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Vida Ganda

Date

February 26, 1970

A SURVEY OF THE TEACHING OF SOCIOLOGY

IN THE STATE OF MONTANA

by *114/*

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ABSTRACT

In the spring of 1968, a survey was undertaken to assess the status of sociology in the secondary schools of Montana. The survey was conducted in order to determine whether there existed a need for a teaching minor in sociology. The teaching minor would be offered to students enrolled in the Secondary Education curriculum at Montana State University, Bozeman.

The questionnaires were sent out in the spring of 1968, addressed to all high school district superintendents in the State of Montana. The last of the questionnaires returned arrived in October of 1968. A return of .725 was realized. As only superintendents in Montana were consulted, the results of the survey apply only to the State of Montana. A further limitation of the study exists as the study was conducted during the 1967-1968 school term. However, the generous comments of those replying provided indication of the status of sociology in Montana secondary schools during the 1968-1969 school term.

It was hypothesized that the number of high schools that have incorporated sociology in their curricular offerings were such as to merit the offering of a teaching minor in sociology under the Secondary Education Department of the College of Education (Montana State University, Bozeman). It was determined that should one-fourth (.25) or more of the high schools in Montana be teaching sociology, the teaching minor would be considered merited.

The results of the study showed .468 of those districts replying were teaching sociology during the 1967-1968 term. For the 1968-1969 term, it was indicated that .540 of the districts replying were teaching sociology. Of those districts not teaching sociology during the 1967-1968 term, .545 anticipated a demand for sociology. Thus an increased interest in teaching sociology is indicated. It was also indicated that at least .392 of all Montana secondary schools were teaching sociology during the 1968-1969 school term.

Introductory sociology and sociology combined with other social science courses to form a one-year program were the areas favored. Further, the superintendents preferred sociology offered on an elective basis.

It was recommended that sociology be offered as a teaching minor by the Secondary Education Department. Primary emphasis of the teaching minor should be to prepare the student to teach introductory sociology, although the student should also be prepared to teach other phases of sociology. Further, the student should relate this knowledge of sociology to other courses he may be teaching in conjunction with sociology.

CHAPTER I

INTRODUCTION

I. OVERVIEW

This study evolved as the result of a desire on the part of the Sociology Department (Montana State University, Bozeman) to determine the present, and anticipated future, development of courses of sociology in Montana high schools. The Sociology Department was interested in obtaining the results of such a study, as it was felt that a teaching minor in sociology should be offered under the Secondary School Education Department of the College of Education (Montana State University, Bozeman) if the status of sociology in the high schools of Montana was such as to merit the offering of the teaching minor. The interest of the Sociology Department in obtaining a teaching minor (should a teaching minor be merited) was based on the recognition of the need to have qualified teachers presenting the subject.

The problem was primarily one of determining the type and extent of the teaching of sociology in Montana high schools. It was hypothesized that the need for a teaching minor would be indicated by the results of the study.

II. PURPOSE OF THE STUDY

During the spring of 1968, the Sociology Department undertook the problem of determining the status of sociology in the high schools of Montana. They wished to assess the number of high schools that were presently teaching sociology and the interest in teaching sociology of those schools that were not. The results of the survey would determine whether or not the department would request a teaching minor under the Secondary Education Department of the College of Education.

The survey was also designed to include questions that would assist the Sociology Department in developing the course of study for the teaching minor. Should the need for a teaching minor be indicated by the results, replies to these questions would be used as a source of information that would aid in developing the course of study. Thus the need for a further questionnaire would be eliminated.

III. STATEMENT OF THE PROBLEM

The problem in the study was one of determining the extent to which sociology courses were offered in Montana high schools. Determination of the type of sociology courses taught was also a part of the problem.

IV. HYPOTHESIS

The number of high schools that have incorporated sociology in their curricular offerings is such as to merit the offering of a teaching minor in sociology under the Secondary School Department of the College of Education (Montana State University, Bozeman).

Should one-fourth or more of the high schools in Montana be teaching sociology, the teaching minor would be considered merited. The criterion of one-fourth was arrived at after due consideration of two factors. First, one-fourth of all Montana high schools would include no less than forty-two institutions, a number great enough to merit assurance of adequately prepared instructors. And, secondly, the trend is toward the inclusion of sociology in the curricula of more, and not fewer, schools; so the number of schools offering sociology could be expected to increase. Therefore, the criterion of one-fourth would indicate the presence or absence of a need for a teaching minor in sociology at the time of the study.

V. DELIMITATIONS OF THE STUDY

The study was conducted by consulting the total population of 171 Montana high school districts. Thus, the findings of the study were limited to the State of Montana.

VI. PROCEDURE USED IN THE STUDY

The research procedure used in the study was the descriptive survey approach. This approach was used in order to secure information concerning the status of sociology as part of the high school curriculum in Montana. To this end, a questionnaire was prepared in cooperation with the Sociology Department of Montana State University. The questionnaire design was such as to gain information regarding the number of high schools that were presently teaching sociology as well as to gain information that would facilitate the development of a course of study for a teaching minor in sociology.

In May of 1968, the questionnaires were sent out, addressed to all the high school district superintendents. The last reply returned was received in October of 1968. The results of the survey were based on the 124 replies received.

The survey of related literature conducted in conjunction with the problem considered four areas of significance. Those four areas are as follows:

1. historical literature--dealing with the history of sociology
2. indirect literature--dealing with the sociology of education

3. direct literature--dealing with the role of the social sciences in the curriculum
4. specific references--dealing with the teaching of sociology in the secondary school.

VII. SUMMARY

During the spring of 1968, a survey of high school districts in the State of Montana was made in order to assess the status of secondary school level sociology courses taught in the state. Questionnaires were sent out, addressed to all high school district superintendents. The object of assessing the status of sociology in the high schools of Montana was to determine whether the number of high schools that had incorporated sociology in their curricular offerings was such as to merit the offering of a teaching minor in sociology under the Secondary Education Department of the College of Education (Montana State University, Bozeman).

The following chapter considers sociology from various viewpoints: as a developing area of social science, as a basis for a philosophy of education, as a member of the group of social sciences taught in the high schools, and as an important area of social science in its own right.

CHAPTER II

REVIEW OF THE LITERATURE

I. HISTORICAL LITERATURE

Although there have been evidences of sociological thought reaching back to the times of Plato, with his Laws, and Aristotle, with his Politics, sociology did not really begin to make an appearance until the eighteenth and nineteenth centuries. At that time the other social sciences had reached a stage in their development that demanded of the workers in the various social science fields, an understanding of how people lived in groups, in order to understand the facts and principles involved in the various other social sciences.¹

Scholars dealing with political and economic problems began to realize the necessity of understanding certain phases of human society. Herbert Spencer of England and Auguste Comte of France are cited as initiating the studying of the field of sociology. They showed the importance of studying this field of knowledge, and they

¹T. H. Schutte, Teaching the Social Studies on the Secondary School Level (New York: Prentice-Hall, Inc., 1938), p. 83.

instituted a more or less scientific procedure to be used in the study of sociological problems.²

Although the work of Spencer, Comte and others laid the foundation for sociology, the field is regarded as a twentieth century development. There were few books that appeared before 1900, which definitely dealt with the field of sociology.³

Just as sociology developed as the need for knowledge in this area was felt by other social sciences, so did it attempt "to draw together, evaluate, interpret, and disseminate in a practical way, the most vital findings and results of the other social sciences."⁴ The study of social relations now appears to be of greater importance. In this latter area of emphasis, sociology covers matters largely neglected by other areas of social science.⁵

II. INDIRECT LITERATURE

As sociology was rising as a field of knowledge, so was the sociology of education developing. Even as early as the 1880's,

²Ibid.

³Ibid., p. 84.

⁴Ibid., pp. 80-81.

⁵Ibid., p. 81.

Lester Frank Ward, in his book, Dynamic Sociology, included a section on education and sociology. Ward felt that the evolutionary process was no longer removed from human influence. Instead he felt that the mind of man could consciously and rationally direct the evolutionary process towards social improvement.⁶

According to Ward:

The doctrine that education is an active factor in Dynamic Sociology is simply a corollary from the doctrine of evolution in general, which rests upon the power of the environment to mold the organism. For what is education but a quality of the environment? To deny its influence on society is to deny the influence of the environment upon the organism.⁷

With his view of education as a quality of the environment, Ward reduced the problem of education to one of whether the social system should be left to nature, or, through the application of human intelligence presented through the schools, be made superior to nature.⁸

In more recent literature, Howard Putnam remarked that too often educational sociology is thought of as dealing only with the

⁶John Hardin Best and Robert T. Sidwell (eds.), The American Legacy of Learning (Philadelphia: J. B. Lippincott Company, 1967), p. 319.

⁷Lester Frank Ward, "Education as a Factor in Dynamic Sociology," The American Legacy of Learning, eds. John Hardin Best and Robert T. Sidwell (Philadelphia: J. B. Lippincott Company, 1967), p. 319.

⁸Ibid., p. 320.

school and community, while in actuality it is broader in scope. Only some of the rudiments of educational sociology are discovered at present.⁹

Putnam contended that education is four subjects rather than one. The four are (1) education as an applied subject, directed toward the operation of a vast social organization for learning, (2) education as one of the social sciences with the task of describing society's educational activities, (3) education as an applied discipline of the individual, concerned with solving practical problems of the individual (physical, emotional, domestic, ethical, political, vocational, esthetic, recreational, philosophical, and intellectual--especially the intellectual), and (4) education as one of the humanities, aiding in sorting data from the pure subjects into the applied subjects.¹⁰

Putnam held that education is part of the larger social institution, knowledge-processing, which as organized problem-solving, promises a better future for all through solving problems of society and the individual. Knowledge-processing, involves the flow of data from the pure subjects, through the humanities, and to

⁹Howard Putnam, "Some Needed Emphases in Educational Sociology," School and Society, XCVII (January, 1969), pp. 27-28.

¹⁰Ibid.

the applied subjects, with the eventual use of the data in solving the problems of the individual and the society in which he lives.¹¹

In 1938, T. H. Schutte concluded that, realistically, education should be built upon an essentially sociological basis, instead of a psychological one. Although psychology is necessary to augment sociology in such areas as methods and dealings with the individual, the curriculum should be based on a philosophy of a sociological nature.¹²

III. DIRECT LITERATURE

Among the important objectives of the social studies program are the following:

- to develop understanding of and appreciation for the historical development of society
- to develop the understandings, skills and appreciations that underlie good citizenship
- to understand and value other cultures, both as subcultures within one's own society and as other national cultures
- to develop skills of critical thinking about contemporary social, economic, and political problems.¹³

¹¹Ibid., p. 28.

¹²Schutte, op. cit., p. 93.

¹³James W. Thornton, Jr. and John R. Wright, Secondary School Curriculum (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 190.

The study of men in relation to man is important. The educated man must be capable of communicating effectively, thinking critically, and existing in a society of other men.¹⁴

Educators are aware that the oncoming generations will live under conditions of society that were not of their own making, but which will affect them nonetheless. Sociology, as well as the other social sciences, offers data and insights concerning social phenomena which should not be overlooked as bridges to understanding.¹⁵

James Van Patten, in considering contemporary social issues and the tools necessary to effectively deal with them, cites the necessity for education to provide development of critical inquiry and analysis. He remarked that it is very easy for students to underreact or overreact to current social dilemmas. Educators should work to develop within their students an attitude that would have them come to tentative conclusions, regarding a social issue, only on the basis of all available evidence. Educators should take precautions to insure that students understand the dangers of being influenced by the emotive overtones of language, etc. And the

¹⁴Ibid.

¹⁵Marvin R. Koller, "Sociology," The Subjects in the Curriculum, ed. Frank L. Steeves (New York: The Odyssey Press, Inc., 1968), p. 112.

students should also be alerted to the danger of treating social myths as realities.¹⁶

IV. SPECIFIC REFERENCES

Recent developments in the area of the social studies, as they are taught in the high school, show increasing interest in the direction of the contemporary aspects of social science. Thus it is that such areas as sociology, political science, and economics are receiving greater emphasis. Even those schools with traditionally organized history courses are reflecting the change by de-emphasizing political and military history in favor of increased attention to social, intellectual, and economic changes.¹⁷ Recognition of the need for the best possible educational resources to contend with the contemporary social unrest, is indicated by the raising of the number of Carnegie units in the social studies, required for graduation, that has accompanied the overall upgrading of the curriculum content for the secondary schools.¹⁸

¹⁶James Van Patten, "Education and Social Myths," School and Society, XCVI (April 13, 1968), pp. 239-241.

¹⁷Thornton and Wright, op. cit., pp. 193-194.

¹⁸Koller, op. cit., p. 114.

In those secondary schools in which it was taught, sociology was offered mainly during the eleventh and twelfth grades, with a preference indicated for offering it during the twelfth grade. Also, a preference for teaching sociology as a half-year course seemed to exist. During the 1960-1961 academic year, approximately 17 per cent of all twelfth grade students were enrolled in a sociology course. Of these students, 178,000 took sociology on a half-year or semester basis, while the other 112,000 took a full year course.¹⁹

There is a need for a preparatory program in the field of sociology that begins in the elementary school and continues into the high school. Through such a preparatory program such basic concepts of sociology as role, status, prediction, categories, objectivity, social stratification, norms, etc., can be mastered, and will not seem as "useless jargon."²⁰ This would eliminate the condition of sociology instruction that currently exists in some, but not all, school systems. A condition which is similar to the situation of attempting to teach trigonometry and calculus without first assuring a background in basic numbers.²¹

¹⁹Ibid.

²⁰Ibid.

²¹Ibid.

Series materials for use in teaching of sociology in the secondary schools have been developed by sociologists and secondary school social studies teachers. Two types are available: (1) materials for use in the high school sociology course and (2) materials of a sociological nature to be used in supplementing other social studies courses.²²

The texts available in the area of secondary school sociology were limited. In 1965, there were only four choices: Social Living, by Paul H. Landis (Ginn and Company); High School Sociology, by William E. Cole and Charles S. Montgomery (Allyn and Bacon); Living in Social Groups, by James A. Quinn (J. B. Lippincott Company); and Modern Sociology, by Marvin R. Koller and Harold C. Couse (Holt, Rinehart and Winston).²³

Not only texts but teachers were in short supply. In 1969, there were very few teachers who had acquired a background in sociology or included sociology instruction in their preparation for teaching. However, the situation was being remedied as schools of education were becoming cognizant of the important role sociology was taking in the field of education.²⁴

²²Ibid., pp. 113-114.

²³Ibid., p. 114.

²⁴Ibid.

V. SUMMARY

As the field of sociology matured, so had the area of educational sociology. As a result, interest in sociology as the basis for a philosophy of education has grown. Contemporary social problems have forced educators to view education through the eyes of the sociologist in order to understand that they might better prepare their students to deal with the social problems of the society in which they live.

The interest in teaching sociology in the secondary school has grown, but the shortage of texts for secondary school sociology and the shortage of qualified teachers needed to be remedied. Schools of education were coming to see the need for preparing teachers in the secondary field to teach sociology.

The methods used in the research procedure will be presented in the next chapter. The purpose of the survey, questionnaire design, and distribution and collection of the questionnaires are discussed.

CHAPTER III

RESEARCH PROCEDURE

I. GENERAL METHODS

The descriptive survey approach was used for the study, with mailed questionnaires as the measuring instrument. Previous to the development of the questionnaire, the problem and hypothesis were delineated. The information to be gained from the survey was outlined, and questions formed and revised, so as to formulate items that would be as effective as possible in revealing the desired information. Not only questions, but their sequence was considered, until the final questionnaire resulted--one that met with the approval of the Sociology Department (Montana State University, Bozeman). (For questionnaire, refer to Appendix I.)

The Sociology Department handled the mailing of the questionnaires. They were sent out under a cover letter by Dr. Jack S. Stephens, Assistant Professor of Sociology, to superintendents of the 171 high school districts in the State of Montana, the entire population for the study. (For cover letter, refer to Appendix II.)

II. SPECIFIC METHODS

The descriptive survey approach was used in order to secure evidence as to the type and extent of the instruction in sociology in the secondary schools of Montana, and to secure indications of future interest in the teaching of sociology in Montana. The questionnaire method was considered the most feasible method of gaining the information, as a survey of the entire population of 171 Montana high school districts was desired. The entire population was involved as the Sociology Department wished to determine as closely as possible the extent to which sociology was taught, and the extent to which interest existed. As the study was conducted using the population of Montana high school districts, the results of the study should be considered as applicable only to the high school districts within the State of Montana.

The questionnaire design was such as to indicate not only the present status of sociology, but also the anticipated future status. The questionnaire was divided into two sections--one for those presently teaching sociology and the other for those not presently teaching sociology. The questionnaire was designed to obtain information from both sections about the status of sociology in areas of common interest. Those teaching sociology indicated what was; those not teaching sociology answered what would be, were

they to teach sociology. Also, questions were directed specifically to each group (questions applicable only to that group).

As the purpose of conducting the survey was to determine whether or not the status of sociology in Montana high schools was such as to merit the offering of a teaching minor in sociology, there were several questions asked which would aid the Sociology Department in formulating a course of study for the teaching minor, should its offering prove to be justified. The replies to these questions do not directly affect the results of the survey.

III. SYSTEM FOR COLLECTION OF DATA

All data received from the high school districts of Montana was received via questionnaire. The data from the questionnaires was compiled after the last of the 124 questionnaires arrived in October of 1968.

Although the survey was conducted during the 1967-1968 school year, the results have been extended into the 1968-1969 school year. This was made possible by the comments of those responding, who were generous in indicating whether or not they would be teaching sociology during the coming school year. However, the data in the body of the survey indicates the results for the 1967-1968 school year.

IV. SUMMARY

The study involved the use of the questionnaire in a descriptive survey to determine the status of sociology in the high schools of Montana. The survey was conducted for the Sociology Department (Montana State University, Bozeman) during the 1967-1968 school year, in order that the department could determine whether or not the offering of a teaching minor under the Secondary Education Department (of the College of Education) would be merited.

Chapter IV contains the data received in the survey. The data is presented in the form of the questionnaire that was sent out to the superintendents. The questionnaire was divided into two sections (one for those who were presently teaching sociology and one for those who were not). The superintendents were to answer only the questions in the section that was applicable to them. Therefore, the statistics under each section refer only to the group replying under that section, and not to the entire group replying to the questionnaire.

CHAPTER IV

DATA

I. INTRODUCTION

In this chapter, the data received through the survey is reported. The data is presented in the format of the questionnaire as it was presented to the superintendents. As the superintendents were asked to reply to only one section of the questionnaire, the statistics in each section (i.e. "If you are teaching sociology" and "If you are not teaching sociology") refer only to those replying in that section.

Of the 171 high school districts contacted, 124, or .725 of those contacted, replied. Those school districts teaching sociology at the time of the survey (during the 1967-1968 school term) number 58, or .468 of those replying. Those not teaching sociology numbered 66, or .532 of those replying. Two of those replying as not presently teaching sociology--and thus considered as not teaching sociology for the purposes of the survey--were, during the term of 1968-1969, teaching a course dealing with sociology. With one high school offering sociology during the 1967-1968 term indicating that it would not be offering sociology for the 1968-1969 term, the

report thus indicates that for the term of 1968-1969, 59, or .540 of those districts replying were teaching sociology.

II. SURVEY DATA

IF YOU ARE NOT TEACHING SOCIOLOGY: (66 were not)

1. Do you anticipate a demand for sociology courses in the future?
Yes .545 No .439
2. Would you be interested in having sociology taught in your district? Yes .848 No .136

If you answered yes to either of the previous questions, please answer the following questions:

- A. Why do you feel that sociology would be an important addition to your program? (You may check more than one.)

.348 Sociology is important to the student in understanding other areas of study (e.g. history, etc.)

.515 Sociology will help the student in forming better relations with his fellow man.

.591 Sociology serves as a bridge to understanding the problems of others.

.515 Sociology enables the student to broaden his views of the world.

- B. On what basis would you like to see sociology offered?

.591 elective basis

.197 as an acceptable substitute for another course (e.g. American Problems, World History, etc.)

- C. What areas of sociology would you like to see covered? (You may check more than one.)

.288 introductory sociology

.470 introductory sociology and introductory phases of other social sciences (e.g. economics, government, psychology) combined to form a one-year program

.318 family and society (a study of the family)

.152 Indians of Montana

.303 sociology of the community

.509 cultural and social change in American society

.000 others (please indicate area you would like to see covered):

3. Have you not yet included sociology in your curricular offerings due to lack of qualified teachers? Yes .273 No .561
4. Are any of the following reasons why sociology is not offered? (You may check more than one)

.061 there is a feeling in your district that sociology is not important.

.152 finances are lacking.

.227 your school district is too small.

.545 space and/or time are not available.

.051 not enough students from the district go on to college.

5. If you have any comments regarding the offering of sociology in your district we would appreciate your writing them below.

Would like to see it some where in curriculum along with one-half year government and one year American history. World history would still be an elective.

I'm all for this subject perhaps due to the fact that I taught it to high school students for five years before becoming an administrator. I believe No. 1--that it is an excellent course of study.

D. M. Hartwick, Superintendent.

Harlowton, Montana

Too many requirements for college bound students do not allow time for sociology.

(Harrison)

We have offered sociology--it was not a popular course--the press of other areas of study for college entrance, etc., pushed it out.

(Billings)

Students have too many required courses to take. It makes it almost impossible for them to be able to take the elective

courses they want. There is also a need for a course of study for sociology.

The offering of sociology in our program would require an additional teacher, and a consequent additional room. This our budget will not allow.

(Park City)

Sociology is not a traditional course in Montana high schools. Students would have to be orientated to it to make it go.

(Flaxville)

Small school, limited curriculum--make an attempt to cover sociology in other courses offered.

(Judith Gap)

Sociology as a course has more meaning today for our young people than at any other time in our history. However, with the present State requirements it is difficult to offer in the small school because of subject matter that must be taught.

(Rapelje)

We have offered the course before but have not been able to include it the last two years because of enrollment scheduling problems, etc.

(Hingham)

We would like to offer a course of sociology but because of above reasons (school district too small, space and/or time not available) are unable to do so at this time.

I feel we are going to be forced to combine some of the disciplines of social science into an integrated, introductory course. We are coming to the place in secondary education where it is necessary for each student to have an appreciation of and for such areas as: anthropology, sociology, economics, population and ecology. We cannot find the time to specialize on the high school level. Sociology has not been "crucial" enough and "fact-filled" to gain the respect it really does deserve.

(Kalispell)

Our technological progress is fine, but we need to upgrade our spiritual, or social progress.

(Winnifred)

It seems that we are teaching sociology in an indirect way in our regular courses. I certainly recognize its need for a

teacher, but should it not be a part of history, American problems, civics--and in the elementary--social studies. I believe we are teaching it. Prepare our teachers to make it a part of all courses.

(Laurel)

We have some sociology in American problems course but feel it is inadequate.

(Circle)

Encourage college students not to have only one major--sociology--or math or English, etc.

(Broadview)

There is a practical limit to the number of courses a high school student can realistically complete in four years. If sociology were taken something would have to be omitted. We feel the courses we now have are important too.

(Terry)

Have had sociology in the past years. Student demand in spring determines whether course will be offered.

(Dutton)

Sociology will be offered next year (1968-69).

(Frazer)

We have taught sociology when time was available--but the superintendent had to teach it. We will teach psychology and sociology next year (1968-69). We have and will!

(Roberts)

IF YOU ARE TEACHING SOCIOLOGY: (58 were)

1. What courses do you offer in sociology?

.655 introductory sociology

.345 sociology combined with other social science courses (e.g. economics, psychology, government) to form a one-year program

.190 family and society (a study of the family)

.035 Indians of Montana

.069 sociology of the community

.140 cultural and social change in American society

.052 others (please specify):

*Historical, Cultural and Biological Backgrounds of Society

*Our Social Roles and Our Social Worlds

*No text course with presentation geared to fit class needs: contains elements of
-sociology combined with other social science courses
-family and society

- sociology of the community
- cultural and social change in American society

2. On what basis is sociology offered in your school district?

.862 elective basis

.000 as an acceptable substitute for another course
(e.g. American Problems, World History, etc.)

.138 as a regular part of the student's program

3. Why do you feel that sociology is an important aspect of your program?

.500 Sociology is important to the student in understanding other areas of study (e.g. history, etc.).

.793 Sociology will help the student in forming better relations with his fellow man.

.810 Sociology serves as a bridge to understanding the problems of others.

.603 Sociology enables the student to broaden his views of the world.

4. Please list those instructors teaching sociology:

(Refer to Appendix III)

5. What textbook is used?

(Refer to Appendix IV)

author

title

6. If you have any comments regarding the offering of sociology in your district, we would appreciate your writing them below.

We feel it is a good course to offer on a one semester basis

along with economics the other half semester.

(Hysham)

A very popular course. We have seven (7) sections.

(Butte)

The freshman takes it for a second semester subject following a semester of geography.

(Richey)

We have found it to be a desirable broadening course over the years.

Offered in the senior year. The class is well accepted by the students. All but one senior enrolled this year. The class has several field trips during the year. One to Deer Lodge and Warm Springs. Our problem is finding a good textbook and we would appreciate any recommendation. We use a lot of outside material. We offer a one semester course.

90 per cent of the students take sociology.

(Choteau)

Our sociology is taught in conjunction with and as an integral part of our American government course. We demand a full year

of government, so it is a required subject offering.

(Polson)

We teach sociology on an alternating basis.

(Box Elder)

We like the course. It has increased in enrollment and interest over the past few years.

(Glasgow)

Many of the basic elements of the field of sociology are included in our instructional objectives in a number of courses.

(Lambert)

We offer sociology as a semester course. It is open to the seniors the first semester and to the juniors the second semester.

(Conrad)

We probably will not offer sociology next year.

(Kremlin)

Sociology well accepted by students and community.

(Townsend)

I think sociology is important in any district because of the big communication gap that seems to be developing among nations and here in our country.

(Chinook)

This class is offered to our seniors as the second part of required government. So far all seniors have elected to take this course. We feel it is very beneficial for our graduating seniors.

(West Yellowstone)

We wish we had time to make sociology a full two semester course. We currently require all high school students at Rudyard to complete the following social studies courses:

World History--two semesters

U.S. History--two semesters

Economics--one semester

World Geography--one semester

American Government--one semester

Sociology--one semester

(Rudyard)

I think that it is some times difficult to find a qualified teacher in a small school. But think that it is a needed part

of a student's high school training.

Ward

(Thompson Falls)

The course was introductory going from the study of juveniles and delinquency, to family living and responsibilities, to class structure, to sex education and its many variables to community living and responsibilities. The students made a community survey to establish needs and problem areas for discussion.

We used a problem solving technique to most problems. Group discussions were held frequently and as a culminating activity the students held an all school assembly presenting a panel discussion between class members and faculty members. The panel was composed of five students and four teachers with a student moderator.

I believe the students in the class were greatly enlightened as to teenage responsibilities and were very responsive to their problems.

Communication (lack of) was the chief item of concern between the teenager and parents (adults) or between themselves for that matter.

I believe that a teacher who is well grounded in experience as well as education should teach this course. A "green horn" cannot give the course the "depth" needed to help the students "find" themselves.

E. D. Goyette, Principal

Forsyth High School

From discussion brought forth in our home relevant to subject--
our daughter got a good deal out of the course.

Boyd B. Crose, Superintendent

(Brockton)

I feel that urban sociology should well be made an integral part of the social science curriculums in rural high schools. Such areas are typified by dwindling populations, exodus to the cities, etc.

CHAPTER V .

CONCLUSIONS AND RECOMMENDATIONS

The conclusions are presented following the supporting data as received in the survey. The recommendations follow the conclusions and are based upon their results.

I. CONCLUSIONS

- a. All of the high school districts in the state were contacted.
- b. Of those districts contacted, .725 replied.

CONCLUSION: Enough replies were received to draw valid conclusions.

- a. During the school year 1967-1968, .468 of those districts replying were teaching one or more courses in sociology.
- b. For the 1968-1969 school year, one district that had previously taught sociology "will probably"--in the words of the superintendent--"not offer sociology. . ." However, two other districts added sociology to their academic offerings for the school year 1968-1969.
- c. For the 1968-1969 school year, .540 of those school districts replying were teaching one or more courses in sociology.
- d. Of those replying as not teaching any sociology courses during 1967-1968, .545 anticipated a demand for sociology

courses in the future, and .848 replied that they would be interested in having sociology taught in their districts.

CONCLUSION: There is developing in the State of Montana increasing interest in teaching sociology in the secondary schools.

- a. Of those districts contacted, .725 replied.
- b. For the 1968-1969 school year, .540 of those school districts replying were teaching one or more courses in sociology.

CONCLUSION: At least .392 of all Montana secondary schools were (during the 1968-1969 term) teaching one or more courses in sociology.

Why do you feel that sociology is (would be) an important aspect of your program?

Are teaching	Are not teaching	
<u>.500</u>	<u>.348</u>	Sociology is important
		to the student in
		understanding other
		areas of study (e.g.
		history, etc.)

Are teaching	Are not teaching	
<u>.793</u>	<u>.515</u>	Sociology will help the student in forming better relations with his fellow man.
<u>.810</u>	<u>.591</u>	Sociology serves as a bridge to understanding the problems of others.
<u>.603</u>	<u>.515</u>	Sociology enables the student to broaden his views of the world.

CONCLUSION: Those replying viewed the aspects of sociology mentioned as having the following order of importance (the most important aspect first):

1. Sociology serves as a bridge to understanding the problems of others.
2. Sociology will help the student in forming better relations with his fellow man.
3. Sociology enables the student to broaden his views of the world.

4. Sociology is important to the student in understanding other areas of study (e.g. history, etc.).

With the exception of the last aspect listed (e.g. sociology is important to the student in understanding other areas of study. . .), both those teaching sociology and those not teaching sociology viewed the aspects mentioned as important.

What courses do you offer in sociology (what areas would you like to see covered)?

Are teaching	Are not teaching	
<u>.655</u>	<u>.288</u>	introductory sociology
<u>.345</u>	<u>.470</u>	sociology combined with other social science courses (e.g. economics psychology, government) to form a one-year program
<u>.190</u>	<u>.318</u>	family and society (a study of the family)
<u>.035</u>	<u>.152</u>	Indians of Montana

Are teaching	Are not teaching	
<u>.069</u>	<u>.303</u>	sociology of the community
<u>.140</u>	<u>.409</u>	cultural and social change in America
<u>.052</u>	<u>.000</u>	others (please specify)

Are teaching:

- a. Historical, Cultural and Biological Background of Society
- b. Our Social Roles and Our Social Worlds
- c. No text course with presentation geared to fit class needs: contains elements of
 1. sociology combined with other social science courses
 2. family and society
 3. sociology of the community
 4. cultural and social change in American society

CONCLUSION: Introductory sociology and sociology combined with other social science courses (e.g. economics, psychology, and government) to form a one-year program are

the areas of sociology most favored for study. Family and society and cultural and social change in American society are of secondary interest.

On what basis is sociology offered (would you like to see sociology offered) in your district?

Are teaching	Are not teaching	
<u>.662</u>	<u>.591</u>	elective basis
<u>.000</u>	<u>.197</u>	as an acceptable substitute for another course (e.g. American Problems, World History, etc.)
<u>.112</u>	<u>.152</u>	as a regular part of the student's program

CONCLUSION: The majority of districts replying favored offering sociology on an elective basis.

a. Have you not yet included sociology in your curricular offerings due to a lack of qualified teachers?

Yes .271 No .561

b. Are any of the following reasons why sociology is not offered?

.061 there is a feeling in your district that sociology is not important.

.152 finances are lacking.

.227 your school district is too small.

.545 space and/or time are not available.

.015 not enough students from the district go to college.

CONCLUSIONS: The lack of availability of space and/or time is the reason most often cited for not offering sociology. Secondary reasons for not offering sociology are the lack of qualified teachers and the size of the school district.

II. RECOMMENDATIONS

It is recommended that sociology be offered as a teaching minor to those students enrolled in the Secondary Education curriculum of the College of Education of Montana State University. With at least .392 of all Montana secondary schools offering one or more courses in sociology it would seem advisable to insure that adequately trained personnel would be provided for these schools and for the schools that may in the future wish to add sociology to

their academic offerings. The apparent increasing interest in the area of sociology indicated by the survey, and the need for qualified teachers attests to the need for making adequate preparation for teaching sociology available to students in the Secondary Education curriculum.

It is recommended that the primary emphasis of the teaching minor should be to prepare the student to teach introductory sociology. However, the student should also be prepared to teach courses dealing with family and society, cultural and social change in American society, and possibly sociology of the community and Indians of Montana. And he should be able to relate his knowledge of sociology to other courses that he may be teaching in conjunction with sociology. A teacher candidate who has taken the courses prescribed under a well-planned sociology teaching minor should be able to present to his students a sociology course of interest and value: a course that will serve as a bridge to understanding the problems of others, will help the student in forming better relations with his fellow man, and will enable the student to broaden his views of the world.

BIBLIOGRAPHY

A. BOOKS

- Best, John Hardin, and Robert T. Sidwell (eds.). The American Legacy of Learning. Philadelphia: J. B. Lippincott Company, 1969.
- Schutte, T. H. Teaching the Social Studies on the Secondary School Level. New York: Prentice-Hall, Inc., 1938.
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- Thornton, James W., Jr., and John R. Wright. Secondary School Curriculum. Columbus, Ohio: Charles E. Merrill Books, Inc., 1963.

B. PERIODICALS

- Putnam, Howard. "Some Needed Emphases in Educational Sociology," School and Society, XCVII (January 13, 1969), 27-28.
- Van Patten, James. "Education and Social Myths," School and Society, XCVI (April 13, 1968), 239-241.

APPENDIX I
Questionnaire

IF YOU ARE NOT TEACHING SOCIOLOGY:

1. Do you anticipate a demand for sociology courses in the future?
Yes _____ No _____
2. Would you be interested in having sociology taught in your district? Yes _____ No _____

If you answered yes to either of the previous questions, please answer the following questions:

- A. Why do you feel that sociology would be an important addition to you program? (You may check more than one.)
 - _____ Sociology is important to the student in understanding other areas of study (e.g. history, etc.).
 - _____ Sociology will help the student in forming better relations with his fellow man.
 - _____ Sociology serves as a bridge to understanding the problems of others.
 - _____ Sociology enables the student to broaden his views of the world.
- B. On what basis would you like to see sociology offered?
 - _____ elective basis
 - _____ as an acceptable substitute for another course (e.g. American Problems, World History, etc.)
 - _____ as a regular part of the student's program
- C. What areas of sociology would you like to see covered? (You may check more than one.)
 - _____ introductory sociology
 - _____ introductory sociology and introductory phases of other social sciences (e.g. economics, government, psychology) combined to form a one-year program

- ☐ family and society (a study of the family)
☐ Indians of Montana
☐ sociology of the community
☐ cultural and social change in American society
☐ others (please indicate area you would like to see covered):
3. Have you not yet included sociology in your curricular offerings due to lack of qualified teachers? Yes _____ No _____
4. Are any of the following reasons why sociology is not offered? (You may check more than one.)
- ☐ there is a feeling in your district that sociology is not important.
☐ finances are lacking.
☐ your school district is too small.
☐ space and/or time are not available.
☐ not enough students from the district go on to college.
5. If you have any comments regarding the offering of sociology in your district we would appreciate your writing them below.

IF YOU ARE TEACHING SOCIOLOGY:

1. What courses do you offer in sociology?
- ☐ introductory sociology
☐ sociology combined with other social science courses (e.g. economics, psychology, government) to form a one-year program.

- _____ family and society (a study of the family)
- _____ Indians of Montana
- _____ sociology of the community
- _____ cultural and social change in American society
- _____ others (please specify):

2. On what basis is sociology offered in your school district?

- _____ elective basis
- _____ as an acceptable substitute for another course
(e.g. American Problems, World History, etc.)
- _____ as a regular part of the student's program

3. Why do you feel that sociology is an important aspect of your program?

- _____ Sociology is important to the student in understanding other areas of study (e.g. history, etc.).
- _____ Sociology will help the student in forming better relations with his fellow man.
- _____ Sociology serves as a bridge to understanding the problems of others.
- _____ Sociology enables the student to broaden his views of the world.

4. Please list those instructors teaching sociology:

5. What textbook is used?

_____ author

_____ title

6. If you have any comments regarding the offering of sociology in your district, we would appreciate your writing them below.

APPENDIX II
Cover Letter

May 24, 1968

The Department of Sociology at Montana State University is attempting to assess the extent and type of secondary level sociology courses taught in Montana. We are also interested in any future possibilities for additional such courses. In this effort we are enlisting the help of administrators of school districts throughout the state. While we realize the multitude of duties you have to do each day, we sincerely enlist your aid in filling out the enclosed questionnaire. It should take only a few moments of your time and it will give us considerable help in planning our future program in sociology at Montana State University.

There are two sections to the questionnaire, one for districts where sociology is not presently included in the program and one for districts that already teach sociology. Would you please answer the questions that are appropriate to your district. A return envelope is provided for returning the questionnaire to us.

In anticipation of your help, thank you again for your effort on our behalf.

Sincerely yours,

Jack J. Stephens, Ph. D.
Asst. Professor of Sociology

JJS:ef

Enclosures

APPENDIX III

List of Instructors Teaching Sociology

John Anderson (Conrad)
Harry Axtmann (Poplar)
Herbert Balzer (Melstone)
Ronald J. Bender (West Yellowstone)
Dale Berry (Roundup)
Dennis Bethke
H. J. Biggar (Eureka)
Earnest Big Horn, Jr. (Brockton)
Mr. Morle Blinn* (Wilsall)
William Burke (Florence)
Mrs. Kathryn Burt (Opheim)
Mr. Art Coats (Willow Creek)
James Cohn** (Roberts)
Clint N. Collins (Manhattan)
Mr. Gary Cooper (Libby)
Virgil Dixon
Donald Dundas (Joplin)
Pat Flanagan (Hysham)
Harry Fradley (Lambert)
Mr. Delmar Fried (Rudyard)
Jack Gillespie (Townsend)
E. D. Goyette (Forsyth)

Robert Harlin (Hardin)
Mr. Larry Helmer*
William Hogan (Drummond)
Ron Hollander (1968-69) (White Sulphur Springs)
Mr. E. Holman (Butte)
Patricia Jermyn* (St. Regis)
Max Johnson (Arlee)
Miss Sharon Johnson (Joliet)
Mrs. Dorothy Kolstad (Glasgow)
Mr. Mike Korich (Willow Creek)
Gene Krutz (Forsyth)
Ray E. Kuka (Havre)
Joe Lauderdale (Hardin)
Mr. James Magera (Box Elder)
Mr. J. McGarvey (Butte)
Mr. Dale McGinnin (Lodge Grass)
Mr. William Miller (Belt)
Ronald Newville (Hardin)
Mr. L. J. O'Connor* (Nashua)
Merlin Olson (Stanford)
Merton J. Parks (Gardiner)
Charles R. Peck (Choteau)

F. L. Phillips** (1968-69) (Frazer)
Mr. Marlin Postma (Plains)
J. Quanbeck
Russell A. Raymond
Thomas O. Reese (Alberton)
Mr. Philip Robinson (Richey)
William N. Sagin (Anaconda)
Mr. Leland Schoenover (Polson)
Betty Scott (Poplar)
Bonnie J. Sheriff
Tim Stanaway (1967-68) (White Sulphur Springs)
Manuin Sunderland* (Chinook)
Mrs. Elna Tannehill (Libby)
Mr. Loren Turbiville (Inverness)
Mrs. Sue Walley (Valier)
Wayne Ward (Thompson Falls)
Cecil Warren (Shelby)
W. E. Warren (1967-68) (Kremlin)
Mr. Willis Welsh (Whitefish)
Marion White (Phillipsburg)
Clifford Wilson (Augusta)

Mrs. Judy Wirtz (Outlook)

Bruce Zinni (Glendive)

* Possible error in spelling due to difficulty in reading handwriting.

** From district replying that it was not teaching sociology during the 1967-68 term, but would teach it during the 1968-69 term.

APPENDIX IV

List of Textbooks Used in Sociology Courses

Number of
districts
using source

Text

<u>1</u>	*Anderson, Wayne J., <u>Design for Family Living</u> .
<u>6</u>	*Cole and Montgomery, <u>High School Sociology</u> . (Allyn and Bacon)
<u>1</u>	*Culber, John, <u>Sociology</u> .
<u>7</u>	*Gavian and Rienow, <u>Our Changing Social Order</u> . (D. C. Heath)
<u>5</u>	Koller and Couse, <u>Modern Sociology</u> .
<u>9</u>	Landis, Paul H., <u>Social Living</u> .
<u>21</u>	Landis, Paul H., <u>Sociology</u> . (Ginn and Co.)
<u>1</u>	Quinn, <u>Living in Social Groups</u> .
<u>1</u>	*Vernon, <u>Human Interaction</u> . (Ronald Press)
<u>1</u>	** <u>Sociology for High Schools</u>
<u>1</u>	several paperbacks, no text
<u>1</u>	<u>Time</u> magazine
<u>2</u>	no text

* Designed for use in college sociology courses, but adopted for use by high school districts

** Neither author, publisher, nor copyright date given in reply