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Outlines New "Economic" Courses to Be Offered New Trier Students

Parents Are Urged to Study
Courses Listed Here

By J. R. Smith

(Commerce Department, New Trier High School)

Events of local, national, and world-wide significance point persistently to a woeful lack of economic intelligence among the peoples of every nation, including in sad degree the citizenry of our own country. Practically all of us are continually confronted with a baffling array of economic problems, of personal as well as broad social importance, the solution of which severely taxes our best thought, training, and experience.

Liberalize Requirements

Educators everywhere are pointing to the necessity of reorganizing our program of education so as to provide a broader training in social and economic understandings. In the past, those boys and girls in our public high schools, who desired later to continue their education in college or university, were forced to pursue a rather severely classical course in order to meet strict college entrance requirements. Of recent years, however, these institutions of higher learning have quite generally liberalized their admission requirements to include a range of subjects formerly unrecognized. Among these are the "economic education" subjects.

In a previous article in the issue of April 30, reference was made to a survey of college entrance requirements conducted by a group of teach-

ers at New Trier High school. One of the purposes of the study was to obtain accurate information regarding the acceptability of the subjects of the "economic education" group toward fulfillment of college entrance requirements. The results of the survey show conclusively that three-fourths of the Class A colleges and universities of the United States will accept economic subjects as entrance units.

Offer New Courses

In recognition of this trend in college admission regulations, the board of education of New Trier High school recently added to the list of subjects acceptable in fulfillment of the two-unit social studies graduation requirement, the following courses: Economic Geography IIA and IIB, Business Economics III, and Household Management IIIa and IIIb. Economics IV also is in the social studies group.

In a few weeks the students at the high school will be choosing their courses for next year. In order to assist parents and students in giving consideration to the economic subjects in working out programs, the following brief outline of courses and contents is given.

ECONOMIC GEOGRAPHY

Economic Geography IIA

This one semester course is concerned primarily with the United States. The physical features of our country are studied first, the emphasis being placed on factors which affect man's relation to his natural environment, thus affording a wide range of timely information and the development of reasoning ability. Comprehensive studies are made of such units as: Transportation in the West, Lumbering, the Movie Industry, the Steel Industry, Chicago and its Industries, the Atlantic Seaboard, New York and its Environs, and Agriculture, including the extensive farms of the West, the Cotton Belt of the South, the Corn Belt, the truck and dairy farms adjacent to the cities, and marketing of agricultural products. This course provides an excellent background of the development of the United States and makes possible a more intelligent com-

prehension of present events and future possibilities.

Economic Geography IIB

The world outside of the United States provides the subject matter for this timely one semester course. Emphasizing man's relation to his natural environment, the reasons underlying the dominant position held by certain peoples and regions are developed. The trade of the United States with Tropical America, Western Europe and Asia is included in such typical units as: The Banana Trade, Coffee, Manufacturing in Western Europe, Europe's Food Supply, Silk, the Over-crowded Orient, etc. One half of the semester is spent on a detailed study of Europe, stressing present difficulties and the mutual benefits of developing international goodwill. The interpretation of current foreign news in the light of known economic and geographical factors is fostered.

BUSINESS ECONOMICS III

STARTING A NEW ENTERPRISE—Visualizing and analyzing the opportunity. Requires broad experience and knowledge of business.

FACTORS OF PLANT LOCATION—Nearness to raw materials; proximity to market; supply of fuel and power; labor supply; transportation; banking facilities; tax rates and municipal ordinances; special inducements; comparison of city, country, and suburbs.

FACTORS OF STORE LOCATION—Volume and character of traffic; proximity and character of other business houses; buying habits and ability of people; comparative rentals, etc.

ORGANIZATION OF OWNERSHIP—Comparison of single proprietorship, partnership, and corporation. Examination of holding company, trust, branch organization, cooperatives, etc.

BUSINESS FINANCE—Fixed and working capital needs; investment of owners—various types of stocks; borrowed capital—various types of bonds; mortgages; drafts; notes; etc. Functions of commercial banks, trust companies and bond houses; functions and operations of securities exchanges.

MARKETING FUNCTIONS AND PROBLEMS—Demand creation, assembly, market finance, market risk, transportation and storage, grading and standardizing; sales promotion and advertising; selection of effective channels of distribution, etc. Produce exchanges.

ADMINISTRATION OF RISK—Universality of risk; administration through insurance; administration through research and forecasting; creation and use of reserves; hedging; contracting out, etc.

OFFICE ADMINISTRATION—Organization; correspondence department; stenographic department; filing department; mailing department; messenger service; library; purchasing and handling of supplies, etc.

PERSONNEL ADMINISTRATION—Purposes of personnel division; hiring, transferring, promotion, discharge; employee training programs; working conditions; welfare work; industrial relations.

MANUFACTURING—Engineering; Planning; operating; service; inspection; industrial relations.

CONTROL TECHNIQUES OF BUSINESS—Accounting, statistics, budgeting.

HOUSEHOLD MANAGEMENT

IIIa and IIIb
HOME AND THE FAMILY—Importance and influence of home; maintaining successful family patterns, traits, attitudes, etc.

MANAGEMENT OF THE HOME—Present day consumer interests of the family; family income and expenditures; planning and furnishing the home; care of the home; planning the use of time.

SPENDING THE INCOME—Actual buying of food, clothing, shelter, operating, savings and advancement.

CHILD CARE—Infant and pre-school child; mental and physical development; education and training of little children.

ECONOMICS IV

CONSUMPTION—Utilization of wealth in relationship to the wants of man and their satisfaction; thrift in the care of property, in expenditures and in investments.

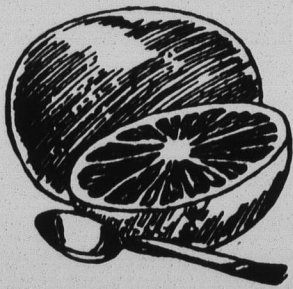
PRODUCTION—The various types of business organization, including the single proprietor, partnership, corporation, cooperative enterprise, and government operation; meaning and characteristics of the agents of production including land, labor, capital, and the community; large scale production, marketing and the business cycle, and the part played by transportation in production.

EXCHANGE—Fundamental principles of exchange and money; evolution of credit and banking; principles of international trade; tariff history of the United States.

DISTRIBUTION—Emphasis is on the problem of determining what remuneration shall go to each of the factors or

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