

STATEMENT OF PERMISSION TO COPY

In presenting this professional paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this professional paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this professional paper for financial gain shall not be allowed without my written permission.

Signature Nina Kay Willmuth
Date August 6, 1974

THE STATUS AND NEEDS OF MONTANA HISTORY TEACHING
AT THE ELEMENTARY SCHOOL LEVEL

by

NINA KAY WILLMUTH

A professional paper submitted in partial fulfillment
of the requirements for the degree

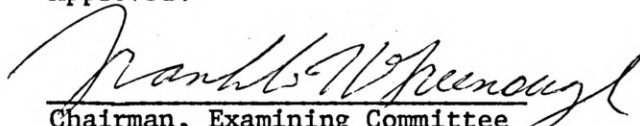
of

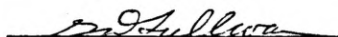
MASTER OF EDUCATION

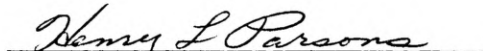
with concentration in

Elementary Education

Approved:


Chairman, Examining Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1974

ACKNOWLEDGMENTS

I wish to extend heartfelt thanks to Dr. Gary Smith and Dr. Frank Greenough for their help and encouragement through this culminating activity of an extremely busy year. They offered their advice and gave freely of their valuable time to see this paper to a successful conclusion and this author to a richer educational experience.

TABLE OF CONTENTS

	Page
LIST OF TABLES.	vi
ABSTRACT.	vii
Chapter	
1. INTRODUCTION	1
HISTORICAL FRAMEWORK	1
The New Social Studies	1
The Discipline of History.	4
The Place of State and Local History	6
Potential for Montana State History.	7
The Problem.	9
General Questions.	9
General Procedures and Limitations	10
Summary.	10
2. REVIEW OF LITERATURE	12
Historical Sketch.	12
Western State History Guides	15
Summary.	20
3. THE SURVEY	21
Population and Sampling Procedures	21
Method of Data Collection.	22
Validity and Reliability	22

Chapter	Page
Data Organization.	24
Summary.	24
4. SURVEY RESULTS	25
Grade Level and Time Allotted.	25
Curriculum Guides Used	27
Content.	27
Methods and Materials.	29
Most Valuable Aids	31
Summary.	32
5. SUMMARY AND RECOMMENDATIONS.	33
Summary.	33
Recommendations.	34
APPENDICES	37
Appendix A: Letters of Transmittal.	38
Appendix B: Survey.	40
LITERATURE CITED	42

LIST OF TABLES

Table	Page
1. Grade Level at Which Montana History is Taught.	26
2. Time Allotted to Teach Montana History.	26
3. Use of a Curriculum Guide for Montana History	27
4. Topics Taught in Montana History.	28
5. Topics Most Difficult to Teach.	29
6. Methods of Instruction Currently Used to Teach Montana History	30
7. Materials Used to Teach Montana History	31
8. Most Valuable Aids for Teaching Montana History	31

ABSTRACT

The purpose of this study was to determine what the teachers of Montana history were teaching and what methods and resources were most often used at the elementary school level. The author reviewed the treatment of Montana history in course outlines published by the State Department of Public Instruction from 1881 to the present. For applications of the new social studies to state history, the author examined social studies curriculum guides of four western states.

In order to determine the status of Montana history and the needs as perceived by the teachers of Montana history, the researcher constructed and administered a questionnaire to one hundred teachers. The data were collected and the findings tabulated for each question.

Ninety-one per cent of the sample responded. These responses indicated an interest in teaching Montana history and a need for more materials and a complete guide. The results of the survey lead the researcher to the following recommendations: (1) a functional, complete guide for Montana history should be constructed; and (2) a social studies coordinator should be appointed within the State Department of Public Instruction.

Chapter 1

INTRODUCTION

Since 1960 there has been a great deal of effort directed toward curriculum improvement and development. It began with science and mathematics and slowly took hold in the social sciences. New rationale, guidelines, and materials have been developed for the social studies in national and state projects, but Montana has not developed local and state resources on a state-wide basis for its social studies program. This lack of development of Montana state history at the elementary level must be examined, the needs assessed, and resources developed.

HISTORICAL FRAMEWORK

The New Social Studies

In 1971 the National Council for the Social Studies set forth guidelines for the social studies curriculum (NCSS, 1971). The rationale for social studies contained two parts: (1) enriching human dignity; and (2) providing students with processes which would make attainment of human dignity possible. The four components of social studies curricula were knowledge, abilities, values, and application of knowledge. Of these, the emphasis was decidedly on the last three. Knowledge-content was a means to an end, not an end itself. The National Society for the Study of Education yearbook for 1972 pointed to the neohumanism and personalization of all subjects in the curriculum

as necessary to meet individual needs, interests, and abilities (NSSE, 1972:243-71). Recurring throughout the literature on the new social studies is an emphasis on methodology and the major concepts of each discipline within the social sciences and an avoidance on facts alone. Content must meet certain criteria in order to be acceptable in this process-concept scheme.

Content in the new curriculum should be selected on the following criteria: immediate relevancy to the student; adaptability to the level of students' interests and abilities; concern with current social problems; adaptability to the inquiry method of student involvement; possible interdisciplinary connections; contribution to the development of the attitudes and behavior identified by the goals of the whole program; possibilities for skill development through a particular content; and coherency with topics and contents presented throughout the year (Fraser, 1969:85). This content could be developed in any one of several ways each being logical such as chronological, problem-centered, issue-related, or any vehicle not a straight jacket (Mahood, 1973:35).

The whole of the new social studies amounts to a hybridization of all the social sciences. No longer should the course of study include a semester of geography, one of history, civics, or government. The social studies ideally should be child-centered, process-oriented, and value-laden. Paul Hanna proposed a model representing a

prehensive, wholistic balanced program K-12. This program centered on how men in groups carry on the basic human activities in the expanding communities of men. The child is the center. In enlarging concentric circles around the child are the family community, the school community, the neighborhood community, the local community, the state community, regions of the state, the United States national community, and the world. The study evolves in sequence from the physically, socially, economically, and historically closest area to the child, to the abstract, far away community of all men. Overlaying these are "categories of human activities," such as communication and transportation (Feldman, 1969:207-16). This is just one possible design for the new social studies.

The emphasis on structure and processes of the social science disciplines are to a great extent reactions to the old rote-memorization of unrelated, disjointed facts. This represents a swing of the pendulum to its natural opposite. Teach the child how the social scientist operates, and in this world of constantly changing facts he will be able to select, organize, infer, and generalize to find solutions to his particular problem. Along with this comes stress on inquiry, discovery, and problem solving. Machines can remember and perform many operations on facts but cannot go beyond their programs. Man alone is able to create and produce innovations to meet problems he will face for survival (Krug, 1967:132).

All the above curriculum changes may be good and necessary, but somehow they are not finding their way into most classrooms. Robert Barr (1973:157) laments in "Beyond the 'New' Social Studies" that some alternative must be found. The education system must be made to provide for more decision-making by students from meaningful options. The school should offer community-based learning and opportunities for social activism. Overall there should be humanness and a chance to learn to live in a pluralistic society.

With this background of the new social studies, the importance of history and state history in the context of this new social studies must now be explored.

The Discipline of History

During the transition to the new social studies curriculum, designers asked experts from each discipline of the social studies to reduce their field to its basic concepts and to show its basic structure and methodology. Only historians had considerable difficulty with this task. History simply did not lend itself to the idea of major concepts. Gerald Danzer (1973:99-106) explained that the problem lies in the uniqueness of every human situation. Generalizations end up sounding like outmoded platitudes and trite oversimplifications. Should history then be disregarded?

History may not adapt to concepts, but it contributes many important skills and opportunities for value judgments to the social

studies. One of the major goals of the social studies is to enrich human dignity. There is no better way for a child to know himself and his world than through the self-revelatory study of history. R. G. Collingwood stated that history "exists to tell man what man is by telling him what he has done (Krug, 1967:3)." It also gives students a sense of perspective and makes the present more meaningful (Teaford, 1973:165). History can be a creative and inspiring force which serves as an instrument for group identification and cultural solidarity. Instead of casting history out of the curriculum, it should be used as the integrater of all the social sciences whose concepts and methods can lend themselves to a variety of contents. History deals with the total human experience and offers a rich variety of topics, issues, events, and people to make the social studies alive, exciting and real (Krug, 1967:72).

The word history comes from the Greek istoria meaning to inquire. It may be hard to find concepts for history but its methodology provides for skill development. Danzer (1973:99) suggested focusing on the historian and his method. The historian first must ask a significant question which he might be able to answer through a careful collection of data. He must then locate and evaluate the date he finds. Certain facts are selected and organized into some meaningful pattern. The ultimate, finished historical product is not only factual but is also a creation, an extension of the historian. Students who are

encouraged to participate actively in the historian's role develop many useful skills. Among these are locating and evaluating evidence, analyzing and synthesizing data, asking significant questions, using context for meaning, formulating hypotheses and generalizations, interpreting and inferring from data, selecting, classifying, and organizing. History would not then be allowed to become a dead subject. It would become a creative, active, and challenging field for discovery (Danzer, 1973:99-106).

The Place of State and Local History

The rationale of the new social studies draws heavily from the philosophies of Pestalozzi, Froebel, Dewey, Bruner, and Piaget (Ballard, 1970:105-115). All emphasize the importance of first-hand experiences and learning through manipulation of actual objects, not just pictorial or symbolic representation of the objects. For this type of learning local and state history offers several distinct advantages. One advantage is the geographical and physical closeness to the area being studied. Children can be taken to the local sites of historical significance and be allowed to experience the actual site through their own senses. Once the child becomes familiar with his state history, the study of national history can be more meaningful as knowledge of the state is transferred to the United States. At the local and state level documents and primary sources are more readily

available. These can be used to demonstrate historical process and to give opportunity for skill development in handling evidence. It can also personalize a discipline which is often abstract, detached, and remote from the student. Oscar Handlin (1954:218) stated that another advantage of local and state history is that it gives the student a better picture of social and economic problems which are often obscured at the national level by political maneuverings.

Robert Douch (Ballard, 1970) suggested three other ways local and state history might be used within the social studies curriculum. It can be used in any study of national history to illustrate generalizations, events, and action. An environmental approach through local history could lead to greater student participation in their communities. Lastly, and often overlooked, is the intrinsic worth of an in-depth inquiry into the student's own locality. This could lead to a lifetime of involvement in historical study as an avocation or leisure activity. As with any historical study, it need not be limited to a chronological survey of the state but can focus on themes, topics, problems, or issues.

Potential for Montana State History

Montanans have consistently shown an interest in preserving and recording their history. As early as 1865, the Legislative Assembly incorporated a Historical Society "in order to collect and arrange

facts in regard to the early history of this Territory, the discovery of mines and incidents of the fur trade, etc. (Montana State Historical and Misc. Library, 1908:1)." To make materials available to the public this library published two bulletins in 1908 with bibliographies of literature about the state. In Chapter 2 the various courses of study provided for instruction in Montana history are discussed.

Since 1957 there has been little state-wide guidance for Montana history instruction. While thirty-nine of the fifty state departments of public instruction have specialists for social studies, Montana has none (Gibson, 1967:251-4). The Standards for Accreditation of Montana Schools adopted in 1971 and still in force prescribes the following as a minimum requirement for elementary social studies, "Social sciences, including geography, history of the United States, history of Montana, agriculture and economics (1971:29)." The status of Montana history should be investigated and evaluated. Every effort should be made to provide guidance and materials for all the elementary teachers who are obligated to teach Montana history. The alternative is the disintegration of a potentially valuable area of study for students of this state.

To visit a people who have no history is like going into a wilderness where there are no roads to direct a traveller. The people have nothing to which they can look back; the wisdom and acts of their forefathers are forgotten; the experience of one generation is lost to the succeeding one; and the consequence is, that the people have little attachment to their state, their policy has no system, and their legislature no decided character (Van Tassel, 1960:104).

The Problem

The problem of this study was to determine the status and needs of Montana history at the elementary level in Montana public schools.

General Questions

The researcher posed the following questions in this study to determine the status of Montana history:

1. At what grade level is Montana history taught?
2. How much time is allotted during the school year for Montana history?
3. What materials and textbooks are currently used to teach Montana history?

To determine what instructional materials within a unit of a curriculum guide are most desirable and necessary, these questions were also answered:

1. What content areas are taught?
2. What is the weakest of them?
3. What methods are used to teach Montana history?
4. What do the teachers of Montana history feel would be most valuable to aid their instruction: lists of available materials and resources, written materials for a particular grade level, a curriculum guide or transparencies, filmstrips, slides, etc.?

General Procedures and Limitations

The researcher prepared and administered a survey to a random sample of elementary teachers in Class I, II, and III districts. The results obtained were used to determine the present status and to assess the area of greatest need for instructional materials for the grade level at which Montana history is most often taught.

Montana history has been taught since 1881. The author limited this study to the teaching of Montana history in the 1973-74 school year. The resources for the study were limited to those available through the Montana State University Library, Bozeman, Montana.

Summary

Curriculum development in the new social studies has brought a change in emphasis from rote memorization to a process-concept orientation. Inquiry and discovery are preferred strategies in the child-centered, learn-by-doing curriculum. Local and state history is ideally suited for this kind of learning. Little help from the State Department of Public Instruction is given for a state-wide program for Montana history. The solution to the problem of this study should contribute to a greater interest in the improvement of the instruction of Montana history by demonstrating the status and needs of state history.

In Chapter Two, the researcher reviews the place of Montana history in state course outlines from 1881 to the present. A discussion of the current curriculum guides of several western states demonstrated some possible responses to the new social studies through state history. Chapter Three details the procedures used to obtain information concerning the status of Montana history. The results of the survey are presented in Chapter Four, while the conclusions and implications are discussed in Chapter Five. To apply the results of the survey and a knowledge of the new social studies to a Montana history guide, the author constructed a teaching-learning unit which is available as a supplement to this study.

Chapter 2

REVIEW OF LITERATURE

As the researcher reviewed the literature, the need for an appraisal of the curriculum for Montana state history became even more apparent. In this section a historical sketch of course outlines for Montana history from 1881 to the present lays the foundation for this study. A brief look at the guides designed by other states within the framework of the new social studies illustrate several possible ways to include state history in a total social studies curriculum.

Historical Sketch

Concern for schools in Montana appeared early. In 1881 a course of study for the elementary schools made provisions for instruction in geography. Because there were no adequate materials, the Monterth Company was asked by the State Department of Public Instruction to publish a special edition of Monterth's Comprehensive Geography emphasizing Montana (State Department of Public Instruction, 1964:4).

In the Montana Constitution the legislature was given the duty of establishing and maintaining a "general, uniform, and thorough system of public, free common schools (Article IX, section 1)." Accordingly, in 1899 the Superintendent of Public Instruction published a Course of Study for the Common Schools of Montana. During the third and fourth grades, pupils began making maps of their school neighborhood including the topography, location of rivers, towns, and natural

resources. The area of the study expanded through these grades to cover their county and state. With this knowledge the student would then be able to understand the different occupations of people in different areas of the state. Written reports at the end of fourth grade included the routes of travel, state institutions, and the function of the state government (1899:47-57). History was introduced at the seventh grade, and Montana history was a unit within eighth grade civics. Pupils were required to know facts about the territorial and state governmental functions as well as local government organization (1899:112).

Under the administration of Elizabeth Ireland, Superintendent of Public Instruction, the state course of study was updated and revised in 1931. The guide cited Newton Abbott's Montana in the Making to be used in the seventh and eighth grades (1931:478). Montana history was not recommended as a single unit or area for study but was interwoven with American history. Some topics studied were: The Westward Movement; Treasure in the State; the Cattle Industry; Montana as a Territory; and Montana in the Two World Wars. Stronger emphasis was given to Montana history in the Montana Law Code of 1936, section 1094 (Abbott, 1954:preface). It was to be allotted eight weeks out of the seventy-two weeks during the school year in the seventh and eighth grades.

Curriculum changes adopted by the State Department in 1934

mentioned Montana history in the social studies objectives. During the seventh grade, pupils were to be given an "understanding and appreciation of our 'Treasure state,' . . . to develop an understanding of the way people in Montana live and work . . ." and understand Montana in relation to the other states of the United States (1934:156). This guide recommended Abbott's Montana in the Making, Fogarty's Montana, and Judson's Montana as textbooks (1934:157). Eighth graders studied the agricultural and mining industries in the state, the Montana constitution and the use of initiatives, referendum and recall.

Until the guide published in 1942, the study of Montana history had been limited to the middle and upper grades. The new curriculum expanded and enlarged the subject by including it in all grades and suggesting audiovisual aids. In the first grade, students were to become familiar with crops grown in the state and their relationships to the climate of the state (1942:494). Second graders studied their community and its history, and Montana before white man. Attention was given to Plains Indians and nearly extinct animals. Filmstrips were suggested for a view of the Navaho and Cherokee tribes (1942:500-501). Certain key facts about the food, clothing and shelter of pioneers and early Montana settlers, and boat travel on rivers and lakes of Montana were taught in grade three. The emphasis was on understanding the dependence Montanans have on their environment (1942:513-520). The heaviest concentration of Montana history was presented

in the fifth grade. Unit 4 examined the Great West and unit 5, "The Roof of the Nation--Montana (1942:538-39)."

In an article entitled "Do Our Students Know Their Own State?" Helen Formos expressed concern over the status of Montana history. The writer encouraged teachers to familiarize students with both fact and fiction of Montana. Integration with the language arts would give depth in understanding the state (Formos, 1945).

Harriet Miller published a number of curriculum guides while serving as Superintendent of Public Instruction. One eighth grade guide recommended that instruction in Montana history begin with the school, then study the county, and finally the whole state (1957). After this there is a hiatus in the development of the subject. In 1963 Rita McDonald submitted a Teacher's Reference Manual for Montana History, Geography, and Government which was never accepted by the State Department but is still available in tentative form (1963).

Western State History Guides

Two local districts have made guides for their teacher's use. Great Falls Public Schools developed a Teacher's Guide to Montana Unit for grade five. This is designed to be used as an independent unit or to be correlated with The Social Sciences, Concepts and Values and Concepts of Sciences. Both broad and specific objectives are stated. Each topic contains concepts, teacher materials, student materials, audio-visual materials, motivating questions, and activities. This

well written work might be expanded and adopted on a state-wide basis.

Several teachers in Livingston, Montana, under a Title III grant, developed a slide program for Montana history. This project has recently been moved to Helena under Harley Ruff, Title III Coordinator. His office is revising and expanding the Livingston slide series into a state-wide program. The aim is to create an original living resource kit of twenty-seven units with a projected cost of \$125 to \$150. This project is directed at the junior high level (Ruff, 1974).

Interest in Montana history has been present since 1881. Montana educators and legislators have considered it an indispensable part of the curriculum. At present there is little state-wide guidance for teaching state history, so the burden falls on the classroom teacher to select content and learning experiences for any amount of time that is available. Other states have revised the teaching in line with the new social studies. In the next few paragraphs, four curriculum guides will be examined.

One of the leaders of curriculum change has been Hilda Taba. In Curriculum Development: Theory and Practice (1962), Taba presented a plan for curriculum change which has been applied to the creation of a new social studies program, K-6, for Contra Costa Schools in California. The rationale for the project identified four major understandings which all children should attain through the major

concepts of the social studies: knowledge, skills, values, and critical thinking. The curriculum through each grade is designed spirally so there is sequence and revisitation of the major concepts. Each unit contains suggested content and activities in the following sequence: openers, development of the concept (concrete to abstract, balanced gathering and using, and balanced intake and expressive activities) and culminating activities.

At the fourth grade level to broaden the child's understanding of the environment, he studied California history. There is no stress on detailed chronology, instead three main ideas are explored:

1. People, influenced by their culture, may use the same natural environment in different ways.
2. A wide range of human and natural resources makes possible a variety of both production and ways of earning a living.
3. People use their government to get what they want (Contra Costa County Department of Education, 1966:ix).

The content centers around these generalizations and learning experiences are suggested. There are lists at the end of each unit of instructional materials including state texts, general histories, teacher references, maps, music, recordings, and other audio-visual materials.

While the Contra Costa curriculum suggested state history for grade four, the Arizona public schools presented aspects of state history in different grades throughout the social studies curriculum. For example, in third grade under basic understandings the child should "know and recognize most prominent Arizona plants and animals."

In skills he should "be able to share ideas and experiences with others" and in attitude have "pride in being an Arizonian (State Department of Public Instruction, 1964:26)." Arizona history and geography are studied in fourth grade, and land and people of Arizona and state government in the eighth grade. This guide presented only broad objectives with no learning experiences or unit development suggested. Because of the lack of direction and resources, it would not be a complete program for state history and failed to emphasize concepts and generalizations.

Closer geographically to Montana is the Framework for the Social Studies in Wyoming, 1969. The first chapter described a plan of attack for local curriculum design from values-philosophy-objectives, learning-growth processes, social needs, organized knowledge, curriculum content, instructional materials, curriculum organization teaching methods, and learning opportunity. Through the social studies, the student should obtain, "(1) an understanding of community states and regions; (2) an understanding of American culture; (3) an understanding of world culture; and (4) an understanding of the rights and responsibilities as citizens (1969:3)." This Wyoming framework explains a theory of the teaching-learning process. The authors point out the difference between facts, concepts, and generalizations in the content. An example of a problem solving approach is given for teachers to consider. A social studies skill chart showed the level at which such

skills as map reading, problem solving, and research should be introduced and extended. In the scope and sequence chart, state history is studied at step five, grade four. As a basis for this study, the authors focused on fifteen major concepts drawn from history, geography, sociology, political science, and economics. The following is an example of one concept from history, "Early records, diaries, newspapers, artifacts and historic sites provide much information about the historical development of Wyoming." Examples of units at each level are suggested, but there are no materials or resources, learning experiences, or factual contents prescribed to aid in implementing this curriculum.

Similar to the Wyoming guide is the recently published Social Studies Program for Idaho Public Schools (Reddington, 1974). The authors clearly stated the philosophy and objectives of the social studies program. Suggestions are given to teachers for inquiry techniques, writing, and teaching social studies units and using materials and visual aids. Emphasis is entirely on understandings, inquiry skills, attitude, and values. Content is only broadly suggested. Under this guide the teacher is responsible for writing all units.

There are elements of each guide which should be considered by the writers of any Montana guide.

Summary

The author found that Montana history has been included in all but one of the course guides published by the Department of Public Instruction from 1881 to the present. At first Montana history was taught at the seventh and eighth grade level but was gradually extended to the first through eighth grade. At first these studies of Montana history involved mainly geography but soon included prehistory, history, economics, and government. Materials have never been abundant as evidenced by the request made to the Monterth Company for a geography of Montana in 1889.

Neighboring states have revised their social studies guides to include concepts, skills, values, and teaching strategies of the new social studies. These have been examined as possible models for a new Montana guide. In order to adapt some of these ideas, the present status of Montana history will be established through the survey explained in the next chapter.

Chapter 3

THE SURVEY

To determine the status and needs of Montana history at the elementary level, the researcher constructed a questionnaire. This chapter defines the population of the study and explains the sampling procedure. The method of data collection is discussed with reference to its validity and reliability.

Population and Sampling Procedures

The population of this study included all the teachers of Montana history, grades one through eight. The researcher assumed that at least one teacher in each elementary and junior high school taught Montana history. According to the 1973-74 Montana Education Directory, there were 685 such schools, therefore, at least 685 teachers of Montana history. Financial considerations lead the researcher to limit the sample size to one hundred teachers. A stratified random sample was drawn from the schools listed. The strata were: (1) rural, class III schools defined by the State Department of Public Instruction as schools within districts of less than 1,000 residents; (2) urban, class I and II schools in districts of over 1,000 residents. Forty-eight point nine per cent, or approximately 50 per cent, of the 685 schools are class III. The survey included fifty teachers in class III schools and fifty in

class I and II schools for convenience.

Each class III school was assigned a number in the order in which it appeared in the Directory. Each class I and II school was also numbered. A table of random numbers was then used to select the schools whose teachers were surveyed (Engelhart, 1972:521).

Method of Data Collection

A survey questionnaire was designed to answer the general questions of the study. Two forms were used to accommodate both rural and urban teachers. For urban schools it was assumed that each teacher who taught Montana history did so in one level only, while in the rural schools different topics might be taught at different levels. On the latter each topic was followed by grade level designations. The survey was one page in length and required a minimal amount of time to complete. Items were answered by checking and space was provided for answers other than the choices given. An appropriate cover letter or letters explaining the purpose of the study and a self-addressed stamped envelope were sent with the proper survey form to the sample. Record was kept of each return and the answers were tabulated. The non-returns were contacted by phone.

Validity and Reliability

Before the data were collected a method of planning the teaching-learning unit was formulated. According to Hilda Taba

(1962:343-379), two important steps in unit planning are diagnosing the needs for the unit and selecting the content for the unit. The general questions of this study examined the needs and status of Montana history and determined what content and materials the teachers thought most important. Questions one, two, and three of the survey considered the grade level at which Montana history is taught, the time it is allotted and the guide followed in its instruction. This determined the status of Montana history instruction. Question three showed what content was being taught. Teachers were then asked which topic was most difficult for them to teach for any reason, such as inadequate materials, guide, or resources. Question eight determined the type of materials most desirable with the unit. The learning experiences or strategies presently in use by these teachers were considered so the projected unit could be easily used by the teachers. Planning a unit with methods the teachers were unfamiliar with would be detrimental to the unit's usefulness.

To check the validity and reliability of the survey, it was submitted to a panel of two experts in Montana history and two in elementary education. The experts were asked to consider the instrument for completeness, ability to answer the basic questions, wording, form, and ease of response. Their comments were used to refine the survey and letter. The revision was then given to ten graduate students in education and history and again to the four experts to be

considered on the criteria above. After correcting the errors and clarifying the recognized ambiguities, the researcher administered the final copies.

In addition to the check above the survey was brief and non-threatening. It was not coded, and the researcher simply noted the returns by the post mark. The questions were objective, except numbers four and eight where opinions were solicited. The cover letter added to the credibility of the survey which was backed by both the history department and the elementary education department and printed on a university letterhead.

Data Organization

The responses from the individual questions were tabulated. A separate table was prepared to display the data from each of the eight questions.

Summary

In order to determine the needs and status of Montana history, the researcher constructed a questionnaire to answer the general questions of the study. After testing its validity and reliability, the author administered this survey to a sample of one hundred teachers of Montana history. The results are presented in Tables 1 through 8 in Chapter Four and the information used to draw some conclusions on the status and needs of Montana history at the elementary school level.

There was a wide range in the time per year used to teach Montana history. In class I and II schools, twelve allowed nine weeks per year, eleven allowed six weeks per year, and ten allowed eighteen weeks per year. The other schools ranged from a three-week period to one year. For class III schools, fifteen offered Montana history for eighteen weeks, six for nine weeks per year, eight for six or twenty-seven weeks, and one for one full year.

Table 1

Grade Level at Which Montana History is Taught

Class	1	2	3	4	5	6	7	8
I & II	1	1	3	3	10	6	18	17
III	2	2	1	3	4	5	20	23

Table 2

Time Allotted To Teach Montana History

Class	3	4	6	9	10	12	18	27	36
I & II	1	1	11	12	1	3	10	2	3
III	0	0	4	6	0	0	15	4	1

Curriculum Guides Used

Many of the teachers sampled used no curriculum guide while teaching Montana history. Thirty-eight class I and II and twenty-five class III schools use no guide. The six class I and II schools and the nine class III schools that use guides use either the tentative 1963 Teachers' Reference Manual for Montana History, Geography and Government, Teacher's Guide to Montana Unit prepared by the teachers in Great Falls Public Schools or an informal guide written by the teachers in Livingston. The topics within these guides are varied as are those topics being taught.

Table 3

Use of a Curriculum Guide for Montana History

Class	Yes	No
I & II	6	38
III	9	25

Content

There were twelve topics which could have been checked from "General Facts" to "Ecology" basically in chronological order with a blank for topics other than those given. In both class I and II and class III schools, exploration and pioneer years are most often taught. Forty-three out of forty-four class I and II schools taught General

difficult first: the World Wars, Ecology, Copper Industry, Discovery and Exploration, the Gold Rush, Indians of Montana, General Facts and the Cattle Industry.

Table 5

Topics Most Difficult to Teach

Topic	Class I & II	Class III
Wars	9	10
Ecology	10	7
Copper Industry	0	2
Discovery and Exploration	0	2
The Gold Rush	1	1
Missionaries	1	0
Government	1	0
Indians	1	0
General Facts	1	0
Cattle Industry	1	0

Methods and Materials

The teachers sampled used a variety of materials and methods to teach Montana history. In class I and II schools, the lecture method was predominant but is closely followed by discussion groups and inquiry. For class III, discussion groups are more frequently used with lecture next and inquiry third. Field trips and resource persons are also used. Respondants listed films, projects, drama, newspapers, and independent research in addition to the choices given.

Table 7

Materials Used to Teach Montana History

	Class I & II	Class III
Textbooks:		
Abbott - <u>Montana in the Making</u>	23	17
Henry - <u>Our Land Montana</u>	25	16
Henry - <u>Treasure State</u>	25	16
Johnson - <u>Montana</u>	1	
Mockel - <u>Montana</u>	1	
Films and Filmstrips	19	14
Montana Historian Magazine	22	9
Other: Montana Outdoors		
Newspapers		
Chamber of Commerce		
Great Falls History Workbooks		
Library Resource		
Montana the Magazine of Western History		

Most Valuable Aids

After viewing the topics, materials and methods, the teachers indicated the aids they considered most valuable to the teaching of Montana history. Both class I and II and class III schools showed that

Table 8

Most Valuable Aids for Teaching Montana History

Aids	Class I & II	Class III
Multi Media	33	28
List of Resources	18	20
A Curriculum Guide	19	18
Written Materials	20	13

transparencies, filmstrips, and slides would be most valuable. Next was list of available materials and resources indicated by eighteen of the class I and II schools and twenty class III schools. A curriculum guide was desired by nineteen class I and II schools and eighteen class III schools, while twenty class I and II schools and thirteen class III schools preferred more written materials. Many of those surveyed checked all four choices or combinations thereof.

Summary

Montana history is usually taught at the seventh and eighth grade level from six to eighteen weeks per year. Most teachers are not using a curriculum guide. Many topics are taught but greater coverage is given to the early history. Of these topics the World Wars was for some reason more difficult to teach. Strategies for teaching Montana history are now lecture, discussion group, and inquiry. A variety of materials are incorporated into these strategies. The teachers surveyed felt that more multi-media aids such as films, film-strips, and transparencies would be most valuable.

Chapter 5

SUMMARY AND RECOMMENDATIONS

The purpose of this study has been to determine the status and needs of teaching Montana history at the elementary school level. The information gathered demonstrated a lively interest in the teaching of Montana history. Following is a brief summary of this study and recommendations made from the evidence obtained.

Summary

As a background for this study, the researcher reviewed curriculum development in the new social studies and its implications for teaching state and local history. It was found that a study of state and local history had many advantages over American and world history. Valuable skills could be developed through first-hand experience and use of documents and primary sources which are more readily available locally (Ballard, 1970:105-115). It can make a study of national history more meaningful and present social and economic problems clearer than at the national level where political science takes precedence (Handlin, 1954:218).

Since state and local history can be a valuable part of the social studies curriculum, the researcher reviewed the curriculum guides for social studies in Montana to see how state history has been used in the past. It was found that interest in and inclusion of Montana history has been present since 1881 (State Department of Public

Instruction, 1964:4). At present there is no social studies curriculum coordinator in the State Department of Public Instruction, but the Title III office is developing a resource kit for Montana history at the junior high level. The State Department of Public Instruction has not approved a specific guide for the social studies.

With this as a foundation, the author designed a survey to answer questions related to teaching Montana history in the elementary grades. This survey was submitted to a panel of experts to check for both validity and reliability before being administered to a random sample of one hundred Montana history teachers.

Recommendations

The results of this study have lead the researcher to two major recommendations: (1) a complete curriculum guide for Montana history should be developed utilizing the developments in the new social studies; and (2) the State Department of Public Instruction should have a social studies coordinator.

In order to use the rich and varied content and materials in Montana's state history, the teachers of Montana history should have a functional, complete curriculum guide to follow. It should conform to the guidelines of the new social studies and be adapted to the needs of this state. Stress should be placed on concepts and generalizations of all the social sciences with history as the core. Provisions should be made within the guide for developing the skills of social scientists

and using their methodology and processes. Teaching strategy should emphasize inquiry and discovery. Actual materials and facts should be organized within the guide for quick, efficient use by teachers. Activities that bring together content, concepts, strategies, and evaluation are important. To allow for improvement of the guide evaluation using feedback from Montana history teachers is also necessary.

In order to accomplish the task of producing a guide, a social studies coordinator for the state is essential. This study has shown that teachers are interested in teaching Montana history at the elementary school level, but that there is no coordinated effort to help these teachers improve their instruction. Just a curriculum guide is not enough. The teachers need audio-visual aids and resources outside their own schools. This in turn calls for central guidance from the most logical organization, the State Department of Public Instruction. The State Historical Society, which is enthusiastic about developing materials for Montana history, waits for an expert to direct the effort. The members of the Montana National Council for the Social Studies should take an active interest and apply pressure in the state to have an expert appointed. Since interest is great, a campaign among both elementary and secondary teachers could be very effective.

Montana history can be a valuable area of study within the social studies curriculum at the elementary level. To be developed,

however, it requires guidance from the State Department of Public Instruction and from a functional, well-designed, complete curriculum guide.

APPENDICES

APPENDIX A

Letters of Transmittal

MONTANA STATE UNIVERSITY

Bozeman, Montana 59715 Tel. 406-994-4744

Department of Elementary Education

February 11, 1974

Beginning with last summer's Montana History Week at Montana State University interest has been generated concerning the status of Montana history in the elementary school curriculum. How much time is it allotted; what additional materials would be valuable? In order to provide answers to these questions as a basis for developing new materials, the enclosed survey has been constructed with the cooperation of the Departments of Elementary Education and History at Montana State University.

Montana history has retained an important place in the total social studies curriculum because students need to understand their state in order to become active, conscientious, responsible citizens of Montana and the United States. As a teacher of Montana history, you are our most valuable and reliable source of information. The survey will take only a few minutes of your time and may result in more materials and a better guide to make your job easier. In order to complete the study by March 15, 1974, the survey should be mailed no later than March 11, 1974.

Any questions you might have should be directed to:

Mrs. Nina Willmuth
Department of Elementary Education
Montana State University
Bozeman, Montana 59715

Sincerely,

Nina Willmuth

MONTANA STATE UNIVERSITY

Bozeman, Montana 59715 Tel. 406-994-4474

Department of Elementary Education

February 11, 1974

Beginning with last summer's Montana History Week at Montana State University interest has been generated concerning the status of Montana history in the elementary curriculum. How much time is it allotted; what textbooks and materials are in use; what additional materials would be valuable? In order to provide some answers to these questions as a basis for developing new materials, the enclosed survey has been constructed with the cooperation of the Department of Elementary Education and History at Montana State University.

Montana history has retained an important place in the total social studies curriculum because students need to understand their state in order to become active, conscientious, responsible citizens of Montana and the United States.

Because there is no consensus concerning the grade level at which Montana history is taught, the survey is being sent to you, the principal. It will require only ten minutes of your Montana history teacher's time and lead to the construction of a better guide and more materials to make your teacher's job easier. In order to complete this study by March 15, 1974 and begin material development, surveys should be mailed no later than March 11, 1974.

Any questions you might have should be directed to:

Mrs. Nina Willmuth
Department of Elementary Education
Montana State University
Bozeman, Montana 59715

Your help will be greatly appreciated.

Sincerely,

Nina Willmuth

APPENDIX B

Survey

1. At what grade level are you teaching Montana History?
____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8
2. How much time per school year is allotted for instruction in Montana History? ____ 6 weeks ____ 9 weeks ____ 18 weeks ____ 27 weeks
____ (ther (Please specify)
3. Are you presently using a curriculum guide for Montana History?
____ No ____ Yes If so, who is the guide distributed by? _____
4. Please check the topics which are being taught.
____ General Facts about Montana
____ Discovery and Exploration
____ The Fur Trade and Mountain Men
____ The Gold Rush
____ The Cattle Industry
____ Indians of Montana
____ Homesteaders in Montana
____ The Copper Industry
____ World War I Effects Montana
____ Between World Wars
____ World War II
____ The Cold War
____ Ecology and the Montana Environment
____ Other (Please identify) _____
5. Of the topics included in #4 above which is most difficult to teach?

6. Which of the following teaching methods is/are used to teach Montana History?
____ Lecture
____ Discussion Groups
____ Field Trips
____ Inquiry or Discovery
____ Resource Persons from the State
____ Other (Please list) _____

7. Which of the following resources or materials are currently used?

Textbooks:

☐ Abbott, <u>Montana in the Making</u>	☐ Slides or Filmstrips
☐ Henry, <u>Treasure State</u>	☐ Montana Historian Magazine
☐ Johnson, <u>Montana</u>	☐ Other (Please list)
☐ Mockel, <u>Montana</u>	_____
☐ Other _____	_____

8. Which of the following would be most valuable to your instruction of Montana History?

☐ List of Available Materials and Resources
☐ Written Materials for a Particular Grade Level
☐ A Curriculum Guide
☐ Transparencies, Filmstrips, and Slides

☐ Check here if you would like a copy of the results of the survey.

LITERATURE CITED

LITERATURE CITED

- Abbott, Newton Carl. 1954. Montana in the Making. 11th ed. Billings, Montana: The Gazette Printing Company.
- Arrington, Leonard J. 1970. "Western Agriculture and the New Deal," presidential address to the annual luncheon and the Agricultural History Society, Los Angeles, California, April 17.
- _____. 1969. "The New Deal in the West: A Preliminary Statistical Inquiry," Pacific Quarterly Review (August), 38:314-315.
- Ballard, Martin (ed.). 1970. New Movements in the Study and Teaching of History. Bloomington, Indiana: Indiana University Press.
- Barr, Robert D. 1973. "Beyond the 'New' Social Studies," The Social Studies (April), 64:157-9.
- Brown, Margery H. and Virginia G. Griffing. 1971. Montana: A Student's Guide to Localized History. Columbia U.: Teachers College Press.
- Cooney, F. H. 1933. "Message of Governor F. H. Cooney to the 23rd Legislative Assembly in Extraordinary Session, 1933."
- Cordier, Ralph W. 1969. "The Study of History Through State and Local Resources," The Social Studies (March), 60:99-104.
- Danzer, Gerald A. 1973. "History and the Concept of Structure," The Social Studies (March), 64:99-106.
- Engelhart, Max D. 1972. Methods of Educational Research. Chicago: Rand McNally and Company.
- Erickson, John. 1933. "Governors State of the State Message," 23rd Biennial Session, Helena, January 3.
- Eschler, Edward. Personal Interview. January 18, 1974.
- Feldman, Martin and Eli Serfman (ed.). 1969. The Social Studies Structure, Models and Strategies. Englewood Cliffs, N. J.: Prentice-Hall, Inc.
- "The First World War--The Yanks Are Coming," reprinted from LIFE, May 22, 1964.
- Formos, Helen. 1945. "Do Our Students Know Their Own State?" Montana Education Journal (April), 21:7.

- Fraser, Dorothy McClure (ed.). 1969. Social Studies Curriculum Development: Prospective and Problems. Washington, D. C.: National Council for the Social Studies.
- Gibson, John S. 1967. New Frontiers in the Social Studies. New York: Citation Press.
- Great Falls Public Schools. No date given. Student Workbook: Montana. Great Falls Public Schools (mimeographed).
- Handlin, Oscar. 1954. Harvard Guide to American History. Cambridge, Massachusetts: Belknap Press.
- Hanley, Janet. 1974. "Learning About Learning, Evaluating Strategies for Teaching About the American Revolution," Social Education (February 19), 38:178.
- Krug, Mark M. 1967. History and the Social Studies. Waltham, Massachusetts: Blaisdell Publishing Company.
- Lasher, Gaylord. January 10, 1974. Personal Interview.
- Lord, Clifford L. 1964. Teaching History with Community Resources. Columbia University: Teachers College Press.
- Mahood, Wayne. 1973. "Concepts in the Social Studies," The Social Studies (January), 64:25-35.
- Malone, Michael P. and Richard B. Roeder (eds.). 1969. The Montana Past, An Anthology. Missoula: University of Montana Press.
- Malone, Michael P. 1971. "The Montana Politics and the New Deal," Montana, The Magazine of Western History (Winter), 21:2-11.
- Martin, Lois. 1972. "Oral History--How to Mesh the Process and Substance in U. S. History," The Social Studies (December), 322-26.
- Montana State Historical and Misc. Library. 1908. Bulletin Number II, September.
- Montana State Library. 1972. Montana in Print. Helena, Montana: State Library.
- National Council for the Social Studies. 1971. "Social Studies Curriculum Guidelines," Social Education (December), 35:853-869.

National Society for the Study of Education. 1972. The Elementary School in the United States. 71st Yearbook, Part II. Chicago: University of Chicago, 1972.

Office of Government Reports. 1940. Statistical Section, (mimeographed). Report No. 10, "Montana," Vol. II, Washington, D.C.

Rasmussen, Wayne D. 1960. Readings in the History of American Agriculture. Urbana: University of Illinois Press.

Reddington, Orville A. 1974. Social Studies Program for Idaho Public Schools. Boise, Idaho: Superintendent of Public Instruction.

Spritzer, Donald E. 1973. "Senators in Conflict," Montana the Magazine of Western History (Spring), 22:16-33.

State Department of Public Instruction. 1957. A Course of Study for Eighth Grade. Helena, Montana: State Department of Public Instruction.

_____. 1931. A Course of Study for Elementary Schools. Great Falls, Montana: The Tribune Printing Company.

_____. 1934. A Course of Study for the Common Schools of Montana. Helena, Montana: Naegle Printing Company.

_____. 1964. Early Schools in Montana. Helena, Montana: Department of Public Instruction.

_____. 1964. Social Studies Guide for Elementary Schools of Arizona. Arizona: Office of the State Department of Public Instruction.

_____. 1963. Teacher's Reference Manual for Montana History, Geography, and Government. A tentative guide which was never adopted.

Superintendent of Public Instruction. Director of 16 mm Educational Sound Films Available from the Montana State Audiovisual Library.

Taba, Hilda. 1966. California--Yesterday and Today. California: Curriculum Development in Social Studies, San Francisco State College.

_____. 1962. Curriculum Development: Theory and Practice. New York: Harcourt Brace and World, Inc.

- Teaford, Jon. 1973. "Why Study History?" The Social Studies (April), 64:164-69.
- Toole, K. Ross. 1972. Twentieth Century Montana. Norman: University of Oklahoma Press.
- U. S. Department of Agriculture. 1938-41. Bureau of Agricultural Economics, Agricultural Adjustment Administration, Bureau of Home Economics, Income Parity for Agriculture, "Part I Farm Income," (Washington, D.C.: Government Printing Office).
- Van Leuvan, David L. 1971. "Local History Aids the Teaching of American History," The Social Studies (November), 62:247-8.
- Van Tassel, David D. 1960. Recording America's Past. Chicago: University of Chicago Press.
- Wisconsin Department of Public Instruction. 1964. A Conceptual Framework for the Social Studies in Wisconsin Schools. Madison, Wisconsin: State Department of Public Instruction.
- Wyoming State Department of Education. 1969. Framework for the Social Studies in Wyoming. Cheyenne, Wyoming: The State Department of Education.