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A SURVEY OF CERTAIN FACTORS IN THE TEACHING
OF HISTORY IN THE SECONDARY
SCHOOLS OF MONTANA

by

Warren C. Lovinger
B.A., Montana State University, 1942

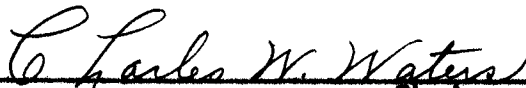
Presented in partial fulfillment of the
requirement for the degree of
Master of Arts.

Montana State University
1944

Approved:



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CHAPTER I

INTRODUCTION

In recent years the methods of teaching history and the other social studies have been subjected to severe criticism by various groups who feel that treatment of these subjects has not been adequate for a democracy. Probably some of this can be attributed to unstable world conditions which have resulted in an increased interest on the part of the general public in matters pertaining to such studies. However, the question is not what has brought on this storm of criticism. Instead, it is whether or not these criticisms are justifiable. In quest of a satisfactory answer to the latter, numerous surveys have been conducted in the various states, and a few have dealt with the subject on a nation-wide basis.

I. Statement of the Problem

This study for the state of Montana has a purpose similar to that which has inspired the research work just mentioned. An attempt will be made to discover:

1. how much history and other social studies is being taught in the secondary schools,
2. how much training the instructors have in the field in which they are teaching,
3. how large the enrollment in these classes is,
4. which are the most popular texts,

5. how Montana compares with other states and the nation in these respects, and

6. how Montana college freshmen rated in the New York Times History Test as compared with those who originally took it.

On the first four topics comparisons constantly will be made between the school years 1929-30 and 1942-43. The reasons for this choice of dates are that the former was early enough so that the schools were not yet greatly affected by the depression, and the records for the latter were the most recent available when the study was begun. From data thus obtained, conclusions will be drawn as to the status of history and other social studies in the secondary schools of Montana.

II. Previous Studies

There have been no similar studies made in the state of Montana. Surveys of other subjects have been conducted, but none of them have dealt with the social studies. In the past decade, however, there has been much research of this type done in other states. Since some of these works will be referred to occasionally, it will probably be proper to list some of them and explain briefly how they treat the subject.

Rydell¹ conducted a survey of the senior high schools

¹ G. A. Rydell, "The Status of the Social Studies in the Senior High Schools of the Second Class Cities of the State of Kansas," (unpublished Master's thesis, The University of Kansas, Lawrence, Kansas, 1935-1936).

in 76 second class cities of Kansas. The enrollment in these schools varied from 1,066 to 84, and the average was 371. The problem was attacked in a subject-by-subject manner in order to discover what per cent of the schools offered each and what per cent of the students were enrolled in each of the subjects. Most of the data is taken from state records. The number of teachers engaged in the instruction of social studies was found to be 206. The number of social studies courses offered in each school ranged from 3 to 8. The per cent of schools offering each subject varied from 100% for U. S. history to 3% for ancient history.

Woods² used as the object of his study the senior high schools of Alabama. The purpose of this study was to find how many courses in the social studies were being offered, what texts were being used, and how these subjects were being taught. Information was gathered by examination of state records and the state course of study, as well as by questionnaires which were sent to all schools being studied. It was found that only four subjects: American history, economics, sociology, and general geography are offered as required subjects by 50% or more of the schools. The five most frequently offered subjects were: American history, world history, economics, American government, and economic-political geogra-

² C. C. Woods, "The Status of the Social Sciences in the Senior High Schools of Alabama, 1937," (unpublished Master's thesis, The University of Alabama, University, Alabama).

phy. Recitation was by far the most usual method of teaching social studies.

In his study of the accredited secondary schools of Nebraska, Kellough³ was concerned chiefly with teaching methods employed and with grade levels at which the various social studies courses were taught. The questionnaire method was used for securing most of the data, but state records were also used to some extent. It was discovered that American history was the most frequently offered subject and that it was a one year course given during the eleventh or twelfth years of school. World history, a one year course at tenth year level, was the next most popular. Ancient history and English history seemed to be rapidly disappearing from the curricula of Nebraska schools.

The medium-sized high schools of Colorado were used as the object of investigation when Consbruck⁴ made his survey of social studies in 1936. By use of the questionnaire method the necessary information was gathered concerning subjects offered and methods used in the field of social studies. It was discovered that the social studies subjects most commonly taught in the majority of the schools were: American history,

³ K. L. Kellough, "The Status of Social Science in the Accredited Secondary Schools of Nebraska, 1936-1937," (unpublished Master's thesis, University of Nebraska, Lincoln, Nebraska).

⁴ A. J. Consbruck, "The Social Studies in Medium-Sized High Schools of Colorado, 1936," (unpublished Master's thesis, Colorado State Teachers' College, Greeley, Colorado).

world history, civics, sociology, economics, and community civics. Most of the schools were giving instruction in American history, world history, and United States civics. Only half of the schools were giving instruction in economics, sociology, and community civics.

A thorough survey of the social studies in 338 Iowa high schools was conducted by Gruis,⁵ who used for comparison the school years of 1929-1930 and 1936-1937. Data was obtained through examination of state reports as well as by the questionnaire method. The main points considered were courses offered, pupils enrolled, and texts used. It was found that a greater variety of social studies courses were offered in 1937 than in 1930, that American history was the most popular of all these courses, that world history was displacing separate history courses, except American history, and that economics and sociology were gaining in popularity.

III. Sources of Data

By far the greatest source of data for this study has been the State Department of Public Instruction. Materials concerning enrollment and courses offered during the school-year 1942-1943 were obtained from The State of Montana Department of Public Instruction High School Report A. All infor-

⁵ C. B. Gruis, "A Comparison of the Social Science Curriculum of Three Hundred Thirty-Eight Iowa High Schools in 1929 to 1930 and 1936 to 1937," (unpublished Master's thesis, University of Iowa, Iowa City, Iowa).

mation on social studies subjects offered and on educational qualifications of teachers during the school-year 1929-1930 came from notes collected from the previously mentioned report in 1930 by Dr. Edward E. Bennett, professor of history and political science at Montana State University. Data pertaining to textbooks used in 1942-1943 came from the Annual State Textbook Reports, but that pertaining to the most popular texts in 1929-1930 was taken from a survey carried on in 1929 by Mr. M. P. Moe, who was then State High School Supervisor.

The New York Times History Test was given to the Freshmen of:

1. Eastern Montana Normal College at Billings,
2. Northern Montana College at Havre,
3. Montana State Normal College at Dillon, and
4. Montana State University at Missoula.

The results were used as data as was also the summary of results as compiled by The New York Times after the testing of the seven thousand college freshmen from various parts of the United States in 1942.

To find more material on nation-wide trends, information from the recent study made by the Committee on American History in Schools and Colleges⁶ was used. Several current articles and a few books were likewise utilized.

⁶ Edgar B. Wesley, Director of Committee, American History in Schools and Colleges, The Macmillan Company, New York, 1944.

IV. Method of Presentation

In developing this survey, as it has been set up, the work falls into two distinct phases. Chief concern in the initial phase is with the high schools of Montana and what importance they attach to the teaching of subjects in the social studies field. The accomplishment of this objective is realized by carefully studying the Montana High School records. In order to discover what are the more recent trends, a comparison is made between the records for the school-year 1929-1930 and similar records for the school-year 1942-1943.

The second phase of the work follows closely the first, but here an attempt is made to find how much history is remembered by freshmen when they enter college. For this purpose the results of The New York Times American History Test, which was given to 377 freshmen entering four different units of the Greater University of Montana in the fall of 1943, are compared with the results obtained when that test was originally given in 1942, to 7,000 college freshmen from 36 different colleges throughout the United States. The many weaknesses of this test are fully realized, of course, but the fact that it has recently been given to such a large number of students from so many different schools seems to justify the use herein made of it.

In developing coherence of the two phases special attention is given to recent articles and books dealing with trends in the teaching of history and other social studies.

There is always an attempt made to relate to and compare with such trends those made evident by the study of Montana high schools.

The final chapter is, for the main part, a summary of the findings of the study. There are, however, some conclusions drawn on the basis of discoveries made, and a few suggestions for further studies are offered.

V. Limitations of Study

This study is purposely limited to a consideration of history and related subjects in Montana high schools from the standpoint of curriculum, enrollment, texts, and training of instructors. Quite obviously, a completely different study could be conducted on this same subject by approaching it from the angle of how these subjects are taught in Montana high schools.

In testing the college freshmen in Montana, another limitation must be mentioned. The test was given in only four Montana schools. The others, either due to war-time programs or inflexible testing programs, were unable to cooperate.

CHAPTER II

STATUS OF THE SOCIAL STUDIES IN MONTANA HIGH SCHOOLS

Although this study is primarily concerned with the status of history in the state of Montana, many other subjects in the social studies group are so closely related to and connected with history that it was thought wise to deal with each individual subject in that field. Therefore, a subject-by-subject survey was made and recorded. In each case records for the school years of 1929-1930 and 1942-1943 were studied in a similar manner, and careful comparisons were made with the hope of bringing out all changes which might be indicative of educational trends.

This part of the study approaches the problem from several angles. An attempt is made to discover what per cent of the schools teach each subject, what per cent of the high school students of the state are enrolled in each subject, what the training of the teacher is in the subject which he or she is teaching, and what texts are being used. In connection with the first point, it must be kept in mind that many of the smaller schools rotate their subjects, and since the study deals with one particular year, the per cent of schools teaching a certain subject over a period of years might be considerably larger than that for one year. This same fact might be applied to the point dealing with per cents of students enrolled in various subjects. Concerning the train-

ing of teachers, it must be stated that in the case of a very few schools the necessary facts were omitted. Thus, the results are based only upon school systems from which complete information was obtained. It will also be noted that in this case there was no comparison between the two school-years being studied. This was true because necessary information pertaining to this matter was not available for the school-year 1929-1930. With regard to the point dealing with texts, it will often be noted that the number of texts listed far exceeds the number of schools teaching the course. This can be accounted for by two facts. Many schools have more than one text in certain subjects, and many schools, because of rotation of subjects, have texts on hand which they are not using during the particular year studied.

With this brief explanation and qualification the study of the various subjects will begin.

Table I gives the per cent of schools teaching courses in each of the social studies subjects during the school-years being considered. The subjects are arranged in the order of their prominence during 1942-1943. The list of subjects here given was taken from High School Report A of The State Department of Public Instruction. Interpretations of the table by subject will be made throughout the chapter.

Table II deals with the training of teachers of the different social studies subjects and of the field in general. Interpretations of this table will be made in the remainder of this chapter.

TABLE I

PER CENT OF SCHOOLS TEACHING, AND PER CENT OF STUDENTS
ENROLLED IN VARIOUS SOCIAL STUDIES SUBJECTS IN MONTANA
HIGH SCHOOLS FOR THE SCHOOL YEARS
1929-30 and 1942-43

Subjects	Per Cent of Schools Teaching		Gain	Loss	Per Cent of Students Enrolled		Gain	Loss
	1929-30	1942-43			1929-30	1942-43		
U. S. History	78.3	79.2	.9		19.8	23.2	3.4	
World History	70.5	72.1	1.6		16.3	17.9	1.6	
Economics	57.1	31.6		25.5	8.6	4.4		4.2
Sociology	60.4	25.0		45.4	9.1	3.8		5.3
Social Studies	4.6	16.0	11.4		1.4	5.6	4.2	
Civics	14.8	12.3		2.5	2.3	1.3		1.0
American Problems	19.8	9.4		10.4	2.7	1.4		1.3
Citizenship	27.2	7.5		19.7	7.0	1.4		5.6
Ancient History	12.4	4.7		7.7	6.2	2.2		4.0
Med. & Mod. History	12.9	4.7		8.2	5.7	1.0		4.7
Vocations	31.3	4.7		26.6	4.9	1.2		3.7
Montana History	.5	2.4	1.9		.1	.3	.2	
International Relations	.5	2.4	1.9		.1	.3	.2	
Current History	.9	1.9	1.0		.5	.4		.1
Latin Am. History	.0	.9	.9		.0	.1	.1	
English History	.9	.9			.2	.1		.1
Industrial History	7.8	.5		7.3	1.2	.1		1.1

TABLE II
 EDUCATIONAL QUALIFICATIONS OF TEACHERS IN THE
 SOCIAL STUDIES COURSES DURING THE SCHOOL YEAR
 1942 and 1943

Subjects	Per Cent With Less Than Minor	Per Cent With Minors	Per Cent With Majors	Number Of Teachers
U. S. History	9.8	54.0	36.2	174
World History	12.9	49.0	38.1	155
Economics	22.4	52.2	25.4	67
Sociology	19.0	48.3	32.7	58
Social Studies	11.1	66.7	22.2	36
Civics	9.5	42.9	47.6	21
American Problems	5.3	57.9	36.8	19
Citizenship	18.8	62.4	18.8	16
Ancient History	10.0	40.0	50.0	10
Med. & Mod. Hist.	11.1	33.3	55.6	9
Vocations	11.1	44.4	44.4	9
Montana History	33.3	33.3	33.3	3
International Rel.		33.3	66.7	3
Current History		66.7	33.3	3
Latin Am. History		100.0		2
English History		100.0		2
Industrial Hist.		100.0		1
Entire Social Studies Field	13.1	52.2	34.7	588

UNITED STATES HISTORY

As was the case in 1929-1930, United States history is still the most frequently offered subject of the social studies group. The per cent of schools teaching it has increased by only 0.9%, from 78.3% to 79.2%, over the thirteen year period being studied. This, in itself, is an insignificant change. However, the per cent of students taking the course has increased 3.4% during the same period of time. This indicates that more students are now taking United States history in the schools where it is offered, possibly because more high school students are now staying in school until their junior or senior year, when the course is given. If the plan of rotating subjects is considered, it appears possible that the per cent of schools offering the subject might approach 100. This is particularly interesting in view of the fact that recent critics have stated that United States history is the "neglected subject"¹ in American Schools.

The training of the teacher in the subject which he teaches is always considered an important factor. Therefore, it is interesting to note that in the school-year 1942-1943 over one-third of the teachers of United States history in Montana had majors, and only 9.8% of them had less than a minor. Many of those with less than a minor were short only a few credits of being in that category. Information pertaining

¹ H. R. Fraser, "Neglect of American History," Education, 63:432-438, March, 1943.

to teacher preparation was not available for the year 1929-1930. Therefore, there can be no comparison made from that standpoint.

Fourteen different texts were listed as being used in teaching United States history in Montana high Schools. By far the most usual of these, however, was Muzzey's A History of Our Country, which was being used in 109 schools. Next on the list was Adams and Vannest's The Record of America, with 15 schools claiming the use of it. The publishing dates most frequently given for texts used were 1936 and 1937. Twenty-seven schools reported texts published at the former date and thirty-three at the latter. However, the dates of publication ranged from 1927 to 1943.

The long-time popularity of Muzzey's book is borne out by the fact that it also occupied the position of prominence in the school-year 1929-1930. Moe² found it to be used in 122 schools. The next most commonly used texts at that date were West and Beard, with frequencies of 13 and 11 respectively. These two texts, had, by 1942-1943, dropped to seventh place in the table, each being listed by 5 schools. No publishing dates were mentioned for the books used in 1929-1930.

Summary:

1. Most of the secondary schools of Montana are

² Information on texts used in 1929-1930 and all tables of texts used at that time came from a study conducted by M. P. Moe, as explained on p. 6 of this study.

giving courses in United States history.

2. Most students at some time during their high school careers take a course in United States history.

3. The instructors teaching these courses are, for the most part, adequately prepared to carry on their work.

4. The text books used are up-to-date, and there is a great deal of uniformity of texts used throughout the state, the same one being used in about 60% of the schools.

TABLE III

TEXTS USED IN UNITED STATES HISTORY DURING THE
SCHOOL-YEAR 1929-1930

Texts	Number of Schools
Muzzey	122
West	13
Beard	11
Elson	5
Forman	5
8 others (1 to 4 each)	18
Total	174

TABLE IV
 TEXTS USED IN UNITED STATES HISTORY DURING THE
 SCHOOL-YEAR 1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates													Total Frequency		
			27	29	32	33	34	35	36	37	38	39	40	41	42		43	
Muzzey,	<u>A Hist. of Our Country</u>	Ginn		1	5	2	1	7	25	21	4	17	1	9	11	5	109	
Adams, Carmon,	<u>Record of Am. Hist. Events in Chang. Am.</u>	Scribners Winston						3	1	3	6		2				15 9	
Wirth, Hamm,	<u>Dev. of Am. Am. People</u>	Am. Book Heath							1	2				3	1		7 6	
Purcell, Beard,	<u>Am. Nation Making of Am. Civ.</u>	Ginn Macmillan			2				4								6 5	
West, Faulkner,	<u>Am. People Am., Its Hist. & People</u>	Allyn-Bacon Harper Bros.					2			3							5 3	
Hamm,	<u>Unit Hist. of U. S.</u>	Heath			2												2	
Barker, Fish,	<u>Our Nation Hist. of U.S.</u>	Row-Peterson Am. Book						1						1			1 1	
Hughes,	<u>Making of U. S.</u>	Allyn- Bacon	1														1	
Yarbrough,	<u>Hist. of U.S.</u>	Laidlaw												1			1	
Totals				1	1	7	4	8	10	27	33	21	23	3	16	12	5	171

WORLD HISTORY

Second in popularity among subjects of the social studies group is world history. This was true for both 1929-1930 and 1942-1943. The per cent of schools offering the course has increased from 70.5 to 72.1 during the period between the years studied. The per cent of students enrolled has increased from 16.3 to 17.9. Neither of these changes, of 1.6% each, is great enough to merit consideration. Instead, they tend to point out that the course enjoys approximately the same position in the curricula of the various schools as it did thirteen years ago. Again, the practice of rotating subjects no doubt is used by many schools, and if this fact were duly considered the per cents would possibly be increased by an appreciable amount.

Of the 155 teachers given as instructors of the course in world history, 38.1% were history majors, 49% had a minor in that field, and 12.9% had less than a minor. Thus, about 87% of the teachers of world history in Montana high schools for the school-year 1942-1943 had sufficient educational preparation for their work. For those who were not in that category, the amount of credits in preparation varied from none to within a credit or two of a minor. The absence of data for 1929-1930 makes comparison impossible.

The texts used by the different schools varied considerably. Nineteen of them were mentioned. Pahlow's book, Man's Great Adventure was much more frequently mentioned than

were any of the others. Sixty-one schools gave it as their text. Two others, Heekel and Sigman, On The Road to Civilization and Hughes, The Making of Today's World, were each claimed as the texts of nineteen different schools. Although the publishing dates of the texts reported ranged from 1928 to 1942, nearly one-half of them were reported as having been published from 1938 to 1940.

Comparison of texts in world history for the two dates being studied reveals that a great change has taken place. Robinson, Smith, & Breasted, the most commonly used book in 1929-1930, ranks only seventh in 1942-1943, and it shares that place with two others. The two books which ranked second and third at the earlier date, Elson and West, were fifth and tenth respectively on the list for 1942-1943. Furthermore, the popular texts for the latter date were not even mentioned at the former date.

In comparing the results of this textbook study in Montana with a similar one conducted by Gruis³ in Iowa for the school-year 1936-1937, an interesting fact presents itself. In the Iowa study Pahlow, the number one book in Montana for 1942-1943, was the most popular text. Robinson, Smith, & Breasted, the most commonly used book in Montana for 1929-1930, ranked second in Iowa schools.

³ C. B. Gruis, op. cit.

Summary:

1. Almost all of the high schools of Montana give courses in world history either annually or on alternating years.

2. Judging from the per cent of students enrolled, an overwhelming majority of them take this course at some time.

3. Teachers of the subject are as well qualified educationally as are those of most other subjects.

4. Although there is little uniformity of texts, those used are of relatively recent publication.

TABLE V

TEXTS USED IN WORLD HISTORY DURING THE SCHOOL-YEAR
1929-1930

Texts	Number of Schools
Robinson, Smith, and Breasted	51
Elson	30
West	25
Webster	22
Hayes and Moon	9
Myers	9
Barnard and Roarbard	2
Total	148

TABLE VI

TEXTS USED IN WORLD HISTORY DURING THE SCHOOL-YEAR 1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates												Total Frequency			
			28	30	31	32	33	34	35	36	37	38	39	40		41	42	
Pahlow,	<u>Man's Great Adv.</u>	Ginn				8		3		1	1	24		18		6	61	
Heckel,	<u>On Road to Civ.</u>	Winston								1	3		14			1	19	
Hughes,	<u>Making of Today's World</u>	Allyn-Bac.							2	2	3	4	3			2	3	19
Hayes,	<u>World History</u>	Macmillan				3		1	4			1	2		3		14	
Elson,	<u>Mod. Times & Past</u>	Am. Book							3	2		1		1			7	
Schapiro,	<u>Civ. in Europe</u>	Houghton		1			3				2			1			7	
Becker,	<u>Story of Civ.</u>	Silver-B.										1		1	2		4	
Perkins,	<u>Man's Adv. Civ.</u>	Rand-Mc.							3				1				4	
Robinson,	<u>Our World Today & Yesterday</u>	Ginn							4								4	
Webster,	<u>World Civ.</u>	Heath							2		1						3	
West,	<u>World Progress</u>	Allyn-B.	1		2												3	
Capen,	<u>Across The Ages</u>	Am. Book											1		1		2	
Webster,	<u>Hist. of Mankind</u>	Heath	2														2	
Beard,	<u>Making of Am. Civ.</u>	Macmillan									1						1	
Carmen,	<u>Hist. Currents in Changing Am.</u>	Winston												1			1	
Greenan,	<u>Units in World History</u>	McGraw							1								1	
Rogers,	<u>Story of Nations</u>	Holt									1						1	
Rugg,	<u>World History</u>	Ginn									1						1	
Urch,	<u>Scaling Centuries</u>	Heath											1				1	
Totals			3	1	2	11	3	14	9	7	12	31	21	23	7	11	155	

ECONOMICS

Economics was being taught in considerably fewer Montana high schools during the school-year 1942-1943 than in the 1929-1930 term. The per cent had dropped from 57.1 to 31.6. The per cent of students enrolled in the subject reduced from 8.6 to 4.4 during the same period. In spite of this noticeable decline in popularity, it still held third place in the list of social studies subjects given and fourth place in enrollment in those subjects.

The teachers of economics were more poorly trained than those of any other subject studied. Over one-fifth of them did not have minors in the subject. One-fourth had majors, and slightly over one-half had minors. These figures are rather significant in view of the fact that a large number of teachers, 67, is being considered.

Twenty-four different texts were listed in the 1942-1943 report. Of these the most commonly used was Goodman, Economics in Everyday Life. Sixteen schools listed it. Three books, Dodd, Introduction to Economics; Janzen, Everyday Economics; and Shields, Consumer Economic Problems were named by ten schools each. Thirteen of the remaining twenty were listed by only one or two schools each. All of the popular texts of the earlier date, Thompson, Ely and Wicker, Fay, Fairchild, and Carver, had dropped to positions of relative unimportance by the later date.

Dates of publication for the various texts spread

from 1924 to 1942. The one most frequently given was 1938. More than one-half of all the books being used in the state were published during or later than 1938.

Summary:

1. Economics is not being offered in as many Montana high schools now as was the case thirteen years ago.

2. A large number of students still take the course, but the number has decreased considerably.

3. Teachers of economics, as a group, apparently are not as well trained as are those of other subjects in the social studies field.

4. No uniformity as to texts exists, but most of those used are fairly recent publications.

TABLE VII

TEXTS USED IN ECONOMICS DURING THE SCHOOL-YEAR
1929-1930

Texts	Number of Schools
Thompson	30
Ely and Wicker	20
Fay	15
Fairchild	13
Carver	12
12 others (1 to 5 each)	35
Total	125

TABLE VIII

TEXTS USED IN ECONOMICS DURING THE SCHOOL-YEAR 1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates												Total Fre- quency		
			24	29	31	32	34	35	36	37	38	39	40	41		42	
Goodman,	<u>Econ. in Everyday Life</u>	Ginn								16					16		
Dodd,	<u>Intro. Econ.</u>	So. West.						4				6			10		
Janzen,	<u>Everyday Econ.</u>	Silver-B.			1	3	2		3				1		10		
Shields,	<u>Con. Econ. Prob.</u>	So. West.					3					7			10		
Beighey,	<u>Econ. & Bus. Opp.</u>	Winston								8					8		
Fairchild,	<u>Essentials of Econ.</u>	Am. Book			1	1	1	3							6		
Fay,	<u>Elements of Econ.</u>	Macmillan				5		1							6		
Smith,	<u>Econ.; Intro. Fund. Problems</u>	McGraw-H.			1			1		1	2				5		
Herschkowitz,	<u>Mod. Econ.</u>	Macmillan						3	1						4		
Hughes,	<u>Fund. of Econ.</u>	Allyn-B.								3					3		
Carver,	<u>El. of Econ.</u>	Ginn		1						1					2		
Corbett,	<u>Modern Econ.</u>	Macmillan										2			2		
Faubel,	<u>Prin. of Econ.</u>	Harcourt				2									2		
Klein,	<u>Economic Prob.</u>	Lyons-C.					1		1						2		
Patterson,	<u>Am. Economics</u>	Macmillan											2		2		
Thompson,	<u>El. Economics</u>	Sanborn		1				1							2		
Bohlman,	<u>Our Econ. Prob.</u>	Heath												1	1		
Colby,	<u>Econ. Geog.</u>	Ginn			1										1		
Ely,	<u>El. of Econ.</u>	Macmillan												1	1		
Klein,	<u>Mod. Econ. Prob.</u>	Lyons-C.												1	1		
Lutz,	<u>Intro. to Econ.</u>	Row-P.						1							1		
Truitt,	<u>Prin. of Econ.</u>	Oxford									1				1		
Zutavern,	<u>Con. Investigates</u>	Rowe									1				1		
Totals				1	1	3	9	4	8	16	5	30	2	15	4	3	97

SOCIOLOGY

Sociology, a subject which is often taught alternately with economics, is now being taught in considerably fewer high schools than it formerly was. It was being given in only 25% of the high schools in 1942-1943, as compared with 60.4% in 1929-1930. The per cent of students enrolled indicates an even greater loss. At the earlier date 9.1% of all the students in Montana high schools were enrolled in the subject. That per cent had dropped to 3.8 by the later date. At that, it still held fifth place in enrollment.

As was true with economics, the teachers of sociology, in general, were not well prepared for their work. Less than one-third had majors, and less than one-half had minors. Nearly one-fifth did not have minors. This would not mean so much if it were not that fifty-eight teachers were included in this group. Therefore, eleven teachers of the subject did not have minors in the field in which they were teaching.

Although fourteen different texts were listed, three of them appeared to be far more commonly used than any of the others. In fact, about 70% of the schools listed one of these as the text used. These three were Gavian and Gray, Our Changing Social Order; Landis and Landis, Social Living; and Ellwood, Social Problems and Sociology. Many of the texts listed in 1929-1930 were still being used at the later date, although they did not hold the same positions of prominence as they previously had. Only one, Ellwood, was found among

the three most popular. The publishing dates varied from 1924 to 1942 with 1938 being given most frequently. Nearly 60% of the books being used had been published in 1938 or later.

Summary:

1. Many high schools have discontinued offering a course in sociology.

2. Enrollment has decreased in proportion to the decline in schools offering the subject.

3. Teachers of the subject, as a whole, are not sufficiently well prepared for teaching the subject.

4. There is a fair amount of uniformity in texts used by the various schools of the state.

TABLE IX

TEXTS USED IN SOCIOLOGY DURING THE SCHOOL-YEAR
1929-1930

Texts	Number of Schools
Ellwood	65
Towne	19
Patterson	16
Gillette	8
Finney	7
Ross	5
5 others (1 or 5 each)	7
Total	127

TABLE X

TEXTS USED IN SOCIOLOGY DURING THE SCHOOL-YEAR
1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates										Total Frequency	
			24	28	32	34	35	37	38	39	41	42		
Gavian,	<u>Our Changing Social Order</u>	Heath				16			1	12	1	1		31
Landis,	<u>Social Living</u>	Ginn							22		6	1		29
Ellwood,	<u>Social Problems and Sociology</u>	Am. Book	2	1	2	2	4		1					12
Ross,	<u>Rudiments of Soc.</u>	Bruce Pub.				3					4			7
Bogardus,	<u>Social Life and Personality</u>	Silver-B.							4					4
Patterson,	<u>American Social Prob.</u>	Macmillan				1					3			4
Towne,	<u>Social Problems</u>	Macmillan				2	2							4
Beach,	<u>Social Problems and Sociology</u>	Scribner						3						3
Landis,	<u>Our Changing Society</u>	Ginn										2		2
Cole,	<u>School Sociology</u>	Allyn-B.										1		1
Finney,	<u>Elementary Sociology</u>	Sanborn					1							1
Quinn,	<u>Institutions of the Social World</u>	Lippincott							1					1
Quinn,	<u>Living in the Social World</u>	Lippincott										1		1
Rugg,	<u>Social Science Series</u>	Ginn						1						1
Totals			2	1	2	24	7	5	28	15	11	6		101

SOCIAL STUDIES

The subject which gained most in popularity during the thirteen-year period from 1929-1930 to 1942-1943 was social studies. This was true from both the standpoints of schools giving it and of students enrolled. The per cent of schools teaching the course had more than tripled, having increased from 4.6% to 16%. The per cent of students enrolled had increased from 1.4% to 5.6%. This indicates that the course is not only being taught in more schools but is also popular with the students.

Teachers of social studies seemed to be about as well prepared as those of other subjects in the social studies field. Almost 90% had either minors or majors in history. The rest varied in preparation from very little to nearly a minor.

The texts for social studies were not listed. Probably the reason for this was that no space on the report blank was devoted to that subject. It is probable that some of the texts used were listed under other headings. However, it would be difficult to recognize these, and no degree of accuracy could be assured by such a method.

Summary:

1. The course, social studies, is growing in popularity more rapidly than any other in the social science group.

2. It is no doubt taking the place of many of the

social science subjects which are being dropped from the list of subjects given by Montana high schools.

3. Teachers of the subject are fairly well prepared for their work, so far as subject matter is concerned.

CIVICS

The per cent of schools teaching civics has dropped from 14.8 to 12.3, and the per cent of students enrolled has declined from 2.3 to 1.3 during the thirteen-year period under consideration. This shows that the number of students taking the course is reducing at a more rapid rate than is the number of schools offering it. The classes in this subject, where it is offered, are usually small.

Teachers were shown to be about as well trained for this as they were for the average subject in the social studies group. Less than 10% of them lacked a minor in the field. The majority had majors.

Magruder's American Government was the text used by more than three-fourths of the schools in 1942-1943. It was also by far the most popular text in 1929-1930. In all, eleven books were listed for the subject during the later school year. The publishing dates of these texts ranged from 1921 to 1943, with more given as 1942 than as any other date. Over one-third of the texts being used were published during or after 1940.

Summary:

1. Courses in civics are being given in fewer Montana high schools now than was the case thirteen years ago.

2. Few students are enrolled in the civics courses which are offered.

3. Teachers of the subject are sufficiently well prepared, generally speaking.

4. The texts are relatively recent and are fairly uniform throughout the state.

TABLE XI

TEXTS USED IN CIVICS DURING THE SCHOOL-YEAR
1929-1930

Texts	Number of Schools
Magruder	92
Ashley	19
Forman	6
Reed	5
12 others (1 to 3 each)	21
Total	143

TABLE XII
 TEXTS USED IN CIVICS DURING THE SCHOOL-YEAR
 1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates													Total Frequency	
			21	28	29	32	34	35	36	37	38	39	40	41	42		43
Magruder,	<u>American Government</u>	Allyn-B.				1	3	4	5	3	6	5	10	9	13	4	63
Renne, Hill,	<u>Montana Citizen Community and Voc. Civics</u>	St. Pub. Ginn		4				2		6			1				7 6
Hughes,	<u>American Government</u>	Allyn-B.		1					2		1						4
Garner, Hamm,	<u>Our Government The Am. People</u>	Am. Book Heath				1						1					1 1
Hughes, Hughes,	<u>Community Civ. Civic Training</u>	Allyn-B. Allyn-B.	1					1									1 1
Lopp,	<u>Citizen and His Gov't.</u>	Silver-B.							1								1
Rugg,	<u>Introduction to Am. Gov't.</u>	Ginn			1												1
Steinberg,	<u>Our Changing Government</u>	Lippincott							1								1
Totals			1	5	1	2	4	6	9	9	8	5	11	9	13	4	87

AMERICAN PROBLEMS

Although the subject called American Problems still holds seventh place on the list of social studies subjects offered in Montana high schools, its importance has rapidly declined during the time-period being considered in this study. In 1942-1943 it was taught in less than one-half as many schools as in 1929-1930. The decrease in schools giving it was from 19.8% to 9.4%. Only 1.4% of the high school students of Montana were enrolled in the course in the latter school-year as compared with 2.7% at the earlier date.

The teachers of the course were well prepared in subject-matter. Of the nineteen listed nearly 37% had majors and nearly 58% had minors in history. Only one teacher had less than a minor.

There seemed to be a great variety of texts in use. Sixteen were listed. The most frequently mentioned of these was Hughes, Problems of American Democracy. Nine schools apparently use it. Next was Kidger, Problems of American Democracy, used by six schools. Hughes was likewise the most popular text in 1929-1930. However, Williamson, the book which ranked second at that time shared sixth place with two other books in 1942-1943.

Publishing dates for the texts mentioned varied from 1919 to 1943. The one most often given was 1940. Three-fourths of the books used were published in 1937 or later.

Summary:

1. American problems, often called problems of American democracy, is being taught in far fewer schools than was formerly the case.

2. Few students are taking the course in the schools in which it is offered.

3. The teachers of the course are well trained.

4. The texts are relatively new, but there is a wide variety of them being used.

TABLE XIII

TEXTS USED IN AMERICAN PROBLEMS DURING THE
SCHOOL-YEAR 1929-1930

Texts	Number of Schools
Hughes	21
Williamson	16
Morehouse and Graham	7
3 others (1 or 2 each)	5
Total	49

TABLE XIV

TEXTS USED IN AMERICAN PROBLEMS DURING THE SCHOOL-YEAR
1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates											Total Fre- quency	
			19	25	33	35	36	37	38	39	40	41	42		43
Hughes,	<u>Problems of Am. Democracy</u>	Allyn-B.				3	2	1	2		1			9	
Kidger,	<u>Problems of Am. Democracy</u>	Ginn									6			6	
Magruder,	<u>American Gov't.</u>	Allyn-B.			1				1	2		1		5	
Patterson,	<u>Prob. In Am. Dem.</u>	Macmillan							4			1		5	
Greenan,	<u>Everyday Prob. in Am. Democracy</u>	Houghton- Mifflin				1				1			1	3	
Adams,	<u>Record of America</u>	Scribner				1			1					2	
Hughes,	<u>Today's Problems</u>	Allyn-B.										2		2	
Williamson,	<u>Prob. of Am. Dem.</u>	Heath			2									2	
Bacon,	<u>Our Life Today</u>	Little-B.										1		1	
Ellwood,	<u>Soc. and Mod. Soc. Prob.</u>	Am. Book	1											1	
Fincher,	<u>Democracy at Work</u>	Winston										1		1	
Keohane,	<u>Government in Action</u>	Harcourt							1					1	
Muzzey,	<u>American History</u>	Ginn								1				1	
Houghton,	<u>Realities of Am. Government</u>	Macmillan							1					1	
Russell,	<u>The Meaning of Dem.</u>	Macmillan										1		1	
Walker,	<u>Am. Dem. & Change</u>	Scribner					1							1	
Totals			1	2	1	5	3	3	8	1	10	3	4	1	42

CITIZENSHIP

The number of schools teaching citizenship has declined between the school-years 1929-1930 and 1942-1943. At the earlier date it was given by 27.2% of the high schools in Montana. By the later date it was taught in only 7.5% of those schools. The per cent of students enrolled has declined at a similar rate, having dropped from 7.0% to 1.4% over the same period of time.

Nearly one-fifth of the instructors listed as teaching the subject have less than a minor in the field of social studies. The same amount have majors, and the rest have minors. The indication here is that citizenship might be a subject which is assigned to the teacher whose program will best accommodate it, rather than to the one who is best prepared to teach it.

The variety of texts used is great. Eighteen books are listed. The most widely used one is Hughes, Building Citizenship. It was given as the text in sixteen schools. None of the other seventeen are used in more than three schools. Hill, which was by far the most popular in 1929-1930, was being used in only two schools in 1942-1943. Hughes ranked second at the earlier date.

The publishing dates of the texts mentioned varied from 1929 to 1943. The two dates most often given were 1936 and 1940, each having a frequency of seven. Nearly three-fourths of these books were published during or after 1937.

Summary:

1. The teaching of citizenship has been discontinued in many Montana high schools.

2. Few students are taking the course.

3. Teachers are not particularly well prepared for their work in the subject.

4. A great variety of texts on the subject is in use in the high schools of the state.

5. The publication dates of the texts used average a little earlier than those of some used in other subjects of the social science group.

TABLE XV

TEXTS USED IN CITIZENSHIP DURING THE
SCHOOL-YEAR 1929-1930

Texts	Number of Schools
Hill	41
Hughes	11
Marshall	8
Edmonson and Dodd	6
3 others 1 each	3
Total	69

TABLE XVI

TEXTS USED IN CITIZENSHIP DURING THE SCHOOL-YEAR 1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates											Total Frequency	
			28	33	34	35	36	37	38	39	40	41	42		43
Hughes,	<u>Building Citizenship</u>	Allyn-B.		1	2		2	2	1	2	3	1	1	1	16
Crawford,	<u>Living Your Life</u>	Heath									3				3
Magruder,	<u>American Gov't.</u>	Allyn-B.					2						1		3
Blough,	<u>Fund. of Cit.</u>	Laidlaw									2				2
Hill,	<u>Community & Voc. Civ.</u>	Ginn	1						1						2
Lopp,	<u>Cit. & His Gov't.</u>	Silver-B.					2								2
Shively,	<u>Vocational Prob.</u>	McCormick							2						2
Abbot,	<u>Montana Gov't.</u>	B. Gazette						1							1
Anstice,	<u>Am. Citizen</u>									1					1
Arnold,	<u>Building Our Life</u>	Row-P.									1				1
Broome,	<u>Our Democracy</u>	Macmillan								1					1
Capen,	<u>My Worth to the World</u>	Am. Book						1							1
Hill,	<u>The Life & Work of the Citizen</u>	Ginn				1									1
Houghton,	<u>Realities of Am. Gov't.</u>	Macmillan							1						1
Magruder,	<u>Our Changing Gov't.</u>	Lippincott					1								1
Quinn,	<u>Living in the Soc. World</u>	Lippincott								1					1
Renne,	<u>Montana Citizen</u>	St. Pub.						1							1
Turkington,	<u>Your Country & Mine</u>	Ginn											1		1
			1	1	2	1	7	6	4	4	7	4	1	3	41

ANCIENT HISTORY

Ancient history is apparently a dying subject as far as Montana high schools are concerned. Only 4.7% of the schools give it now, whereas it was offered in 12.4% of the schools in 1929-1930. At the present time the course enjoys its greatest popularity in the parochial schools. The number of students taking ancient history has dropped proportionally with the decline of its importance in the curriculum. This change probably does not mean that no ancient history is being taught now but that it is being included in subjects of a broader scope, such as world history and the general social studies courses.

There were only ten instructors listed as teaching ancient history. Of these 90% had either majors or minors in history, and only one did not have a minor. Therefore, the indication is that teachers of the subject are sufficiently prepared for their work.

Seven different texts were listed as being used in 1942-1943. Of these the one which occurred with the greatest frequency was Betten, Ancient and Medieval History. The most popular book in 1929-1930, Robinson and Breasted, shared second place on the list for the latter date. As would be expected, many of these texts have very old publication dates. More were listed for 1928 than for any other year. However, they ranged from 1926 to 1943, indicating that some new books on the subject are still being bought by the high schools.

Summary:

1. Ancient history is being replaced in Montana high schools by other subjects.

2. Very few students now take courses in ancient history.

3. Teachers of the subject are well prepared.

4. The texts used, for the most part, are older, but there are some very recent ones also in use.

5. Ancient history is still quite widely taught in parochial schools because of its connection with religion.

TABLE XVII

TEXTS USED IN ANCIENT HISTORY DURING THE
SCHOOL-YEAR 1929-1930

Texts	Number of Schools
Robinson and Breasted	13
West	6
5 others (1 to 3 each	10
Total	29

TABLE XVIII

TEXTS USED IN ANCIENT HISTORY DURING THE SCHOOL-YEAR
1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates								Total Frequency	
			16	28	29	33	37	38	39	41		43
Betten,	<u>Ancient and Medieval History</u>	Allyn-Bacon	4							1	5	
Magoffin,	<u>Ancient and Medieval History</u>	Silver- Burdett								3	3	
Robinson,	<u>History of Civilization Earlier Ages</u>	Ginn			1		1	1			3	
Myers,	<u>Ancient History</u>	Ginn	2								2	
Hughes,	<u>Making of Today's World</u>	Allyn-Bacon								1	1	
Muzzey,	<u>The American People</u>	Ginn							1		1	
Webster,	<u>Early European History</u>	Heath			1						1	
		Totals	2	4	1	1	1	2	3	1	1	16

MEDIEVAL AND MODERN HISTORY

Medieval and modern history seems to fall into the same category as does ancient history. It also is disappearing from the high school curricula of the state. In fact, in the thirteen-year period between the two dates considered in this study the prominence of medieval and modern history in the high school curricula of the state has declined at a more rapid rate than has that of ancient history. The per cent of schools giving the subject has declined from 12.9 to 4.7, while the per cent of students taking it has fallen from 5.7 to 1.0. The course is most frequently offered in large schools where a wider choice of subjects is possible. Probably much of the material formerly taught in this subject is now included in other social studies courses.

All teachers listed, except one, had either minors or majors in history. However, that one teacher represented 11.1% of those engaged, since only nine were reported.

A wide variety of texts is evidently used throughout the state. Of the ten listed, no one book was used in more than four schools. The one most commonly used in 1942-1943 was found to be Hayes and Moon, Modern and Medieval History. This book was not even given in the 1929-1930 list. At that time Robinson and Breasted led all others, but now only one school claims it as the text. The publishing dates vary from 1919 to 1940, and the greatest number fall in the 1937 column. More than one-half of the books used were published during or

since 1937. Three publishing dates were given as 1940, thereby showing that some schools have recently bought new texts on the subject.

Summary:

1. Very few of the public schools now offer courses in medieval and modern history.
2. A very small per cent of the students take the course even in schools where it is offered.
3. Teachers of the subject are as well trained as those of other social studies courses.
4. The texts used are relatively new.
5. The subject is being incorporated into more general courses in social studies, but those which do offer it are now chiefly the larger public schools and the parochial schools.

TABLE XIX

TEXTS USED IN MEDIEVAL AND MODERN HISTORY
DURING THE SCHOOL-YEAR 1929-1930

Texts	Number of Schools
Robinson and Breasted	17
West	7
Betten	5
Elson	2
Myers	1
Total	<u>32</u>

TABLE XX
 TEXTS USED IN MEDIEVAL AND MODERN HISTORY
 DURING THE SCHOOL-YEAR 1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates								Total Frequency	
			19	28	32	34	35	37	38	39		40
Hayes,	<u>Modern and Medieval History</u>	Allyn-Bacon						2		2	4	
Betten,	<u>Ancient and Medieval History</u>	Allyn-Bacon		2	1						3	
Webster,	<u>Modern European Civ.</u>	Heath						3			3	
Betten,	<u>Modern World</u>	Ginn	1				1				2	
Beard,	<u>History of Civilization, Our Own Age</u>	Ginn						1	1		2	
Becker,	<u>Modern History</u>	Silver-B.					1				1	
Kaufmann,	<u>Modern Europe</u>	Allyn-Bacon				1					1	
Magoffin,	<u>Ancient and Medieval History</u>	Silver-B.							1		1	
Robinson,	<u>History of Europe, Our Own Times</u>	Ginn				1					1	
West,	<u>Modern Progress</u>	Allyn-Bacon								1	1	
		Totals	1	2	1	2	2	4	3	1	3	19

VOCATIONS

Vocations has declined in importance more rapidly during the thirteen-year period under consideration than any other one subject except industrial history. The per cent of schools teaching it dropped from 31.3 to 4.7 during that time. From the standpoint of enrollment the decline was less rapid, the per cent having fallen from 4.9 to 1.2 during the same period.

Although the teachers of this course are not great in number, they apparently have good educational qualifications. One of the nine listed did not have a minor in the field. Of the others, half had majors and half had minors.

Fourteen different texts were listed, but the most popular of these was Brewer, Occupations, being mentioned by twelve schools. Bliss, Personality and School shared second place with Smith and Blough, Planning A Career. Each had a frequency of four. It is noteworthy that of the five popular texts of 1929-1930, Gowin, Wheatly and Brewer, Hill, Hughes, Lyon, and Gates, only one appeared on the list for the later date. That was Gowin, reported by only one school. However, Brewer, the author of the popular text now, was co-author of the popular text at the earlier date. Publishing dates are scattered from 1923 to 1940. The date most frequently given is 1936. Three-fourths of the texts used were published in 1936 or later.

Summary:

1. Vocations courses are taught in fewer Montana high schools now than in 1929-1930.

2. Enrollment in this subject, where it is taught, is apparently fairly high, because per cent of enrollment has not dropped proportionally to per cent of schools giving the course.

3. Teachers of the subject seem to be fairly well trained.

4. The texts are not as uniform as in some subjects, and they are not quite as recent as might be desired.

TABLE XXI

TEXTS USED IN VOCATIONS DURING THE SCHOOL-YEAR
1929-1930

Texts	Number of Schools
Gowin, Wheatly and Brewer	53
Hill	5
Hughes	3
Lyon	2
Gates	2
4 others 1 each	4
Total	69

TABLE XXII

TEXTS USED IN VOCATIONS DURING THE SCHOOL-YEAR
1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates										Total Fre- quency		
			23	28	29	31	32	36	37	38	39	40			
Brewer,	<u>Occupations</u>	Ginn	1		1		9		1						12
Bliss,	<u>Personality and School</u>	Allyn-Bacon							4						4
Smith,	<u>Planning A Career</u>	Am. Book					4								4
Proctor,	<u>Vocations</u>	Houghton-M.			1		1		1	1					4
Holbrook,	<u>Vocations and School</u>	Allyn-Bacon											3		3
Myers,	<u>Planning Your Future</u>	McGrew-Hill											2		2
Arnold,	<u>Building Our Life</u>	Row-Peter- son										1			1
	<u>Together</u>														
Beighey,	<u>Economic and Business</u>	Winston							1						1
	<u>Opportunities</u>														
Brisec,	<u>Store Salesmanship</u>	Prentice-H.					1								1
Davis,	<u>Guidance For Youth</u>	Ginn		1											1
Eastburn,	<u>Planning Your Life</u>	Scribners										1			1
Edmonson,	<u>Occupations Through</u>	Macmillan				1									1
	<u>Problems</u>														
Gowin,	<u>Occupations</u>	Ginn	1												1
Richert,	<u>Retailing Principles</u>	Gregg Pub.								1					1
	<u>and Practices</u>														
Zutovern,	<u>The Business of Life</u>	Comm. Text- Book Co.							1						1
Totals			2	1	1	2	2	13	2	8	2	5			38

MONTANA HISTORY

Very little history of the state is being taught at the high school level. Perhaps the chief reason for this is that the elementary schools have long taught Montana history in the eighth grade. Because of this fact it is likely that most schools feel it unnecessary or unprofitable to repeat the course at high school level. However, the per cent of high schools teaching the subject is on the increase. In 1942-1943 the per cent was 2.4 as compared to 0.5 in 1929-1930. The per cent of students taking it had, during the same period of time, changed from 0.1 to 0.3, indicating that the increase in the number of students taking the course is not keeping pace with that of schools teaching it.

The teachers of Montana history were apparently not all listed, but of the three mentioned one did not have a minor in history, one had a minor, and the other had a major. This is not a good average.

Four texts are mentioned as being used. Of these Abbott, Montana in the Making, is the commonly used one, being listed by 75% of the schools concerned. It is possible that in some cases the text for this course was reported by schools actually using it in the elementary grades. This would account for the great difference between the number of high schools giving the subject and the texts reported. Since no list of texts used in 1929-1930 was made for Montana history, no comparison is possible.

The publishing dates range from 1924 to 1942, but the date occurring most often is 1939. Three-fourths of the books reported were published during or later than 1937.

Summary:

1. The teaching of Montana history at the high school level is increasing, but still few schools give the course.
2. Very few students take the course, even in schools where it is offered.
3. Teachers are not as well prepared as they should be for teaching the subject.
4. The texts are mostly of recent publication.

TABLE XKIII

TEXTS USED IN MONTANA HISTORY DURING THE
SCHOOL-YEAR 1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates						Total Fre- quency	
			24	31	34	37	38	39		42
Abbott,	<u>Montana in</u> <u>The Making</u>	Billings Gazette	3	2	3	3	10		21	
Renne,	<u>Montana</u> <u>Citizen</u>	St. Pub. Co.		1	3				4	
Burlingame,	<u>The Mont.</u> <u>Frontier</u>	St. Pub. Co.						2	2	
Hamilton,	<u>The Gov't.</u> <u>of Mont.</u>	Allyn-B.	1						1	
Totals			1	3	3	6	3	10	2	28

INTERNATIONAL RELATIONS

International relations, although it still does not occupy an important position on the list of subjects offered in Montana high schools, is now being taught in 2.4% of them, as compared to 0.5% in 1929-1930. The per cent of students taking the course has not increased at such a great rate, however. It is interesting to note here that exactly the same change had taken place in the status of Montana history as in international relations.

Only a few teachers of the subject were listed, but all of them had either a minor or a major in the field of history.

Of the two texts mentioned, Magruder's National Government and International Relations was the more commonly used. Emery's Background of World Affairs was listed by one school. The publishing dates were from 1939 to 1942, the most common one being 1942. The texts for the earlier date were not listed.

Summary:

1. International relations has, during the past thirteen years, risen to a place of greater importance among high school subjects offered.
2. A rather small number of students take the course.
3. Teachers of the subject are well prepared for their work.

4. Texts are new, and the same one is used quite generally throughout the state.

TABLE XXIV
TEXTS USED IN INTERNATIONAL RELATIONS DURING THE
SCHOOL-YEAR 1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates				Total Fre- quency
			39	40	41	42	
Magruder,	<u>National Gov't. & International Relations</u>	Allyn-B.	3	1	1	3	8
Emery,	<u>Background of World Affairs</u>	World Book Co.				1	1
Totals			3	1	1	4	9

CURRENT HISTORY

Although current history was being taught in more schools in 1942-1943, less students were taking the course than in 1929-1930. This would indicate that students do not attach as much importance to it as do their elders who decide what is to be taught.

The teachers of the subject were all listed as having either minors or majors in history. There were, of course, no texts given. Each school indicated that a variety of

current literature was used.

Summary:

1. More schools are teaching current history now than did so thirteen years ago.

2. Fewer students are taking the course in the schools where it is offered.

LATIN AMERICAN HISTORY

Latin American history is apparently a new subject in the high schools of Montana. It has probably come in as a result of the more friendly relations between the United States and the South American countries. In 1929-1930 it was not offered in any high schools of Montana, but in 1942-1943 it appeared on the curricula of 0.9% of the schools. A very few students were taking the course, however.

The two instructors listed as teaching the course both had minors in history.

The two texts listed were Webster and Hussey, History of Latin America and Goetz, Half A Hemisphere. They were published in 1941 and 1943 respectively.

Summary:

1. Latin American history, as a high school subject, is still seldom offered.

2. Very few students are enrolled in the course in schools where it is taught.

3. The few teachers of the subject are well qualified educationally.

4. The texts used are of recent publication.

TABLE XXV

TEXTS USED IN LATIN AMERICAN HISTORY DURING THE
SCHOOL-YEAR 1942-1943

Author	Title	Publishing Company	Frequency in Publishing Dates		Total Fre- quency
			41	43	
Webster,	<u>History of Latin Am.</u>	Heath	2		2
Goetz,	<u>Half a Hemisphere</u>	Harcourt, Brace		1	1
Totals			2	1	3

ENGLISH HISTORY

In regard to the per cent of schools offering the course, English history has the same importance in Montana high schools as it had in 1929-1930. However, the per cent of students taking the course has dropped from 0.2 to 0.1 in that length of time. The two teachers listed for the subject both had minors in history. In neither case was the text reported.

Summary:

1. English history is a subject which is apparently passing from the curricula of Montana high schools.

2. Its popularity among the students evidently is declining almost to the vanishing point.

INDUSTRIAL HISTORY

The teaching of industrial history as a subject seems to have been almost completely discontinued in Montana high schools. In the school-year 1929-1930 it was taught in 7.8% of the schools. In 1942-1943 there was only one school which reported it as a subject offered, and it gave no information as to the text used.

TABLE XXVI

TEXTS USED IN INDUSTRIAL HISTORY DURING THE
SCHOOL-YEAR 1929-1930

Texts	Number of Schools
Wells	2
Osgood	1
Total	3

An attempt will at this point be made to call attention to the various trends which were made evident by the survey:

1. United States history is the most popular of all social studies subjects offered in Montana high schools.

2. The separate history courses such as industrial history, medieval and modern history, ancient history, and English history are being replaced by such courses as world history and social studies.

3. Courses tending to develop ideas of world citizenship, such as international relations, Latin American history, and current history are being given more frequently now.

4. Citizenship and vocations are being offered much less frequently than they formerly were, with social studies and guidance programs taking their respective places.

5. Economics and sociology, although they still occupy positions of prominence among the subjects taught, are losing prominence in the high schools of Montana.

6. More history of the state is being taught at the high school level than was previously taught.

7. The general course called social studies is rapidly attaining a place of importance in the high schools of Montana.

8. A much smaller per cent of the high school students of the state were enrolled in social studies courses during the school year 1942-1943 than were enrolled in these courses

during 1929-1930.

9. About one-eighth of the teachers in the social studies field do not have the credits required for a teaching minor in the field.

CHAPTER III

NATION-WIDE INVESTIGATIONS OF HISTORY TEACHING

In order to broaden the scope of this survey it is necessary to look into some of the current nation-wide trends. Since the study is primarily concerned with the teaching of history, such investigations or studies as those carried on by The New York Times under the supervision of Hugh Russell Fraser¹ and the survey carried on by the Committee on American History in Schools and Colleges, directed by Edgar B. Wesley² are of considerable value from the standpoint of comparison. Therefore, this chapter of the study will deal with such nation-wide investigations, for the purpose of comparing the findings in Montana with those in the nation at large.

Although certain individuals and groups of individuals had for some time insisted that more United States history should be taught in the colleges of the country, no one had gone to the trouble of finding out just how many college students of the United States were studying the history of their country. It was the desire for such data which caused The New York Times to carry on its original survey on the subject.

¹ H. R. Fraser, Chairman of the Committee on American History, "American History Test by 7,000 Students in 36 Colleges," (reprinted from The New York Times Sunday, April 4, 1943 by Macmillan Co., New York, 1943.)

² Edgar B. Wesley, Director of Committee, American History in Schools and Colleges, The Macmillan Company, New York, 1944.

Of the 690 colleges responding to the questionnaire, the per cent requiring United States history for admission was 28, while the per cent requiring it for the undergraduate degree was 18. Thus, there was a chance for a large per cent of the students to go through both high school and college without having had a course in United States history. It was found that only 64% of the schools required United States history for those majoring in government, 44% for those majoring in economics, and 36% for those majoring in sociology. Yet, when asked if United States history should be compulsory for all students, 69% of the colleges answered yes.

On June 21, 1942, The New York Times came out with an article by Fine,³ stating that 82% of the colleges of the country did not require the study of United States history and presenting a table⁴ showing the results of the survey. Few people realized at that time the seriousness of the controversy or the boundless amount of interest which it was destined to arouse. Such a study would at any time stir up a considerable amount of discussion pro and con, but coming, as it did, at a time of national emergency the results were greatly magnified. Three days after the original article had made its appearance numerous letters to the editor were being printed in The New York Times on this subject. Some

³ Benjamin Fine, "U. S. History is Not Required in 82% of Colleges," The New York Times, June 21, 1942, p. 1.

⁴ See Table XXVII on page 57.

TABLE XXVII

RESULTS OF THE NEW YORK TIMES SURVEY ON COLLEGE STUDY
OF UNITED STATES HISTORY

QUESTION	SCHOOLS			Total
	Public	Private	Denominational	
Undergraduates	312,101	158,114	117,339	587,554
Undergraduates in all history	80,813	44,634	41,398	166,845
Undergraduates in U. S. history	28,545	13,948	12,333	54,826
Size of freshman class	96,095	49,752	34,328	180,175
Freshmen in U. S. history courses	8,555	3,164	3,342	15,061
Is U. S. history required for admission to college?				
Yes	78	34	59	171
No	113	127	195	435
Percentage Yes	41	21	23	28
Is U. S. history required for undergraduate degree?				
Yes	60	26	41	127
No	138	177	239	554
Percentage Yes	30	13	15	18
Is U. S. history required for students majoring in:				
Government Yes	89	54	125	268
Government No	58	43	50	151
Economics Yes	71	43	78	192
Economics No	75	66	106	247
Sociology Yes	60	29	65	154
Sociology No	80	71	118	269
Should U. S. history be made compulsory?				
Yes	144	81	129	354
No	37	65	60	162
Percentage Yes	80	55	68	69
Total number of colleges responding	198	200	292	690

spoke highly of the survey and the conclusions drawn therefrom; some demanded that laws immediately be passed to make the study of United States history compulsory in all colleges; some looked upon the survey as incomplete and the conclusions drawn as unfair; and some urged that further study be carried on.

Articles on the subject appeared regularly in The New York Times and in a few other papers and magazines. The chief argument against the teaching of more United States history in colleges seemed to be that the subject had been sufficiently covered at lower levels of education and that it was already pretty well known. Finally it was decided that one way to discover the significance of the findings was to give a test. This test, or questionnaire, was prepared under the supervision of Hugh Russell Fraser, Chairman of the Committee on American History and Dr. Allan Nevins, Professor of American History at Columbia University. It was given to 7,000 college freshmen representing 36 colleges.

Institutions which participated in the survey included:

Boston University, Brooklyn College, Bucknell, City College, University of Cincinnati, Colgate, College of Good Counsel, Dartmouth, George Washington University, Hunter, Illinois Institute of Technology, Indiana University, Kansas University, Kentucky University, Marquette, Maryland University, Massachusetts State College, Mount Holyoke, New York University, North Carolina University, Pennsylvania State College, Pennsylvania University, Pittsburgh University, Rensselaer Polytechnic Institute, Rhode Island State College, Smith College, Texas University, Tulane, Virginia University, Washington University, Washington State

College, Central Washington College of Education, Eastern Washington College of Education, Western Reserve, William and Mary, and Yeshiva College.⁵

While the questions were being prepared, the test being administered, and the results being compiled, there was a comparative lull in writing on the subject. However, when The New York Times for April 4, 1943, presented the summary of results, the controversy started anew and in deadly earnest. It was found that the freshmen tested had done very poorly.

The next day and for some time following, the New York Times carried statements by prominent people in all walks of life. Most of them expressed surprise and alarm at the results, but a few discounted the significance of the whole matter. Certain Senators took up the fight and even considered "introduction of a resolution calling for an inquiry into means by which the Federal Government can promote better instruction of history in the schools."⁶ Many people insisted that there "ought to be a law" requiring United States history in high schools. Certain individuals seized upon this opportunity to criticize the "social studies extremists".⁷ It was stated that "the tragedy really began in 1924 in Denver, Colorado, when the Superintendent of Schools, acting on

⁵ Benjamin Fine, "Ignorance of U. S. History Shown by College Freshmen," The New York Times, April 4, 1943, p. 32.

⁶ Benjamin Fine, "Senators Deplore Student Ignorance of Nation's History," The New York Times, April 4, 1943, p. 1.

⁷ Ibid., p. 1.

suggestions from Teachers' College, Columbia University, moved to substitute a course in social science for the then-existing courses in American history and geography."⁸

In due time teachers of history and their supporters recuperated from the shock of the original attack and started writing articles in defense of their positions and in criticism of the test which had caused the whole situation. By this time early enthusiasm and excitement had worn itself out, and a great many people dropped the matter. It was then that the lines became sharply drawn, the opposing sides dug in, and the heavy artillery took over to pound each other's lines with barrages of articles. The weekly magazine, School and Society, became the chief battlefield, but other periodicals occasionally presented views on the subject. At the present date the controversy is still continuing. However, the discussion has, by now, been so thorough that the matter has deteriorated to the extent that it is little more than personal bickering between individuals and groups of individuals.

It is with the previously mentioned test, given by The New York Times, that this phase of the study is chiefly concerned. This test was given to 392 freshmen entering four different units of the Greater University of Montana in the autumn quarter of 1943. These young people represented high schools from all parts of Montana. Each was asked whether or not he or she had previously seen the test. When the

⁸ Ibid., p. 13

answer was yes, the test concerned was not considered in the study. There were fifteen thus eliminated. Methods used in calculating results were such as to permit comparison with those obtained from the original testing. The per cent of correct answers for each question was figured. Then, in tabulated form, comparisons were made with those obtained when The New York Times conducted the original study.⁹

It will be noted that the Montana group did not do as well as did the national group on naming the thirteen original states. That probably can be accounted for by the fact that many of the students taking the original test were from one or another of these states. Thus they would have given more attention to the matter during their former school days.

For some reason the Montana students did exceedingly well on question 2, concerning place geography. It might be that the schools of the state teach more geography of this type than is the general practice of most schools in the United States. Since the cities mentioned are pretty well scattered throughout the nation, it is not likely that geographical locations played any significant role in causing these differences.

In questions 3 and 4, pertaining to civics, the Montana freshmen did not do so well in comparison. Although the differences of three and four per cent are not highly significant, yet they indicate a less than average knowledge

⁹ See Table XXVIII on pages 62 through 67.

TABLE XXVIII

ITEM ANALYSIS OF THE NEW YORK TIMES
AMERICAN HISTORY TEST

Montana College Freshmen Compared with Freshmen from
Thirty-Six Colleges Throughout the United States

QUESTION	Montana Group (377)		National Group (7,000)	
	No. Right	% Right	No. Right	% Right
1. Name the thirteen original States.	10	3	445	6
2. On what principal body of water are the following cities located:				
a. Cleveland	71	19	1,465	21
b. St. Louis	211	56	2,056	29
c. Cincinnati	201	53	1,561	22
d. Portland, Ore.	132	35	1,052	15
e. Memphis	128	34	1,141	16
f. Milwaukee	96	25	1,311	19
3. Name two of the specific powers granted to the Congress by the Constitution of the United States.	155	41	3,098	44
4. Name four of the fifteen specific freedoms guaranteed to the individual in the Bill of Rights	155	41	3,122	45

TABLE XXVIII (Continued)

QUESTION	Montana Group (377)		National Group (7,000)	
	No.	%	No.	%
	Right	Right	Right	Right
5. Identify at least two of the contributions of the following famous Americans to the political, economic or social development of the United States:				
a. Abraham Lincoln	164	44	1,556	22
b. Thomas Jefferson	64	17	1,126	16
c. Andrew Jackson	39	10	842	12
d. Theodore Roosevelt	91	24	1,313	19
6. Put in their proper sequence:				
a 1. Election of William Henry Harrison				
2. Jackson's war on the Bank of U. S.				
3. Proclamation of Monroe Doctrine				
4. Depression or panic of 1837	15	4	1,189	17
b 1. War with Spain				
2. Passage of Homestead Act				
3. Inauguration of Theodore Roosevelt				
4. Civil service reform	8	2	713	10
c 1. Dred Scott decision				
2. Mexican War				
3. Compromise of 1850				
4. Nullification Act	14	4	419	6
d 1. The Boy Scout movement				
2. First social settlement houses				
3. Transcendentalism				
4. The first women's colleges	24	6	345	5

TABLE XXVIII (Continued)

QUESTION	Montana Group (377)		National Group (7,000)	
	No.	%	No.	%
	Right	Right	Right	Right
7. Name the home State of the following men during their political prominence:				
John C. Calhoun	33	9	1,421	20
Andrew Jackson	81	21	1,079	15
John Quincy Adams	90	24	1,118	16
Daniel Webster	65	17	1,441	21
Thomas Hart Benton	3	1	74	1
James K. Polk	14	4	214	3
Henry Clay	30	8	669	10
Mark Hanna	11	3	225	3
William H. Seward	42	11	1,007	14
Grover Cleveland	50	13	1,210	17
8. What was the Nullification Act of South Carolina and how was the controversy resulting settled?				
	7	2	453	6
9. After each of the following, write what he was principally famous as:				
Charles W. Eliot	24	6	614	9
John D. Rockefeller	275	73	4,935	71
Jay Cooke	15	4	344	5
William James	56	15	642	9
Francis Parkman	84	22	720	10
Carl Schurz	17	5	294	4
James G. Blaine	47	12	964	14
Walt Whitman	306	81	4,083	59
Henry Thoreau	240	64	1,159	16
John Burroughs	90	24	809	12
James J. Hill	140	37	671	10
Nicholas Biddle	22	6	452	6
Alexander Hamilton	199	53	3,360	48
Roger Taney	20	5	551	8
De Witt Clinton	32	8	1,183	17
Eli Whitney	362	96	4,738	68
Jay Gould	81	21	1,202	17

TABLE XXVIII (Continued)

QUESTION	Montana Group (377)		National Group (7,000)	
	No. Right	% Right	No. Right	% Right
9. (Continued)				
Henry Ward Beecher	121	32	597	9
Alexander H. Stephens	20	5	111	2
Roger Williams	154	41	1,450	20
10. Who was President of the United States during:				
1. The War of 1812	25	7	918	13
2. Mexican War	39	10	910	13
3. Civil War	342	91	5,295	75
4. Spanish-American War	35	9	1,027	15
5. World War I	326	86	4,923	70
11. What were the two principal nationalities to migrate from Europe to the United States between 1845 and 1860?				
	47	12	969	14
12. Name the Presidents of the United States who were assassinated.				
1. Garfield	112	30	1,734	25
2. Lincoln	370	98	4,870	69
3. McKinley	138	37	2,145	31
13. Identify:				
Henry L. Stimson	223	59	4,475	64
Jesse Jones	49	13	3,231	46
Sumner Welles	111	29	3,263	46
Norman Thomas	63	17	2,891	40
George C. Marshall	146	39	3,532	50
James F. Byrnes	29	8	2,659	38
Sam Rayburn	148	39	2,896	40
Carter Glass	74	20	2,125	30

TABLE XXVIII (Continued)

QUESTION	Montana Group (377)		National Group (7,000)	
	No.	%	No.	%
	Right	Right	Right	Right
14. What has been the traditional American policy toward China?	139	37	1,050	15
15. When was the Homestead Act Passed?	16	4	287	4
Before the passage of the Homestead Act what was the minimum price per acre of Federal public lands sold at auction?	4	1	109	2
16. Name three prominent figures identified with railroad history in the United States.	15	4	472	7
17. Name any two prominent figures connected with the growth of trusts and monopolies in the United States.	80	21	1,435	20
18. With what inventions are the following names connected:				
1. Robert Fulton	339	90	4,239	60
2. Elias Howe	231	61	3,436	49
3. Eli Whitney	350	93	5,131	73
4. S. F. B. Morse	262	69	4,061	58
5. George Westinghouse	16	4	797	11
6. Alexander Graham Bell	365	97	4,372	60
7. Charles Goodyear	255	68	4,089	58

TABLE XXVIII (Continued)

QUESTION	Montana Group (377)		National Group (7,000)	
	No. Right	% Right	No. Right	% Right
19. Name two areas added to the United States by purchase, and from what nations did we acquire them?	188	50	1,472	20
20. Name the following:				
A prominent figure, not now living, connected with the organization of labor in the United States.	28	7	981	14
One such figure connected with the movement for women's rights.	27	7	928	13
21. Which was the first United States census in which railway mileage could have been reported?	8	2	128	2
22. Beginning with Massachusetts, name the eleven States in their geographical order from north to south.	2	1	198	3

of the matters dealt with.

The Montana group compared favorably with the national group in the identification of certain famous Americans. They seemed, as did the others, to know less about Andrew Jackson than they did about any of the other three.

Question 6 asks that certain events be put in their proper sequence. At this both groups did poorly, but the Montana students made a much poorer showing than did the national group. Possibly this is an indication that less date memorizing goes on in schools of this state.

The average results on questions 7 and 9, naming home states of men and identifying famous individuals were not noticeably different. The few differences which do appear can probably be attributed to geographical locations of schools concerned.

Although neither group knew much about the Nullification Act of South Carolina, the Montana group rated lower than did the other. Again geographical locations of schools might play a minor part, but the complete educational implications are difficult to discover. It depends to a large extent on what is considered important in history.

A considerably larger per cent of Montana students knew who were presidents during the Civil War and during World War I, but less knew about the other wars mentioned. This fact would lead to the conclusion that these wars stand out more in the minds of the students than do the others. The same fact was noticeable in the national group but not to so

great an extent.

In naming principal nationalities to migrate to the United States between 1845 and 1860 neither group did very well, but there was no appreciable amount of difference between the two.

The Montana students did considerably better in naming the presidents who were assassinated. What that indicates, if anything, is difficult to decide.

On question 13, which deals with identification of currently important individuals, the Montana students were consistently lower than the other group. The logical conclusion here is that there is less teaching of current events in the schools of this state than in most schools throughout the nation. This conclusion is borne out by the survey of courses taught in Montana high schools. Only 1.9% of these schools were teaching current history during the school-year 1942-1943.

There were no significant differences in the results obtained on questions concerning the Homestead Act, railroad history, and monopolies.

On the question dealing with inventions and inventors the Montana group, generally speaking, rated far above the other. Here, again, the cause of the difference is not easy to ascertain.

As to the question on territories purchased by the United States, the Montana students expressed far greater enlightenment. Thus, it is indicated that students of Montana

schools get a more complete study of the territorial expansion of the United States. This might be because the subject is of importance in studying the background of their own state.

In matters pertaining to the organization of labor and movements for woman suffrage the state group did not compare so well with the national group.

On the question concerning the earliest railroad mileage in the United States both groups did, as would be expected, very poorly. However, the percentage was the same.

The last question dealt with the geography of the East Coast, and although both groups did very poorly, the state group rated somewhat lower than did the national group. Again, geographical locations of schools, no doubt, played an important part.

Although it is an extremely difficult task to summarize the implications of this comparison of results, yet it might be said that Montana college freshmen compared favorably with college freshmen from other parts of the United States in most phases of the test. They did, however, tend toward weakness in matters pertaining to civics, chronological history, and current events. The two of these which might be important enough to justify some amount of concern are civics and current events. On the other hand, the superior showing in other phases of the test might overshadow any such deficiencies. It must also be borne in mind at all times that there are many weaknesses in this test and that it is being used in this

case only as a means of comparison between two groups of college freshmen and not as an authentic diagnostic instrument.

Such a study as this, where the teaching of history is being surveyed, would be neither complete nor up to date if some attention were not given to the recent study made by the Committee on American History in Schools and Colleges.¹⁰ In this study another test was used. However, it was administered to several different types of groups, rather than to a large number of individuals all at the same educational level. The groups included were high school students, military students, social studies teachers, persons from Who's Who, and selected adults. The test, which is actually a "Test of Understanding of United States History",¹¹ consists of sixty-five items of the multiple-choice type. In each case there are four options, one of which is clearly the best. Some of the questions may be answered by the recalling of specific facts, but many require the drawing of comparisons, the making of interpretations, the analysis of causes and results, the reading of maps, and the interpretation of pictorial materials. Thus there is a sharp contrast between this test and the one given by The New York Times, which required in most questions a definite knowledge of specific facts.

¹⁰ Edgar B. Wesley, Director of Committee, American History in Schools and Colleges, The Macmillan Company, New York, 1944.

¹¹ Ibid., p. 4

However, due to copyright restrictions, it is not possible to reproduce the item analysis¹² of the test just mentioned.

Nevertheless, there are other phases of the study which bear mentioning. By investigating (1) state laws, (2) regulations of state departments of education, (3) city courses of study, and (4) conditions in selected areas, states, and periods, it was found that "history is far from the neglected subject it has been pictured to be."¹³ The report of the study shows that the teaching of United States history is required in elementary schools either by law or by the State department of education in forty-five states and in the high schools of forty-six states. Furthermore, "There is overwhelming proof that United States history is taught three, four, or five times in most school systems."¹⁴ Of the thirty-two selected states whose programs of study were investigated, Montana was among the only four states where the teaching of United States history appeared at six different levels of education.

Four conclusions as to the teaching of United States history in the schools and colleges of the nation as evidenced by the survey are presented:

- (1) The number of courses in American history in the schools and colleges at the present time is sufficient.

¹² Ibid., p. 126.

¹³ "Report on History in Schools," Christian Science Monitor, January 29, 1944, p. 8.

¹⁴ Ibid., p. 9.

If the results are unsatisfactory the remedy is not the multiplication of courses. The Committee, however, sees no cause for discouragement over either the enrollment or the results.

(2) Enrollment in American history courses in elementary and junior high school approaches 100 per cent of the students in attendance.

(3) Enrollment in American history courses in senior high school is so high that the Committee sees no need to urge any change in programs at this level.

(4) The percentage of college students who study American history is small. The Committee believes that it should be raised.¹⁵

The Committee on American History in Schools and Colleges concluded its report with a number of recommendations as to (1) American history courses in schools and colleges, (2) content of American history courses, (3) training of social studies teachers, and (4) American history in relation to society. Since this study is more concerned with the courses offered than any of the other points, only the recommendations found under that heading will be mentioned here:

(1) Every pupil should study American history on at least three grade levels.

(2) Teachers of American history at every level from the grades to the graduate school should cooperate to determine the content of American history courses. No one group should assume the whole responsibility.

(3) American history is now taught with sufficient frequency. Improvement in quality rather than increase in quantity should be the major concern of educators and the public.

(4) History should be taught with a full awareness

¹⁵ Wesley, op. cit., p. 43

of its relations to other subjects, especially to the other social studies.

(5) Instruction in the social studies cannot be successful without the constant use of the library. The Committee therefore urges social studies teachers to demand adequate libraries. The budget for social studies books should at least equal the annual expenditure for equipment for physics, chemistry, and the other sciences.

(6) The primary obligation of the college teacher of history is to present his subject in an interesting and stimulating manner. We believe in the value of research and publication, but we deplore any tendency to stress research at the expense of good teaching.¹⁶

In this phase of the study there has been an attempt to bring out present trends and policies in the teaching of United States history. Special emphasis has been put upon the controversy currently existing among those interested in the subject. At all times the attempt has been made to compare nation-wide trends with those in the state of Montana. Although it is always dangerous to generalize, it seems that, for the most part, Montana schools compare favorably with those of the nation in courses offered in United States history and Montana students compare favorably with those of the nation in test results.

¹⁶ Ibid., p. 118 and 119.

CHAPTER IV

SUMMARY

This study was carried on for the purpose of determining the present status of history in the secondary schools of Montana. Because of the close relationship of the various subjects, this involved a similar consideration of all social studies subjects. Then, The New York Times American History Test was given to certain Montana College freshmen and the results were compared with those obtained by the original nation-wide testing. Next, the findings of the Committee on American History in Schools and Colleges were considered. At all times the aim was to bring out the implications for the teaching of history in Montana high schools.

It seems that the findings of the entire survey could be summed up in a few paragraphs:

The teaching of history in Montana high schools has about as much importance attached to it as it has ever had, judging by the number of courses taught and the number of students enrolled. United States history is a very popular course, and it is likely that, if rotation of subjects in the small schools were considered, the per cent of schools giving it would approach 100. Rydell¹ found this to be true in

¹ G. A. Rydell, "The Status of the Social Studies in the Senior High Schools of the Second Class Cities of the State of Kansas 1935-1936," (unpublished Master's thesis, University of Kansas, Lawrence, Kansas, 1936).

Kansas in 1935-1936. This is apparently the case in most states of the United States, since Wesley's² committee stated that enrollment for United States history courses in high schools throughout the nation was sufficient to make it unnecessary to urge any change of program at that level. Of the other history courses in Montana schools, world history is by far the most popular. This seems to be the case in other states as well. For instance, Wood³ found that 91% of the high schools in Alabama offered this course in 1937. Although the teaching of Montana history is on the increase, not as many high schools here teach state history as do in some other states. Alabama history, for instance, is offered in 14% of the schools of that state, according to Woods.⁴ Such subjects as international relations, current history, and Latin American history are being offered more frequently than in the past.

A trend which is particularly noticeable in Montana is the one toward offering a general course called social studies which takes the place of many specific courses in that group. This course has grown more rapidly in Montana high schools than any other in the social studies field since 1929-

² Wesley, loc. cit., p. 43

³ C. C. Woods, "The Status of the Social Studies in the Senior High Schools of Alabama, 1937," (unpublished Master's thesis, University of Alabama, University, Alabama, 1937).

⁴ Ibid., p. 34

1930. Many of the separate history courses such as ancient history, medieval and modern history, and English history are apparently being replaced by world history.

A much smaller per cent of all the high school students of the state was enrolled in some type of social studies course in 1942-1943 than was in 1929-1930. In fact, the per cent dropped from 86.1 to 64.7 during that time. This is probably nothing to become alarmed about, however, in view of the fact that many new courses have been added to the curriculum of the average high school in the past decade. Perhaps many subjects have been similarly affected.

Most Montana high schools have relatively recent textbooks. In some subjects there is a considerable amount of uniformity of texts, but in others there is a great variety. Some schools listed several extra books which were used for reference work. Thayer⁵ advocates this and warns against using only one text.

Some of the teachers in the field have excellent educational qualifications. However, about one-eighth of them do not have teaching minors. This might be accounted for by the fact that there are many small high schools in the state which have difficulty in getting teachers who are trained in all the subjects which they are required to teach.

⁵ V. T. Thayer, Chairman of the Commission on Secondary School Curriculum, Progressive Education Association, The Social Studies in General Education, D. Appleton-Century Company., Inc., New York, 1940.

Judging by results obtained from The New York Times American History Test, Montana college freshmen compare favorably in factual knowledge with students from other parts of the United States. The Montana group rated higher than the national group on 48.8% of the questions, the same on 6.1% of them, and lower on 45.1% of them. If this is a fair comparison, the young people who graduate from Montana high schools have apparently learned at least as much history as the average student in the United States who is at the same grade level.

Since this study, like most others, is limited in scope, it seems appropriate at this time to suggest further work which would logically follow. It would be well worth while to conduct a study of texts in the social studies field from the standpoint of presentation of subject matter. Another survey could deal with methods of teaching being used in this field and with grade levels at which the various subjects are taught. Lastly, it would be well if a study similar to this one were made every ten to fifteen years for the purpose of discovering new trends in the teaching of the social studies subjects throughout the state.

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A. BOOKS

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History teaching is carefully discussed in this book. It has particularly good material on textbooks, current events, and examinations.

Schutte, T. H., Teaching the Social Studies on the Secondary School Level. New York: Prentice-Hall, Inc., 1938.

Although the concern here is chiefly with methods of teaching, chapters V and IX, on curriculum and testing, respectively, contain material usable in a study such as this one.

Thayer, V. T., The Social Studies in General Education. New York: D. Appleton-Century Company, 1940.

This book presents a good discussion of the social studies in general. It treats the subject from the standpoint of the instructor and attempts to clear up misunderstandings concerning this group of studies.

Wesley, Edgar B., et al, American History in Schools and Colleges. New York: The Macmillan Company, 1944.

This book is a report on the findings of the Committee on American History in Schools and Colleges. It has valuable material presented in an interesting manner.

B. PERIODICAL ARTICLES

Archer, Clifford P., "Fighting Men Are Coming Back," School and Society, 59:113-115, February 12, 1944.

This is an article on The New York Times American History Test by a man in the armed forces. No criticism of the test is made, but the conclusions drawn from the test are questioned.

Bixter, B., "American History," Antioch Review, 2:494-496, September, 1942.

Here is offered a sympathetic treatment of the "Times" history survey and a severe criticism of the "sugar-coating" of history.

Boyd, Paul P., "The 'Times' Test and Our Public Schools," School and Society, 51:620-623, May 29, 1943.

This article criticizes the "Times" Test severely, particularly because of the factual information demanded by it.

Brickman, William W., "The Expanding Concept of Bunk," School and Society, 57:355-357, March 27, 1943.

Here is an article by a man who looks upon history as bunk and upon current surveys into the teaching of it as only attempts to justify the teaching of it.

Broudy, H. S., "History Without Hysteria," School and Society, 58:106-107, August 14, 1943.

The author states that too much excitement has resulted from The New York Times Test and that too many conclusions have been drawn from it.

_____, "The 'Times' Test Again: A Rejoinder," School and Society, 58:376, November 6, 1943.

This is a comeback after Fraser's reply to the article of August 14, 1943, and charges that the test was designed only for the purpose of testing the retention of certain facts.

Buckingham, B. R., "The New York Times Survey of College Requirements," School and Society, 58:131-133, August 15, 1942.

The author calls the "Times" article "inadequate and misleading," and accuses the survey of failing to consider the history taught in elementary grades.

Dilla, Geraldine P., "The American History Situation in a Few Words," School and Society, 58:309-310, October 16, 1943.

This author praises the "Times" test highly, calls it "that excellent Times test," and insists that history should be taught more in chronological order.

Doudna, Edgar G., "American History in American Schools," School and Society, 56:237, September 19, 1942.

Here is an excerpt from an address by Edward Everett Hale on December 22, 1876 which shows that people of that day were worrying over history teaching about the same as they are now.

Fine, Benjamin, "U. S. History Study is not Required in 82% of Colleges," The New York Times, June 21, 1941.

This article is an introduction to the nation-wide survey taken to determine how much history is being taught in colleges of the United States. The article itself is quite lengthy, and besides that a complete table of the findings is offered on page 32.

_____, "Business Men Back History Teaching," The New York Times, June 29, 1942.

This is more on the order of a news account, stating that both the National Education Association and the National Association of Manufacturers advocated at their combined convention that more history be taught.

_____, "Ignorance of United State History Shown by College Freshmen," The New York Times, April 4, 1943.

Here, for the first time, the results of The New York Times American History Test are made public. An item analysis is furnished in this article.

Fraser, H. R., "Neglect of American History," Education, 63:432-438, March, 1943.

In this article American history is pictured as the most neglected of subjects and it is urged that more of it be taught. Social studies programs are blamed for the whole situation.

_____, "A 'Red Herring' Across the Trail of the 'Times' Test," School and Society, 58:190-191, Sept. 11, 1943.

An attempt is here made to discredit the criticisms of the "Times" Test made by Broudy and to support the test. It seems a little shallow.

_____, "The Inside Story of 'The New York Times' Test," School and Society, 58:82-84, August 7, 1943.

This is an explanation of the aims and objectives used in drawing up the test. It is often mentioned that only index questions were used. Included in the article is a severe and unfair criticism of education professors and their types of tests.

Hunt, E. M., "History Charges Called Untrue," Montana Education, 19:9, December, 1942.

The author states that accusations of neglect of American history are largely hysterical charges. He also presents firm arguments in support of the social studies program.

Jordan, P. D., "The New York Times Survey of United States History," Mississippi Valley Review, 29:238-242, Sept., 1942.

This article supports the survey carried on by The New York Times and says that historians have long been worried about the negligible amount of history being taught in schools.

Kline, L. W., "Heavy Heavy Hangs Over the Heads of the Historians," School and Society, 57:435-437, April 17, 1943.

In this article the author is attempting to point out the extreme importance of history at all times and especially during war time.

McClelland, C. P., "Should the Study of American History in Colleges Be Made Compulsory?" School and Society, 59:64-68, January 16, 1943.

The author does not criticize The New York Times Test, but objects strenuously to the proposal that American history be made compulsory. He urges that, instead, the courses be made so interesting that more will take them.

Nevins, Allen, "American History for Americans," The New York Times, May 3, 1943.

This author insists that not enough of the citizens of the United States are being taught American history and that the number should be increased.

_____, "Why We Should Know Our History," The New York Times, May 18, 1943.

In this article many points in favor of studying history are brought out. All the way through the "Times" Test is supported.

Pergler, Charles, "Portland and the Times Test," School and Society, 58:461-462, December 11, 1943.

This author supports The New York Times Test and criticizes those who pick out insignificant flaws in it. He

particularly mentions the question dealing with the location of Portland, Oregon.

Reed, J. M., "History Versus the Social Sciences," School and Society, 58:149-151, September 4, 1943.

Here are given the results when seventy freshmen of the University of Louisville were given the "Times" Test. They rate higher on 31 answers, lower on 48, and the same on 3. It is urged in this article that the teaching in all the social sciences be intensified.

_____, "How Do Senior College Students and Adult Groups Stand on the 'Times' Test?" School and Society, 57:654, April 10, 1943.

Here is presented a study in which university juniors and seniors, college professors, newspaper men, housewives, and business men were given The New York Times American History Test. Each group did considerably better than the Freshmen. This, it was pointed out, showed a lack of emphasis on the mastery of facts. The author states that better teachers are needed but that first salaries must get better.

Stump, W. A., "On Mr. Fraser's Defense of the 'Times' Test," School and Society, 58:348-349, October 30, 1943.

This article answers Fraser's attack on education professors and states that the attack was made for the purpose of drawing attention away from the "Times" Test and its weaknesses.

Thurber, James, "1776 and All That," The New Yorker, 19:15-17, April 24, 1943.

This is a sarcastic criticism of The New York Times American History Test. Attempts are made to bring out the folly of it.

C. UNPUBLISHED MATERIALS

Consbruck, A. J., "The Social Studies in Medium-Sized High Schools of Colorado, 1936." Unpublished Master's thesis, Colorado State Teachers' College, Greeley, Colorado, 1936.

Consideration is given to two principal factors in this study, subjects offered and methods used in teaching. However, the main emphasis is placed on the latter.

Gruis, C. B., "A Comparison of the Social Science Curriculum of Three Hundred Thirty-Eight Iowa High Schools in 1929-1930 and 1936-1937." Unpublished Master's thesis, University of Iowa, Iowa City, 1937.

The subject in this case is treated in a very thorough manner, with due consideration being given to courses offered, pupils enrolled, texts used. Comparisons were drawn between the school-years, 1929-1930 and 1936-1937.

Kellough, K. L., "The Status of Social Science in the Accredited Secondary Schools of Nebraska, 1936-1937." Unpublished Master's thesis, University of Nebraska, Lincoln, Nebraska, 1937.

The author of this study is concerned chiefly with teaching methods and grade levels at which subjects are taught. The per cent of schools offering various subjects is also mentioned.

Rydell, G. A., "The Status of Social Studies in the Senior High Schools of the Second Class Cities of the State of Kansas, 1935-1936." Unpublished Master's thesis, The University of Kansas, Lawrence, Kansas, 1936.

In this case the problem is attacked in a subject-by-subject manner, giving per cent of students enrolled and per cent of schools offering each.

Woods, C. C., "The Status of the Social Sciences in the Senior High Schools of Alabama, 1937." Unpublished Master's thesis, The University of Alabama, University, Alabama, 1938.

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These were used in obtaining material pertaining to texts used in the high schools of the state at the time given.

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This is a survey which was conducted by M. P. Moe, then State High School Supervisor, in 1929. This is the source of all information used in this study concerning texts used at that date.

E. EDITORIALS

"Blind Date with Clio," Nation, 156:618, May 1, 1943.

This is a criticism of the "Times" Test. The author thinks that the college students "out-foxed" the testers by using ridiculous answers.

"Bookshops Can Exploit 'Times' History Survey," Publishers' Weekly, 143:1501-1502, April 10, 1943.

Some of the most ridiculously erroneous answers given on questions in the "Times" Test are mentioned, and the statement is made that bookshops should have increased sales of history books if they display them properly in their windows.

"Report on History in Schools," The Christian Science Monitor, January 29, 1944.

This article discusses the report recently made by the Committee on American History after it had completed its survey on the teaching of United States history in schools and colleges of the nation.

"'The New York Times' Again Investigates the Teaching of History," School and Society, 57:403, April 10, 1943.

Here is presented an introduction to the present history controversy. The author neither supports nor criticizes the test. However, he does speculate, and accurately, as to the commotion it will cause.