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THE STATUS OF PSYCHOLOGY IN SECONDARY
SCHOOLS OF KANSAS

A Thesis Submitted to the Graduate Division in
Partial Fulfillment of the Requirements for the Degree
of Master of Science

By

Roy Scott Douglass

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KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

August, 1934

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CHAPTER I
PRESENTATION OF THE PROBLEM

Origin of the Problem

The writer has been teaching psychology in a small high school in Kansas. He found that the students who were taking psychology seemed to take but little interest in the subject. He became interested in knowing if this condition were true in other secondary schools in Kansas. The author was unable, after a thorough investigation, to find any account of a previous research of this nature. Out of the desire to know what was being done by the other psychology teachers this study- The Status of Psychology in Secondary Schools in Kansas - evolved.

The Statement of the Problem

The main purpose of this study is to discover the status of psychology in the secondary schools of Kansas. The study seeks to determine the qualifications of psychology teachers, their teaching methods, quality of the student taking psychology, and the popularity of the subject with the student, teacher, and school administrators. The questionnaire method was used by the writer to obtain the desired information.

Limitations

The results of the writer's investigation are subjected to certain limitations. The nature of the problem made the questionnaire the most feasible method to be used in gathering the data.

Percival Symonds, in his book: "Diagnosing Personality and Conduct", says of the questionnaire.

"It must be recognized that 100 per cent returns from a questionnaire are never obtained, even in the case of questionnaires sent out by the Government bureaus which have a maximum of prestige and authority. Where the conditions are not so favorable, the returns may be no higher than 50, 40, or 50 per cent. Factors which tend to raise the percentage of returns are the authority or prominence of the sender, the attractiveness of the question blank, the pertinency of the topic to the interest of those who would answer, and the various psychological appeals adopted to stimulate an answer."¹

The replies received from principals and psychology instructors were limited to 47.87 per cent of all the questionnaires sent to the 706 high school principals. This prevents the reader from knowing how many of the 706 secondary schools offer psychology.

Dr. Symonds says failure to answer question blanks is probably due to carelessness and not lack of interest in the question. When a large number of questionnaires are not returned the representativeness of the sampling may be seriously deranged. If failure to answer is due to lack of interest there is much chance that if these

¹Percival M. Symonds Diagnosing Personality and Conduct. (New York:Century Co., 1932) Page 129.

answers could be secured they would alter the results.

The technique was further limited because personal interviews with psychology instructors could not be had. The failure, on the part of the psychology instructors, to answer some items of the questionnaire prevented the writer from securing all the information sought.

CHAPTER II

HISTORICAL BACKGROUND

The writer has investigated the literature reporting surveys of the teaching of school subjects rather thoroughly, endeavoring to find material that would lend emphasis to the status of psychology in secondary schools. It was discovered that little had been done on this particular problem. However, one investigation which dealt primarily with preparation of commercial teachers, made by L. C. Guffey of the Kansas State Teachers College of Pittsburg, Kansas, throws some light on a problem of a kindred nature.²

Guffey was interested in discovering the professional preparation of commercial teachers in four year accredited high schools of Kansas. His survey was quite complete. His principal findings were as follows: Teachers in commerce over the state have taken more college courses in psychology than any other subject, except their own teaching subject and education. The spread is over nearly every subject taught in psychology in Teachers' Colleges. Many actually have more preparation in psychology, so far as courses taken is concerned, than in their own teaching subject. The average commerce teacher has actually enough preparation in courses in psychology to make the subject more nearly a major, for these teachers, than a minor.

²L.C. Guffey, "Educational qualifications of Commercial Teachers in the Four-Year Accredited High Schools of Kansas." (Unpublished Master's Thesis, Kansas State Teachers College, Pittsburg, Kansas, 1933) pages 22-23.

CHAPTER III

TECHNIQUE AND PROCEDURE

Questionnaire

The questionnaire, notwithstanding its limitations, seemed to be the most feasible instrument to use in collecting the data pertaining to the subject under discussion, because of a wide geographic distribution of the secondary schools to be reached through the study.

In formulating the questionnaire and a short letter explaining the purpose of the questionnaire, the writer was careful to list items which would reveal the status of psychology in the secondary schools of Kansas. The questionnaire contained twenty-two items which were clearly stated, making it easy for the instructors to answer. A copy of the questionnaire may be found in appendix A.

Collecting the Data

The names of 706 secondary schools were secured from "Kansas Facts" Vol. IV, year book of the state, 1933, Topeka, Kansas. The questionnaire, accompanied by a short letter, was sent to the principal of each of the 706 secondary schools. The writer included a stamped self-addressed envelope to be used for returning the questionnaire. No follow up letters were sent.

Compiling the Data

As the questionnaires which had been sent to the principals were returned, the writer read each one thoroughly then compiled the data on a large chart which had been made for this purpose. When the chart was finished the actual work of writing the thesis began.

The answers to the items of the questionnaires were carefully analyzed and the more definite answers were compiled into tables one to fourteen inclusive. The comments on the items 12, 13, 18b, 19, 20 and 21 and the remarks were placed in appendix B.

CHAPTER IV

RESULTS OF THE STUDY

There are 706 secondary schools in Kansas. The returns from the questionnaire reveal that psychology is offered by 236 or 69.85 per cent of the secondary schools that answered the questionnaire. Thirty-eight of these schools offer psychology to normal training pupils; 338 answered the questionnaire; 102 offer no psychology to their pupils and 368 did not reply.

If we could assume that the same proportion teaching psychology and not teaching psychology holds for the 368 schools that did not reply that obtains for the 338 schools that did reply we could conclude that there are 494 schools that teach psychology. We could safely conclude that approximately two-thirds of the schools offer psychology. According to the Kansas Educational Directory there are sixty-eight schools offering psychology to normal training pupils. According to the Kansas Teacher for April, 1929, non-normal training psychology was taught in 249 of the secondary schools in Kansas. 157 offered psychology to normal training pupils making a total of 406 of the secondary schools in Kansas that offered psychology. Since there were 157 schools offering normal training psychology in 1929 there is a decrease of eighty-nine schools offering normal training. It is obvious that there is a decided trend against normal training classes in the schools and since psychology is included in the normal

training there is a decrease in the number of schools offering psychology to normal training pupils. Since there are fewer schools offering psychology to normal training pupils than in 1929 and there is a greater number of schools offering psychology to normal training and non-normal training pupils there is a decided increase in the number of schools offering psychology to pupils other than normal training.

We find that 113 teachers have an average of 13.84 hours in psychology, forty-eight have a major, fifty-two a minor, and fourteen have as little preparation as three hours. All schools reporting offer one-half unit of psychology to their students. There is a lack of uniformity in the length of recitation periods, these periods range from thirty to seventy minutes. Only ten schools offer psychology to Freshmen and Sophomores, 141 offer it to Juniors and 213 to Seniors. The state approved text is used in 166 schools. The home-made test is used by the majority of psychology instructors. The majority of the instructors, 176, advise the poorer student to take psychology. The general opinion of the instructors seemed to be in favor of field trips. Psychology was considered very valuable by the instructors and administrators reporting. Psychology is very popular with the student.

The contents of the tables one to fourteen inclusive represents a compilation of the answers to the twenty-two items of the questionnaire sent by the writer to the principals of 706 secondary schools in Kansas.

TABLE I
CLASSIFICATION OF PUPILS TO WHOM PSYCHOLOGY IS OFFERED
IN SECONDARY SCHOOLS OF KANSAS

Classification of Student	Number of Schools
Freshmen	3
Sophomores	7
Juniors	141
Seniors	213

It can be seen from table I that psychology is offered largely to upper classmen in the secondary schools of Kansas. The fact that it is offered almost entirely to Juniors and Seniors agrees with the general opinion that it is a fairly difficult subject. Since the most common "tool subjects" are required in the earlier years of high school, psychology is postponed until later, becoming a tool subject to a more specialized student, namely, normal training, and probably college preparatory, students. It should be noted, however, that it is an elective subject to a large extent, as shown in table II.

TABLE II

THE NUMBER OF SECONDARY SCHOOLS IN WHICH PSYCHOLOGY
IS ELECTED OR REQUIRED

How Offered	Number of Schools
Elective	180
Required for Normal Training	68
Required in General	15

While psychology is required in eighty-three secondary schools, sixty-eight of the number require it for normal training students only; the remaining fifteen require the course chiefly for all upper classmen. It is evident that psychology is indispensable in schools where normal training is offered. The 180 schools not requiring the course offer no normal training.

Many of the schools which allow the students to elect psychology stated that their students were strongly urged to elect it. It would seem that psychology instructors and principals are convinced that psychology should perhaps be made a required subject.

TABLE III

SHOWING THE POPULARITY OF PSYCHOLOGY WITH PUPILS
IN 194 SECONDARY SCHOOLS OF KANSAS

Degree of Popularity	Number of Schools
Great	133
Medium	51
Small	10

Psychology is evidently very popular with pupils, as is evidenced by table III, which shows that, of the 194 schools replying to this question 133 acclaim it "great", fifty-one "medium", and only ten of "small" popularity. Psychology, according to table II, is elected by the pupils of 180 schools reporting, and required by but fifty-three schools. The above is, of course, a teacher-report; but it must also be taken for face value as representing pupils' attitude toward the subject, we believe. Comments at the end of the questionnaire, together with personal letters and interviews with teachers on this subject, strongly incline the writer to believe that the pupil recognizes in psychology a value not recognized by the makers of the state course of study.

One principal replied that his pupils had asked permission to take psychology during their Freshman year, instead of waiting until they were Juniors and Seniors.

TABLE IV
TEXTS USED IN TEACHING PSYCHOLOGY IN 215 SECONDARY
SCHOOLS IN KANSAS

Name of Text	Author of Text	Number of Schools
<u>Practical Psychology</u>	Robinson	166
<u>The Mind and its Education</u>	Betts	45
<u>Introduction to Psychology</u>	Morgan & Gilliland	4

Forty-nine schools do not use the state approved text. The approval is for three years, 1933 to 1936. There is apparently no requirement of the state school book commission that schools must adopt any specific text in psychology.

Table IV shows that 166 schools are using the state approved text (Robinson), forty-five are using Betts and four use Morgan & Gilliland. The information furnished in Table IV indicates to some extent how schools are influenced by the state's approval of a text.

TABLE V
LENGTH OF THE CLASS PERIOD IN PSYCHOLOGY IN 227 SECONDARY
SCHOOLS IN KANSAS

Number of Schools	Minutes Taught
106	40
52	45
43	60
5	55
5	43
4	50
3	65
3	42
3	30
2	44
1	70

Table V shows a lack of uniform class periods. The periods range from thirty minutes employed by three schools to seventy minutes used by one school. Forty minutes is the mode. 106 schools, the largest number in any time division, employ this amount of time, therefore it seems the most popular. On the other hand, the fact that fifty-two schools have a forty-five minute period is evidence that a period ranging slightly below fifty minutes is the most common. Since however, forty-three schools employ the sixty minute period there is

evidence for the hope that a recitation period about equal to that employed by colleges will prevail. Five psychology instructors, including principals, specifically stated that twenty minutes were devoted to preparation while forty minutes were given to recitation.

TABLE VI
SHOWING THE QUALITY OF PUPILS TAKING PSYCHOLOGY IN
THE SECONDARY SCHOOLS OF KANSAS

Ability of Pupil	Number of Schools
Better	96
Average	118

While the answers from psychology instructors and principals reporting were not clear as to the type of pupil taking psychology it is evident that psychology is quite popular with the better or average pupil. Ninety-six instructors and principals report that the better pupils take psychology, while 118 report the pupils taking psychology as average.

TABLE VII

SHOWING THE DIFFICULTY OF PSYCHOLOGY TO THE PUPILS
IN 225 SECONDARY SCHOOLS IN KANSAS

Degree of Difficulty To Pupils	Number of Schools
Easy	85
Average	70
Hard	61
Very Hard	9

Many principals and teachers reporting seem to think that psychology is easily comprehended by a large number of their pupils. Eighty-five principals and teachers report the course as easy, seventy as average, sixty-one as hard and only nine as very hard.

We may conclude from such findings that psychology should not be considered a subject beyond the comprehension of the average pupil.

While ten principals and teachers reporting said nothing about the advisability of the poorer students taking psychology, 176 stated that they should take it. Many of this number believed that the poorer pupil needs psychology more than the better pupil. Fifty-two advised against the poor pupil taking psychology, giving as a reason, difficulty of comprehension.

TABLE VIII
SHOWING THE PREPARATION OF INSTRUCTORS IN PSYCHOLOGY
IN 215 SECONDARY SCHOOLS IN KANSAS

Amount of College Preparation	Number of Instructors
A "Major"*	48
Psychology and Education	22
A "Minor"*	52
Twelve Hours	12
4-10 Hours	67
3 Hours or less	14

*The meanings of "major" and "minor" vary somewhat in different institutions relative to the number of hours taken in a subject.

There is evidence of a wide range in the college preparation of psychology instructors, as is shown in the above table. Fourteen have taken but three hours in psychology, while forty-eight have a "major". We find sixty-seven instructors have from four to ten hours.

The status of teachers' preparation shown by recent surveys appears to coincide with the above. Wallin says, in a recent article:

"Approximately 14 per cent of teachers trained in liberal arts colleges are not teaching subjects of their major or minor. 31.06 per cent trained in teachers' colleges are teaching their first minors. 26 per cent trained in the teachers' colleges teach neither their major nor minor."³

³J. W. Wallin, "Requirements for Teachers of Special Classes", School Life, XVI (April, 1931), page 198.

TABLE IX

SCHOOLS MAKING FIELD TRIPS IN TEACHING PSYCHOLOGY IN
THE SECONDARY SCHOOLS OF KANSAS

Field Trips	Number of Schools
Making Field Trips	64
Not Making Field Trips	157

According to the above table but sixty-four teachers of psychology take their psychology students for observation purposes to institutions of interest, such as the Home for Feeble Minded at Winfield, Kansas, the Home for Epileptics at Parsons, Kansas. The cost and inconvenience of these trips were the chief objections given for not taking them by those instructors reporting.

TABLE X

VALUE ASSIGNED TO FIELD TRIPS IN TEACHING PSYCHOLOGY IN
THE SECONDARY SCHOOLS IN KANSAS

Value of Trips	Number of Schools or Teachers
Great Value	154
Medium Value	30
Small Value	38

One hundred fifty-four principals and psychology instructors reporting agree that field trips to institutions of interest are of great value to the student. However, many schools are so far from such institutions that such trips are very costly and, in many cases, prohibitive. Yet, despite all objections, reports seem to indicate that principals and psychology instructors assign them a high place and the interest in them is rapidly gaining ground. "The study of things in their natural setting is becoming more important to youth."⁴

⁴Ellsworth C. Dent, "Visual Aids Increases the Effectiveness in Instruction," Nations Schools III (April, 1934), page 59; John Dewey, Schools of Tomorrow Chapter I. "Education as a Natural Development,"

TABLE XI

USE OF REFERENCE IN TEACHING PSYCHOLOGY IN THE
SECONDARY SCHOOLS OF KANSAS

Use of References	Number of Schools or Teachers
Much	57
Little	153
None	14

Principals and instructors in psychology are placing but small emphasis on the use of references in their teaching. While fourteen principals and psychology instructors make no reference requirement, 153 require but little outside reading, which indicates a decided weakness in the use of the library for class work in psychology. Lack of a sufficient number of good reference books may be a contributing factor to such a condition.

TABLE XII
VALUE ADMINISTRATORS ASSIGN PSYCHOLOGY IN SECONDARY
SCHOOLS IN KANSAS

Value	Number of Schools
High	169
Medium	1
Low	27

The high value given psychology by the principals and superintendents indicates that the future of psychology as a high school subject is very secure. Since over 80 per cent of principals and superintendents reporting on this assign it a place of high value, there is no doubt in the writer's mind that school men are highly conscious of its worth.

TABLE XIII

USE OF THE NOTE-BOOK IN TEACHING PSYCHOLOGY IN THE
SECONDARY SCHOOLS OF KANSAS

Use of Note-Book	Number of Schools or Teachers
Required	65
Elective	120

According to the above table the principals and psychology instructors place little emphasis on the keeping of a note-book by the pupil. Some principals and psychology instructors advised the pupil to keep a note-book for his own use, but they do not require one as a part of the course. This may allow the pupil a freedom of choice from which he may profit if he is properly advised as to the real value of a note-book, and knows how to take notes so that they mean something to him later.

TABLE XIV

TEACHERS WANTING HELPS FOR TEACHING PSYCHOLOGY IN
THE SECONDARY SCHOOLS IN KANSAS

Helps Wanted by Teachers	Number of Schools or Teachers
-----------------------------	----------------------------------

Nearly all of the 212 principals and psychology instructors answering this question asked for aids. Only eight did not desire aids. Aids consisting of standard tests, manuals, certain devices, such as color wheel, and color blindness tests, were mentioned.

Such a desire might be interpreted to mean a greater interest in the subject by the instructors and an appreciation of their part that they cannot effectively teach the course in an abstract manner. The subject matter must be simplified and made more meaningful for the student.

CHAPTER V

SUMMARY AND CONCLUSIONS

These facts are evident from our investigation of the status of psychology in the secondary schools of Kansas.

1. More "upper" classmen take, or are permitted to take, the subject than "lower" classmen.

2. Psychology is predominantly elective. Where required it is largely to satisfy normal training pupils.

3. Psychology is very popular with the pupils. More than twice as many schools assign a high place to popularity with the pupils as those which assign medium and low values combined.

4. The newly approved text (Robinson) is used by a large majority of the instructors.

5. Lack of class periods of uniform length, (they vary from thirty to seventy minutes), is doubtless one of the defects in standardizing the course.

6. The average pupil comprehends psychology with no great difficulty.

7. There is a wide range in the amount of preparation of psychology instructors.

8. Illustrative devices in teaching psychology are greatly needed. Such devices take the nature of "pictures, silent and talkies", color wheel, and color blindness tests.

9. Non-standardized tests are used by the majority of instructors, while eighty-nine use both standardized and non-standardized tests.

10. Field trips, while very popular with the majority of the instructors, are actually taken by less than 30 per cent of the schools reporting.

11. Few instructors make wide use of reference material.

12. Psychology is popular with administrators.

13. The keeping of a note-book by the pupil is not required by the majority of instructors.

14. 204 of the 212 psychology instructors and principals reporting desire helps for making the subject more meaningful to the pupil.

CHAPTER VI

RECOMMENDATIONS

The results of this investigation seem to justify the following recommendations:

1. The writer would strongly urge that psychology be placed in the curriculum as a required course. This is in keeping with the wishes of principals and instructors of psychology in 236 secondary schools of Kansas.

2. That many psychology instructors should increase their professional preparation by taking more psychology courses in a college or university.

3. That psychology instructors should assemble a large number of teaching devices to be used for making the course more meaningful to the pupil.

4. That psychology continue to be offered primarily to Juniors and Seniors.

5. That the poorer pupils be urged to take psychology.

6. That whenever possible, field trips to institutions, such as the State Home for the Feeble Minded at Winfield, Kansas, be made by the psychology instructor and psychology pupils.

7. That a more uniform recitation period be adopted.

8. That the instructor assign more reference work to the pupils.

9. That manuals be adopted for psychology pupils to use.

10. That a uniform psychology test (one that tests the subject matter of psychology) be compiled and standardized.

11. That more reference books be added to the school library for the use of pupils in psychology classes.

12. That the approved text be adopted and used by all of the secondary schools of the state, in the interest of uniformity.

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APPENDIX A

Questionnaire

Dear Sir:

Will you be kind enough to fill out, to the best of your ability, the following questions in regard to your classes in psychology? I, myself, am a teacher of psychology, and I want to secure the information requested in this questionnaire so as to get a synopsis of what is being done to teach the course in the State of Kansas. If in any way the results of my questionnaire will be of help to you I will be glad to reciprocate the favor by sending you a copy of my findings.

Institution

Instructor in psychology

Classification of School

Date of Report

1. Do you offer one-half or one unit of psychology _____
2. To Freshmen, Sophs., Jrs., or Seniors? _____
3. Name of text you use _____
4. To what extent is psychology required by your school?

5. What prerequisites (courses) are required for psychology? _____
6. Length of your recitation period _____
7. How long have you offered psychology? _____
8. What special preparation has psychology instructor in the subject? _____
9. Do you give standardized tests to measure your results, or do you prepare your own tests? _____
10. What special experiments and devices do you use to emphasize the subject? _____

11. Do you lecture? Discuss questions? Solve original problems? (underscore). Any other method? _____
12. Do your students comprehend psychology with difficulty? (This has been a common complaint, so no reflection will be cast on teacher replying in the affirmative.) _____
13. Do you ever make field trips, or attend institutions of interest as a class? _____ Do you think this of value? _____
14. If one semester, which semester do you offer psychology? _____
15. Is psychology a popular subject with your pupils? _____
16. If students elect psychology, are they better on the whole than the average pupils in your school? _____
17. Do you assign outside reference work? _____
18. Do your pupils keep a note-book? _____
19. What is the general opinion of superintendent, board and faculty about the value of a course in psychology?
-
20. Would you like to have some suggestions and aids in better teaching a course in psychology? _____
21. What do you think of the suggestion that has been made in certain quarters that we have a manual of devices, experiments, and striking illustrations that fit into the regular course, in psychology? (costing very little). _____
- (1) To aid both pupil and teacher?
- (2) To aid the teacher alone?

22. Have you any good aids to help compile such a manual, booklet, or what-not, or any good original illustrations.

_____ . Would you be willing to help in making such a collection of aids if called upon later?

_____ .

REMARKS:

I thank you most sincerely,

Rou Douglass

Superintendent of Schools

Havana, Kansas

APPENDIX B

EXACT ANSWERS OF PSYCHOLOGY TEACHERS

These quotations were taken from the questionnaires and are the exact answers of some of the teachers reporting. A copy of the questionnaire may be found in appendix A.

12. Do your students comprehend psychology with difficulty? (This has been a common complaint, so no reflection will be cast on teacher replying in affirmative.)

Great Difficulty

"Many of them do."

"Yes, especially psysiological matter."

"The lower half of the group (as per grades generally) do."

"Classes differ from year to year but a general answer yes."

"Some of them do, especially the technical terms used."

"Yes, to some extent."

"No, we try to make it practical but they receive knowledge from text with extreme difficulty."

"Decidedly."

"Yes, but they develop with course. My students have difficulty because abstract terms are hard to visualize; and many definitions must be learned well in order to think in psychological terms."

"Yes apparently so."

"Yes in comparison with other subjects."

"Yes, in most cases."

"As a rule yes."

"Yes on the whole."

"Difficult for greater per cent."

"Yes, the majority do."

"I find it so. The terms are new to them."

"Yes in many cases."

"Difficult."

"Yes, with just one or two exceptions."

"Difficult."

"Yes, With most of them."

"Difficult to understand at the first of the course."

"Difficult but interesting."

Some Difficulty

"I doubt if any of them realize its full significance."

"Some difficulty."

"Those who are accustomed to learning by rote
memory have difficulty."

"Some have difficulty. Believe it depends on ability
of instructor to illustrate clearly and link psy-
chology with their own experiences."

"First part of book more difficult not so much
difficulty in last."

"Some do who have a limited general knowledge."

"Some parts seem very difficult for them to
understand."

"Yes, especially at first."

"No and Yes."

"As Andy says, "yes and no"; depends on class."

"Some do. Most of them do not comprehend any subject."

"Some phases of the work are quite difficult to comprehend but as a whole the subject matter is understood as well as in most other subjects."

"They think it hard but interesting."

"Do not seem to comprehend from their reading, do from class discussion."

"Rather difficult to hold interest, however where pupils do their part in preparation the comprehension seems higher to pupils."

"We spent considerable time in gathering an understanding of the nervous system fully three weeks."

"Some difficulty."

"Especially some students."

"The younger pupils find it difficult but the older pupils (I have two men in class) find it easier."

Average

"Not generally."

"No more than expected."

"Not especially."

"No more than other courses."

"Not generally true."

"I have not found very much trouble in this line."

"I find it no more difficult for them than physics, biology etc."

"We have had no serious trouble."

"Not in particular."

"The average student has little difficulty."

"No more than in other subjects."

"No specific complaints of this nature."

"Do not seem to consider it more so than other subjects."

"I think they get it with average exertion."

"Average difficulty (students opinion)."

"Not as a group. No."

"No more than usual subjects."

"Not necessarily."

"Some yes, some no, about average."

"Moderately difficult."

Little or no Difficulty

"Our better students have little difficulty."

"Seems to be no difficulty."

"Seniors seem to grasp it fairly well."

"No they like it."

"Very popular courses here. However some complain of too much work."

"Thus far this semester with comparative ease."

"This text very easily comprehended after acquaintance is made with terms."

"Only in case of poor or indifferent students."

"Very little trouble only in special cases. Not as a rule."

"Most classes like the subject and therefore can get subject matter relatively easy."

"Not generally."

"No, with occasional exceptions."

"The better students have little or no difficulty, they like it. Very inferior students are advised not to take it."

"No, they like it."

"Few or poorer ones, most students like it very much."

"They like the course. Make good progress."

"Seem to enjoy it very much."

"They get along splendidly."

"Results mostly satisfactory."

Miscellaneous

"Yes at first but comprehend well by the time they review for state examinations."

"Some."

"Some get it easily, to others it means little until discussion in class brings out important facts."

"My experience has been with "A" and "B" students."

"Some."

"Some do."

"The fundamentals are well understood the application less fully."

"Some do."

"I feel that most of them get a usable grasp of it."

"Some do."

"Lack interest."

"Yes to a certain extent but after the problem has been explained in class they can draw from their own experience."

"Some do."

"They do not find it too hard."

"Majority with some difficulty. Some seem to comprehend quite easily."

"Not if reasonably mature students."

"They enjoy the subject and I am convinced that they are much benefitted."

"They enjoy psychology. A good class."

"Not particularly."

"Just part of students."

"Some do."

"Not particularly."

"Not especially."

"No, not many."

"Some points vague."

"I find my own students comprehend well, due to the fact that normal training students are "A" students."

"Some students do."

"No, a very attractive subject."

"At first."

"Some few."

"At first yes."

"Some do some do not."

"It is hard to open the course, but after the first four weeks it seems to clear up well for my pupils."

"Not especially."

"They seem afraid of it at first, but most of them usually over come it."

"Have more complaint on physiology."

"Moderately so."

"I should say the lower half."

"Some part of it."

"Some do, some don't."

"In general, no."

"Some students."

"They like the course."

"I believe not after the first few weeks."

"Many of them do."

"Not since text now used was adopted."

"Not difficult if I link it with practical every day life."

"No more than any other subject."

"Some."

"No. Of course it takes study."

"Somewhat."

"No difficulty."

"Some."

"Average comprehension."

"Varies with students."

"Varies according to different classes."

"Difficult to understand at the first of the course."

"If the instructor uses devices, illustrations and special reports, or if he makes subject matter as life experiences the student comprehends easily and is interested in the course."

"Mastering it satisfactorily depends on individual ability to whole extent."

"Not extreme."

"Difficult but interesting."

"No particular difficulty."

"Sometimes the average intelligence of the students in the psychology class is lower than that of rest of the school because in enrolling for psychology the student also enrolls for physiology. Having had physiology in the grades the pupil naturally elect to take it because they think it will be a snap course. As psychology follows physiology they are in the middle of a course which is hard for them to grasp before they know it. However, I think a lot of good may be done for some of them in the course of psychology."

15. Do you make field trips, or attend institutions of interest as a class? _____ Do you think this of value? _____

Very Valuable

"Field trips are limited in rural community. Very valuable however."

"To a certain extent but more to produce interest. A good device, but there are none around here."

"Exceedingly so."

"Very much."

"A few such trips I believe very much worth while."

"Most certainly."

"Yes, very great value if handled properly."

"Yes, stimulates the greatest interest of any method we have used."

"Much superior to text book work."

"Much for it gives something tangible to work on."

"Yes indeed, They can draw from their own experiences."

We visited the State Penitentiary at Lansing."

"Yes, especially would I recommend the visiting of the institute of the insane. That proved my greatest project in the work. Or child psychology studying children in the grades for attention is interesting."

"Field trips in my estimation are the greatest factors in creating student interest in psychology. Trips made during the past two years to State Home for Epiletics at Parsons, Kansas; and the State Home

for Feeble Linded at Winfield Kansas, were trips of greatest interest to my classes."

"Such trips are very valuable."

Valuable

"Yes at times."

"I think this would be valuable, but has been impossible this year."

"I should think it would be of value."

"Yes, if properly planned."

"Yes, all students have to take Sociology, and sociology students have to visit the State Institution here."

"Where it can be done."

"Some or we would not do it."

"I believe it would."

"I think it would be."

"Yes, I have individual reports from students to the class when ever any student has had the privilege of such."

"Perhaps if a place of value."

"I think it would be."

"Any new and wholesome sensation or experience is of value psychologically."

"It should be of much value."

Conditionally Valuable

"Yes if properly conducted and reviewed."

"Yes, in phases of the subject; especially in studying abnormalities."

"Some classes."

"Some would be."

"Yes, as far as the study of effects or heredity and environment are concerned."

"If there are opportunities, and class groups are not too large, so individual contact is lost."

"It might be in some instances, but no opportunity here."

"Yes, but not of enough value."

"Somewhat."

"It might stimulate interest, however high school students so often get wrong impressions."

"Yes, for observation when properly prepared in advance."

Doubtful Value

"Yes and no."

"Not much."

"Not in our own locality."

"Not worth the effort in my estimation."

"I don't know if I would advise this for high school students."

"Hardly practical for high school students."

Miscellaneous

"There might be value in such trips."

"Yes, maybe."

"Very much so."

"Most assuredly."

"It could be made so especially in some localities."

"Very good."

"Probably."

"Don't know."

"Perhaps if one is situated where one is possible."

"Yes, if possible."

"Some."

"Lack of time for field trips."

"Yes, where feasible."

"It might be of value."

"Perhaps."

"I do."

"If available."

"Yes but it is impossible to do it here."

"I can't say."

"Yes, if we had time."

"Yes indeed."

"I certainly do."

"It might be."

"Yes if possible."

"Very much."

"Questionable."

"Yes, we visit Iittsbugr college in the psychology
department."

"Not much."

18 B. Do you advise that the poorer type of student avoid taking a course in psychology?

"No" Answers

"No, they are the ones who need it most."

"No, I feel he needs it more."

"No, it's a self explanitor course of their place in life. I feel that it may be the greatest aid to the incompent showing him where he belongs."

"No they need it most."

"No, he needs it."

"No, they really need it the most."

"No, it helps them to learn how to study."

"No, he needs the help."

"No, because it has a direct bearing upon the question of success."

"No, unless too poor."

"No, for the chapters on habit, attention and others are very valuable to them."

"No, for I think listening to discussion worth while even though none is absorbed."

"No, they all get value."

"No, it can be taught so as to be a great help to any extent."

"No, unless they are very dull."

"No, often they improve in concentration and mental habits."

"No, should be adapted to them also."

"No, but if the enrollment is large enough, the course will be more interesting if they are in a special class."

"No, I feel that it can be presented to be of value to such students."

"No, they all get value."

"No, he will get some benefit."

"No, the poor student is the one needing it most."

"No, they may profit."

"No, they are the ones that need the course."

"No, if you present it from a practical, or rather
" "applied" point of view."

"No, every child should have psychology from a practical standpoint. The poorer the student the greater the need for very simple fundamental facts of habit formation, and emotional control."

"No, they seem to enjoy it."

"No, a very good course for all."

"No, the poor student needs it the most."

"No, it will help him to learn how to study."

"No, the poor student will get some value."

Yes answers

"Yes, if there is something easier for them."

"Yes, not able to comprehend the subject."

"Equivocal"Answers

"Not necessarily, it may awaken you to his needs."

"If he wishes, poorer students often make very good observations and oral recitations."

"If class is large yes, other wise no."

"That is the practice in our school, I believe, but I do not hold to that view."

"Depends on the aims of the course. If it is to be an academic content course, would advise the low I. Q's to pass it up. If it is to be a vitalized, living practical application of principles of psychology, to living animate individuals (themselves) they would profit from it."

19. What is the general opinion of Superintendent, Board, and Faculty about the value of a course in Psychology?

Very Favorable

"Very much worth while."

"Much needed."

"Very favorable."

"Very worth while subject."

"Considering making it a required course."

"The attitude of the above is very favorable."

"A splendid course here under a superior teacher."

"They think it a valuable course."

"That every one should have at least $\frac{1}{2}$ credit."

"Superintendent thinks it the most valuable
course that we can offer."

"A very valuable course providing the text book
is not too technical."

"Very desirable."

"Superintendent considers it as valuable as any
other subject."

"I think that it is worth while."

"A very valuable course."

"Very important. Should be offered in Freshmen
year if capable of mastering it."

"One of the most valuable subjects. A key course.
A finding course to the student."

"Very favorable toward the subject."

"Quite valuable especially for teacher training."

"Very necessary."

"That it is very much worth while."

"Of great value."

"A course of exceptional value."

"The most valuable course in school."

"Nothing vetter in school."

Favorable

"It is valuable."

"Favorable."

"Very good."

"Practical value."

"It is valuable."

"It is of practical use."

"Average value."

"A worth while subject. Should be taught."

"Beneficial."

"A good and profitable course."

"In favor of it as a beneficial course."

"As worth while as any other subject."

"Think it valuable enough to retain the course."

"A valuable course or we would not offer it."

"It is necessary to a good education."

"Valuable to certain people."

"An accepted place in high school curricula."

"It is worth while; trains students to think."

"I think it is quite well appreciated."

"Principal is a great believer."

"Gradually begining to realize that mental power
can be built as well as physical."

"Average course, compares with economics, sociology
and such elective courses, occasionally may
educators enroll chronic failing students in
psychology for personal help."

"Superintendent thinks it should be offered to
Seniors only. Personally I feel it could be
made simple enough to benefit the Freshmen and
Sophomores. They would be enabled to live
better, study better, and understand man's
behavior better."

"Superintendent and faculty think it is essential."

"Our Superintendent is a student of psychology and
I am sure thinks it valuable. I don't know
about the board."

"Every child should have a chance to take it."

Conditionally Favorable

"Taught as a part of social science it is worth while."

"Depends on course and teacher, some teachers aren't
much, I am in favor of it."

"Another elective."

"A good course, perhaps not as practical as some."

"I believe the majority are in favor this year
but not always."

"Not so valuable in high school."

"It is all right if students want it."

"It is valuable particularly to students going on to college."

"Faculty favors it."

"The superintendent, I believe, favors it, the board and faculty I believe pay no attention."

"Very few interested in psychology. Board indifferent."

"Varies considerable, perhaps valuable."

"The board probably doesn't even know it is offered. Superintendent and faculty realize that ninety-five per cent of high school psychology taught is useless to high school students, only about five per cent of instructors keep it at high school level, state adoption is one draw back."

"High value to teacher training and other smart students."

Doubtful Value

"Do not know. Doubtful value."

"Do not understand it very well."

"I don't believe they recognize it as essential."

"Few understand the practical value."

"Just another class."

"Passive."

"Don't believe they have any opinion."

"Question."

"We do not stress it."

"Just another elective."

Miscellaneous

"As far as I know they consider it a worth while subject for high school students."

"No opposition."

"Board knows nothing of it."

"Has some value."

"Superintendent regards it as one of the most valuable courses, best in my own experience."

"Superintendent favors course and insists on its being offered."

"A good subject in high school."

"A valuable part in the preparation for life."

"Good backing."

"Favorable."

"Good."

"I think the superintendent think it is O. K."

"Rated about medium."

"Favorable."

"Of value."

"Never discussed it with them, that is board and faculty."

"Valuable."

"Good."

"Important subject."

"It is approved by all."

"Worth while."

"They feel it is valuable."

"They favor it."

- "Should rank same as any other subject."
- "A good subject."
- "A valuable course."
- "It is a required course here."
- "Think it valuable."
- "Favorable."
- "Very little comment, certainly no objections."
- "Good and worthy."
- "Of value."
- "I believe it is a good course."
- "Appreciate it."
- "Never talked much about it."
- "They believe it to be a good course."
- "Just favorable."
- "Worth while."
- "Medium."
- "An element of education."
- "Practical course."
- "Is of considerable value."
- "Good."
- "Average."
- "Course is beneficial."
- "They believe it is of sufficient value to justify
its being offered."
- "Favorable."
- "Fair."
- "Improves students method of study."
- "Valuable course."

"Favorable."

"Used for students who may wish to take teachers examinations."

"They think it is good."

"Superintendent thinks it a fairly good course."

"Believe that it is worth while."

"Considered practical by faculty (Board unknown)."

"A good practical course."

"Favorable."

"Seem to regard it as almost essential."

"I believe they see the value of psychology."

"I believe it is practical for every day life."

"The faculty think such a course valuable."

"Think it well worth while."

"Good."

"They seem to approve."

"Considerable but not a requisite."

"Favorable."

"Board knows nothing about it superintendent is for it, most teachers see good in it."

"I have not heard a discussion concerning psychology by the faculty and board."

"I feel they put it on a par with other social sciences."

"Valuable if well taught."

"In general the same as other subjects."

- "Should be of some value to the students."
- "Consider it very important."
- "Worth keeping and worth building."
- "Would not allow it to be taken out."
- "Well worth while."
- "Good study."
- "Question."
- "Needed course for pupils."
- "Good foundation course for college."
- "Good."
- "Generally considered well with other sciences."
- "Valuable."
- "Of some value."
- "Can't say definitely, favorable at least."
- "Good."
- "Valuable."
- "O. K. The board has nothing to do with it at all."
- "The superintendent places the highest value upon
psychology as a practical course."
- "The board endorses it."
- "It is considered of value."
- "Good."
- "Seventy per cent favorable."
- "I don't know."
- "I feel that it is a good course for Seniors."
- "Good."
- "A valuable course."
- "Approve of it very much."

"We believe that it will help a student to learn
how to study and use his mind."

"Good."

"Good subject for Senior year."

"O. K."

"Very useful course many think it should be required."

"Principal suggests that every Senior takes it."

"Superintendent and principal not very interested."

"Valuable for study habits."

"Should be required of all Seniors."

"Good."

"Believe it excellent subject."

"Superintendent in favor, board and faculty in-
different."

"Favorable if principles are not stressed to much."

"Recommends it as a good course."

"Favorable to it."

"I consider it to be of as much value as physiology."

"Think it is a very essential course."

"No data."

"Don't know about the board."

"Valuable course."

"They believe that it is a good course."

"Superintendent thinks it a valuable subject the
rest do not."

"Think it O. K."

"Consider it one of the valuable subjects."

"Needed in school."

"Superintendent favorable, board passive."

"Good."

"To better understand self and others."

"Good."

"Of value."

"Favorable."

"A good course."

"A good foundation subject."

20. Would you like to have some suggestions and aids
in better teaching a course in psychology? _____

"I would. I try to get some every year."

"Of course-why not? No one is perfect."

"Suggestions always welcomed."

"At any time."

"Yes indeed."

"If practical."

"Always."

"I would."

"Have many."

"Certainly."

"Yes, they would be appreciated."

"Better facilities for laboratory work."

"Yes, I am always eager and willing to accept new ideas."

"Not especially"

"Yes I would."

"I would."

"I would be interested."

"They are always welcome."

"I am always open to suggestions."

"Always."

"Yes, open for things that are better."

"Yes, a person should be open to suggestions."

"They would be welcome if condensed."

"I certainly would."

"Certainly."

"Yes very much."

"Always interested in correct research."

"Well qualified teacher always looking for help."

"Surely would."

"Yes, very much."

"Sure would."

"I believe they would be very valuable."

"Yes indeed."

"Do not care for it."

"Yes, I consider them very valuable."

21. What do you think of the suggestion that has been made in certain quarters that we have a manual or devices, experiments, and striking illustrations that fit into the regular course in psychology? (Costing very little.) _____

(1) To aid both pupil and teacher?

(2) To aid the teacher alone?

(1) To aid both pupil and teacher?

"Would be fine."

"I think it would be fine."

"Something like this would be very valuable if the cost could be kept within reasonable limits."

"It certainly could do no harm."

"Good idea."

"Might be a valuable addition to the course."

"I would appreciate helps or both."

"Very good."

"Favorable."

"I am doubtful."

"I think it is alright."

"This would be very good."

"It should be an aid to both pupil and teacher."

"This would be fine. Psychology should become practical."

"Fine."

"It might be of value but also might be just another work book."

"A manual should be for both pupil and teacher."

"Would be very good."

"I do not know."

"Yes, I am for it, would like to order some right now if I knew where to get it."

"Good idea."

"Probably would be a help."

"Would save some effort and time for the teacher if properly prepared. We have used about all the material in our reference book."

"Good suggestion."

"It probably would assist."

"Good idea."

"Good idea if not compulsory and stereotyped, Classes differ greatly and teachers more so."

"Very good idea."

"It would be most helpful to a school with a limited library and especially where timely topics are not likely to be within reach."

"I think it would be valuable to have a manual of devices."

"Should like to have such."

"It might be of help but might make the subject a one year unit."

"Would like it very much if the school board could find it possible to appropriate a little money for them."

"Would be valuable where an entire year is devoted to the course, but would have to be Brief for a

one-half year course."

"Yes certainly favor it."

"I would be very glad to have such. I spent much time in searching for materials this Fall."

"It would be a fine thing. The cost has to be considered."

"I think it would be splendid."

"Very desireable."

"It would be a great help."

"Yes it would be a splendid thing."

"Would favor it if experiment were complete."

"I think it a good idea."

"I think they would be of value to make the subject less abstract."

"I think this plan quite good."

"Would be a good idea."

"I feel the need of aid in this subject, material, manual, and devices would be helpful."

"Good."

"I should like to have one manual for the teacher, and one containing experiments, exercises, and drills for the pupil."

"I am in favor of such a suggestion, also objective tests. Once the work of Miss Garnet Hill together with Miss Hendrick Moats compiled such a book of tests for normal training students."

"If one could be found that would really do this it would be appreciated. Those manuals I have seen

required too much equipment for the students."

"Splendid idea."

"If cost is low."

"Could be of real help."

"Haven't seen such a manual but I might like it."

"It would be of value to both."

"I think such a manual would be helpful."

"A manual would be quite helpful."

"I doubt that such a manual would be of much value
to a teacher that is nearly dead."

"A very good thing; needed for both."

"Yes it would be valuable."

"Both are good if the material is adequately arrang-
ed for the pupil. I prefer a pupil-teacher aid."

"Favorable."

"Yes a very good idea."

"I think such a device would be an aid to both
pupil and teacher."

"I think it would be of aid."

"Excellent for both."

"I have many times desired one."

"It is a good idea if not too much of a stereotyped
work-book."

"Would be much help."

"This would be preferable."

"There is no doubt to me that it would be helpful."

"Good."

"I think it would be splendid."

"Probably very helpful."

"Very good."

"Good."

"Splendid idea."

"A fine idea."

"A good idea."

"Needed."

"I think it would be fine,"

"Very good."

"I believe a manual for both pupil and teacher
would be very helpfulland beneficial."

"I think it would be adviseable. I would prefer one
for both pupil and teacher to one for teacher alone."

"Yes a good suggestion."

"A very good idea."

"A good suggestion."

"Favorable."

"I think it would be fine."

"A very good idea."

"May be of some value."

"Any live teacher would make some, all the devices in
the world would not help the dead teacher."

"It might be useful, however I do not wish to put
additional expense on my pupils now."

"Very good."

"The student is over burdened now, he could make good
use of the manual otherwise."

"A work-book for pupils based on information in the text

and related material with a teachers hand-book for references might prove beneficial."

(2) To aid the teacher alone?

"It might be useful."

"I welcome any new move or suggestion."

"Greatly needed if the teacher has background to use it."

"Good."

"Not as good as one."

"Excellent."

"Number one would be more useful."

"Need this one most I think."

"Would help."

"Highly in favor."

"I would prefer pupil-teacher aid."

"I doubt that such a manual would be worth much. a teacher who is so nearly dead or helpless as to need a manual should not be permitted to teach psychology."

"Good if it is not just another device."

"This might be best. This will prevent students looking ahead and thus getting ready for such experiments."

"Good idea."

"Should be of value."

"Both class and teacher."

"This would be a good thing also."

"I believe that both the teacher and pupils need some aids or manuals."

"Would surely help"

"To be given as lectures; I think this would be splendid."

"If teacher really knows psychology he will need little help from aids; if he does not know psychology they would do him little good."

"Good idea."

"Poor teacher is supposed to know psychology."

"No, the tendency might be for the teacher to let down and depend on the manual. Only personal effort will keep a course in psychology alive."

"I believe the average teacher finds it hard to put it across, and I know all teachers could profit by it."

"More favorable here."

"It might help him more than pupils."

"Fine but not as good as for both."

"Especially this one,"

"It should be helpful."

"I am doubtful."

"I don't like these."

"Desirable."

"A tool for the good teacher."

"It is very valuable."

"Something like this would be very beneficial if the cost could be kept down."

"For both pupil and teacher."

REMARKS

Psychology comments

- "Much interested in psychology."
- "Need aids, psychology valuable to teach how to study."
- "Psychology needs changes before it becomes profitable."
- "Psychology is valuable to the poor student and interesting to all students."
- "Psychology is needed from a practical standpoint."
- "The poorer the student the greater the need for simple fundamental facts in emotional control."
- "Psychology aids Juniors for Senior year work."
- "Need one unit of psychology instead of one-half."
- "Psychology is not receiving enough attention by high schools."
- "Should be required for one year. It has great value."
- "Psychology is of great practical value."
- "Psychology teaches reasoning."
- "Psychology is of great practical value to all."
- "Psychology is very difficult, not a text book subject, students learn objective questions but not non-objective; other courses are just as valuable."
- "Psychology looks interesting but difficult."
- "Psychology is very dry."
- "Needs two semesters; not enough taught."
- "Wants course offered before graduation as students get more from high school."
- "We stress psychology and students express great

interest in the course."

"Psychology is one of great practical value yet sometime beyond high school students understanding.

"Student taking nurses training say transfer of knowledge gained and good grades were had because of psychology."

"Every high school student should study psychology."

"Everyday applications of our psychology study seems to be of value to us and makes for the increasing enrollment especially among the thinkers."

"I feel that a course in high school psychology is one of great practical value if conducted within the understanding of normal high school students. I feel that texts are sometimes foar too technical and far too advanced to be read with understanding and appreciation by the average high school student."

"I feel that psychology is of more value in teaching a child how to study and apply himself to the problems in life than any other value."

"I feel that psychology is not receiving enough attention by most high schools. I think that it would be a great aid to high school students if all were required to take one year of psychology."

"I believe the subject, as taught at present, is of little value to the high school pupil. One semester, with the material aranged so poorly, is

- not enough time to cover the course adequately."
- "Every child should have psychology from a practical standpoint; the poorer the student the greater the need for every simple fundamental facts of habit formation, and emotional control."
- "I feel that psychology is one of the most worth while subjects in high school if a live teacher is at the helm."
- "I enjoy psychology myself very much and thoroughly believe a simple course would benefit every pupil."
- "I believe the solution of the problem in teaching psychology is proper teacher preparation and enthusiasm for the work. We find that our Juniors who have taken psychology show marked improvement in their Senior year as compared to those who do not. We cover as much material as a 3 hour university course and stress personal application all the way through. Robinson's text is used as a guide but we depart from it at many points."
- "Psychology should be studied as a social science and not a technical study of the mind."
- "My pupils enjoyed psychology because it opened an entirely new field of thought to them."
- "I feel that psychology should be studied by every student."
- "I think the time near at hand that psychology, will be required of high school students. I would think this a very good idea."

"I have about 60 hours in Education and psychology and have taught it several years. I think life around us is the best field to work in. I love it and delight in teaching it and have always had excellent results and excellent after results."

"Psychology probably needs some changes before it will fit in properly to the work of the high school student."

"A student remarked to me to-day that she thought psychology more interesting than physiology. I think one reason for this students interest was due to the practical application of psychology to everyday behavior."

"I think the course should be required before a student graduates. So many have said if they could have had the course as Freshmen they would have gotten more from high school."

Comments on Manual

"Wants a better manual."

"Believes a manual would increase interest."

"More practical and a blessing to the teacher."

"Would like to have a manual for it is of much practical value to some students."

"Wants a manual of experiments for teachers."

"It is more worth while for the teacher than the pupil."

"A manual of devices is valuable."

"Willing to help in composing a better manual."

"Want a text and manual of experiments and tests for

the better students."

"I think a manual makes psychology more tangible."

"I think a manual is a valuable aid."

Miscellaneous

"Need better facilities for laboratory work."

"Capable teacher must not be quick to seize any
device."

"Wants appropriations from school for aids."

"Finds experiments increase interest."

"Wants aids, devices, and helps also worth while
illustrations."

"Favors best methods, manual, not too much equipment."

"Wants work-book and large chart of nervous system."

"Want more good reference books, aids and information."

"Devices are indispensable to good teaching."