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THE DETERMINATION OF A COURSE IN
PSYCHOLOGY FOR THE HIGH SCHOOL

A dissertation submitted to

The Graduate Faculty of the Teachers College
of the University of Cincinnati

in partial fulfillment of the
requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

1932

by

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PART I

PRACTICES AND TRENDS OF OPINION

CHAPTER I

THE PROBLEM AND THE METHOD OF INVESTIGATION

Purpose of the Study

This study has three definite purposes; namely, (1) to determine the status of the present practices and trends of opinion of individuals associated with a certain group of public senior high schools, colleges, universities, and state departments of education concerning the offering of psychology as a cultural and liberalizing subject (apart from any teacher-training activity) in the senior high school; (2) to derive a set of controlling factors which may serve as a basis for the selection of instructional materials for such a course; (3) to propose a list of both major and minor evaluated topics that might constitute a core of instructional material in psychology as a senior high school subject.

Justification of the Study

This investigation dealing with psychology as a secondary school subject was undertaken for the following reasons:

1. The present emphasis upon the new humanities as evidenced by monetary gifts for endowments for research and teaching professorships in these studies, by the practice of certain colleges and universities conferring degrees in these studies, and the favorable discussion of the new humanities in educational literature. Professor Ross L. Finney writes as follows:

To those curricular subjects which treat of human life, its nature and relationships, it is becoming customary nowadays to apply the term 'the new humanities.' The new humanities include geography, biology, psychology, anthropology, sociology, economics, politics, ethics, metaphysics, and history. They must be differentiated from the natural sciences because each of them contains only a core of material that is strictly scientific in its derivation and certitude; much of it is philosophical in the meaning ascribed to that word. Nevertheless it is from these disciplines that we are to derive the cognitive material on the basis of which our beliefs, ideals, 'folkways,' and 'mores' are to be modernized. The new humanities contain that larger knowledge (however incomplete as yet) before which the popular mythologies will eventually give way. This will happen as fast as the curricula render that new knowledge generally prevalent.

Our neglect of geography, especially in our high schools, is a most unfortunate omission indeed. Biology, when well taught to college freshmen, sets up a reverent philosophy of life in their minds as no other subject seems to do. It should be moved down into the high school; some of it even into the grades -- simplified, visualized, and vitalized. The elements of psychology, with a judicious admixture of elementary logic should be taught to high school children, probably as early as the ninth grade. Its omission from our secondary school program seems like an irrational case of parallax between our education and our civilization. It is no more difficult than algebra; and would be useful to all. We rationalize mathematics on the pretext of teaching children to think. Why not introduce a course that really would teach them how we actually do think, and point out some of the logical pitfalls to be

avoided? Anthropology, sociology, economics, civics, and ethics must all be simplified and given a definite place in the secondary, and even in the elementary, curricula; since the beliefs which these subjects endeavor to scientize pertain to all our institutions. And pervading all these must be provided the perspectives of history.

What we obviously need is a science of society. Since the time of Comte this has been the aspiration of modern scholarship. Instead of blundering and bungling along from one crisis to the next, science might render society really telic, and reduce social phenomena to control, as it has done in the natural world. Our technical achievements have so far outrun our social adjustments that for the next few centuries at least it looks as if the world had more to hope for from social than natural science. But the aspiration serves chiefly to throw into clear relief the meagerness of our achievements to the present date. And yet that achievement is far better than nothing. What we do know about society would go a long way toward saving us if we could only make it function. There is really a very considerable body of knowledge in the fields of the various social sciences. Much of that knowledge is rather in the nature of philosophy than of positive science, it is true; but compared with the popular mythologies still currently believed it is as dawn to midnight. Half a loaf is better than no bread.

But the problem is to make it function. To that end the sociological knowledge extant must be made a common possession of the people. If scholars had achieved a perfect and exhaustive science of society it would avail us nothing unless its findings were passed out into public opinion. The discovery of further knowledge is of no more practical importance, therefore, than the popularization of what knowledge we already do possess. For social readjustment, distributive scholarship is quite as important as productive.¹

2. The second reason in justification of this study is the growing point of view that education should be for personality adjustment and integration as well as for

¹ Finney, Ross L. A Sociological Philosophy of Education, page 171 ff.

occupational preparedness. This point of view very probably grew out of the writings and addresses of certain educational philosophers. Quoting:

What the rising generation needs is a new philosophy of individual and social life; a new set of beliefs. And if this new philosophy is to equip them for all the relationships of modern life it must take its constituent facts from all the modern sciences that deal with human life: geography, biology, psychology, social psychology, anthropology, sociology, economics, political science, ethics, philosophy, and history.

Doubtless it looks at first glance like a pedagogical impossibility to teach all these advanced subjects to junior and senior high school children. But the impossibility is an illusion. The traditional philosophy of life which we of the older generation learned from our elders in childhood took its materials from these very fields, however little we may be in the habit of recognizing the fact. It matters not whether one says predestination and original sin, or heredity and instincts; he is talking biology and psychology in either case. And it is hard to see why the new scientific concepts are any more difficult than the old theological concepts.

Salvation, if there be any, would seem to be with the curriculum makers. The best knowledge extant that bears on the social, economic, political and ethical problems of the age must be passed out to the people through the agency of the public schools. There is no other agency available that can do this work systematically, and with unbiased scientific attitude. And it is really for the performance of the function that the schools, particularly the high school and colleges, exist. They have other functions to be sure; but if they neglect this one they fail egregiously to parallel the civilization in which they are in operation. There is everywhere increasing discernment that preparation for citizenship and other social responsibilities is the most vital objective of the schools of a democracy. Secondary students can well afford to devote at least one fourth of their time to subjects definitely aimed at this objective. In the United States, consensus of opinion among educators is rapidly adopting this position.

It is from this point of view that the disservice of the traditional curriculum is becoming most apparent. When a person has graduated from a college course consisting largely of Latin, Greek, mathematics, and modern languages, he naturally enjoys a very gratifying confidence in the assurance that he has become an educated person. One feels a minor self-confidence of the same sort if he has graduated merely from a high school with a similar curriculum. The fact that alma mater has really sent him forth in ignorance of the collective problems of our modern life, quite as naturally does not occur to him.²

America's greatest educational philosopher has the following to say:

When we abandon the attempt to define immaturity by means of fixed comparison with adult accomplishments, we are compelled to give up thinking of it as denoting lack of desired traits. Abandoning this notion, we are also forced to surrender our habit of thinking of instruction as a method of supplying this lack by pouring knowledge into a mental and moral hole which awaits filling. Since life means growth, a living creature lives as truly and positively at one stage as at another, with the same intrinsic fullness and the same absolute claims. Hence education means the enterprise of supplying the conditions which insure growth, or adequacy of life, irrespective of age.

Since growth is characteristic of life, education is all one with growing; it has no end beyond itself. The criterion of the value of school education is the extent in which it created a desire for continued growth and supplies means for making the desire effective in fact.

The only adequate training for occupations is training through occupations. The principle stated early in this book that the educative process is its own end, and that the only sufficient preparation for later responsibilities comes by making the most of immediately present life, applies in full force to the vocational phases of education. The dominant vocation of all human beings at all times is living -- intellectual and moral growth.³ In childhood and youth with

² Finney, Ross L. A Sociological Philosophy of Education, page 289 ff.

³ The underscores are mine -- J. A. B.

their relative freedom from economic stress, this fact is naked and unconcealed. To predetermine some future occupation for which education is to be a strict preparation is to injure the possibilities of present development and thereby to reduce the adequacy of preparation for a future right employment.

But, at the present juncture, there is a movement in behalf of something called vocational training which, if carried into effect, would harden these ideas into a form adapted to the existing industrial regime. This movement would continue the traditional liberal or cultural education for the few economically able to enjoy it, and would give to the masses a narrow technical trade education for specialized callings, carried on under the control of others. This scheme denotes, of course simply a perpetuation of the older social division with its counterpart intellectual and moral dualisms. But it means its continuation under conditions where it has much less justification for existence. For industrial life is now so dependent upon science and so intimately affects all forms of social intercourse, that there is an opportunity to utilize it for development of mind and character. Moreover, a right educational use of it would react upon intelligence and interest so as to modify, in connection with legislation and administration, the socially obnoxious features of the present industrial and commercial order. It would turn the increasing fund of social sympathy to constructive account, instead of leaving it a somewhat blind philanthropic sentiment. It would give those who engage in industrial callings desire and ability to share in social control and ability to become masters of their industrial fate. It would enable them to saturate with meaning the technical and mechanical features which are so marked a feature of our machine system of production and distribution. So much for those who now have the poorer economic opportunities. With the representatives of the more privileged portion of the community, it would increase sympathy for labor, create a disposition of mind which can discover the culturing elements in useful activity, and increase a sense of social responsibility.⁴

In discussing "The Special Functions of Secondary Education" Briggs has the following to say under the heading

⁴
Dewey, John. Democracy and Education, page 161 ff.

of Integration:

To continue by definite program, though in a diminishing degree, the integration of students. This should be on an increasingly intellectual level until the desired common knowledge, appreciations, ideals, and attitudes are firmly fixed. This assumes that in such a country as ours citizens should ideally have in common much information and many experiences that they will to a large extent think, feel, and act alike.

It makes for social comfort, political security, and peaceful prosperity.

Intelligent integration is of especial importance in such a country as ours. Democracy, which imposes an obligation as well as a privilege to share in governmental decisions affecting wide areas and local districts, depends for its success on the integrated citizenry.

They (students) should have an intelligent basis of unity with others, however much it may be emotionalized.

The writer clearly subscribes to the viewpoints set forth in the quotations given above. He adheres to the belief that modern education, with its emphasis so clearly placed upon vocational efficiency, seems often to overlook developing the good, rather than merely the efficient, man. Hence comes the present day re-emphasis upon the new humanities, in which the social sciences play such a major role. Hence also comes the task of education to develop human personality to its full capacity, in which it finds responsibility for supplying conditions which insure growth in all its aspects, rather than merely to expose the growing organism

Briggs, Thomas H. "The Special Functions of Secondary Education." The Department of Superintendence, Seventh Yearbook. Chapter XI.

to traditionally set subject matter.

In the belief that the adolescent is a rapidly developing individual, with problems highly intimate and personal, the investigator naturally has raised this question:--To what degree does the secondary school organize and control the conditions of growth pointing primarily toward full development of a unified, well-integrated personality? This is of course a matter of the human, hence in the field of psychology. Any student of secondary education, even without the results of the writer's preliminary survey, is prepared for the following statement.

3. The third reason in justification of this investigation is the fact that there is no systematic plan at the present time for teaching psychology in the high school. This was determined by a preliminary investigation (see Chapter IV).

4. The fourth reason in justification of this study is the probable felt need on the part of educators of extending another, perhaps all, traditionally college subjects to the lower levels of secondary education. Researches upon the secondary curriculum have shown that, with the elimination of waste in elementary education, the natural "settling down" of the curricular materials of higher levels, the increasing age of average high school completion, and the greater freedom of living granted to youth while in the secon-

dary school, (1) there is time for learning materials found earlier, and still, within the college, (2) the high school adolescent is sufficiently mature intellectually to master much of the subject matter originally monopolized by the college, and (3) the challenging facts of economics, politics, sociology, current history, biology, even religion must be, are being, brought not down, but to, his inquiry. In this regard the present writer finds a justification of ascertaining whether psychology should not share with sister sciences-- primarily social-- in descending from higher education to come at grips with active, intelligent youth in the secondary school.

Delimitations of the Procedure

It was arbitrarily decided that the scope of the study should include only the public senior high schools with an enrollment of 1000 and above, the Class A state teachers colleges, and the state universities and private / and municipal universities that are on the approved list of the Association of American Universities. The reasons for delimiting the procedure in this way are stated as follows:

1. The magnitude of the task involved in investigating the work of approximately 25,000 high schools made it necessary to study a restricted group of high schools.

2. The large senior high school was selected for the reason that all the psychological problems of the smaller high schools, and very probably additional ones, are present in the student life of the large senior high school. Moreover, due to the fact that these large senior high schools are listed, with certain data, by the U. S. Office of Education, they could be communicated with directly, whereas in the case of the smaller high schools which are not listed it would have been necessary to have reached them through state and county school officials. There is the third reason that the large senior high school is more independent in its organization and administration from state-wide supervision and control than the smaller high school; and, hence, has greater freedom in selecting instructional materials.

3. Since psychology has been a traditional college subject it is logical to assume that in being extended to the lower school levels it would first appear in the senior high schools, as has been the case with sociology, economics, etc., rather than jump over the senior high school into the junior high or elementary school.

4. In delimiting the number and type of colleges and universities to Class A teachers colleges and to state universities and universities that are members of the Association of American Universities it was assumed that the better group of colleges and universities ~~was~~ being included. It

was assumed, also, that these institutions subscribed more fully to the dominant principle of American education;— namely, "education, a state function"— than any other group of American colleges and universities.

Sources of Material

Replies to blanks of inquiry directed to the State directors of secondary education, to the heads of departments of secondary education in state universities and private and municipal universities that are on the approved list of the Association of American Universities, to the presidents of the Class A teachers colleges, and to all public senior high schools whose enrollment is 1000 and above are the bases for the statements of facts and conclusions regarding the present practices and trends of opinion. These will be found included later in the present work and discussed in detail.

Fourteen major topics in functional psychology were formulated from readings in the psychology of adolescence, mental hygiene, character education, general and social psychology.⁶ These fourteen major topics were submitted to the individuals (see Chapter VI) who favor psychology as a secondary school subject in the following groups of educators: State directors of secondary education, professors of secon-

6

See page 77 , Chapter VI for explanation of the logical basis for the selection of fourteen major topics.

dary education in the above mentioned group of universities and colleges, principals of cosmopolitan senior high schools, and teachers of psychology in senior high schools. These individuals were asked to rate these fourteen major topics on a seven point rating scale. After these topics were evaluated by these four groups of educators, the answers were tabulated and the results given statistical treatment to determine their relative value and the number of class periods that each topic should be taught. The next and final step was to formulate and place under these fourteen major topics several hundreds of subsidiary topics. After this was done, the major and minor topics were mimeographed, placing the subsidiary topics beneath the proper major topics. These were then evaluated on a three point rating scale by a certain group of psychologists who are teaching courses in the psychology of adolescence.

Techniques for Gathering and Treating Data

The only published material dealing explicitly with psychology as a high school subject is an article in a professional magazine, the scope of which is general problems in education.⁷ This article merely expresses a favorable viewpoint and is not a report of an investigation. This means that, historically, there are no principles or facts

⁷ Richard E. Hyde. "A High School Course in Psychology," Education (November, 1927), 175-179.

*available for suggestion or guidance except those that have been employed in similar investigations in general and educational psychology.

The technique, then, of securing facts and establishing principles was the questionnaire. Statistical treatment was given to the facts thus gathered.

Definition of Terms

A teachers college as spoken of in this study will mean a four year degree granting institution that is a Class A member of the American Association of Teachers Colleges. A senior high school will be understood to mean a high school consisting of grades 10-11-12, as listed by the Office of Education.⁸ A university will mean a state university or a private or municipal university that is on the approved list of the Association of American Universities. By psychology is meant the science which "seeks to explain the behavior of living organisms."⁹ In this investigation it will be considered for its cultural and liberalizing values, as in the case of English, civics, etc. A professor of secondary education, a high school principal, a president of a teachers college, a teacher of high school psychology will apply re-

⁸ See form #45755, List of Public Senior High Schools, 1927-28-- the most recent publication.

⁹ A. I. Gates. Psychology for Students of Education (Revised), page 17.

spectively to individuals associated with the previously delimited groups of universities, colleges, and high schools.

Statement of the Problem

The problem of this investigation may well be restated in the form of a question: What Should Be Taught in a Senior High School Course in Psychology? The scope of this problem may be analyzed by asking four other questions:

1. What are the present practices and trends of opinion regarding psychology as a secondary school subject?
2. What are some of the factors influencing the selection of instructional material in psychology for senior high school students?
3. What are the major topics that should be taught in a course in psychology for senior high school students and what is the relative significance of each of these topics as instructional material?
4. What are the minor topics that should be taught in a course in psychology for senior high school students and what is the relative significance as instructional material of each of these topics?

CHAPTER II

PRESENT PRACTICES AND TRENDS OF OPINION IN STATES AND A CERTAIN GROUP OF PUBLIC SENIOR HIGH SCHOOLS REGARDING OFFERING PSYCHOLOGY AS A SENIOR HIGH SCHOOL SUBJECT

The States

1

Using the 1930 Educational Directory as a means of securing names and description of positions, an inquiry blank² was sent to "The State Director of Secondary Education" in care of the chief state school officer in every state. Table I below is a summary of the results of certain indicated questions asked in this inquiry sheet.

TABLE I

PRESENT PRACTICES AND TRENDS OF OPINION OF STATE
DIVISIONS OF SECONDARY EDUCATION REGARDING
OFFERING PSYCHOLOGY AS A SENIOR HIGH
SCHOOL SUBJECT

Questionnaires			Number and per cent that offer		Number and per cent that favor		Number and per cent that don't favor		Number and per cent non-committal		Number and per cent offering or favoring	
Sent	Returned		No.	%	No.	%	No.	%	No.	%	No.	%
48	48	100	13	27.1	11	22.9	22	45.8	2	4.1	24	50

A more detailed analysis of the findings of the question sheet will be undertaken.

¹ Office of Education Bulletin (1930) No. I.

² See Appendix A for a copy of the questionnaire.

The first question asked on the inquiry blank was:

Is psychology offered as a cultural and liberalizing subject (apart from any teacher-training program) in the senior high school program of studies in your state?

Thirteen state directors of secondary education replied that psychology was offered as a senior high school subject in their states. These states are as follows:

TABLE II

STATES THAT OFFER PSYCHOLOGY AS A SUBJECT IN
THE PROGRAM OF STUDIES IN THE SENIOR
HIGH SCHOOL

Arkansas	North Dakota	South Dakota
Florida	New Mexico	Utah
Kansas	Ohio	Washington
Missouri	Oklahoma	Wyoming
Montana		
Total Number - 13		

The above table shows that there are thirteen of the states in which the state course of study for secondary schools includes psychology as a liberalizing and cultural subject. This is somewhat surprising when it is borne in mind that there has been practically no discussion from platform or press regarding such a subject in high

school.

The next most significant question, following the direction "If psychology is not offered, please answer the following questions," was:

Are you in favor of including psychology as a cultural and liberalizing agent in the senior high school program of studies?

The state directors of secondary education in eleven states which did not offer psychology replies that they favored its being offered in the senior high school program of studies. Table III which follows gives a list of these states.

TABLE III

STATES THAT FAVOR OFFERING PSYCHOLOGY AS A
SUBJECT IN THE PROGRAM OF STUDIES IN
THE SENIOR HIGH SCHOOL

California	New Hampshire
Colorado	South Carolina
Connecticut	Texas
Idaho	Vermont
Indiana	Wisconsin
Iowa	
Total Number - 11	

Table III shows that the state directors of secondary education in eleven of the states favor offering psychology in the secondary school curriculum.

Combine the 27.1 per cent of the number of states that offer psychology with the additional 22.9 per cent that favor offering it and it will be seen that exactly 50 per cent of the states in the Union either offer or favor offering psychology as a senior high school subject.

The state directors of secondary education in 22 states replied that they did not offer nor favor offering psychology as a senior high school subject. Table IV enumerates these states in alphabetical order.

TABLE IV

STATES THAT DO NOT FAVOR OFFERING PSYCHOLOGY
AS A SUBJECT IN THE PROGRAM OF STUDIES
IN THE SENIOR HIGH SCHOOL

Alabama	Maryland	New York
Arizona	Massachusetts	Oregon
Delaware	Michigan	Pennsylvania
Georgia	Minnesota	Rhode Island
Kentucky	Mississippi	Tennessee
Louisiana	Nebraska	Virginia
Maine	Nevada	West Virginia
	New Jersey	
Total Number - 22		

The above table shows that there are 22 states which do not favor psychology as a senior high school sub-

ject. Stated in terms of per cent, there are 45.8 per cent of the states in the Union whose directors of secondary education do not favor including psychology among the senior high school program of studies.

Besides the thirteen states that offer psychology, the eleven others that favor its being offered and the twenty-two that oppose it, there are two states whose directors of secondary education are non-committal regarding whether or not they favor its being offered. These states are: Illinois and North Carolina.

Public Senior High Schools

After having obtained from the Office of Education a mimeographed copy³ of the names of the 120 public senior high schools whose enrollment was 1000 students or above, a question sheet was sent to the principals of these high schools located in thirty-five states.⁴ Table V following is a summary of the replies to certain indicated questions contained in this inquiry blank.

³
See Appendix C.

⁴
See Appendix D.

TABLE V

PRESENT PRACTICES AND TRENDS OF OPINION AMONG
114 PUBLIC SENIOR HIGH SCHOOLS REGARDING OFFER-
ING PSYCHOLOGY IN THE PROGRAM OF STUDIES

Questionnaires Sent Returned			Number and per cent that offer		Number and per cent that favor		Number and per cent that don't favor		Number and per cent offer- ing or favoring	
No.	No.	%	No.	%	No.	%	No.	%	No.	%
120	114	95	21	18.4	40	35	54	47.3	61	53.4

A more detailed analysis of the findings of this question sheet will now follow.

The first question asked in this inquiry sheet was as follows:

Do you offer a senior high school course in psychology (apart from any teacher-training program)?

Twenty-one of these high school principals replied in the affirmative. The high schools which offer psychology as a cultural and liberalizing agent are listed in Table VI following.

TABLE VI

TWENTY-ONE PUBLIC SENIOR HIGH SCHOOLS IN WHICH
PSYCHOLOGY IS OFFERED IN THE PROGRAM OF STUDIES

Senior High School Fresno, California	Senior High School El Dorado, Kansas
Polytechnic High Long Beach, California	Wyandotte High School Kansas, City, Kansas
Polytechnic High Los Angeles, California	McDonogh High School New Orleans, Louisiana
Senior High School Pasadena, California	Central Senior High Kansas City, Missouri
East High School Denver, Colorado	Westport Senior High Kansas City, Missouri
Manual Training High Denver, Colorado	Northeast Senior High Kansas City, Missouri
South High School Denver, Colorado	Senior High School New Rochelle, New York
Hillsborough High Tampa, Florida	Classen Senior High Oklahoma City, Oklahoma
Senior High School Rockford, Illinois	Senior High School Knoxville, Tennessee
Central Senior High Sioux City, Iowa	East High School Salt Lake City, Utah
	West High School Salt Lake City, Utah
	Total Number - 21

Table VI shows that there are twenty-one public senior high schools among the group studied that offer psychology among their programs of studies. Considered in terms of per cent, this means that 18.4 per cent of the 114

public senior high schools from which replies were received. offered courses in psychology for high school students.

The next most significant question on the inquiry blank was:

Do you favor including psychology among the program of offerings in the senior high school?

The principals of forty high schools which did not offer psychology replied that they favored offering it. These high schools are listed in Table VII below.

TABLE VII

FORTY PUBLIC SENIOR HIGH SCHOOLS WHOSE
PRINCIPALS FAVOR OFFERING PSYCHOLOGY
IN THE PROGRAM OF STUDIES

Phillips High School Birmingham, Alabama	East High School Des Moines, Iowa
Senior High School Little Rock, Arkansas	North High School Des Moines, Iowa
Technical High Fresno, California	Holmes High School Covington, Kentucky
Woodrow Wilson High Long Beach, California	Senior High School Portland, Maine
John C. Fremont Oakland, California	Senior High School Chelsea, Massachusetts
Senior High School Sacramento, California	Senior High School Pittsfield, Massachusetts
Senior High School San Diego, California	Central High School Springfield, Massachusetts
Senior High School Colorado Springs, Colorado	Central High School Bay City, Michigan
Senior High School East St. Louis, Illinois	Central High School Flint, Michigan
Central High School South Bend, Indiana	North High School Flint, Michigan

(table continued on next page)

TABLE VII (continued)

FORTY PUBLIC SENIOR HIGH SCHOOLS WHOSE
PRINCIPALS FAVOR OFFERING PSYCHOLOGY
IN THE PROGRAM OF STUDIES

Senior High School Jackson, Michigan	Senior High School Reading, Pennsylvania
Senior High School Bayonne, New Jersey	Senior High School Wilkinsburg, Pennsylvania
McKinley High School Canton, Ohio	William Penn High York, Pennsylvania
Senior High School Hamilton, Ohio	Senior High School Pawtucket, Rhode Island
Senior High School Lakewood, Ohio	John H. Reagan High Houston, Texas
Senior High School Springfield, Ohio	Sam Houston High Houston, Texas
Rayen High School Youngstown, Ohio	San Jacinto High Houston, Texas
Central High School Tulsa, Oklahoma	Main Avenue High San Antonio, Texas
Senior High School Altoona, Pennsylvania	Senior High School Charleston, West Virginia
Senior High School New Castle, Pennsylvania	Senior High School Morgantown, West Virginia

Table VII above shows that forty of the 114 public senior high school principals replying favor psychology as a subject for high school students.

Turning now to the ones that do not offer nor favor it, we have the group of high schools in Table VIII.

TABLE VIII

FIFTY-FOUR PUBLIC SENIOR HIGH SCHOOLS WHOSE
PRINCIPALS DO NOT FAVOR INCLUDING PSYCHOLOGY
IN THE PROGRAM OF OFFERINGS OF THE SENIOR HIGH
SCHOOLS

Senior High School Berkeley, California	Senior High School Everett, Massachusetts
Hollywood High School Los Angeles, California	English High School Lynn, Massachusetts
Los Angeles High Los Angeles, California	Senior High School Quincy, Massachusetts
Roosevelt High School Oakland, California	Senior High School Revere, Massachusetts
Polytechnic High Riverside, California	Technical High School Springfield, Massachusetts
Senior High School San Bernardino, California	Northern High School Detroit, Michigan
Senior High School San Jose, California	Southeastern High Detroit, Michigan
Senior High School Santa Monica, California	Senior High School Hamtramck, Michigan
Senior High School Pueblo (Dist.20), California	Central High School Lansing, Michigan
Senior High School Decatur, Illinois	Senior High School Pontiac, Michigan
Senior High School Rockford, Illinois	Robt. E. Denfield Duluth, Minnesota
Central High School Muncie, Indiana	North High School Minneapolis, Minnesota
Senior High School Mason City, Iowa	Northeast Senior High Kansas City, Missouri
Senior High School Brockton, Massachusetts	Senior High School Springfield, Missouri

(table continued on next page)

TABLE VIII (Continued)

FIFTY-FOUR PUBLIC SENIOR HIGH SCHOOLS WHOSE
PRINCIPALS DO NOT FAVOR INCLUDING PSYCHOLOGY
IN THE PROGRAM OF OFFERINGS OF THE SENIOR HIGH
SCHOOLS

Senior High School Great Falls, Montana	Cheltenham Township Elkins Park, Pennsylvania
Senior High School Camden, New Jersey	John Harris High Harrisburg, Pennsylvania
Battin High School Elizabeth, New Jersey	Senior High School New Kensington, Pennsylvania
A. J. Demarest High Hoboken, New Jersey	Senior High School Williamsport, Pennsylvania
Hughes High School Cincinnati, Ohio	Hume-Fogg High Nashville, Tennessee
East High School Cleveland, Ohio	Central High School Fort Worth, Texas
North High School Columbus, Ohio	Brackenridge High San Antonio, Texas
South High School Columbus, Ohio	Senior High School Waco, Texas
Steele High School Dayton, Ohio	Lincoln High School Tacoma, Washington
Shaw High School E. Cleveland, Ohio	Stadium High School Tacoma, Washington
Senior High School Lorain, Ohio	Senior High School Huntington, West Virginia
Senior High School Mansfield, Ohio	Central High School Superior, Wisconsin
South High School Youngstown, Ohio	

Total Number - 54

Table VIII shows that fifty-four of the principals of the 114 public senior high schools replying do not favor offering psychology as a senior high school subject.

Summary and Conclusions

1. Replies received from forty-eight state directors of secondary education showed that thirteen or 27.1 per cent of the forty-six state directors who definitely expressed themselves said that psychology was offered as a senior high school subject; that eleven or 22.9 per cent other states favor offering, while two or 4.1 per cent of the state directors are not decided either in favor or against offering psychology as a secondary school subject. Twenty-two or 45.8 per cent of the forty-six state directors who gave definite replies said that psychology was neither offered nor favored in their states.

2. One hundred fourteen replies from the 120 public senior high schools with an enrollment of 1000 or above showed that twenty-one or 18.4 per cent offered psychology as a senior high school subject; forty or 35 per cent of the high school principals favor including psychology as a subject, while fifty-four or 47.3 per cent do not offer or favor offering psychology in the senior high school.

3. Since there are eleven states and forty public senior high schools which favor offering psychology that do not offer it at the present time, it is evident that there

is a decided trend of opinion among state directors of secondary education and principals of public senior high schools in favor of placing psychology in the senior high school program of studies.

CHAPTER III

TRENDS OF OPINION AMONG CLASS A STATE TEACHERS COLLEGES, STATE UNIVERSITIES AND PRIVATE AND MUNICIPAL UNIVERSITIES THAT ARE ON THE APPROVED LIST OF THE AS- SOCIATION OF AMERICAN UNIVERSITIES

Teachers Colleges

The American Association of Teachers Colleges¹ lists 106 Class A accredited institutions.² A letter was directed to the president of each teachers college requesting him or some member of his faculty to whom he³ might refer the matter to answer the blank of inquiry which was enclosed. Table IX below indicates the results of the tabulation of replies to the first question on the inquiry blank.

Are you in favor of including the study of psychology as a cultural and liberalizing agent (that is, apart from any teacher-training program) among the course offerings of the senior high schools?

¹ For a statement of the standards of accrediting teachers colleges, as well as a list of the accredited institutions, see the N. E. A. Yearbook for 1930 (Vol. 68), pp. 807-819.

² See Appendix E for copy of this letter.

³ See Appendix F for copy of this questionnaire.

TABLE IX

TRENDS OF OPINION OF NINETY CLASS A STATE
TEACHER COLLEGES REGARDING PSYCHOLOGY
AS A SENIOR HIGH SCHOOL SUBJECT

Questionnaires			Favoring		Not favoring	
Sent	Returned					
No.	No.	%	No.	%	No.	%
106	90	84.9	48	53.3	42	46.6

An analysis and a more detailed presentation of these data will now be undertaken.

Table X which follows lists the Class A state teachers colleges that favor psychology as a secondary school subject. Numbers and percentages are given.

TABLE X

FORTY-EIGHT CLASS A TEACHERS COLLEGES THAT
FAVOR PSYCHOLOGY AS A SENIOR HIGH SCHOOL
SUBJECT

State Teachers College Flagstaff, Arizona	State Teachers College Santa Barbara, California
State Teachers College Tempe, Arizona	State Teachers College Greely, California
State Teachers College Conway, Arkansas	Western State College Gunnison, Colorado
State Teachers College Fresno, California	Northern Illinois St. T. C. Dekalb, Illinois
State Teachers College San Diego, California	Illinois State Normal U. Normal, Illinois

(table continued on next page)

TABLE X (Continued)

FORTY-EIGHT CLASS A TEACHERS COLLEGES THAT
FAVOR PSYCHOLOGY AS A SENIOR HIGH SCHOOL
SUBJECT

Indiana St. Teachers C. Terre Haute, Indiana	State Teachers College Minot, North Dakota
State Teachers College Emporia, Kansas	East Central St. T. C. Ada, Oklahoma
State Teachers College Hays, Kansas	Northwest St. T. C. Alva, Oklahoma
State Teachers College Pittsburg, Kansas	Southeast St. T. C. Durant, Oklahoma
Eastern Kentucky T. C. Richmond, Kentucky	Northeast St. T. C. Tahlequah, Oklahoma
State Teachers College Duluth, Minnesota	Southwest St. T. C. Weatherford, Oklahoma
State Teachers College St. Cloud, Minnesota	State Teachers College Bloomsburg, Pennsylvania
State Teachers College Winona, Minnesota	State Teachers College Edinboro, Pennsylvania
Miss. Delta St. T. C. Cleveland, Mississippi	State Teachers College Slippery Rock, Pennsylvania
State Teachers College Hattiesburg, Mississippi	State Teachers College West Chester, Pennsylvania
Northeast Mo. St. T. C. Kirksville, Missouri	East Tenn. St. T. C. Johnson City, Tennessee
Southwest Mo. St. T. C. Springfield, Missouri	East Texas St. T. C. Commerce, Texas
State Normal School Plymouth, New Haven	North Texas St. T. C. Denton, Texas
State Normal School Trenton, New Jersey	Sam Houston St. T. C. Huntsville, Texas
East Carolina St. T. C. Greenville, North Carolina	State Teachers College East Radford, Virginia

(table continued on next page)

TABLE X (Continued)

FORTY-EIGHT CLASS A TEACHERS COLLEGES THAT
FAVOR PSYCHOLOGY AS A SENIOR HIGH SCHOOL
SUBJECT

State Teachers College Fredericksburg, Virginia	State Teachers College La Crosse, Wisconsin
State Teachers College Harrisonburg, Virginia	State Teachers College Oshkosh, Wisconsin
Concord St. N. Sc. Athens, West Virginia	State Teachers College Platteville, Wisconsin
Fairmont St. N. Sc. Fairmont, West Virginia	State Teachers College Superior, Wisconsin
Total Favoring - 48	
Per cent ----- 53.3	

Table X enumerates the names of forty-eight Class A state teachers colleges which favor psychology as a senior high school subject. This is 53.3 per cent of the ninety teachers colleges which replied.

Table XI which follows lists the names of state teachers colleges which do not favor offering psychology as a senior high school subject. The number and per cent are included.

TABLE XI

FORTY-TWO CLASS A STATE TEACHERS COLLEGES
WHICH DO NOT FAVOR PSYCHOLOGY AS A
SENIOR HIGH SCHOOL SUBJECT

State College for Women Milledgeville, Georgia	Southeast Mo. St. T. C. Cape Girardeau, Missouri
Western Illinois St. T. C. Macomb, Illinois	Harris Teachers College St. Louis, Missouri
Ball State Teachers College Muncie, Indiana	Central Missouri St. T. C. Warrensburg, Missouri
State Teachers College Cedar Falls, Iowa	State N. S. and T. C. Kearney, Nebraska
Western Kentucky T. C. Bowling Green, Kentucky	Normal School and T. C. Peru, Nebraska
Murray State Teachers College Murray, Kentucky	Normal School and T. C. Wayne, Nebraska
State Normal College Natchitoches, Louisiana	State Teachers College Albany, New York
Detroit Teachers College Detroit, Michigan	State Teachers College Mayville, North Dakota
Western State Teachers C. Kalamazoo, Michigan	State Teachers College Valley City, North Dakota
Central State T. C. Mt. Pleasant, Michigan	Central State T. C. Edmond, Oklahoma
Michigan State Normal Ypsilanti, Michigan	State Normal School California, Pennsylvania
State Teachers College Bemidli, Minnesota	State Teachers College E. Stroudsburg, Pennsylvania
State Teachers College Moorehead, Minnesota	State Teachers College Indiana, Pennsylvania

(table continued on next page)

TABLE XI (Continued)

FORTY-TWO CLASS A STATE TEACHERS COLLEGES
WHICH DO NOT FAVOR PSYCHOLOGY AS A
SENIOR HIGH SCHOOL SUBJECT

State Teachers College Lock Haven, Pennsylvania	Western Tennessee St. T. C. Memphis, Tennessee
State Teachers College Mansfield, Pennsylvania	Sul Ross State T. C. Alpine, Texas
State Teachers College Millersville, Pennsylvania	Western Texas State T. C. Memphis, Tennessee
State Teachers College Shippensburg, Pennsylvania	S. W. Texas State T. C. San Marcos, Texas
Northern State T. C. Aberdeen, South Dakota	State Teachers College Farmville, Virginia
Eastern State Normal School Madison, South Dakota	State Teachers College Eau Claire, Wisconsin
State Normal School Spearfish, South Dakota	State Teachers College Riverfalls, Wisconsin
E. St. Normal School Springfield, South Dakota	State Teachers College Whitewater, Wisconsin
Total not favoring - 42	
Per cent ----- 46.6	

Table XI shows that there are forty-two of the Class A state teachers colleges which do not favor offering psychology as a senior high school subject. This table shows, also, that 46.6 per cent of the teachers colleges replying do not favor psychology as a senior high school subject.

Universities

The 1930 Educational Directory lists forty-two state universities and some twenty private and municipal universities that are on the approved list of the American Association of Universities.

A letter,⁴ enclosing a blank of inquiry,⁵ was directed to the "Head of the Department of Secondary Education" to each of these sixty-two universities.

Table XII which follows analyzes the replies to the first question:

Are you in favor of including the study of psychology as a cultural and liberalizing agent (that is, apart from any teacher-training program) among the course offerings of the senior high school?

TABLE XII

TRENDS OF OPINION OF HEADS OF DEPARTMENTS OR
MAJOR PROFESSORS OF SECONDARY EDUCATION
IN FIFTY STATES, PRIVATE AND MUNICIPAL
UNIVERSITIES REGARDING PSYCHOLOGY AS
A SENIOR HIGH SCHOOL SUBJECT

Questionnaires			Favoring		Not favoring	
Sent	Returned					
No.	No.	%	No.	%	No.	%
62	50	80.6	30	60.0	20	40.0

⁴
See Appendix G.

⁵
See Appendix H.

A further analysis of the reactions in Table XII will be presented on the following pages.

Table XIII which follows gives a list of the universities in the scope of this study which favor psychology as a senior high school subject.

TABLE XIII

THIRTY STATE, PRIVATE AND MUNICIPAL UNIVERSITIES
WHOSE HEADS OR MAJOR PROFESSORS OF SECONDARY
EDUCATION FAVOR PSYCHOLOGY AS A SENIOR
HIGH SCHOOL SUBJECT

University of Alabama	University of Minnesota
University of Arkansas	University of Missouri
Stanford University	University of New Hampshire
George Washington University	Cornell University
University of Florida	New York University
University of Georgia	University of Oregon
University of Idaho	University of Pennsylvania
University of Chicago	Brown University
University of Indiana	University of South Carolina
University of Kansas	University of Tennessee
John Hopkins University	University of Texas
University of Maryland	University of Utah
University of Boston	University of West Virginia
Harvard University	University of Wisconsin
University of Michigan	Teachers College, Columbia

Total favoring - 30
Per cent ----- 60.0

Table XIII shows that 30 or 60 per cent of the 50 professors of secondary education replying favor psychology as a senior high school subject. It will be observed that these are educationists and not psychologists whose point of view might influence them to favor psychology as a secondary school subject.

Table XIV below lists the names, numbers and per cent of universities included in the scope of this study whose heads of departments or major professors of secondary education do not favor psychology as a senior high school subject.

TABLE XIV

TWENTY STATE, PRIVATE AND MUNICIPAL UNIVERSITIES
WHOSE HEADS OR MAJOR PROFESSORS OF SECONDARY
EDUCATION DO NOT FAVOR PSYCHOLOGY AS A
SENIOR HIGH SCHOOL SUBJECT

University of Arizona	University of Montana
University of California	University of Nebraska
University of Colorado	College of City of New York
University of Delaware	University of North Dakota
University of Iowa	Ohio State University
University of Kentucky	University of South Dakota
Louisiana State University	University of Vermont
University of Maine	University of Virginia
Clark University	University of Washington
University of Mississippi	University of Wyoming
Total not favoring - 20	
Per cent ----- 40.0	

Table XIV shows that 20 or 40 per cent of the 50 professors of secondary education in the universities in the scope of this study do not favor psychology as a secondary school subject.

Summary and Conclusions

1. Ninety replies to questionnaires addressed to the presidents of the 106 Class A teachers colleges showed that forty-eight or 53.3 per cent favor psychology as a senior high school subject as compared to forty-two or 46.6 per cent who do not favor it.

2. Fifty replies to blanks of inquiry directed to heads of departments of secondary education in sixty-two universities in the scope of this investigation showed that thirty or 60 per cent of the heads of these departments favor psychology as a secondary school subject as compared to twenty or 40 per cent who do not favor it.

CHAPTER IV
CURRENT CURRICULAR CONTENT WITH CRITICAL
COMMENTS AND DISCUSSION

The preceding introductory chapters provoke inquiry regarding the historical background of psychology as a cultural and liberalizing subject in the American high school. The purpose of this chapter, then, is to present certain available materials and the practices in the instructional aspect of the subject with critical comments and discussion.

It was stated in Chapter I that one article in an educational periodical is the only published material dealing explicitly with psychology as a high school subject that the investigator has been able to find. Before proposing a group of instructional material, it is in order to inquire more definitely regarding the type of instructional material that is used in the states and high schools in the scope of this investigation.

Curricular Content

States

The following question was included in the questionnaire directed to state directors of secondary education:

If psychology is offered, will you be kind enough to send me a course of its study or syllabus?

Several states, though they offered psychology, did not reply to this question. The investigator addressed a letter directly to the state directors of secondary education in these states, requesting a course of study, a syllabus, or a list of approved textbooks. Results of the replies to the questionnaire and the direct letter of inquiry by the thirteen states in which psychology is offered as a secondary school subject are given in Table XV which follows:

TABLE XV

STATUS OF AVAILABLE INSTRUCTIONAL MATERIAL IN THE
THIRTEEN STATES WHICH OFFER PSYCHOLOGY AS A
SENIOR HIGH SCHOOL SUBJECT

State	Available Instructional Material					
	Course of Study		Syllabus		Approved Text-books	
	Yes	No	Yes	No	Yes	No
Arkansas		x		x		x
Florida		x		x		x
Kansas		x		x		x
Missouri		x		x		x
Montana #		x		x		x
North Dakota##	x			x	x	
New Mexico		x		x		x
Ohio		x		x		x
Oklahoma###	x			x	x	

(table continued on next page)

TABLE XV (Continued)

STATUS OF AVAILABLE INSTRUCTIONAL MATERIAL IN THE
THIRTEEN STATES WHICH OFFER PSYCHOLOGY AS A
SENIOR HIGH SCHOOL SUBJECT

State	Available Instructional Material					
	Course of Study		Syllabus		Approved Text-books	
	Yes	No	Yes	No	Yes	No
South Dakota		x		x		x
Utah		x		x		x
Washington		x		x		x
Wyoming		x		x		x

#The state director of secondary education reports that a course of study is being written.

##This is the only state that offers a complete outline for a course in senior high school psychology. For that reason the outline is given in full on pages 40-42

###See page 43 for a quotation from the high school course of study for Oklahoma.

As previously stated, it is thought desirable to include the entire course of study in psychology for high schools in North Dakota since this is the only state that offers a systematic course of study in high school psychology. This outline is given below.

It is suggested that the following topics should be stressed with reasonable thoroughness, though not necessarily in the order named.

¹
Bismarck: High School Manual for North Dakota High Schools.
Department of Public Instruction, 1928. Pp. 137-138.

Nature of consciousness, or mind: The stream of consciousness. Introspection.

Elementary study of the nervous system: The neurone. The synapse. Autonomic nervous system. Cerebro-spinal system. The brain. There should be a sufficient study of the nervous mechanism to permit an intelligent discussion of the various types of behavior later.

Sensory experience: Stimuli and sense organs. The meaning of sensation. The inadequacy of the old idea of "the five senses." Special attention should be given to sight, hearing and the tactual-motor senses. Proper sense-training should be stressed, as "all that we know enters the consciousness by way of the senses."

Perception: The interpretation of sensation. The development of the percept. Formation of percepts of solidity, of distance and size, of time, etc. Illusions and hallucinations. Tests of the validity of percepts.

Concepts and Ideas: General meanings. Ideas of classes and groups of objects.

Imagination: Its value and development. Productive and reproductive imagination. Types of imagery. Imagination and "lies." Tests of validity of imagination.

Memory: How different from mere imagination. Recall and recognition. Improvement in memory. Sources of error in memory. Witnesses and their testimony. Children as witnesses. Mnemonic devices.

Association: The secret of continuous thinking. How things become associated in consciousness. If any system of "laws of association" is taught it should be under a system of names whose meaning is obvious and a memory knowledge of such names should not be required by the examiner. Such laws as primacy, recency, frequency, and vividness can be understood by all.

Thinking, reasoning, judgment: The higher thought processes. The "thought crisis." The syllogism. Inductive and deductive reasoning. Hypothesis, theory and law. The necessity for a trained "feeling of reliability."

Affective experience: Kinds of feelings. Seeking and shunning as the response phase of feelings. Value of the feelings in determining conduct. Training of the feelings. Difference between feeling and emotion. Training

of the emotions. Benefits and dangers. Moods and temperament. Moral and ethical training.

Learning: Not confined to school and books. Trial and success. Imitation. Learning by free ideas. Learning by "wholes" and by "parts." Learning curves. Plateaus. Over-learning and forgetting.

Fatigue: Mental and muscular. Feelings of fatigue. Mental attitude and fatigue. Treatment for fatigue.

Reflex action and instinct: Man's original equipment. Development by survival. Differences between reflexes and instincts. Grouping of instincts. Instincts and reflexes as the basis of all education and training. Need of instincts in modern society.

Habit: Laws of habit formation. Usefulness. Bad habits and habit-breaking. Plasticity in youth and age.

Attention: Focus and fringe. Passive and active attention. Spontaneous and controlled. Voluntary and involuntary. Instinctive and acquired. Naive and reflective. How attention is controlled and sustained.

Interest: Relation to attention. Range of interests. Acquired interests.

Play: Theories of play. Play as an educative agency. Limitations. Free play. Play and recreation. The play life of adults.

Personality and individual differences: What constitutes personality. Necessity of taking individual differences into account when dealing with groups. Ideals and the higher life.

TEXTBOOKS AND REFERENCES

Robinson - Practical Psychology.
Morgan and Gilliland - An Introduction to Psychology.
Bennett - Psychology and Self-Development.
Adams - The Ways of the Mind.

While the Oklahoma high school course of study does not present a systematic outline of a course in high school psychology, the subject is discussed under the head-

ing of social science. An extract covering this point is
²
 given below.

Psychology

Psychology is offered as an elective subject in the senior year of high school. As an elective course, it should not replace more desirable high school subjects. The teacher may choose her own text, since no adoption was made.

Psychology cannot be justified merely because the teacher is qualified for teaching the subject in high school. The materials and activities should be related definitely to the objective of secondary education.

The course should represent an attempt to develop efficient habits of study. The technical phases of experimental psychology have no particular significance in the average senior high school class. Opportunities should be afforded the students for practice in acquiring desirable study habits.

Psychology gives the opportunity for training in self-development. One's effectiveness, in a sense, his character and personality, are expressed chiefly through speech. The speech represents to a great extent the effects of education and culture. How one person influences another, and the implications in salesmanship, should be understood and appreciated by the individual.

Since psychology is not recommended as a regular subject for the small high school, no attempt is made here to present a course of study outline.

Text References

Bennett, Henry E., Psychology and Self-development.
 Phillips, Elementary Psychology (Rev. Ed.).

Local

Before offering conclusions regarding the instructional material in psychology for senior high school students

2

High School Course of Study in Social Science.
Oklahoma City: Department of Education, 1930. P. 88.

as found in correspondence with state directors of secondary education it might be well, because of the similarity of material, to present the results of the search for such material among the senior high schools in the scope of this study which offer psychology as a high school subject.

One hundred fourteen responses were received from the 120 high schools in the scope of this investigation (see Chapter III). Twenty of these 114 high schools offer psychology as a cultural and liberalizing agent. The following question was included in the inquiry blank sent to these high schools.

If psychology is offered, will you be kind enough to send me a course of its study or a syllabus?

Each of the twenty high schools in which psychology is offered answered that there was not a course of study or a syllabus. It would appear from this that where psychology is offered it is merely a textbook course. This conclusion receives further support in the replies to the following question:

Is a textbook used? Name, author, publisher.

Every one of the twenty high schools replied that a textbook was used and seventeen high schools gave the title of the book. As the content of these textbooks constitute the core of instructional material, it is thought well to include in this study a statement of the purpose of the textbook as found in the preface, as well as the chapter

titles. The number in parentheses opposite the title of the book indicates the frequency of use:

THE MIND AND ITS EDUCATION (6)

(Published 1906)

George Herbert Betts

Purpose

This book is intended as an introduction to psychology for, both in their private study and their Reading Circle classes, students in secondary schools, normal schools or colleges, and for general readers. Its appearance is an immediate outgrowth of various courses of lectures on psychology and education given to classes of teachers and elementary students in education.

CONTENTS (CHAPTER TITLES)

The Mind, Or Consciousness; Attention; The Brain and Nervous System; Sensory and Motor Training; Habit, Sensation and Perception; Mental Imagery; Memory; Imagination; Thinking; Instinct; Feeling and its Function; Interest; The Emotions; The Will; Self-Expression and Development.

It appears from the statement in the preface that this is another textbook with several purposes - teacher-training, general reading, secondary students, etc. Its content as indicated by its chapter titles is in harmony with the content and viewpoint of psychology twenty-five years ago when the book was published.

ELEMENTARY PSYCHOLOGY (1)

(Published 1914)

D. E. Phillips

Purpose

In presenting this volume to the public I am simply seeking a deeper interest in a general science of

far-reaching and practical importance to every individual.

Experience has proved that the fundamental and practical facts of psychology can be made intensely interesting and educative to high school students and to the general public. There is nothing in this volume that cannot be comprehended by the beginning student to the extent of luring him on and filling him with enthusiasm to know and with a desire to solve the problems of life and conduct."

CONTENTS (CHAPTER TITLES)

Fountains of Human Conduct; Fountains of Human Conduct (Continued); Fountains of Human Conduct (Continued); Fountains of Human Conduct (Continued); Relation of Psychology and Evolution; The Nervous System, Its Function, and Education; Sensation and the Development of the Senses; Relation and Association of Ideas; Function and Development of Memory and Imagination; Problems of Heredity and Environment; The Thinking Process and its Development; Suggestion and Mental Healing; Social Psychology; Will, Freedom, and Education; Magic and Spiritualism.

The purpose of the book as indicated in the preface is rather general and indefinite. The concluding sentence indicates extravagant claims for the content of the books, without making a definite claim. The chapter titles show the point of view of a book published seventeen years ago, as this one was.

PSYCHOLOGY AND SELF-DEVELOPMENT (5)

(Published 1923)

Henry Eastman Bennett

Purpose

The selection and rejection of material for this book has been an evolution in the classroom during many years of search for (1) that which will function directly in increasing the student's capacity as a learner; (2) that which will afford the most useful basis for a course in teacher-training; (3) that which will best meet the needs

for a first course in college psychology; (4) that which instead of merely skimming the cream of interest, will definitely project the student's interest and expectation toward a further and more adequate pursuit of the subject; (5) that which will best help the young student to maintain his poise amid the dizzying enlargements of his mental horizon as he climbs the ascent of higher education and thinks he sees dark chasms yawning between his new knowledge and his old faith.

CONTENTS (CHAPTER TITLES)

The Art of Learning; The Basis of Learning; The Original Capital; Setting up the Machinery - Habit; How We Know the World - Sensation; Combining Sense Materials - Perception; Concepts; Judgment and Reasoning; Knowledge and Belief; Straight Thinking and Accurate Statement; Memory; Imagery; Attention; Interest; Likes and Dislikes; Emotions; The Whole Mind; The Disorganized Mind; The Fields of Psychology; The Powers of a Trained Mind; Diagrammatic Review.

An examination of the purpose of this book as indicated in the preface leads one to feel that it an "omnibus book," ranging in purpose from teacher-training to a sedative for mental and emotional dizziness. Only a small amount of material dealing definitely with the psychological needs of the high school student is included.

PRACTICAL PSYCHOLOGY (5)

(Published 1927)

Edward Stevens Robinson

Purpose

Such a practical psychology is one in which scientific principles are given more emphasis than technical devices. But, more than this, it is a psychology in which these principles are selected and treated in such a way as to bring out their intimate relations to the personal and social life of the student. The present book is an attempt at such a psychology.

The educational background presupposed by this text is no greater than is likely to be possessed by a student in the latter part of the high school course. I believe that, with the use of such supplementary readings as are suggested at the end of each chapter, the book will also be fitted for college classes. It should be especially appropriate for students who are going almost immediately into the study of education, business, law, and other professional subjects.

CONTENTS (CHAPTER TITLES)

The Science of Psychology; Human Nature and the Human Body; Reflexes and Habits; The Formation of Habits; The Fixation and Elimination of Habits; the Operation of Habits; Perception and Attention; The Varieties of Perception; Ideas and Concepts; Memory; Imagination; Reasoning; Ideas and Concepts; Memory; Imagination; Reasoning; Feeling; Personality; Abilities and Their Measurement.

In the opinion of the investigator this textbook is more indicative of the modern viewpoint in psychology than either of the preceding ones. This text, however, does not have a single, definite purpose. The inclusion of a chapter on "personality" shows the influence of its comparatively recent publication - 1927.

It will be seen from this presentation of content materials for psychology in the secondary school that, although thirteen states and twenty comprehensive senior high schools offer the course, there is not a systematically organized body of instructional content material in which the best use is made of the results of recent experimentation and the modern viewpoints in psychology. Certainly there is no evaluated group of instructional materials. These courses have for their core of content only textbook material prepared for teachers, reading circles, adults, the general

reader, and the secondary school student, and of the type usually found in the traditional college course in psychology.

The type of instructional material contained in the textbooks just presented is more sharply drawn out when it is contrasted with three recently published and possibly the three most widely used textbooks in the psychology of adolescence; namely, Pechstein, L. A., and McGregor, A. Laura, The Psychology of the Junior High School Pupil (1924); Hollingworth, Leta S., The Psychology of the Adolescent (1928); and Brooks, Fowler D., Psychology of Adolescence (1929). In column 1 below is listed the subject of the chapters in these books. The checks in columns 2, 3, 4, 5 indicate the similarity in content between four books that are used at this time in psychology for high school students and the content of the chapters of the Pechstein, Hollingworth, and Brooks books:

1	2	3	4	5
	Betts (1906)	Phillips (1914)	Bennett (1923)	Robinson (1927)
The learning process			X	
The emotions			X	
Adolescent interests				
Heredity and environment		X	X	X
Mental and physical growth				
Social tendencies of adolescents				
Personality				X
Hygiene of adolescence				

(continued on next page)

1	2	3	4	5
	Betts (1906)	Phillips (1914)	Bennett (1923)	Robinson (1927)
Guidance and control of behavior				
Volition	X	X		
Moral and religious development				
Individual and group differences				X
Psychological weaning				
Interaction of body and mind				
Seeking self- support				
Mating				
Achieving a point of view				
Finding the self				
Meaning of maturity				
Memory	X	X	X	X

An examination of the above check list of the content of textbooks in high school psychology as against the content of three recently published and widely used textbooks in the psychology of adolescence shows that the thought content of the two groups are only slightly similar. The content of the books used as textbooks in high school psychology inclines largely to the fields of pure psychology and neurology with such major topics as "Consciousness," "attention," "the brain and the nervous system," "sensory and motor training," "sensation and perception," "mental imagery," "imagination," "the will," "association of ideas,"

"suggestion and mental healing," "magic and spiritualism," "the varieties of perception," "ideas and concepts" while the content of the books by Pechstein, Hollingworth, and Brooks inclines very largely toward the fields of functional psychology and mental hygiene by including such major topics as "the emotions," "adolescent interests," "social tendencies of adolescents," "personality," "hygiene of adolescents," "guidance and control of behavior," "moral and religious development," "individual and group differences," "psychological weaning," "mating," "seeking self-support," "achieving a point of view" and "finding the self."

The facts presented in the preceding pages would appear to warrant the conclusion that an investigation dealing with the type and evaluation of suitable curricular materials in a senior high school course in psychology would be of value and service to education.

Probable Reasons for Psychology Gaining Favor as a Secondary School Subject

While it was not the purpose of this investigation to establish the reasons for psychology gaining favor as a high school subject, it might be of interest to point out certain probable influencing factors for such a move. These are offered as follows:

1. The influence of the Dewey philosophy of education with its emphasis upon child growth rather than merely acquiring academic facts. (See Chapter I.)

2. The influence of an abundance of literature dealing with mental hygiene, character education, and personality appearing during the last five or ten years both in books and in such educational, psychological, and technical periodicals as the fifty-six that follow:

Education:- School Review; Journal of National Education Association; Religious Education; Journal of Educational Research; Pedagogical Seminary; Educational Administration and Supervision; School and Society; Education; Educational Research Bulletin; California Quarterly of Secondary Education; Journal of Michigan School Masters Club; Educational Record; Journal of Experimental Pedagogy; Forum of Education; The Training School Bulletin; Ungraded; Junior College Journal.

Psychology:- Mental Hygiene; American Journal of Psychiatry; Journal of Educational Psychology; Journal of Abnormal and Social Psychology; British Journal of Psychology; Psychological Review; Child Study; Psychological Clinic; The Child; Psychological Bulletin; Journal of Social Psychology; Industrial Psychology; Journal of Applied Psychology.

Health:- Journal of Experimental Medicine; American Physical Education Review; Hygeia; American Journal of Public Health; The Lancet; New York State Journal of Medicine;

3

See Bibliography for titles of articles appearing in each of these periodicals.

Boston Medical and Surgical Journal; Medical Press and Circular; Journal of American Medical Association; Health and Empire.

Sociology:- Journal of Criminal Law and Criminology; Journal of Delinquency; American Journal of Sociology; Journal of Social Hygiene; The Survey; The Clinic and the Court; Journal of Social Hygiene.

Scientific:- Scientific Monthly; Scientific American; Popular Science Monthly.

Vocational Education:- Industrial Arts Magazine; Vocational Guidance Magazine; Journal of Personnel Research.

Literary:- The Nation; The Literary Digest; Current History.

3. The work of the National Committee for Mental Hygiene for and its subsidiary organizations in states, counties, and cities. The publications and proceedings of this national organization and its state and local units have found space in both the professional and popular press.

4. Psychology as a secondary school subject is favored by the heads of departments of major professors of secondary education in certain outstanding colleges and universities that rank high as teacher-training institutions.

4
For example: Columbia University, University of Chicago, New York University, Stanford University, Harvard University, University of Michigan, University of Wisconsin, University of Minnesota.

It is safe to assume that these educators might have passed this point of view on to the high school principals, state directors of secondary education, and professors of secondary education in smaller colleges and universities who had their professional training at these institutions and later accepted administrative or professorial positions. (See Chapters II and III.)

5. Due largely to experimental work, the recent results of psychological study have been so objectified and refined that practical, everyday applications are available and suitable for adolescents to study.

6. Research by psychologists and psychiatrists has established the fact that mental and personality disorders of adults often have their roots in the childhood or adolescent behavior of the individual.

Critical Comments of Educators

If we wish to go more directly into the matter of the reasons for including or opposing the inclusion of psychology in the high school course of study, it will probably be of significant interest to examine the responses to "Comments" placed at the bottom of the questionnaire sent to state directors of secondary education, to professors of secondary education, and to principals of senior high schools. It is granted that these comments are not a solution to the

question: Shall psychology be offered as a secondary school subject? On the other hand, probably the implications of these comments have a bearing on the question. These comments are listed as follows:

Favorable

The including of psychology as a cultural and liberalizing agent will be a most important and forward step.

I know of nothing in the nature of high school students and the training in psychology that makes such a course undesirable. The chief difficulty will be in getting someone trained to give such a course. In those instances where a separate department can't be afforded, it might be given over to the science or English folks for instruction and administration.

We are interested. The need is evident. Materials are not yet adapted for the adolescent.

We take the position that psychology has the practical purpose of enabling the individual to fit himself for social living by increasing his knowledge of himself. Combined with psychology which is also a one semester subject it satisfies this purpose. In our physiology and psychology courses we are less interested in the scientific point of view or method of presentation than in the social aspects of the subjects. Only pupils who are not going to college are encouraged to take the courses.

I think it is a very practical subject - quite popular with our graduates.

I favor offering psychology that students may come to know early that there is such a subject and what the general field covered is. A sort of 'prospectus.'

I believe it should be as practical as possible for future fathers and mothers.

I favor a course that will deal with the life problems of the high school boy and girl. I doubt if a text satisfies the requirements and few people are qualified to give such a course without one. If offered, however, these problems will be solved later.

We have a feeling that psychologists do not think psychology suitable for high schools.

Mind acts according to law; mind and body are inseparably related; practice in analyzing situations; and many other objectives call for investigations which have cultural and practical value.

This subject would require careful selection of teachers to prevent trouble among students.

The kind of course that I should approve of would be somewhat similar to social psychology; not the present courses in general psychology given in colleges and universities.

This is in line with recent report from Lincoln Experimental School regarding revisions of high school practices.

I felt that the work was very valuable but our superintendent received so much criticism from other superintendents for permitting it in the course, that it was dropped.

I would favor broad principles of psychology with applications to actual life problems and experiences of the youngster.

I consider the study of mental life infinitely more important than the excessive stress upon mathematics and foreign languages.

I know of no knowledge more universally needed than the knowledge of how to understand human nature.

I would not wish to see high school psychology deal with the traditional units usually found in college first courses. Rather I would wish it to be a psychology of everyday life.

Unless taught by one well equipped in psychology should not be offered at all. Amateurs would likely do more harm than good.

It will depend on the fitness of the teacher who gives it. The psychological technique used in colleges is out of place in the high school.

My observation leads me to believe that this subject is occasionally very worth while but frequently ill advised.

In my opinion a new course of study emphasizing the basic ideas in psychology essential for every citizen should be organized.

A good course in this would be a power in personal individual adjustment.

Unfavorable

Already too much cheap and half-baked psychology and psychologists. Why spoil the science?

The mind of the high school boy and girl is not suited to the study of much philosophy. In fact our college freshmen have a terrible time with psychology.

Do not believe it a good high school subject.

I am not in favor of offering psychology below the college level because of the disturbing influence it has on the developing mind of the growing child. College level is soon enough for the various brands of psychology to be introduced to the developing mind. I hope I won't be criticized too severely for using the almost obsolete term 'mind.'

It might make some pupils morbidly introspective.

I am inalterably opposed to the offering of psychology as a high school subject. My experience with the whole field of psychology and educational psychology leads me very definitely to the conclusion that until there is an agreement among the psychologists themselves as to the fundamentals of the science, it has no place in the secondary school curriculum. Land only knows, it has all too little value at the present time by reason of the diversity of opinion and judgment concerning the fundamental principles of the subject itself.

Not in the present condition of the science.

It is my opinion that the curriculum of the secondary school is already over crowded, and I do not believe the situation can be helped by transferring more college subjects to the secondary school.

I would vote 'yes' if the question concerned the junior college.

High school students are too immature. High school curriculum is already crowded. The high school ought to be

giving more work in the other social sciences.

My answer is based in a large measure on the nature of the content of the psychology texts of today. Were some one to write a text more suitable to and practical for the high school student, I might change my opinion.

There is certainly no place for this subject in the high schools of this state.

There are more valuable subjects than psychology for high schools. High school curricula that lead to college entrance especially should not include psychology.

Psychology will add little to the general culture of the student.

I doubt whether the secondary pupil is mature enough to make a study of psychology desirable, except the more superficial aspects of the field.

I am not very sure about my refusal to admit psychology to the high school curriculum. It would at least require some very well trained teachers that we do not have.

Texts and courses are not suited to high school courses, in the opinion of so many.

Real psychology is too speculative and too deep to be adequately understood by immature students.

I feel that such a course would become a 'text-book course.' Think such material of psychology as would be important in secondary education could be used in such courses as general science.

Not under present circumstances, with reference to psychology itself.

I hope to answer Yes in the not too distant future. My present difficulties: What psychology? or Whose psychology?

The addition of such a course to the high school curriculum is inadvisable in view of the lack of teachers adequately trained in dealing with high school pupils, and of a body of subject matter developed in terms of high school needs.

To understand human nature and individual must have lived long enough to make contacts with many people.

I would be more in favor of mental hygiene than just pure psychology.

Too many other legitimate secondary subjects to add psychology to them.

College students in psychology show practically no additional ability for having the subject in the high school.

An examination of the comments given above shows that there is a great diversity of opinion regarding the inclusion of the study of psychology as a secondary school subject. The most frequently mentioned reasons for including psychology are (1) its value in training for social and personal adjustment, and (2) the mental hygiene aspects of the science. The most frequently stated reasons for not offering it are (1) that the curriculum of the secondary school is already overcrowded, and (2) that the mind of the high school student is too immature for the study of psychology. These two reasons seem to imply, in the first case, that the present curriculum of the secondary schools is satisfactory and, in the second case, that the viewpoint of an obsolete hypothesis of mental growth is yet held among educators.

Summary and Conclusions

1. Only one of the thirteen states and none of the twenty cosmopolitan high schools that offer psychology as a senior high school subject have a systematic plan for teaching the subject. None of the thirteen states and twenty senior high schools has an evaluated group of instructional material.

2. No state has a list of approved textbooks. However, all of the twenty high schools use textbooks in offering the course; and seventeen of the high schools gave the title of the books. The most frequently used textbook was published a quarter of a century ago.

3. Among the most probable reasons for psychology gaining favor as a high school subject are (1) the influence of the Dewey philosophy, (2) the influence of numerous books and articles in periodicals dealing with character education, mental hygiene and personality development, (3) the availability of objective instructional material suitable for high school students, (4) the probable influence of behavior patterns formed in childhood upon adult behavior, (5) the probable influence of the National Committee for Hygiene, and (6) the fact that professors of secondary education in certain strategic teacher training institutions favor its inclusion, and this point of view is likely passed on to educators who have had their training at these institutions.

4. Responses to "Comments" indicate that the most frequently mentioned reasons for including psychology in the senior high school program of studies are its adjudged value for training in social and personal adjustment and for the mental hygiene aspects of the science. The most often stated reasons for its not being favored are that the curriculum of the secondary school is already over crowded and that the mind of the high school student is too immature for the study of psychology.

PART II
DERIVATION OF CONTROLLING FACTORS IN THE
SELECTION OF INSTRUCTIONAL MATERIAL

CHAPTER V

SUMMARY OF OPINION OF EDUCATORS REGARDING CERTAIN
FACTORS INFLUENCING THE SELECTION OF IN-
STRUCTIONAL MATERIAL FOR A SENIOR HIGH
SCHOOL COURSE IN PSYCHOLOGY

It has already been shown that, in the judgment of educators, there is a need for a course in psychology for students in the secondary schools (see Table II and Table IX). It is the purpose of this chapter to present a summary of opinion of certain groups of educators regarding certain factors influencing the selection of instructional material for a senior high school course in psychology. Possibly the best way to present these factors is in the form of question and answer. This will, at least, make for clarity of meaning.

The first question that will be presented and resolved is: What shall be the time allotment for a course in psychology for a senior high school? On the blanks of inquiry to principals, state directors and professors of secondary education previously referred to and copies of which are in the appendix,¹ the following question was asked:

What maximum credit in terms of high school units would you favor being given for senior high school psychology?

Table XVI below shows the distribution to the replies to this question:

¹
See Appendix A.

TABLE XVI

DISTRIBUTION OF 103 RESPONSES OF STATE DIRECTORS OF SECONDARY EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS AND PROFESSORS OF SECONDARY EDUCATION REGARDING THE TIME ALLOTMENT OF PSYCHOLOGY AS A SENIOR HIGH SCHOOL SUBJECT

Number of Units	Frequency of Mention
1/2	59
1	33
1 1/2	1
2	5
2 1/2	1
3	4
Total	103

Inspection of the above table will show that one-half unit is the judgment of fifty-nine educators, one unit the judgment of thirty-three educators, one and one-half units the choice of one educator, two units the choice of five educators, two and one-half units the choice of 1 educator, while three units is the choice of four educators. Since one-half unit is the choice of a majority (59 of 103) of educators, the statement of the first factor follows:

First Factor: The time allotment for a course in psychology for senior high school students should be five times a week for one semester, carrying one-half unit of credit.

Grade placement was the next problem to arise. On the question blanks sent to the state directors of secondary education, the principals of public senior high schools and the professors of secondary education the following question was asked:

What grade placement would you favor?

Table XVII below distributes the responses to this question:

TABLE XVII

DISTRIBUTION OF 108 RESPONSES OF STATE DIRECTORS OF SECONDARY EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS AND PROFESSORS OF SECONDARY EDUCATION REGARDING THE GRADE PLACEMENT OF PSYCHOLOGY AS A SENIOR HIGH SCHOOL SUBJECT

Grade	Frequency of Mention
12	66
11 or 12	34
11	3
10, 11 or 12	2
9, 10, 11 or 12	1
10 or 12	1
9 or 12	1
Total	108

A mere inspection of Table XVII will show that the majority of educators (66 of 108) favor placing psychology in the twelfth grade of the senior high school.

Hence, the basis for the statement of the second factor:

Second Factor: Psychology as a cultural and liberalizing subject for the senior high school students should be placed in the twelfth grade.

Turning to the derivation of the third factor, the following question was asked on the blanks of inquiry sent to the state directors of secondary education, principals of senior high schools, and professors of secondary education included in the scope of this study:

Would you favor a department of psychology in the comprehensive high school or that it be offered as a block of work in another department?

Table XVIII below gives a distribution of the replies to this question:

TABLE XVIII

DISTRIBUTION OF 157 RESPONSES OF STATE DIRECTORS OF SECONDARY EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS, AND PROFESSORS OF SECONDARY EDUCATION REGARDING WHETHER THERE SHOULD BE A SEPARATE DEPARTMENT OF PSYCHOLOGY

How Offered	Frequency of Mention
Department of Psychology	55
Block of Work in Another Department	102
Total	157

From Table XVIII it will be seen that 102 of the 157 educators answering this question favor psychology as a block of work in another department. It may be interesting to note, though, in this connection that there seems to be a rather strong tendency to organize and offer psychology as a separate department in the senior high school.

In view of the facts presented in Table XVIII the third factor is stated:

Third Factor: For the present time the work offered in psychology for the senior high school students should not be organized as a separate department of psychology.

The next question that naturally arises is: If psychology is not offered in a separate department, in which of the present departments should it be offered? The following question was asked on the questionnaires sent to state directors of secondary education, principals of public senior high schools, and professors of secondary education in the scope of this investigation:

If not a department of psychology, in which of the present departments would you favor its being placed?

Table XIX below gives the distribution of the replies to this question:

TABLE XIX

DISTRIBUTION OF 93 RESPONSES OF STATE DIRECTORS OF
SECONDARY EDUCATION, PRINCIPALS OF PUBLIC SENIOR
HIGH SCHOOLS, AND PROFESSORS OF SECONDARY
EDUCATION REGARDING THE DEPARTMENT IN
WHICH PSYCHOLOGY AS A SENIOR HIGH
SCHOOL SUBJECT SHOULD BE OFFERED

Department	Frequency of Mention
Social Studies	66
Science	18
History or English	3
English	1
Health	1
General	1
Elementary Courses in Ninth Grade	1
Total	93

Since there are more educators in favor of placing psychology in the social studies department than there are in all other departments combined, it is safe to state, so far as the facts of this investigation warrant, the fourth factor, as follows:

Fourth Factor: For the present time, courses in psychology for senior high school students should be placed in the department of the social studies.

Regarding whether psychology should be an elective or a constant subject in the senior high school, the following question was asked on the blank of inquiry sent to state directors of secondary education, principals of public senior high schools, and professors of secondary education included

in the scope of this study:

Would you favor its being offered as a constant
or as an elective subject?

Table XX gives the distribution of the replies to
this question:

TABLE XX

DISTRIBUTION OF 119 RESPONSES OF STATE DIRECTORS
OF SECONDARY EDUCATION, PRINCIPALS OF PUBLIC
SENIOR HIGH SCHOOLS, AND PROFESSORS OF SECON-
DARY EDUCATION REGARDING WHETHER PSYCHOLOGY
SHOULD BE MADE A CONSTANT OR AN ELECTIVE
SUBJECT IN THE SENIOR HIGH SCHOOL

Offered as	Frequency of Mention
Elective	94
Constant	25
Total	119

A mere inspection of Table XX above will warrant,
so far as these facts are concerned, the statement of the
fifth factor:

Fifth Factor: Psychology for senior high school
students should be offered for the present time
as an elective subject.

One of the most significant factors influencing
the selection of instructional material is the amount of time
that is to be given to its presentation to the class. It is
conceded from the outset that this is a rather difficult
matter to determine, but in the following pages an attempt
will be made to describe and illustrate the means that were

used in setting up this sixth factor of allotment of class time for each of the major units or topics in this group of instructional material.

By the perusal of the literature in mental hygiene, general, and social psychology, fourteen major topics were devised to be proposed as major units of instructional material.² These were submitted to 183 educators who favor psychology as a senior high school subject as had already been determined from a preliminary investigation with directions³ to evaluate each of them on a seven step rating scale ranging from "Practically no value for a high school course; should not be included" to "Extreme value and importance; should have major emphasis and share of time in course."⁴

The rating that was given to each major topic by the 183 educators was tabulated. The entire group of fourteen topics with ratings given to each will be found in Appendix K.

² See Appendix K for a complete list of these topics with explanatory statements.

³ See Chapters II and III.

⁴ See Appendix K for a copy of directions.

⁵ See Appendix K for an illustration of Topic I.

The raw score (352) as indicated in Table XXI is a sum of the ratings of the four different groups of educators. This raw score does not rate the topic as regards the other topics but rates it as to its individual worth as a major topic of instructional material. The first step ("Practically no value for a high school course; should not be included") was arbitrarily given one-half the value of the second step ("Might be used to fill out a high school course; not very significant"). Or stating it differently, the last step, reading from left to right ("Extreme value and importance, should have major emphasis and share of time in course") is given seven times the weighting as the first step ("Practically no value for a high school course; should not be included"). This same procedure was followed in evaluating the other steps. Then the raw score was multiplied by the weight.⁶ By illustration:

6

The writer is indebted to Dr. C. A. Gregory, Teachers College, University of Cincinnati, for the technique used in determining the weighting for each major topic.

TABLE XXI
ILLUSTRATING THE METHOD OF FINDING A NUMERICAL
WEIGHTING OF TOPIC I

Raw Score		Weighting	Product
10	X	1	10
17	X	2	34
21	X	3	63
34	X	4	136
6	X	5	30
12	X	6	72
1	X	7	7
Total			352

This same technique was used in each of the remaining 13 topics. Table XXII gives the weighted rank for each of the fourteen major topics.

TABLE XXII

THE WEIGHTED RANK OF EACH OF THE 14 MAJOR TOPICS
PROPOSED AS INSTRUCTIONAL MATERIAL IN A SENIOR
HIGH SCHOOL COURSE IN PSYCHOLOGY

Topic	Weighted Rank
I	352
II	469
III	613
IV	592
V	533
VI	499
VII	500
VIII	457
IX	458
X	510
XI	459
XII	499
XIII	455
XIV	522
Total	6918

Letting 6,918 equal 100 per cent, it follows that the percentage amount of class time for Topic I is 35,200 divided by 6,918, or 5.08 per cent. Allowing 90 class periods for a semester's work (as already established) and multiplying by 5.08 per cent, it will be seen that Topic I should be

taught 4.57 class periods. Reducing all class time allotments to whole class periods by arbitrarily counting above one-half a whole and below one-half being dropped, it will be seen that instruction should be given in Topic I for five class periods. This same procedure was used in arriving at the allotments of class time for the remaining thirteen topics.⁷ This will be found in Chapter VI.

The statement of the sixth and last factor follows:

Sixth Factor: The class time allotted to teaching each of the major topics was determined by dividing the weighted rank of a topic by the sum of the weighted ranks of the entire fourteen topics, getting the percentage of class time per topic. Then the 90 chosen recitation periods per semester were multiplied by the per cent found, counting a decimal that was above a half a whole number and dropping the decimal that was smaller than a half.

7

At this point the question may be raised regarding the use of a qualitative scale for quantitative purposes. Precedent for this is found in modern educational literature and investigations. See Watson, G. B., "What Shall Be Taught in Educational Psychology?", Journal of Educational Psychology, XVII (December, 1926), 577-99 and Litherland, H., "Nature and Scope of 'Principles of Secondary Education'", Ph. D. Dissertation, Teachers College, University of Cincinnati, 1930, p. 147 ff. See, also, the following: Ayres' "Measuring Scale for Handwriting," Hudelson's "English Composition Scale," Logasa and McCoy-Wright's "Tests for Appreciation of Literature," Lewis' "English Composition Scales," Schutte's "Scale for Rating Teachers," Strayer and Engelhardt's "Score Card for High School Buildings," and Thorndike's "Scale for Handwriting of Children."

Summary and Conclusions

1. There is a need, in the opinion of educators, for a course in psychology for senior high school students; the time allotment should be one semester, or one-half unit; it should be placed in the department of social studies, and in the twelfth grade; it should be offered as an elective subject.

2. The class time allotted to teaching of the major topics was determined by dividing the weighted rank of the topic by the sum of the weighted ranks of the entire fourteen topics, getting the percentage of class time per topic. Then the 90 chosen recitation periods per semester were multiplied by the per cent found, counting a decimal that was above a half a whole number and dropping the decimal that was less than a half.

PART III
A PROPOSED LIST OF TOPICS

CHAPTER VI

A LIST OF PROPOSED MAJOR TOPICS

It is the purpose of this chapter to describe the means by which certain major topics in psychology for senior high school students were formulated and to describe how these major topics were evaluated on the basis of the judgment of certain individuals associated with the interests and problems of the senior high school student.

With Topics in Psychology by Haggerty¹ and What Shall Be Taught in Educational Psychology by Goodwin B. Watson² as cues and suggestions regarding especially the approach to the study and the organization of material, the literature in the psychology of adolescence, mental hygiene, social psychology, and general psychology was carefully examined with a view to analyzing the designated or implied dominant major psychological problems with which the authors believe girls and boys of senior high school are are confronted. Due to the fact that neither of the outlines by Haggerty and Watson point definitely toward the psychological needs of the senior high school student, it was possible to

¹ M. E. Haggerty, Topics in Psychology, The University of Minnesota Press, 1929.

² Journal of Educational Psychology (December, 1926), p. 577, Vol. XVII, No. 9.

use only a small amount of the material contained in these outlines for the purposes of this study. For that reason, the formulation of major topics suitable for instructional material for a course in senior high school psychology was largely dependent upon the results of the perusal of literature in the psychology of adolescence, mental hygiene, social psychology, and general psychology.

By this means fourteen major topics were formulated as proposed major units of instructional material for a senior high school course in psychology. Under each of

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The explanation of the logical basis for the selection of fourteen topics may be in order in this connection. Dr. Goodwin B. Watson in a featured article in The Journal of Educational Psychology asked this question: "What Shall Be Taught in Educational Psychology?" (See footnote 2, page 76). Dr. Watson formulated the answer by presenting a group of fifteen major topics. Dr. M. E. Haggerty analyzed fifty-two texts in psychology, grouping the 2,584 items under fourteen major topics (See footnote 1, page 76). Dr. Haggerty says: "The intent is to include a fairly complete assemblage of items that have within the past fifty years been treated as the special content of instruction in psychology, and to arrange these items in groupings that have had currency in psychology texts." Certain major topics proposed by Dr. Watson and Dr. Haggerty were foreign to the vital needs of the adolescent. For example: "Biometrics and Statistics," "Mental Measurements," "Problems of General Teaching Method," etc. On the other hand, it was conceived that there are certain major topics in psychology that pertain particularly to adolescents. This was found to be true after the psychological literature was examined. Finally, since the special content of instruction in psychology appearing within the last fifty years was grouped under fourteen major topics and the problems of educational psychology were grouped under fifteen major topics, the writer presumed that the content of instructional material for a course in psychology for senior high school students might be grouped tentatively under a similar number of major topics.

these fourteen major topics were placed questions and statements in explanation of the meaning and purpose of the major topic which occurred immediately above. (See Appendix K.) These fourteen major topics were mimeographed, placing only one with its explanatory questions and statements to a page. To offset a possible motor tendency to rate the topics occurring first in the list higher than those occurring toward the end of the list, half of the topics mailed out were arranged in natural order (that is, from I to XIV) and the other half were arranged in reverse order (that is, from XIV to I). These inquiry blanks were then mailed to 163 state directors of secondary education, professors of secondary education, and principals of senior high schools in the scope of this investigation who favored, as had been revealed by a preliminary investigation, offering psychology as a senior high school subject. To this group will be added eight teachers of psychology in the high school. These were reached by including an additional questionnaire to the principal of the school which offered psychology with the request that he pass the inquiry blank on to the teacher. One hundred seven usable replies were received from the 163 questionnaires mailed out. In terms of per cent, it will be seen that 65 per cent of the questionnaires were returned in usable condition.

Directions for evaluating these major topics will be found on page 154. On page 155 will be seen a copy of Topic I as it was mailed out for rating. On page 156 will

be found a distribution of the frequencies of the evaluation of Topic I by each of the four groups who rated the major topics. The other thirteen topics follow with similar treatment.

Description of Statistical Techniques Used in the Treatment of Data

Inasmuch as statistical techniques were significant factors in the solution of the problem it is thought desirable to describe them in some detail. The techniques by which the raw scores, the per cent rank, and the weighted scores were determined will now be described in the order named.

Determining the Raw Score

By reference to page 156, it will be seen that the raw score for each of the seven steps in Topic I is the sum of the ratings in each of the seven steps on the rating scale. For example: The raw score of each of the seven steps in Topic I as shown on the next page ranges from 10 (the sum of ratings of 5 professors and 5 principals) for step "Practically no value for a high school course; should not be included" to 1 (the rating of one state director of secondary education) for step "Extreme value and importance; should have major emphasis and share of time in course." The raw scores of each of the seven steps of the remaining thirteen topics are secured in like manner.

Determining the Per Cent Rank

The sum of the weighted scores of each of the seven steps on the scale of Topic I is the sum of 7.45, 12.41, 15.90, 24.55, 4.29, 9.96, and .55 is 75.10 (see page 156). Letting 75.10 equal 100 per cent, it will be seen that step "Practically no value for high school course; should not be included" has a percentage rank or value of 9.92 per cent. More specifically, 100 divided by 75.10 and the quotient multiplied by 7.45 (the weighted rank of the first step of Topic I, see page 156), will give 9.92 per cent. The remaining six steps of Topic I and all the steps of the remaining thirteen topics were derived in the same way.

Determining the Weighted Scores

The cooperation of fifteen experts in secondary education⁴ was secured in weighting, on the basis of 100, each of the four groups of educators who rated the major topics regarding the value of the judgment of each of these four groups of educators to select the specific type of instructional material suitable for a senior high school course in psychology. Directions for doing this weighting, as well as the mean weighting of each of the four groups will be found in Appendix M.

The weighted score for each step of the topics was

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See Appendix I for a list of these individuals.

secured by multiplying the number of frequencies opposite each group of educators who checked the topics by the mean weighting as assigned by the experts in secondary education and dividing the product by 100. For example, turn to page 156: In Topic I step "Practically no value for a high school course; should not be included" the first frequency, reading from the top of the page, is the rating by five professors. That number 5, multiplied by 88 (the weighting of the judgment of a professor of secondary education) and the product divided by 100 gives a quotient of 4.40. There are five frequencies in the step opposite "Principals of Sr. H. S." Then, $61 \times 5 = 305$. Dividing 305 by 100, there will be a quotient of 3.05. The sum of these two weightings (4.40 and 3.05) is 7.45, the weighting for step "Practically no value for a high school course; should not be included" of Topic I. The weightings for the remaining six steps of Topic I and all steps in the remaining thirteen topics were arrived at in the same way.

Determining the Relative Rank and Allotment of
Class Time for Each of the Fourteen
Major Topics

On pages 62 and 63, inclusive, of Chapter V was given in detail the techniques for securing the allotment of class time and the relative rank of each of the fourteen major topics. It remains here only to list these fourteen

5

See Appendix N for the computations involved in getting the weighting of the steps in Topic I.

major topics, giving the relative rank, the weighted rank, the per cent of class time, and the number of class periods each topic is to be taught. These are shown in Table XXIII and Table XXIV below.

TABLE XXIII

ARRANGEMENT ACCORDING TO ORDER OF TOPIC OF FOURTEEN
EVALUATED MAJOR TOPICS PROPOSED AS UNITS OF
INSTRUCTIONAL MATERIAL FOR A SENIOR HIGH
SCHOOL COURSE IN PSYCHOLOGY

Topic	Relative Rank	Weighted Rank	Per cent of Class Time	No. of Class Periods to Be Taught
I. Orientation and Psychological Perspective	13	352	5.08	5
II. Original Nature, Heredity and Environment	8	469	6.77	6
III. Personality Adjustment	1	613	8.86	8
IV. Methods of Work and Study	2	592	8.55	8
V. Attention, Memory and Learning	3	533	7.70	7
VI. Interaction of Physical and Psychological Factors	7	499	7.21	6
VII. Interests of High School Students	6	500	7.22	6
VIII. Home as a Social Institution	11	457	6.60	6
IX. Extra-curricula Activities	10	458	6.62	6

(table continued on next page)

TABLE XXIII (Continued)

ARRANGEMENT ACCORDING TO ORDER OF TOPIC OF FOURTEEN
EVALUATED MAJOR TOPICS PROPOSED AS UNITS OF
INSTRUCTIONAL MATERIAL FOR A SENIOR HIGH
SCHOOL COURSE IN PSYCHOLOGY

Topic	Relative Rank	Weighted Rank	Per cent of Class Time	No. of Class Periods to Be Taught
X. Moral and Religious Growth	5	510	7.37	7
XI. Individual and Group Differences	9	459	6.63	6
XII. Social Functions of the Individual	7	499	7.21	6
XIII. Social Intermingling of the Sexes	12	455	6.57	6
XIV. The Feelings and the Emotions	4	522	7.54	7
Totals		6918	99.93	90

TABLE XXIV

RELATIVE IMPORTANCE OF FOURTEEN MAJOR TOPICS PROPOSED
AS UNITS OF INSTRUCTIONAL MATERIAL IN A SENIOR
HIGH SCHOOL COURSE IN PSYCHOLOGY

Topics	Relative Rank	Weighted Rank	Per cent of Class Time	Number of Class Periods to Be Taught
III. Personality Adjustment	1	613	8.86	8
IV. Methods of Work and Study	2	592	8.55	8
V. Attention, Memory and Learning	3	533	7.70	7
XIV. Feelings and Emotions	4	522	7.54	7
X. Moral and Religious Growth	5	510	7.37	7
VII. Interests of High School Students	6	500	7.22	6
VI. Interaction of Physical and Psychological Factors	7	499	7.21	6
XII. Social Functions of the Individual	7	499	7.21	6
II. Original Nature, Heredity and Environment	8	469	6.77	6
XI. Individual and Group Differences	9	459	6.63	6
IX. Extra-Curricula Activities	10	458	6.62	6
VIII. Home as a Social Institution	11	457	6.60	6

TABLE XXIV (Continued)

RELATIVE IMPORTANCE OF FOURTEEN MAJOR TOPICS PROPOSED
AS UNITS OF INSTRUCTIONAL MATERIAL IN A SENIOR
HIGH SCHOOL COURSE IN PSYCHOLOGY

Topic	Relative Rank	Weighted Rank	Per cent of Class Time	Number of Class Periods to Be Taught
XIII. Social Inter-mingling of the Sexes	12	455	6.57	6
I. Orientation and Psychological Perspective	13	352	5.08	5
Totals		6918	99.93	90

Summary and Conclusions

1. The purpose of this chapter is to describe the means by which certain major topics in psychology for senior high school students were formulated and to describe how these topics were evaluated by four groups of educators.

2. With the outlines of topics in psychology by Haggerty and Watson⁶ as suggestive approaches in the selection and organization of material, the literature in the psychology of adolescence, mental hygiene, social psychology, and general psychology was carefully examined in an effort to select the vital psychological problems with which the senior-high-school-age boy and girl are seriously concerned.

3. The fourteen topics that were formulated in the above way were submitted to 163 state directors of sec-

⁶
See footnote on page 76.

ondary education, professors of secondary education, principals of senior high schools, and teachers of psychology in the senior high school who favor psychology as a senior high school subject. Usable replies were received from 107 or 65 per cent of the 163 educators.

4. These major topics were rated on a seven step rating scale. It will be kept in mind that these topics were not rated relative to each other, but the criterion was the possible value of the topic as a unit of instructional material in psychology for senior high school students.

5. In the directions for rating accompanying these fourteen topics, the rater was asked to list any other major topic that he felt should be included. Some three or four additional topics were mentioned, though no two individuals listed the same topic.

6. The rating of these topics was treated statistically to determine the weighted rank and the per cent rank of the seven steps on the rating scale.

7. The raw score of each step of each topic was treated statistically to determine the relative rank of the topics, the per cent of class time and the number of class periods that each topic is to be taught.

8. Topics involving problems of personality ranked first in importance; methods of work and study came second; attention, memory and learning third; the feelings and the emotions fourth; moral and religious growth fifth; interests of high school students took sixth place; social functions

of the individual, and the problems relating to interaction of physical and psychological factors came seventh; original nature, heredity and environment took eighth rank; individual and group differences came ninth in importance; extra-curricular activities came tenth in rank; home as social institution ranked eleventh; intermingling of the sexes twelfth; orientation and psychological perspective was given a place at the foot of the list of fourteen topics.

9. Fifteen experts in secondary education weighted the value of the judgment of the following four groups of educators regarding their ability to select appropriate instructional material for a course in high school psychology in the order named: professors of secondary education, teachers of high school psychology, high school principals, state directors of secondary education.

10. The scores derived from the weighting of the judgment of the four groups of educators by experts in secondary education did not change the relative rank or importance from that indicated by the raw score.

11. Principals tended to rate high the topics relating to the problems of methods of work and study and the problems relating to extra-curricula activities; professors tended to rate highest problems dealing with interests of high school students and problems of moral and religious growth; state directors of secondary education tended to rank highest problems dealing with the social functions of

the individual; all teachers of high school psychology rated problems relating to the emotions above the median on the rating scale.

CHAPTER VII

THE FORMULATION AND EVALUATION OF MINOR TOPICS

Chapter VI described the means by which fourteen major topics in psychology for senior high school students were formulated and appraised. The purpose of Chapter VII is to describe the means by which a large group of minor topics placed under each of the major fourteen topics were formulated and the means by which these topics were later evaluated by a certain group of psychologists whose major interest is in the psychological problems of the senior-high-school-age student.

After the fourteen major topics in psychology were formulated, the next step was to formulate appropriate minor topics for each major topic. This was done by a perusal of the literature in the psychology of adolescence, mental hygiene, general psychology, and social psychology in the same general way by which the major topics were formulated (see Chapter VI). To prevent the possibility of giving the reader of the minor topics the impression that the major topics were, in the judgment of the investigator, of unequal value, it was decided to let the space covered by the statement of the minor topics for each major topic be approximately equal. These minor topics were then mimeographed, placing the group relating to the particular major

topic under that major topic.

When these minor topics had been thus arranged, the most recent bulletins of the colleges and universities in the scope of this investigation were examined in order to find the names of the psychologists who teach courses in the psychology of adolescence or the psychology of the high school student.¹ The names of twenty-five psychologists were secured in this way. This particular group of psychologists was selected for the reason that it was thought that they knew the psychological needs of the senior high school student and the psychological terminology and psychological principles more definitely than any other group of psychologists or educators. Each of these psychologists was sent one of the blanks of inquiry containing the minor topics with the request that the "capital-letter" groups of minor topics be rated on a three point rating scale ranging from "Practically no value for a high school course" to "Extreme value and importance as unit in high school course." The topics under the "capital-letter" minor topics were inserted in explanation of the meaning of the "capital-letter" topic. Directions for rating, including grade placement, time allotment, etc., as described first in Chapter VI were enclosed.² Usable replies were received from twenty-one of the psychologists.

¹ For a list of the psychologists who checked the inquiry blank, see Appendix J.

² See Appendix J for a copy of the page of directions.

The evaluation by psychologists whose major interest is in the psychological needs of the adolescent of the minor "capital-letter" topics placed under the fourteen major topics is presented in Appendix L.

The technique for determining the relative rank of these minor topics is the same as that used in finding the relative rank of the major topics, except the three steps on the rating scale were given values of 1-2-3 instead of 1-2-3-4-5-6-7 (see Chapter VI).

Since a definite amount of time has already been allocated for the teaching of each of the major topics, it is judged that it would be an attempt at over-standardization to, in turn, allocate to each of these minor topics the fractional part of the recitation period in which the topic should be taught. Instead, these minor topics are arranged under the major topics in order of relative significance, the most valuable appearing first.

It may be assumed that only the topics rated higher than "Practically no value for a high school course" should be included in a course of study, and the others should be stressed in order of their relative importance. Perhaps the topics occurring in the upper half of the list should be the only minor topics in which additional readings should be required.

The list of evaluated minor topics arranged in order of relative significance and placed under the appropriate major topics which are arranged in numerical order

is given below.

Topic I. Problems of Orientation and Psychological Perspective

1. Psychological Perspective:
Evaluation of
2. Predictive Value of
psychology
3. Miscellaneous
4. Methods of Psychology:
Differentiation of
5. Divisions of Psychology:
Differentiation of

Topic II. Problems of Original Nature, Heredity, and Environment

1. Inheritance of Mental
Traits
2. Dominant Human Urges
3. Inheritance of Physical
Traits
4. Social Inheritance
5. Growth Curve of Capacity
to Learn
6. Relative Influence of the
Factors of Original Nature
and Environment in the
Causes of crime, poverty, etc.
7. Race Psychology
8. Laws and Theories of
Heredity

Topic III. Problems of Personality Adjustment

1. Personality Difficulties which
Lead Adolescents to be Regarded
as Failures
2. Personality Deviations
3. Analysis of Relationships
4. The Integration of
Personality
5. Content
6. Methods of Appraising
7. Personality Types
8. Remedial Techniques

Topic IV. Problem of Economical Methods of Work and Study

1. Basis for Efficiency in Study and Work
2. Role of Habit in Learning to Work
3. How to Make External Conditions Favorable for Study
4. How to Prepare an Assignment
5. Sleep and Other Means of Restoring the Energy
6. Developing an Interest in One's Work
7. Making an Effective Schedule for Study
8. Native Endowment as Conditioning Personal Efficiency
9. Psychological Significance of Mottoes and Slogans

Topic V. Problems in Attention, Memory, and Learning

Attention

1. Characteristics of Attention
2. Definition
3. Forms of Attention

Learning

1. Methods of Measuring Improvement
2. The Learning Curve
3. Definition

Efficiency of learning

1. As Related to Conditions of Work
2. As Related to Methods
3. As Related to Conditions of the Organism
4. As Related to Materials
5. Transfer of Training
6. Organic Factors in Learning
Neurological Bases
Glands of Internal Secretion
7. Theories and Laws of Learning

Memory

1. Methods of Memorizing
2. Retention
3. Phases of Memory

Habit

1. Characteristics of Habits
2. Basis of Habits
3. Kinds of Habits

Topic VI. Problems of Interaction of Physical and Psychological Factors

1. Work and Fatigue
2. Effect of Drugs on Mental Life
3. Effect of External Conditions on Mental Life
4. Psychical Phenomena

Topic VII. Problems Relating to the Outstanding Interests of High School Students

1. Means of Developing Interests
2. Vocational Interests
3. Role of Interests in Adolescent Development
4. How Interests Arise and Develop
5. Recreational and Social Interests of High School Students
6. Relation of interests to native ability, etc.
7. Students' Interests in School Subject
8. Scientific Interests of Literary Selections
9. Interests and Choice of Courses of Subjects
10. Students' Interests in Literary Selections

Topic VIII. Problems Relating to the Home as a Social Institution

1. Suggestions for Establishing own Individuality
2. Need for Establishing Own Individuality
3. Learning to get away from the Family
4. Getting away from the Family
5. Principles in Making the Home an Educational Factor
6. Use Increased Amount of Leisure to Raise Cultural and Social Level of the Home

7. Common Leisure Pursuits of Adolescents and Parents

Topic IX. Problems Involving Extra-Curricula Activities

1. Psychological Values and Dangers in Athletics, Clubs, Debates, Dances, etc.
2. Conditions under which Recreation takes Place most Effectively
3. Relation to Extra-Curricula Activities to Scholarship, Occupational Success, etc.
4. The Moody or Solitary Student Benefitted by Sports, Travel, etc.
5. Psychological Contributions of Art, Music, Drawing, etc.
6. Manners
7. School Patriotism
8. Psychological Consequences of Censorship

Topic X. Problems Relating to Moral and Religious Growth

1. Elements in Moral Character
2. The Relation Between the Way one Spends one's Leisure and one's Character
3. Stages in Moral Development
4. Meaning of Morality
5. Causes of Misconduct and Crime
6. Origin and Development of an Individual's Religious Beliefs
7. Place of Religion in Life of Adolescent
8. Relative Importance for Moral Growth
9. How to Analyze Capabilities for Occupational Fitness
10. Relationships Between Character Traits

Topic XI. Problems of Individual and Group Differences

1. Standards to Which all May Attain
2. Differences Due to Family
3. Relation among Intelligence, School Success, etc.
4. Differences Due to Environment
5. Psychological Differences Between the Sexes

6. Differences Between Races
7. Differences Due to Maturity
8. The Measurement of Differences

Topic XII. Problems Relating to the Social Functions of the Individual

1. Wholesome Social Life Necessary for Mental and Emotional Health
2. How Ideals are Acquired
3. Social Adjustments
4. Social Attitudes and Social Consciousness
5. Attitudes Toward
6. Dominant Urges in
7. Response to Social Stimulation in the Crowd
8. Elements of Social Behavior
9. Response to Social Stimulation in the Group
10. Social Behavior in Relation to Society

Topic XIII. Problems Relating to the Social Intermingling of the Sexes

1. Growth of Sex Interests
2. The Ideal Individual
3. Ways of Attracting the Attention of the Opposite Sex
4. Unhealthy Sex Ideals
5. Psychological Differences Between the Sexes

Topic XIV. Problems Relating to the Feeling and the Emotion

1. Physiology of Emotions
2. Effects of Emotion
3. Theories and Explanations and Emotions
4. Sources of Likes and Dislikes
5. Origin of Emotional Responses
6. Relation of Emotion to Occupational Choice, School Progress, etc.
7. Significance and Function of Feeling
8. Definition
9. Classification of Emotions
10. Kinds of Feelings

Reference to tabulation (see Appendix L) will show that the opinion of the twenty-one psychologists who rated the minor topics is rather conclusive as to what should be or should not be taught in a senior high school course in psychology. There are only a few instances in which judgment is approximately evenly divided. This fact indicates that psychologists are agreed, in the main, regarding the psychological needs of the senior high school student.

Summary and Conclusions

1. By the perusal of the literature in the psychology of adolescence, mental hygiene, social psychology, and general psychology approximately two thousand minor topics in psychology probably suitable for senior high school students were formulated. These minor topics were evaluated by twenty-one individuals who are teaching courses in the psychology of adolescence in state universities and the municipal and private universities that are on the approved list of the Association of American Universities.

2. A rather high degree of agreement among the psychologists regarding both the type of instructional material as well as the emphasis to be given to it in a high school course in psychology is evident. The theoretical and discursive material is given a very low rating or is left out entirely. The objective material dealing definitely with the everyday psychological needs of the senior-high-

school-age student is given considerable emphasis.

3. No attempt was made to give to each of these minor topics a time allotment. A time allotment was made among the fourteen major topics, however.

4. As was the case with the educators who rated the major topics, the psychologists gave highest value to the minor topics dealing with methods of work and study and personality development. The psychologists, however, gave a much higher value to topics dealing with the home as a social institution than the educators did.

5. Only those minor topics rated higher than "Practically no value for a high school course" are proposed as topics in a course of study. It was suggested that additional reading might be given dealing with the minor topics given the highest rating.

CHAPTER VIII

GENERAL SUMMARY AND CONCLUSIONS

The problem of this investigation was stated in the form of a question: What Should Be Taught in a Senior High School Course in Psychology? The scope of this problem was analyzed by asking four other questions:

1. What are the present practices and trends of opinion regarding psychology as a secondary school subject?
2. What are some of the factors influencing the selection of instructional material in psychology for senior high school students?
3. What are the major topics that should be taught in a course in psychology for senior high school students and what is the relative significance of each of these topics as instructional material?
4. What are the minor topics that should be taught in a course in psychology for senior high school students and what is the relative significance as instructional material of each of these topics?

The scope of the procedure in the study was limited to the public senior high school with an enrollment of 1000 and above, to Class A state teachers colleges, and to state universities and private and municipal universities that are

on the approved list of the Association of American Universities.

The material was secured by responses to inquiry blanks sent to high school principals, state directors of secondary education, professors of secondary education in the scope of this study, and to individuals who are teaching courses in psychology of adolescence in the state, private and municipal universities included in this study. The replies were given statistical treatment.

Turning more definitely to answering the question, What Should Be Taught In a Senior High School Course in Psychology?, it is proposed to summarize this investigation by presenting and answering in order the four subsidiary questions as given in the first paragraph.

Specific Conclusions

1. What are the present practices and trends of opinion regarding psychology as a secondary school subject?

Only one of the thirteen states and none of the twenty cosmopolitan high schools that offer psychology as a senior high school subject have a systematic plan for teaching the subject. Neither of the thirteen states and twenty senior high schools have an evaluated group of instructional material.

No state has a list of approved textbooks. However, all of the twenty high schools use textbooks in offering the course; and seventeen of the high schools gave the

title of the books. The most frequently used textbook was published a quarter of a century ago.

Among the most probable reasons for psychology gaining favor as a high school subject are (1) the influence of the Dewey philosophy, (2) the influence of numerous books and articles in periodicals dealing with character education, mental hygiene and personality development, (3) the availability of objective instructional material suitable for high school students, (4) the probable influence of behavior patterns formed in childhood upon adult behavior, (5) the probable influence of the National Committee for ^{Mental} Hygiene, and (6) the fact that professors of secondary education in certain strategic teacher training institutions favor its inclusion and this point of view is likely passed on to educators who have had their training at these institutions.

Responses to "Comments" indicate that the most frequently mentioned reasons for including psychology in the senior high school program of studies are its adjudged value for training in social and personal adjustment and for the mental hygiene aspects of the science. The most often stated reasons for its not being favored are that the curriculum of the secondary school is already over crowded and that the high school student's mind is too immature for the study of psychology.

Forty-eight state directors of secondary education replied to inquiry blanks concerning psychology as a secon-

dary school subject.

Thirteen or 27.1 per cent of the states offer psychology as a senior high school subject.

Eleven or 22.9 per cent of the states which do not offer psychology as a secondary school subject favor offering it as such.

Two or 4.1 per cent of the state directors of secondary education are not decided whether they favor offering psychology.

Twenty-four or 50 per cent of the states either offer or favor offering psychology as a senior high school subject.

Twenty-two or 45.8 per cent of the states do not offer nor favor offering psychology as a senior high school subject.

One hundred fourteen or 95 per cent of the one hundred twenty public senior high schools with a student enrollment of 1000 or above replied to a questionnaire.

Twenty-one or 18.4 per cent of the one hundred fourteen high schools replying offer courses in psychology.

Forty or 35 per cent of the senior high schools replying favor offering psychology.

Sixty-one or 53.4 per cent of the senior high school principals either offer or favor offering psychology as a senior high school subject.

Fifty-four or 47.3 per cent do not favor offering psychology as a senior high school subject.

Ninety or 84.9 per cent of the one hundred six Class A state teachers colleges replied to the questionnaire regarding psychology as a senior high school subject.

Forty-eight or 53.3 per cent of these teachers colleges favor psychology as a senior high school subject.

Forty-two or 46.6 per cent of the Class A teachers colleges replying do not favor psychology as a senior high school subject.

Fifty replies to questionnaires were received from sixty-two universities, 80.6 per cent answering.

Thirty or 60 per cent of the fifty universities replying favor psychology as a senior high school subject.

Twenty or 40 per cent of the fifty universities replying do not favor psychology as a senior high school subject.

In general, therefore, we would conclude, in answer to our first question, that the practice of offering and the opinion favoring offering psychology in the curriculum of the secondary school is fairly wide spread. Basis for this conclusion is shown in the facts (1) that psychology as a high school subject is either offered or favored by 50 per cent of the states and 53.4 per cent of the one hundred fourteen largest public senior high schools, and (2) that high school psychology is favored by 60 per cent of the heads of departments or major professors of secondary education in the universities in the scope of this study and by 53.3 per

cent of the Class A state teachers colleges.

2. What are some of the factors influencing the selection of instructional material in psychology for senior high school students?

Summary of the opinion of state directors of secondary education, high school principals, and professors of secondary education regarding the need, time allotment, grade placement, the department in which it should be offered, and whether it should be offered as an elective or as a constant subject is as follows:

There is both a need and a demand for psychology as a cultural and liberalizing subject in the senior high school.

The time allotment for a course in psychology for senior high school students should be five times a week for one semester, - carrying one-half unit of credit.

Psychology as a cultural and liberalizing subject for senior high school students should be placed in the twelfth grade.

For the present time the work offered in psychology for senior high school students should not be organized as a separate department of psychology.

For the present time courses in psychology for senior high school students should be placed in the department of the social studies.

Psychology for senior high school students should be offered for the present time as an elective subject.

By means of a statistical procedure, the allotment of class time for teaching each major topic was determined (see Chapter V for details of this procedure).

In general, therefore, we conclude, in answer to the second question, that there is both a need and a demand for psychology as a high school subject, that it should be offered as an elective, carrying one-half unit of credit, and placed in the social science department of the twelfth grade. The tentative time allotment for the different ones of the fourteen major topics should range from five to eight class periods.

3. What are the major topics that should be taught in a course in psychology for senior high school students and what is the qualitative significance of each of these topics as instructional material?

With the outlines of topics in psychology by Haggerty and Watson¹ as suggestive approaches in the selection and organization of material, the literature in the psychology of adolescence, mental hygiene, social psychology, and general psychology was carefully examined in an effort to select the vital psychological problems with which the senior-high-school-age boy and girl are seriously concerned.

The fourteen topics that were formulated in the above way were submitted to one hundred sixty-three state directors of senior high schools, and teachers of psychology in the senior high school who favor psychology as a senior

¹
See Chapter VI.

high school subject. Usable replies were received from one hundred seven or 65 per cent of the one hundred sixty-three educators.

These major topics were rated on a seven step scale. It will be kept in mind that these topics were not rated relative to each other, but the criterion was the possible value of the topic as a unit of instructional material in psychology for senior high school students.

In the directions for rating accompanying these fourteen topics, the rater was asked to list any other major topics that he felt should be included. Some three or four additional topics were mentioned, though no two individuals listed the same topic.

The rating of these topics was treated statistically to determine the weighted rank and the per cent rank of the topics, the per cent of class time and the number of class periods that each topic is to be taught.

Fifteen experts in secondary education weighted the judgment of the four groups of educators who rated the major topics.

The scores derived from the weighting of the judgment of educators by experts did not change the relative rank or importance from that indicated by the raw score.

The mean weighting of the judgments of each of these four groups of educators by experts in secondary education is as follows:

<u>Groups</u>	<u>Mean Weighting</u>
State directors of secondary education -----	55
Professors of secondary education -----	88
Principals of senior high schools -----	61
Teachers of high school psychology -----	70

In view of the fact that most of the one hundred seven educators who rated the major topics placed their check toward the favorable end of the scale, it is safe to presume that the original fourteen major topics are, from the point of view of the educators, vital psychological problems with which adolescents are seriously concerned.

The relative rank, the per cent of class time, and the number of class periods that each topic is to be taught are:

Topic	Relative Rank	Per cent of Class Time	Number of Class Periods to be Taught
I. Orientation and Psychological Perspective	13	5.08	5
II. Original Nature, Heredity and Environment	8	6.77	6
III. Personality Adjustment	1	8.86	8
IV. Methods of Work and Study	2	8.55	8
V. Attention, Memory and Learning	3	7.70	7
VI. Interaction of Physical and Psychological Factors	7	7.21	6

(continued on next page)

Topic	Relative Per Cent of Rank	Class Time	Number of Class Periods to be Taught
VII. Interests of High School Students	6	7.22	6
VIII. Home as a Social Institution	11	6.60	6
IX. Extra-Curricular Activities	10	6.62	6
X. Moral and Religious Growth	5	7.37	7
XI. Individual and Group Differences	9	6.63	6
XII. Social Functions of the Individual	7	7.21	6
XIII. Social Intermingling of the Sexes	12	6.57	6
XIV. Feelings and Emotions	4	7.54	7

In general, therefore, we conclude, in answer to our third question, that the following major topics should be taught in a senior high school course in psychology: Orientation and Psychological Perspective; Original Nature, Heredity and Environment; Personality Adjustment: Methods of Work and Study; Attention, Memory and Learning; Interaction of Physical and Psychological Factors; Interests of High School Students; Home as a Social Institution; Extra-Curricular Activities; Moral and Religious Growth; Individual and Group Differences; Social Functions of the Individual; Social Intermingling of the Sexes; Feelings and Emotions.

4. What are the minor topics that should be taught in a course in psychology for senior high school students and what is the qualitative significance as instructional material of each of these topics?

The major topics had already been formulated and evaluated. The next step was to formulate and appraise a group of minor topics under each of the major topics. These minor topics were formulated in the same general way as the major topics were (see Chapter VII, pages 89-91). These minor topics were placed under the appropriate major topic and sent to twenty-five psychologists who were teaching classes in the psychology of adolescence in the colleges in the scope of this study.² The twenty-one responses were given statistical treatment to determine the significance of each topic (see Chapter VII, page 91).

On the following six pages are presented the major topics in order of significance with the minor topics arranged in order of significance under the appropriate major topic. For example: "Problems in Personality Adjustment" ranks highest among the fourteen major topics and "Personality difficulties which lead adolescents to be regarded as failures" ranks highest among the eight minor topics under this major topic on personality adjustment.

2

See Appendix J for the names of the individuals who rated the minor topics.

Topic III. Problems of Personality Adjustment

Suggested Allotment of Class Time: 8 Periods

1. Personality difficulties which lead adolescents to be regarded as failures
2. Personality deviations
3. Analysis of relationships
4. The integration of personality
5. Content
6. Methods of appraising
7. Personality types
8. Remedial techniques

Topic IV. Problem of Economical Methods of Work and Study

Suggested Allotment of Class Time: 8 Periods

1. Basis for efficiency in study and work
2. Role of habit in learning to work
3. How to make external conditions favorable for study
4. How to prepare an assignment
5. Sleep and other means of restoring the energy
6. Developing an interest in one's work
7. Making an effective schedule for study
8. Native endowment as conditioning personal efficiency
9. Psychological significance of mottoes and slogans

Topic V. Problems in Attention, Memory, and Learning

Suggested Allotment of Class Time: 7 Periods

Attention

1. Characteristics of attention
2. Definition
3. Forms of attention

Learning

1. Methods of measuring improvement
2. The learning curve
3. Definition

Efficiency of learning

1. As related to conditions of work
2. As related to methods
3. As related to conditions of the organism
4. As related to materials

5. Transfer of training
6. Organic factors in learning
Neurological bases
Glands of internal secretion
7. Theories and laws of learning

Memory

1. Methods of memorizing
2. Retention
3. Phases of memory

Habit

1. Characteristics of habits
2. Basis of habits
3. Kinds of habits

Topic XIV. Problems Relating to the Feelings and Emotions Suggested Allotment of Class Time: 7 Periods

1. Physiology of emotions
2. Effects of emotion
3. Theories and explanations and emotions
4. Sources of likes and dislikes
5. Origin of emotional responses
6. Relation of emotion to occupational choice, school progress, etc.
7. Significance and function of feeling
8. Definition
9. Classification of emotions
10. Kinds of feelings

Topic X. Problems Relating to Moral and Religious Growth Suggested Allotment of Class Time: 7 Periods

1. Elements in moral character
2. The relation between the way one spends one's leisure and one's character
3. Stages in moral development
4. Meaning of morality
5. Causes of misconduct and crime
6. Origin and development of an individual's religious beliefs
7. Place of religion in life of adolescent
8. Relative importance for moral growth
9. How to analyze capabilities for occupational fitness

10. Relationships between character traits

Topic VII. Problems Relating to the Outstanding Interests of High School Students

Suggested Allotment of Class Time: 6 Periods

1. Means of developing interests
2. Vocational interests
3. Role of interests in adolescent development
4. How interests arise and develop
5. Recreational and social interests in high school students
6. Relation of interests to native ability, etc.
7. Students' interests in school subject
8. Scientific interests in school subject
9. Interests and choice of courses or subjects
10. Students' interests in literary selections

Topic VI. Problems of Interaction of Physical and Psychological Factors

Suggested Allotment of Class Time: 6 Periods

1. Work and fatigue
2. Effect of drugs on mental life
3. Effect of external conditions on mental life
4. Psychical phenomena

Topic XII. Problems Relating to the Social Functions of the Individual

Suggested Allotment of Class Time: 6 Periods

1. Wholesome social life necessary for mental and emotional health
2. How ideals are acquired
3. Social adjustments
4. Social attitudes and social consciousness
5. Attitudes toward
6. Dominant urges in
7. Response to social stimulation in the crowd
8. Elements of social behavior

9. Response to social stimulation in the group
10. Social behavior in relation to society

Topic II. Problems of Original Nature, Heredity, and Environment

Suggested Allotment of Class Time: 6 Periods

1. Inheritance of mental traits
2. Dominant human urges
3. Inheritance of physical traits
4. Social inheritance
5. Growth curve of capacity to learn
6. Relative influence of the factors of original nature and environment in the causes of crime, poverty, etc.
7. Race psychology
8. Laws and theories of heredity

Topic XI. Problems of Individual and Group Differences

Suggested Allotment of Class Time: 6 Periods

1. Standards to which all may attain
2. Differences due to family
3. Relation among intelligence, school success, etc.
4. Differences due to environment
5. Psychological differences between the sexes
6. Differences between races
7. Differences due to maturity
8. The measurement of differences

Topic IX. Problems Involving Extra-Curricula Activities

Suggested Allotment of Class Time: 6 Periods

1. Psychological values and dangers in athletics, clubs, debates, dances, etc.
2. Conditions under which recreation takes place most effectively
3. Relation to extra-curricula activities to scholarship, occupational success, etc.
4. The moody or solitary student benefitted by sports, travel, manner of dress, etc.

5. Psychological contributions of art, music, drawing, etc.
6. Manners
7. School patriotism
8. Psychological consequences of censorship

Topic VIII. Problems Relating to the Home as a Social Institution

Suggested Allotment of Class Time: 6 Periods

1. Suggestions for establishing own individuality
2. Need for establishing own individuality
3. Learning to get away from the family
4. Getting away from the family
5. Principles in making the home an educational factor
6. Use increased amount of leisure to raise cultural and social level of the home
7. Common leisure pursuits of adolescents and parents

Topic XIII. Problems Relating to the Social Intermingling of the Sexes

Suggested Allotment of Class Time: 6 Periods

1. Growth of sex interests
2. The ideal individual
3. Ways of attracting the attention of the opposite sex
4. Unhealthy sex ideals
5. Psychological differences between the sexes

Topic I. Problems of Orientation and Psychological Perspective

Suggested Allotment of Class Time: 5 Periods

1. Psychological perspective: Evaluation of
2. Predictive value of psychology
3. Miscellaneous
4. Methods of psychology: Differentiation of
5. Divisions of psychology: Differentiation of

In general, therefore, we have determined, in answer to our fourth question, a group of evaluated minor topics which shall be taught in a course of psychology for senior high school students.

General Conclusions

Certain general conclusions are the natural outgrowth of an investigation like this. The facts presented in this study would appear to justify the following conclusions:

1. Educators are seriously interested in the growth of the personality of the student and his methods of work and study. Probably in the near future the training of the high school student will cease to be measured in terms of so much academic content; instead, his wholesome, mental, emotional and social adjustment will be the primary concern of high school teachers.

2. The mental hygiene aspects rather than the neurological aspects of behavior are given precedence in the evaluation of both the major and the minor topics proposed for instructional material.

3. It is evident that there is a decided trend of opinion among educators in favor of placing the study of psychology in the senior high school curriculum.

4. Educators appear to believe that the inclusion of psychology in the offerings of the secondary school is made possible by the interest and research of psychologists.

in the psychological needs of the high-school-age student.

5. While the presence and continued growth of the social institutions are the results of the higher processes of mentality, the adjustment to these institutions is largely a matter of training in the more common traits involving the feelings and emotions in which training in the formation of attitudes is basic.

6. The movement to include psychology among the offerings of the secondary school curriculum has its greatest emphasis among the experts in secondary education.

Aside from the specific and general conclusions and without definite support in the content of this investigation, there are certain implications growing out of the study to which the investigator subscribes, and offers them merely as his opinion. These are stated as follows:

1. Research in providing suitable instructional material in psychology for the lower school levels,--elementary school, junior high school, senior high school, junior college,-- will occupy considerable thought during the next ten years.

2. There will be a psychologist for many, if not all, of the cosmopolitan high schools. His work will consist in teaching courses in high school psychology, directing a psychological clinic, and in conferring with teachers and parents concerning the behavior of both normal and abnormal children.

3. A group of tests will be devised to detect the presence of mental and personality tendencies that may lead to serious situations in adult life.

4. Education will shift from the quantitative (units, hours, diplomas, certificates, degrees, so-many-facts-retained, etc.) to the qualitative (the formation of attitudes regarding ethical, religious, social, racial, occupational matters, etc.).

5. Courses in training teachers to give courses in high school psychology will be extended to many, if not all, of the outstanding teacher training institutions.

6. Since individuals are paying out, in the total, an immense amount of money for private instruction in pseudo-psychology,³ it would seem that there is both an eagerness to learn and a willingness to pay for instruction in the scientific principles and facts dealing with human behavior.

Desirable Further Research

This investigation is no exception to similar investigations in that it has brought forward other problems whose study would be of both interest and significance to education. Some of these are listed below:

³ See "Psychologists -- So and Pseudo" by Martha Guernsey in The Outlook of December, 1924. Also, "Pseudo-Psychology" in Current History of April, 1930.

1. The first problem that comes to the mind of the investigator is the one of setting up an experiment to test the value of the instructional material in psychology that is proposed in this study.

2. There is possibly a need for an investigation to determine the amount of psychological material already in the present curriculum of the high school; for instance, in general science, biology, literature, health work, history, etc.

3. An investigation dealing directly with the high school students themselves to determine their psychological needs would be of value.

4. What subject or subjects in the present high school curriculum should be supplanted by a course in psychology should be investigated.

5. Investigations similar in purpose to the one completed but dealing with the parochial and private high school, the junior high school, the junior college, the first course in psychology in the liberal arts colleges, and all courses in educational psychology would be contributions.

6. Research in suitable collateral reading material in support of the topics, both major and minor, presented in this investigation would be of worth.

7. Since the wide spread teaching of psychology in the high school will have to await, in a large measure, the preparation of teachers for such courses, a study to determine the type of training that these teachers should

have would be valuable.

8. The determination of the increasing amount of common objective facts, principles, and viewpoints of the several schools of psychology would possibly be a contribution in diverting the focus of attention from the differences to the likenesses among these schools.

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A P P E N D I X

APPENDIX A
UNIVERSITY OF CINCINNATI
COLLEGE OF EDUCATION

137

November 15, 1930

To State Directors of
Secondary Education

Dear Sir:

With a view to determining the practice and trends of including psychology as a cultural and liberalizing subject in the senior high school program of studies, I am addressing this blank of inquiry to all state directors of secondary education.

Two or three minutes of your time, devoted to the enclosed blank of inquiry, will be a very genuine help in this investigation. It is one which should have interesting outcomes for you and other state directors of secondary education.

Please bear in mind that the inquiry is not directed toward the practice and trends of psychology in the high school as a part of any teacher-training program, but rather psychology as a cultural and liberalizing agent paralleling the wider purposes for teaching English, science, history, etc.

Assuring you of my genuine appreciation for your kindness in cooperating in this investigation, I am

Yours very truly,

John A. Broxson
John A. Broxson

The undersigned are members of Mr. Broxson's Advisory Committee and, considering the study serious and promising, we respectfully urge you to give him the assistance which he requests:

Signed:

L.A. Pechstein, Dean Teachers College
Major Adviser

Gordon Hendrickson
Associate Professor, Educational Psychology

S.L. Eby
Professor of Secondary Education

Directions: If the answer is alternative, cross out the one which does not apply. In other questions, please write in the number or word which supplies the factual information or presents your point of view.

1. Is psychology offered as a cultural and liberalizing subject (apart from any teacher-training program) in the senior high school program of studies in your state? YES
NO
- If it is offered, please answer the following questions:
2. In which grade or grades is it offered? _____
3. Is it an elective or a constant? CONSTANT
ELECTIVE
4. What is the maximum number of high school units given for psychology? _____
5. Is it accepted as college entrance credits? YES
NO
- If psychology is not offered, please answer the following questions:
6. Are you in favor of including psychology as a cultural and generalizing agent in the senior high school program of studies? YES
NO
7. Do you judge that there is a trend in your state toward psychology's being offered? YES
NO
8. Would you favor a department of psychology in the comprehensive senior high school? YES
NO
9. In which department would you favor its being placed, if offered but not organized as a separate department? _____
10. What maximum number of unit credit would you favor? _____
11. Would you favor its being a constant or an elective? CONSTANT
ELECTIVE
12. If psychology is offered in your state, will you be kind enough to send me a course of its study? _____
13. State from which this report is made _____
14. Name and title of person reporting _____
15. Comments and suggestions _____

APPENDIX C

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION
WASHINGTON

Address only
THE COMMISSIONER OF
EDUCATION

October 25, 1930.

Mr. John A. Broxson,
Assistant in Education,
College of Education,
University of Cincinnati,
Cincinnati, Ohio

My dear Mr. Broxson:

This is in answer to your letter of October 14.

Under separate cover we have mailed to you a copy of our list of public senior high schools reporting to this office for the year 1927 -28, the latest year for which we have compiled statistics. We have checked the list to indicate those schools having an enrollment of 1,000 or more and have given the enrollment figures. It is our understanding that you want only the senior high schools - those having the last three high school grades or the last four in those cities having the 6-2-4 organization. If you desire the entire list of high schools reporting to this office, including the junior and senior, with enrollments of 1,000 and over we can send you a typewritten list.

The names of the principals are given on the report forms on file in this office, but as there are a large number of such schools with frequent changes, it has not been the practice of this office to record the names of principals in our lists.

Very truly yours,

Chief Clerk

APPENDIX C (Contd)

45755

UNITED STATES
DEPARTMENT OF THE INTERIOR
Office of Education

Washington, D. C.
July, 1930.

LIST OF PUBLIC SENIOR HIGH SCHOOLS, 1927-28.

Prepared by
The Division of Statistics.

NOTE: Numbers in parenthesis indicate grades in school.

<u>ALABAMA</u>	<u>Enrollment</u>	<u>CALIFORNIA (Contd)</u>	<u>Enrollment</u>
Phillips High School Birmingham (10-11-12)	2,282	Roosevelt High School Los Angeles (10-11-12)	1,595
<u>ARIZONA</u>		John C. Fremont Sr. H.S. Oakland (10-11-12)	1,606
None		Roosevelt High School Oakland (10-11-12)	1,419
<u>ARKANSAS</u>		Senior High School Pasadena (10-11-12)	2,396
Senior High School Little Rock (10-11-12)	1,976	Polytechnic High School Riverside (10-11-12)	1,159
<u>CALIFORNIA</u>		Senior High School Sacramento (10-11-12)	2,280
Senior High School Berkeley (10-11-12)	2,588	Senior High School San Bernardino (10-11-12)	1,084
Senior High School Fresno (10-11-12)	1,268	Senior High School San Diego (10-11-12)	2,870
Technical High School Fresno (10-11-12)	1,083	Senior High School San Jose (10-11-12)	1,987
Polytechnic High School Long Beach (10-11-12)	3,108	Senior High School Santa Monica (10-11-12)	1,056
Woodrow Wilson High School Long Beach (10-11-12)	1,499	<u>COLORADO</u>	
Hollywood High School Los Angeles (10-11-12)	2,900	East High School Denver (10-11-12)	1,953
Los Angeles High School Los Angeles (10-11-12)	3,192	Manual Training High School Denver (10-11-12)	1,239
Polytechnic High School Los Angeles (10-11-12)	2,582		

<u>COLORADO</u> (Contd)	<u>Enrollment</u>	<u>IOWA</u>	<u>Enrollment</u>
South High School Denver (10-11-12)	1,149	East High School Des Moines (10-11-12)	1,524
High School (Dist.No.20) Pueblo (9-10-11-12)	1,118	North High School Des Moines (10-11-12)	1,037
<u>CONNECTICUT</u>		High School Mason City (9-10-11-12)	1,023
None		Central Senior High School Sioux City (10-11-12)	1,309
<u>FLORIDA</u>		<u>KANSAS</u>	
Robt. E. Lee Sr. H. S. Jacksonville(10-11-12)	1,043	High School El Dorado (10-11-12)	1,122
Senior High School Miami (10-11-12)	1,630	Wyandotte High School Kansas City (10-11-12)	1,812
Hillsborough High School Tampa (10-11-12)	1,233	<u>KENTUCKY</u>	
<u>GEORGIA</u>		Holmes High School Covington (9-10-11-12)	1,506
Chatham Academy Savannah (10-11-12)	1,045	<u>LOUISIANA</u>	
<u>IDAHO</u>		McDonogh High School No. 35 New Orleans (10-11)	1,042
None		<u>MAINE</u>	
<u>ILLINOIS</u>		High School Portland (9-10-11-12)	1,830
Senior High School Decatur (10-11-12)	1,054	<u>MARYLAND</u>	
Senior High School East St.Louis (10-11-12)	1,028	None	
Senior High School Rockford (10-11-12)	2,210	<u>MASSACHUSETTS</u>	
<u>INDIANA</u>		High School Brockton (9-10-11-12)	2,814
Senior High School Anderson (9-10-11-12)	1,503	Senior High School Chelsea (10-11-12)	1,209
Central High School Muncie (10-11-12)	1,251	Senior High School Everett (10-11-12)	1,268
Senior High School South Bend (10-11-12)	2,238	English High School Lynn (10-11-12)	2,084
		High School Pittsfield (10-11-12)	1,104

APPENDIX C (Contd)

<u>MASSACHUSETTS (Contd)</u>	<u>Enrollment</u>	<u>MISSISSIPPI</u>	<u>Enrollment</u>
Senior High School Quincy (10-11-12)	1,521	None	
Senior High School Revers (10-11-12)	1,521	<u>MISSOURI</u>	
Central High School Springfield (10-11-12)	1,014	Central High School Kansas City (9-10-11)	1,911
Technical High School Springfield (10-11-12)	1,096	Northeast Senior High School Kansas City (9-10-11)	1,747
<u>MICHIGAN</u>		Westport Senior High School Kansas City (9-10-11)	1,733
Central Senior High School Bay City (10-11-12)	1,052	Senior High School Springfield (10-11-12)	1,923
Northern High School Detroit (10-11-12)	2,513	<u>MONTANA</u>	
Southeastern High School Detroit (10-11-12)	1,959	High School Great Falls (9-10-11-12)	1,285
Central High School Flint (10-11-12)	1,702	<u>NEBRASKA</u>	
North High School Flint (10-11-12)	1,032	None	
High School Hamtramck (9-10-11-12)	1,137	<u>NEVADA</u>	
High School Jackson (10-11-12)	1,415	None	
Central High School Lansing (10-11-12)	1,694	<u>NEW HAMPSHIRE</u>	
Senior High School Pontiac (10-11-12)	1,440	None	
<u>MINNESOTA</u>		<u>NEW JERSEY</u>	
Central High School Duluth (10-11-12)	1,876	Senior High School Bayonne (10-11-12)	1,418
Robt. E. Denfield High School Duluth (10-11-12)	1,037	Senior High School Camden (10-11-12)	1,418
North High School Minneapolis (10-11-12)	2,297	Battin High School Elizabeth (10-11-12)	1,687
		A.J. Demarest High School Hoboken (9-10-11-12)	1,042
		<u>NEW JERSEY</u>	
		Senior High School Trenton (10-11-12)	2,254

APPENDIX C (Contd)

<u>NEW MEXICO</u>	<u>Enrollment</u>	<u>OHIO (Contd)</u>	<u>Enrollment</u>
None		Senior High School Springfield (10-11-12)	1,621
<u>NEW YORK</u>		Rayen High School Youngstown (10-11-12)	1,786
Senior High School New Rochelle (10-11-12)	1,891	South High School Youngstown (10-11-12)	1,832
<u>NORTH CAROLINA</u>		<u>OKLAHOMA</u>	
None		Central High School Oklahoma City (10-11-12)	1,342
<u>NORTH DAKOTA</u>		Classen High School Oklahoma City (10-11-12)	1,291
None		Central High School Tulsa (10-11-12)	3,118
<u>OHIO</u>		<u>OREGON</u>	
McKinley High School Canton (10-11-12)	2,718	None	
Hughes High School Cincinnati (10-11-12)	2,919	<u>PENNSYLVANIA</u>	
East High School Cleveland (10-11-12)	1,434	Senior High School Altoona (10-11-12)	1,767
Central High School Columbus (10-11-12)	1,342	North Braddock High School Braddock (10-11-12)	1,197
North High School Columbus (10-11-12)	1,760	Cheltenham T. Senior High School Elkins Park (10-11-12)	1,133
South High School Columbus (10-11-12)	1,378	John Harris High School Harrisburg (10-11-12)	1,158
Steele High School Dayton (10-11-12)	1,399	Senior High School New Castle (10-11-12)	1,594
Shaw High School East Cleveland (9-10-11-12)	2,142	Senior High School New Kensington (10-11-12)	1,259
High School Hamilton (9-10-11-12)	1,312	Senior High School Reading (10-11-12)	1,557
High School Lakewood (10-11-12)	1,905	Senior High School Wilkinsburg (10-11-12)	1,108
High School Lorain (9-10-11-12)	1,442	Senior High School Williamsport (10-11-12)	1,209
Senior High School Mansfield (10-11-12)	1,157		

APPENDIX C (Contd)

<u>PENNSYLVANIA (Contd)</u>	<u>Enrollment</u>	<u>TEXAS (Contd)</u>	<u>Enrollment</u>
Wm. Penn Senior High School York (10-11-12)	1,389	Main Avenue High School San Antonio (9-10-11)	1,805
<u>RHODE ISLAND</u>		Senior High School Waco (9-10-11)	1,885
Senior High School Pawtucket (10-11-12)	1,088	<u>UTAH</u>	
<u>SOUTH CAROLINA</u>		East High School Salt Lake City (10-11-12)	1,858
None		West High School Salt Lake City (10-11-12)	1,946
<u>SOUTH DAKOTA</u>		<u>VERMONT</u>	
None		None	
<u>TENNESSEE</u>		<u>VIRGINIA</u>	
Senior High School Knoxville (10-11-12)	1,841	Jefferson Senior High School Roanoke (10-11-12)	1,379
Hume-Fogg High School Nashville (10-11-12)	1,420	<u>WASHINGTON</u>	
<u>TEXAS</u>		Lincoln High School Tacoma (10-11-12)	2,020
Senior High School Amarillo (9-10-11)	1,098	Stadium High School Tacoma (10-11-12)	1,930
Central High School Fort Worth (9-10-11)	2,390	<u>WEST VIRGINIA</u>	
John H. Reagan Senior High Houston (9-10-11)	1,208	Senior High School Charleston (10-11-12)	1,107
Sam Houston Senior High Houston (9-10-11)	1,559	Senior High School Huntington (10-11-12)	1,391
San Jacinto Senior High Houston (9-10-11)	1,416	Senior High School Morgantown (9-10-11-12)	1,214
Brackenridge Senior High San Antonio (9-10-11)	1,649	<u>WISCONSIN</u>	
		Central High School Superior (10-11-12)	1,229

APPENDIX D
UNIVERSITY OF CINCINNATI
COLLEGE OF EDUCATION

145

November 17, 1930

To Principals of
Public Senior High Schools:

Dear Sir:

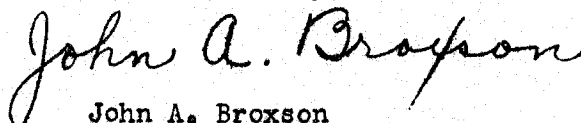
With a view to determining the practices and trends of including psychology as a cultural subject in the public senior high school program of studies, I am addressing this sheet of inquiry to a selected group of public senior high schools throughout the United States.

Two or three minutes of your time, devoted to the enclosed blank of inquiry, will be a very genuine help in this investigation. It is one which should have interesting outcomes for you and other high school administrators.

Please bear in mind that the inquiry is not directed toward the practice and trends of psychology in the high school as a part of any teacher-training program, but rather psychology as a cultural and liberalizing agent paralleling the wider purposes for teaching English, science, history, etc.

Assuring you of my genuine appreciation for your kindness in cooperating in this investigation, I am

Yours very truly,



John A. Broxson

The undersigned are members of Mr. Broxson's Advisory Committee and, considering the study serious and promising, we respectfully urge you to give him the assistance which he requests:

Signed:

L.A. Pechstein, Dean Teachers College
Major Adviser

Gordon Hendrickson
Associate Professor, Educational Psychology

S.L. Eby
Professor of Secondary Education

To Principals of Public Senior High Schools

Directions: If the answer is alternative, cross out the one which does not apply. In other questions, please write in the word or number which gives the factual information desired or presents your point of view.

1. Do you offer a senior high school course in psychology (apart from any teacher-training program)? YES
NO
2. Do you favor including psychology among the program of offerings in the senior high school? YES
NO
3. If you favor offering psychology as a senior high school course, do you believe there should be a separate department of psychology? YES
NO
4. If not, in which department would you favor placing it? _____
If you offer a course in psychology in the senior high school, please answer the following questions:
5. In terms of high school credit, what is the maximum number of units given for psychology? _____
6. Do you have a separate department of psychology? YES
NO
7. If not, in which department is it now offered? _____
8. In which grade or grades is psychology offered? _____
9. Is a textbook used? YES
NO
10. Name, author, publisher _____
11. Is psychology a constant or an elective subject? CONSTANT
ELECTIVE
12. Is psychology included in the state high school course of study or is it locally authorized? STATE
LOCAL
13. Is the course accepted for college entrance? YES
NO
14. What is the general attitude of the students toward the course? ENTHUSIASTIC
FAVORABLE
UNFAVORABLE
15. If you have a course of study or syllabus in psychology, a copy would be keenly appreciated.
16. Name and location of high school _____
17. Name of principal reporting _____
18. Comments and suggestions _____

November 15, 1930

To Presidents of
Teachers Colleges

Dear Sir:

Psychology as a secondary school subject has been little investigated. The writer is undertaking a study of the status and possibilities of psychology as a subject in the senior high school.

Two or three minutes of your time, devoted either to filling out the enclosed blank of inquiry or in handing it to such member of your faculty as you may think best qualified to respond in this matter, will be of genuine help in this investigation. It is one which should have interesting outcomes for you and other administrators.

Complete descriptive information and directions are attached.

Assuring you that I shall appreciate genuinely your cooperation in the investigation, I am

Yours very truly,

John A. Broxson
John A. Broxson

To Professors of Secondary Education

Directions: If the answer is alternative, cross out the one which does not apply. In other questions, please write in the word or number which presents your point of view.

1. Are you in favor of including the study of psychology as a cultural and liberalizing agent (that is, apart from any teacher-training program) among the course offerings of the senior high school? YES NO

If you are in favor of offering psychology in the senior high school, please answer the following questions:

2. What maximum credit in terms of high school units would you favor? _____
3. What grade placement would you favor? _____
4. Would you favor the study of psychology being accepted as college entrance credits? YES NO
5. Would you favor its being offered as a constant or an elective subject? CONSTANT ELECTIVE
6. Would you favor a department of psychology in the comprehensive high school or that it be offered as a block of work in another department? SEPARATE DEPARTMENT BLOCK OF WORK
7. If not a department of psychology, in which of the present departments would you favor its being placed? _____
8. Name and location of the college or university from which this report is made _____
9. Name of professor reporting _____
10. Comments and suggestions _____

With a view to determining the trends of thought with reference to including psychology as a cultural and liberalizing course in the senior high school program of studies, I am addressing the enclosed sheet of inquiry to the professors of secondary education in a selected group of colleges and universities.

Two or three minutes of your time, devoted to the enclosed blank of inquiry, will be a very genuine help in this investigation. It is one which should have interesting outcomes for you and other professors of secondary education.

Please bear in mind that the inquiry is not directed toward the trends of thought of psychology in the secondary school, but rather psychology as a cultural and liberalizing agent paralleling the wider purposes for teaching English, science, history, etc.

Assuring you of my genuine appreciation for your kindness in cooperating in this investigation, I am

Yours very truly,

John A. Broxson

The undersigned are members of Mr. Broxson's Advisory Committee and, considering the study serious and promising, we respectfully urge you to give him the assistance which he requests:

Signed:

L. A. Pechstein, Dean Teachers College
Major Adviser

Gordon Hendrickson
Associate Professor, Educational Psychology

S. L. Eby
Professor of Secondary Education

To Professors of Secondary Education

Directions: If the answer is alternative, cross out the one which does not apply. In other questions, please write in the word or number which presents your point of view.

1. Are you in favor of including the study of psychology as a cultural and liberalizing agent (that is, apart from any teacher-training program) among the course offerings of the senior high school? YES
NO

- If you are in favor of offering psychology in the senior high school, please answer the following questions:

2. What maximum credit in terms of high school units would you favor? _____

3. What grade placement would you favor? _____

4. Would you favor the study of psychology being accepted as college entrance credits? YES
NO

5. Would you favor its being offered as a constant or an elective subject? CONSTANT
ELECTIVE

6. Would you favor a department of psychology in the comprehensive high school or that it be offered as a block of work in another department? SEPARATE DEPARTMENT
BLOCK OF WORK

7. If not a department of psychology, in which of the present departments would you favor its being placed? _____

8. Name and location of the college or university from which this report is made _____

9. Name of professor reporting _____

10. Comments and suggestions _____

APPENDIX I

A List of Experts in Secondary Education Who
 Evaluated the Judgment of Four Groups of
 Educators Who Rated Major Topics in
 Psychology

P. E. Belting
 School of Education
 University of Illinois

Edgar G. Johnston
 School of Education
 University of Michigan

G. Vernon Bennett
 School of Education
 University of S. California

L. V. Koos
 School of Education
 University of Chicago

Thomas H. Briggs
 Teachers College
 Columbia University

Walter S. Monroe
 School of Education
 University of Illinois

Philip W. L. Cox
 School of Education
 New York University

H. W. Nutt
 Department of Education
 Ohio Wesleyan University

A. A. Douglass
 School of Education
 Claremont Colleges

David S. Snedden
 Teachers College
 Columbia University

J. B. Edmondson
 School of Education
 University of Michigan

W. A. Smith
 School of Education
 University of California

F. W. Johnston
 President
 Colby College

L. A. Williams
 School of Education
 University of California

J. K. VanDenburg
 Teachers College
 Columbia University

APPENDIX J

Instructors in Courses of the Psychology of Adolescence
in State Universities and a Certain Group of
Private and Municipal Universities Who
Evaluated Minor Topics

Dr. Fowler D. Brooks,
Department of Education and Psychology,
DePaw University,
Greencastle, Indiana.

Dr. Paul R. Morrow,
School of Education,
University of Georgia,
Athens, Georgia.

Dr. Walter L. Collins,
Teachers College,
University of Cincinnati,
Cincinnati, Ohio.

Dean L. A. Pechstein,
Teachers College,
University of Cincinnati,
Cincinnati, Ohio.

Dr. Edmund S. Conklin,
School of Education,
University of Oregon,
Eugene, Oregon.

Dr. Rebecca Luella Pollock,
School of Education,
West Virginia University,
Morgantown, West Virginia.

Dr. Walter F. Dearborn,
Harvard Graduate School of Education,
Harvard University,
Cambridge, Massachusetts

Dr. Luella Cole Pressey,
College of Education,
Ohio State University,
Columbus, Ohio.

Dr. C. A. Dickinson,
School of Education,
University of Maine,
Orono, Maine.

Dr. A. S. Raubenheimer,
School of Education,
University of S. California,
Los Angeles, California.

Dr. J. L. Henderson,
School of Education,
University of Texas,
Austin, Texas.

Dr. Grover T. Somers,
School of Education,
Indiana University,
Bloomington, Indiana.

Dr. Gordon Hendrickson,
Teachers College,
University of Cincinnati,
Cincinnati, Ohio.

Dr. Stevenson Smith,
School of Education,
University of Washington,
Seattle, Washington.

Dr. L. S. Hollingworth,
Teachers College,
Columbia University,
New York City.

Dr. Paul W. Terry,
College of Education,
University of Alabama,
University, Alabama.

Dr. H. J. Humpstone,
School of Education,
University of North Dakota,
Grand Forks, North Dakota.

Dr. Chas. W. Waddell,
University of California,
Los Angeles, California.

APPENDIX J (Contd)

Dr. John T. Wahlquist,
School of Education,
University of Utah,
Salt Lake City, Utah.

Professor B. H. Wallace,
School of Education,
University of Vermont,
Burlington, Vermont.

Dr. R. H. Waters,
School of Education,
University of Arkansas,
Tucson, Arkansas.

An Evaluation of Problems in the Field of Psychology for
Senior High School Students

Directions: Psychology should provide help on the problems upon which senior high school students are most anxious for help. This survey is an endeavor to find out the importance which you place, as a result of your experience, upon each of the topics suggested herein for a course in psychology for senior high school students.

There are fourteen topics (underlined), one on each of the following fourteen pages. Above each of these topics there are seven groups of descriptive phrases arranged in a scale. Please make a check mark (✓) at that point on the horizontal line which best indicates, in your judgment, the value of the topic as a unit of instructional material for a course in psychology for senior high school students. You do not have to make your check mark directly above a descriptive phrase. These phrases merely represent steps on a continuous scale. You may place your mark at any point on the line. Disregard the order of the appearance of the topics.

Do not rate the sub-questions. They are merely unarranged examples and explanations of the type of question included in the topic.

Whenever you think of a sub-question which you feel would be important, valuable, and interesting, please write it in the blank space at the close of the major division in which it should be included. If you think of one whole set of problems that would constitute an entirely new topic not included here, but which would be of real value to senior high school students, from a psychological point of view, please list it as another topic at the end of the survey list.

In order to realize the scope of the blank and to differentiate among the fourteen topics, please read the whole list of topics and sub-questions before beginning to rate the topics.

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in course.
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Topic I. Problems of Orientation and Psychological Perspective
How significant and fundamental is the reaction hypothesis in the study of modern psychology?

What is the essential point of view or concept of the behaviorists?
 The structuralists? Of Gestalt?

What are the significant divisions of psychology?

- a. Hypnotism?
- b. Psychoanalysis?
- c. Phrenology?
- d. Popular "psychological literature"?
- e. Dreams?
- f. Mind reading?

What is the value of being able to predict and control human behavior?

DISTRIBUTION OF THE FREQUENCIES, WITH WEIGHTED SCORES AND PER CENT RANK, OF THE RATING OF 101 STATE DIRECTORS OF SECONDARY EDUCATION, PROFESSORS OF SECONDARY EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS, AND TEACHERS OF SENIOR HIGH SCHOOL COURSES IN PSYCHOLOGY REGARDING TOPIC 1 BELOW AS A UNIT OF INSTRUCTIONAL MATERIAL IN A SENIOR HIGH SCHOOL COURSE IN PSYCHOLOGY

State Dir. Sec. Ed.	2	1	7			1	1
Professors Sec. Ed.	7	11	15		2	10	
Principals Sr. H.S.	5	7	10		3	1	
Teachers H.S. Psyc.	3	2	2		1		
Raw Score	10	21	34		6	12	1
Weighted score	7.45	12.41	24.55		4.29	9.96	.55
Percent Rank	9.92	16.42	32.68		5.71	13.28	.73
	Practically no value for a high school course should not be included.	Might be used to fill out a high school course not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valu- able as most topics pro- posed.	A good topic for a typi- cal unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valu- able topic; worth extra time and discussion with high school stu- dents.	Extreme value and importance should have major emphasis and share of time in course.

Topic 1. Problems of Orientation and Psychological Perspective

<p>Practically no value for a high school course; should not be included.</p>	<p>Might be used to fill out a high school course; not very significant.</p>	<p>A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.</p>	<p>A good topic for a typical unit of high school course; should be included but not stressed above most topics.</p>	<p>Rather more significant than most topics; should be emphasized.</p>	<p>A very valuable topic; worth extra time and discussion with high school students.</p>	<p>Extreme value and importance; should have major emphasis and share of time in course.</p>
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Topic II. Problems of Original Nature, Heredity, and Environment

What are the dominant human urges, wishes, drives, "psychological pressures"?

How far are social ills (e.g., war, race discrimination, poverty, disease, crime, etc.) rooted in original nature and how far are they produced by undesirable educational factors in the environment?

How far is artistic achievement or moral character dependent upon a predisposition?

Does education gradually increase the intelligence of the race?

What is the value of the ability to predict native predispositions?

To what extent are there trait resemblances among relatives?

How is growth influenced by environment?

What is the growth curve of the capacity to learn? What is its significance for pre-school and adult education?

Is there a principle of compensation in nature? Of correlation?

How can original, native, inborn ability be measured?

TABLE XXVI
 DISTRIBUTION OF FREQUENCIES, WITH WEIGHTED SCORES AND PER CENT RANK, OF THE
 RATING OF 101 STATE DIRECTORS OF SECONDARY EDUCATION, PROFESSORS OF SECONDARY
 EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS, AND TEACHERS OF SENIOR HIGH
 SCHOOL COURSES IN PSYCHOLOGY REGARDING TOPIC II BELOW AS A UNIT OF INSTRUCTIONAL
 MATERIAL IN A SENIOR HIGH SCHOOL COURSE IN PSYCHOLOGY

State Dir. Sec. Ed.		1	5	3	2	1	
Professors Sec. Ed.	2	4	18	12	7	5	
Principals Sr. H.S.		5	10	5	9	2	
Teachers H.S. PSYC.		1	9	2	2		
Raw Score	2	11	36	22	20	8	
Weighted Score	1.76	7.82	26.79	16.66	14.15	11.77	
Percent Rank	2.18	39.68	39.19	20.64	17.53	14.58	
	Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance should have major emphasis and share of time in course.

Topic II. Problems of Original Nature, Heredity, and Environment

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in course.
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Topic III. Problems of Personality Adjustment

What are the principal personality difficulties which lead young men and women to be regarded as failures? How are they caused? How cured?

What causes the following traits in people? How may they be overcome?

- a. Indifference
- b. Bossiness
- c. Dependence
- d. Sense of inferiority
- e. Fear of failure
- f. Feeling of persecution
- g. Hostility to new ideas
- h. Egotism

What are preventive and remedial measures for excessive introversion, rationalization, substitute activities, repression?

How can one develop a better sense of humor?

What conditions tend toward happiness in life?

Of how much use is psychological prediction in vocational guidance?

How can personality traits be measured?

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in class.
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Topic IV. Problems of Economical Methods of Work and Study

What is a desirable physical environment for study?

What is the physiological and biological necessity for rest and sleep?

What is the amount of sleep and rest required?

What are the principles which control the formulation and fixing of habits? Difficulties often encountered?

How are the most helpful schedules for work and study made?

How may external conditions (e.g., time and place for work, securing a quiet place, use of eyes, standardization of materials and equipment, etcetera) be made favorable for the most effective work?

What are the controlling principles for the preparation of an assignment in a text?

What are the most economical ways for memorizing or fixing in mind the new knowledge or facts to be learned?

TABLE XVIII

DISTRIBUTION OF THE FREQUENCIES, WITH WEIGHTED SCORES AND PERCENT RANK, OF THE RATING OF 102 STATE DIRECTORS OF SECONDARY EDUCATION, PROFESSORS OF SECONDARY EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS, AND TEACHERS OF SENIOR HIGH SCHOOL COURSES IN PSYCHOLOGY REGARDING TOPIC IV BELOW AS A UNIT OF INSTRUCTIONAL MATERIAL IN A SENIOR HIGH SCHOOL COURSE IN PSYCHOLOGY

State Dir. Sec. Ed. Professors				3	4	2	3
Sec. Ed. Principals			2	7	8	15	18
Sr. H.S. Teachers	1		1	2	6	10	12
H.S. Psyc.						5	3
Raw Score	1	0	3	12	18	32	36
Weighted Score	.61	0	2.37	9.03	12.90	23.90	26.91
Percent Rank	.80	0	9.12	11.92	17.03	31.56	35.62
	Practically no value for a high school course should not be included.	Might be used to fill out a high school course not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance should have major emphasis and share of time in course.

Topic IV. Problems of Economical Methods of Work and Study

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in course.
--	---	---	---	---	---	---

Topic V. Problems in Attention, Memory, and Learning

Is attention important in the matter of all levels of learning?

What are the conditions of attention?

How is the efficiency of learning and memorizing related to the following?

- a. Method -
 - Spaced-unsaced learning
 - Grouping
 - Part and whole learning
 - Length of practice period
 - Distribution of time
- b. Conditions of the organism -
 - Emotions
 - Worry
 - Age
 - Interest
 - Fatigue

Does merely memorizing one kind of material help one to memorize other kinds?

If a person is neat in his school work, will he be neat in his dress?

How may the results of learning be measured?

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in course.
--	---	---	---	---	---	---

Topic VI. Problems of Interaction of Physical and Psychological Factors

What is the effect upon mental activity of

- a. Alcohol?
- b. Coffee?
- c. Tobacco?
- d. Drugs?
- e. Rest and fatigue?
- f. Sleep?
- g. Diet?
- h. Ventilation?
- i. Posture?
- j. Exercise?
- k. Glandular secretions and their disorders?
- l. Sensory defects?

Under what conditions do mental attitudes affect physical ills?

How is the use of tobacco related to physical vitality? Scholarship? Lung capacity?

<p>Practically no value for a high school course; should not be included.</p>	<p>Might be used to fill out a high school course; not very significant.</p>	<p>A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.</p>	<p>A good topic for a typical unit of high school course; should be included but not stressed above most topics.</p>	<p>Rather more significant than most topics; should be emphasized.</p>	<p>A very valuable topic; worth extra time and discussion with high school students.</p>	<p>Extremely valuable and importance; should have major emphasis and share of time in course.</p>
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Topic VII. Problems Relating to the Outstanding Interests of High School Students

Are there common, dominant interests among senior high school students?

How can interests best be discovered? Developed?

In how far are modern "flappers" and "sheiks" different from the young people of other generations? Why?

Are interests different in different sections of the country? How different in rural and urban communities? Why?

What is the relation of perseverance, strong will power, etc., to interests?

Should students ever force themselves to study things that they find listasteful?

What is the relation between the interests in various subjects and the achievements in them?

What is the relation between students' out-of-school interests and their success in school work?

Do hobbies have psychological and social values? Dangers?

How may the high school student develop a significant vocational interest?

How may students utilize the school life to enrich their recreational interests?

TABLE XXI
DISTRIBUTION OF THE FREQUENCIES, WITH WEIGHTED SCORES AND PERCENT RANK, OF THE RATING OF 102 STATE DIRECTORS OF SECONDARY EDUCATION, PROFESSORS OF SECONDARY EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS, AND TEACHERS OF SENIOR HIGH SCHOOL COURSES IN PSYCHOLOGY REGARDING TOPIC VII BELOW AS A UNIT OF INSTRUCTIONAL MATERIAL IN A SENIOR HIGH SCHOOL COURSE IN PSYCHOLOGY

State Dir. Sec. Ed.				5	3	3	1	
Professors Sec. Ed.		2	6	15	9	9	9	
Principals Sr. H.S.	1	0	1	7	11	9	3	
Teachers H.S. Psyc.		1		4	2	1		
Raw Score	1	3	7	31	25	22	13	
Weighted Score	.61	2.40	5.88	23.02	17.68	15.76	19.40	
Percent Rank	.71	2.90	6.94	27.13	20.84	18.58	22.87	
	Practically no value for a high school course should not be included.	Might be used to fill out a high school course not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance should have major emphasis and share of time in course.	

Topic VII. Problems Relating to the Outstanding Interests of High School Students

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in course.
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Topic VIII. Problems Relating to the Home as a Social Institution

Is it desirable that senior high school students have some leisure pursuits in common with their parents? Why? How may these be developed?

How may the increased amount of leisure of present-day high school students be utilized in raising the cultural and social level of their homes?

Will the increase in the number of salaried jobs benefit or impair the home life of the present-day high school students? Why?

How does the evil of preventable illness impair the usefulness in the home of the high school student?

Under what conditions is a marriage likely to be successful?

How far is a eugenic program justifiable, psychologically?

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in course.
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Topic IX. Problems Involving Extra-Curricula Activities

What are the psychological values and dangers in

- a. Athletics?
- b. Clubs?
- c. Plays and dramatizations?
- d. School dances?
- e. Debate?
- f. Contests?
- g. School papers?
- h. Social fraternities?
- i. Movies?

Under what conditions does recreation take place most effectively?

What is the psychological contribution of art: painting, sculpture, music, poetry, interpretative dancing, etc., in the life of a young man or woman?

Is over-stimulation a real or an imaginary danger? Should limits be placed upon participation?

What are the psychological consequences of censorship?

What is the effect of extra-curricula activities upon scholarship?

How may the moody or solitary student be benefitted by participation in extra-curricula activities?

How may unsportsmanlike spectators be handled at games?

TABLE XIII
DISTRIBUTION OF THE FREQUENCIES, WITH WEIGHTED SCORES AND PER CENT RANK, OF THE RATING OF 100 STATE DIRECTORS OF SECONDARY EDUCATION, PROFESSORS OF SECONDARY EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS, AND TEACHERS OF SENIOR HIGH SCHOOL COURSES IN PSYCHOLOGY REGARDING TOPIC IX BELOW AS A UNIT OF INSTRUCTIONAL MATERIAL IN A SENIOR HIGH SCHOOL COURSE IN PSYCHOLOGY

State Dir. Sec. Ed.	2	6	2						
Professors Sec. Ed.	10	16	6	10	7				
Principals Sr. H.S.	1	9	8	8	9				
Teachers H.S. Psyc.	1	1	3						
Raw Scores	2	32	19	18	10				
Weighted Score	1.91	23.57	13.36	13.68	7.99				
Percent Rank	1.35	31.58	17.89	16.33	10.70				
	Practically no value for a high school course; should not be included.	Might be used to fill out a high school course not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extrema value and importance should have major emphasis and share of time in course.		

Topic IX. Problems Involving Extra-Curricula Activities

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in course.
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Topic X. Problems of Moral and Religious Growth

Which factor is more important for moral development - what nature does for one, what society does, or what he does for himself?

How may the facts of biological evolution as taught in general science be reconciled with a religious faith?

What sort of person shall one be? (What shall be one's ideals of honesty, loyalty, courage, etc.?)

What should one do for a living? (A choice of occupation upon the ethical plane, and with reference to living the fullest life and using native ability to the limit.)

What is the relation between the way one spends one's leisure time and one's character?

How can capabilities be analyzed that one may know where one can best fit in the industrial or professional world?

What should be put above everything else? What should one serve with all one's heart?

TABLE XXIV
DISTRIBUTION OF THE FREQUENCIES, WITH WEIGHTED SCORES AND PER CENT RANK, OF THE RATING OF 102 STATE DIRECTORS OF SECONDARY EDUCATION, PROFESSORS OF SECONDARY EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS, AND TEACHERS OF SENIOR HIGH SCHOOL COURSES IN PSYCHOLOGY REGARDING TOPIC I BELOW AS A UNIT OF INSTRUCTIONAL MATERIAL IN A SENIOR HIGH SCHOOL COURSE IN PSYCHOLOGY

State Dir. Sec. Ed.		1	4	4	3		
Professors Sec. Ed.		6	10	10	15	8	
Principals Sr. H.S.	1	1	7	8	9	6	
Teachers H.S. Psyc.		1		6			
Raw Score	1	11	21	28	25	14	
Weighted Score	.61	6.29	16.27	20.08	18.58	10.70	
Percent Rank	.61	11.03	20.33	26.73	24.78	14.24	
	Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance should have major emphasis and share of time in course.

Topic I. Problems of Moral and Religious Growth

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in course.
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Topic XI. Problems of Individual and Group Differences

What are the psychological differences between the sexes? the races? the nationalities? Do these justify discrimination?

Individual differences as they are, is democracy psychologically justifiable?

Are there standards to which we hope all people will attain?

What is the amount and character of individual differences?

How are intelligence, scholastic and vocational success, and moral adjustment related?

Are the more intelligent people more or less socially adaptable?

Are table manners or English usage indicative of intelligence?

Is it the rule or the exception, if the report is true at all, that eminent men were stupid when young or were unable to do school work?

What is a plausible explanation of the fact that intelligent people, on the whole, are less conceited than the dull?

In physical recreation, should all people be given the same amount and type of exercise?

How many learning results and native ability be compared between individuals? Between groups?

TABLE XLIV
DISTRIBUTION OF THE FREQUENCIES, WITH WEIGHTED SCORES AND PER CENT RANK, OF THE RATING OF 102 STATE DIRECTORS OF SECONDARY EDUCATION, PROFESSORS OF SECONDARY EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS, AND TEACHERS OF SENIOR HIGH SCHOOL COURSES IN PSYCHOLOGY REGARDING TOPIC XI BELOW AS A UNIT OF INSTRUCTIONAL MATERIAL IN A SENIOR HIGH SCHOOL COURSE IN PSYCHOLOGY

State Dir. Sec. Ed.		2	7			1	2
Professors Sec. Ed.	3	6	17	7		11	4
Principals Sr. H.S.		6	14	7		9	3
Teachers H.S. Psyc.		2	4	1		1	
Raw Score	0	17	42	16		16	9
Weighted Score	0	12.59	30.15	11.13		12.76	7.11
Percent Rank	0	16.48	39.47	14.87		16.70	9.30
	Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance should have major emphasis and share of time in course.

Topic XI. Problems of Individual and Group Differences

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in course.
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Topic XII. Problems Relating to the Social Functions of the Individual

What are the dominant ways in which we get our ideals of social and individual justice? Religious attitudes? Occupational and cultural attitudes?

Is a wholesome social life prerequisite to mental and emotional health?

Is the conscience always a safe guide as to what is right or wrong?

Account for the fact that people of a serious, deliberate attitude of mind when alone or in small groups will often behave irrationally and absurdly when placed in larger groups (state legislatures; the congress; large fraternal, business or political assemblies; the army; etc.).

What are the dominant impulses in the following types of behavior: Fire panics? Food riots? Lynching? Strike riots? Religious revivals?

What should be our attitude toward the different occupational and racial groups? How shall I select my friends and associates?

TABLE XLVII
 DISTRIBUTION OF THE FREQUENCIES, WITH WEIGHTED SCORES AND PER CENT RANK, OF THE
 RATING OF 102 STATE DIRECTORS OF SECONDARY EDUCATION; PROFESSORS OF SECONDARY
 EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS, AND TEACHERS OF SENIOR HIGH
 SCHOOL COURSES IN PSYCHOLOGY REGARDING TOPIC XII BELOW AS A UNIT OF INSTRUCTIONAL
 MATERIAL IN A SENIOR HIGH SCHOOL COURSE IN PSYCHOLOGY

State Dir. Sec. Ed.		1	9	4	3	1		
Professors Sec. Ed.	1	4	9	11	15	7		
Principals Sr. H.S.		2	11	5	11	1		
Teachers H.S. Psyc.		1	1	5	1			
Raw Score	1	6	24	25	30	9		
Weighted Score	.86	5.99	16.98	16.43	22.26	7.32		
Percent Rank	1.16	7.91	22.42	24.33	29.39	9.66		
	Practically no value for a high school course; should not be included.	Might be used to fill out a high school course not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valu- able as most topics pro- posed.	A good topic for a typi- cal unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valu- able topic; worth extra time and discussion with high school stu- dents.	Extreme value and importance should have major emphasis and share of time in course.	

Topic XII. Problems Relating to the Social Functions of the Individual

<p>Practically no value for a high school course; should not be included.</p>	<p>Might be used to fill out a high school course; not very significant.</p>	<p>A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.</p>	<p>A good topic for a typical unit of high school course; should be included but not stressed above most topics.</p>	<p>Rather more significant than most topics; should be emphasized.</p>	<p>A very valuable topic; worth extra time and discussion with high school students.</p>	<p>Extreme value and importance; should have major emphasis and share of time in course.</p>
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Topic XIII. Problems Relating to the Social Intermingling of the Sexes

- How may ideals of personal honor and comradeship rather than sex exploitation be cultivated between young men and women?
- Are there psychological differences that must be taken into account in the wholesome social and occupational adjustment between the sexes?
- How may a wholesome sex ideal be developed?
- Are there psychological dangers in clanishness among boys? among girls?
- To what extent are clubs for girls only and clubs for boys only justified?
- Are there dangers in women's being idealized and having their position exalted?
- Why have matters of sex been clothed with a concept of degradation and shame?
- Is innocence the surest safeguard of purity?
- How may characteristics of effeminacy among boys and masculinity among girls be overcome?

Practically no value for a high school course; should not be included.	Might be used to fill out a high school course; not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valuable as most topics proposed.	A good topic for a typical unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valuable topic; worth extra time and discussion with high school students.	Extreme value and importance; should have major emphasis and share of time in course.
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Topic XIV. Problems Relating to the Feelings and Emotions

Which people are, as a rule, more emotional: Successful or unsuccessful, intelligent or dull, educated or uneducated? Which have the more irrational emotions? Which have the stronger emotions?

Is there any likelihood that the average person can learn to control his emotions completely?

What should one do when one feels like giving way to an emotional expression? Why?

How may emotional expressions that are so pronounced as to interfere with health, happiness or work be overcome?

Is it wise to give way to an emotion when the impulse is felt? Why?

Under modern conditions, when is a strong emotion of use?

What are "irrational" fears, angers, melancholias?

Should the emotions be controlled or expressed freely?

How is the expression of the emotions related to the degree of intelligence?

What is the effect upon the physical organism of anger, fear, etc.? (Digestion, stuttering, health in general).

TABLE XXVIII
 DISTRIBUTION OF THE FREQUENCIES, WITH WEIGHTED SCORES AND PER CENT RANK, OF THE
 RATING OF 102 STATE DIRECTORS OF SECONDARY EDUCATION, PROFESSORS OF SECONDARY
 EDUCATION, PRINCIPALS OF PUBLIC SENIOR HIGH SCHOOLS, AND TEACHERS OF SENIOR HIGH
 SCHOOL COURSES IN PSYCHOLOGY REGARDING TOPIC XIV BELOW AS A UNIT OF INSTRUCTIONAL
 MATERIAL IN A SENIOR HIGH SCHOOL COURSE IN PSYCHOLOGY

State Dir. Sec. Ed.			3	5	3	1		
Professors Sec. Ed.	2	4	8	12	16	8		
Principals Sr. H.S.	2	3	9	5	10	3		
Teachers H.S. Psyc.			1	2	4	1		
Raw Score	0	4	21	24	33	13		
Weighted Score	0	2.98	14.88	17.76	24.63	10.12		
Percent Rank	0	3.93	19.65	23.45	32.52	13.36		
	Practically no value for a high school course; should not be included.	Might be used to fill out a high school course not very significant.	A possible sub-topic or minor topic; possibly should be included but not as valu- able as most topics pro- posed.	A good topic for a typi- cal unit of high school course; should be included but not stressed above most topics.	Rather more significant than most topics; should be emphasized.	A very valu- able topic; worth extra time and discussion with high stu- dents.	Extreme value and importance should have major emphasis and share of time in course.	

Topic XIV. Problems Relating to the Feelings and the Emotions

APPENDIX L

Directions: The following factors regarding psychology as a senior high school subject were derived from a recent survey:

1. There is need for offering psychology as a senior high school subject.
2. It should be placed in the 12th grade.
3. It should be an elective subject.
4. It should carry 1/2 unit credit (one semester).
5. It should be offered as a block of work in the social studies.
6. In addition to these principles, each of the fourteen (14) Topics on the following pages has been evaluated by four groups of educators in terms of its relative rank and the per cent of class time, expressed in number of days, to be given to each Topic. This allotment of class time for each Topic is indicated directly under the statement of each Topic.

With these factors for your guidance, please indicate your judgment of the value of the accompanying list of subsidiary topics for instructional material for a senior high school course in psychology by making a check (✓) under one of the three (3) groups of descriptive phrases at the top of the page and in the proper rectangular opposite the "capital-letter" divisions of the outline that follows. To illustrate: In Topic I there are six "capital-letter" divisions (A, B, C, D, E, F) and, hence, only six checks to be made. The minor topics which are indicated by the use of Arabic numerals and small letters under the "capital-letter" topics are merely unarranged examples and explanations of the type of material included in the "capital-letter" topics. These should not, of course, be evaluated.

Please disregard the order of the Topics. Instead, bear in mind the allotment of class time as given directly under the statement of the Topic. The Topics are not to be rated with regard to each other.

Topic I. Problems of Orientation and Psychological Perspective

Allotment of class time: 5 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Re- ti- Ra
A. Miscellaneous	5	11	5	3
1. Definition of psychology 2. Aims of psychology 3. Scope of psychology 4. Origin of psychology 5. Terminology 6. Relation of psychology to other sciences 7. The reaction hypothesis				
B. Methods of Psychology: Differentiation of	8	12	1	4
1. Analysis 2. Anecdotes 3. Comparative techniques 4. Conditioned reflex 5. Empirical methods 6. Experiment 7. Genetic methods 8. Introspection 9. Objective observation 10. Pathology 11. Psychiatry 12. Tests and measurement techniques				
C. Divisions of Psychology: Differentiation of	10	9	2	5
1. Abnormal 2. Animal 3. Child 4. Clinical 5. Comparative 6. Criminal 7. Educational 8. Experimental 9. Genetic 10. Industrial 11. Mob 12. Racial 13. Social				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Re: ti Ran
D. Theories of Psychology: Differentiation of	16	5		
1. Behaviorism				
2. Dynamic psychology				
3. Faculty psychology				
4. Functional psychology				
5. Gestalt psychology				
6. Psychoanalytical psychology				
7. Structuralism				
8. Vitalism				
9. Mechanism				
E. Psychological Perspective: Evaluation of	3	9	9	1
1. Hypnotism				
2. Psychoanalysis				
3. Phrenology				
4. Popular "psychologi- cal literature				
5. Dreams				
6. Mind reading				
7. Astrology				
8. Numerology				
9. Palmistry				
10. "Character readings"				
F. Predictive Value of Psychology for	4	9	8	2
1. Degree of mental ability				
2. Guidance in course selection				
3. Guidance in occupational choice				
4. Eugenics				
5. Care and treatment of abnormal persons				
6. Adult behavior cumula- tive result of experience				

Topic II. Problems of Original Nature, Heredity, and Environment

Allotment of class time: 6 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Re- a- ti Ra
A. Laws and Theories of Heredity	11	6	4	8
1. Law of probabilities 2. Principle of dominance 3. Principle of segregation 4. Principle of unit characters 5. Inheritance of acquired characters 6. Adaptation 7. Recessive characters				
B. Inheritance of Physical Traits	2	14	5	
1. Stature 2. Defects 3. Weight 4. Eyes 5. Hair 6. Twins				
C. Inheritance of Mental Traits		11	10	1
1. Capacities 2. Aptitudes 3. Intelligence 4. Character Traits 5. Interests 6. Special abilities and disabilities 7. Traits resemblance among relatives				
D. Race Psychology	6	12	3	7
1. Immediate ancestry a. Kallikaks, Jukes, Edwards, etc. b. Genius (Calton) c. Royalty (Woods)				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rel tiv Ran
E. Social Inheritance	3	12	6	4
1. Environment and heredity				
2. Environment and education				
3. Immigration				
F. Relative Influence of the Factors of Original Nature and Environment in the Causes of	5	10	6	6
1. Social vices such as				
a. Crime				
b. War				
c. Poverty				
d. Disease				
2. Social virtues such as				
a. Artistic achievement				
b. Philanthropy				
c. Civic pride				
d. Cultural ideals				
G. Dominant Human Urges	1	12	8	2
1. Self-preservation				
2. Pugnacity				
3. Repulsion				
4. Parental				
5. Sex				
6. Submission				
7. Assertion				
8. Gregariousness				
H. Growth Curve of Capacity to Learn	4	8	8	5
I. Brain	13	6	2	
1. Brain weight				
a. Normal humans				
b. Mammals				
c. Primates				
d. Idiots				
e. Relation to age				
f. Relation to sex				
g. Relation to stature				
h. Relation to intelligence				

Topic III. Problems of Personality Adjustment

Allotment of class time: 8 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rela tive Rank
A. Content	4	11	5	5
1. Physical Characteristics				
2. Emotional characteristics				
3. Natural likes and dislikes				
4. Intellectual characteristics				
5. Habits, attitudes, and interests				
6. Traits and trait actions				
7. Social characteristics				
8. Environment factors				
B. The integration of personality	4	12	5	4
1. The unity of habit systems				
2. The continuity of personality				
C. Personality Types	9	8	4	7
1. Temperamental types				
2. Anatomical types				
3. Endocrinological types				
4. Introverted and extroverted personalities				
D. Personality deviations	2	10	9	2
1. Inability to face reality				
2. Worry and exaggerated caution				
3. Nervous habits and emotional fixations				
4. Habit distortions				
5. Sense of inferiority				
6. Defense mechanisms				
7. Infantilism				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Relative Rank
E. Methods of appraising	8	7	6	6
1. Phrenology				
2. Character analysis (Blackford et al)				
3. Photographs				
4. Handwriting				
5. Voice, gait, posture, etc.				
6. Letters of application				
7. Personal interviews				
8. Questionnaire				
9. Rating scales and ranking				
10. Personality tests				
F. Analysis of relationships	5	9	7	3
1. Relationship between per- sonality traits and school achievement				
2. Relation of personality ratings to occupational success				
3. Relation of personality traits to intelligence				
4. The relationship between interests and abilities				
G. Remedial techniques	12	6	3	8
1. Clinical study and treatment				
2. Psychoanalysis				
3. Hypnosis				
4. Direct and indirect training				
5. Psychotherapy				
6. Reeducation				
H. Personality difficulties which lead adolescents to be re- garded as failures	1	5	15	1
1. Poor health				
2. No "pep"				
3. Poor memory				
4. Faulty reasoning				
5. Sensitiveness				
6. Excitability				
7. Pessimism				
8. Timidity				
9. Indecision				
10. Submissive to circum- stances				
11. Sour grapes attitude				
12. Feeling of inferiority				

Topic IV. Problem of Economical Methods of Work and Study

Allotment of class time: 8 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rela Tive Rank
A. Native Endowment as conditioning Personal Efficiency	3	12	6	8
B. Basis for Efficiency in Study and Work		2	19	1
1. Conservation of health, energy, time				
2. Direct mental and physical energy to a definite task				
3. Acquire and follow ideals				
4. Cultivate desire for accomplishment				
5. Learn to work in a scientific way				
C. Sleep and Other Means of Restoring the Energy	1	3	17	5
1. Alternation of periods of work and rest				
2. Amount of sleep and rest required				
3. Favorable and unfavorable conditions for sleep				
4. How to go to sleep				
5. Artificial stimulants for study (coffee, tea, tobacco, etc.)				
6. Need for excitement and novelty				
D. Role of Habit in Learning to Work		3	18	2
1. Effective methods of work establish certain habits				
2. Principles controlling habit formation				
a. Correct start				
b. Emphatic and determined start				
c. Permit no exception until habit is established				
d. Some exercise daily				
e. Repeat correct response				
f. Seize every opportunity to act				

	Practically no value for a high school- course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rela tive Rank
E. Developing an interest in one's work	1	4	16	6
1. Watch persons who are interested in the particular activity				
2. Introduce the element of sport or love of the game				
3. Compete with previous record				
4. Keep in mind rewards to be gained				
F. Psychological Significance of Mottoes and Slogans	6	13	1	9
G. How to Make External Condi- tions Favorable for study		3	18	3
1. Have certain time and place for study				
2. Quiet and favorable place				
3. Rest eyes occasionally by looking at distant objects				
4. Standardize materials				
5. Associating with ambi- tious individuals				
H. Making an Effective Scho- dule for Study		7	14	7
1. Purpose and value of schedule				
2. How helpful schedules are made				
I. How to Prepare an Assignment		4	17	4
1. Learning how to read effectively				
2. Learning to read rapidly				

Topic V. Problems in Attention, Memory, and LearningAllotment of class time: 7 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Relative Rank
I. Attention				
A. Definition	9	9	3	2
B. Characteristics of attention	7	11	3	1
C. Forms of attention	9	9	3	3
II. Learning				
D. Definition	2	11	8	3
E. Methods of measuring improvement		12	8	1
F. The learning curve		12	8	2
III. Efficiency of learning				
G. As related to methods	2	6	13	2
H. As related to materials	2	9	10	4
I. As related to conditions of work		6	14	1
J. As related to conditions of the organism		8	12	3
K. Organic factors in learning		7	10	6
1. Neurological bases 2. Glands of internal secretion				
L. Theories and laws of learning	4	7	10	7
M. Transfer of training	3	8	10	5

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rela- tive Rank
IV. Memory				
N. Phases of memory	7	6	8	3
O. Methods of memorizing	2	6	13	1
P. Retention	2	8	11	2
V. Habit				
Q. Characteristics of habits		10	11	1
R. Basis of habits	1	9	11	2
S. Kinds of habits	1	9	11	3

Topic VI. Problems of Interaction of Physical and Psychological Factors

Allotment of class time: 6 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Relative Rank
A. Effect of Drugs on Mental Life	3	10	8	2
1. Glandular extracts				
a. Thyroxin				
b. Pituitary extract				
c. Adrenin				
d. Parathyrin				
2. Alcohol				
a. Mental efficiency				
b. Mental and emotional disorders				
3. Caffeine: relation to				
a. Fatigue				
b. Learning				
4. Cocaine				
5. Morphine				
6. Nicotine: relation to				
a. Mental achievement				
b. Physical efficiency				
7. Strychnine				
B. Psychical Phenomena	10	11		4
1. Spiritualism				
2. Telepathy				
3. Clairvoyance				
C. Work and Fatigue		12	9	1
1. Loss of interest				
2. Staleness				
3. Bodily conditions				
D. Effect of External Conditions on Mental Life	7	11	3	3
1. Climate: Relation to				
a. Energy and initiative				
b. Volitional power				
c. Health				
d. Stature				
e. Color of skin				
f. Emotional stability				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Relative Rank
<p>D. Continued -</p> <p>2. Season: Relation to</p> <p> a. Occupational output</p> <p> b. School marks</p> <p> c. Clerical errors</p> <p> d. Type and number of crimes</p> <p>3. Weather: Relation to</p> <p> a. Deportment of school children</p> <p> b. Clerical errors</p> <p> c. Drunkenness</p> <p> d. Mental stability</p> <p>4. Time of day: Relation to</p> <p> a. Amount of work previously done</p> <p> b. Dawn</p> <p> c. Noon day</p> <p> d. Twilight</p> <p> e. Night</p> <p>5. Temperature</p> <p>6. Ventilation</p> <p>7. Elevation</p> <p>8. Illumination</p> <p>9. Oxygen deficiency</p>				

Topic VII. Problems Relating to the Outstanding Interests of High School Students

Allotment of class time: 6 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Re- ti- Ra
A. Relation of interests to	5	10	6	6
1. Native ability				
2. Experience				
3. Temperament				
4. Social level				
5. Intelligence				
B. How interests arise and develop	2	11	8	4
1. The meaning of interests				
2. Native interests				
3. Acquired interests				
4. The measurement of in- terests				
C. Students' Interests in School Subjects	4	12	5	7
1. Subjects that girls pre- fer				
2. Subjects that boys pre- fer				
3. Subjects that boys and girls prefer				
4. Relation of preference and success				
D. Relation between interests in	11	5	5	
1. Elementary school and junior high school				
2. Junior high school and senior high school				
3. Senior high school and college				
E. Interests and choice of courses or subjects	8	9	4	9
1. Soft courses				
2. Choose courses without guidance				
3. Choose course merely be- cause others take it				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Re tj Re
F. Students' Interests in Literary Selections	8	10	3	1
G. Scientific Interests of High School Students	7	11	3	
H. Recreational and Social Interests of High School Students	3	11	7	
1. Play and athletic interests				
a. Wide variety of games				
b. Group of play acti- vities				
c. Range decrease with age				
2. Gangs				
3. Adventure and nature interests				
I. Vocational Interests	2	7	12	2
1. Proportion of high school students having vocational preference				
2. Permanence of voca- tional interests				
3. Choice of high school courses				
4. Influence of life career motive				
5. Measurement of voca- tional interests				
J. Role of Interests in Adoles- cent Development	4	7	10	3
1. Serve and exploratory or try out function				
2. Wide range tends to insure breadth of experience and of personality				
3. An aid to mental health				
4. Intense interests desir- able for efficiency				
K. Means of Developing Interests	1	6	14	1
1. Contact with wide range of desirable activities				
2. Activities proportionate to activities				
3. Presence of conditions insuring satisfaction				

Topic VIII. Problems Relating to the Home as a Social Institution

Allotment of class time: 6 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Re- ti- Rar
A. Principles in making the Home an Educational Factor	4	6	11	5
<ol style="list-style-type: none"> 1. Tolerant attitude among all members 2. Respect for each one's individuality 3. Each member has many duties and task that must be done regularly and promptly 4. A code of specified regulations regarding handling essential routine 5. All things pertaining to the home becoming a family project 				
B. Getting away from the Family	4	4	13	4
<ol style="list-style-type: none"> 1. Importance of getting away from the family <ol style="list-style-type: none"> a. Not disorderly or defiant conduct b. Not mere circumstance of leaving parents' roof c. Childish dependence upon parents d. Don't expect the world to protect as did the parent e. New set of habits in parents and child to be set up 				
C. Learning to get away from the Family	4	2	15	3
<ol style="list-style-type: none"> 1. Difficulty of letting old ideas and habits go 2. Influence of economic responsibility upon family ties 3. Homosickness incapacitates for duties of adult life 4. As regards to personality growth 5. The protective parent 6. The domineering parent 				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extremo value and importance as unit in high school course	Rela- tive Rank
D. <u>Need for establishing own Individuality</u>	2	5	14	2
1. Prevent becoming intolerable nuisances in business and professions				
2. Lessens occupational drifting				
3. The parent will die				
4. Individual differences due to biological nature and to education				
E. <u>Suggestions for establishing own individuality</u>	2	4	15	1
1. Learn to face competition				
2. Cultivate attitude that one belongs to himself and generation rather than to parents				
3. Don't expect parents to accept entire responsibility for success of school work				
4. Spend night, week-end, or summer away from home				
5. Earn some money				
F. <u>Common leisure pursuits of adolescents and parents</u>	6	10	5	7
1. Hunting, fishing, camping				
2. Attending church, places or amusement, games				
3. School work				
4. Travel				
5. Motoring				
G. <u>Use increased amount of leisure to raise cultural and social level of the home</u>	4	11	6	6

Topic IX. Problems Involving Extra-Curricula Activities.

Allotment of class time: 6 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rel ativ Rar
A. Psychological values and dangers in	2	9	10	1
1. Athletics				
2. Clubs				
3. Plays and dramatizations				
4. School dances				
5. Debates				
6. Contests				
7. School papers				
8. Social fraternities				
9. Movies				
B. Psychological contributions of	5	12	4	5
1. Painting				
2. Sculpture				
3. Music				
4. Poetry				
5. Interpretative dancing				
6. Drawing				
C. The moody or solitary student benefitted by	4	9	8	4
1. Sports				
2. Travel				
3. Reading sports page				
4. Participation in mass games				
5. Social visits				
6. Hiking				
7. Camping trips				
8. Accepting responsibility				
9. Cultivating general interests				
10. Manner of dress				
D. Conditions under which recreation takes place most effectively	3	7	11	2
1. When duties have been finished				
2. Following hours of earnest effort				
3. Among congenial individuals of like interests				
4. In the absence of worry or anxiety				
5. When regular plan is followed				

	Practically no value for a high school course	A good topic for a typical unit of high School course	Extreme value and importance as unit in high school course	Relative Rank
E. Relation to extra-curricula activities to	4	7	10	3
<ol style="list-style-type: none"> 1. Scholarship 2. Development of leadership traits 3. Occupational success 4. Mental and emotional stability 5. Ability to make friends 6. Permanent civic interests 				
F. Psychological consequences of censorship	7	9	4	8
<ol style="list-style-type: none"> 1. Habitual reticence 2. Distorted social and ethical standards 3. Masquerading attitudes 4. Feeling of inadequacy 5. Loss of initiative 6. Perverted concepts of right and wrong 				
G. Manners	7	8	6	6
<ol style="list-style-type: none"> 1. In school <ol style="list-style-type: none"> a. In corridors b. In classroom c. In assemblies 2. At church 3. On the street 4. At parties 5. Table manners 6. Introductions 7. Good sportsmanship 				
H. School patriotism	7	8	6	7
<ol style="list-style-type: none"> 1. Not merely <ol style="list-style-type: none"> a. Rah-rah-rah b. Winning athletic contests c. Editing school papers, annuals, etc. 2. But also <ol style="list-style-type: none"> a. Messenger of intellectual and human interest problems of the school to parents and friends 				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rela- tive Rank
H. Continued				
<ul style="list-style-type: none"> b. Being an intelligent exponent of the principles and aims of public education c. Not gossiping about the intimate and trivial occurrences of the school any more than such matters of the home 				

Topic X. Problems Relating to Moral and Religious Growth.

Allotment of Class time: 7 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rela- tive Rank
A. Meaning of morality	2	11	8	3
1. Neither conformity nor good intent alone				
2. Conduct prompted by inclination to act for common good				
3. External authority seems to be necessary for guidance in moral growth				
B. Causes of misconduct and crime	3	9	9	5
1. Hereditary disposition				
2. Influence of associates				
3. Social friction				
4. Poor recreation				
5. Adolescent instability				
6. School dissatisfactions				
C. Elements in moral character	1	8	12	1
1. Habits				
2. Knowledge				
3. Appreciation of social heritage				
4. Ideals				
D. Stages in moral development	3	8	10	3
1. Periods of growth				
a. Non-moral				
b. Transition				
c. Truly moral				
2. Levels of conduct				
a. Instinctive behavior				
b. Roward and punish- ment				
c. Social approval and disapproval				
d. Altruism				
e. Intelligence choice				

	Practially no value for a high school course	A good topic for a typical unit of high school course	Extremo value and importance as unit in high school course	Rela- tive Rank
E. Relationships between character traits	8	11	1	10
1. Sex 2. Intelligence 3. Retardation in school 4. Occupation 5. Attendance at movies				
F. Origin and development of an individual's religious beliefs	4	7	10	6
1. Religious beliefs are acquired 2. Growth determined by experience 3. Reconciliation of biolo- gical science with reli- gious faith				
G. Place of religion in life of adolescent	5	9	7	7
1. Offers synthesized under- standing of whole realm of experience 2. Gives sense of values 3. Facilitates high ideals 4. Assistance in self-control 5. Conductive to sane mental health				
H. The relation between the way one spends one's leisure and one's character	2	9	10	2
1. The type of sports enjoyed 2. The choice of reading material 3. Value of personal associ- ates				
I. Relative importance for moral growth	8	6	7	8
1. What nature does for one 2. What society does for one 3. What one does for himself				
J. How to analyze capabilities for occupational fitness	8	6	7	9

Topic XI. Problems of Individual and Group Differences

Allotment of class time: 6 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Relative Rank
A. Psychological Differences between the Sexes	8	11	2	5
1. In traits <ul style="list-style-type: none"> a. Motor ability b. Arithmetic reasoning c. Color discrimination d. Quality of handwriting e. Memory of words and syllables f. Frequency of speech defects g. Ability to take directions 2. In high school subjects 3. In emotional traits as expressed in types of reading chosen <ul style="list-style-type: none"> a. Boys-Books and magazines b. Girls-Books and magazines 				
B. Differences between Races	10	10	1	6
C. Differences Due to Maturity	9	12		7
D. Differences Due to Family	4	13	4	2
1. Foible-mindedness and insanity 2. Genius 3. Cousins, sibs, twins 4. The intelligence quotient				
E. Differences Due to Environment	6	11	4	4
1. Temperature 2. Nutrition 3. Formal schooling 4. Relation between place of birth and later distinction <ul style="list-style-type: none"> a. Large cities b. Rural districts c. Different sections of United States 				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rela tive Rank
E. Continued 5. Economic status 6. Social traditions 7. Nearness to education- al institutions 8. Opportunity 9. Relative influence of herodity and environ- ment difficult to dotemine				
F. Standards to which all may attain	4	8	9	1
1. Economic indopendence 2. Good health 3. Wholesome recreation 4. Posses pride of local and national institu- tions and traditions 5. Worth home membership 6. Adequate discharge of citizenship responsi- bilities 7. Ethical character 8. Skill in social usages 9. Worthy home makor				
G. Relation among	7	7	7	3
1. Intelligence 2. School achievement 3. Vocational success 4. Moral adjustment 5. Social adaptability 6. Relation between traits in youth and success in life; between intelli- gence and conceit				
H. The measurement of differences	10	10	1	8

Topic XII. Problems Relating to the Social Functions of the Individual.

Allotment of class time: 6 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Relative Rank
A. Elements of Social Behavior	3	12	6	8
1. Social stimuli a. Expression; face to face stimuli b. Bodily behavior: pos- ture, movements, gesture, etc.				
2. Simple responses in social behavior a. Sympathy b. Laughter				
B. Response to Social Stimu- lation in the Group	5	9	7	9
1. Influence of the co-acting group a. The influence of the group b. Social consciousness in the coworking group				
2. Influence of face-to-face groups				
C. Response to Social Stimulation in the Crowd	5	8	8	7
1. Individual reactions as the basis of crowd phenomena				
2. Release and heightening of individual reactions in crowds				
3. Attitudinal and imaginal factors in the crowd be- havior of the individual				
D. Social attitudes and Social Consciousness	2	11	8	4
1. Attitudes toward specific groups and persons				
2. Attitudes based upon the behavior of others toward us				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rel tiv Ran
E. Social Adjustments	2	10	9	3
1. Struggle conflict 2. Sociological aspects of conflict adjustment 3. Selection of friends and associates				
F. Social Behavior in Relation to Society	6	8	7	10
1. Social aggregates a. Social behavior in relation to popula- tion b. Caste and social class 2. Social order; organization and control a. Unorganized controls; fashion				
G. Dominant Urges in	5	8	8	6
1. Lynchings 2. Strike riots 3. Religious revivals 4. Gossiping				
H. How Ideals are Acquired	2	9	10	2
1. Parents 2. Church 3. School 4. Friends 5. Prevailing customs				
I. Wholesome Social Life Neces- sary for Mental and Emotional Health	2	6	13	1
J. Attitudes toward	4	9	8	5
1. Different occupational groups 2. Racial groups				

Allotment of class time: 6 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Relative Rank
A. Psychological differences between the sexes	7	10	4	5
1. The Male a. Desire leadership b. Larger contributor to creative art c. More independent in judgment d. Impatient of authority e. Broader interests f. Less regard for expediency 2. The Female a. Accepts customs, traditions, beliefs b. In general, more aesthetic c. Neater, more orderly, more diligent in work d. Careful of form and usage e. Truer moral perspective f. Greater desire to please				
B. Unhealthy Sex Ideals	7	8	6	4
1. Matters of sex are degrading and shameful 2. Idealization of women 3. Retain sister-mother attitude toward all women 4. Prudery 5. All men are lustful 6. Obscene conversation and jokes				
Growth of Sex Interests	5	7	9	1
• Sex life begins at birth • Influence of economic responsibility upon function of sex Value of wide social contacts and acquaintance Dancing				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Relative Rank
C. Continued				
5. Monetary cost of courtship				
6. Co-education				
7. Parties				
8. Recreations				
Individual	4	9	8	2
Traits boys like in girls				
Traits boys dislike in girls				
Traits girls like in boys				
Traits girls dislike in boys				
Traits mutually mediating likes and dislikes				
Ways of Attracting the Attention of the Opposite Sex	7	9	5	3
1. Boys				
a. Teasing				
b. Slang				
c. Recklessness				
d. Games				
e. Disregard for danger				
2. Girls				
a. Giggling				
b. Strong colors				
c. Perfume				
d. Coyness				
e. Cosmetics				

Topic XIV. Problems Relating to the Feeling and the Emotion.

Allotment of class time: 7 periods

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	Rel tiv Ran
I. Feelings				
A. Kinds of feelings	6	11	4	10
1. Pleasantness and un-pleasantness 2. Likes and dislikes 3. Intellectual feelings				
B. Sources of likes and dislikes	3	12	6	4
1. Bodily accompaniments of complex affections 2. Physical events 3. Nature of bodily conditions 4. Differentiation of interests 5. Deeping of emotional disposition 6. Affective memory 7. Conditioning of affections				
C. Significance and function of feeling	4	10	6	7
1. Evaluation of experience 2. Motive power of feelings 3. Place of feeling in behavior situations				
D. Neural basis of feeling	14	4	2	
II. Emotion				
A. Definition	6	6	8	8
B. Origin of emotional responses	1	10	7	5
C. Classification of emotions	5	8	6	9
1. Strong emotions 2. Simple and complex 3. Esthetic emotions and empathy				

	Practically no value for a high school course	A good topic for a typical unit of high school course	Extreme value and importance as unit in high school course	
D. Physiology of emotions	7	10	13	
1. Action of glands 2. Action of the autonomic nervous system				
E. Effects of emotion	2	10	9	
1. Circulation 2. Digestion 3. Health in general 4. Respiration 5. Stuttering 6. Mental blocking 7. Over production 8. Change of attitudes				
F. Theories and explanations and emotions	12	8	9	3
1. James-Lange theory 2. Emergency theory 3. Theory of induced emotions 4. Protopathic emotions				
G. Relation of emotion to	5	9	7	6
1. Occupational choice 2. Occupational success 3. Intelligence 4. School progress 5. Racial groups 6. Ethical behavior 7. Type of recreation 8. School marks 9. Making and keeping friends				

APPENDIX M

To Experts in Secondary Education

Directions for Weighting the Judgment of Four Groups of Individuals Who Favor Psychology as a Liberalizing and Cultural Subject in the Senior High School, These Four Groups Representing Four Different Divisions of the Field of Education:

Select, first, either one of the following four groups and give it a weighting of one hundred (100), indicating highest value, and assign, then, to each of the three remaining groups an equivalent weighting or a fractional part of the weighting of the first group. For example: The weighting of the judgment of a teacher, the judgment of a supervisor, the judgment of a superintendent, and the judgment of a school board member regarding the specific type of instructional material that should constitute a course in educational psychology is as follows:

Teacher - - - - -	100
Supervisor - - - - -	50
Superintendent - - - - -	65
Board Member - - - - -	25

This should be interpreted as meaning that the teacher's judgment was the most valuable, being twice as valuable as the judgment of a supervisor, four times as valuable as the judgment of a board member, etc.

The four groups that I should genuinely appreciate your doing me the kindness to weight are as follows:

<u>Groups</u>	<u>Mean Weighting</u>
1. State Directors of Secondary Education - - - - -	55
2. Professors of Secondary Education in State Universities and Class A Teachers Colleges - - - - -	88
3. Principals of Cosmopolitan, Public Senior High Schools - - - - -	61
4. Teachers of Psychology in Cosmopolitan, Public Senior High Schools - -	70
Comments and Suggestions - - - - -	
Name - - - - -	

COMPUTATIONS INVOLVED IN GETTING THE WEIGHING OF THE STEPS IN TOPIC I

	0	$\frac{2 \times 55}{100} = 1.10$ $\frac{110}{100}$	$\frac{1 \times 55}{100} = .55$ $\frac{55}{100}$	$\frac{7 \times 55}{100} = 3.85$ $\frac{385}{100}$	0	$\frac{1 \times 55}{100} = .55$ $\frac{55}{100}$	$\frac{1 \times 55}{100} = .55$ $\frac{55}{100}$
	$\frac{6 \times 88}{100} = 4.40$ $\frac{440}{100}$	$\frac{7 \times 88}{100} = 6.16$ $\frac{616}{100}$	$\frac{11 \times 88}{100} = 9.68$ $\frac{968}{100}$	$\frac{16 \times 88}{100} = 13.20$ $\frac{1320}{100}$	$\frac{2 \times 88}{100} = 1.76$ $\frac{176}{100}$	$\frac{10 \times 88}{100} = 8.80$ $\frac{880}{100}$	0
	$\frac{6 \times 61}{100} = 3.06$ $\frac{306}{100}$	$\frac{6 \times 61}{100} = 3.06$ $\frac{306}{100}$	$\frac{7 \times 61}{100} = 4.27$ $\frac{427}{100}$	$\frac{10 \times 61}{100} = 6.10$ $\frac{610}{100}$	$\frac{3 \times 61}{100} = 1.83$ $\frac{183}{100}$	$\frac{1 \times 61}{100} = .61$ $\frac{61}{100}$	0
	0	$\frac{3 \times 70}{100} = 2.10$ $\frac{210}{100}$	$\frac{2 \times 70}{100} = 1.40$ $\frac{140}{100}$	$\frac{2 \times 70}{100} = 1.40$ $\frac{140}{100}$	$\frac{1 \times 70}{100} = .70$ $\frac{70}{100}$	0	0
	$4.40 + 3.06 = 7.46$	12.41	15.90	24.55	4.29	9.96	.56