29311.
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Tellers of Tales. Franklin Watts, Inc., 845 Third Avenue, New York, NY 10022.

Names and Addresses of Publishers

- Abelard-Schuman Limited**
257 Park Avenue South
New York, NY 10010
- Abingdon Press**
201-8th Avenue South
Nashville, TN 37203
- American Heritage Press**
Div. of McGraw-Hill Book Co.
1221 Ave. of the Americas
New York, NY 10020
- Athenaeum Publishers**
122 East 42nd Street
New York, NY 10017
- Benefic Press**
10300 West Roosevelt Road
Westchester, IL 60153
- Childrens Press, Inc.**
Div. of Regensteiner Publishing
Enterprises, Inc.
1224 West Van Buren Street
Chicago, IL 60607
- Coward, McCann & Geoghegan, Inc.**
200 Madison Avenue
New York, NY 10016
- Crowell Collier and Macmillan, Inc.**
866 Third Avenue
New York, NY 10022
- Thomas Y. Crowell Company**
Subs. of Dun & Bradstreet, Inc.
666 Fifth Avenue
New York, NY 10019
- Doubleday & Company, Inc.**
Garden City, NY 11530
- Farrar, Straus & Giroux, Inc.**
19 Union Square, West
New York, NY 10003
- Follett Publishing Company**
1010 West Washington Boulevard
Chicago, IL 60607
- Harcourt Brace Jovanovich, Inc.**
757 Third Avenue
New York, NY 10017
- Harper & Row, Publishers**
10 East 53rd Street
New York, NY 10022
- Harvey House, Inc., Publishers**
Irvington-on-Hudson, NY 10533
- Hawthorn Books, Inc.**
70 Fifth Avenue
New York, NY 10011
- Holt, Rinehart and Winston, Inc.**
383 Madison Avenue
New York, NY 10017
- Houghton Mifflin Company**
Educational Division
110 Tremont Street
Boston, MA 02107
- The John Day Company, Inc.**
Div. of Intext Press
257 Park Avenue South
New York, NY 10010
- Alfred A. Knopf, Inc.**
Subs. of Random House, Inc.
201 East 50th Street
New York, NY 10022
- Lerner Publications Company**
241 First Avenue North
Minneapolis, MN 55401
- J. B. Lippincott Company**
East Washington Square
Philadelphia, PA 19105
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34 Beacon Street
Boston, MA 02106
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2000 N Street, N.W.
Washington, DC 20036

The Macmillan Company
866 Third Avenue
New York, NY 10022

Melmont Publishers
Subs. of Childrens Press
1224 West Van Buren Street
Chicago, IL 60607

Julian Messner
Div. of Simon & Schuster, Inc.
1 West 39th Street
New York, NY 10018

William Morrow & Co., Inc.
Subs. of Scott, Foresman and Co.
105 Madison Avenue
New York, NY 10016

Noble & Noble, Publishers, Inc.
750 Third Avenue
New York, NY 10017

Parents' Magazine Press
Div. of Parents' Magazine
Enterprises, Inc.
52 Vanderbilt Avenue
New York, NY 10017

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

G. P. Putnam's Sons
200 Madison Avenue
New York, NY 10016

Rand McNally & Company
Box 7600
Chicago, IL 60680

Random House, Inc.
201 East 50th Street
New York, NY 10022

Reilly & Lee Books
Imprint of
Henry Regnery Company
114 West Illinois Street
Chicago, IL 60610

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025

Charles Scribner's Sons
597 Fifth Avenue
New York, NY 10017

The Seabury Press, Inc.
815 Second Avenue
New York, NY 10017

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, WI 53210

Simon & Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

The Viking Press, Inc.
625 Madison Avenue
New York, NY 10022

Franklin Watts, Inc.
845 Third Avenue
New York, NY 10022

Albert Whitman & Company
560 West Lake Street
Chicago, IL 60606

World Publishing Company
110 East 59th Street
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