AN INVESTIGATION OF THE PRESENT STATUS OF PSYCHOLOGY CURRICULUM COURSEWORK PRESENTLY BEING OFFERED AT THE HIGH SCHOOL LEVEL IN THE STATE OF MONTANA

BY

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# TABLE OF CONTENTS

Vita ...................................................... ii

Chapter I
INTRODUCTION ........................................ 1
Statement of the problem .......................... 1
Purpose of Field Study ........................... 2
Procedures ............................................. 3
Review of Literature ............................... 4
Limitations ............................................ 8
Definition of Terms .................................. 9

Chapter II
ANALYSIS AND INTERPRETATION OF RESULTS .... 10
Table I .................................................... 11
Table II ................................................... 12
Table III .................................................. 13
Table IV ................................................... 16
Table V .................................................... 19
Table VI ................................................... 20

Chapter III
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .... 22
Summary .................................................. 22
Conclusions ........................................... 23
Recommendations for Further Study ........... 23

Chapter IV
APPENDIX .................................................... 25
Appendix "A" .............................................. 26
Appendix "B" .............................................. 27
Appendix "C" .............................................. 28

Chapter V
LITERATURE CITED ........................................ 29
CHAPTER I
INTRODUCTION

Many people, whether directly or indirectly connected with the field of education, are under the impression that coursework in the field of psychology at the secondary level is a fairly recent innovation in our modern educational systems. Coffield and Engle (5), in a study entitled "High School Psychology: A History and Some Observations," point out that psychology:

... has been in the secondary school curriculum by title since at least 1895 and possibly long before that..... Roback (12) points out that the subject was commonly taught in such places as "academies, collegiate institutes, normal schools and other secondary schools in the United States prior to our century..." Harris (7) maintained that as early as 1910 psychology had been added to the secondary curriculum as an elective in the Kansas City schools.... By 1933 Pechstein and Broxson (11) had completed a suggested course content and set forth both major and minor topics to be included in the material of this course.... An APA (American Psychological Association) committee (1) maintained that approximately two-thirds of the Kansas high schools offered a course in psychology.... The state of North Dakota, on the other hand, not only had offered a one-semester course in psychology since 1920, but Burgum (4) reports that as late as 1940 each student taking the course was required to pass state examinations on the subject.... In short, psychology has been in vogue in the secondary curriculum for some time.

When Engle (6) conducted his survey entitled "A National Survey of the Teaching of Psychology in High Schools" in 1951, he discovered that out of Montana's 179 high schools in the state, as reported by the state department, 11 of these 179 Montana high schools (6.1 per cent) taught the subject of psychology.

Statement of Problem

The author discovered that it was not possible to obtain a teaching
major in the field of psychology at Montana State University in Bozeman as late as the 1966-67 school year. Further, it was discovered that the guidance counselors in several of Montana's secondary schools were teaching regular courses in psychology in addition to their guidance and counseling work load. This prompted a desire to investigate the present status and extent to which psychology curriculum programs were presently being offered at the secondary level in the state of Montana.

A questionnaire was compiled in an effort to obtain such data and sent to all Montana public and parochial secondary schools having 200 or more students in attendance as of October 1, 1966, as recorded in the 1966-1967 Montana Educational Directory (14).

The author hopes that the collection and treatment of information contained in this paper will provide a basis upon which to evaluate, with respect to teacher qualifications, number of schools, frequency with which offered, and desirability, the psychology curriculum programs in existence in the secondary schools of the state of Montana, and the need for teaching major programs which will fulfill this demand.

Purpose of Field Study

The purpose of this field study or investigation is to try and determine the extent and present status of psychology curriculum programs being taught at the high school level in secondary schools having 200 or more students in attendance as of October 1, 1966 in the state of Montana (according to the 1966-1967 Montana Educational Directory) (14). It is hoped that this investigation will provide information as to the type and extent of professional preparation of the instructors teaching high school
psychology classes during the 1966-1967 school year, the number of secondary schools in Montana presently offering coursework in psychology, the frequency and duration of such offered psychology coursework, an evaluation of the present psychology curriculum programs, and an estimate of desirability or non-desirability of implementing psychology curriculum coursework, along with the supplying of teachers possessing the necessary qualifications, in Montana secondary schools which are not presently offering any psychology coursework program.

Procedures

The author reviewed all available related literature, research studies, and other pertinent data which dealt with the area under investigation in this paper. As the supply of available related literature and research was extremely limited, the author augmented the available materials by designing a two-page, two-section "Psychology Questionnaire" (See Appendix "B" for an exact copy of the author's "Psychology Questionnaire") which was sent to the principals of every public and parochial high school in the state of Montana, which, according to the 1966-1967 Montana Educational Directory (14) had 200 or more full-time students enrolled, A.N.B. (Average Number Belonging), as of October 1, 1966. The author assumed that because of the specialized nature of a course in psychology at the high school level, only the larger secondary schools of Montana would be in a position, staff-money- and space-wise, to offer such a course. An investigation revealed that 53 of Montana's 193 public and parochial high schools met this A.N.B. requirement and hence were considered the population for this study and were subsequently sent the author's
"Psychology Questionnaire", complete with informational cover letter and self-addressed, stamped return envelope. (See Appendix "A" and "B".)

Upon receipt of the returned completed questionnaires, they were to be evaluated, and an examination and listing of all the resultant information was to be compiled and presented in this paper along with a review of related literature.

Review of Literature

Engle (6), in a study conducted in 1951 entitled "A National Survey of the Teaching of Psychology in High Schools," sent a questionnaire concerning the teaching of psychology in high schools to an official in each state department of public instruction in the United States. "Questionnaires were returned by 47 states... Repeated attempts failed to bring a response from Idaho, but some information concerning that state was obtained from a principal known to be teaching psychology in his high school (6)." The returned questionnaires yielded the following results:

Psychology is taught as a separate subject of instruction in the high schools of 34 states... For those states for which data are available, psychology is taught in 8.4 per cent of the high schools, but the range is from one high school to approximately a fourth of the high schools in a state... There is a tendency for psychology to be taught more commonly in large high schools than in small schools... In all states in which it is taught, psychology is offered as an elective subject... It is most commonly offered either in Grade XI or XII, or in both, as a one-semester subject... Credit is usually granted in social science... Only nine states have specific licensing requirements for high-school teachers of psychology... Some state officials expressed the opinion that psychological material is more effectively presented in courses other than those under the title "psychology"... In all states in which psychology is not taught as a separate subject of instruction,
Bunch and Engle (3), in a 1956 study entitled "The Teaching of Psychology in High School," for the Education and Training Board, studied the present status of the teaching of psychology in high schools by reviewing all of the literature which was available on the subject at that time.

The Education and Training Board has a Special Committee on the Teaching of Psychology in High School... . This committee conceives of its assignment as a charge (a) to study the present status of the teaching of psychology in the high school, (b) to examine critically the extent to which current practices and policies concerning the teaching of psychology in the secondary school are in accord with the present knowledge of the science, (c) to identify the main issues, if any, with which the APA (American Psychological Association) might wish to concern itself and (d) to make appropriate recommendations to the E & T Board in the interest of the science and profession of psychology and the education of high school students as regards psychology (3).

According to Bunch and Engle (3), a summary of the literature yielded the following:

Although relatively few of the total number of high schools in the United States offer a course in psychology, the popularity as a field of instruction for the high school level is increasing... . Psychology as a course for high school instruction is to be found in at least forty states and probably is taught in all states... . In most high schools it is offered as a one-semester elective in the senior year... . Not only are courses offered under the title of "Psychology," but a considerable variety of other courses contain psychological material... . Psychology is taught, not only to provide instruction in elementary principles of psychology, but for the purpose of helping students understand some of their personal problems and social problems... At the high school level, psychology is not taught as a laboratory science... . Teachers of high school psychology are reasonably well educated in terms of college degrees (99 per cent have a B.S. degree and 60-75 per cent have a
Master's degree or better) and, in comparison with preparation of teachers for other areas of instruction, are fairly well trained in psychology, especially educational psychology (mean semester hours of instruction in psychology coursework at the college level is 15-25)... The majority of states do not have specific requirements for licensing of teachers of psychology... The textbook situation has improved in recent years, and now there are available a number of books on psychology written for the high school level... Educators, high school students, and the adult public, are favorable to the teaching of psychology in high school (as tested by a significant difference level by statistical analysis.)

When Engle (6) conducted his survey in 1951, he discovered that out of Montana's 179 high schools (as reported by the state department), 11 or 6.1 per cent taught the subject of psychology.

According to Harriet Miller (10), Superintendent of Public Instruction (Montana), "Beginning July 1, 1964, psychology will be recognized as an endorsable major or minor field for Montana secondary certification... Secondary teachers now holding Class 5 (Provisional) certification because their psychology minor was not acceptable may contact the certification office in the Department of Public Instruction and make arrangements to adjust their certificate to Class 2 status, providing other requirements have been met."

According to Miller (9), in a letter of January 5, 1965, "At Montana State College we have approved the psychology minor enclosed... It was endorsed Autumn quarter, 1964 by the Psychology Department staff, Teacher Education Council, and Dean's Council."

Miller (9) further stated "The major argument for approving psychology as at least a minor is that it is being taught in both large and small high schools throughout the state by people who have in some cases no
college courses in psychology or in other cases only an introductory course. Enclosed is the most current list Vivian Allgaier (Director of Certification), of the State Department of Public Instruction (Montana), was able to provide me in October, 1964." (See Appendix "C" for a copy of this list.)

Dr. Harold Babb (2), Chairman of the Psychology Department at the University of Montana in Missoula, stated that both a teaching major and minor in the field of psychology were implemented by the University of Montana in the Autumn quarter of 1965. However, Dr. Babb (2) further stated that any person selecting either the teaching major or minor in psychology must further obtain another teaching major in another field as well. In other words the teaching major in psychology would not stand by itself as the sole teaching major subject.

Mr. Sexton (13) of the Psychology Department at Eastern Montana College at Billings stated that Eastern Montana College was presently offering the teaching minor in the field of psychology. Further, Mr. Sexton (13) stated that both a teaching major and a teaching minor in psychology were currently approved, and were to be offered by Eastern Montana College in 1968. However Mr. Sexton (13) indicated that when the 1968 teaching major and minor in psychology are offered, they will be offered on a second major required basis similar to that now offered by the University of Montana in Missoula.

Mr. Alve Thomas (16), High School Supervisor for the Montana State Department of Public Instruction in Helena, stated that there are presently 173 public high schools and 20 parochial high schools which are accredited by the State of Montana Department of Public Instruction. Mr. Thomas (16)
further stated that a study accomplished by Mr. Homer V. Loucks (8), Director of Special Projects in 1965-1966 for the State Department of Public Instruction in Helena, found that during the 1964-1965 school year there were 27 high schools in the state of Montana which offered psychology curriculum coursework. Mr. Loucks (8) further grouped these 27 high schools into population limits and listed the number of schools in each size group which offered curriculum coursework in the field of psychology. These are: of schools with 14 to 50 students A.N.B., two offered coursework in psychology; of schools with 51 to 100 students A.N.B., six offered psychology coursework; of schools with 101 to 200 students, four offered psychology; of schools of 301 to 1000 students, eight offered psychology; and of schools containing over 1000 students A.N.B., three offered coursework in psychology.

Limitations

The questionnaire and related research proposed by the author was designed specifically for the secondary schools, (high schools) in the state of Montana, to give an indication of areas needing further study or immediate attention.

It was discovered, according to the Montana State Department of Public Instruction (15), that there are approximately 7-10 high schools, in the state of Montana, offering coursework in the field of psychology which fall outside the limits of the population sampled by this study—but which should be included to give as comprehensive a picture as possible of the present status of psychology curriculum coursework presently being offered in the state of Montana.
Further, there are many questions which could have advantageously been included in the author's "Psychology Questionnaire," but which had to be excluded due to the danger of excessive length which could have impaired the effectiveness of this questionnaire in terms of returns.

Definition of terms

For the purpose of this investigation, terms used are defined as follows:

**Psychology curriculum coursework**—any coursework offered for credit in any secondary school curriculum under the specific title of "Psychology," which is taught as an individual subject utilizing textbooks or related materials which are psychological in nature.

**APA**—the American Psychological Association.

**Population**—the total number of units under observation and with which this investigation is concerned.

**A.N.B.**—Average Number Belonging, the total number of students a school is credited as having in full-time attendance.

**Secondary school**—as used in the context of this paper refers to any high school in the state of Montana encompassing either grades 9, 10, 11, and 12, or grades 10, 11, and 12, depending upon whether or not the high school is a three or four year institution.
CHAPTER II
ANALYSIS AND INTERPRETATION OF RESULTS

Mr. Thomas (16), High School Supervisor, revealed that presently there are 173 accredited public high schools and 20 accredited parochial high schools or a total of 193 accredited high schools in the state of Montana. Table I on page 11 illustrates this graphically.

Table II on page 12 illustrates the following data. The 1966-1967 Montana Educational Directory lists a total of 53 public and parochial Montana high schools as having 200 or more students in attendance (A.N.B.) as of October 1, 1966. The author assumed that because of the specialized nature of a course in psychology at the high school level, only the larger secondary schools in Montana would be in a position, staff- money- and space-wise, to offer such a course. Hence, only those accredited Montana high schools with 200 or more students in attendance as of October 1, 1966 were considered in the population for investigation. These schools were subsequently sent the author's "Psychology Questionnaire."

At the time the author began to write up the results of this investigation, and to date, 50 of the 53 questionnaires (94.5 per cent) were completed and returned to the author.

Table III on page 13 graphically represents that of the 50 questionnaires returned, 23 indicated that coursework in the field of psychology was offered during the 1966-1967 school year. Twenty-seven of the 50 sampled high schools indicated that no coursework in psychology was offered by them during the 1966-1967 school year. However, 15 of the 27 sampled schools which did not offer any coursework in psychology indicated that they felt the offering of such coursework would be advantageous in
| TOTAL number of accredited PAROCHIAL high schools in the state of Montana according to the State Department of Public Instruction in Helena, Montana as of the month of July, 1967 | 20 |
| TOTAL number of accredited PUBLIC high schools in the state of Montana according to the State Department of Public Instruction in Helena, Montana as of the month of July, 1967 | 173 |
| TOTAL number of accredited PUBLIC and PAROCHIAL high schools in the state of Montana according to the State Department of Public Instruction in Helena, Montana as of the month of July, 1967 | 193 |
TABLE II

A graphic representation of the "population" encompassed by the author's "Psychology Questionnaire," and the number of returns.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL number of accredited Public and Parochial high schools in the state of Montana according to the State Department of Public Instruction in Helena, Montana</td>
<td>193</td>
</tr>
<tr>
<td>TOTAL number of accredited Public and Parochial high schools in the state of Montana which had 200 or more students in attendance (A.N.B.) as of October 1, 1966 according to the 1966-1967 Montana Educational Directory</td>
<td>53</td>
</tr>
<tr>
<td>TOTAL number of accredited Public and Parochial high schools in the state of Montana with 200 or more students in attendance (A.N.B.) as of October 1, 1966 who were sent the author's &quot;Psychology Questionnaire.&quot;</td>
<td>53</td>
</tr>
<tr>
<td>TOTAL number of accredited Public and Parochial high schools in the state of Montana who completed and RETURNED the &quot;Psychology Questionnaire&quot; to the author</td>
<td>50</td>
</tr>
</tbody>
</table>

PERCENTAGE OF "PSYCHOLOGY QUESTIONNAIRES" COMPLETED AND RETURNED TO THE AUTHOR | 94.5%  |
TABLE III

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL number of high schools sampled by the author's &quot;Psychology Questionnaire&quot;</td>
<td>23</td>
</tr>
<tr>
<td>who offered coursework in psychology during the 1966-1967 school year</td>
<td></td>
</tr>
<tr>
<td>TOTAL number of high schools sampled by the author's &quot;Psychology Questionnaire&quot;</td>
<td>27</td>
</tr>
<tr>
<td>who did not offer any coursework in psychology during the 1966-1967 school year</td>
<td></td>
</tr>
<tr>
<td>TOTAL number of high schools sampled by the author's &quot;Psychology Questionnaire&quot;</td>
<td>15</td>
</tr>
<tr>
<td>who are not offering any coursework in psychology but indicated that they would like to offer such coursework</td>
<td></td>
</tr>
<tr>
<td>TOTAL number of high schools sampled by the author's &quot;Psychology Questionnaire&quot;</td>
<td>12</td>
</tr>
<tr>
<td>who are not offering any coursework in psychology and would not be interested in offering such coursework</td>
<td></td>
</tr>
<tr>
<td>APPROXIMATE number of high schools in the state of Montana offering coursework in the field of psychology according to the State Department of Public Instruction, Helena, Montana</td>
<td>30 - 33</td>
</tr>
<tr>
<td>APPROXIMATE number of high schools in the state of Montana presently offering coursework in the field of psychology that were not sampled by the author's &quot;Psychology Questionnaire.&quot;</td>
<td>7 - 10</td>
</tr>
</tbody>
</table>
strengthening their present curricula. The remaining 12 schools stated that they did not feel that the offering of coursework in psychology would strengthen their present curricula. According to the Montana State Department of Public Instruction in Helena (15) there are presently approximately 30-33 accredited high schools in the state of Montana which offer coursework in psychology. As only 23 of the high schools in the state sampled by the author's "Psychology Questionnaire" indicated that coursework in the field of psychology was offered, it must be assumed that there are approximately 7-10 accredited Montana high schools which offer coursework in psychology, but which lie either outside the limits of the author's sampled population, or lie partially in the number of "Psychology Questionnaires" which were not completed and returned to the author.

Of the 27 high schools sampled by the author's questionnaire which do not presently offer coursework in psychology, seven high schools indicated that they had offered such coursework in the past. The remaining 20 stated that they had never offered any coursework in psychology.

The seven high schools which offered coursework in psychology in the past, but do not at present, gave the following reasons for their discontinuance of these courses. Two high schools indicated that they had incorporated their psychology coursework into other subjects. Two other high schools stated that they were forced to discontinue any coursework in psychology because they were unable to replace the teachers teaching psychology when they left the school systems. One high school indicated that it felt psychology was "not a strong course" and was therefore discontinued. Another school discontinued psychology because it was felt that there was
"not enough time" for it. Yet another school abandoned coursework in psychology because it was felt that there was "not enough interest."

Table IV on page 16 indicates the responses of the 27 schools sampled by the author's "Psychology Questionnaire," which are not presently offering any coursework in psychology, to the question: "If you HAVE NOT or DO NOT offer a course or courses in Psychology, what is(are) the reason(s)?

In response to the question: "In your present curriculum, would any teacher(s) have time to teach an additional subject, Psychology?", 19 of the 27 schools sampled by the author's "Psychology Questionnaire," which are presently not offering any coursework in psychology, replied "NO," while the remaining eight replied "YES."

Twenty of the 27 high schools sampled which do not offer coursework in the field of psychology indicated that they would like to see "a Teaching Major in Psychology offered in the Montana University System." The remaining seven schools stated that they would not "like to see a Teaching Major in Psychology offered in the Montana State University System."

The following information, unless otherwise stated, refers only to the 23 high schools sampled by the author's "Psychology Questionnaire" which do presently offer psychology coursework in their schools.

Twelve of these 23 high schools indicated that only one section of psychology was taught in their system each day, while five high schools stated that two sections of psychology were taught daily. Of the six remaining high schools, three indicated that three sections of psychology were taught each day, and the remaining three high schools indicated that four sections of psychology were taught each day.
Responses of the 27 accredited high schools sampled by the author's "Psychology Questionnaire," which are presently not offering any coursework in psychology, to the question:

"If you HAVE NOT or DO NOT offer a course or courses in Psychology, what is(are) the reason(s)?"

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>NUMBER OF SCHOOLS SELECTING ALTERNATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lack of Qualified personnel</td>
<td>14</td>
</tr>
<tr>
<td>b. Disinterest in offering such a course (Administration)</td>
<td>3</td>
</tr>
<tr>
<td>c. Disinterest in teaching such a course by the teachers</td>
<td>1</td>
</tr>
<tr>
<td>d. No demand or lack of interest to take such a course on the part of the students</td>
<td>8</td>
</tr>
<tr>
<td>e. Lack of Classroom space in which a Psychology course could be offered</td>
<td>7</td>
</tr>
<tr>
<td>f. Inadequate funds to initiate and continue such a course</td>
<td>7</td>
</tr>
<tr>
<td>g. Other</td>
<td>2</td>
</tr>
<tr>
<td>&quot;Incorporated the Psychology course into another subject.&quot;</td>
<td>(1)</td>
</tr>
<tr>
<td>&quot;No need for such a course.&quot;</td>
<td>(1)</td>
</tr>
</tbody>
</table>
Two high schools indicated that the person or persons teaching psychology in their schools taught only psychology. The remaining 21 high schools stated that the person or persons teaching psychology in their schools taught other subjects as well.

In the 21 schools where the psychology teacher(s) taught other subjects as well, 14 indicated that they were either guidance counselors or working in the guidance and counseling area, six stated that they were teaching history, four listed them as teaching sociology, three stated that they were teaching English, two stated they were teaching government, while one indicated he was teaching shop, another, courtship and marriage, another, economics, yet another, geography, and finally another, commerce.

Fourteen high schools stated that their psychology course is one semester in length, seven schools indicated that their coursework in psychology is two semesters long, while one high school listed its psychology course as being 6-9 weeks in length, and finally one other high school listed its psychology course as being offered in summer school only.

Six high schools stated that their psychology course was offered every semester, while seven high schools indicated that their psychology course was only offered every other semester. Eight high schools listed their psychology course as being taught every year, another school stated that this was its first year for offering psychology and therefore scheduling was not finalized, and finally, another high school indicated that its course in psychology was offered every year but during the summer only.

Twenty-two of the 23 high schools stated that their psychology
classes, when taught, met five times a week. The remaining high school indicated that its psychology class met one time a week for two hours.

In evaluating their psychology programs, eight high school principals felt their psychology programs were "Excellent," nine principals felt their psychology programs were "Good," four principals felt their psychology programs were "Fair," one principal felt his psychology program was "Poor," and another principal felt that his psychology program was "Unnecessary."

Table V on page 19 gives a graphic breakdown and listing of the various psychology textbooks which were utilized by the 23 Montana high schools sampled by the author's "Psychology Questionnaire," in answer to the question: "Which Psychology text(s) are you presently using?"

Table VI on page 20 gives a graphic representation of the responses to the following question: "What is(are) the academic background(s), in the field of Psychology, of the person(s) presently teaching this(these) course(s)?" which was asked of all the high schools, sampled by the author's "Psychology Questionnaire," that indicated that coursework in psychology was presently being offered. It is important to note that in some cases there is more than one person teaching psychology in the same high school. Further, four of the teachers teaching psychology did not list their academic backgrounds, in the field of psychology, in terms of college credits, but stated their qualifications as follows: two indicated that they had Master's degrees in guidance and counseling, one listed himself as having a psychology major, and another listed himself as having a psychology minor. Twenty-one Montana high school psychology teachers listed their
TABLE V.

Responses of the 23 accredited high schools sampled by the author's "Psychology Questionnaire," which are presently offering coursework in psychology, to the question:

"Which Psychology text(s) are you presently using?"

<table>
<thead>
<tr>
<th>AUTHOR, TITLE, AND DATE OF PUBLICATION OF TEXTBOOK(S)</th>
<th>NUMBER OF SCHOOLS USING THIS TEXTBOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorenson &amp; Malm, <em>Psychology for Living</em>, 1957.</td>
<td>1</td>
</tr>
<tr>
<td>Sorenson &amp; Malm, <em>Psychology for Living</em>, 1958.</td>
<td>1</td>
</tr>
<tr>
<td>Sorenson &amp; Malm, <em>Psychology for Living</em>, 1964.</td>
<td>4</td>
</tr>
<tr>
<td>Sorenson &amp; Malm, <em>Psychology for Living</em>, 1966.</td>
<td>1</td>
</tr>
<tr>
<td>Engle, T. L., <em>Psychology</em>, 1957 (3rd.)</td>
<td>3</td>
</tr>
<tr>
<td>Engle, T. L., <em>Psychology</em>, 1966.</td>
<td>1</td>
</tr>
<tr>
<td>Hilgard, <em>Introduction to Psychology</em>, 1966.</td>
<td>1</td>
</tr>
<tr>
<td>Munn, <em>Introduction to Psychology</em>.</td>
<td>1</td>
</tr>
<tr>
<td>Branca, Albert A., <em>Psychology</em>.</td>
<td>1</td>
</tr>
<tr>
<td>Sartain, North, Strange, &amp; Chapman, <em>Psychology, Understanding Human Behavior</em>, (2nd.)</td>
<td>1</td>
</tr>
<tr>
<td>None (No text or materials listed)</td>
<td>3</td>
</tr>
</tbody>
</table>
TABLE VI.

Responses of the psychology teachers of the 23 accredited high schools, sampled by the author's "Psychology Questionnaire," who are presently teaching coursework in psychology at the high school level to the question:

"What is(are) the academic background(s), in the field of Psychology, of the person(s) presently teaching this(these) course(s)?"

<table>
<thead>
<tr>
<th>NUMBER OF COLLEGE QUARTER HOURS OF ACADEMIC PREPARATION IN THE FIELD OF PSYCHOLOGY</th>
<th>NUMBER OF HIGH SCHOOL PSYCHOLOGY TEACHERS POSSESSING THESE CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>22.5</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>40.5</td>
<td>1</td>
</tr>
<tr>
<td>43</td>
<td>1</td>
</tr>
<tr>
<td>56.5</td>
<td>1</td>
</tr>
<tr>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>62</td>
<td>1</td>
</tr>
<tr>
<td>63</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF QUARTER HOURS IN PSYCHOLOGY .......................... 658.5
TOTAL NUMBER OF TEACHERS LISTING PSYCHOLOGY CREDITS .................. 21
TOTAL "MEAN" OF CREDITS PER PSYCHOLOGY TEACHER ........................ 31.4

Number of Psychology teachers listing a Master's Degree in Guidance & Counseling, but NOT giving any number of credits in psychology ........................................... 2

Number of Psychology teachers listing a Major in Psychology, but NOT giving any number of credits in Psychology ................................................................. 1

Number of Psychology teachers listing a Minor in Psychology, but NOT giving any number of credits in Psychology ................................................................. 1
academic preparation in psychology in terms of either quarter or semester hours. For the purposes of computation, all psychology course college credits were converted into quarter hours to enable a clear picture for comparison. The range was from "0" quarter hours in psychology to 63 quarter hours in college level psychology coursework, with a mean of 31.4 quarter hours of psychology coursework preparation per psychology teacher (this figure applies only to the 21 psychology teachers who listed actual numbers of college credits received in the field of psychology.)

In answer to the question: "As a Psychology Teaching Minor is presently approved and being offered in the Montana State University Systems, do you feel that there is a need for teachers teaching Psychology to be fully certified to teach Psychology by having the State University System offer a Teaching Major in the field of Psychology?", 10 of the 23 Montana high schools presently offering coursework in the field of psychology, according to the author's "Psychology Questionnaire," indicated "YES" to the above question. On the other hand, 12 of the 23 schools presently offering coursework in the field of psychology answered the above question "NO." One of the 23 schools declined to answer either "YES" or "NO."

It is interesting to note that in answer to the question: "Would you like to have a Teaching Major in Psychology offered in the Montana State University System?" 12 of the 23 Montana high schools presently offering coursework in the field of psychology answered "YES," while 10 of these 23 high schools answered "NO." Once again there was one of these 23 high schools which declined to answer either "YES" or "NO."
CHAPTER III

Summary

Fifty of the 53 accredited Montana high schools which have 200 or more students in attendance returned the author's "Psychology Questionnaire." Of these, 23 high schools offered coursework in the field of psychology during the 1966-1967 school year, and 27 did not. However, seven of the 27 high schools which presently do not offer coursework in psychology had offered such coursework in the past.

Of the 27 high schools not offering coursework in psychology, 15 indicated they felt that the offering of such coursework would strengthen their curricula, but were not offering it because of a lack of qualified personnel, among other reasons.

Among the 23 high schools offering psychology coursework, the mean number of college psychology credits in quarter hours was 31.4, with a range of "0" to 63 quarter hours. Fourteen of the 23 high schools offering psychology coursework indicated that the teacher of the course was either a guidance counselor or was working in the guidance and counseling area. Two of the psychology teachers in the 23 schools offering psychology coursework were identified as teaching psychology exclusively.

Seven of the 23 high schools offering coursework in psychology are using as texts, editions of Sorenson and Malm's Psychology for Living, while nine are using Engle's Psychology. Further, four high schools are using other assorted psychology texts while three listed no specific texts or materials.

A need for a college teaching major in psychology in the Montana State University System was felt by 10 of the 23 high schools offering
psychology coursework and by 20 of the 27 high schools not offering any psychology coursework. However, 12 of the 23 high schools which are presently offering coursework in the field of psychology indicated the desirability of a college teaching major in psychology.

Conclusions

The author feels that this study has been long overdue since, according to Engle's (6) study in 1951, 6.1 per cent of the accredited high schools in the state of Montana were offering coursework in the field of psychology.

It is felt that the academic preparation of the present teachers of high school psychology, according to those sampled by the author's "Psychology Questionnaire," is on the average surprisingly good in view of the fact that psychology has been recognized as an endorsable minor by the Montana State Department of Public Instruction for only three years. Nevertheless, the offering of high school psychology coursework by persons with 0-9 quarter credits of college psychology is occasion for concern.

The definite interest in psychology coursework by the high schools not presently offering it suggests that the professional preparation of teachers in this area is desirable.

The fact that high school psychology teaching seems so often associated with guidance work suggests that guidance and counseling candidates should be adequately trained to teach high school psychology coursework.

Recommendations for Further Study

The author makes the following recommendations for further study:
1. A similar investigation or survey should be applied to the 140 smaller accredited Montana public and parochial high schools not included in this study.

2. An investigation of the content and goals of the psychology coursework taught on the high school level could prove to be extremely enlightening in an attempt to discover to what extent these courses are designed to be terminal and to what extent appropriate preparation for college level psychology coursework is being accomplished.

3. The author definitely feels that a study should be made of the desirability of adapting the college psychology curriculum towards the preparation of high school psychology teachers.
Because a teaching major in the field of Psychology is not presently offered by Montana State University in Bozeman, I am engaged in a research project to try and determine whether or not there is a statewide need to offer such a teaching major at this Institution. "An Investigation of the Present Status of Psychology Curriculum Coursework Presently Being Offered at the High School Level in the State of Montana" is the title of this research project which I am currently undertaking as the project for my Master's degree in Education at Montana State University.

The criterion or basis upon which the sample population of this investigation is based is as follows: Every high school in the State of Montana, whether public or private, having a total enrollment of 200 or more students in attendance as of October 1, 1966, will be submitted a "Psychology Questionnaire" form and hence will be considered in the population.

Since your school, according to the 1966-1967 Montana Education Directory, is listed as having at least 200 or more students in attendance as of October 1, 1966, I am submitting to you the "Psychology Questionnaire" in hopes that you will be kind enough to assist me in the Investigation by completing and returning this form to me as soon as possible.

While retaining the comprehensiveness necessary to obtain the information desired, every effort has been made to make this form as simple to complete as possible. Further, please find enclosed a stamped, self-addressed envelope for your convenience. Because this project must be completed by June, 1967, your cooperation in assisting me with this Investigation will be most sincerely appreciated.

I also know that this project has the full knowledge and sanction of Dr. M. S. Monson of the School of Education of Montana State University. He is my graduate committee chairman.

Thank you in advance for your time and consideration in assisting me with this project.

Faithfully yours,

Cyril A. Conrad

Approved by:

Dr. M. S. Monson, School of Education

Montana State University
APPENDIX "B"

PSYCHOLOGY QUESTIONNAIRE

Do you offer any academic coursework in the field of Psychology in your present school curriculum? (Please CIRCLE appropriate answer at left.)

IF YOU ANSWER "NO" please answer All questions in Section II.

Please enter any further information or comments you might have in the "ADDITIONAL COMMENTS" section at the end of this questionnaire.

SECTION I

1. How many sections in Psychology are taught in your system each day? (Number)

2. Does the person or persons presently teaching Psychology in your school system teach ONLY Psychology? (Please CIRCLE appropriate answer at left.)

3. If the answer to Question #2 is "NO", what other subject(s) is(are) taught by this(these) teacher(s)? (i.e. English, Sociology, etc.)

4. What is(are) the duration of this(these) Psychology course(s)? Please CIRCLE appropriate answer.
   a. 1 semester
   b. 2 semesters
   c. 3 semesters
   d. 4 semesters
   e. Other

5. How often is(are) this(these) Psychology course(s) taught? Please CIRCLE appropriate answer.
   a. Every semester
   b. Every other semester
   c. Every year
   d. Every other year
   e. Other

6. When taught, how often does(do) this(these) Psychology class(es) meet? Please CIRCLE appropriate answer.
   a. 5 times a week
   b. 4 times a week
   c. 3 times a week
   d. 2 times a week
   e. 1 time a week
   f. Other

7. Which Psychology text(s) are you presently using? (Please list: Title(s), Author(s), and Year of Publication.)

8. What is(are) the academic background(s), in the field of Psychology, of the person(s) presently teaching this(these) course(s)? Please include a listing of all college coursework taken and experience in the field of Psychology.

TOTAL NO. OF CREDITS IN PSYCHOLOGY: _____ QUARTER HRS. _____ SEMESTER HRS.

9. What is your opinion of your PRESENT Psychology Program? (Psychology courses offered.) Please CIRCLE appropriate answer.
   a. Excellent
   b. Good
   c. Fair
   d. Poor
   e. Unnecessary
   f. Other
10. As a Psychology Teaching Minor is presently approved and being offered in the Montana State University System, do you feel that there is a need for teachers teaching Psychology to be fully certified to teach Psychology by having the State University System offer a Teaching Major in the field of Psychology? (NOTE: A teaching major is NOT presently offered in the Montana State University System.) Please CIRCLE appropriate answer at left.

11. Would you like to have a Teaching Major in Psychology offered in the Montana State University System? Please CIRCLE appropriate answer at left. WHY?

SECTION II

1. Has a course in Psychology EVER been offered in your school system? Please CIRCLE appropriate answer at left.)

2. If the answer to Question #1 (Section II) is "YES", why and when was(were) this(these Psychology courses discontinued?

3. If you HAVE NOT or DO NOT offer a course or courses in Psychology, what is(are) the reason(s). Please CIRCLE appropriate letter.
   a. Lack of Qualified personnel.
   b. Disinterest in offering such a course (Administration).
   c. Disinterest in teaching such a course by the teachers.
   d. No demand or lack of interest to take such a course on the part of the students.
   e. Lack of classroom space in which a Psychology course could be offered.
   f. Inadequate funds to initiate and continue such a course.
   g. Other

4. In your present curriculum, would any teacher(s) have time to teach an additional subject, Psychology? Please CIRCLE appropriate answer at left.

5. Do you feel that a course or courses in Psychology would be advantageous in the strengthening of your present school curriculum? Please Circle appropriate answer at left. WHY?

6. Would you like to see a Teaching Major in Psychology offered in the Montana State University System? Please CIRCLE appropriate answer at left. WHY?

ADDITIONAL COMMENTS:
## High Schools in Montana that Teach Psychology

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(9) Miller, Adam, Chairman, Psychology Department, Montana State College, Bozeman, Montana. Letter to Dr. Robert Ammons, Department of Psychology, Montana State University, Missoula, Montana, January 5, 1965.


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